



UNIVERSITÀ
DEGLI STUDI DI BARI
ALDO MORO



Regione Puglia

2nd ESTIDIA CONFERENCE 2013

DIALOGUE-DRIVEN CHANGE IN THE PUBLIC SPHERE

UNDER THE PATRONAGE OF
MRS. *ANDROULLA VASSILIOU*,
EUROPEAN COMMISSIONER
FOR EDUCATION, CULTURE,
MULTILINGUALISM AND YOUTH

BOOK OF ABSTRACTS

Department of Educational Sciences,
Psychology, Communication

University of Bari “Aldo Moro”

3-5 October 2013



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TABLE OF CONTENTS

WELCOME TO THE 2 nd ESTIDIA CONFERENCE 2013: DIALOGUE-DRIVEN CHANGE IN THE PUBLIC SPHERE ..	7
CONFERENCE PROGRAMME	14
ABOUT THE KEYNOTE SPEAKERS	23
WORKSHOP 1: RE-NEGOTIATING IDENTITIES IN THE EUROPEAN PUBLIC SPHERE	27
PARALLEL SESSION A: INTERCULTURAL APPROACH TO EDUCATIONAL CHANGE	38
WORKSHOP 2: GENDER EMPOWERMENT THROUGH SOCIAL INNOVATION STRATEGIES.....	54
PARALLEL SESSION B: MEDIA AND DIALOGUE IN A GLOBALISED WORLD	70
PARALLEL SESSION C: SOCIO-POLITICAL CHANGE IN PUBLIC SPHERE	79
WORKSHOP 3: SOCIAL AND EDUCATIONAL CHANGE IN DIGITAL ENVIRONMENTS.....	99
ALPHABETICAL INDEX OF PRESENTERS/ PRESENTATIONS	108



UNIVERSITÀ
DEGLI STUDI DI BARI
ALDO MORO



Regione Puglia

WELCOME TO THE 2nd ESTIDIA CONFERENCE 2013
DIALOGUE-DRIVEN CHANGE IN THE PUBLIC
SPHERE

DEPARTMENT OF EDUCATIONAL SCIENCES,
PSYCHOLOGY, COMMUNICATION
UNIVERSITY OF BARI "ALDO MORO"
3-5 OCTOBER, 2013

UNDER THE PATRONAGE OF MRS. ANDROULLA
VASSILIOU, EUROPEAN COMMISSIONER FOR
EDUCATION, CULTURE, MULTILINGUALISM AND
YOUTH

After its successful launch in Brasov, Romania, in June 2012, **ESTIDIA** (*European Society for Transcultural and Interdisciplinary Dialogue*) is convening its second conference, whose goal is to create a discussion forum bringing together researchers and doctoral students who are investigating change-related dialogue mechanisms and strategies from a wide range of disciplinary perspectives. The University of Bari, Italy, has the pleasure to host **ESTIDIA 2013**, in the hope that this conference will give rise to creative synergies and facilitate new networks, crossing both geographical and disciplinary borders.

CONFERENCE THEME

Change, be it subtle or dramatic, is constantly an integral part of social life, bringing about significant alteration of social structure, behavior patterns and cultural values. *Social change* refers to variations over time in the ecological ordering of populations and communities, in patterns of roles and social interactions, in the structure and functioning of institutions, and in the cultures of societies. In recent times, two fallacies about social change have been intensively debated. According to the first fallacy, social change is simply a linear movement in time from a traditional past towards a modern future, while old values and institutions are regarded as impediments to changes and obstacles to modernization. The second fallacy is based on the assumption that there is an irreconcilable conflict between old and new traditions and structures, which leads to old traditions and structures being simply displaced by new ones. However, both fallacies have been proved wrong and consequently discarded by a large body of studies which provide alternative interpretations that challenge the assumptions of the traditional-modern polarization. In the dynamic and multi-dimensional reality that we experience daily, tradition and modernity are in fact mutually reinforcing, rather than being mutually exclusive systems. It is these two aspects, dialogue-driven continuity in discontinuity, and discontinuity in continuity, that are the topic focus for the conference presentations and discussions.

The various theories of social change range from those that explain specific factors that cause small-scale changes to abstract and broader theories which attempt to understand underlying trends in the evolution and transformation of human societies. The focus of the conference is on the traditions, principles, purposes and practices of dialogic interaction in the public sphere that are part of, and conducive to, societal change. While many societies are currently experiencing dramatic shifts in their political, economic and social structures, there are at least two dominant trends: the increasing democratization of political life, and the rise of complex bureaucratic institutions. The key factors of social change underlying these trends

are globalization, technological developments, systemic upheavals, migration and the ensuing multiculturalism and multilingualism. But perhaps the most potentially powerful factors of social change are the people animated by a profound need to communicate and, through public dialogue, to craft a dynamic vision for a more just set of social arrangements in the pursuit of major goals in the service of the common good. The implementation of visionary ideas calls for critically discussing ideas and conceptualizations which take into account the continuously changing nature of societies and communities, and which aim at explicating the interdependence between individuals' interaction practices and the discursive construction of identities, on the one hand, and their access to full participation in society, on the other.

Key issues of interest to the conference include, but are not limited to, the following:

- Promoting citizen-centred multicultural and social practices in Europe and beyond.
- Enhancing the dialogue of tradition and innovation at the interface of the public and private spheres.
- Initiating and responding to societal changes through cross-European networking activities.
- Exploring patterns of social and personal change at micro- and macro-level.
- Scrutinizing dialogic problem-solving strategies in cross-cultural perspectives.
- Identifying divergence and convergence patterns in public narrative and dialogue.
- Discourse of social change – Boundary-crossing between practice and theory.

We welcome contributions from diverse fields of enquiry, including discourse studies, conversation analysis, discursive psychology, critical discourse analysis, rhetoric, narrative analysis, political discourse analysis, social semiotics, multimodal discourse analysis, applied linguistics, gesture studies, as well as approaches to dialogue and verbal interaction pertaining to sociology, political

science, pedagogy, comparative education, philosophy, anthropology, media studies, journalism and cultural studies.

Proposals for individual papers or special sessions may include research questions like the following:

- How should we grapple with the notion that arguing for and against is an opportunity for positive change?
- How can interpersonal and institutional interactions facilitate and encourage bottom-up or top-down social change (in processes of political transition, power transfer and empowerment, business outsourcing, etc.)?
- How are the concrete, daily instantiations of social change articulated in public debate (e.g. media interviews, press conferences, political debates)?
- How can concepts such as identity, migration, community, and citizenship illuminate key aspects of ongoing social, political and cultural change?
- How are the various aspects of social change discussed in the media, in educational institutions, and/or in the political sphere?
- How is understanding social change going to enrich the researchers' correlation between theory and practice?
- How are messages for and against social change conveyed in public speaking and debating?
- How is the contribution of pedagogy and psychology to be integrated in the debate on social change?

THEMATIC WORKSHOPS

In addition to paper presentation, two thematic workshops are being organized within the framework of the ESTIDIA 2013 conference:

- Workshop on “*Gender Empowerment through Social Innovation Strategies*” (*GENESIS*) – based on a project proposal by a research consortium consisting of participants from several EU countries

Chairs:

- Prof. Daniela Roventă-Frumușani (University of Bucharest, Romania)
 - Prof. Rosanna Masiola (University of Perugia, Italy)
- Workshop on “*Re-negotiating Identities in the European Public Sphere*” – based on an ongoing research project at SNSPA (National School for Political and Administrative Studies) in Bucharest, Romania

Chairs:

- Dr. Nicoleta Corbu (National University of Political Studies and Public Administration, Bucharest, Romania)
- Georgiana Udrea, Ph.D. candidate (National University of Political Studies and Public Administration, Bucharest, Romania)

KEYNOTE SPEAKERS

Prof. Cornelia Ilie – Zayed University UAE, Abu Dhabi, UAE; Founder and President of the European Society for Transcultural and Interdisciplinary Dialogue (ESTIDIA)

Prof. Jef Verschueren – University of Antwerp, Belgium; Secretary General of the International Pragmatics Association (IPrA)

SCIENTIFIC COMMITTEE

Nicoleta Corbu – National School of Political Studies and Public Administration, Bucharest, Romania

Giuliana Garzone – Department of Modern Languages and Cultures, State University of Milan, Italy

Cornelia Ilie – Zayed University UAE, Abu Dhabi, UAE

Adrian Lesenciuc – “Henri Coanda” Air Force Academy, Brasov, Romania

Lachlan Mackenzie – Honorary member of the University of Amsterdam; Instituto de Linguística Teórica e Computacional, Lisbon, Portugal

John McKeown – Mefis International School, Istanbul, Turkey

Esther Pascual Olivé – Department of Communication Studies, Groningen University, The Netherlands

Dana Popescu-Jourdy – Institut de Communication, Université “Lumiere” Lyon 2, France

Daniela Roventa-Frumusani – University of Bucharest, Romania; Director of the Department of Cultural Anthropology and Communication

Maria de Sao Jose Corte-Real – Faculdade de Ciencias Sociais e Humanas, Universidade Nova, Lisbon, Portugal

Helen Spencer-Oatey – Centre for Applied Linguistics, Warwick University, the U.K.

Anna Triandafyllidou – European University Institute, Florence, Italy

Maria Zaleska – University of Warsaw, Poland

PROMOTERS OF THE CONFERENCE

Cornelia Ilie (Zayed University, UAE)

Alberto Fornasari (University of Bari, Italy)

ORGANISING COMMITTEE

Rosalinda Cassibba – Director Department of Educational Sciences, Psychology, Communication, University of Bari, Italy

Paola Zaccaria – President of the Degree Course in Communication Sciences, Full Professor of Anglo-American Literature, University of Bari, Italy

Luca Gallo – Full Professor of Comparative Education, Director of the Laboratory of Intercultural Education, University of Bari, Italy

Luisa Santelli Beccegato – (Former) Full Professor of Experimental Pedagogy, University of Bari, Italy

Beatrice Ligorio – Associate Professor of Educational Psychology, University of Bari, Italy

Michele Baldassarre – Researcher of Experimental Pedagogy, University of Bari, Italy

Alberto Fornasari – Researcher of Experimental Pedagogy, University of Bari, Italy

LOCAL SECRETARIAT

Gabriella Calvano, Andrea Cassano, Teresa Ranieri, Michele Mannuti, Antonio Visceglia, Alberto Bonomi, Brunilda Muco, Ruben Depalma-Colella.

WEBMASTER

Vito Chieti



**UNIVERSITÀ
DEGLI STUDI DI BARI
ALDO MORO**



2nd ESTIDIA Conference 2013

Dialogue-driven Change in the Public Sphere

CONFERENCE PROGRAMME

Thursday 3rd October 2013 – Venue: Salone degli Affreschi

9.00 - 11.30	Registration
	Book Exhibition – John Benjamins Publishing Company, Amsterdam – New York
11.30 - 12.30	Welcoming address by CorradoPetrocelli (Vice-Chancellor, University of Bari ‘Aldo Moro’), Linda Cassibba (University of Bari, Director of the Department of Educational Sciences, Psychology and Communication), and regional authorities and officials
	Moderator: Alberto Fornasari (Department of Educational Sciences, Psychology and Communication)
12.30 - 13.30	KEYNOTE: Cornelia Ilie (ESTIDIA President and Founder, Professor of Business Communication, Zayed University, UAE): Mr. Brown meets Mrs. Duffy: Dialogue at the interface of the public-private spheres
13.30 - 15.00	BUFFET LUNCH

15.30 - 19.00	<p>Venue: Room 3</p> <p>WORKSHOP 1</p> <p>Re-negotiating Identities in the European Public Sphere</p> <p>Chairs:</p> <p>Nicoleta Corbu (National University of Political Studies and Public Administration, Bucharest, Romania)</p> <p>Georgiana Udrea (National University of Political Studies and Public Administration, Bucharest, Romania)</p>	<p>Venue: Room 4</p> <p>PARALLEL SESSION A</p> <p>Intercultural Approaches to Educational Change</p> <p>Chairs:</p> <p>Luisa Santelli Beceгато (University of Bari, Italy)</p> <p>Maria de Sao Jose Corte-Real (Universidade Nova de Lisboa, Portugal)</p>
15.30	<p>1) Georgiana Udrea & Nicoleta Corbu– Negotiating identities in intercultural contexts: An empirical research on how Romanian students experience identities during their university studies abroad</p>	<p>1) Maria de Sao Jose Corte-Real– Performance & Interpretation: Music and Conceptual Change in Teacher Education</p>
16.00	<p>2) Elena Negrea-Busuioc & Denisa Adriana Oprea – “Don’t bother. We’re closed”: Negotiating Us/Them representations in two British and Romanian media campaign</p>	<p>2) Rosita Maglie & Annarita Taronna – Developing intercultural competence through children’s multiethnic literature</p>
16.30	<p>3) Gemma Scalise – The intersections between the local and the transnational dimensions in the narrative construction of the European identity</p>	<p>3) Alberto Fornasari – Intercultural competences: a central role for democracy. The Pestalozzi Programme Experimentation</p>

COFFEE BREAK	
17.00 – 17.30	<p>4) Oana Ștefăniță – EU – from media discourse to citizens’ interpersonal conversations agenda</p> <p>5) Federico Zannoni – Second generation or generation of change? The impact of the young immigrant sons in the present and in the future of the Italian society</p>
18.00	<p>4) Yanka Totseva – The Education Reforms, Public Discussions and Social Change in Bulgaria</p> <p>5) Angela Soltan – Effective communication through appropriate language knowledge</p>
18.30	6) Luigi Cazzato – North-South dialogue in “Fortress Europe”: Advancing into the past
19.00	GUIDED VISIT OF THE OLD CITY OF BARI

Friday 4th October 2013

	Venue: Room 8	Venue: Room 4	Venue: Room 3	Venue: Room 2
9.30-13.30	<p>WORKSHOP 2</p> <p>Gender Empowerment through Social Innovation Strategies (GENESIS)</p> <p>Chairs: Daniela Roventă Frumușani (University of Bucha-</p>	<p>SESSION A</p> <p>Intercultural Approaches to Educational Change</p> <p>Chairs: Luisa Santelli Beccegato (University of Bari, Italy)</p>	<p>SESSION B</p> <p>Media and Dialogue in a Globalised World</p> <p>Chairs: Rosa Scardigno & Giuseppe Mininni</p>	<p>SESSION C</p> <p>Socio-political Change in the Public Sphere</p> <p>Chairs: Ivanka Mavrodieva (University of Sofia, Bulgaria)</p>

	rest, Romania) Rosanna Masiola (University for Foreigners of Perugia, Italy)	Maria de Sao Jose Corte-Real (Universidade Nova de Lisboa, Portugal)	(University of Bari, Italy)	Mariselda Tessarolo (University of Padova, Italy) Paola Zaccaria University of Bari, Italy)
9.30	1) Daniela Roventi Frumuşani – Gender, discourses and organisations	1) Stefania Scaglione & Sandro Caruana – “Superdiverse” school populations in Southern Europe: Reflections on language use and suggestions for learning strategies	1) Rosa Scardigno, Milena Marzano & Giuseppe Mininni – The discursive construction of traditional belonging and social change in TV local broadcasting	1) Mariselda Tessarolo – Social change: How tradition renews itself in the life of the next generations
10.00	2) Rosanna Masiola & Renato Tomei – Gender in Blackness: media discourse, stereotyping and translations	2) Luisa Santelli Beccгато – The contribution of pedagogy to the debate on social change	2) Francesca Ruggieri – Political Satire on Television: How the political satire encourages a critical awareness of political issues	2) Rafael Jiménez Cataño – What is persuasive in old and new qualities of things?

				and how it contributes to the formation of a civic culture	
10.30	3) Eleonora Bordon – Women in Parliament and Media Discourses	3) Paolo Vittoria – The dialogic approach in education: possibilities and perspectives	3) Svetlana Bodrunova – The rise of nation-wide mediated public counter-spheres: The cases of Italy and Russia	3) Katerina Strani – The impact of socio-political change on public sphere theory: exploring the relevance of communicative rationality	
COFFEE BREAK					
11.00 - 11.30	4) Adriana Ștefănel – Lost in a men's world: The female mayor as gender empowerment tool	4) Teresa Ranieri – CLIL (Content, Learning, Integrated, Language) across multicultural levels	4) Anna Smoliarova – Ethnic media and the changing national-state model in the public sphere	4) Maja Muhic – Contemporary Anthropological Questions: Illuminating Reflections on Current Social Shifts	
12.00	5) Letizia Carrera – Gender Issues and social change: Looking at new male job choices		5) Ratnesh Dwivedi – The Power of Newsrooms in Initiating a	5) Gabriella Calvano – Global citizenship and environmental education: Between	

			Socio-Political Dialogue between Media and Society-A Case Study of CNN-IBN and Its Newroom Philosophy	politics and participation
12.30				6) Paola Zaccaria – Mediterranean and Transatlantic Artivism: counter-acting neo-colonialisms in the public sphere
BUFFET LUNCH				
13.30 - 15.00				
15.30-19.00	Venue: Room 8 WORKSHOP 2 Gender Empowerment through Social Innovation Strategies Chairs: Daniela Roventă-Frumușani (University of Bucharest, Romania)	Venue: Room 3 WORKSHOP 3 Social and Educational Change in Digital Environments Chairs: Ana Maria Munteanu, Aida Todî (Ovidius University Constanta, Romania)	Venue: Room 2 SESSION C Socio-political Change in the Public Sphere Chairs: Ivanka Mavrodieva (University of Sofia, Bulgaria)	

	Rosanna Masiola (University for Foreigners of Perugia, Italy)	Maria Beatrice Ligorio & Susanna Annese (University of Bari, Italy)	Mariselda Tessarolo (University of Padova, Italy) Paola Zaccaria (University of Bari, Italy)
15.30	6) Valeria Rossini & Fiorenza Loiacono – How Italian fathers’ perception of their childcare capacity is changing between tradition and modernity	5) Ana Maria Munteanu, Aida Todi & Vasile Muscalu – Digital sustained creative-participatory environments: Language practices as markers of intercultural space production	7) Ivanka Mavrodieva – Functions of rhetoric in the Bulgarian public sphere or about the dialogue between institutions and citizens
16.00	7) Stefania Spina & Jessica Cancila – Gender issues in the interactions of Italian politicians on Twitter: Identity, representation and flows of conversations	6) Maria Beatrice Ligorio & Susanna Annese – Interdependency promoting changes in virtual educational contexts	8) Raluca Levonian – Endorsing change from a conservative perspective? The case of a new Romanian right wing party
16.30	8) Ruxandra Boicu – Economic and social changes reflected in the French media	7) Donatella Padua – New models of social intelligence in the digital complex environment	9) Aleksandar Takovski – Texts Are A-Changing, Are Times Catching Up? On the divergence between the

			discourses of social change in Macedonia
17.00 –17.30	COFFEE BREAK		
17.30	9) Viktorija Petkovska – The role of sexes in contemporary Macedonian society	8) Haris Neophytou, Neofytos Gerosavva & Yiannis Kommaris – SEED: Enforcing citizen-centered social dialogue in European Public Administrations	10) Urszula Okulska – The role of cross-cultural dialogue in the peace process: The case of John Paul II’s intervention letters in situations of political crisis
18.00	10) Dilina Beshiri & Edi Puka – Domestic violence as a human rights issue: The case of Albanian women	9) Andrea Cassano – The role of Forums in the social construction of public opinion	11) Lucia Salvato – Dialogical interaction within arts: Is social change possible through poetry?
20.00	CONFERENCE DINNER & SHOW WITH TRADITIONAL PIZZICA DANCE		

Saturday 5th October 2013 – Venue: Salonedegli Affreschi

10.00-11.00	KEYNOTE: Jef Verschuere University of Antwerp, Belgium; Secretary General of the International Pragmatics Association (IPrA): Flows of meaning and practices of truth: Information strategies, media and politics
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11.00-12.30	ESTIDIA Round Table: Future developments (SIGs = special interest groups; next ESTIDIA conference; summer schools; mentorship programmes, etc.)
12.30-13.00	Concluding remarks by Cornelia Ilie, President of ESTIDIA Final address by Antonio Uricchio, Incoming Vice-Chancellor of the University of Bari “Aldo Moro”

ABOUT THE KEYNOTE SPEAKERS

Cornelia Ilie is currently Full Professor of Business Communication at Zayed University, UAE. Prior to that she was Full Professor of English Linguistics at the University of Malmö, Sweden. Her research interests, which are mainly interdisciplinary, focus on pragmatics, institutional discourse analysis, intercultural rhetoric and argumentation theory. She has published extensively on institutional discourses (particularly political, media and academic discourses), cross-cultural communication strategies, rhetoric and argumentation in dialogue. Some of her most recent publications are: *European parliaments under scrutiny: Discourse strategies and interaction practices* (2010), *The use of English in institutional and business settings: An intercultural perspective* (2007), *Evolving genres in web-mediated communication* (2012) and *Genres and genre theory in transition: Specialised communication across contexts and media* (2013).

She is the founder and president of ESTIDIA (European Society for Transcultural and Interdisciplinary Dialogue), a Board member of IADA (International Association for Dialogue Analysis), a Consultation Board member of IPrA (International Pragmatics Association) and a member of the IAU (International Association of Universities) Reference Group of Experts on Higher Education and Education for All. She belongs to the editorial board of several refereed academic journals and has coordinated several international research projects (the most recent of which are ‘Assuming citizenship roles: Deliberative Dialogues in Schools’; ‘GENPARDIS (Gender and Parliamentary Discourse Practices). Her latest research collaboration was within the framework of a COST European project entitled ‘Improving Written Communication in Education and in the Workplace’.

KEYNOTE Abstract

MR. BROWN MEETS MRS. DUFFY: DIALOGUE AT THE INTERFACE OF THE PUBLIC- PRIVATE SPHERES

Cornelia Ilie

Zayed University, UAE

Dialogic interactions that take place in the public sphere (e.g. interviews, press conferences, spontaneous or prepared encounters) reflect, and at the same time shape, reinforce, challenge or call into question socio-cultural norms, moral values and democratic principles of a community. When exploring the nature, structure and functions of dialogue we tend to pay greater attention not only to how people talk / express themselves, but also to how they are heard/perceived and interpreted by interlocutors and by other participants in particular environments and under particular circumstances. To illustrate this, the focus will be on the multi-level pragma-rhetorical analysis of a broadcasted dialogue between a well-known politician and an ordinary citizen/voter during the 2010 election campaign in the UK.

The lecture addresses the ways in which perceptions and beliefs, as well as identities, relationships and face-work (Goffman, 1955) get negotiated in media-covered dialogues between politicians and citizens (Odugbemi, 2008). In principle, while aiming to test the credibility and trustworthiness of politicians, these mediated dialogues are expected to empower the citizens and ensure their active involvement in political deliberation and decision-making. But what does actually happen when, for various reasons, abusive verbal expressions (Ilie, 2001, 2004) uttered in unofficial or semi-official settings by politicians with regard to individual citizens become exposed to the general public through the media? Are there any effective strategies for face-saving and face-(re)gaining? To what

extent can apologies be effective? Where do we draw the line between the private and the public spheres of communication?

Jef Verschueren (°1952) received a Ph.D. in Linguistics from the University of California at Berkeley. After a long career as a researcher for the Flemish Fund for Scientific Research, he is now Professor of Linguistics at the University of Antwerp, Belgium, where he served as Dean of the Faculty of Arts from 2001 to 2009. He is the founder and Secretary General of the International Pragmatics Association (IPrA; <http://ipra.ua.ac.be>), and he directs the IPrA Research Center. Main interests are theory formation in linguistic pragmatics (conceived broadly as a cognitive, social, and cultural perspective on language and language use), intercultural and international communication, and language and ideology. Some recent publications include the annually updated *Handbook of Pragmatics* (Amsterdam/Philadelphia: John Benjamins; first published in 1995, co-edited with Jan-Ola Östman, now also available online), *Debating Diversity: Analysing the Discourse of Tolerance* (London: Routledge, 1998; co-authored with Jan Blommaert), *Understanding Pragmatics* (London: Edward Arnold / New York: Oxford University Press, 1999), *Ideology in Language Use: Pragmatic Guidelines for Empirical Research* (Cambridge University Press, 2012).

KEYNOTE Abstract

FLOWS OF MEANING AND PRACTICES OF TRUTH: INFORMATION STRATEGIES, MEDIA, AND POLITICS

Jef Verschueren

University of Antwerp, Belgium

This lecture deals with (i) the increasing need for monitoring the (new types of) intertwining of media and politics, and (ii) the usefulness of a pragmatic approach to discourse focusing on the

calibration between explicit and implicit information in view of underlying ideological processes.

It will focus on (i) strategies involved in the political use of (new) media (using as a concrete case the recent discourse of Flemish nationalism), and (ii) the ways in which hegemonic patterns are reflected in important international media (using as a concrete case some examples of discourse from *The Economist*).

In order to make sense of such information strategies in the intertwined worlds of media and politics, interpretations will be offered in terms of the concepts ‘flows of meaning’ and ‘practices of truth’.

WORKSHOP 1

RE-NEGOTIATING IDENTITIES IN THE EUROPEAN PUBLIC SPHERE

Originating from mathematics and logic, where it has a precise meaning of “similarity-cum-difference”, the concept of identity has migrated to social sciences, causing confusion and disagreement that preclude serious analysis. Many scholars agree that “identity” is a “vague”, “ambiguous”, “enigmatic” concept that needs serious investigation. However, there are some generally accepted approaches in the study of identity, which have fundamentally influenced recent research in the field. Among them, social constructivism holds that identity is not inherited or pre-given, nor unique or integral, but a product of social action and interaction. Identity is not a stable and unchangeable entity but a process that is constantly shaped, reshaped and negotiated between people. At the same time, identity has a multiple nature, which means that individuals may assume several layers of identification throughout their lives, depending on different contexts and situations. Put differently, identity represents a multilayered construction, “a fuzzy set of roles” that diverge and converge depending on people’s lifestyles and activities.

In the context of the construction and further enlargement of the European Union, a European collective identity has been fostered with some success. It is true that for now only a small percentage of people in Europe will say that they feel first and foremost ‘European’, thus the nation-centric identity feelings are still very strong. However, as current research shows more and more citizens incorporate Europe into their sense of identity. Ever since the Eurobarometers have included identification with Europe in their surveys, the number of people who declared that they feel European

in addition to their nationality has increased constantly. But who are the people who perceive themselves as Europeans and what does it mean to be or to feel European in contemporary Europe? How are identities being negotiated in the “global here and now” and which are the factors and contexts enhancing European identification for ordinary citizens? Furthermore, how can European identity be operationalized and measured in order to say that some people are European or even more European than others? What is the role played by the EU in generating a common identity among Europeans, especially in times of crisis? This workshop aims to address these questions and many others related to the European identity while, at the same time, stimulating discussions and networking among the participants.

WORKSHOP 1 PRESENTATIONS

NEGOTIATING IDENTITIES IN INTERCULTURAL CONTEXTS: AN EMPIRICAL RESEARCH ON HOW ROMANIAN STUDENTS EXPERIENCE IDENTITIES DURING THEIR UNIVERSITY STUDIES ABROAD

Georgiana Udrea, Nicoleta Corbu, National School of Political Studies and Public Administration, Bucharest, Romania

The present paper was undertaken among young Romanian students who have recently completed or are about to complete their university studies in Europe, and aims to highlight the influence that the whole study experience exerts on students’ identities. In this context, we were interested to capture the identity feelings that come to the fore when students try to adapt to a foreign environment: the national identity feelings, the European identity feelings or some other identifications. There were three main objectives guiding our

approach: to reveal if participants in this study felt Romanians, Europeans, foreigners or otherwise during their study abroad; to show how national identity works in relation to European identity, if the latter was experienced; to explore the influence that studying and living abroad had on students' identification as Europeans. As current research shows, foreign study experiences are deeply related to young people's feelings of Europeanness (Wallace, 1990; Green, 2007; Fligstein, 2008, 2009; Favell, 2009). However, these ideas are rather theoretical and only seldom they are sustained by empirical evidence. Furthermore, experiences of students from newly integrated member states, such as Romania, are rarely discussed and analyzed in a qualitative manner. Therefore, the present paper focuses on young Romanian students' personal perceptions of and experiences with Europe in an attempt to reveal the extent to which they determine the creation and/ or enforcement of a European sense of self among participants in this study. Equally important for the paper is to capture the relationship between students' European sense of belonging (if perceived) and their national, local or regional identifications (which, we assume, are quite strong at the beginning of the academic sojourn and become weaker as students adapt to the new cultural environment). Put differently, we try to understand if national and European identities are co-existing entities that may be brought into full light one at a time (Bruter, 2005; Wintle, 2005); or, on the contrary, they are conflicting and opposing to some degree. The main questions that guided our research are: Do Romanian students feel Europeans or rather citizens of their own country during their academic sojourn abroad? What is the relationship between the national and the European senses of belonging (if the latter was actualized)? Do Romanian students believe their foreign study sojourn influenced in any way their perception as Europeans? In order to answer these questions we used qualitative analysis, based on 15 in depth interviews. Findings showed that, on the one hand Romanian students articulate different identities in different contexts,

among which the European one became quite visible as they felt more integrated into the host country; on the other hand, in line with our initial assumption, students' national identity became less powerful as they got to feel like home in the new environment.

“DON'T BOTHER. WE'RE CLOSED”: NEGOTIATING US/THEM REPRESENTATIONS IN TWO BRITISH AND ROMANIAN MEDIA CAMPAIGN

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In January 2013, the UK Government intended to launch a negative media campaign in order to deter potential immigrants, more specifically Romanians and Bulgarians, from coming to the UK in 2014, when all work restrictions should expire and both Romania and Bulgaria are expected to join the Schengen area. The official campaign has actually never been put into practice, but The Guardian newspaper has asked its readers to make suggestions about what aspects of Britain to include in such a campaign, should it be launched. A great deal of visual and textual proposals have been received, all of them presenting negative aspects of Britain, from the bad weather to the bad politicians, and containing, in an explicit or implicit way, the all-pervading message: 'It's better where you are'. In response, the Romanian newspaper Gandul hired an advertising company, which produced visual and textual messages in response to The Guardian readers' materials. In a witty, ironical and humorous way, the messages published in Gandul compare general aspects of life in the two countries and highlight that it is actually better to stay in Romania than to go to the UK.

The two campaigns have raised some important questions. Firstly, the two newspapers bring into question the very idea of

openness or even elimination of the frontiers between nations, which is at the core of the global era we live in, and one of main values promoted by the European Union. The reactions of the British readers prove that ‘the Other’ is not welcome, as the many EU officials would think. At the same time, the Gandul campaign shows that some part of the Romanian public might have been offended by the messages issued in *The Guardian*. Furthermore, the Romanian campaign seems to indicate that a sort of national identity has to be restored in order to properly respond to the confrontation with ‘the Other’.

Secondly, in analyzing the two campaigns the concepts of national identity and social representations of identity are put under scrutiny (Moscovici, 2000; De Fina, 2006). The British and the Romanian campaigns are similar with respect to the communication strategies they used: both seek to convey a reality that is contrary to the one described in the ads. Despite employing negative representations of their country, Brits do not feel the need to reinforce their national identity; on the other hand, behind the positive representations of their country, Romanians suggest that they have a real problem in defining and accepting a national self. The campaigns also underlie an effort to understand the relationship between people’s sense of membership to a community, the beliefs and practices that define that sense of belonging and its expression and manifestation in social behavior.

We use conversation analysis and membership categorization devices analysis in order to: 1) analyze how people use language in everyday life situations to categorize themselves and others; 2) explain such categorizations by means of their context sensitivity; 3) examine how such categories are used to build and negotiate social representations of Us and Them in the two campaigns; and 4) analyze how Britons and Romanians represent immigration and immigrants.

THE INTERSECTIONS BETWEEN THE LOCAL AND THE TRANSNATIONAL DIMENSIONS IN THE NARRATIVE CONSTRUCTION OF THE EUROPEAN IDENTITY

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The paper presents some findings from a research project aiming to analyze the intersection between the local and the supranational dimensions in the conceptualization of Europe and their influence in the construction of the European identity. It assumes that the meanings attributed to Europe are shaped by the social context and interactions: the European identity is socially constructed in everyday life. The paper adopts a “post-national” theoretical and methodological perspective (Trenz, 2008): identity is considered as a reflexive and processual social construction “contextualized” in a transnational narrative space (Eder, 2009).

The empirical part of the paper shows the different meanings and narratives of Europe shared by people in two diverse local contexts and how they contribute to the construction of different “types” of European identity. The active involvement of the Tuscan region in the European dimension has provided an interesting sample of “common” European citizens, and thus, their networks of social relations and interactions have been analyzed. The original findings presented here are based on the analysis of 40 interviews and 8 focus groups with pupils, their parents and their teachers of four different networks located in Tuscany, in two very diverse socio-economic and cultural cities: Florence, the capital city of the region and one of the major cultural and economic international center in Italy; and Prato, an industrial district specialized in textile production which in the last two decades experienced a significant demographic and socio-economic change due to immigration, economic crisis and unemployment.

The research points out two main results:

1) the narratives of Europe circulating through social relations and shared by people are locally constructed. The stories of Europe are composed and developed through elements coming from the political, economic, cultural and institutional local context. The European identity is interpreted using local resources and is embedded in regional territories.

2) The openness toward Europe in the local identities is linked to some variables such as education, the socio-economic and cultural background, media exposure as well as transnational networking and experiences in Europe.

The research findings underline the relevance of the local dimension on the ideas of Europe, which shapes the European identity. The dialogic relation between the local, the national and the transnational levels points out that these dimensions can't be considered separated or conflicting both in the scientific research and policy making. Concepts such as identity and citizenship and the debate on social rights must be included in the wider framework of the processes of Europeanization and global transformation.

EU – FROM MEDIA DISCOURSE TO CITIZENS' INTERPERSONAL CONVERSATIONS AGENDA

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Based on the concept of public sphere as defined by Jürgen Habermas (2005), the paper addresses the role of media in the Europeanization process, in determining the transition from a Romanian public sphere to a Europeanized Romanian public sphere, by analyzing the influence of media coverage of European topics on people's discussions about the European Union. The Europeanization of media discourse is an essential step in the construction of a Europeanized public sphere (Koopmans & Erbe, 2003; Brüggemann

& Königslöw, 2009), and a key element of the theoretical frame of the realist model that guides the analysis (de Vreese, 2007). However, a Europeanized media communication does not necessarily ensure the interest of citizens or their involvement in discussions regarding EU topics. For an accurate analysis of the Europeanization process of the national public sphere, both levels should be considered. Therefore, the research consisted in a comparative approach between media coverage of the EU topics and their reflections on citizens' conversations and attitudes towards EU.

In order to analyze the Europeanization process at the level of media discourse a quantitative research was conducted which consisted in a content analysis of a corpus of 6626 news from March 2013 on the two main online news portals in Romania, *ziare.com* and *hotnews.ro* (according to the ranking on *trafic.ro*). The analyzed period included important events for EU such as the rejection of the 2014-2020 EU budget; the severe crisis in Cyprus; discussions on Britain's idea to leave EU as a reaction to the imposed bonus regime; and the rejection of Romania's and Bulgaria's request to join the Schengen area at the JHA Council. In this context, we aimed to see how visible and prominent are the news on the EU subjects as compared to other types of news in the online Romanian media; which are the most visible actors in the European news and how are the European subjects framed.

To analyze the short-term media effects, the transition of EU subjects and perspectives from media to citizens' interpersonal conversation agenda, 20 interviews were conducted at the end of March 2013 among Romanian master students to see how young and educated people relate to EU topics and get involved in discussions. The research questions that guided the analysis were: Which are the European topics that raised people's interest or determined them to enter discussions, and to what extent the topics match those covered in the media?; To what actors they refer mostly when discussing EU topics as compared to the most visible actors at the news level?; Which are the main frames used in discussions and to what extent are they consistent with the prevailing media frames?; Which is the

contextualization of the EU topics within discussions and to what extent it corresponds to the one prevailing in the news?

The results indicate a lack of real connectivity to the European Union as a whole both at the level of media coverage, and at the level of citizens' interest since the Europeanization of the national public sphere is in its early stages. The aspects that have a national impact or a direct relevance for personal activities are still the main ones that stimulate the interest in EU topics and the involvement in discussions.

SECOND GENERATION OR GENERATION OF CHANGE? THE IMPACT OF THE YOUNG IMMIGRANT SONS IN THE PRESENT AND IN THE FUTURE OF THE ITALIAN SOCIETY

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Migration and the ensuing multiculturalism and multilingualism are key factors of social change in our cities. The increasing presence of adolescents and young men of the second generation of immigrants is one of the most revolutionary issues related to the phenomena of migration. Grew up in silence when they were children in the Nineties, now they are asking to be recognized with their ambitions and with the unforeseen changes that they are producing. They ask to be recognized as a generation that is different from the parents' one, which has proper specificities. Anchored to underground and protruding roots, they are struggling with a never solved past and a complex present and, above all, they are part of our future. Some sociologists called them "lost youth" (Sayad, 2002), "social bombs" or "copies" of their native peers; the second generation of immigrants are explosions of youth and vitality whose attempts to communicate pass through innovative codes, which sometimes are conciliatory and sometimes oppositional.

This paper aims to develop the following research question: how is the presence of the second generation of immigrants changing the social and cultural panorama of Italian society?

The changes in the ethnic, religious, cultural and linguistic composition of our society are leading to new definitions of common identities and belongings. In the context of a globalised, complex and fluid society (cfr. Zygmunt Bauman, Ulrich Beck, Edgar Morin, Marc Augé, Matilde Callari Galli), the presence of the sons of the immigrants, most of them born in Italy, has definitively accelerated the crisis of the concept of Italian identity built on the unity of religion, language, race and territorial belonging. The new perspectives, expressed with new languages and codes, need to be listened, to develop a innovative starting point to understand the present and to try to figure out the future evolutions.

The paper will present an elaboration of data collected through integrated research methods and sources. The main source consists on the results of a qualitative research realized in the province of Reggio Emilia and Ferrara through in-deep interviews with 31 boys and girls with migrant backgrounds, attending Secondary schools (14-22 years old). In addition, the reality of some national associations of young immigrants (*ReteG2*, *Associna*, *Giovani Musulmani d'Italia*) will be presented through interviews to lead members and the analysis of their composition, activities, products, contents posted in their websites. The dissertation will be completed with the critical analysis of some elements taken from the works of some authors of the new generation of young writers with migrant background (Gabriella Kuruville, Igiaba Scego, Randa Ghazy).

The theoretical elements and the research results will converge into the conclusive remarks, in which special attention will be given on the comparisons with elements from the realities of other European countries.

NORTH-SOUTH DIALOGUE IN “FORTRESS EUROPE”: ADVANCING INTO THE PAST

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Contemporary Europe is again haunted by the old stereotypes of corrupted southerners and virtuous northerners, lazy Mediterraneans and vigorous Teutons. The Mediterranean countries are notoriously and shamelessly called "PIGS" (Portugal, Italy, Greece, Spain) by the Euro-American technocrats sensitive only to the dicta of econometrics. This paper aims to survey these tropes among current public debates, cultural and political, from postcolonial (Chambers) and meridian (Cassano) perspectives. This labels have to do with discursive formations such as orientalism and meridianism and they stretch back to the Mediterranean colonial history dominated by northern modernity. Terms like “change”, “innovation”, “modernity” on one hand, and “immobility”, “tradition”, “backwardness” on the other, can be easily and predictably attributed to the two geo-cultural spaces. Nevertheless, our task is less attributing the right category to the right side than disrupting the whole paradigm, by reflecting on concepts such as identity, dislocation, community, which, under the pressure of the migrations from the South and the construction of “Fortress Europe”, must be reconceptualised. The aim is a survey of the discursive formations on Europe and the Mediterranean, and the main focus the way in which the media and the culture industry tackle the issue. Finally, there is no empirical method (excepting text and discourse analysis, if these are empirical methods), but only theories or thoughts: cultural, postcolonial, southern.

PARALLEL SESSION A

INTERCULTURAL APPROACH TO EDUCATIONAL CHANGE

PERFORMANCE & INTERPRETATION: MUSIC AND CONCEPTUAL CHANGE IN TEACHER EDUCATION

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Why distinguish performance from interpretation? The question carries concerns of peers and students within Musical Sciences in Portugal. Performance, the English word in growing use is occasionally translated as *performance* by some researchers. As such, a new word in Portuguese tends to substitute the old musicological notion of interpretation – interpretação. Students question the underlying linguistic tensions, and look for writings on the issue. Can we, and how, talk about conceptual changes between performance and interpretation? How to characterize, literally and musically, differences between them? Do different music contexts unveil significant meanings? Finally, what moves the users to translate and introduce this new word in Portuguese? Insights from Language, Knowledge Management, Teacher Education, Ethnomusicology and Conceptual Change relate to nurture trans-disciplinary thoughts on the complementarity of these words within the music realm. The discursive representations to produce, in the on-going open academic discussion, filled with own experiences in which music has proven to be particularly suitable for knowledge management conduction (Nonaka, 2005) link implicit and explicit realms and acknowledge polyphonic opinions, advocating awareness through performing practices at school for quality education

(Carvalho et al UNESCO, 2006 and Corte-Real, 2011). Ethnomusicology proposals on music change (Johnson, 2008) and on apparently meaningless situations (Nettl, 2013) unveil knowledge-as-elements perspectives (Ozdemir & Clark, 2007) meaningful within the Conceptual Change reasoning (Hewson, 1981). Music, inherently human – involving body, emotion and transcendent thoughts – and socially effective – at both popular and eclectic environments –, thus serves linguist and knowledge development needs, representative within Teacher Education. In this realm, and stressing that learning is making up senses (Aires, 2006), the theoretical context chosen provides methodological ground for the analysis and discussion of the proposed duality through a qualitative interpretative action research. Expressive behaviors of students from nursery to graduate school level unveil differences between performance and interpretation. The distinction seems to make sense for them as well as for teachers in the various levels. The results of the study show that although underestimated, within the educational system in Portugal in general, for different reasons, the musical domain is nevertheless present and even treated with some reverence. The belief that music somehow opens minds helping development emerges. This research is relevant because it reports intellectual needs on new words and translational practices in use, providing expected discussion on the subject.

DEVELOPING INTERCULTURAL COMPETENCE THROUGH CHILDREN’S MULTIETHNIC LITERATURE

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Based on our experience of teaching English to undergraduate students in Primary Education at the University of Bari, this study is an attempt to understand why and how to train prospective primary

English teachers (PPETs) about interculturality through the use of children's multiethnic literature. Since the primary school, teaching and learning about cultural diversity plays a leading role in education today as it may well be an important step towards reaching the goal of assisting children as they develop into productive citizens in a pluralistic society. Indeed, educating them about other ethnic groups helps bridge differences and create an atmosphere for more positive interactions among individuals. Therefore, it is imperative that the issue of diversity and interculturality become an integral part of today's curriculums in every national educational settings in an effort to expose students to other races, cultures, languages, religions, and special groups. Our rationale for this study is to create an awareness among PPETs of the important role multicultural literature plays in the lives of children (Colby and Lyon, 2004; Willis, A. L & Harris, V. J., 1997). Indeed, teachers can help children receive affirmation of themselves and their culture through literature and be able to connect text to self in order to promote greater meaning (Bieger, 1995/1996). With this in mind, this paper aims to explore PPETs' understanding of the use of such authentic material as fiction, non-fiction, folktales, fairy tales which can lead teachers in general to deconstruct most of the stereotypes on major vs minor ethnic groups, white vs black people(s) that have frequently been passed down from generation to generation as a result of ignorance and misunderstanding. Specifically, we propose a wider range of options based on the importance of using literature in the classroom – that portrays a variety of cultures, themes and views – as one of the most powerful didactic strategies to shape good practices in teaching English for primary school children (Maglie, 2012; Taronna, 2012). The challenge here is to integrate such literature in the classroom as one method for creating learning communities that not only acknowledge and celebrate diversity but dissolve stereotypes about race.

INTERCULTURAL COMPETENCES: A CENTRAL ROLE FOR DEMOCRACY. THE PESTALOZZI PROGRAMME EXPERIMENTATION

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The Council of Europe has been actively involved in intercultural matters from back in the 70ies, mutual understanding being a preconditions for living together in a Europe without dividing lines and for the promotion of democracy and the respect for human rights and dignity. The Council of Europe considers the following seven points as programmatic: the link between the vision of society and the reality of educational provisions; the multiple purposes of education; the central role of intercultural competences for democracy; the Pestalozzi Programme, its content focus and its pedagogy; intercultural education and the resistance we meet; charter for communication of the Pestalozzi Programme Community of Practice. In educational discourse over the past 30-40 years we have adopted a rather technocratic stance, where the main questions asked were about efficiency and not so much about the effectiveness of our education system and their practice. We need to address, once again, the question of whether our education practice actually prepares individuals, learners, citizens for the vision of society, which we advocate. For this, a change of mind-set becomes necessary. The purpose of education is to educate free, independent, critical citizens imbued with the values on which we found our democratic societies. The problem is, that in actual fact, in term of education practice, curriculum time, progress over the years, these transversal concerns are more or less ignored (the citizen; observes critically and from different perspectives; bases action on human rights; is able to act democratically and to cooperate; is able to understand and live in diversity; is able to communicate successfully across all kinds of borders; uses media environment critically, profitably and responsibly; continues the learning throughout her/his life. The focus

of Pestalozzi Programme experimentation is training activities for education professionals (from 50 countries) and it promotes and builds capacity around the transversal competences for democracy and an appropriate pedagogy.

The PESTALOZZI Programme is the Council of Europe programme for the professional development of teachers and education actors.

You cannot develop critical thinking in a learning space, which doesn't allow it; you cannot develop the willingness and ability to act democratically and to cooperate in a context of frontal teaching and isolated working processes and achievements. Learner-centeredness, learning- by -doing, collaborative, cooperative learning are the center of its approach to training. The art of teaching (Didactica, Comenius) needs to be complemented by the art of learning (Matetica, Papert).

In Pestalozzi experimentation the training activities are always an intercultural experience since they gather participants from so many countries and mutual understanding beyond all borders (also those in the minds) is the aim of each training course. Apart from that, specific training for intercultural and diversity education, diverse worldviews and world knowledge, prevention of discrimination, and similar themes are a regular part of the programme's offer. Education practitioners as key actors for societal change.

The Pestalozzi Programme uses a social networking platform to offer a continuation of the experience, of the possibility to continue exchanging, discussing and supporting each other in a growing community of practice.

Expected results are the increased knowledge on theory behind the concept of transversal competences; ability to map transversal teaching and learning areas and skills to implement them into teaching and learning process; ability to identify aspects connected with transversal competences ; ability to identify and describe observable behavior related to these aspects of transversal competences; participants are familiar with tool for the evaluation of transversal competences; participants have tested elements of evaluation tool; participants have developed ideas as how to

implement the approach towards evaluation of task in their educational practice.

The project is based on an understanding of evaluation as an action to support learning, and will focus on a participatory, cooperative evaluation and self-evaluation approaches.

Building on the P-Core components, ways of understanding, describing and supporting learners' development will be tested and developed. A special focus will be directed towards learners' observable behaviours indicating changes and development potential as well as evaluation activities appropriate to reflect these changes in different learning contexts.

The current work of the Council of Europe on "developing intercultural competence through education" intends to support this change. It shall propose a coherent picture of what intercultural competence is, why it is crucial to develop its elements through education and offer guidelines and support for how to go about it. In the meantime, it proposes to all those concerned to use respectful and constructive communication across all borders to follow the example of the Pestalozzi Programme Community of Practice.

THE EDUCATION REFORMS, PUBLIC DISCUSSIONS AND SOCIAL CHANGE IN BULGARIA

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This report is an attempt to present the practices in Bulgaria to implement social change through education reform and new legislation in the education system. The first aim is to investigate the connection between theoretical research, scientific publications, teachers, educational management, on the one hand, and the administrators in the Ministry of Education and political decision-makers, on the other hand. The second aim is to make an overview of the main topics of discussions related to social reforms in the education sector during the last 25 years. The education system is a conservative social structure and it is difficult to change and generally seeks to preserve the status quo. Is this really true or is one

of the myths circulated to withhold attempts to modernize and improve? Let's look back and see what has changed in the Bulgarian school in the last 25 years? Before 1989 in Bulgaria the educational system was highly centralized and hierarchical, as well as this current practice at present. Two years after the transition – in 1991 is considered a new Education Act, which suffered a 28 amendments to 01.01.2012. For twenty years, we make more than one change per year. Since 1999 we have an special Act for level of Education, General Education Minimum and Curriculum, who also suffered a decade nine amendments. Scientific justification of the reforms carried out by the National Institute of Education which was a part of the Ministry of Education. After the democratic change the education management began to be realized as a product of a political aim but not as a result of scientific approaches. This effectively led to the closure of the institute. At the same time the education experts understand that is necessarily the complex educational policies conducted by the Ministry of Education. Most experts in the Ministry of Education have changed often. The Bulgarian politicians try to establish legal documents, they write strategies, concepts and national programs. The recent National development program concerning the school and pre-school education was adopted by the National Assembly in 2006 and the deadline is 2015. This program has an ambition to implement the reform of the education system; to change the philosophy of the reform as well as it has the aim to start structural modification. The program is a result of some strategies and conceptions but the real effects are reduced. Every new minister prefers to edit last law or to present new law for adoption by the National Assembly. The brief overview of the Bulgarian education legislation is necessary because the framework establishes social opportunities and the legal base is very important to finalize the change and innovation in the Bulgarian schools. Simultaneously with internal conditions relating to the entry of Bulgaria into the European Union education legislation could be synchronized with the European norms and Bulgaria is governed by EU directives and to be included in international initiatives, many of which are aimed at improve the quality of education. As already mentioned for reform

and change talks in four years and the goal is relatively constant – improving access to education and increased its quality. Unfortunately the reforms are quite controversial and most teachers and principals are afraid of any change and innovation, they have the assumption that the reform is not a way for obtaining positive results and that the disadvantages will be more numerous. The Ministry of Education initiates the programs and reforms and managed them. The degree of consideration and planning of the idea is a part of the obligations of the same management body. These characteristics clearly outline the difficulties to implement innovative changes in the Bulgarian education system, the strong centralization in the management and stiffness regulation. It is well known that every innovation creates resistance. The resistance could be reduced if the teachers and education managers receive permanently sufficient information in connection with the reforms and changes. Another possibility is the involvement of teachers, directors and education experts in the design and implementation of innovations. The third possibility has connection with the discussion about the negative results on the potentially affected persons and institutions

EFFECTIVE COMMUNICATION THROUGH APPROPRIATE LANGUAGE KNOWLEDGE

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The study aimed to investigate how the local context can be placed in a larger European one from the perspective of language education policies (Ó Riagáin, 2002). For many years, Moldova has been going through a transition period oscillating between Eastern traditions and Western aspirations. The way people communicate and negotiate, denotes a slow dynamic towards new models of interactions. The Moldovan post-soviet society is still imprinted by implicit conflicts between those sharing separate opinions and speaking different languages, nostalgic for the Soviet past and open to European integration (Huntington, 1993). The Moldovan society is considered multilingual and multicultural. What do these notions

mean in the context of European aspirations and from the perspective of language teaching in Moldova (Petruți, Roșca, Cărăuș, 2006)? The authorities made efforts to formalize the languages and their functioning in Moldova. Nevertheless, the quality of communication was never assessed or prioritized. Yet, this quality is primarily influenced by the way languages are taught in the public education system. The teaching of languages bears the weight of societal realities and ideologies. The Moldovan society focuses on *facts* and *clichés* instead of open debates and critical thinking. The existing education system does not stimulate initiatives for qualitative change. There is no significant improvement in the way students formulate ideas. The traditional school instilled in students' minds writing and speaking styles stuffed with metaphors, epithets, and clichés empty of content and structure. The study design combined both qualitative and quantitative research methods and covered the period 23 October – 22 November 2012. The quantitative method was based on a survey. A representative sample was calculated using the probability sampling method. A stratified multi-stage random sampling included 1415 people aged 15-64. The study covered 95 randomly selected localities; the households were selected based on sampling interval. The sample was representative with an error of $\pm 2,6\%$ (Dörnyei, 2007). The qualitative method was based on interviews with the key informants and focus groups discussions. The study included a comprehensive desk review of available information on languages dynamics, teaching and their role in the Moldovan public space. The review included main trends in the past 20 years, analyzed the existing national policies and priorities, and outlined the dominant ideologies. The questionnaire assessed the personal attitude towards the learned languages, teaching processes, benefits and incentives. The majority of respondents (92,5%) considered that studying local languages (Romanian, Russian) at school was based mainly on grammar rules. Similarly, 88,3% of respondents remembered grammar rules as the main activities in studying foreign languages. Audio and video materials as well as authentic texts were mentioned as teaching activities in average by 30%. The respondents were critical regarding the professional

usefulness of the languages they learned in the public education system. The research emphasized the necessity to reduce top-down governance in favor of a demand-based, discovery-oriented and bottom-up approach in learning languages. This approach favors a framework for interaction, open and intercultural communication skills as well as broader professional perspectives (Richards, 2011).

“SUPERDIVERSE” SCHOOL POPULATIONS IN SOUTHERN EUROPE: REFLECTIONS ON LANGUAGE USE AND SUGGESTIONS FOR LEARNING STRATEGIES

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Research question: “How are the various aspects of social change discussed in the media, in educational institutions, and/or in the political sphere?”

Meridium is an EU-funded Lifelong Learning Project, which involved primary schools in six countries in Southern Europe: Italy, Spain, Portugal, Romania, Slovenia and Malta. These countries were historically characterized by emigration but, with the exception of Romania, have recently become the destination of many immigrants. Research included in this project (Caruana, Coposescu & Scaglione, 2013) mainly investigated how the diverse socio-linguistic background of primary school children and their parents is taken into account in the school context, and is eventually exploited as a resource in order to create an enriching experience for all students. The primary schools involved in the Project were 57, with 2,067 students (of whom 585 – 28.3% – had a partially or totally foreign background with regard to the national contexts where data have been collected) and 1,806 parents (of whom 407 – 22.6% – had a foreign background).

In this paper some results of this project will be presented, and suggestions will be put forward in order to adopt strategies in language teaching which may suit the language use and needs of

increasingly diverse students' populations, favouring interlinguistic and intercultural awareness, as also indicated in the document published by the Commission of European Communities (2008) and in Beacco et al. (2010).

Such an issue is particularly relevant in Southern Europe, where a "homoglottic habitus" often hinders educational systems from building on the multi- and plurilingual potential of families and social contexts which pupils live in.

In the first place, the multi-/plurilingualism which characterizes the language use of pupils within their family domain will be discussed, with particular attention to the fact that it is encouraged by children's parents and that it is found not only among pupils of immigrant background, but also among pupils of native background.

In the second place, we show how practices which are conducive or are related to multi-/plurilingualism are systematically excluded from the school environment. As a consequence, pupils with foreign background are at high risk of subtractive bilingualism, and pupils with native background, as well as their families, are not given the opportunity to acknowledge and appreciate the linguistic "superdiversity" of the (school- and local-) contexts in which they live (Vertovec, 2007).

Finally, we report some results of an in-service teacher training course, where some simple practices have been suggested in order to help teachers to recognize and exploit the diverse socio-linguistic background of pupils.

THE CONTRIBUTION OF PEDAGOGY TO THE DEBATE ON SOCIAL CHANGE

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The analysis of social dynamics from a pedagogical point of view tries to recognize the existence of opportunity and limits in

relation to educational processes. The pedagogical point of view considering especially the neo-personalistic theoretical approach is interested in emphasising every aspect of social dynamic changes: individual, physical, cognitive, emotional, ethic, socio-political. The education development involves the subjects in their totality and in their specific context. For these reasons this present pedagogical research, utilizing both critical and empirical methods, concerns a very large range of topics in formal, informal and non-formal contexts. Quantitatively, educational issues occupy an important part in the public debate and in private experiences. There is an urgent need of strong, grounded, balanced pedagogical proposals and wise educational experiences that are able to actively help those who must know how to deal with this kind of problems. There are many books, articles, essays -in Italy for example; Acone (1998), Bellingreri (2002), Chistolini (2013), Corradini (1995); Corsi (1997); Iori (1998); Malavasi (2007); Mortari (2007); Portera (2007); Santerini (2002) – dealing with education and recognising issues of great importance and interest in the educational matters. But if the style is frequently recognizable, the same cannot be said of the sense of writing as a specific mode of perception and processing of reality in a pedagogical perspective. They often do not recognize the problem of the speech centers, ranging from merely socio-economic, psychological assumptions to philosophical elaborations or political or religious choices. To overcome this situation we need to strengthen our culture trying to find the necessary orientations to clarify the perspectives on reality. An extensive survey of methods is adopted in educational settings and develops from critical-theoretical to field research. The Italian tradition is recognized mainly in the critical-theoretical dimension, and only recently has enhanced the empirical experimental dimension, that can bring innovative results. The analysis and pedagogical writing, the educational activity in their power to each other, are called to give aid to every person who faces the diversity and specificity of their existence, the commitment to live and cohabit with others.

THE DIALOGIC APPROACH IN EDUCATION: POSSIBILITIES AND PERSPECTIVES

Paolo Vittoria, Federal University of Rio de Janeiro, Brazil

Research question

The research aims to discuss theories and practices among professionals in education, based in dialogical experiences at the University of Naples “Federico II” and “Federal University” of Rio de Janeiro.

Particularly, we consider a dialogue with the main purpose of collective participation creation.

Theoretical approach

The relation between dialogic epistemology and aesthetic pedagogy embraces a reflection into two levels: on one side, the teacher's own educational action when acting as professional educator and, on the other side, the objectives of this action oriented towards education that facilitates effective actions through dialogue.

Assuming that the primary objective of dialogic education is to fabricate a reflective environment able to create knowledge in different situations and, based on this knowledge, the connection between formal, non-formal and informal education cannot be separated, the implementation need of spaces emerges that allows to apply a theoretical approach the interlaces experience among the three dimensions mentioned above.

We consider the Bachtin's reflection regarding the nexus between language and power; the contribution of Paulo Freire on dialogue and liberation; the reflection of Augusto Boal on aesthetics and non-verbal dialogue; the thought of Danilo Dolci on communication and maieutics; Martin Buber's philosophy of dialogue, spirituality, politics.

Research methods

The research method is to deepen reflection about the educational act and the ability of adopting creative and conscious solutions in unique, uncertain, unstable and often conflictual situations.

Thereby, the educator is not a person who transmits contents, but a professional called to intervene with responsibility in situations at times uncertain, making choices from their own knowledge and existence history, arousing curiosity, amazement, debates and this practice induces discovery, interest, surprise, enchantment in the same educator.

The research-action method starts from a preliminary systematization of the educational knowledge process, experienced through a comparative synchronic analysis of training models.

After the comparative process of reading models of the analyzed phenomenon, the interpretation of each participant and their connection to their own educator experience will be discussed. This experience relation and theory connection initiates a circular process between practice and theory.

Data sources

We could observe the importance of the dialogic process during workshops which we have organized in the Universities of Naples and Rio de Janeiro: musicals and theatrical laboratories in which – based on hypotheses – there is a close link between music, theatre and dialogic process.

We worked with two groups: one of about twenty students of education at the University of Naples, and another one of about thirty students of the University of Rio de Janeiro. We have done the analysis of research through the narratives and texts written by the students, who problematize the importance of dialogue in the educational process.

Expected results and relevance of the research

Starting from the analysis of the research, we reconsider the education process through the relation between dialogue, aesthetic and politic, rethinking the educational philosophy in an open and problematic circularity between theory and practice, observing the recreations in the actuated and acting experiences of the educator.

We can draw some guided objectives of the dialogic educational action: these objectives are identified in:

- circularity between theory and practice
- dialogue in education among educators
- poetic and politic experiences in dialogic education

CLIL (CONTENT, LEARNING, INTEGRATED, LANGUAGE) ACROSS MULTICULTURAL LEVELS

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Recent approaches to English Language Teaching show that learning a language should not just involve linguistic competence but also include intercultural competence. The linguistic aspect of language learning has been played down in favor of a multicultural competence framework where learners can acquire skills that enable them to explore cultural complexity and enhance cultural understanding (Dafouz-Milne, 2011). It is widely acknowledged that literary texts may offer learners opportunities to develop critical reading skills that help them understand other cultures, thus acquiring new cultural frames of reference and a transformed world view. Numerous recent studies provide evidence that the use of the CLIL (Content and Language Integrated Learning) approach to teaching/learning in the European context can promote a higher degree of sophistication of a wide range of learners’ knowledge, skills and competences related to both a second or foreign language and a school content subject, such as Mathematics, History or Music (Do Coyle, 2010). The European Union supports innovative teaching practices like the CLIL approach because providing a multilingual education to its population has always been regarded as crucial in the planning of the successful democratic construction of the EU itself from a multicultural and multilingual reality. Consequently, the CLIL approach is already part of the mainstream school provision at the primary and secondary levels in the great majority of the country members of the EU (Knauss, 2010; Eurydice, 2006). Today it is hardly necessary to convince people that teaching a foreign language is inextricable from teaching the culture of its speakers and this should be done not simply through “teaching the facts” but developing certain skills, deepening students’ understanding of themselves, inspiring tolerance for otherness. Culture is no longer viewed as “high”, e.g. pieces of various arts, knowing the history of

the respective country, but as a small-letter word – the total of views, attitudes, modes of behaviour, which determine a group of people as such. Consequently, it is not by chance that the ‘fifth skill’ – that of being able to communicate interculturally is being discussed together with the “classical” language ones – the skills of listening, speaking, reading and writing. When discussing the problem of intercultural communicative competence (ICC), Michael Byram (1997) states that it is a complex of competences, which he terms with the French word *savoirs*. According to his classification we can speak of ICC when the following skills (*savoirs*) are developed: skills of interpretation and relation; skills of revealing and/or communicating; knowledge of self and other, of communication – in private and in public; an attitude of relativising ‘self’ and appreciating ‘others’. Working in the field of CLIL education leads to create a practical planning tool with deep connections to CLIL theory that enables teachers to develop teaching and learning materials based on Coyle (1999, 2010) 4Cs principles. The 4Cs Framework (Coyle, 1999), as Coyle defines in his article (1999) integrates content and cognition and communication and cultures. The 4Cs Framework suggests that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and ‘otherness’, that effective CLIL takes place.

WORKSHOP 2

GENDER EMPOWERMENT THROUGH SOCIAL INNOVATION STRATEGIES

The idea of this workshop started from a project collaboration initiative developed by a research consortium consisting of participants from several EU countries.

In the new 2020 research and development horizon based fully on transnational cooperation, optimal access and transfer of scientific knowledge and last but not least gender equality and gender mainstreaming in research and academia (ERA European research Area) it becomes imperative to initiate and develop international interdisciplinary research groups and projects able to promote and enlarge partnership between research institutions, universities, media organizations and NGO's. In this new international collaborative frame it is essential to define common values and social representations, common priorities and to implement joint research agendas.

In the context of underrepresentation of women in decision making positions (research, politics, media organizations) public actors (funding agencies, research organizations), as well as individuals, have to foster cultural and institutional change, in order to accelerate the change of mentalities, of the "*formatage*" implied by "*dressage*" exerted by family, school and media "education".

We propose to explore the various challenges facing women's current status and future prospects in a broader context by examining the different interaction patterns and discourse practices through which they approach and enact power, on the one hand, and through which they are perceived, portrayed and challenged, on the other hand. It is necessary to expose the mechanisms of reproducing of stereotyped images of women and pointing to ways to undermine them. Several research questions to be considered are:

- Which recent and current developments in Europe and in the world are having a major (positive or negative) impact on the promotion / consolidation of women's power positions?
- How does a country's geo-political and cultural diversity enhance the emancipatory gender potential of new technologies and social media practices?
- How do institutions constrain gender representations, narrations and performances? What is the impact of national traditions/norms?

WORKSHOP 2 PRESENTATIONS

GENDER, DISCOURSES AND ORGANISATIONS

Daniela Roventa-Frumușani, Faculty of Journalism and Mass-Communication Studies, University of Bucharest, Romania

The aim of this presentation is the attempt to contribute to the “history” of efforts meant to eradicate arbitrariness, injustice and discrimination at the individual and organizational level, put in other words to participate at the deconstruction of the “*Valence différentielle des sexes* (Francoise Heritier, 2011 in Martine Aubry) In order to advance in the equality battle we have to take the pulse of inequalities, to render visible its causes and effects, to understand resistance and persistence of gender bias (the ordinary antifeminism).

In spite of de jure modifications (law against gender discrimination promulgated in 2002 in Romania), de facto changes are slowly implemented. Gender inequality remains a main characteristic of the global society (Ulrich Beck, 2011 in Martine Aubry defines several blindnesses of the present day society: the global, the neoliberal, the national and the technological, to which we can add the gender blindness).

In contemporary societies marked by deindustrialization, digital revolution, boom of services and of care) the production and the reproduction, the labor market and the family, the public space

and the private are more and more interrelated; they become the space where sex, race, class confront and give a new meaning and value to all dimensions of women's work.

We will be interdisciplinary focused on the gender dimension, bias and discourses in three areas: media organizations, universities and politics in order to feel the pulse of successes, backlash, changes or resistances. Our methodological tools will be in depth interviews, content analysis and discourse analysis.

Feminists have broadened the definition of feminine work including non paid domestic work, care; they have equally developed the concepts of mental charge, emotional work, in order to emphasize the gender dimension of paid and unpaid work.

Even if women have invested in the majority of careers, the sexual segregation of work remains a reality manifested by pragmatic (financial) and symbolic inequality, double standards, double burden etc.

GENDER IN BLACKNESS: MEDIA DISCOURSE, STEREOTYPING AND TRANSLATIONS

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Introductory Remarks:

This presentation is part of more vast a corpus on ethnicity and gender stereotyping. The latter has been used in post-graduate course and doctorate seminars, from 2008 to 2013 (Department of Human and Social Sciences, University for Foreigners, Perugia).

It partially relates to the fertile macro-area of multidisciplinary that we would like to launch with ESTIDIA. With GENESIS project, the topic today here is of ethnicity and gender stereotyping. Consequently, we try to define dynamics and contextualize the phenomenon in the public sphere, in popular culture and literary traditions. The theoretical frame of reference is interdisciplinary, combining the field of critical discourse analysis and gender (Tannen & Kendall, 2022; Vasta, 2002), advertising (Cook, 1992) and multi-

modal semiotics (Paul Thibault and Baldry, 2005; Kress and Van Leeuwen, 1996). The dynamics of power and hegemony from majority versus minority are highlighted in terms of ethnic stereotyping and bias where themes, influencing factors, reinforcing circumstances, significance are the consequential thread on diachronic level.

Materials: Blackness has been branded as a product for the Western world, something to be ‘commodified’, branded and globalized (Masiola & Tomei, 2013; Vasta, 2002; Goddard, 2002; Cook 1992). Media and commercial advertising offer endless instances of visuals, taglines, distorted speech, parody and ‘funny tales’, and contextualized in a fictional jungle. Female black bodies (African, Latin) feature implicatures of gender ‘commodification’.

Present situation: the occurrence of this simile (or explicit metaphor) is quite exceptional in the sense that it occurs within a ‘power domain’ and involves two peers in institutional roles. The addresser of the zoomorphic metaphor is a Government Minister holding a degree in medicine (male, Italian) the addressee is likewise a doctor and a minister (female, Congolese by birth). The second case is equally shameful: same male ex-Minister and an Italian-naturalized Palestinian anchor-woman. In both cases the protagonists have full command of the Italian language and of other European languages. (youtube and media materials). In this respect Italy in public/political impromptu speech seems to evidenciate a downward trend in evaluation of ‘gender’ and ‘otherness’ (ourangoutang is far more offensive than the notorious colonial song *faccetta nera, bella Abissina*’).

Popular culture: Prejudice seems to have a long tradition fascist and postcolonial, and pertaining to popular culture. Examples are found in children’s books, toys, gadgets and mascotte: as from children’s books, advertising ‘colonial’ products. ‘Chocolate’ is a favourite, as in the Sugarbush Song (Masiola & Tomei, 2011). Naomi Campbell reacted to a chocolate merchandised as ‘Naomi’. Another example is always the gender-oriented stigma (the case of Jamaican dancers imitating African rituals of fertility (Cooper,

2004). This gender-oriented misconception has a long story in Europe.

Literary Tradition: It starts with stigma imposed on blackness in the translation of the Song of Songs, as perpetuated by the Latin translation *Nigra Sum Sed Formosa*, whereas the original gave: 'I am black AND beautiful' (Lowe, 2012). This did affect the 'great European literary tradition' as Shakespeare followed suit with his sun-tanned Cleopatra (Masiola, 1988).

Conclusions: Multi-integrationalism should perhaps be the key issue for the future, following the Australian example. Italy today hosts many different Black ethnicities. Such communities are multi-lectal and multi-lingual. Solutions and implementing all resources enhancing multi-integrationalism. There are many Black cultures, many African traditions and languages (Smitherman, 2006).

WOMEN IN PARLIAMENT AND MEDIA DISCOURSES

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As Calise asserts 1994, mass media considerably influence people's choices in fashion and trends guiding customs and tendencies. Communication stands for a structural match (Matura & Varela, 1999) between sender and receiver, a copartnership in knowledge and actions in the world. It's a process of assimilation and agreement whereby terms expanding, in a continuous change, the relation between communicating. Our analysis will be focused on the main national newspapers, as culture producers and social systems proposers. This research is an exploring analysis about the relationship between the women's presence in the Parliament and the media discourse. The evaluated period is from the first year of Berlusconi's government following the fall of the first Republic (a remarkable cultural and political change) to 2009. It's about a decade of five different administrations that allowed us to understand what has changed and what did not change in our society. Our subject is the model proposed by press agencies as producer of social stereotypes that provides instruments to represent a part of situation

spreading reality and behaviors. We can't consider the gender building autonomous from the political choices of Parliament: observing that power management is connected to gender building, we intend to show the main traits of our social contest and the possible ways of change.

LOST IN A MEN'S WORLD: THE FEMALE MAYOR AS GENDER EMPOWERMENT TOOL

Adriana Ștefănel, Faculty of Journalism and Mass-Communication Studies, University of Bucharest, Romania

The low number of women-politicians represents a feature of the post-communist Romanian political system, labelled by both scientists and politicians as “the terrible Romanian phallocracy” or “the gender asymmetry of Romanian democracy”: only one woman (from 61 candidates) ran for the Presidency in 23 years of democracy; any woman prime-minister in the same period; any vice-prime-minister either; less than 10% women ministers (27 out of 367). Even if the situation is slowly improving (see the percentage of women in 2012's Parliament, for the first time over 10%), women are still banned from political decision.

The situation is similar at the bottom of political hierarchy: only 3.33% of women were elected in 2012 as mayor and 5.53% as vice-mayor; most of them in the rural area (4.14% and 5.22%).

In this paper we intend to describe who are this women, who they decided to get engaged in the unfeminine Romanian political sphere and how they survived it and even conquered it and if their model changed their community perspective over In the last two decades Macedonia has been literally striving through a process of long-lasting and tiresome transition, whose outcomes are only vaguely being anticipated but have, nonetheless, so far had only few tangible positive results, despite the fact that the abandoning of the single-party and the introduction of the multi-party political system caused the old, statically defined, unchangeable relations to undergo numerous crucial changes reflected on almost all vital social levels,

ranging from the institutionalized forms of living and all the way through to the family and personal life.

This paper aims at highlighting the recent alterations of the role of sexes (as one of the important societal factors) in Macedonia seen in the light of the deep and profound societal changes that have recently affected Macedonian society, and the multi-fold role of women in Macedonian society. Furthermore, the paper will, hopefully, cautiously point to the need for redefinition of sex roles towards what we dare define as a “reverse” process towards “male emancipation”.

These changes have an inevitable reflection in the language as one of the most sensitive and truthful human cultural “mirrors”. The most recent findings of sociolinguistics, cultural and gender studies relevant to the above mentioned phenomena will serve as a basis for the planned research which will comprise questionnaires and interviews distributed to/ and made with a representative sample of Macedonian citizens. This research will hopefully give some relevant insights into the present social role of Macedonian women and the way Macedonian society is currently coping with their societal inclusion on the one hand, and on the other, it will prove that the negotiation of the two sexes is not merely a question of gender, but rather, a newly-shaped reality inevitably comprising the rising need for adjustment and acceptance. Modern women in Macedonia today play many roles both in the household and in the social life. This has given rise to seeing their individuality and beginning to accept them as unique personalities rather than as men’s asset and accomplishment. This statement is best illustrated with the still existing form of addressing married women in Macedonia with a noun derived from their husbands’ names (such as for ex. Petrejca (meaning the wife of Petre) rather than by their personal names.

The paper is expected to illustrate the linguistic reflections through which the above mentioned societal trends are best observed and understood. It is our hope that the paper will be relevant to clarifying the shaping of the modern times women’s role in Macedonian society, the presence of women in politics.

The methodology will be both quantitative-survey and document's analysis- and qualitative methods-interviews.

GENDER ISSUES AND SOCIAL CHANGE: LOOKING AT NEW MALE JOB CHOICES

Letizia Carrera, University of Bari "Aldo Moro", Italy

Theme of change is explored starting from change of gender issues that links together personal and social level. The theme of "female nature", and correspondingly of male ones, are since long time the focus of a complex debate between two opposite perspectives: innate theory vs social-costruivist theory. Both assign at individuals (male and female) a set of different characteristics connected to the gender, but the first one considers this set genetically determined more than socially learned. The second one, instead, is based on supposition that gender is a social result, consolidated starting from naturalization of biological differences, and constructing on them, a correspondent social and normative model. In the last perspective, if it's possible thinking about "nature", we need thinking about a durkheimian "second nature". In this line of reflection, gender cultural models and gender social representations become very important. They are learned by individuals (male and female) during their gender socialization process, and then organize their normative and value structure and influence, consequently, their choices and behaviors.

These gender representations, with which women collide in their every-day life, are considered the focal point to explain the female persistent difficulties in private life as in work and also political ones. But these representations are, at the same time, the problem with collide also men who decide to venture in fields of activities connected to care giving, traditionally thought "right for women". Domestic care giving as social ones, are territories where men have been watched with suspect and, at most, with belief of a "natural" incapacity.

The paper claims the aim to analyze how performative dimension of the gender affects heavily the social expectations in relation of some jobs. This qualitative research is focused on life-stories and choices of some men who have chosen, and sometimes who have accidentally begun, care giving jobs, traditionally “right for women”. It has been identified a group of fifteen men (between twenty and forty years) occupied as stay-at home men, teachers, baby-sitters and colfs, and they are interviewed to analyze their attitudes, motivations, as their difficulties encountered in these “female” jobs. Their words and their explanations have been the starting point to reflect on gender issues, and on their changes.

HOW ITALIAN FATHERS' PERCEPTION OF THEIR CHILDCARE CAPACITY IS CHANGING BETWEEN TRADITION AND MODERNITY

Valeria Rossini, Fiorenza Loiacono, Department of Educational Sciences, Psychology and Communication, University of Bari “Aldo Moro”, Italy

Leading research question and theoretical approach: In recent decades many international studies have focused on the change of father's role in the traditional model of Western family. Because of cultural, social and economic factors that have reduced the marginal position of women in public life, there has been a rehash of the maternal and paternal roles, with a passage from the conception of the father as the undisputed authority and only breadwinner of the family to a concept of co-parenting and progressive equality in the performance of parenting functions, with a greater involvement of fathers in childcare and organization of domestic life (Holland and McElwain, 2013). It has been a significant turning point if compared to the "invisibility" that had characterized this figure in the educational duties by the period of industrial revolution.

In Italy these changes are less evident than in other European and North American countries due to a highly traditional cultural system, based on a strict division of gender roles.

In our country the transformation in father's role is spreading out not without difficulties: new models are being developed and fathers oscillate between tradition and modernity in search of a new identity (Formenti, 2000). In front of this metamorphosis, the society has elaborated new expressions: "new fathers" or, in a ironic note, "*mammi*", when the search for a new paternal role seems to intrude the maternal model (Simonelli, Fava Vizziello, Petech e Bettega, 2008).

This exploratory study aims to provide some input in relation to the perception that Italian fathers have about their capacity of taking care of children and sharing the educative duties within the parental couple.

Methods: A snowball sample of 50 fathers aged 29 to 50 residing in a large city of Southern Italy, with heterogeneous social and cultural background and with children aged 1 to 6, were involved in the study. All of them underwent a semi-structured questionnaire.

Results: Fathers declare their willingness in accepting the changes of paternal model, also recognising the importance of coparental care of children; nevertheless, these purposes seem to be more present on a representative mental plane than in daily life. If compared with the past, their involvement in taking care of children has increased, but specifically in the playful and verbal areas. The total amount of time spent with children is very limited yet and, above all, the primary care continues to be an exclusive prerogative of the mothers. In addition to this, some of them feel uncomfortable in taking on a paternal model not consolidated by experience.

Conclusions: At the present moment paternal role appears to be only additional and not clearly interchangeable with the maternal one in child caring. The coparental model, even if accepted in theory, is barely put in practice. Our findings need to be explored further in order to detect the development and the consolidation of this new awareness and its importance in the redefinition of gender identities in Italy.

GENDER ISSUES IN THE INTERACTIONS OF ITALIAN POLITICIANS ON TWITTER: IDENTITY, REPRESENTATION AND FLOWS OF CONVERSATIONS

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1. Background and research questions

In the last two years, Twitter – the social network that enables users to post messages of up to 140 characters – is increasingly attracting the attention from Italian political actors.

One of the emergent discursive features of the social network is its conversationality: unlike older media – like television, where discourse is unidirectional – Twitter is based on interactions among users. Interactions on Twitter can be described as short, public conversations that share a double audience (Honeycutt & Herring, 2009): a general one (the followers), and a specific one, selected through the use of mentions (a username preceded by "@").

Previous research on the use of Twitter by Italian politicians suggested that women and men have different attitudes in their approach to dialogue and in their use of conversational features (Spina forthcoming). Several perspectives need to be considered in the investigation of these gendered attitudes in political discourse:

- the gender perspective: research on language and gender analyses the different ways in which men and women construe their identity of male and female, and the “linguistic resources people deploy to present themselves as certain kinds of women or men”. (Eckert, McConnell, Ginet, 2003);

- the political discourse perspective: according to Chilton (2004), political discourse serves the double function of:

- representing oneself as a politician, and therefore as someone who has credibility, “in order to be accepted in the political arena” (Wodak, 2003);

- interacting, with different people and in different situations.

In this perspective, Twitter is the place where political actors can spread a positive representation of themselves, while interacting with their audience;

- the computer-mediated discourse perspective (Herring, 2008): after the age of broadcasting, in which communication is vertical, unidirectional and one-to-many, social media brought a radical change and established a new paradigm of interaction, in which people share horizontally dynamic flows of conversations that create new forms of interpersonal relationships.

Through the integration of these three perspectives and levels of analysis, the research questions this paper tries to answer are:

1. Does gender affect the way politicians participate to this flow of conversations, with the aim of interacting with others and representing themselves as reliable?

2. Given that “gender is continually realized in interactional form” (Wodak. 1997), are there different paths women and men take in the context of social media interactions to gain a positive representation of themselves and of their political role?

2. Methodology and data

In order to answer these questions, a corpus-based methodology has been used to collect a balanced corpus of the tweets produced by 180 Italian politicians (90 male and 90 female). The selected politicians are all members of the current Parliament and are equally distributed into 5 age groups (25-29, 30-39, 40-49, 50-59 and ≥ 60).

The analysis is focused on two Twitter conventionalized practices of addressing to specific users (mention) and of making context available (hashtag), as well as on selected linguistic features that reveal an interactional attitude (personal pronouns, discourse markers) and on what identities (political, social, personal, gender etc.) of interlocutors are usually indexed in their exchanges.

3. Expected results

Twitter is emerging as an environment where people “establish relationships rather than simply share information” (Zappavigna,

2012), and where, through a continuous stream of conversations, users negotiate and maintain these relationships.

Political actors, who use social networks to spread a positive representation of themselves, are faced with a new approach to their audience, based on horizontal and pervasive forms of conversation; in a gender perspective, this study aims to shed light on their interactions on Twitter, that can be considered a window on how women and men represent and construct their gender and political identities within conversational flows (Wodak, 2003).

ECONOMIC AND SOCIAL CHANGES REFLECTED IN THE MEDIA

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This study attempts to reveal some examples of the ways in which the media echo the social changes triggered by the present-day economic crisis, during electoral campaigns. In recent televised electoral debates, the critical situation has been discursively translated into a range of recurrent topics related to the economic and social difficulties that have affected people's lives.

For this research, we selected two famous presidential confrontations in France, the one between Ségolène Royal and Nicolas Sarkozy that took place in 2007, namely, before the economic crisis, and the debate between François Hollande and Nicolas Sarkozy, broadcasted in 2012, during times of crisis. More specifically, I focused on the comparative time treatment of these economic and social issues, in the two above mentioned televised electoral debates.

I showed that it is the TV journalists' function to 'conduct' televised debates, through expertise and popularity. They explicitly perform their professional mission of serving the public, as responsibly and ethically as Habermas thought they ought to do. They should prove that they do voice the voters' concerns, that they know the public agenda better than the candidates themselves and

represent public interest as legitimate spokespersons. As Charaudeau wrote, journalists stand for the link between the politicians and the citizens, in the societal triangular relation that unites these three poles.

The TV journalists' mediating and moderating presidential debates presuppose the management of the three main functions devolving on them, to control the debated topics, turn taking and interaction time.

The objective of this study is to prove the high share of the topics that refer to the economic crisis and its social consequences, within the total time allotted to all the issues proposed by the moderators, in the case of the 2012 debate, as compared to the 2007 debate. The main social consequences that we considered for research were the impact of the economic crisis on (un)employment and on the policies restricting economic immigration in France.

To this end, we used a quantitative content analysis, focusing on the key words: "job" (fr.emploi), "unemployment/ unemployed" (fr.chômage, chômeuretc) and "immigration/ immigrants" (fr. immigration, immigrésetc), used by the moderators while proposing the themes of the debate. Likewise, we measured the duration of the time supplied for the discussions on the issues underlain by these key words, out of the total time of the two TV shows (each televised debate lasted 2 hours and 40 minutes).

As hypothesized, in the 2012 debate, the time for debating the social effects of the economic crises, in terms of unemployment and immigration was much longer than in the 2007 debate that took place before the economic crisis.

Domestic violence against women has and comes in phases. Even though for many years it has been thought to be an exclusive problem of couples, nowadays it is becoming an important issue for the entire society. Based on empirical data collected through the research, this paper aims to identify the main factors that have influenced and are still influencing the increased rate of violence against women and the reasons that can explain why women do not denounce this violence.

THE ROLE OF SEXES IN CONTEMPORARY MACEDONIAN SOCIETY

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In the last two decades Macedonia has been literally striving through a process of long-lasting and tiresome transition, whose outcomes are only vaguely being anticipated but have, nonetheless, so far had only few tangible positive results, despite the fact that the abandoning of the single-party and the introduction of the multi-party political system caused the old, statically defined, unchangeable relations to undergo numerous crucial changes reflected on almost all vital social levels, ranging from the institutionalized forms of living and all the way through to the family and personal life.

This paper aims at highlighting the recent alterations of the role of sexes (as one of the important societal factors) in Macedonia seen in the light of the deep and profound societal changes that have recently affected Macedonian society, and the multi-fold role of women in Macedonian society. Furthermore, the paper will, hopefully, cautiously point to the need for redefinition of sex roles towards what we dare define as a “reverse” process towards “male emancipation”.

These changes have an inevitable reflection in the language as one of the most sensitive and truthful human cultural “mirrors”. The most recent findings of sociolinguistics, cultural and gender studies relevant to the above mentioned phenomena will serve as a basis for the planned research which will comprise questionnaires and interviews distributed to/ and made with a representative sample of Macedonian citizens. This research will hopefully give some relevant insights into the present social role of Macedonian women and the way Macedonian society is currently coping with their societal inclusion on the one hand, and on the other, it will prove that the negotiation of the two sexes is not merely a question of gender, but

rather, a newly-shaped reality inevitably comprising the rising need for adjustment and acceptance. Modern women in Macedonia today play many roles both in the household and in the social life. This has given rise to seeing their individuality and beginning to accept them as unique personalities rather than as men's asset and accomplishment. This statement is best illustrated with the still existing form of addressing married women in Macedonia with a noun derived from their husbands' names (such as for ex. Petrejca (meaning the wife of Petre) rather than by their personal names.

The paper is expected to illustrate the linguistic reflections through which the above mentioned societal trends are best observed and understood. It is our hope that the paper will be relevant to clarifying the shaping of the modern times women's role in Macedonian society.

DOMESTIC VIOLENCE AS A HUMAN RIGHTS ISSUE: THE CASE OF ALBANIAN WOMEN

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Gender-based violence needs to be reported and understood within the context of what it actually is, a global phenomenon that is both a cause and consequence of gender inequality. It is a complex problem that includes more than just a violent act in terms of interpersonal relationships between sexes. It is a multidimensional social problem, whose roots are deeply rooted.

Albania, compared with the European context, is one of the countries with the highest rates of diffusion of domestic abuse. This is explained by fact that the discussion on human rights does not show any sensitiveness towards women's issues and their social positions. Due to its patriarchal features, the Albanian society has a long story of masculine domination in both public sphere and private life.

PARALLEL SESSION B

MEDIA AD DIALOGUE IN A GLOBALISED WORLD

THE DISCURSIVE CONSTRUCTION OF TRADITIONAL BELONGING AND SOCIAL CHANGE IN TV LOCAL BROADCASTING

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In the contemporary global societies, mass media are set on the intersection of several social changes and can act as junctions among cultures, personal and institutional subjectivities. The psychological implications of these changes require persons to acknowledge their “cultural identities” as positioned across boundaries. In the “global village” constructed by mass media for humankind, every day persons can discover that meanings they live by come from the innumerable “Others”, through which their “glocal self” is shaped (Mininni, 2007).

The cultural individuation process in the flow of socio-economic-cultural changes weaves together the bonds of local tradition and the opportunities of the global openness: the “semantic self” (Sebeok, 2001), the “intercultural self”, the “dialogical self” (Hermans, 2001) and the “diatextual self” represent the background the glocal self can position on. This complex and polyphonic construction reflects the links between sense potentialities and communicative practices and takes into account the basic processes of internalization and externalization that are necessary for the personal and social sense reproduction.

In particular, local television channels can activate contracts of communication (Mininni, Ghiglione, 1995) based on a special

identification clause among enunciating sense subjectivities. As a consequence, they are accredited as mouthpiece of their audience. In other words, local TV broadcasting can institute interactions with several glocal selves, so they can find beliefs, values and answers anchored to their local belonging, swinging between old traditions and new perspectives.

The main object of this project is to investigate the peculiarities of Puglia local broadcasting as a favorite way to construct, transmit and renew-innovate-update several kinds of local culture. As a consequence, this work is aimed to catch the main ways the local channels elaborate and transmit social change as well as try to construct a relationship with their audience, since local belonging represents a primary positioning in the dialogic and situated construction of subjectivity. By the means of discursive strategies, local broadcasting transmit and emphasize beliefs and values underlying the various forms of life; at the same time, it organizes and puts into play its “credibility” (Gili, 2005) to identify these scenarios.

We selected some TV programs (from several local channels) dealing with information, entertainment and advertising. We worked the videotaped and transcribed TV discourses through two procedures: content analysis (CA) and discourse analysis (DA). CA aims to catch the main topics of media interactions; the psychosemiotic DA on images and discourses (Mininni, 2004; 2007) enabled us to understand the socio-epistemic rhetoric (Berlin, 1993) that frame the meanings and sense making process in relation to the specific TV genres.

The comparison among these results emphasize pathways based on “crossbreeding” as well as on “polarization” of reality and identity construction strategies acted by TV programs. These contemporary tendencies take several functions: to intensify the national broadcasting formats, to encourage the dissemination of local cultures, to enhance the audience’s loyalty. The several links among topics, rhetoric, functions of local TV communication and social change are discussed.

POLITICAL SATIRE ON TELEVISION: HOW THE POLITICAL SATIRE ENCOURAGES A CRITICAL AWARENESS OF POLITICAL ISSUES AND HOW IT CONTRIBUTES TO THE FORMATION OF A CIVIC CULTURE

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The aim of my research is to examine the nature of political satire on UK and Italian Television. However, it is not easy to define this concept in the two national context. First of all, there is a limited amount of material pertinent on this topic, then the concept of political satire is so complex as a result of its long and varied history.

Therefore, to carry out the investigation in greater depth, it will be necessary to take into consideration the international studies which have been done in this sector and in particular in the U.S.A.

I will contextualize political satire within the phenomenon of popular politics, referring to the previous international academics, such as Neil Postman, Douglas Kellner and Robert Putnam and to the latest ones, such as Liesbet Van Zoonen, Jeffrey Jones and R. Lance Holbert.

I will then analyse the phenomenon of political satire on television as it has been appraised by those scholars who have discussed the existent relationship between politics, television and audience in terms of democratic citizenship. In particular I will use the research conducted by Jeffrey Jones and Jonathan Gray on some American TV programs.

After a wide comprehension of the subject, it will be possible to achieve the main point of my research. Through the analysis of the satirical English program “Yes, Prime Minister” and the Italian one “Italioland”, I will ask: how does political satire – in particular, irony and jokes – encourage critical awareness of political issues? To what extent does satire contribute to the formation of a civic awareness?

According to Baym (2010) the audience is an active maker engaged in its own, and quite various processes of citizenship. In particular, he affirms that irony and demand are a far more active process of engagement of the audience. In other words the audience has to “perform some relatively complex interpretative labor, connecting dots that often require an extensive set of competencies, both political and cultural, to negotiate” (Baym, 2010, p.14)

This research work will allow an understanding of an area of interest so fascinating and strongly up-to date, that has been ignored for a long time.

The sociological and political studies have focused their attention for a long period on the direct forms of political communication and have seen the media as the cause of a passive citizenship.

Now we are in the era of a mediated communication, in which the new technologies are gaining the upper hand but at the same time television is still maintaining an important role. As Jones says, our concept of what constitutes political activity must be revised to fit with our evolving culture, the one that is dominated by popular media. Political satire, in particular, plays an important role in the “New Political Television” providing a level of truthfulness that cannot be accessed by traditional news programming. (Jones, 2005)

Indeed, isn't the freedom of information the tool that allows us to be engaged citizens and to be able to collaborate actively in the formation of "our" democracy?

THE RISE OF NATION-WIDE MEDIATED PUBLIC COUNTER-SPHERES: THE CASES OF ITALY AND RUSSIA

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In 2008-2012, the political climate in two countries as different as Italy and Russia showed significant similarities under the pressure of internal and external factors. If within domestic borders the

national-level political life was suffering of unfinished democratic transition, blocked elite rotation, alleged election fraud, scandals of various kinds, and mediocratic fusion of national leadership and national TV (Puyu & Bodrunova, 2013), external pressures included, i.e. the world economic recession and the rise of protest movements in the aftermath of the Arab spring. As elsewhere, in Italy and Russia political protest experienced online-to-offline spill-overs in 2010-2012, fostering discussions on 1) the state of public spheres in terms of stability, involvement and negotiating capacity (Alexanyan, 2009); 2) the role of web 2.0 media in catalyzing spill-overs and its (dis)similarities with the Arab spring (Bodrunova & Litvinenko, 2013). Public sphere theory represents a general framework for analysis of the recent trends in relations between national political elites, media, and city communities in the theoretical context of media-constructed public spheres (Calhoun, 1992; Schulz 1997), but it is not specific enough to describe the current cleavages in public discourse in both countries. Critics of the public sphere theory have shown that counter-spheres tend to form in the areas where social inclusion is complicated (Fraser, 1990). But until today, public spheres have been studied on the level of a local community, one media, or a subculture only (Fenton & Downey 2003; Wimmer, 2005).

Our hypothesis is that, due to several factors, public spheres in both countries have undergone a major split, and nation-wide counter-spheres have formed, being hybrid in terms of their cross-media nature and political/social shape. For certain social milieus in big cities like Moscow and Rome, they played not only organizational (via social networks) but also ‘cultivational’ role in the protest spill-overs, as they established shared consensus upon political establishment and emasculated mediated political discourse. The formation of the counter-spheres was marked by several distinctive features including the formation of ‘alternative’ media with agendas differing from mainstream media, new patterns of audience relations, intertwining of activism and media production etc.

We check whether the wave of formation of a counter-sphere that evidently formed in big cities and was supported by several media clusters was picked up on the regional level. To do this, we ask whether an agenda shift may be spotted in regional online media of the recent years. To answer this research question, we first reconstruct the rise of the counter-spheres in their media & political environments and then analyze menus of national and regional online media to spot the agenda shifts on the most basic level of editorial decision-making. The results show significant shifts of website agendas in national-level 'alternative' media and the beginning of agenda splits in regional online media. The results support earlier findings on the causes and fuelling factors of the Russian protest and potentially create another variable for prediction of political protest spill-overs.

ETHNIC MEDIA AND THE CHANGING NATIONAL-STATE MODEL IN THE PUBLIC SPHERE

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Modern western societies are characterized by high level of fragmentation concerned also with the individualization of life-styles and the ethno-cultural diversity. 8% of the European Union's population have immigration background, and not all the population take part in the elections. Concerns about the fragmentation of society due not least to the fact that democracy needs to be reproduced permanently through inclusion and one of the important mechanisms of this inclusion is the participation in the public sphere. The crisis of the national state exacerbates this problem because it casts doubt on the existing model of the public sphere as based on the potential influence of the citizens on the decision-making process (Fenton & Downey 2003).

The dominant public sphere is meant as existing on the national language so ethnic media are often analyzed as counter public sphere (Fenton & Downey, 2003; Johnson, 2000). Ethnic media offer specific agendas, they also can be more negative

comparing with mainstream media. But some case studies demonstrate that ethnic media can also tend to be more mainstream as alternative media (Lin & Dong, 2006, Moran, 2006) because mainstream media are also not similar in agenda setting. I assume that some ethnic media can include their audience into the dominant public sphere. The question is what criteria can be used to distinguish between alternative (or counter-public) ethnic media and ethnic media that tend to be similar with mainstream media.

I analyzed the agenda and the attitude level of news coverage in Russian-language newspapers of general interest in Germany in 2009-2011. I found that about 30% of news coverage is devoted to German affairs and the texts do not explicit negativism in covering host land policy. But the authors use stylistic devices semantically originating from Russian-language culture so the third step of research is the analysis of sociolinguistic characteristics of articles. I assume that “fostering cultural identity” (Fleras, 2009) is functional core of ethnic media and they fulfill this function also covering in neutral style the agenda of mainstream media. The ethnic media need to create a specific symbolical space reflecting the multiple identity of the audience to keep their audience.

THE POWER OF NEWSROOM IN INITIATING A SOCIO-POLITICAL DIALOGUE BETWEEN MEDIA AND SOCIETY: A CASE STUDY OF CNN-IBN AND ITS NEWSROOM PHILOSOPHY

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In a typical National TV News Channel in India, Newsroom is the heart of a TV channel. It is mainly an editorial governed place where all creative minds sit together, where ideas take shape in form of stories and where the decisions are made for whole day broadcast. The newsroom is most active place inside a TV newschannel where creative minds brainstorm together, where the editor shouts to copywriters and where reporters instruct on his/her story ideas.

It may be said that Newsroom is the backbone and spine of the entire TV news channel but is not authorized to take decision as Amrita Tripathi of CNN-IBN points out when I asked her about it, "No, the news room is not a decision-making body", she said.

"The newsroom is the heart of any TV channel – and reflects all the buzz and energy of live news being broadcast, as inputs keep coming in. There are regular meetings – starting from the morning, involving input desk, senior editors and rundown editors as well – they take a look at a story plan, which includes inputs from various bureaus, stories that have been filed and news that's expected to come in", she further added.

The idea behind talking about newsroom in so detail is to analyze the power of newsroom in initiating a socio-political dialogue on a particular issue within the editorial team and on-air discussions. The objective of paper is to establish a relation that to what extent newsroom philosophy impacts the content which is supposed to be broadcasted on a given day. And what role it plays in triggering a dialogue between media and public on a given issue.

The researcher has analyzed a whole day at CNN-IBN, India's leading English News Channel and its unique idea of "Newsroom Buzz" which discusses the most crucial stories of the day.

The researcher has selected two cases which were discussed on CNN-IBN, and which has been successful in initiating a dialogue between media and society. The first case is the suicide of a female movie star in India and the other is contemporary political crisis in main opposition party and coalition in India.

The methodology adopted in this research paper is Conceptual, while applying qualitative analysis through primary and secondary sources.

The relevant literature which has been reviewed is a two hours and thirty minutes clipping of "Newsroom Buzz", the website of CNN-IBN and an online interview of CNN-IBN's editor-cum-Ancor, Amrita Tripathi.

Indian film industry is the largest film industry in the world. With around 1,000 movies produced in national and regional languages, it attracts fresh faces in search of stardom and money

from all corners of globe. But as it is said that the space on peak is not very wide, few make it to the success to getting round the clock work. Many are thrown away from industry even if they have talent. Jia Khan started her career with India's megastar Amitabh Bachchan, but could only get three films in a span of five years. That perhaps was another routine story in Indian Film industry of despair, disappointment and social stigma, which led to her suicide. The researcher has analyzed the case of Jia Khan's death and how CNN-IBN picked it up and covered it.

Indian politics is the most complex political system in the world politics. It has many political parties but two major coalition are UPA and NDA. The first one is ruling at the center while the other one is gearing up to be back in power. Congress and BJP (Bhartiya Janta Party are the two major political parties in UPA and NDA respectively.

The recent jolt in the BJP which occurred as a result of appointment of a very popular leader as Chief Campaign Manager annoyed the tallest leader in the party. The later resigned from all posts of the party.

The researcher has tried to analyze how the whole story was covered by CNN-IBN and how it started putting a big question mark on existence of a political party which examines itself as next party which may rule the nation. CNN-IBN, which is headed by a prominent TV face in India, Rajdeep Sardesai as Editor-in -Chief of CNN-IBN succeeded to initiate a dialogue between media and society on how both main political parties in India require to reinvent themselves.

The researcher has picked up two issues, one political and another social, both of which are considered to be at the helm of the debate between media and society and CNN-IBN may be credited to lead the discussion.

PARALLEL SESSION C

SOCIO-POLITICAL CHANGE IN PUBLIC SPHERE

SOCIAL CHANGE: HOW TRADITION RENEWS ITSELF IN THE LIFE OF THE NEXT GENERATIONS

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Aim. This contribution is a theoretical reflection on the social change that is affecting the whole of society. Change is in-built in society, even if it goes at different speeds according to the different epochs. Some “myths” on change do exist and, among them, the first is that the future always signifies progress, that is, the abandoning of traditions; the second refers to the conflict between old and new (with a polarization between traditional and modern). Man tends to think that ideal progress exists between old-fashioned and advanced. Each community takes its own steps to implement changes and it renews both “within” and “without” in its relationship with the others within its group but also with outside groups.

Method. To analyze change, we will discuss the standpoint of several scholars starting with Durkheim, who, in defending “decadence” (seen as an escape from traditions), observes that “common consciousness most likely progresses less than individual consciousness” and that “the collective type is less strong than the individual”. And, increasingly, consciousness comprises extremely general and indeterminate ways of thinking and feeling that leave a margin to a multiplicity of individual disagreements. Effervescence is always present in society through the individual. Then we will examine the social historian Toynbee, who coined the concept of cultural mix (*pammixia*) that can be found in all past as well as present-day societies. The routine that Sennett talks about shows that only by repetitiveness is it possible to “spring” toward creativity and

that only by looking to other people's culture is possible to advance toward change. Change cannot be seen as "assimilation", and thereby the disappearance of one's own culture, but as something new that blends variable percentages of cultures and gives way to novelty. Giddens (1999), Hobsbawm and Ranger (1983) revisit the term "tradition", in itself a continuous search for change anchored in its etymological origin which means "transmitting" from one generation to another. Each generation interprets the world through the eyes of its own times. Lastly, Zerubavel (2003) introduces the existence of 'contemporaneity of contemporaneity' as the link between generations in the diachronic and synchronic course of history and sociology.

Conclusions. Change runs the risk of being considered as "decadence" because it alters the status quo, that is, what we are used to. Current societies' trend to accelerate social and technological change triggers a conservative drive that tends to preserve continuity. Social change leads toward the Others and appreciation of them, but also toward being at the same time similar to an and distinct from them. It is what Simmel calls "social differentiation".

WHAT IS PERSUASIVE IN OLD AND NEW QUALITIES OF THINGS?

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As a contribution to the understanding of social change that should enrich the researchers' correlation between theory and practice, this paper proposes, from a rhetorical point of view, an analysis of well-known argumentative strategies in comparison, with the aim of inferring persuasive applications.

Ad antiquitatem and *ad novitatem* are common places with a strong relativity, not only because, depending from the content, both can be perceived as good or bad. Their relativity depends also from how far or close must be something in the past to be held as "old" or "new". Old and young people often have different appreciations in

this field because of the different length of their personal experiences. A tradition can be called “old fashion” by someone who has experienced only the last change in the traditions (the first for him/her), while for older people, who have experienced more changes, that was just the penultimate way of doing something. Aristotle (Rhetoric II, 12-13) is very synthetic about the role of past in the life of old and young people and concludes that the former “live by memory rather than by hope” while the lives of the latter “are mainly spent not in memory but in expectation”. The length of time’s segment should add a different way to value things and events according to their place in the line of time.

Also in wider considerations of time an inappropriate choice of the segment (too long or too short) can cause ambiguity. In the 12th and 13th centuries the distinction between *antiqui* and *moderni* was very variable. *Antiqui* could be the authors before Christ or just the previous generation, even the masters of the author who is writing at the very moment.

The most frequent erroneous uses of argumentations schemes like “direction” and “propagation” are due to the choice of too narrow samples. In the dialogue about “global warming” the discussion’s point often is the relevance of the analysed segment of time.

This research should offer practical skills to better communicate the context-specific meaning and relevance of old and new things and events. This subject is well connected with the theme of the conference: the two fallacies about progress and generations, the continuity in discontinuity and discontinuity in continuity.

THE IMPACT OF SOCIO-POLITICAL CHANGE ON PUBLIC SPHERE THEORY: EXPLORING THE RELEVANCE OF COMMUNICATIVE RATIONALITY

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This paper focuses on the impact of socio-political change on the normative model of communicative rationality as the method of

debate in the public sphere. It aims to explore the theoretical implications of change in the form of the profusion of new publics, the rise of complex bureaucratic institutions, multiculturalism and multilingualism, among others, on Habermas's model of communicative rationality. Even though the focus of the study is mainly theoretical, it is informed by the quest for empirical relevance. In particular, the paper argues that while public sphere theory has been revisited and revised in order to account for socio-political change and maintain its relevance as a theoretical standard, nevertheless communicative rationality as its method of communication has not been revisited to such an extent.

Habermas developed his model of communicative rationality on the basis of his own concept of discourse (*Diskurs*), based on argumentation, understanding, intersubjectivity and consensus (Habermas, 1984). Even though he also offered an extensive analysis of social complexity and its impact on the lifeworld (1996; 2006), he did not incorporate the results of this analysis to his original concept of *Diskurs*.

Indeed, the emergence of new publics, new media, new platforms of communication etc. seems to render the concepts of communicative rationality and *Diskurs* obsolete, both from an empirical and from a normative-theoretical perspective. The rise of complex bureaucratic institutions leads to a sharper divide between system and emergent publics. Multilingualism and multiculturalism against the backdrop of increasingly complex and globalised societies lead to multiple competing rationalities in essentially agonistic public spheres. A constant differentiation of publics leads to public opinions becoming segmented and thematised. Emergent publics, on the one hand, are becoming increasingly active but also increasingly diffuse. On the other hand, system publics such as parliaments, state committees etc., succumb to a routinisation of procedures that can seriously undermine the deliberative character of the public sphere in a way that debate would work almost mechanically. A presupposition of universal communicative rationality with emancipatory potential is of no use against this

backdrop, if the task is to work towards an empirically plausible public sphere.

The challenge and ultimate goal is to conceptualise alternative (normative) methods of communication in contemporary public spheres in determining “what it means to be truly deliberative” (Saretzki, 2009), away from the exigencies of consensus and intersubjectivity. Instead, elements such as conflict, power differentials (Honneth, 2001) and overcomplexity (Bohman, 1996) should be incorporated in a theoretical public deliberation model that remains connected to changing and emergent communication practices.

CONTEMPORARY ANTHROPOLOGICAL QUESTIONS: ILLUMINATING REFLECTIONS ON CURRENT SOCIAL SHIFTS

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This paper draws its inspiration from the latest trends and developments in cultural anthropology, as a discipline dedicated to understanding, interpreting and studying cultures, communities, identities. Cultural anthropology was brought to a dead-end with the “crisis of representation”, which cast a cloud of darkness over it back in the 80s, when the rising postmodern narratives brought into questions all grand narratives. This trend seriously questioned the discipline’s foundational principles of rationality, objectivity, and above all, its western imperialistic roots. Ethnography and ethnographic representation were now seen as projections and/or rewritings of the perspectives the dominant culture, rather than genuine interpretations of the analyzed culture (Said, Fabian, Clifford, Geertz).

However, in recent years, cultural anthropology has recuperated itself from this (almost) self-sabotaging phenomenon, and has moved in the direction of highly socially engaged discipline,

grappling with the problems of social changes and the new “globalized” world. It is this new genuine engagement of cultural anthropology with the emerging global issues of technology, neoliberalism, politics, governmentality, health, security, ethics, subjectivity and agency, that this paper aims at stressing, thus arguing for the immediate importance and ongoing need of this discipline whose significance has seriously been brought into questions in recent years.

In this sense, this work aims at reemphasizing the importance of cultural anthropology by dialogically engaging with a list of some of its most recent works that reflect the configurations of societies and cultures, not in terms of general structural transformations, but rather through an examination of a set of specific phenomena such as techno-science, administration, governance, and the new regimes of ethics and values that emerge from these phenomena. Some of the works that this paper will critically reflect upon are Kaushik Sunder Rajan, *Biocapital: The Constitution of Postgenomic* (2006) and Stephen Collier and George Laikoff, *On Regimes of Living* (2006).

Grounding his analysis in a multi-sited ethnography of genomic research and drug development marketplaces in the United States and India, Kaushik Sunder Rajan argues that, contemporary biotechnologies such as genomics can only be understood in relation to the economic markets within which they emerge. Sunder Rajan’s ethnography informs his theoretically sophisticated inquiry into how the contemporary world is shaped by the marriage of biotechnology and market forces, by what he calls technoscientific capitalism. Collier and Laikoff analyze how ethical problems are configured today rather than diagnose the incoherence of contemporary ethics. By regimes of living, they refer to a configuration of normative, technical, and political elements that are aligned with situations that present ethical problems – that is, when the question of how to live is brought to the surface. Additionally, Roitman (2006) discusses the new forms of economic exchange in the Chad Basin and organized gangs working on the roads amid the severe economic hardship brought about in the region in the 80s, with the application of World Bank structural adjustment and the devaluation of the frank. As an

anthropologist, Roitman is capable of diagnosing a new level of existence in the smuggling activities, which to the population are forms of “work” and not “fraud” or “theft”.

By outlining and at times critically engaging with the above-mentioned works, this text will aim at stressing the importance of cultivating very cautious ways of observing these new rising questions of social change in the world. Perhaps, we can also reflect upon the usefulness of the presented approaches and examples and their relevance to understanding the contemporary social shifts and changes, as well as diagnose the possible new sites of research.

GLOBAL CITIZENSHIP AND ENVIRONMENTAL EDUCATION: BETWEEN POLITICS AND PARTICIPATION

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We are all citizens of the world and we are all called to hear and see the Earth as planetary home cultures, society, traditions which live side by side: the one and the others must be lived with a sense of ecological responsibility. It is a responsibility that respects differences and which a dialog that contributes to building a common global identity. Awareness of this common identity was born in the second half of the last century: only after the second world war and the nuclear bombs of Hiroshima and Nagasaki we began, according to Morin (Morin, 2000), to "think like humanity" requiring a common horizon of citizenship. This new citizenship is not only aware of the environmental crisis, but recognizes the importance to insist on the creation of a new ethics and a new policy, at the service of man and also ecological and sustainable, capable of both identifying a vision for the future and building the future itself. Becoming citizens of the earth means learning to practice the principles of solidarity, fraternity and the responsibility through dialog. But being responsible, according to Hans Jonas (Jonas, 2002), also means investing in the future, taking charge and taking

action not for short-term, but for long-term goals. It is important to have a dialogical mind which is opened to comparisons and which is able to listen to the reasons of the other so as to join forces communicatively and interactively in a common quest. It is necessary the spread the values of a new jointly shaped culture, of an ecological understanding, in which thinking and feeling should act together in order to open new horizons of meanings and understanding for the coming generations. Environmental education, which makes the generative principle one of his characteristic traits, is always open to the unforeseen, and the new, which make all the difference. It has a purely political connotation: it is an education in politics and an education in and through participation. The ecological crisis is in the foreground the sad reality of the unequal distribution of resources not only the physical planet, but also of economic resources and capabilities, as well as Sen meant (Sen, 2001). Educating for the environment is not only to educate to respect the planet, but also to educate in the spirit of loving justice, practicing solidarity, fighting for a more equitable world. It involves the ability of providing all the necessary conditions for the emergence of a fully accomplished human being able to purposefully and effectively interacting and relating to all others human beings and beyond (Birbes, 2006).

MEDITERRANEAN AND TRANSATLANTIC ARTIVISM: COUNTER-ACTING NEO- COLONIALISMS IN THE PUBLIC SPHERE

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Basic research questions:

- Is it possible to work in the field of Transatlantic studies (that emphasizes the relation between the old world, Europe, and the new world – the Americas – in order to highlight the extent to which the latter was the extension of the former in colonial times), without taking into account, when dealing with Post-colonial cultures, the

effects of the passage from the Mediterranean sea/cultures/ languages/arts to the Atlantic landings/conquests/cultures?

- Is it possible, in order to analyse the negotiations between the two continents in the contemporary times of globalization and transnational relations, to forget that European and Western history still conceals and silences the slave trade, the policy of segregation and apartheid of native Americans and African Americans in the Black Atlantic and in the Mediterranean routes?

- How colonization and the institution of slavery still affects contemporary migrations and the immigration policies?

The focus of the survey:

After having dissected these issues, the paper will deal with cultural/art productions originated at the confluence of Mediterranean and Transatlantic floods thanks to critical thinking, i.e. thinking that enables creative and intellectual workers to look into the present in terms that deconstruct the colonial frame, de-colonize language and thought and ACT/perform in NEW public spaces and not in canonized, elitist spaces such as traditional museums, galleries, reviews, exhibitions, etc.

The theoretical approach necessary to interpret the impact of cultural and art works which operate within activist-artistic (artivist) movements that produce societal and cultural transformations stressing the shift from individualism and family structures to community and convivencia bonds is constructed through a call-and-response dialogue between Western theories on performativity (Butler), gender, neo-materialism (Barad, Braidotti, Parisi), entanglement politics (Timeto), neo-tribalism (Maffesoli) and post-colonial diasporic, de-colonizing, and chicano studies on creolization, mestizaje, transculturality, queerness, diffraction, alternative utopias and archives of sentiments (Glissant, Anzaldúa, Gilroy, Brand, Ahmad, Latorre, Lugones, etc.).

Authors and artists who will constitute the texture of the analysis lead with an intermedial and transcultural approach: Dionne Brand, Costas Varotsos, Isaac Julien, Jaune Quick-to-see Smith, Faith Ringgold, Guillermo Gomez-Pena.

The research wants also to test whether the change in the dialogue between new European (and American as well) citizens (or anyway temporary residents in urban spaces) and old residents is readable/observable in the artist works that depict imaginary and yet performable interactions through an entanglement of styles and languages (art domain) and theories. Among the expected results of the research, for example, is the answer to the hypothesis that European and Transatlantic theorists could have not envisioned neo-materialism or performative theories without the contribution of post-post-colonial theorists, artists, activists.

REFRAMING THE FUTURE: NATO STRATEGIC COMMUNICATIONS AND DIALOGUE-DRIVEN CHANGE

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The paper reveals the specifics of NATO Strategic Communications while emphasizing its complex nature. The importance of achieving synergy of efforts while respecting the various information functions is highlighted. The aim of the paper is to examine particular communication practices and institutional approaches used by the Alliance. Markers of dialogue-driven change and their expediency are pointed out by the authors. The analysis focuses on the military communication. The authors give attention to the processes of informing public opinion and promoting understanding and trust, in complement to the national efforts of Allies (Asmus, 2002). Moreover, the role of NATO StratCom Capabilities is emphasized. The contribution is devoted to the examination of new communication patterns enhancing 21st century strategic security and communication systems.

NATO Strategic Communications concept was coined due to the ever-greater need for the organization to communicate its roles, objectives and operations in an appropriate, timely and accurate

manner. In this way the Alliance establishes a coherent institutional approach.

NATO articulates its narratives, themes and messages to external and internal audiences under continuous media and public scrutiny. Strategic Communications is viewed as a leadership-driven process which is at the heart of the Alliance's efforts to reach key intended audiences.

NATO as well as the process of informing public opinion are evolving. Factors like globalization and the burgeoning media landscape changed radically 21st century strategic security and communication systems (Ross, 2003). Still, maintaining credibility and public support is of the essence.

The NATO narrative – of a democratic, multinational alliance uniting across borders to guard, with courage and competence, against threats to our homes, has not changed. However, the continuing relevance of this narrative in the face of today's complex security challenge has yet to be convincingly articulated.

Replacing the top-down communication patterns and turning the institutional communication channels into more trusted ones are among the most important tools for a dialogue-driven change. Communication seen as a two-way process highlights the importance of strategic listening and dialogue.

Common values and beliefs are at the heart of NATO's overall strategic outlook and image. Nevertheless, each member state has its own information priorities and competing narratives (Robertson, 2009).

NATO Strategic Communications are modern in technique and technology in order to match the information cycle (Grunig, 2009). They demonstrate consistency of messaging and the maximum possible transparency, in order to promote understanding and trust (Chilton, 2004).

The Alliance appraises Strategic Communications as an effective tool for creating a modern image, legitimating new communication patterns and achieving synergy of efforts.

In conclusion it is reasonable to say that NATO Strategic Communications continues to play an important role in enhancing

the dialogue of tradition and innovation thus adding value to the battle of engaging hearts and minds.

FUNCTIONS OF RHETORIC IN THE BULGARIAN PUBLIC SPHERE OR ABOUT THE DIALOGUE BETWEEN INSTITUTIONS AND CITIZENS

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Political rhetoric in Bulgaria after 1989 is transformed as a result of political, cultural, technological, social, philological, and media factors. The oratory of Bulgarian politicians plays a key role during the processes of transition from socialism to democracy, from a mono-party to a multi-party system; from passive behavior to active citizen behaviour; from recipients of public speeches to participants in the different formats of virtual communication on the political topics.

The political speaking in Bulgaria after 1989 is remarkable for its heterogeneity. The political rhetoric includes speeches delivered during the street meetings, demonstrations and protests, state-political discourse, official utterances, international negotiations, events and actions; press-conferences, politician's interviews and presentations posted on the Internet (Karasimeonov, 2010; Dichev, 2010). Bulgarian political orators use verbal tools and non-verbal techniques but some speakers prefer to include visual elements presenting political ideas, slogans, appeals, and messages. Politicians appraise rhetoric as an instrument to create a personal political image and publicity and to legitimate new ideas in the civil society in Bulgaria. Only some political speeches have features of the best models of contemporary political speeches and more of them follow the model of routine public speaking (Kristeva, 2007; Mavrodieva 2010, 2012).

Bulgarian political rhetoric is also interpreted as a function of the state institutions, political parties and NGOs.

Civil rhetoric during the protests and demonstrations (1989, 1990, 1996-1997, 2010-2013) is transformed too and Bulgarian citizens present more categorically their requests. The participants of the protests use the social networks Facebook and Twitter look like virtual tribune; the Bulgarian citizens broadcast the speeches, appeals, programs, and civil demands in front of virtual audiences (Kristeva, 2013).

Bulgarian politicians and citizens accept the Internet as a toll for mobilisation, they post information and they use Facebook as an instrument for citizen's activation and acceleration of the protests but they cannot combine effectively the digital literacy and political activities (Dichev, 2010; Georganov 2011). More Bulgarian politicians present political speaking in a boring manner; they represent preliminary prepared and announced messages and appeals. The politicians avoid real, media and virtual dialogues with Bulgarian citizens; they don't prefer the negotiations on the current and strategic topics with the representatives and leaders of the protests. The institutional political rhetoric is formal and banal and it plays an informative function, the persuasive function of the state-political discourse is reduced and it is in the secondary place. The theoretical base includes publications concerning the parliamentary rhetoric (Ilie 2003a, 2003b) and the connection between oratory, politicians and ethos (Zaleska, 2012). The civil rhetoric is an instrument to involve the citizens in the political activities and process, to present the requests, proposals and suggestions of the Bulgarian citizens in front of the state institutions. The publications about rhetorical citizenship are a theoretical and methodological base during the research of civil rhetoric in Bulgaria (Kock, Villadsen 2012). The civil oratory plays another role – to convince Bulgarian citizens that active position and rhetorical citizenship is a relevant tool in the democratic society.

In conclusion it is reasonable to say that political rhetoric and civil oratory have parallel manifestations in the contemporary Bulgarian society, they play key role in the public space but an effective dialogue between the state institutions and citizens is not organised.

ENDORISING CHANGE FROM A CONSERVATIVE PERSPECTIVE? THE CASE OF A NEW ROMANIAN RIGHT WING PARTY

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Attitudes towards social and political change are definitory elements in the doctrine of political parties and influence considerably their positioning towards other political actors and especially towards authorities and voters. Since the fall of the communist regime in 1989, the need for change has represented a major topic for debate in the Romanian public sphere. In the last decades, Romanian political parties have tended to define themselves mainly in regard to their ability or disposition to make changes at various levels of the social and political life.

The present study aims to investigate how the attitude towards change is expressed in the discourse of a Romanian right wing political organization, *Noua Republică* (The New Republic) which was legally recognized as a party in January 2013. Until now, no detailed analysis has been conducted on the political discourse of this party. Being recently founded, *Noua Republică* is not very well known or represented in the public media. As a consequence, an important goal is to get its messages across to the citizens and one of the communication techniques engaged consists in the mailing of a wide array of public.

I intend to examine here the texts of five infobulletins mailed by the organization during February 2013 by means of a qualitative analysis. The small number of texts and their reduced dimensions make this corpus improper for an approach based on quantitative research methods. The research draws mainly on critical discourse analysis methods, employing the procedure proposed by Fairclough (2001) regarding textual analysis and van Leeuwen's (2008) theory on the representation of social actors. The topics covered in the selected texts concern the party's identity and its attitude towards the

health reform and towards Romania's foreign affairs policy. The results show that the party's identity is created in discourse through an attempt to reconcile the conservative doctrine of former Romanian right wing parties with a more flexible attitude, sustaining reforms and endorsing Anglo-American political models. Another characteristic is the attempt to link the identity of the party with a specific representation of the Romanian national identity (Anderson 1991, De Cillia, Reisigl, Wodak 1999) and thereby construct a symbolic extended in-group opposed to the group represented by the government parties.

TEXTS ARE A-CHANGING, ARE TIMES CATCHING UP? ON THE DIVERGENCE BETWEEN THE DISCOURSES OF SOCIAL CHANGE IN MACEDONIA

Aleksandar Takovski, SEE University, R. Macedonia

Social change is a complex phenomenon over flooded with different theoretisations and popular understandings which at times are neither compatible to nor aware of each other. Examining the different conceptualizations and their practical implications, the paper starts with the social theory's understanding of the concept as examined in terms of structural determinants, mechanisms, processes, and directions (Haferkamp & Smelser, 1992), as to point to useful sociological concepts like 'contradiction', 'differentiation', 'conflict', and 'rationalisation', not frequently used in the linguistic study of the phenomenon. Somewhat differently, Discourse Analysis, as linguistically framed study of society, has related the processes of social changes to discursive changes, thus effecting changes in language use.

Against this theoretical background the paper sets its general goal of examining (describing and analyzing) the different conceptualizations of social change present in the divergent discourses on social change as manifested through the texts produced by Macedonian Government, civil society organizations

and Macedonian citizens, with the focused paid on changes within the education discourse in Macedonia.

In so doing, the paper uses a methodological framework based on Norman Fairclough's (Fairclough, 1992) and Teun van Dijk's (van Dijk, 1997, 2001) three dimensional model of discourse as 'text-text-in-interaction-social practice'. Each dimension corresponds to a level of analysis focused on several categories. Textual analysis is concerned with vocabulary, grammar, cohesion, and text structure. The interaction is analysed in terms of coherence, locutionary force, intertextuality/interdiscursivity, interaction types and local context. 'Discourse as social practice' analysis focuses on questions of ideology, power relations, and power abuse (van Dijk, 2008), as well as wider general social institutions, practices and structures permeating the processes of text production and understanding.

The model will be applied on the following data, in the following manner: a) Survey for identifying the most often recognized social changes; b) Informal interviews focused on the text(s) 'changes in education', produced by interviewees. Analysis focuses on its intertextual production, its relation to institutional and social processes, and ultimately the question whether the text reproduces or challenges dominant ideology; c) News agency interview with the Macedonian Prime minister in which he speaks about changes in many social domains. The analysis starts with examining how transitivity, modality, nominalization, passivisation are used to create a naturalizing ideology, than it moves to issues of intertextuality, and interdiscursivity (the Minister is notoriously known for his colloquial style embedded in official interviews), all contributing to the legitimization of power relations; d) the analysis than focuses on the newly introduced education reform of 'external testing', and the objections to this disciplinarian technique of examination (Foucault, 1979) by the Youth Education Forum, as manifested in new releases, articles, and an interview with their executive director Mr. Marjan Zabrcanec.

The analysis will try to show that divergent discourses on social change in Macedonia are both a form of power abuse (naturalizing ideology, the lack of public debate prior to any reform),

and also a form of hegemonic struggle lead by critical discourse practitioners like the Youth Educational Forum. Thus, the paper tends to show that texts are indisputably changing depending on the producers, but what seems unfortunate is that times (reality) could not at once fit each and all the conceptualizations, so it remains to be discursively contested and socio-politically fought for.

THE ROLE OF CROSS-CULTURAL DIALOGUE IN THE PEACE PROCESS: THE CASE OF JOHN PAUL II'S INTERVENTION LETTERS IN SITUATIONS OF POLITICAL CRISIS

Urszula Okulska, Institute of Applied Linguistics University of Warsaw, Poland

Dialogue as an expression of the human need for communication has always played a vital role in practically all fields of social interaction. In the form of open discussion it has provided forums for an exchange of ideas and values, contact building and self/other-identification, as well as functioned as an alternative way of problem solving and conflict resolution in public and private domains. With its potential to broaden, shift and refocus the perspective of the world perception it is a powerful discursal medium that can initiate, transmit and implement profound and long-lasting changes in attitudes, patterns of behaviour and communication styles. These dialogic attributes are relevant and useful especially in the area of political life, where (often interest-dominated) debates over matters of particular social significance are frequently a source of dispute, aggression and conflict.

The purpose of this paper is to demonstrate strategies and mechanisms of solving international crises through the discourse of cross-cultural dialogue in the form of political mediation. This linguistic modality will be illustrated on the basis of John Paul II's

letters of intervention through which the Pope engaged in the peaceful process of conflict resolution. The perspective of the Critical Language Study (Fairclough, 1989, 1992, 1995, 2003) adopted in the research will enable to assess the correspondence in terms of its status and location in the continuum of strategic vs. communicative/ cooperative action (Habermas, 1984; Grice, 1989; see also Wodak, 1996; Chilton, 2004, etc.). More specifically, it will be shown how the author strives to interrupt conflict escalation by attempts to transcend discursively the politicians' transactional and antagonistic positions with an aim to construct 'common ground' between the conflicted parties. He does it mainly through strategies of intertextuality, foregrounding hidden information, rescaling the time – space perspective (shifts in the discourse local – global dimensions), recontextualisation and inclusive/exclusive rhetoric. They are tailored, on the one hand, to reject outspokenly the antagonists' warlike practices, and on the other, to open the exchange to the voiced prospects of community formation. The extended and de-centred perspective through which the letters represent the world serves for the Pope to establish a critical stance in which he builds a dialogic platform for constructive cross-cultural deliberation as a condition for conscious decision-making and reconciliation. This brings to the texts the ethical dimension, introduced by the author in the discursive construction of the interactants' preferential choice (Ricoeur, 1992). The realisation of the choice informs the strong sense (ipseity) of each person's identity (personhood), which is shaped through communicative orientations to the concepts of human responsibility, self-constancy and dignity. In summary, it will be claimed that by contesting the politicians' warlike attitudes and rephrasing them into conciliatory strategies John Paul II actively participates in the dialogue-driven process of cultural change that consists in delegitimizing antagonistic communication patterns in modern politics and structuring a more cooperative, ethically grounded model of linguistic interaction in public space.

DIALOGICAL INTERACTION WITHIN ARTS: IS SOCIAL CHANGE POSSIBLE THROUGH POETRY?

Lucia Amelia Salvato, Università Cattolica del Sacro Cuore di Milano, Italy

Can artists activate a dialogical interaction with their public? More specifically, can poets stimulate their readers and make them feel motivated to change something in their way of thinking or even in their way of living? The affirmative answer proposed in this work emerges from the analysis conducted on short poems of a contemporary German-Swiss poet, Werner Lutz (1930). In front of an artist's work people are implicitly invited to reply to it, by identifying themselves with the content of that work of art. This form of understanding is here considered as a sort of implicit dialogical interaction, which may determine a change in one's own life. Social changes tend to be related to political, economic, and cultural shifts and to be studied by specific disciplines. This work proposes to consider artists and in particular literary writers as a potentially powerful factor of social change.

In linguistics, speaking of a habit change (Peirce, 1931) and of an undertaken commitment as consequences of a dialogue implies that a meaningful communicative event has indeed occurred between two interlocutors. The psychic feature of the modification of one's own *hábitus*, that is of one's own behavior patterns in front of reality, is actually complementary to the social aspect of communication (Searle, 1995, 1999). Authentic communicative events are successful when they result in the interlocutor's response (and related responsibility) to the content received through them, even when it remains somehow implicit (Ducrot, 1984, 1991). A link between these theoretical aspects and the dialogical interaction in arts is offered by the theory on dialogue of the Russian philosopher Bakhtin. In his work *The Dialogic Imagination* (1981) he underlines the implicit dialogical form and function of the novel, which is best understood by the reader.

The analysis reported in this work was inspired by some direct questions used by Lutz in some of his poems. A question like the following: “Are you a diver too, do you also plunge into yourself towards yourself?” is felt by the reader as an impulse to provide an answer. Other linguistic forms, such as verbs in the optative mood expressing an invitation (“Never give up – never”), can become a stimulus to reflect on and maybe to change something in one’s own life and attitude towards people. The analysis has been thus extended to poems and short stories of other contemporary poets and narrators (Ada Negri, Giorgio Caproni, Franz Kafka), in which life is explored also in its main features, making works of art useful also for didactic purposes. Being animated by a profound need to “communicate” experiences and feelings, literary writers express them in such a way that they easily become a model for their readers. Art can thus highlight the importance of introducing young generations to the universal values communicated through the various artistic forms across ages and cultures, in a mutual reinforcement of the link between tradition and modernity. Further studies may explore other forms of dialogical interaction across different European languages and expressions of art.

WORKSHOP 3

SOCIAL AND EDUCATIONAL CHANGE IN DIGITAL ENVIRONMENTS

We live in a world shaped by globalization processes and forces which have been generating a system with a large scale technological, institutional and organizational capacity to transform realities. On the one hand, this global communication system allows any user to connect to any network. On the other hand, its institutional capacity refers ambivalently to deregulation, liberalization and privatization, reducing the maneuverability of the nation state during crisis situations, but stimulating the emergence of new ideas and practices of governance. The network - governance is based on the participation of actors both from the public sector (institutions, NGOs, individuals and communities) and from the corporate sector. The transnational cooperation has stimulated the production of digital interfaces, environments with a wide range of facilities and communication tools.

The actor-network theory (*ANT*) defines networks through *converging actions* of human and nonhuman actors involved in the production of meaning, defined on the basis of the binome „material symbolical. According to this theory the actors and networks reunion generates a process in which *words tend to be token / quasi objects* (Latour 2005; Law & Hassard, 1999) because “whenever one actor interacts with a network an *entelechy* occurs, like a move aimed at updating a potentiality”. Knowledge is the key element in differentiating networks; it produces communication niches rich in information and stabilized by the effect of strengthening a *pattern*. *ANT* approach has much in common with the dialogue approach that states that the utterances arise significantly in certain moments, in social environments, and it is impossible to avoid the thousands of living dialogic wires interlacing social consciousness around the subject of enunciation which cannot avoid *to participate in social*

dialogue and whose energy comes from the response and the continuation of it. The study of digital environments in terms of social and educational developments allows us to reconsider the rationality as “dialogic mind” and the e-community as an interruption of the “self closed” subjectivity. The actor who interacts with the network is not only a “user” in a purely operating, technical manner, but also a subject with psychological depth, relationally projecting himself into the surface of discourse, adopting various positions and behaviours.

The role of digital environments – blogs, forums, digital media –, in the forging of a new public sphere is unquestionable. The critical problem we are faced with is to build a “sociology of the public attention” with reference to a critical reflexive capacity of users as e-citizens to frame through discussions the growing gap between the global space in which problems and crises occur and the national contexts confronted with these problems. In digital environment "ideas and images are live events" can generate "viral" developments influencing the construction of social meaning and political and media agendas.

WORKSHOP 3 PRESENTATIONS

DIGITAL SUSTAINED CREATIVE-PARTICIPATORY ENVIRONMENTS: LANGUAGE PRACTICES AS MARKERS OF INTERCULTURAL SPACE PRODUCTION

Ana Maria Munteanu, Aida Todî, Ovidius University Constanta, Romania; **Vasile Muscalu,** “Al.I.Cuza” Police Academy, Bucharest, Romania

Our research at the border between sociolinguistics, sociology of language and anthropology, identified two categories of issues related to language practices in virtual spaces.

On the one hand, massive distortions that have questioned the language standards, and, according to some authors, lead to a recoding of written language. On the other hand, a phenomenon resulting from the rapid multiplication of communication facilities (Short Messages Service, CHAT) and the emergence of a mobile (youth) culture (Castells, 2006).

The use of the Romanian language in virtual space shows, beyond a strictly interactional dynamics, a narrative dimension of exchanges that can be associated to the sustainability of community life as production of space. From the perspective of new roles related to actor-network theory (Latour, 1993) these e-communities appear as "digital sustained creative-participatory environments" (Roudavski, 2011). The virtual niches allow evaluation, modeling and circulation of certain images-*schemmata* – sets of valued attitudes and behaviours transmitted through self narratives – which organize the experiences and practical knowledge specific to migration contexts. The immaterial space – generated through digital interactions – offers/multiplies an important stock of knowledge within performative as well as expressive spaces. To overcome either objective constraints or psychological thresholds, participants capitalize communicative reflexivity essential for personal development. According to Gubrium and Holstein, "Our narratives and stories contain important parts of our life histories because we locate ourselves in a narrative environment and the story construction deals with the hows of narrative reality that offers preferences that propose the whats of the matter" (Gubrium & Holstein, 2009,123). The Internet is largely a narrative environment in the sense developed by these authors.

Research question:

Whether the construction of narratives posted on digital platforms in Romania influences the preferences for certain schematic images with a significant role in identification processes or can be also approached as a creative setting of participatory behaviours shaped by a communicative rationality as defined by Habermas? What are the intercultural features of this narrative environment?

In our previous research (Munteanu & Todi, 2011a, 2011b; Munteanu, Todi & Mladin, 2011) based on narrative inquiry of a large corpus of cultural material available on digital platforms we identified a high variety instead of “domain loss” (Haberland, 2005) as a consequence of mobilities and everyday transnationalism in Europe.

Hypothesis: If the choice of the standard Romanian during the “interactional work of actors” (Bailey, 2000) – Romanian immigrants from various European countries and regions – reflects more than a personal orientation towards the maintainance of mutual cross-linguistic interaction with Romanian within multilingual environments, then the “overlappings and interactive functions” we identified in our data confirm only partially the domain concept developed by Fishman (high vs low variety of the language in bilingualism and diglossia, Fishman, 1972) and need to be addressed in terms of de-nationalisation / re-nationalisation across Europe (EUCROSS project).

INTERDEPENDENCY PROMOTING CHANGES IN VIRTUAL EDUCATIONAL CONTEXTS

M. Beatrice Ligorio, Susanna Annese, Department of Education, Psychology and Communication, University of Bari, Italy

Learning is not only a cognitive and social experience, but also an identity experience. Who we are, what we are able to do, and what we will be, based on what we learn, are constantly challenged when we attend learning situations (Ligorio, 2010; Wenger, 1998). Digital words could function as occasions for students to explore new identity experiences. Based on socio-constructivism principles (Brown & Campione, 1990; Bruner, 1990; Cole, 1996; Gergen & Davis, 1985; Scardamalia, 2002) and conceiving identity as a set of I-positions (Hermans, 1996) a few experiences of students building virtual worlds devoted to identity will be presented. Positive interdependency (Salomon, 1993) will be implemented in order to

foster exchange, intersubjectivity, identity change and cultural promotion.

The first instance presented is the experience of Euroland, an educational virtual environment addressed to primary schools and cross-national collaboration. Seven classrooms (four Italian and three Dutch) were committed on planning, building, and discussing the cultural content of Euroland. The interdependency was established by asking Italian students to build the three-dimensional houses about the Dutch culture and, vice versa, requiring Dutch pupils to build Italian cultural houses.

A second example is called I-City: students were invited to fill a virtual space where to talk about themselves and imagine how they will be in the future. Three classrooms of different grades were involved – from primary to high school. Exchanges among students of different ages were at the basis of the interdependency. Younger students asked information to the older about the next degree of school and what it means to be older. At the same time, older students retraced their past experiences. Together they discussed values, fears, and dreams for both the past and the future. Interdependency along the temporal axis was established.

The last instance presented is called Diversity-Town. In this case a classroom composed by students with different religious background was involved. These students interacted in a virtual space and they were invited to build the religious symbols of a religion different than their own. In this way mutual understanding was fostered and a reflection upon what religious identity means was encouraged.

The software used is called Active Worlds and it is similar to Second Life, with the difference of being especially devoted to educational purposes.

Qualitative analysis of both online and in-classroom interaction is performed to understand how construction of the virtual objects is interwoven with the identity and cultural changes. Excerpts highlighting salient moments are selected and will be presented, together with examples of the virtual objects students built.

NEW MODELS OF SOCIAL INTELLIGENCE IN THE DIGITAL COMPLEX ENVIRONMENT

Donatella Padua, University for Foreigners of Perugia, Italy

We're not anymore architects of the world, we're gardeners. For hundreds of years we've been architects of a system we thought to be able to control. Now we're gardeners of an ecosystem always alive and variable. (Von Hayek, 1988)

In a world of communication technology, connectivity, speed of connection, where conventional measurement tools appear to be ineffective, the strategies of institutions are bound to evolve. In the Internet Society, dissolution of the community (Tönnies, 2011), complexity (Luhmann, 2005), diversity (Wieviorka, 2002), individualization (Beck, 1999; Bauman 2010), multiple identities (Simmel, 1908) become paradigms shared between online and offline realms. The Internet Age has brought with it a deep disruption of control balances (Padua, 2012), creating new forces and new decisional patterns. Participation, fuelled by social networking generates a democratic environment where initiatives and free thought have full possibility of expression. Any form of censorship clashes with its uselessly in a too-wide net where a hole may be always found and it acquires a political meaning stronger as ever in the history, as being public as it ever has been.

It is clear how all institutions and organisations are deeply embedded in this process.

The Internet age introduces new models of value creation, disrupting traditional linear rational patterns and leveraging the power of new, democratic, bottom up forces. 'Connecting the dots', and 'crowdsourcing' become two new paradigms of the high-speed connected web environment. Social sciences provide different approaches to the understanding of this new realm via different models of thought: from 'collective' (Levy, 1999) to 'connective' (De Kerckhove, 1998), from 'emotional' (Goleman, 2006) to 'cultural' intelligence (Christopher & Ang, 2003). This change

requires a new mindset to be developed by institutions and organisations. To this extent, three challenges are provided:

1. 'Organisations have to become more Eastern than Western'
2. 'Organisations have to become more woman and less man'
3. 'Organisations have to become more gift-oriented than sell-oriented'.

From this social perspective, the paper focuses on topics such as: power and control, change and adaptation, new strategies of engagement based on brand-stakeholder dialogue and trust. Trust is the building block of social relations as it opens the doors to conversations.

SEED: ENFORCING CITIZEN-CENTERED SOCIAL DIALOGUE IN EUROPEAN MUNICIPALITIES

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Interfusion Services Ltd, Limassol, Cyprus

Purpose:

The paper describes the first results of the Speeding Every European Digital project SEED (www.seed-project.eu), a thirty month pilot type-B EU co-funded project running under objective 4.1. "Towards a cloud of public services" of the CIP-ICT-PSP programme in seven member states (Bulgaria, Cyprus, Croatia, Czech Republic, Latvia, Romania and Spain).

Design/methodology/approach:

Conceptually the target of SEED is to expand, through the "cloud computing" approach and a very cheap network of Interactive Public Service Advertising (i-PSA) nodes, the positive results of European Inclusive e-Governance initiatives to boost citizen-centred e-Government Services, to reuse as much as possible the European, National, Regional and Local stocks of Public Sector Information (PSI) and to leverage saving costs of e-Government and e-Governance deployments. SEED re-uses PSI making mash-ups of e-Government contents for raising awareness of citizens about

e-Government services available across all Europe: in effect transforming PSI in i-PSA messages.

Results/findings:

The main aim of SEED is to properly tackle European citizens for raising awareness of useful e-Government contents and services previously invested by European Public Sectors, mainly by mixing cross-border services at the European, national, regional and local levels. The results achieved so far as SEED pilots were launched in seven member states demonstrate firstly the multicultural acceptance of the idea and secondly the feasibility of supporting such a citizen-centered social dialogue empowered by previous municipal investments in eGovernment services and in public digital nodes like internet-enabled TVs, infokiosks and digital signages.

Conclusions:

Amidst the European sovereign debt crisis and the public sector budget cuttings, the SEED project aims to provide a completely novel approach to traditional politics which will change the way public administrations communicate with citizens and promote social dialogue in a smarter, ICT-empowered, more efficient and economic way.

Simultaneously, SEED – based on a continuous and sincere democratic debate – will help public administrations to re-establish a new citizen base. Citizens will be informed for a wide range of topics and moreover they will have the opportunity to express freely their opinions, suggestions and even criticisms, giving valuable feedback back to the administration. Therefore SEED will be an essential tool towards raising citizen awareness about existing e-Government services.

THE ROLE OF FORUMS IN THE SOCIAL CONSTRUCTION OF PUBLIC OPINION

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We live in a time where the knowledge construction is strongly influenced by social media. A lot of social and educative analyses

about digital natives focused on a way to build knowledge called wiki. It's a dynamic inspired by Wikipedia, in which cooperation and collaboration are central.

In this work we want analyse the role of web forum as a part of this process. Forums are digital spaces where people share information and build new form of knowledge. In particular I analyse the use of these spaces to speak about political and public themes (Dahlgren, 2009). Forum could help people, particularly young people but they can also publicize stereotypes or partial information.

The analysis presented in this work it's based on studies of some forum on-line, observed through critical discourse analysis.

The forums studied are two of the most important in the space of online political debate in Italy (www.forumpolitico.org and www.forum.termometropolitico.it) and other general spaces where young people could speak about politics (www.it.answer.yahoo.com and www.giovani.it). In this work there are twenty debates analysed using the qualitative method of discourse analysis. This method is inspired by authors like Van Dijk (1997), Halliday (1985), Fowler et al (1979) and is based on an open and free approach, without quantitative categorization.

The objects of the analysis include a number of aspects treated by these authors. In particular the paper underlines the framing of the texts studied, the representation of experience, the organization of arguments, the lexical approach used, topoi, the relation between discussants, the processes of making sense, grammatical options.

This work has the purpose to give useful clues to who want educate young people to an active digital citizenship.

ALPHABETICAL INDEX OF PRESENTERS/PRESENTATIONS

Cornelia Ilie, Zayed University UAE, cornelia.ilie@gmail.com, **Mr. Brown meets Mrs. Duffy: Dialogue at the interface of the public-private spheres**

Jef Verschueren, University of Antwerp, Belgium, jef.verschueren@uantwerpen.be; jef.verschueren@ua.ac.be, **Flows of meaning and practices of truth: information strategies, media, and politics**

Susanna Annese, Department of Educational Sciences, Psychology, Communication, University of Bari “Aldo Moro”, Italy, s.annese@psico.uniba.it, **Interdependency promoting changes in virtual educational contexts**

Dilina Beshiri, Università “A. Moisiu” Durres, Albany dilina_b@hotmail.com, **Domestic violence as a human rights issue: The case of Albanian women**

Svetlana S. Bodrunova, St.Petersburg State University, School of Journalism and Mass Communication, Russia, spasibo-tebe@yandex.ru, **The rise of nation-wide mediated public counter-spheres: The cases of Italy and Russia**

Ruxandra Boicu, Faculty of Journalism and Communication Studies, University of Bucharest, ruxandraboicu@yahoo.com, **Economic and social changes reflected in the media**

Eleonora Bordon, Università degli Studi di Padova, Italy; eleonora.bordon@unipd.it, **Women in Parliament and Media Discourses**

Gabriella Calvano, Department of Education, Psychology and Communication, University of Bari, Italy; gabriella.calvano@uniba.it, **Global citizenship and environmental education: between politics and participation**

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