BOOK OF ABSTRACTS

3rd ESTIDIA Conference

Ovidius University of Constanta
25-26 september 2015

Dialogue as Global Action: Interacting Voices and Visions across Cultures

ESTIDIA (European Society for Transcultural and Interdisciplinary Dialogue)

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Department of Modern Languages for Specific Purposes and Communication Sciences, Faculty of Letters, `Ovidius` University of Constanta, Romania

in partnership with

University of Bucharest, Romania

(Faculty of Journalism and Communication Sciences)

Zayed University, UAE

ISA (International Sociological Association)

AISLF (Association Internationale des Sociologues de Langue Française)

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Redactor: Gheorghe Iovan
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Contents

Ovidius University (Constanța, Romania), a modern and vibrant research university on the Black Sea coast, welcomes dialogue-oriented researchers and practitioners to the 3rd ESTIDIA conference, to be held on 25-26 September, 2015. The conference serves as a discussion forum for researchers and practitioners to showcase their dialogue-oriented work on current societal and community-related issues, and on methodological approaches to dialogue analysis. The aim is to bring together senior and junior scholars and practitioners from a wide range of disciplines and professional orientations to critically explore, through dialogue, different perspectives on human thinking, communication strategies, interpersonal relations, socio-cultural traditions, political processes and business interactions by means of theory-based and practice-driven investigations.

ESTIDIA has been set up to provide an easily available discussion and meeting forum for researchers and practitioners interested in transgressing traditional disciplinary and geographical boundaries in order to explore the interrelatedness and interdependence of languages and cultures in various social environments or communities. It aims at bringing together senior and junior colleagues belonging to various disciplines and professional orientations, who wish to establish contacts and to collaborate across cultural and disciplinary borders in Europe and beyond. ESTIDIA promotes ongoing exploratory dialogue between different scientific perspectives on human communication, learning mechanisms, interpersonal relations and socio-political processes, between different socio-cultural and academic traditions, between theory-based and practice-driven investigations. Linguists, rhetoricians, anthropologists, literary scholars, education specialists, philosophers, sociologists, psychologists, political scientists, as well as researchers from other related disciplines are called upon to join a vibrant research and practice community. In line with the 'Europe 2020' strategy, ESTIDIA promotes enhanced collaborative networking, innovative project development, interdisciplinary education and research, interactive training initiatives and dissemination of best practices. It helps to enhance the correlation between academic enquiry and applied research, involving professionals, practitioners and the wider public. A major goal is to stimulate brainstorming encounters in order to establish strong trans-national collaborative teams, to set up competitive research projects and to foster critical thinking in academic and professional writing in order to reach high publishing standards. Last but not least, we want ESTIDIA to be the starting point not only of professional relationships, but also of life-long friendships.

Sharing and implementing new ideas through dialogue

Scientific Committee

Mihai Coman – Faculty of Journalism and Communication Sciences, University of Bucharest, Romania
Nicoleta Corbu – National School of Political Studies and Public Administration, Bucharest, Romania
Cornelia Ilie – Zayed University, Abu Dhabi, United Arab Emirates, President of ESTIDIA
Adrian Lesenciuc – "Henri Coanda" Air Force Academy, Brașov, Romania
John McKeown – MEF University, Istanbul, Turkey
Esther Pascual Olivé – Department of Communication Studies, Groningen University, The Netherlands
Daniela Rovența-Frumușani – Faculty of Journalism and Communication Sciences, University of Bucharest, Romania
Helen Spencer-Oatey – Centre for Applied Linguistics, Warwick University, U.K.
Ana Maria Munteanu – Centre for New Media and Transdisciplinary Dialogue, OvidiusUniversity of Constanța, Romania
Massimiliano Spotti – Tilburg University, The Netherlands

Programme

	Friday, 25 September		
09:00-09:30	**Registration |** Aleea Universității, 1, Campus (Corp A), Sala de conferințe a Facultății de Litere (SS) (Campus A, Conference Hall-Faculty of Letters - SS, 2nd floor)		
09:30-10:00	**Official opening of the conference. Welcoming speeches** Prof. Sorin RUGINĂ, PhD, Rector - Ovidius University of Constanța Prof. Lucica TOFAN, PhD, Prorector - Ovidius University of Constanța Assoc. Prof. Cristina TAMAȘ, PhD, Dean - Faculty of Letters, Ovidius University of Constanța Prof. Mihai COMAN, PhD, University of Bucharest/Doctor Honoris Causa, Ovidius University of Constanța		
10:00-10:45	Keynote Lecture 1 | **Prof. Cornelia ILIE, PhD, Zayed University, UAE, President of ESTIDIA**		
10:45-11:15	**Coffee Break**		
11:15-13:15	Workshop | Conference Hall-Faculty of Letters, 2nd floor **Multiple Visuals, Multiple Visions: Dialogue of signs and sign systems; Multimodality**	Section A | Media Laboratory 1 **Dialogicality in the public sphere (mass media/digital media)**	Section B | Media Laboratory 2 **Social & cultural dialogue in theory and practice**
13:15-15:00	**Lunch**		
15:00-17:00	Workshop | Conference Hall-Faculty of Letters, 2nd floor **Multiple Visuals, Multiple Visions: Dialogue of signs and sign systems; Multimodality**	Section A|Media Laboratory 1 **Dialogicality in the public sphere (mass media/digital media)**	Section B | Media Laboratory 2 **Social & cultural dialogue in theory and practice**
17:00-17:30	**Coffee Break**		
17:30-19:00	Workshop | Conference Hall-Faculty of Letters, 2nd floor **Polyphony of voices: Dialogic forms of interaction in Early/Late Modern English**	Section A | Media Laboratory 1 **Dialogicality in the public sphere (mass media/digital media)**	Section B | Media Laboratory 2 **Social & cultural dialogue in theory and practice**
19:30	**Welcome Cocktail** IBIS Hotel, Mircea cel Batran bld 39b-41, 900658 - Constanta		

	Saturday, 26 September		
09:00-09:45	Keynote Lecture 2 | **Prof. Jonathan CLIFTON, PhD, Université de Valenciennes, France**		
09:45-11:45	Workshop | Conference Hall-Faculty of Letters, 2nd floor **Multidimensional Dialogism: Network Society, Networked Public Sphere and Meta-Media**	Workshop | Media Laboratory 1 **The polemical dialogue: Object, manifestations and discursive functioning**	Section C | Media Laboratory 2 **Identity-shaping dialogues**
11:45-12:15	**Coffee Break**		
12:15-14:00			Section C | Media Laboratory 2 **Identity-shaping dialogues**
14:00-14:30	**Final Discussion & Closing of the conference**		
14:30-19:00	**Visit of tourist sites in Constanta and in neighbouring Black Sea resorts** Meeting point for the minibus: **Ovidius University of Constanta (Old Campus), 124, Mamaia Blvd.**		

Workshop 1| Multiple Visuals, Multiple Visions: Dialogue of signs and sign systems; Multimodality
Chair: Prof. Daniela Rovenţa-Frumuşani, PhD, University of Bucharest

Since we are witnessing and participating in a paradigmatic shift in the nature and experience of work and life in late modernity, also called also risk society (Beck 1992), network society (Castells & Cardoso 2005) or cultural capitalism, we believe it is worth emphasizing the significant growth of the visual in this societal change (facebook and internet, smart pictorial devices, invasion of outdoors, in other words – the hegemony of visual culture).

In the progressive 'convergence' of media technology, the producers and consumers' activity is equally creative and collaborative (Jenkins, 2006); large categories of the population are now involved in cultural production (co-production and consumption) of multilayered texts, and multimodal sign system (Van Leeuwen 2006, Jewitt, 2009; Kress, 2010 ,Jewitt 2012).

We propose to analyze and explain:
- actual everyday interactions (in teenagers' conversations for instance)
- syncretic advertising messages
- scientific messages (especially vulgarizing discourses) etc.

Images publiques et vies prives sur Facebook. Etude de cas: femmes politiques roumaines

Prof. Daniela Rovenţa-Frumuşani, PhD
University of Bucharest

A la suite des changements paradigmatiques des deux dernieres décennies décelables au niveau de la théorie ainsi que de l'empirie, nous nous proposons de voir comment la multimodalité (resources sémiotiques et ressources matérielles) s'articule aux nouvelles pratiques digitales (facebook en l'ocurrence) dans l'espace public politique roumain.

Les réseaux sociaux ont pris une place grandissante dans la vie des politiciens aussi bien que dans celle de tous les citoyennes et citoyens, depuis le fulgurant succès d'Obama en 2008, mais aussi depuis l'hybridation des genres liés a la centralité de l'oeil ("Centrality of eye" -Chris Jenks, 2003, "scopic regime" - Martin Jay 1992 ,etc.), l'accroissement des contenus générés par les usagers et la complementarité des codes sémiotiques (Jewitt 2010,2013, Kress et Van Leeuwen 2006 etc.).

Ce potential de multimedialité et intermedialité détermine l'efficientisation, la vi-lisibilité et la mémorabilité des figures et des messages.

Dans un premier temps nous essaierons de mettre en évidence l'articulation des principaux tendances déterminées par la multimedialité et intermedialité pour nous arrêter à la manière dont les politiciennes communiquent sur facebook par leurs images (professionnelles/vs/personnelles), en cernant les changements (?!) que facebook a apportés.

L'un des principaux objectifs sera d'acquérir une réflexivité nouvelle dans la deconstruction de la dynamique du visuel et de la culture visuelle ainsi que dans l'approfondissement des fonctions existentielles, éthiques et politiques de la "vie visuelle".

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A Novelty of the 2014 EU Electoral Campaign: the Televised 'Presidential' Debate

Assoc. Prof. Ruxandra Boicu, PhD
University of Bucharest

The present study proposes to reveal media's contribution to the visibility of the democratic processes unfolded during the EU electoral campaign in 2014. We emphasize one of the novelties that marked this campaign under the slogan 'This time it's different'. The novelty that we consider outstanding is that, in 2014, it was for the first time in history that an EU electoral campaign included the public selection of the president of the European Commission, facilitated by a series of 'Presidential Debates', broadcasted by national and European media. The main official candidates, put forward by their parties for the EU Commission presidency, or 'Spitzenkandidaten', faced each other in seven debates (http://www.euractiv.com/sections/eu-elections-2014/infographic-eu-presidential-debates-2014-309779).

In terms of research corpus, we decided to analyze the videos (see source supra) of three live televised debates in which the candidates were the 4 or 5 representatives of the EU mainstream parties; the first televised electoral debate in EU history was organized in Maastricht (the Netherlands) on 28 April, 2014 by Euronews. The debate gathered centre-right candidate Jean-Claude Juncker, socialist candidate Martin Schulz, liberal candidate Guy Verhofstadt and green co-candidate Ska Keller. It was held in front of an audience of 700 young people and moderated by Euronews lead presenter Isabelle Kumar and Chris Burns. It was broadcasted live worldwide in 13 languages on Euronews.

The second debate in the corpus took place on 9 May, 2014 in Florence (Italy). RAI #SoU2014 hosted the 'presidential confrontation' between Jean-Claude Juncker, Martin Schulz, Guy Verhofstadt and José Bové (French green co-candidate). It was moderated by Tony Barber, Europe Editor at the Financial Times; Monica Maggioni, Director of RAI News 24 and J.H.H. Weiler, President of the European University Institute.

In the third debate under discussion, five candidates for the EU Commission presidency, namely Jean-Claude Juncker, Martin Schulz, Guy Verhofstadt, Ska Keller and Alexis Tsipras (Far-left candidate) faced each other in a debate organized by Eurovision #tellEurope at the European Parliament in Brussels (Belgium) on 15 May. The televised confrontation was moderated by Monica Maggioni, Director of RAI News 24.

The main objective of this paper is to contrast and compare some visual components of the media and political events represented by presidential televised debates. We interpret the spatial representation of the public sphere in the three above-mentioned debates, the symbolic positions of the three main actors in society (Charaudeau, Les masques du pouvoir, 2005): the politicians' (their place and physical attitude on the stage), the audience's present at these TV shows and mainly the media representatives' that moderate them. Besides the placement of their desks on the stage or downstage in front of the public present, we reveal the importance of the interactional balance between the moderators and the candidates to find how the debate rules, negotiated beforehand with the parties' campaign teams, were defended by the TV journalists and observed by the 'presidential candidates'.

The conclusions of this comparative approach refer to these televised debates as attempts to create a EU tradition and culture in the negotiated organization and management of such electoral events, considering the great significance and popularity of presidential debates in the United States for creating the feeling of belonging to a large community.

Keywords: visual components of televised debates, debate moderators, candidates for the EU Commission presidency, space management, media position in the EU.

L'analyse visuelle de l'œuvre de Dan Perjovschi. Intermédialité et transmedialité

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University of Bucharest

Dans une période d'accroissement du visuel (ère du facebook, pictorial turn-W J Mitchell ;) l'artiste contemporain agit comme un citoyen capacitaire (Pierre Rosanvallon, 2011) et interroge plusieurs espaces et médias.

Il construit une stratégie sémiotique visuelle et textuelle à même de pénétrer plusieurs espaces publiques et médiatiques afin d'interpeller des publics divers, orientés vers des problématiques issues du contexte sociopolitique le plus actuel.

On se propose d'analyser un corpus de 600 posts sur la page facebook de l'artiste Dan Perjovschi dans la période septembre-décembre 2013 à l'aide de deux concepts clés de la sémiotique sociale et de popular culture; l'objectif principal sera de configurer l'articulation des deux concepts fondamentaux de l'art de Dan Perjovschi, plus précisément la multi-modalité inhérente au fonctionnement facebook et la transmedialité impliquée par la traversée des différents médias (priant, graffiti, pancartes).

Mots clés: artiste engagé; multi-modalité; transmedialité; sémiotique sociale; mobilisation sociale.

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L'imaginaire des blogs féminins de mode

Alexandra Irimescu, PhD Student
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Aujourd'hui, surtout dans le numérique, le sens circule à Travers les images qui viennent compléter le texte écrit et le son. Les images transmettent des informations, des normes sociales et des valeurs morales, établissent des rapports de pouvoir, influencent le style et la consommation. Pour cela, les images constituent un point d'accès stratégique vers un monde multidimensionnel et dialogique.

Le développement des blogs s'inscrit dans l'imaginaire social de la seconde modernité qui se caractérise par la réflexivité et la démocratisation des compétences qui sont révélateurs d'un côté pour le refus de la monopolisation de la production de l'information et, d'un autre côté, pour la libéralisation de la parole dans le numérique. Les blogs de mode, aussi que d'autres catégories de blogs féminins, constituent une source inépuisable de représentations de la féminité qui, à la différence d'autres représentations fournies par la télévision, la publicité, la presse écrite et, surtout, la presse féminine, cette fois-ci sont fournies par les femmes elles-mêmes. Ce changement de perspective s'inscrit dans une logique expressive rendue possible et soutenue par la démocratisation et la banalisation de l'accès à Internet.

Dans ce contexte, les blogs de mode occupent une place particulière parmi les autres blogs féminins grâce à l'utilisation des images de mode – en réalité de vrais autoportraits de mode – qui abondent dans cette catégorie des productions féminines. De plus, le blog de mode se présente comme un nouveau support de diffusion médiatique de la mode, une nouvelle forme de manifestation de la spécificité qui constitue un espace privilégié d'expression pour l'amateur. Il s'agit de l'émergence d'une nouvelle information sur la mode alimentée par l'expérience quotidienne et la subjectivité de l'individu.

A celle-ci s'ajoute une autre caractéristique définitoire – le caractère interactif et immédiat de cette communication – qui font du blog de mode, non seulement un espace de communion, mais aussi de (re)définition identitaire. Ce vecteur d'interaction et de socialisation détient le potentiel d'une renégociation sur le terrain de l'identité féminine, dans le sens d'un renouvellement de la vision sur la féminité contemporaine. Dans ce contexte, on se demande dans quelle mesure les blogueuses de mode imposent une rupture dans la logique de la culture visuelle occidentale, celle du regard masculin, pour instaurer un nouvel regard, au féminin. Pour répondre à cette question on propose une analyse sémiologique des images de mode disponibles sur les blogs personnels de mode, en utilisant en tant qu'interprétant interne, les images avec les blogueuses de mode, et en tant qu'interprétant externe, les images avec les blogueurs de mode. En conclusion, les blogs personnels de mode offrent aux femmes l'accès aux propres représentations qui, longtemps, leurs a été refusé.

Mots-clés: blogs de mode, images de mode, féminité, représentations.

Hitchcock l'insurpassable. La Mort aux trousses (North by Northwest, 1959) et Sueurs froides (Vertigo,1958) regardés de plus près

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Les éléments qu'il est possible de prendre en compte dans l'analyse de l'image sont multiples et extrêmement variés. Il n'existe pas de grille d'analyse toute faite, valable en tous lieux et toutes circonstances. Une grille d'analyse est toujours une construction faite à un moment donné pour un objet précis, dans un objectif déterminé. Sa construction représente en elle-même une démarche d'éducation à l'image. Interpréter c'est relier les différents éléments "objectifs", analysés dans un contexte thématique et épistémologique plus ou moins délimité, avec la subjectivité du spectateur, pour comprendre comment le sens se construit et quels sont ses niveaux de profondeur. De manière générale, les auteurs de l'étude s'attachent à relever toutes les particularités (formelles ou substantielles) qui font que certaines cadres, plans, séquences, sont uniques et représentatifs du film dont ils sont issus. Il n'y a rien de neuf à dire que le motif floral est partout dans Vertigo, et ce dès le générique si l'on s'accorde à voir dans les spirales des calices et des corolles tourbillonnants. Cependant, rares sont les analyses qui se sont attardées sur ce thème. La section consacré à Sueurs froides s'essaye à un inventaire ainsi qu'à quelques explorations thématiques visant à prouver la stupéfiante consistance symbolique des détails visuels apparemment anodins qui parsèment subrepticement l'arrière-plan et les marges des cadres hithcockiens.

L'autre section de l'étude s'attarde sur les soubassements psychanalytiques du story de North by Northwest, film qui illustre la dialectique hitchcockienne de l'épreuve qui conduit le héros/les héros - de l'énigme à sa résolution, de l'erreur à la reconnaissance (cf. Raymond Bellour). Il y a tant de richesse dans La Mort aux trousses que ses lectures les plus répandues ont même établi un véritable canon thématique des sous-entendus psychanalytiques camouflés sous la visibilité trompeusement accesible de cette "quintessence de l'art hitchcockien ": le rapport à la mère, le père de substitution, le fameux plan final du train s'engouffrant dans le tunnel, etc. Hitchcock est le réalisateur qui a le mieux su illustrer la psychanalyse, mais en représentant des cas plutôt que la théorie. Il reste le plus grand cinéaste des fantasmes incarnés.

Mots-clés: analyse de l'image, consistance symbolique, grille d'analyse, motif floral, North by Northwest psychanalyse, Vertigo.

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Le rituel des salutations matinales sur Facebook: aspects langagiers et iconicité

Assoc. Prof. Sandina Vasile, PhD
Ovidius University of Constanta, Romania

La fréquentation d'un réseau de socialisation de type Facebook apporte devant les chercheurs en sciences socio-humaines de nouveaux thèmes d'analyse, aussi bien sur le plan théorique que pratique. Blâmé ou loué, Facebook fait partie du quotidien de 100 millions de personnes et fait surgir de nouveaux types d'interactions hybrides qui créent d'un jour à l'autre des formules propres.   (cf. BACONSCHI, 2015). Ce type de communication médiée permet de faire dialoguer sans faire appel à des mobilités physiques et de mettre en contact des personnes qui ne se connaissent que virtuellement mais qui partagent des valeurs et des habitudes assez stables. L'apport informationnel à même d'initier une interaction est suivi dans la plupart des cas de répliques qu'on peut classer comme « rituelles ». « On qualifie de « rituels » les énoncés qui ont la double caractéristique d'être fortement stéréotypés dans leur formulation et dans leurs conditions d'emploi, et d'avoir une fonction surtout relationnelle (leur contenu étant en revanche relativement pauvre). » (KERBRAT-ORECCHIONI, 144 : 2001)

 Par le biais d'une veille de plusieurs années on a pu constater l'émergence et la prolifération de certains échanges presque ritualisés, tels les voeux pour les fêtes de toutes sortes, pour les grands moments de passage de l'année (changement de la saison et du mois, le début des vacances) mais aussi des rituels qui passent de l'oral en présence dans le virtuel. C'est le cas des salutations quotidiennes du matin et du soir qui n'existaient pas au début de Facebook. Celles-ci enrichissent l'interaction orale à laquelle nous sommes habitués en lui donnant un aspect « en cascade» et en doublant l'aspect langagier de celui iconique. En plus, on assiste à une certaine spécialisation de certains membres du réseau dans ce genre d'interactions ce qui engendre un schénario et un texte qui tout en gardant un schéma rituel essaient d'en enrichir la rhétorique. Notre veille a ciblé aussi bien les aspects langagiers que ceux iconiques et après un certain temps nous avons constaté qu'on peut en tirer des régularités en ce qui concerne l'équilibre entre l' expression individuelle et les normes collectives, entre la création et la convention, qui tout en étant intuitives ches les émetteurs peuvent être interprétées par le biais des perspectives théoriques: les rites d'interaction, la politesse, la théorie du don, la sémiotique de l'image.

 Dans cette intervention, nous souhaiterions rendre compte des particularités de cette activité de communication : le type de la relation interlocutive créée par les participants aux échanges, les particularités des formules stéréotypes ainsi que les stratégies sémiotiques utilisées, le rôle de l'image comme « don ». Ce dernier aspect est particulièrement significatif car « le développement des nouvelles

plateformes des médias sociaux indique la tendance de restreindre le texte, point de vue quantité et qualité et de développer l'image. » (BADAU, 2015)

Nous allons appuyer nos remarques et observations sur un corpus formé des interactions entre des roumanophones. Il reste à voir si ce genre d'interactions existe aussi dans d'autres zones géographiques et culturelles.

Mots-clés: réseau socialisation, communication virtuelle, iconicité, politesse, vœux

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Les interactions interalloglottes sur les plateformes de communication.
Des outils vers leur utilisation didactique

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Les plateformes collaboratives permettent de mettre en place des dispositifs de communication interalloglotte entre des jeunes provenant de contextes différents, pouvant échanger à partir d'espaces virtuels non territorialisés dans une langue tierce (cf. Vlad, Codleanu, Dervin, Vasile, 2009). Ce type de communication (synchrone et asynchrone) médiée par ordinateur permet de faire dialoguer de maniere multimodale des étudiants provenant des différentes universités partenaires sans faire appel à des mobilités physiques et de diversifier l'enseignement des langues à l'université dans le sens de l'autonomisation des etudiants, par l'usage des TICE dans leurs parcours d'enseignement / apprentissage.

Par le biais d'un projet de recherche financé par l'Agence Universitaire de la Francophonie, portant sur les utilisations du français langue véhiculaire dans les interactions plurilingues en ligne des étudiants non spécialistes du français, à l'intérieur d'une équipe formée d'enseignants-chercheurs provenant de quatre universités situées en Europe Centrale et Orientale (Université Ovidius de Constanta, Université

Galatasaray d'Istanbul, Université Saint Clément Ohrid de Sofia et Université d'Etat d'économie et de finances de Saint-Pétersbourg), nous avons travaillé sur la place du français dans les répertoires linguistiques des étudiants provenant d'univers géographiques, culturels, encyclopédiques et linguistiques différents, mais partageant un même domaine de spécialisation (l'économie).

Durant la deuxieme partie du projet, nous avons décidé de faire travailler les etudiants sur la plateforme collaborative Moodle 2 mise à disposition gracieusement par l'Université Galatasaray d'Istanbul. Dans ce nouvel environnement de travail, il s'agissait de mettre en place des modules didactiques en progression, modules de travail qui mènent vers la création par les étudiants, suite à des activités de communication en français langue véhiculaire, d'un produit spécifique à leur activité, en l'occurrence une brochure de présentation pour une entreprise étrangère.

Dans cette intervention, nous souhaiterions rendre compte des particularités de cette activité de communication multimodale à distance dans un parcours d'enseignement / apprentissage et sur les possibilités d'utilisation ouvertes par l'outil dématérialisé représenté par la plateforme de communication : le type de la relation interlocutive créée par les participants aux échanges et impact de la problématique interculturelle sur cette relation, les particularités des langues étrangères utilisées, le(s) rôle(s) et le(s) modification(s) des rôles induits par la communication multimodale à distance dans la communication didactique… Nous allons nous servir, pour ce faire, des cadres analytiques posés par l'analyse des interactions (Kerbrat-Orecchioni, Mondada, Traverso), ainsi que des perspectives interculturelles ouvertes par ces cadres (Dervin, Behrent, Abdallah-Pretceille, etc.). Enfin, nos analyses seront placées et analysées dans le contexte didactique qui les a générées (cf. Vlad, Codleanu).

Nous allons appuyer nos remarques et observations sur un corpus formé des interactions entre les étudiants et les enseignants provenant des quatre équipes partenaires, telles qu'elles ont été recueillies sur la plateforme de communication.

Mots-clés: plateforme collaborative, communication virtuelle, autonomie, apprentissage des langues

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Workshop 2 | Polyphony of voices: Dialogic forms of interaction in Early/Late Modern English

Chair: Prof. Gabriella Di Martino, PhD, Università di Napoli - "Federico II", Italy

The workshop focuses on the dialogic forms of interaction in Early/Late Modern English texts. At that time. For that historical period we do not have direct evidence of oral language but we can take into account several records of written dialogues that may be considered close enough to spoken English. Authors are invited to present papers aimed at investigating speech-like features in various text-types such as institutional, political and legal documents (pamphlets, parliamentary debates, witness depositions, trials proceedings etc), religious texts (sermons, catechism), prose fiction and drama, didactic texts and personal correspondence. Ranging from linguistic, discursive, socio-historical to literary research, the papers should demonstrate the conversational frame or hidden nature of speech-related genres of writing (Culpeper and Kytö 2010).

Dialogic exchanges in Early Modern didactic plays

Prof. Gabriella Di Martino, PhD
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Dialogue studies traditionally have been related only to spoken codes and consequently only to modern languages. In the last decades historical dialogue analysis (Jucker, Fritz, Lebsanft 1999, Culpeper and Kytö 2010) started to be considered a discipline. Dialogic aspects of verbal interaction provide a rich source of good hypotheses of the reproduction of spoken language.

The text under scrutiny is Words made visible by Samuel Shaw (1669), belonging to the tradition of didactic dramas written by schoolmasters to be performed in schools. It is a stage representation with a plot, in the form of a trial. The characters who belong to different social classes and correspond to the traditional hierarchy of the eight parts of speech, in turn, are summoned and questioned by four commissioners.

The study aims to detect and analyse the speech-like characteristics and the dialogical typical traits in the text as discourse markers, turn-taking signals, phatic signals, hesitation phenomena. Starting from Gricean conversational maxims and politeness principles, applied in historical periods, the different linguistic features of the dialogue enacted by the characters will be examined. The play is mimetical of spoken interaction and provides an interesting social background and information of the participant relationships. The communicative immediacy of the wide range of exchanges will be investigated taking into account functions and registers (Halliday 2008; Romaine 1994), and linguistic choices that reflect different social roles (Goffman 1981), situations and also emotional status (Hübler 1998).

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Power in dialogues: Linguistic modality in early modern dramatic texts

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This paper is part of an ongoing research project on modality in early modern English dramatic dialogues. Increasing attention has been paid recently to theatrical dialogue as a form of interaction consciously shaped – from a pragmatic point of view as well – to function as spoken language (Jucker, Fritz, Lebsanft 1999; Herman 1995). As a 'speech-purposed' text type, theatrical dialogue – with obvious differences due especially to the poetic form that it can take on – can shed light on the discursive practices of an age in which not many records of speech survive (Culpeper and Kytö 2010).

Within this context, a closer examination of the linguistic modality displayed in such dialogues can yield interesting perspectives on power relations and communicative roles and intentions. After summarizing the results of some close readings of modality in chosen dialogues from Macbeth and Coriolanus – two of the three plays identified by Hugh Craig (2000) as having the highest count of modal forms in Shakespeare's tragedies – I will propose a modality-oriented analysis of a number of dialogues in Timon of Athens, the third play of the group, in an attempt to show how Shakespeare's increasingly complex use of modality mirrors larger changes that were underway in the history of English, which marked the emergence of subjectivity in language. I will also assess the relation of the identified modal patterns with larger pragmatic issues at play in the dialogic exchanges under examination.

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A woman's voice in economics: The dialogic nature of Vernon Lee's writings

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Vernon Lee, a well-known cosmopolitan intellectual and prolific author, reviewed in 1902 Charlotte Perkins Gilman's Women and Economics for The North American Review in order to inform and stimulate the "Anglo-Saxon readers" to read Gilman's book. "I believe that 'Women and Economics' ought to open the eyes and, I think, also the hearts, of other readers, because it has opened my own to the real importance of what is known as the Woman Question" (Vernon Lee, 1902: 71).

Writing is for Vernon Lee not a monologue but a form of conversation with her readers, who are taken in great consideration, and with the interlocutors of her private correspondence. Following the tradition of Discourse Analysis, this study will identify the linguistic features typical of spoken face-to-face interaction that occur in the review, as well as in her private correspondence with Gilman.

By focusing on stance and engagement (Hyland 2005), I will verify in which ways the author constantly exploits the typical conversational linguistic resources such as hedges, questions, reported speech, personal pronouns in order to interact with her reader. Moreover, by bringing to light the intertextual and interdiscursive elements, the analysis will show how Vernon Lee converses with Charlotte Perkins Gilman, giving also birth to a metaphorical cross cultural dialogue.

Finally, the study will demonstrate whether the dialogic nature of the review and the epistolary becomes an instrument of political propaganda to support and spread Lee's "radical" ideas and publicize her views as widely as possible.

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Section A | Dialogicality in the public sphere (mass media/digital media)

Multi-voice speech: newspapers' blogs about a humanitarian emergency

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Aims: New media, and in particular the newspapers' blogs, allow us to pay attention to the positions of reporters and readers. In these blogs, indeed, one can find the explanations, the suggestions, the opinions and the questions that the readers of famous reporters' posts exchange with the person who writes the news, inside a space situated outside the newspaper. It is a matter of a "small" public domain (Dahlgran, 2005) which welcomes a debate between who writes the news and the opinions on the news, and which therefore reports a modality of "taken for granted", a legitimation of what must be said or made known to one's audience. In a way, by means of comments and interpretations, the readers' posts represent the others' speech, either direct or indirect, but nonetheless a soliloquy (Bachtin, Volosinov, 1997). It is a matter of dialogue interaction intended, in this case, as a set of micro-dialogues that refer to the interiorized relationships self-others, just as Bakhtin meant when affirming that our voices are saturated by those of the others. The measure of the freedom of the blog can be verified in the readers' quiescent or disagreeing attitude towards the reporter. It can be supposed that the reader has the wish and the will to cooperate only if there is a dialogue between the two sides. It is not sufficient, indeed, to have a voice, but the voice must be considered, that is to say it must be listened to (Couldry, 2013). The reporter, because of his own job, conveys the rules, values, social behaviors shared by the society. Reading the posts present in specific blogs which concern the humanitarian help to the refugees coming from different shores of the Mediterranean sea, one should have the chance of analyzing a multiplicity of voices which express very different views of the world. If a voice needs legitimation, the newspaper has the means and the power to provide it. The individual voices, indeed, can be seen as agency (they can partially contribute to cause events), as possible roles waiting for a legitimation.

Method and results: To reach our goal we chose two newspaper blogs kept by two well known pressmen (Luca Sofri and Gad Lerner). The choice of the two blogs is based on a classification of fruition which places them in the first two positions. The importance of the co-construction and spreading of the information through the use of internet turns out to be a practice that in the post-modernity made person not only a beholder, but also an actor of the public life. With a program for textual analysis (SPAD) we analyzed the corpus obtained from the posts concerning the landings of the refugees. From the results we expect the readers' answers to be so pre-fixed by the attributions and confirmed in the society, that their posts should confirm and not clash with the opinions of the reporters. This means that a silent dynamic exists among individuals even without the explicit existence of a conversation among them (Vigotsky, 1986). A dichotomic position of acceptation or rejection is presumed, in which is crystallized the phenomenon that is mainly vehiculated by emotional aspects and not by a reflection which may lead to a cultural change.

Keywords: newspapers' blogs, forced immigration, politics and language, multi-voice speech.

The dialogue friendliness of architecture of places of power in independent Tunisia

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The aim of this study is to demonstrate that the architecture of places of power in independent Tunisia displays continuity with colonial configurations and that this does not match the dialectical value of independence. In that order, the analysis of the legislative, executive and civil powers' buildings shall establish a semiotic link between historical Roman, Turkish, French, as well as American paradigms, on the one hand, and independent Tunisia's ones, on the other.

From the Antiquity to the 18th century, architecture has been defined according to the three vitruvian values: firmitas, utilitas, venustas. Its following esthetical historicism values are: shape, structure and reliability. In the 20th century, its expectations are technical and social. Structuralism attempts to explain its interaction of universal and singular, notably by semiotics for which the signs of architectural systems summon natural, human and spiritual registers of objects.

The power is the reference to ability and authorization. Its function is to manage the public interest. Since Antiquity, the types of power depend on its holders and beneficiaries. Nowadays, Hannah Arendt and Francis Wolff still remind us that democracy is the power of a few for a few, and that isonomy is the power of all for all. The power expresses itself in all dimensions of modus vivendi. Architecture of power is thus specific to type of power.

If architecture of places of power expresses the type of public interest management, then which type of power is expressed in the architecture of its places in independent Tunisia? Does the expressed type match the independence paradigm?

In independent Tunisia, the places of power are former places insignificantly transformed and new constructions expressing the profit of a few, conceived as domination, type of power. The comparison of the independent Tunisia's spaces of power to those of historical empires would set a match (Roman senate) ; whether the comparison to the historical state's ones would not (Greek ecclesia). The expression of a colonial, dominating, decision making exclusive, power would be irrelevant with regard to the power of Independence - expected to be vulnerable and friendly.

The buildings of power will be examined through their topological (situation, programming, organization) and morphological (compactness, porosity, colorimetry) syntagms, to analyze their paradigms. The studied places will be the legislative assemblies of 1861 and 2002; the presidential Carthage palace and the municipality of Tunis ; and the UGTT, PSD and RCD headquarters.

If this academic work notably shows that the hemicyclic shapes of legislative assemblies are particularly obsolete (Roman senate paradigm after Greek symposium) and handicapping (Alexis de Tocqueville : "democracy is tyranny of majority" and Raymond Aron : "left-right cleavage makes hemiplegic societies"), it asks also which shape would better represent the popular will of state of Right ; would better represent the duty of the legislative assembly : programming the fair redistribution of public resources, realize the social and territorial perequation ?

Through associative activities, I advocate for the "understandable by all" representation of the duty and results of the institutions : the rate of realization of the six basic services which are the economical and social right, in each territory, in order to allow a panoptic and comparative, monitoring of the process of development and thus evidence (priorities' evaluation) based decisions. Beyond the guideline at the address of the representatives, this approach would also strengthen the citizens' understanding of economic stakes, the transparency and participation in the social dialogue and the reduction and prevention of political risks.

Keywords: vertical, horizontal, power, expression, architecture, Tunisia.

The 2.0 Hate Speech and the Lack of Dialogue in the Romanian 2014 Electoral Campaign

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I will vote for a genuine Romanian, not a German rejected for export! (Comment on Victor Ponta Facebook page)

Who are those voting for Ponta? Gypsies, outlaws, the corrupt ones, those disabled, mindless peasants, thieves, scumbags, mafia, interlopes. (Comment on Klaus Johannis Facebook page)

The explosive evolution of new technologies (2.0), focusing on interaction between people creates new forms of communities, generates new forms of political expression and exchanges the uneven balance between media, politicians and citizens with an important impact on the public agenda. Since the riots in January 2012, continuing with the Romanian 2013 Fall and peaking in November 2014, one cannot deny the importance of the increasing participation of ordinary citizens in the political agenda setting process. To paraphrase Bernard Miege, in the society conquered by new technologies, not just media and politicians are setting the agenda, but anyone who has a good video-phone and Internet access can become a producer and a distributor of information.

Although enthusiasm remains high, some critical voices are emerging about the impact of new technologies on politics and the potentially harmful nature of this impact. Crowds can be manipulated into destroying democracy in the very name of democracy. As several authors point out, political communication opportunities offered by this environment can affect the very spirit of tolerance of citizens frustrated by common experiences and may damage the civic values that need to be shared with Others, with different backgrounds, different values, different socio-economic status, but with similar right to vote Extremism, marginalized by the traditional media, but still latently shared by the population, could find a favourable environment in online communication space.

This paper aims to deconstruct, using critical discourse analysis, the discursive structure of the Other and its transformation into the Enemy as it is (re)presented in the on-line electoral campaign and to outline the hate speech that is used in the process and the lack of genuine political and democratic dialogue in the on-line political campaign. The corpus of our analysis consists in the most appreciated (liked) comments made by ordinary people on the politicians' Facebook pages, during the recent Romanian presidential electoral campaign in November 2014.

Keywords: on-line technologies, political communication.

Gendering Journalism: Dialogues with Women Journalists Working in Post-communist Romania

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The paper focuses on the gendering of journalistic activity drawing on twenty-two qualitative interviews with Romanian women journalists. In my research, I have decided to give space to the voices of women working in journalism – an occupational field that in Romania is increasingly feminized seeking to examine, with the participants, the implications of being a professional in their occupational community. During the interviews, gendered meanings emerged in relation to professionalism, a concept which worked as a floating signifier. Employing the term "professionalism" was useful in order to see how women journalists are gendering the multiple (and interrelated) facets of their activity, from professional practices to organizational arrangements.

Methodologically, I make use of a thematic discursive analysis informed by post-structuralism, in that I see meanings as constitutive of reality, as productive of practices, not reflecting a pre-existent, apparently unified and monological reality (Baxter, 2003; Jørgensen & Phillips, 2002; Sunderland, 2004). I am aware of my role in conducting the discussion, emphasizing certain aspects to the detriment of others, privileging particular conceptual tools while excluding others. Thus, I acknowledge that the gendered meanings to be found in the empirical material are also co-constructed, representing a shared outcome of the talk exchanges between me and the individual participants. Consequently, when I select passages from the interviews, in order to thematize the process of gendering, I include the question or the the remark that prompted the participants to give that particular answer.

Moreover, in the paper I make a distinction between "casual" gendered themes and "indexical" gendered themes. In the first instance, I refer to the patterns of meanings that have arisen contingently in the interviews, specifically, introduced by the participants' initiative; in the second instance, I outline the gendering that occurred because it was furthered by the use of the term "gender" in the interview questions or by gendering the participants. Yet, the distinction should not be treated in a strict, absolute manner, its role being rather "practical". That is, to increase the researcher's accountability in the process of meaning making by highlighting the circumstances in which the themes emerged.

Summarizing, the paper aims to explore the gendered meanings of journalism in the discourses of women working in the field, as a means to undo the "universalization" of professionalism, and to problematize the approaches that ignore its gendered ramifications. However, it should be noted that the gendered meanings of journalistic work are not understood as "manifestations", epiphenomena of the participants' gendered identities, but as products of the discourses that infuse the journalistic occupational field and the wider social context. The rationality behind including only women in the research was also to escape the temptation of comparing or confronting men's and women's gendering "views", risking to see them as stemming inherently from their gendered identities and, therefore, to downplay of the circulation and citationality of discourses .

Keywords: gendering, journalism, women, professionalism, discourse.

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The Voices of Bulgarian Political Parties during the 2014 Parliamentary Election Campaign

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This study examines the specific features of the Bulgarian political rhetoric and the subject of the research is the election campaign (2014) in Bulgaria for Members of the National Assembly (MPs). The focus of the research is on the candidates for MPs from six Bulgarian political parties: the Bulgarian Socialist Party (BSP), Citizens for the European Development of Bulgaria (CEDB), the Union of Democratic Forces (UDF), Bulgaria without Censorship (BWC), Movement for Rights and Freedoms (MRF) – liberal and ethnic party and "Ataka" – nationalistic party.

The first aim of the paper is an investigation on the different political messages, kinds of arguments, rhetorical techniques and PR tools used by the candidates for MPs in the Bulgarian Parliament. The second aim is to analyse the appropriateness and effectiveness of the combination between different instruments. The third research aim includes a survey of specific arguments, especially Argument Pro Hominem and Argument from Authority on verbal and visual level presented in the sites, political blogs and social networks during the election campaign. In the first part of the paper the following terms are

introduced and interpreted: election campaign, parliamentary election, political rhetoric, argument, visual argument, political blog, social networks. The second part includes results of a research on arguments of virtual political communication during the election campaign which has many ramifications. Bulgarian candidates for MPs send and broadcast messages, appeals and slogans, they proclaim new programs or traditional ideological principles. The candidates aim to impact on party members, political leaders, competitors, and citizens during the election campaign. They understand the necessity to develop argumentative, rhetorical and digital competence and to use different, distinguishable, memorable, powerful and persuasive messages and 'voices' said metaphorically. As a result the manner to construct political massages and design arguments is changed gradually including and combining different elements.

Dialogue and actions in multicultural Russia: the ALLMEET project

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Common stereotypes perceive Russia as a vast, cold and largely unexplored country, inhabited by people who have homogeneous physical and cultural features. However, there are representatives of more than 100 ethnic groups in the Russian Federation and the contemporary migration flows are rapidly increasing. Within this context, Higher Education Institutions have an important role in Russian society: enhancing inter-ethnic and intercultural competence and tolerance towards differences in society at large, and in educational settings in particular. The concepts of culture, language and religion take on different nuances in Europe and in the Russian Federation, but commonalities and shared challenges can be identified and these can open new spaces for cooperation and development of knowledge, directions, prospects and practices for an education for tolerance and coexistence that should be respectful of differences. This is not to be understood as a simple acceptance of diversity, but as co-collective construction of a new way of understanding the community and living together in the common space.

The ALLMEET (Actions of Lifelong Learning addressing Multicultural Education and Tolerance in Russia) project, funded by the European Union in the framework of Tempus IV Programme, involves 4 European and 7 Russian Higher Education Institutions, is coordinated by the University of Bologna and is aimed to support the modernisation of higher education in Russia, developing the capacity building of HEIs in promoting actions of lifelong learning, in particular on topics not usually debated in society such as migration, intercultural education, and Human Rights in order to increase the level of tolerance toward people with migrant background and minorities groups.

This is operationalised in the development of six Intercultural Education Platforms in five different Russian regions, focusing on:
- developing new concepts and practices of intercultural education,
- working towards integrative strategies for intercultural dialogue,
- contributing to policy analysis and development,
- influencing cultural policy-making.

Each Platform acts as a meeting point for HEIs and society, offering a range of activities and services:
- monitoring migration's emerging issues and inter-ethnic and inter-religious relationships,
- collection and analysis of data and information regarding migration,
- hosting seminars and workshops on practices and methods for cultural empowerment,
- training courses for migrants on problem solving for unemployment, social tensions and inclusion,
- promoting forms of association to support identity and self-efficacy of ethnic minorities,
- organizing public forums for promoting the respect of minorities' traditions and cultural heritage.

This paper is aimed to disseminate the results gained in the first half (18 months) of the project, focusing on three topics:
- the results of the research on the intercultural relationships and dialogue in five different Russian regions (Krasnoyarsk-Siberia, Moscow, Republic of Tatarstan, Republic of Mari El, Arkhangelsk),
- the theoretical background of ALLMEET actions, realized as a synthesis of Russian and Western theories on intercultural education,
- the results of the first activities of ALLMEET Intercultural Education Platforms.

Keywords: intercultural dialogue; interreligious dialogue; Russia; tolerance; intercultural platform.

Internet as Space for Exerting Agency by Romanian Teens:
Dialogue, voice, and power in virtual worlds

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The focus of this paper is the type of dialogic experience that Internet is for Romanian teenage users. The research question is: How to make technological interaction a more meaningful and morally loaded experience for the young users? Given the complexity of the issue, I argue that the best way to understand and optimize new media in the life of young people is to understand the way it is actually used and symbolized by means of current practices. I believe that projecting vague worries or enduring optimism on the complex interactions that the Internet enhances is reductive. It is on this token that this paper proposes a qualitative exploration of the Internet in the life of young Romanians. Nevertheless, for validity sake, the findings of this inquiry are contrasted with other research results on the same issue (Drula, 2009; Fernández-Montalvo, Peñalva, Irazaba, 2015; Aslanidou & Menexes, 2008; Gross, 2004; Rosen, Cheever & Carrier, 2008).

In the empirical design I have been revisiting some of the classical paradigms of media functions (McQuail, 2010; Coman,2007), and attempt to explore their validity on a cohort of 'digital natives'. I explored the relation of young Romanians to the media dedicated to them. I attempted to understand what they are looking for, how they interact with designated content, how they value their experience. The research span was 2012 to 2015. The main research method was the focus group interview. I ran 12 such directed group interviews with Romanian teenagers from various areas of the country. In this way, I came in touch with one hundred and twenty teens aged 12 to 20.

The conclusion of the accounts is that, having exerted agency and having had a voice in the virtual world from early ages, via moderating forums or online gaming, some young people experience tension in directive environments. I collected accounts of young people who are puzzled about academics that tell them that they do not spell right, or that they should reformulate. The perceived agency that the youth have on the Internet adds to the already strained relation of pupil-teacher relation in the space of formal education. The participants in the research explained that they come from a world, the Internet world, where they were the ones to be the filter and decision maker. Within the formal structure of an academic program they sense a loss of agency. Internet can be considered in this instance a micro space of exerted power for the ones coming of age. It would be instructive to further contrast it with the actual power that the young generation does/not have in the real world.

Keywords: Internet, Romanian teens, agency, power.

The cognitive components of communicative roles in institutional dialogue

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The paper explores and classifies the communicative roles performed in institutional dialogue. The aim of the study is to consider the cognitive componens of communicative roles in the institutional dialogue. The analysed material includes institutional dialogues of interviews for employment.

Institutional discourse is a socio-communicative phenomenon which is generated by certain given institutional spheres of social interaction, determined by the institutional requirements and, in turn, simulate the norms of public institutions. Communicative roles in institutional dialogue, as the most parameterized one, carry cognitive information about a communicative situation and its participants. Taking into account the specificity of the institutional dialogue, the cognitive component is considered in terms of role realization within status, status-categorical, categorical and positional communicative roles.

Status roles define the communicative relations of domination / subordination (asymmetric roles) and equality (symmetrical roles), regulating the rights and responsibilities of communicators in specific institution. For example, "interviewer – interviewee", "teacher – pupil".

Status-categorical roles provide the most stereotypical, institutionally standardized role-related variants of institutional dialogue, and may include national, regional and ethnic characteristics. The realization of these roles is conditioned by various social extra linguistic factors that influence the emergence of new categories, transformation and / or modification of existing ones, and disappearance of certain categories within the status role as withdrawn from active performance. For example, "critical executive", "people-oriented executive", "team member", "subordinate".

Categorical roles characterize communicative personality, revealing his/her social and cultural belonging based on age, gender, cultural, professional, religious, psychological, and other features within status and categorical status and roles. For example, "man – woman", "young – old", "professional – newcomer". The choice of specific category, containing stereotypical characteristics, serves as a source of additional information about participants as representatives of a particular social group.

Distribution lists involve interaction in certain categories on the principle of "categories of membership" (membership categorization), described by H. Sachs. Each category includes role-specific set of categorically related actions and characteristics associated with the actions and motives of the subjects featured member categories, including scenarios of communicative behavior. For example, there are conventional expectations about the standard of actions of employment: candidate submits his/her resume, the technical staff analyze it. Normal behavior expected from the candidate during the interview includes: polite, "obedient" treatment of interviewer, required answers to the questions. On the contrary, lewd behavior and refusal to answer questions during the interview for employment will be considered "not related to the categories" and subject to explanation. Thus, the same category are carriers of inferential knowledge to interpret the communicative behavior of speakers. So, if one of the participants in the interaction claims for "merchant", then it would be expected from him / her such communication passages as "offer", "auction", "assessment", "advertising" and other activities related to the purchase and sale. However, unconventional scenario of communicative behavior is considered a communication failure and requires explanation contained in the communicators' speech steps, steering the direction of further discussion.

Positional roles, being the least institutionally standardized ones compared with status, status-categorical and categorical roles, embody personal component of discourse and provide information about states, moods, emotions of participants. The sequence of positional role-playing within categorical or status-categorical roles creates a role-playing scenario to meet local communicative aims.

Keywords: institutional discourse, communicative roles, cognitive component, Membership categorization.

Voices in dialogue in the language of film: from fictional mode to documentary mode (An Inconvenient Truth, dir. Davis Guggenheim, 2006)

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The main statements of cognitive film semiotics lie in the focus on the actual mental activities (intuitive knowledge) involved in the making and understanding of filmic texts rather than filmic texts themselves. This paper will interrogate Metz's cognitive film semiotics (his theory of impersonal filmic enunciation) ("The Impersonal Enunciation, or the Site of Film", 1995), with a focus on reflexivity, metalanguage and anaphora, placed in contrast with Francesco Casetti's personal filmic enunciation ("D'Un regard l'autre. Le film et son spectateur", 1990), a deictic theory of enunciation based on personal pronouns. These theories of enunciation will be applied to Davis Guggenheim's documentary An Inconvenieint Truth (2006), where the enunciator and addressee are shaped as real. Conversely, in the fiction film, the enunciator and addressee are imaginary (or absent, constructed). This reformulation enables us to begin refining our understanding of the relation between fiction and reality. If the fiction film's actants are foregrounded as real on the below-surface level, in documentaries they are foregrounded as real on the surface level, which would suggest that fiction and documentaries are closer to each other than the audience would generally perceive.

Keywords: Film cognitive semiotics, filmic enunciation, documentaries, film actants.

In Dialogue 2.0 or How to Analyze Blogs Using a Three-Dimensional Model

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The internet has become the new locus for communication and social interaction generating all kinds of text-based situations, which have already acquired recognizable names not only online but also within real communities. Similar situations tend to occur and they require comparable responses: new forms of discourse are born on the recurrence of such distinct situations that are enacted with the advent of the new media. Of all computer-mediated genres, blogs received most research attention from early on, given their constitutive shaping of identity through interaction, which inspired the much-quoted genre-targeted question: what makes people blog?

Researchers traced blogs back to a diverse set of paper forms, including log books used in navigation, clipping services (businesses that would scan newspapers and cut out stories relevant to their customers), notebooks that were kept to gather quotations found while reading or overheard, the editorial or the paper diary. More recent innovations such as web pages and cam sites are also included as predecessors to blogs (Miller and Shepherd 2004). Blogs were also proposed as the new digital phenomenon without any non-digital antecedents (Blood 2002; Winer 2003), which defines the blog as an emergent genre (Crowston, Williams 2000). Others concluded that blogs are neither fundamentally new nor unique but rather they occupy a new position in the internet genre ecology (Herring et al. 2004). In fact, blogs bridge the gap between multimedia HTML documents and text-based computer-mediated communication - a hybrid genre that draws from multiple sources, both online and offline, neither entirely reproduced from offline genres, nor emerging as unique, as opposed to other internet genres.

In the context of genre fluidity and proliferation and in the absence of a unifying framework for analysis and evaluation, what I propose is a three-dimensional model to assess the effects of a hybrid genre, which combines interpersonal and mass-media communication, on individual users. Along the first dimension, I intend to look at the blog post as monologue (monologic or one-to-one communication). Drawing on Biber (1988), Heylighen, Dewaele (2002) and Grieve et al. (2011), an empirical measure is used based on the quantification of word category frequencies clustered in the linguistic dimension of effect and

in the linguistic dimension of affect. In essence, the higher the scores in affect, the more likely blogs are classified as highly-informational, detached; the higher the scores in affect, the more likely blogs are classified as highly-involved, contextual. Along the second dimension, blog authors and their texts enter in dialogue with blog commentators and their comments (dialogic or one-to-many communication). Findings along the first dimension are assessed against correspondent comments. Along the third dimension, I follow the new logic of the medium in the way blogs reach unspecified and unlimited audiences (telelogic or many-to-many communication). Investigated is the interaction between linguistic features and situational features of purpose and topic. The corpus-based investigation will be conducted using computer-aided text analysis (CATA) methodology, in particular DICTION, a dictionary-based analysis program that examines language patterns. Concatenated results will be interpreted along the new communicative continuum.

Keywords: computer-mediated genres, blogs, corpus-based analysis, computer-aided text analysis, word-frequency effects.

Diasporic dialogues in sites of memory: The case of Romanian-Americans

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My study hopes to generate some intellectual insight into the cultural and political logic of Romanian ethnicity in the United States through an analysis of factors that circumscribe and structure Romanian ethnicity in the United States. This synchronic exploration of "Romanian-ness" in the United States addresses the double and simultaneous belonging of Romanian-Americans to Romanian ethnicity and American society and the manner in which they negotiate their allegiance to both spaces.

I intend to explore the salience of tropes of ethnic belonging in the cultural projects of some prominent U.S.-based Romanian ethnic organizations by deploying the conceptual framework proposed by Pierre Nora in his exploration of past, history and sites of memory as socially constructed through the actions of groups and institutions. My study also dwells on Halbwachs's perspective on memory as recalled by individuals "externally" through publicly-accessible symbols and narratives, and on Ricoeur's hermeneutic approach to the relationship between remembering and forgetting, and its influence on shaping the perception of history and the production of historical narrative.

This analysis of the cultural initiatives proposed by Romanian-Americans to construct a sense of ethnic belonging, collective memory and attachment to Romanian language through a selective and diversified engagement with various cultural imaginaries occasioned by ethnic social and cultural gatherings also aims to produce arguments meant to dispel some "myths" around the existence and functioning of Romanian ethnicity in diasporic spaces.

One of the most commonly encountered misconceptions refers to the creation of an ethnic group as a collective entity legitimized exclusively by an ancient/noble /authentic tradition whose organization and functioning is independent of economic and political consideration. My intention is to point to the fact that ethnicity develops around problematizing culture and that the creation and maintenance of an ethnic group is motivated by pragmatic considerations, by the need for social recognition and by the need to earn a competitive edge in the contest for staking claims or finding a social voice.

Another common misconception which my study attempts to dismantle refers to ethnicity construed as a form of survival of primitive/traditional cultural forms. I argue that an ethnic group is not merely a continuation of the past, as ethnicity is a product of modern and modernizing conditions. While agreeing with R.A.Schemerhorn's viewpoint that an ethnic group is a "collectivity within a larger society having a real or putative common ancestry, memories of a shared historical past and a cultural focus on one or more symbolic elements", my intention is to suggest that an act of remembrance is highly problematic, as memory is porous and productive altogether, an elusive structure which allows elements to slip out and slip in. This unstable process of reminiscing is conducive to nostalgic romanticization of some

aspects of the past, and the intense vilification of some others. Some Romanian-Americans nurture their particular experiences about Romania, but their version of Romanianness is frozen in time. Their usage of "history" is an alternative use of historical myth-an intellectually fallacious enterprise, yet a highly effective cultural strategy.

Yet another controversy my study aims to investigate is the (in)consistency of ethnic engagement over time. Rather than an internal predisposition within the group, ethnic engagement is determined by external stimuli, by sets of options, choices, limitations, embodied in institutions and social practices. My point is that ethnic groups have an inherently unstable nature in space and time (a group may display vibrant ethnicity at one moment in time and become les militant and disengaged later) and are prone to being shaped by cultural and historical events. It is highly unlikely for an ethnic group to maintain the same type of ethnic engagement and allegiance to one's ethnicity, as this sense of engagement is fluid and context dependent.

For Romanian-Americas, their manifestation of the Romanian heritage does not work within the framework of prescriptive logic of immutable, unconditional and unequivocal loyalty to Romanian ethnicity. Their allegiance to multiple ideas, symbols, languages, beliefs link Romanian-Americans to more than one nation or territory and such multiple "belongings" complicate their understanding of ethnic solidarity. The plurality of cultures to which they are abundantly exposed precludes the exclusive reification of a singular culture and makes cosmopolitan way of living-as the most appropriate response to the world they live in.

Keywords: Romanian-Americans, ethnicity, ethnic engagement, diaspora, collective memory, ethnic organization.

Public Opinion as Dialogue between State and Citizens.
A Case Study of the Romanian Principalities between 1821-1866

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The social and political dialogue brings into the light not only the most important subjects of the day, but also the voices, be they individual or collective, public or private. Throughout the 19th century, the Romanian Principalities went through a series of vital changes, towards a new and modern organization. Today, public opinion plays the role of a political actor, independent from one party or other, yet this was not its role from the beginning. In our view, its first social role was educational and informative, thus public opinion, in the Romanian Principalities, in the first half of the 19th century was to shape the mentalities, the understanding of political concepts and to promote active participation from the country's citizens. Thus, we aim to address only these essential aspects of the political façade of the topic and leave aside other aspects, such as the debates on social morals or gender education. At the beginning of the century the political stage offered many opportunities and occasions for the voices of individuals or of their class to affirm themselves and to impose action trends. In this tumultuous atmosphere we can identify the seeds of what we call "the public opinion".

This paper proposes to recuperate the essential moments of this evolution, from individual/class voice to public opinion, having as a starting ground the many historical documents of the period. Thus, we will try to deepen our understanding on this specific issue, to see when it first occurred, to grasp the meaning it had at that time, its first role and how it rapidly became a political weapon. It is of great importance to see here the implications and consequences of the citizens' empowerment through legal recognition of public civil liberties and rights, because they are the prime cause for which this issue gained attention in the first place. We can say that the public opinion evolved from being the voice of a political teacher and finally became the voice of the citizens' community, promoting their interests, and the free exercise of their liberties and rights.

The birth of the public opinion had a significant impact also on the direction that Romanian Principalities followed after the middle of the century. The good management and the coherent message of

the Ad-hoc Assemblies of 1857 are, in fact, a direct consequence of a prior exercise of a public, national voice. This particular line of discussion cannot neglect the year of 1848, which represented a turning point for the spread, implementation and the practical exercise of political and social thinking. The relevance of this historical moment resides not only in the above mentioned aspects, but also in the fact that it was the moment when a more intense use of different means of disseminating the information started. Many printed documents, in the form of brochures, declarations, newspaper, images of representative figures from our history, started being published and distributed to the masses.

Thus, this paper proposes to fill a gap in the Romanian historiography and political analysis, without having the pretence of exhaustively exploiting the subject. The ultimate purpose of this paper is to offer a more complete image on the dynamic of the Romanian political life in the first half of the 19th century, the manifestations of the dialogue between the newly born community of citizens and the state, as well as the desired outcomes and the actual results of this dialogue.

Dialogism and Means of Reformulating In the Public Diplomatic Discourse Following Crisis Situations

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The aim of the present paper is to find out the essence of the *discursive moment* (understood as an act or an event having a strong social echo which gives rise to a massive amount of texts in international sphere and in press) which was created by the Syrian crisis from August-September 2013 in Romanian public diplomacy. For this purpose, we will use and analyze a heterogeneous corpus of texts belonging to different genres (press releases, interviews, public discourses) and we will outline the specialized expressions used to refer to international conflicts (recorded by the documents of international law) and the glosses of these expressions in order to depict the rhetoric and discursive manner in which they are used inside these genres. We will also concentrate on the linguistic markers of the speakers taking part in the three-sided communication situation: the specialized discourse of the International Law – mediation text – large audience. Another focus will be on the manner in which the texts of international law are used (throughout quotation, allusions and also the adherence of the discourse to the articles of law). The structure of this paper follows the pattern revealed in a study belonging to Sophie Moirand, a French scholar. In „Les discours de la presse quotidienne" she uses and relationates the concepts of *dialogism* and *collective memory* and elaborates a method of analysis which allows the observance of the manner in which specialized scientific expressions are borrowed and used by mass-media especially in politically featured scientific contexts. In order to define the characteristics of these 'discursive events' and to observe how a *media interdiscursive memory* is built, the scholar takes into consideration a source text (with scientific features) and she analyses the series of reformulations of the specialized expressions (which she calls *paradigm of designation*) and the multiple voices performed by the discourse (ministers, economists, trade-unionists etc.).

After we have properly adapted the above mentioned method to the issue debated by the present paper and after we have identified the paradigms of designation we will be able to observe the types of relationships existing between the expression borrowed from the articles of international law and the manner in which it is named and referred to: relationships of *hyponymy* or *hypernymy*, *metonymy*, *metaphorical usage*, occurrence of *verbs of equivalence* (*to be, to be named, to mean*), *discursive markers (in other words, more precisely), comparison markers (like, as)* and the role of the key-words specific to an international crisis (generally names of wars, treaties or multilateral conflicts) having a high degree of significance (the later ones are strongly related to previous cognitive representations, to faith and values shared among international communities).

Keywords:dialogism, collective memory, public diplomacy, paradigm of designation.

Debating a European Identity and a Common European Language

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In this paper, we analyse how convergent or divergent meanings of a common European identity, mainly substantiated by a (hypothetical) common European language, are constructed and negotiated through an online debate. Since there is not yet a definite solution to the paths to follow for creating a common European identity, we agree with Wodak (2007: 61-62) that the research interest should focus on "the formation of different constructions, representations and images of Europe ['s identity] in particular… contexts". Should multilingualism, the English language, with its national and cultural implications, or Esperanto (an artificial construct) substantiate a discursive resource for communicating the identity building process within the European Union?

Although an official European identity is proclaimed as inherent to the EU political design, the outlook of the online debaters projects "common identity" into a zone of the possibility and of the necessity, as a construct that will grow "organically", in time, along with the coherent strengthening of mobility, interaction and communication practices. A prototypical political rhetoric is being noticed around the term of identity focusing on syntagms such as "sense of ownership", "feeling of a common identity", likely to articulate a narrative incorporating a "new mode of self-understanding" (identity) expressed by the people.

The research corpus is a 3-year dialogue sequence (2013-2015) among some tens of debaters who form an active online community on the "Debating Europe" platform whose objective is to stimulate an exchange of ideas over the future of the European Union identity, language, culture, etc., within the context of the European Union legislation and policies. The research method relies on Wodak's works which offer analytic frameworks for studying the discourse of identity co-constructed in interaction.

Keywords: European identity, European language, multilingualism, European culture, Communicative interaction.

The adjustment of dialogue translation in the interpretation/ interpreting activity depending on the context and multicultural realities

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The dialogue, in the interpreting activity, is generally implemented in the third person singular or plural, depending on the language approach (familiar, formal, combined-mixed). In interpreting, the dialogue as the main language act can be translated in several ways in connection to the levels of conversation. The dialogue as interaction or particular exchage of lines necessarily involves two or several people.

According to Linell , communication is situated. Its verbal element is crucially determined by its embededness in a specific situation. The use of the term situation is focused mainly in the nonliguistic activities characterisitc of practical situations.

For the interpreter, the spatial frame, that „physical setting", is also important and this can be: a) a restaurant (in the case of a business dinner); b) a courtroom (in the case of a trial in in which the foreign citizen has legal problems, serious accidents in which victims are invloved or there is a case of breaking the law of the respective state); c) a medical cabinet (in the case in which a foreign citizen has contacted a disease or is the victim of an accident). For the three cases, the spcialized language is different: economic in

the first case, juridical, in the second case and medical in the third one, but for all the three cases the interpreter does a translation in which the speakers shift from the first person to the third person

We intend to analyze the bilingual or multilingual communities in which the different languages do not have an equal status, many of them being considered „high" and some others as „low", these terms popularized by Ferguson showing the spatial metaphor previously signalled, and the use of the former being associated with the values of prestige and authority, whereas the other speakers will be more or less devalued or even stigmatized.

Keywords: dialogue translation, interpreting activity, multilingual communities.

Expanding dialogic teaching strategies in a higher education English language blended learning environment in Turkey

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Using a narrative inquiry, a university administrator chronicles the re-constructing of learner and teacher identity in a dynamic second-language learning environment where both students and instructors identify as co-learners. The context for the study is a foundation year, English language preparatory program, at a newly established English-medium university in Istanbul. To align to the flipped classroom pedagogical approach adopted throughout all areas of the university, the preparatory language year program was designed and implemented using a blended learning pedagogical approach. Uniquely, however, for Turkey, all the students are Turkish (L2) speakers and all the instructors are native speakers (L1). Analyzing the data collected 2014-2015 from instructor anecdotal comments, initiatives and projects, and from student satisfaction surveys, the study reveals a shift to dialogic teaching, not focusing solely on technological or teaching techniques used, but on the collegial relationships fostered, the shifting balance of power between teacher and student, and the ways in which knowledge is created, not consumed. Evidence of collective, supportive, reciprocal and collaborative dialogic adaptations by both teachers and students are noted within this technologically enhanced learning environment. Cultural convergence, that is, the rise of a participatory culture where content is freely re-created and re-circulated (Jenkins, 2006) opens a cultural dialogue in this blended learning environment to a much richer, deeper and wider online community participation. The use, with Generation Z learners, of adjunct e-tools, online resources, and apps used to facilitate language learning is explored as a springboard for expanding instructors dialogic teaching repertoire. Within the shifting demographics and learning characteristics of Generation Z in this context, there was evidence of the evolution of intercultural dialogue as a shared renewable resource. The facilitation of once such tool, the educational cultural convergence (ECCO) framework (Kurt & McKeown, 2012), is shown to be transferable to different learning environments, including blended or flipped pedagogical approaches.

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Discourse Analysis of the Multi-voiced Tourist Guide.
Discursive Particularities of Guided Tours

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Travel guide is the mediator between the visited territorial reality (tourist destination in our case) and tourists. To meet tourists' expectations, s/he must have professional skills characteristic to this profession. The putting into practice of this professional competence requires good communication skills, which is not limited only to handling a set of terms (lexical competence) but it also includes language and pragmatic skills.

Therefore, we consider that the discourse analysis of these professionals in real interactions is necessary to highlight the mechanisms used in the organization and development of these discourses.

Our objective in this endeavor aims at the analysis of travel guide oral discourse in English, namely, we plan to analyze the linguistic peculiarities of tour guides' oral discourse.

Our research aims to be a qualitative one in that it will seek to describe and explain verbal proxemics of the interactions produced during guided tours and it will be based on a written corpus consisting of authentic sound recordings.

First, we will analyze the proposed corpus on a pragmatic level, analyzing specific speech acts characteristic to these professionals, tour guides in this case, in different identified interactional sequences.

Second, we will examine the use of deictics (person, space and time), showing how these declarative demarcation marks influence the delineation of proxemic interactions produced during tourist visits.

Keywords: tour guide, dialogue, discourse, communication skills, interaction.

Dialogue as a multilevel conceptual space

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The paper explores the conceptual background of the dialogue viewed as a compound conceptual space. We identify the main groups of conversational concepts, i.e. (a) categorical identity concepts, (b) operative identity concepts, (c) interactive concepts, (d) concepts-ideas of the dialogue reflecting the speakers' representations of the referential situation based on their situational models, (e) a genre concept and (f) a social-semiotic concept. The source of our classification is the key aspects of the dialogue's dialogicality with (a) communicants' self-concepts (categorical identity concepts), (b) communicative cognitive context as knowledge of roles and scenarios adopted to a certain ethnic, institutional and / or sub-culture (operative identity concepts), (c) genre prototypes (genre concept), (d) frames and situational models of the dominant ideological, social and institutional contexts (social-semiotic concept), (e) interactive context as the interlocutors' knowledge of the personal information about each other, their belonging to a common group, the level of familiarity and social distance (interactive concepts), local situational context (the referent's concept-idea).

The data we are going to analyse are the conversational concepts themselves and the means of their indexation and / or verbalization.

The principal research question consists in revealing the concepts reflecting the dialogue's comprehensive intertextuality while investigating regular correspondences between formal and pragmatic properties of conversation and its conceptual structure.

Categorical identity concepts manifest the participants' personalities, structured on the individual (concepts immanent to the extravert, aggressive, accentuated, rational, rigid, etc. psychotype identity) and group (concepts of gender, ethnicity, occupation, age, family / property / professional status, ideological affiliation, etc.) levels. On the pragmatic level of discourse categorical concepts imply (a) the role invariants with a typical communicative activity expected from the category member, (b) the role pairs with mutual communicative responsibilities, agreed communicative scenarios and (c) the choice of subjects relevant for certain relations.

One's self-concept revealed by a communicative behavior, may differ significantly from its perception by another participant causing the concepts and roles' opposition, changing or even stopping the interaction.

Operative identity concepts are the discourse manifestations of the categorial concepts. For example, a categorical concept of "the boss" may integrate the variables "loyal", "fair", "hard", "impartial", "caring", etc., relevant for the operational roles performance. Operative identity concepts are of double genesis being derived from the immanent personality characteristics and internalized macroscenarios of the communicative behavior of universal, ethno-specific or institutional nature (Cinderella, Sacrifice, Ugly duckling, Rocky, Official), revealing an intertextual nature of the communicants' role moves.

Interactive concepts construct the participants' interpersonal conceptual space. We distinguish (a) uniting ("we are like-minded persons", "we are real men», «we are caring mothers / well-off women, etc.), (b) separating ("I – You / They", "familiar – stranger") and (c) uniting-separating concepts ("I am like you, we are not like them"). Therefore, we can speak about the prototypic motivation of the Interactive concepts by the basic common values (oneness, sameness, harmony) or a value dichotomy "our-strange", "good-evil", "right-wrong", "strong-weak", etc.

Concepts-ideas of the dialogue can either match the value, identity and interactive concepts or be a conceptual representation of the referent situation depending on the participants' situational models. Consequently, communicants may produce similar or different concepts-ideas, which depends on similarity or difference of their situation models, world pictures and divergent perceptions of each other.

Genre concept is a generalized representation of a discourse type (instruction, gossip, complaints, etc.), structured by information about a genre thematic component, its verbal parameters, the typical participants with their stereotypical scenarios, roles, relationships, goals and strategies (a cognitive structure of Genre concept is similar to the notion of contextual model by Van Deijk).

Social-semiotic concept is the key value of the dialogue revealing its intertextuality with a dominant institutional ("power", "education", "law") or everyday life ideology. Such concept determines a genre concept.

Each group of the conversational concepts has own formal-structural and pragmatics markers.

Keywords: concepts, dialogue, identity, interactive, intertextuality.

Interactive values of vagueness in conversational discourse

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Vagueness in language generally takes on negative connotations. Vagueness in reference is often stigmatized because it is seen as a deviation from precision and clarity and is associated with vagueness in thinking. Using a theoretical framework that blends elements of conversation analysis (Jefferson 1990, Lerner, 1994), the theory of politeness (Sperber and Levinson 1989) and the theory of relevance (Sperber and Willson, 1995), the paper demonstrates that vague expressions can be more effective than the explicit ones in conveying the intended meaning. Moreover, such expressions take on a new dimension which is interpersonal and deeply inter-related to the nature of the social relationship holding among participants.

In terms of reference and categorization, they may signal a more precise or looser assignment of a characteristic/exemplar to a conceptual category. On the interactional level, however, they serve various functions such as: engendering camaraderie, softening implicit criticism and constructing common ground by invoking shared knowledge and shared experience. The analysis is based on a corpus of naturally occurring of conversations recorded and transcribed within the framework of conversation analysis. Following the categories proposed by Channel (1994) and Overstreet (1999), the paper examines vague additives (i.e., approximators, downtoners, shields), examples of lexical vagueness (i.e., vague quantifying expressions, vague adverbs of frequency, vague adverbs of likelihood), general extenders, and placeholder words. Such expressions are frequently used in everyday naturally occurring conversation and they rarely give rise to detectable misunderstanding. The analysis shows that their success depends on the exploitation of common ground in managing conversational implicature.

Keywords: conversation; relevance; vagueness; general extenders; softeners; common ground.

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Dialogues that break down and disturb the metaequilibrium in the Book of Judges

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The concept of metagame was created by Nigel Howard in the '60s, in order to give a more practical applicability to the theory of game, and has many followers to this day. By practicing a metagame, the victory could be obtained by the analysis of the adversary's arguments, by careful observation of the way he or she changes or maintains the strategy. Experimenting new or even deceitful strategies, the opponents will learn to understand the problem, but also to understand the other's personality. In this study I aim to apply some of the elements of Howard's theory in a short analysis regarding the evolution and the solution of the Judeo-Philistine conflict, described in the Book of Judges. By analyzing step by step all stages of the conflict that has Samson in its center, I identified the strategies used by each of the competitors to solve the conflict for their own benefit. On the other hand, both Jews and Philistines are receptive to dialogue and cooperation, generating several moments of communicative metaequilibrium that Samson wittingly missed. While the others try to establish an inter-ethnic dialogue, Samson maintains the spiritual dimension of the conflict, refusing all the opportunities of a harmonious dialogue with the Philistines.

Genres: dialogic theoretical perspectives. From formalism to sociocognitivism

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The focal point of my paper is genre, a concept that acts as a pragmasemantic mediator. Originally designed for fiction only, the genre taxonomy is now functioning as a data management platform, gathering, labeling and structuring all discursive acts. Diachronically, a great number of cultural and literary theorists formulated and ratified the laws that found the generic activity. It is the merit of the sociocognitive theorists to have demonstrated that discursive genres function the same as their correlates (or should we say, subordinates), literary genres. Intrinsically dialogic, the sociocognitive approach asserted that genres play a decisive role in the intricate ceremonial of presupposing, organizing and managing all discursive activities: scientific articles or gossip, TV news or medical anamnesis, they all are governed by generic laws. Genres are – we learn from the sociocognitive perspective – part of the hidden codes of the programs run silently by our minds, they fulfil some difficult managerial tasks: they give identity to all human speech acts, affirm their duration, institute the enunciative contract, build expectations, schedule semiosis, adjust the comprehension process, condition memorization and, the most important, mediate mental models for all epistemic communities etc.

Based on these premises, my sociocognitive approach aims to examine, on one hand, (1) the (multimodal) mental models involved in the production and comprehension of the socially shared discourse and how these mental models are "translated" into generic procedures, strategies and techniques and, on the other hand, (2) the "degrees" of factuality / fictionality mixed in these mental modals, the relation between (factual) knowledge, ideologies, norms, values and their (fictional) scenographies.

Le dialogisme des langues et l'importance des cartes de motivation

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La géographie linguistique a connu des progrès importants ces derniers temps. Les dialectologues européens travaillent intensément à deux grands projets linguistiques : Atlas Linguarum Europeae et Atlas Linguistique Roman, qui sollicitent de nombreux chercheurs de différents pays. Les deux atlas super-nationaux décrivent la situation actuelle des langues concernées par ces études. Pour connaître les ressorts du fonctionement linguistique et l'éventuelle existence d'une/des forma(e) mentis commune(s), l'utilisation des cartes linguistiques de synthése et de motivation s'avère particulièrement importante. Ces cartes permettent au chercheur d'avoir une image complexe et détaillée des racines communes, de la direction des emprunts et même du dialogisme des langues, par conséquent, de la diachronie rendue par la synchronie.

Mots-clés: géographie linguistique, dialectologie, carte de motivation, forma mentis.

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Interpersonal listening applied to the process of teaching/ learning English for Specific Purposes – a case study

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This paper introduces different approaches to listening and interpersonal skills within the process of teaching ESP and considers the extent to which the teaching and learning of listening and interpersonal skills has been integrated within ESP. It starts with an overview of the literature which has influenced the development of listening and interpersonal skills in teaching English for specific purposes. In order to account for the scientific context, the first section of the paper provides some issues relating to the definition of listening and interpersonal skills and some examples are presented to demonstrate their interdependence, hence the importance of interpersonal listening skills within the occupational and educational domains.

It is extremely important to acknowledge the fact that listening and interpersonal skills are fundamental to the process of learning itself (e.g. Burkill et al, 2000). Therefore, interpersonal and listening skills will play a vital role in one's education because most of the learning situations that our students are exposed to heavily rely on these types of skills.

We should be aware of the fact that there are many things that can get in the way of listening and, many barriers and bad habits can alter the effective listening. We all wish for our students to be or to become good listeners, to demonstrate their 'active listening' by responding appropriately to what we are saying. - (appropriate responses to listening can include both verbal and non-verbal communication to positively reinforce the fact that they are listening).

Multimodality in Arthur Schopenhauers's Aphorisms on the Wisdom of Life. Dialogic Layers and Strategies in Creating Multimodal Meaning

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Multimodality, as a theory of communication, focuses on the resources (or modes) used to convey messages (textual, visual, aural, spatial, or linguistic) (The New London Group, 1996; Kress, 2010). It also implies an approach that understands communication and representation to be more than about language. With the growth in scope of the Internet and other digital media, textual multimodality has not only increased, but also became visible and accessible. Therefore, it was only natural that such an approach should gain importance within the academic discussion about communication, especially in connection with fields such as literature, teaching, film, music, media, advertising, and so on.

A multimodal approach applies terms like text or discourse not only to language, but to other domains of culture. After the boost in textual multimodality, a distinction was operated between mono- and multimodal texts. For example, Gunther R. Kress and Theo van Leeuwen (2001) suggested that the most valued genres of writing (literary novels, academic treatises, official documents etc.) were mono-modal, i.e. they made use of the written text as the single resource (mode) to render meaning. There are scholars (Serafini, 2014; Adler-Kassner and Wardle, 2015) who now argue that all texts are multimodal, since the definition of the term mode includes features like page layout, graphic design or typographical

appearance. Thus, the hypothesis of the present study is that multimodality is an old phenomenon in literary texts and that what we have experienced in recent years is merely an astonishing multiplication of it within our modern world of multimedia.

Therefore, the present paper shall firstly present a few instances from the history of written literature which can be described as multimodal, even if they had been previously regarded as mono-modal. Multimodality - in this case - shall be inferred from the various dialogic layers and strategies used in order to create meaning. An emphasis will be then placed on a multimodal analysis of the works of the German philosopher, Arthur Schopenhauer, and of their translations into Romanian. The multimodal analysis is particularly concerned with the interaction and integration of two or more semiotic resources – or modes of communication – in order to achieve the communicative functions of the text. We shall thus investigate whether multimodal features really exist in a philosophical text such as Aphorisms on the Wisdom of Life, first published by A. Schopenhauer in 1851. We shall further determine if and how the translator preserved the presumably existent multimodal features in the target text and what effect they may have on the readers. The discussion shall be thus shifted to the theory of translation, whose perspective presently includes non-linguistic disciplines such as semiotics. Signs, which provide certain meanings in the source language and culture, are used to achieve a certain effect and they should be carefully regarded by the translator; nevertheless, the unique relationships between different signs cannot always be identically reproduced during the translation process. However, the translator, by means of creating new signs and relationships between verbal and non-verbal elements, can create an effect which is similar to that of the source text.

Keywords: Multimodality, mode, dialogic layers, Schopenhauer, translation.

Beyond Borders- Cultural Identities and Dialogue in American Homelands

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Recent years have seen a growing interest in geography as an ideologically loaded discourse about the world and its inhabitants. The purpose of the present paper is to investigate the complex relationship between borders (seen as barriers, bridges, symbols) and the concept of homelands from a cultural-geographical perspective (R. Nostrand and L. Estaville, 2001), as well as their impact on the larger American homeland.

Homelands, as suggested by R.Nostrand and E. Estaville, are ‚ specific’ places to which self-consciously different peoples have bonded emotionally- with the aid of their control through time. In this relationship the key element is bonding with place- an ethnic group’s relation to place is a process rooted in the human environment. This complex and most often turbulent relationship gives birth to ‚special culture areas’. Powerful feelings about one’s place are present in Hispanos moving to California, African Americans going north or Kiowas residing in Oklahoma City. When given the opportunity, or when they retire, these traditional peoples move back to their homelands. Their connection with the land calls them back. It is a proof of the fact that homelands account for human values deeply rooted in place: a love for one’s birthplace and home; an emotional attachment to the land of one’s people; a sense of belonging to a special area; a loyalty that is defined by geographical parameters; a strength that comes from teritorriality; a feeling of wholeness and restoration when returning to one’s homeland (R. Nostrand and L. Estaville, 2001).

Borders and borderlands provide an infinite variety of facets, they can be changeable, sometimes negotiable and some other times contradictory. They become a powerful ideological symbol for one’s identity. They can also prove to be economic opportunities for border region inhabitants in their legal or illegal activities- “discursive construction of a boundary as an administrative apparatus for demarcating territory, over which states have control and by which their respective integrities are defined, may not involve local people on the ground. However, the notoriety and fascination of borders derive from

measures introduced by the state that coexists with local cultures and practices and impact the day-to-day life of individuals" (Omoniyi, 2010).

Astute attention has been paid lately to three fundamental concepts 'language', 'culture' and 'identity'. Language is a potent and visible marker of identity, helping the construction of spaces in which a sense of belonging can develop. For individuals as well as for communities, language is a communicative vehicle and it is granted a symbolic value. People stamp the environment with their cultural imprint, they give names to geographical locations around them, or attach symbolic significance to them- the area in turn shapes them and their language. From here feelings of attachment and belonging start developing.

Vocalizing Taste: Foreign Travellers' Voices Shaping the Romanian Culinary Identity

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Over the centuries people have registered the details of their journeys by drawing and writing, not only as simple means of anamnesis, but also as an implicit dialogue with their fellows in which they communicated their fears, their enthusiasm or their uncertainty when confronted with a new, unfamiliar reality. From all the habits that a foreigner encounters in a certain community, those regarding food are usually very well remembered and vocalized in detail as they can be shocking or fascinating, may cause disgust and horror or may create dependence, they may be strongly rejected or may be met with curiosity.

This paper analyzes the way some foreign travellers in the Romanian Principalities in the seventeenth, eighteenth, and nineteenth centuries verbalized their food judgmental attitudes. The aim is to demonstrate that the polyphony of their voices helps to assess and reconstruct the Romanian culinary identity from new perspectives. According to the postmodern approach, the focus is not on the whole, but on the fragments, on the way identity is built and rebuilt kaleidoscopically, woven by the multitude of contradictory or complementary voices.

At the same time, the study emphasizes the fact that the foreign travellers' voices are usually involved in an open or indirect dialogue with their readers and/or their predecessors. Thus, their foregoers' opinions on the food and culinary practices in Wallachia and Moldavia are often quoted or plagiarized, are contradicted or reiterated. Another issue regards exploring the way the western viewpoints (which clearly prevail) enter in dialogue across time with the eastern perspectives (Paul of Aleppo's testimonies) over the same reality.

Taking into account criticism in culinary anthropology and imagology, but also in mentalities, and geo-criticism, and discourse analysis, the article examines the way the Foucauldian power/knowledge relationship (reconsidered through Keller's Sociology of Knowledge Approach to Discourse – SKAD) materializes at the level of the travellers' discourse in semantic dichotomies such as civilized vs. rudimentary, refined vs. barbaric, rational vs. superstitious. Thus, certain facets of the Romanian culinary identity are configured and gain legitimization through the voyageurs' voices, even if they are misrepresented or underrepresented.

The paper also points out how the foreign travellers' different social and cultural backgrounds and mental patterns are mirrored in their discourses, creating a multi-layered construct of the Romanian culinary identity. Therefore, the specificity of certain food categories and practices (such as the peasant, the monastery or the elite food, the products and ceremonials dedicated to rites of passage and religious holidays) is integrated synchronically and diachronically in a global context.

The general conclusion is that the study of the polyphony of foreign travellers' voices from multiple points of view (food studies, imagology, geo-criticism, and discourse analysis) reveals significant and novel aspects of the structure of the Romanian culinary identity.

Keywords: Romanian culinary identity, foreign travellers' voices, western vs. eastern visions.

Japanese American Voices in Conflict in Fish Head Soup by Philip Kan Gotanda

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As the title suggests, the present research paper is intended to focus on the conflicts between the four Japanese characters from Philip Kan Gotanda's Fish Head Soup. One of the aims of the present paper is to bring to the fore aspects related to the ways in which the characters from Gotanda's play interact by using their public and private voices as guiding points in their life choices, in this way proving that the four characters are unable to communicate efficiently. Another aim of the paper is to reflect on Michel Foucault's own interpretation of power in relation to knowledge and discourse because different forms of power encountered in Gotanda's selected play can be gained through the characters' consciousness of the world and revealed through their speech. Hence, the analysis will identify and work with concepts related to new historicism, an approach that focuses less on historical facts, and more on different representations of power and the structures of a culture. A third aim of the paper is to comment on how the characters' voices and implicitly behavior point to a certain loss of Japanese identity in the American space, thus proving that the four characters are representatives of Japanese Americans who are in fact misfits in a white society.

When analyzing the play one must also pay attention to the ways in which the characters give meaning to their own interpretation of communication thus questioning their ideas and actions that would eventually help in understanding the unseen issues of a Japanese family. The paper will prove that there are numerous instances that depict the four family members being haunted by the ghosts of their own past, while on the other hand it will provide an insight into the tragic moments that led to the present situation. Because the family members constantly contradict themselves, through their discourse they prove that they refuse to acknowledge aspects related to their life in America, but at the same time they seem to have troubles in creating a real bond to their Japanese heritage. Hence, the present paper will specifically analyze the different ways in which inner and outer voices function in the Japanese American society as reflected by Gotanda's work, in this way bringing to the fore issues connected to memory, family history and more importantly, the power relations present in the play. Although Fish Head Soup provides an insight into the dramatic lives of Japanese Americans that fail to understand their own family issues due to miscommunication and stubbornness, the analysis will prove that the characters are aware that racism and discrimination can either set them apart or bind them together.

Keywords: discourse, power, ethnic identity, conflict, culture /vs/ society.

Student's roles vs. teacher's roles in dialogic interactions concerning the authentic assessment, analysis and evaluation tools used in different forms of art education

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Important social and theoretical changes with respect to learning are at the root of the increasing interest in 'authentic learning' and 'authentic assessment'. Dialogic interactions indicate that certain patterns of interaction promote high-level thinking and intellectual development through their capacity to involve teachers and students in a broad approach to assessment which incorporates a number of assessment methods and tools, encouraging learners to demonstrate their knowledge and skills in real-world applications.

This paper examines the way students learn how to apply their skills to authentic tasks and projects. Campbell (2000) terms this 'authentic education', which is based on performance and reality. Authentic assessment aims to evaluate students' abilities in 'real-world' contexts. It does not encourage rote learning and passive test-taking. Instead, it focuses on students' analytical skills; ability to integrate

what they learn; creativity; ability to work collaboratively; and written and oral expression skills. Authentic methods of assessment challenge teachers as well as students. Teachers are challenged to create meaningful assignments that are motivating and engaging. Students are challenged with authentic modes of assessment because they are required to relate the academic task to the real world.

Dialogic interactions include tasks such as performances, products and constructed-response items that typically require more direct application of knowledge and skills. Real education usually requires a long period before it becomes evident. (Campbell, D., 2000) The issue of authentic learning will also be debated in this paper and it focuses on real-world, complex problems and their solutions. A basis for the increased role of authentic assessment in classroom use is the belief that education is not simply a matter of memorization but must be informed by critical thought and connected and applied knowledge.

This paper also focusses on the tools used in dialogic interactions in order to conduct authentic assessment. These tools must be carefully selected to provide opportunities for students to practice and perform meaningful tasks that are reflective of life outside of the classroom. Teachers will need to use a variety of assessment tools and techniques in order to enable all students to have a more complete picture of their growth and achievement.

Many researchers advocate an increased use of authentic assessment tools. Authors such as Karge (1998) and Morris (2001) describe a variety of authentic assessment tools that are intended to increase students' engagement and make learning more relevant. These include: role play and drama; concept maps; student portfolios; reflective journals; utilizing multiple information sources; group work in which team members design and build models. Authentic assessment provides a measure by which student academic growth can be gauged over time while capturing the true depth of student learning and understanding. It moves beyond the practices of traditional tools and tasks and allows for a greater expression of students' abilities and achievements.

Fundamental to dialogic interactions concerning authentic assessment in educational theory is the principle that students should demonstrate, rather than tell about, what they know and can do. Documenting progress toward higher order goals such as application of skills and synthesis of experience requires obtaining information beyond what can be provided by standardized or norm-based tests. Authentic assessment provides learner-specific evaluation, which addresses these issues. Prestidge and Williams Glaser (2000) also provide examples of assessment tools that measure the full range of student abilities, specifically in multimedia and group projects.

This paper aims to discuss how to analyze and evaluate student's roles vs. teacher's roles in dialogic interactions regarding different forms in art education for the 21st century.

Keywords: dialogic teaching, authentic assessment, art education, dialogic interactions, dialogic tools.

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Workshop 3 | Multidimensional Dialogism: Network Society, Networked Public Sphere and Meta-Media
Chair: Prof. Mihai Coman, PhD, University of Bucharest, Romania

In the past two decades, a paradigm shift in the theory of the public sphere has occurred, highlighting the fluid interactions *within* and *among* its subsystems and the centrality of the network form (Habermas, 1992, 2006). The interdisciplinary approach to networks – technological, economic, sociological and anthropological -, provides new understandings of various aspects of the 'network society', *a system of global interaction* linking 'intelligent agents' – networks of computers, softs, data bases, digital archives, artificial languages and protocols - and human societies, the result of which are extended digital spaces (environments) and global semantic networks (such as the blogosphere) created and shared by individuals, e-communities and organizations (Hiltz and Turoff: 1978, Wellman: 1979, Castells: 1996,1999, 2004; van Dijk: 1992, 2006; Newman et al: 2006).

Deleuze and Guattari in "Nomadology-The War Machine" (1986), defined space more in terms of interaction-based financial, economic, technological productions, than of historical backgrounds of contemporary processes, resulting from pre-existent conditions and arrangements. They proposed an 'ethics of creativity and resistance', an ethics of the imperceptible becoming based on creativity and invention. The development of new technologies offers to social actors facilities to communicate and to share intelligent systems and devices, multiplying 'meeting places' that continuously shape sociability (social networks, forums and platforms) and develops techno-societal niches of virtual *and* real interchanges (metamedia). The multiplication of interactions among systems and users (actors) also led to a new class of influencers (mediators, intermediators, human and non-human agents (Latour,2005).

Defining the relationship between technology, knowledge economy and socio-political (relational) thinking is both a contradictory and challenging attempt, while a heterogeneous and multilayered constitution of society links the 'global immensity to the small intimacy' (Massey, 2005) and can unexpectedly change the direction of flows as well as the public agendas.

In this context, media convergence redefines the relationships between companies, institutions and stakeholders (individuals, communities, authorities and global civic networks), and between old and new media. It transforms governance, democracy and business models, new patterns of communication and participation emerging from it (Graham, 2011, p. 262; Dahlberg, 2007, Papacharissi, 2011, Ruiz et ali, 2011). Due to facilities offered by Web 2.0, citizens and audiences are involved in bottom-up flows and transnational campaigns that connect micro-political layers along networked public spaces and globalized movements for alternative (economic) cultures (Castells, 2008, 2012) . But the dissemination of information and knowledge across networks confronts the cultural complexity and biases, the overhearing phenomenon (Dayan, 2013), and the instability related to the multiplication of discussion hubs, highlighting the importance of sense-making processes, core meanings and semantic links that govern digital environmentsand the networks' enthelechy. A tectonic 'reassembling (of) the social' occurs (Latour, 2005). As a reaction, the traditional media and political/financial/economic power structures had to deal with this new dynamics, to tune their strategic operations - including the corporatization of the Internet-, and to take into account the interplay of actors, voices, interests, and ideologies 'grassrooting the space of flows' (Castells, 2000).

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The Emotional Public Sphere: dialog and deliberation in online media in a crisis situation

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Social media not only transmit and interpret crisis messages, but they also offer on their new and social media pages a space for the publics to express their emotions, to submit their interpretations and to debate the crisis issues, culprits, and possible solutions. Traditionally during a crisis, information is disseminated by officials, in a unidirectional manner through their websites, or through traditional media, such as television or radio. All this changed with the emergence of new and social media. During crisis situations the public increasingly turns to social media, and often they switch from only passive consumers of information to possible creators of information.

In a world dominated by new and social media, the public space enters a new stage of structural transformations. Perhaps the most important change consists in the public space now being opened to a vast number of people, who in multiple online public spheres(icules) participate in discussions referring to all events, or issues considered important. In these conditions, the ideal model of deliberation based on mastering and applying the logical argumentation techniques is contradicted by the extraordinary variety of approaches and debate modalities.

The current paper analyzes the dialectic of social representations of a crisis, from the officials, journalists and public discourses, as they appear in the media and online communities. Three paradigms sustain this research: a) Benoit's (1995) image restoration theory and Coombs' (1999) situational crisis

communication theory; b) framing theory, and more specifically the development of this theory proposed by scholars like Nabi (2003) or Kim & Cameron (2011): emotions-as-frames serve as theoretical lenses for identifying the way mass media and the public interpreted these events; c) the theory of public sphere, applied to online/social media as "public sphericules" (T. Gitlin). We believe that in a crisis, the public sphericules hosted by media comment sections are dominated by emotions-as-frames (usually anger and sadness vis-à-vis the authorities failure) create a space of emotional dialogue and deliberation through symbolical representations (sometimes in the form of mythical constructions, such as the Hero/Savior, the sacrificial victim, etc). Through these symbolical constructions the crisis are integrated in the categories of the collective imaginary and become meaningful.

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Knowledge Cultures and Dialogicality in the Interconnected Public Sphere

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The Internet is a global network that connects billions of computers and users, aggregating and reassembling digital information from any computer network and region of the world. According to Manuel Castells, the networks' capacity to distribute the processing power and to develop the software exceeds the limits of independent machines and creates *a system of global interaction*.

The sociological reflection on the interconnections between the growth and structure of knowledge, technological objects and social networks was developed across diverse specializations, methods and philosophical orientations and diverse fields of research- the new sociology of knowledge, anthropology of science, network sociologies, science and technology studies(STS), new media studies, and others. Some of them are based on ideas of Bateson, Wittgenstein (ecology of mind, philosophy of language) developed by Maturana and Varella in their works dedicated to the biology of cognition. In the preface of their revolutionary book "Autopoiesis and Cognition The Realisation of Living Systems" (1979), Maturana assumes the invention of a new language to express things that were not previously known(Xiii). The actor-network theory elaborated by Latour, Callon, Law and others, is a good example. It takes concepts from other post-structuralist theories (Deleuze and Guattari, Donna Haraway, Greimas, Michel Serres, Annals School of History) and create a 'semiotic-material' method developed on the base of qualitative empirical studies in which an equal treatement for material objects and concepts is required. Networks are defined in contexts of large technological systems, as *actants*, heterogeneous entities mixing human and non-human actors that cooperate in the construction of meaning" (2005)-, *network entelechy, translation, encapsulation, object–oriented programming*. According to Castells the electronic information and communication technologies "allow the network society to install completely within social and institutional relations and to overcome historical limitations of networks as forms of social interactions and organization" (2004). Levy and Jenkins examined the evolution of human cognition by sharing intelligent systems and devices and concluded that a new type of space(noosphere, a knowledge space) and form of collective intelligence- arising from dialogue (Levy, 2008), that Jenkins redefines as 'convergence culture' or 'knowledge culture'(Jenkins, 2005, Jenkins and Deuze, 2006) engagement of technoscience with political

consciousness, political action,education,and other social issues. Jenkins featured media convergence and convergence culture as a process in which "old media and new media collide" with multiple implications for education and democracy.Felt and her collaborators reported the challenges provided by the quest for approval given by ordinary citizens to science in "Taken the European knowledge society seriously"(2007). As pointed out, the precautionary argument to reduce deliberation in favor of more efficient administrative proceedings - given the knowledge deficits and biasesthat affect the public understanding of science -may lead to less transparency and more control over government decision from interest groups. In order to reduce this risk the public engagement of science has to involve the transparent information on the public on innovations, that may develop the interest for the results of research, and forthe protection-oriented analysis(Felt et all, 29).Accordingly, the public education depends on the continuity of connecting flows between scientific communities and citizens and a condition "to build global knowledge cultures" (Peter& Besley, 2006)and will provide aknowledgearchitecture of the public sphere.The concept of knowledge culture was adopted as an education and training action plan bythe Australian government[1].The added value of the Internet beyond communication facilities and technologically independent individuals and networks is provided by the possibility to permanently recombine products and information processes for generating *a new capacity.* The innovative knowledge and the mutually shared knowledge are involved in *a project for interdependent revaluation,* as *knowledge society.* Knowledge is both a legitimation resource as well as its products (Stehr, 2009) contributing to the self-organization of networks that Drucker opposes to the value of leaders (Drucker, 2005).

The present analysis addresses the emergence of knowledge cultures in contexts shaped by digital networks and computer culture. They transform the classical public spherethat was defined "as a conversation of a national society with itself"(Dayan, 2013) into an interconnected(networked) public sphere in which diverse actors-institutions, civil society, mass media, and ordinary citizens, can act and interact on multiple stages, forums and institutional arenas. The facilities offered by digital platforms and the flows of information and knowledge may mobilise convergence across diverse regions of the public sphere at a global scale, knowledge cultures emerging from dialogic sequences or "groups of reciprocal transformations"(Levy, 2014).

The question is how the existent strategic nodes (newsnet, Mc Quail, 1974) are connected or disconnected through a much more intense circulation of knowledge capital related to environmental risk.

Our research is based on more complex and interactive maps of conflicts and crisis that involve a great number of actors (from governments to ordinary citizens, and from multinational corporations to networks of SME, local communities and global civic networks). These groups interplay during medium or longterm controversies and conflicts which may act on multiple stages and institutional arenas. The research was designed as a case study with multiple units of analysis aiming to understand the role of knowledge dissemination (1) during the formation of the public opinion node as a result of mass media campaigns compared to social media campaigns related to the Rosia Montana Gold Corporation Project, and (2) in the public understanding of an environmental risk that contributed to the banning of pesticides as a measure of protection of bees' populations in the EU. In this context, the knowledge flows within the interconnected public sphere mediatedthe relations between the macroeconomy and microeconomy.The study is based on content analysis(cross-reference analysis), grounded theory and performance analysis,the latterwas applied to identify the nodes(circularities) as produced by largely disseminated knowledge during the interplay of actors (especially concerning the second case study).

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Converging versus diverging voices in the newsroom. The effects of digitalization in the multimedia organizations

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The evolution of technology has gradually transformed, over the years, the media organizations worldwide. Media convergence, regarded as a new perspective in journalism, which combines profession, technology and new practices in the newsroom, brought significant transformations in the activity and structure of the media organizations. This paper shows that while the production and editorial operations are converging at the microlevel, divergences occur at the level of individual journalists, who are directly challenged by the changes in their everyday work. Depending on the manner in which they construct their representations of professional identity and values, the journalists diverge in their way of accepting or rejecting change. The corpus of the article consists of semi-structured interviews with Romanian and American journalists and notes from field observation of digital operations in various newsrooms in Romania and the United States of America. The author chose to employ qualitative methods, such as observation and interviews with journalists from broadcast, online and print media, in order to illustrate the voices of media professionals affected by different aspects of convergence. This paper is conceptually supported by the theoretical framework of constructivism.

Keywords: digital, convergence, newsroom, multimedia organizations, journalists, challenges

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The dialogical dimension of knowledge capital mobility in the network society

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During the last 25 years the society went from mass media to digital media (new media) and from the classical theory of the public sphere towards new approaches that highlight the role of networks as a product of new media and information economy. The network society is the core concept of the network paradigm that was elaborated by Castells (1996, 1999, 2004, 2008), van Dijk (1992, 2006), Newman et al (2006) and others. The present world, according to Mulgan (1997:1), is free and mobile but more interdependent and interconnected than ever, as an effect of technological innovation. Digital networks and social networks and their interactive dynamics have generated flows of information multiplying microspaces as meeting places for conversation and debate (Deleuze, Guattari, 1986).

This study aims to analyse the collaborative design of platforms such as working platforms (eg. Edge Riders, https://edgeryders.eu) in order to respond to the following questions:

- *Do the network platforms work as actants of dialogicality? Under what conditions do interactions form a node?*
- *In what way may interactions between users hosted by platforms expand the awareness of a successful cooperation, a skill needed in solving problems situations? How symmetrical are or become the roles played by participants during multiple sequences/sessions of interaction?*

The paradigm shift and new methods, especially grounded theory, enable the research to identify certain types and forms of new digital environments that promote values such as civic spirit, community construction, benevolent actions and free knowledge exchanges. Barabasi (2014: 80) states that the Web includes the most convincing form of freedom of expression and hs become the most important democratic forum where everyone can have a voice. The production of cultural goods is no longer concentrated only in the mass media, in the corporate sectors or academic institutions, but also in social networks forming today's new cores of knowledge and action. However, Barabassi notes that the production and the massive multiplication of information diminishes the visibility of nodes that do not have branched links in Web (2014: 82).

Starting from the holistic dialogism definition of Linell (2000), the study will use his four concepts: *interactionism* – communication implies interactions between social actors, networks, groups, systems; *contextualism* – situated discourse is interdependent with contexts; *communicative constructionism* – knowledge is communicatively constructed; *doubledialogicality* - dialogue has not only an interpersonal dimension, but also a cultural one. This concepts will be applied both for mapping the IT architecture of this type of platform, to see how it integrates feedback to improve knowledge, and for examining if and how users maintain dialogue, in quest of best solutions or to access new resources of personal development. As a reserch tool, the study will use content analysis of primary sources - interviews with platforms users, and secondary sources -, the content displayed and stored by Edge Riders(https://edgeryders.eu) and operations/softs and design of this platform.

Keywords: network society, networks, collaborative working platforms, dialogism, social capital, knowledge capital.

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Workshop 4 | The polemical dialogue: Object, manifestations and discursive functioning
Chair: Lect. Daciana Vlad, PhD, University of Oradea, Romania

Polemics is a specific dialogic form of conflicting interaction (as compared to argument/controversy/quarrel/domestic fight), which can be defined by its object and its protagonists, two or more distinct speakers defending two opposite discursive stands. Ideas belonging to the same discursive field are being confronted there in a context of violence and passion.

In a polemical interaction speakers tend to disqualify their opponent's discourse and person with the aim of imposing their own discourse. They establish a conflicting and hierarchical relationship, each debater trying to put himself or herself in a high position and his/her opponent in a low position. At this level polemics often makes use of the images of its protagonists that they themselves are putting forward in the interaction. The conflict also occurs at the level of the interlocutive space, the speakers doing their best to occupy as long as possible the interlocutive scene.

The purpose of this workshop is to deal with polemics as it occurs in political and/or media context (e.g. the televised debates). Its various linguistic strategies are also presented. Papers could deal with the following topics:

- the relation between polemics and the constraints of the televised genres such as the debate;
- the function of spectacularization that polemics has in the above-mentioned media genres;
- the various forms of impoliteness that occur quite often in polemics;
- the discursive strategies used in order to disqualify one's opponent and his/her discourse;
- the distinction between *covert* polemics (Fr. *polémique couverte*), characterized by indirect attacks, and *overt* polemics (Fr. *polémique ouverte*), which is openly conflicting;
- the linguistic strategies used by this form of indirect verbal violence;
- the efficiency of indirect attack compared to that of direct attack;
- the perlocutionary effect of these various forms of attack.

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La polémique couverte: une forme de violence verbale détournée

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Nous nous proposons d'étudier les stratégies langagières de la polémique que nous appellerons *couverte*, une forme de polémique caractérisée par l'indirection de l'attaque, que nous opposons à la *polémique ouverte*, qui constitue une interaction ouvertement conflictuelle.

La polémique est une forme spécifique d'interaction conflictuelle (*vs* dispute/controverse/querelle/ scène de ménage), définie par son objet et par ses protagonistes, deux ou plusieurs locuteurs distincts répartis sur deux positions discursives antagonistes. Des idées relevant d'un même champ discursif s'y trouvent confrontées, dans un contexte de violence et de passion.

Dans la polémique il n'y a guère de souci pour préserver la face de l'adversaire, au contraire, on la lui fait perdre à chaque fois que l'occasion se présente. Les principes et les stratégies de la politesse sont transgressés, l'impolitesse étant de règle. Si politesse il y a, assez souvent elle constitue une stratégie à laquelle les polémiqueurs ont recours pour construire une image coopérative de l'échange qui leur permet de dissimuler leurs attaques visant l'adversaire et son discours. Cela leur permet aussi d'afficher une conduite pleine de civilité, plus efficace qu'une attaque brutale, car elle permet de désamorcer une riposte éventuelle de l'adversaire. Cette courtoisie affichée est en même temps valorisante pour leur image et ils s'en servent afin de se construire un ethos positif.

C'est aux diverses stratégies de la polémique couverte que nous nous arrêterons ici, que nous analyserons à plusieurs niveaux :

- le niveau *discursif*, où nous étudierons des formes indirectes de disqualification du discours adverse telles que l'évaluation ironique, l'accord feint, les désarmeurs, etc. ;

- le niveau de la *relation interpersonnelle*, qui, dans le cas de la polémique, a un caractère conflictuel et hiérarchique, chaque débatteur faisant de son mieux pour se mettre en position haute et mettre son adversaire en position basse. Nous montrerons qu'à ce niveau la polémique joue beaucoup sur les images que ceux-ci construisent de l'autre et d'eux-mêmes dans le débat et nous analyserons les stratégies pseudo-polies qu'ils mobilisent à cette fin, comme l'antiphrase, qui permet de parler de l'adversaire dans des termes valorisants pour en dire le contraire ; l'auto-ironie, qui, bien que portant atteinte à l'image du locuteur, peut faciliter la neutralisation d'une attaque ; les formules d'adresse ; le

recours à l'acte métapolémique (*Je veux pas polémiquer avec X*), valorisant pour la face de celui qui l'accomplit et ayant pour effet perlocutoire la dévalorisation de l'adversaire, qu'on présente comme étant quelqu'un de belliqueux ;

- le niveau de l'*espace d'interlocution*, où l'on étudiera les stratégies plus ou moins polies par lesquelles on réclame ou l'on tente de maintenir la parole dans le débat.

Nous travaillerons sur un corpus formé d'extraits des débats qui ont eu lieu en France entre les candidats à l'élection présidentielle de 2007 et 2012, ainsi que d'émissions débat telles que *C dans l'air*, *Des paroles et des actes*, *Ça se dispute*. Une comparaison avec des émissions du même genre diffusées sur les chaînes de télévision roumaines (par exemple, *Jocuri de putere*, Realitatea TV), nous permettra de mettre en avant des ressemblances et surtout des différences au niveau des diverses stratégies relevant de la polémique couverte.

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Identities under siege: (de)legitimating strategies in Facebook comments about immigration

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Because of their accessibility and wide popularity, social media are increasingly used in the field of political communication, leading to a trend which may be termed 'social media political marketing'. The choice of the new channels for political communication presents some obvious advantages. First, brief messages posted on networks such as Facebook or Twitter are more easily accessed, read and interpreted than traditional speeches held by politicians in front of an audience. Second, virtually any reader enjoys the possibility not only of accessing, but also of providing a feedback through comments to the politicians' posts, which creates the appearance of an unmediated dialogue between politicians and their electors. Such traits place the new social media at the core of the contemporary public space, as they seem to contribute to the formation of a communicative public sphere close to the Habermas's view, by stimulating the dialogue between the people and the authorities.

At the same time, many studies have drawn attention to the paradoxical characteristics of computer-mediated communication, which encourages both cooperative and selfish behavior (Kollock, Smith 1996). The anonymity of their users and the lack of direct contact between interactants sometimes lead to a higher degree of verbal violence than in face-to-face interactions (e.g. Hardaker 2010). From this

perspective, political messages conveyed through social media may contribute to the diffusion and conservation of a particular ideology, fueling negative attitudes like intolerance or xenophobia. Such a case will be examined in this study, which focuses on the construction of a deformed image of the foreign immigrants in a series of Italian Facebook comments. The corpus is formed by three political messages posted on Facebook in 2015 and the comments following them (approximately 4,500 words). The messages have been posted by Matteo Salvini, the secretary of the Italian right-wing party Lega Nord ('Northern League'), on his official Facebook page, and included marked negative evaluations of foreign immigrants in Italy. Each message triggered a flow of comments, most of them expressing agreement with Salvini's stance.

This paper analyzes the dynamic of these verbal exchanges, in order to understand how a general attitude of intolerance and hate against immigrants is stated and sustained in the majority of comments, while opposing views are contested and rejected. The methodology applied will combine the framework of Critical Discourse Analysis (van Leeuwen, 2008) and the Appraisal Theory (Martin and White, 2005). The research questions are: (1) how is (dis)alignment expressed during the conversations and (2) what kind of (de)legitimating strategies are employed and with what effects. The results show that the politician's original message sets the direction for the entire conversation, by implicitly appealing to negative affects such as insecurity and fear, which are reiterated and reinforced by the other posters, while different voices are rejected by means of 'dialogic contraction' (Martin and White, 2005: 117).

Keywords: online communication, appraisal theory, critical discourse analysis, extremism.

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Final debates as a new beginning: A functional analysis of televised debates about the November 2014 Presidential Elections in Romania

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This study proposes an analysis of televised debates about the November 2014 presidential elections in Romania from the perspective of *functional theory* of political campaign discourse (Benoit 2013).

Although the media exploits particularly the spectacular dimension of televised debates and is more interested in the performance of candidates in the media show than the position on a topic of interest (Lemert et al. 1991), debates are essential forms of communication for the functioning of democracy (Coleman 2000; Beciu 2009).

Televised debates allow the public, on the one hand, to observe the ideological conflict between candidates (Rowland 2013) directly, unfiltered, and, on the other hand, to engage actively in the debate through televisual environment, or other means of communication (new media), by establishing new meanings of prominent themes (discourses and the dominant ideology are relativized and renegotiated).

Axioms that support functional theory take into account the *learning effect* on the public (Racine Group 2002; Holbrook 1999; Lemert 1993) about the candidates' position on issues of interest (Benoit,

McKinney & Holbert 2001), as well as leadership style, which allows their simultaneously evaluation based on a comparison act (Chaffee & Dennis 1979). A functional approach for the analysis of political debates ensures understanding of *symbolic topology*, i.e. the relative position of the candidates in the political field. Candidates seek to „maximize symbolically profit" (Bourdieu 2012) that can be obtained by performing during televised debates, by setting new power relations in society.

Assertions of candidates are grouped into three discursive functions (*acclamation*, *attacks*, *defenses*) structured into two main themes (*policies* and *character*). The study shows similarities with the results obtained in other countries, but it also reveals significant differences that change the structure of the functional theory predictions. The differences can be explained if we consider the specific cultural codes of the indigenous culture communication (i.e Romanian). Therefore, *to speak with the heart* (to convey a cultural content) and to understand the *semiotics* (its role in constructing meanings) are requirements which must be met in order to get a real understanding of political discourse.

Keywords: presidential debate; functional theory; political communication culture; political semiotics.

Section C | Identity-shaping dialogues

The *Other* and the *other* in intercultural engagement: From authoritative discourse to dialogic possibilities for belonging

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This paper is born of a dialogic impulse between the two authors to find ways in which their work and disciplines may inform one another. Drawing on Lewis' investigations into the articulation of the nation-state in contemporary UK political discourse, we identify a shift towards an integrationist narrative in which the perceived 'problem' of cultural pluralism is resolved through the promotion of a homogeneous national identity, united in its shared values. We conceptualise this which relies on a strategy of Othering (Holliday, 2011) in which the 'Other' is articulated as an illegitimate subject unwilling to suppress their individual beliefs for the good of the unified whole. We contend that this notion of integration offers the monolithic national collective as the sole possible source of belonging (Lentin and Titley 2011).

We posit Harvey's work on the experiences of English-language learners as potentially offering a philosophical approach to this challenge. Using a Bakhtinian dialogic framework, we explore the self/other relationship inherent in language, and demonstrate how this relationship is manifest in the story of Federica, a UK-based university student from Italy. Through her language and intercultural learning, Federica found the other in herself (Bakhtin 1984), and her dialogic view of language and intercultural learning opened up possibilities for being in the world beyond national identity.

We conclude by commenting on the centrality of language as a site of engagement with the other, and cite the potential of language as an interdisciplinary nucleus. We also draw attention to the affordances of a dialogic framework for creating a concept of integration in which the term implies an interactive process of mutual change. On this account, the dominant group must 're-evaluate (and hence temporarily destabilise) their inherited identities, heroes, symbols and narratives' (Kymlicka 2003: 205) at policy, community and individual levels. Methodologically and epistemologically, this approach highlights the importance of a variety of perspectives, as in both our research fields analysis still too often focuses on the voices of the powerful and too little on the micro-level experience of everyday actors. Finally, we present some of the questions this paper has raised for us, and invite responses and suggestions from the audience on ways in which we might extend our interpersonal and interdisciplinary dialogue conceptually and methodologically.

Keywords: Integration, language learning, intercultural learning, everyday multiculture, Othering, belonging.

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Dialogue multiculturel et accès à la santé des immigrés à l'hôpital public en France: apport des représentations sociales

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Une recherche empirique qualitative menée dans plusieurs hôpitaux publics parisiens pendant trois ans sur l'activité de prise en charge des malades pauvres a été réalisée par entretiens semi directifs et observation participante, par immersion du chercheur sur le terrain. L'analyse pluridisciplinaire de l'activité médicale et sociale des patients pauvres : immigrés, des personnes sans domicile fixe, des jeunes en rupture familiale, des déviants a révélé des formes spécifiques de dialogue entre professionnels des Permanences d'Accès aux Soins de Santé, PASS et services spécialisés de l'hôpital.

Processus de marginalisation, d'exclusion sociale, de créativité, dialogue interculturel, au sens de la rencontre avec un autre humain que soi, coexistent avec des stratégies identitaires, des processus d'idéalisation, des représentations culturalistes. Dans ces espaces professionnels est interrogée l'ambivalence de la désirabilité humaine face à l'étranger, à l'immigré.

Des formes spécifiques de communication, des traitements distinctifs, des discriminations et représentations culturalistes réduisent des spécificités socioculturelles, alors que la communication au sens de culture suppose de lier des données concernant l'existence des personnes, leurs relations avec les autres.

L'analyse du dialogue interculturel met en évidence une large communication sur le succès du combat pour l'égalité de droit à la santé, l'invisibilité et le silence en matière d'inégalités de situation et de traitement, l'évolution vers plus de ségrégation, de mise à l'écart des indésirables. La dénégation, par occultation, de ce qui est méconnu, indésirable, impensable, met à distance de la confrontation avec la réalité mais produit un malaise généralisé alors que la rencontre avec l'Autre nécessite un travail de connaissance pour sortir de l'impasse.

Discours, langages, pratiques et attitudes, données historiques, juridiques, sociales et psychologiques rendent visibles des processus dynamiques de communication, des dialogues spécifiques ou l'absence de dialogues, l'asymétrie des places occupées par les professionnels et par les patients dans l'espace social.

Ces formes spécifiques de communication révèlent des processus d'exclusion sociale à l'intérieur de l'hôpital, des rapports de domination entre différents spécialistes engagés dans la lutte pour le prestige, des stratégies identitaires et professionnelles de résistance à la domination managériale.

L'analyse clinique des dialogues et des discours, à la fois champs de recherche et méthode interdisciplinaire, croise la linguistique et les sciences sociales en contextualisant la construction des représentations par les individus et/ou les groupes. Par le langage, la représentation porte la question de la légitimité et de l'asymétrie. La contextualisation aide à lier transformations sociales, évolution du dialogue inter humain, ou inter culturel, à des formes de communication humaine segmentée.

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Dialogue and Narration

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In our presentation, we will focus on narrative interviews in contrasting research contexts and different intercultural settings. We will argue that narrations are shaping dialogues. Narrating is a way of bringing together different voices from different times and spaces and transferring them to the present situation (for example the interview).Therefore, these voices move around and overcome time and space. In this way narration is shaping dialogue between different levels: between concrete and abstract, between past and present, between local and global spaces, between the self and the other, between hierarchical positions, and between different belongings.

Our research projects are dealing with minorities in two research contexts: People of Color in Germany and Chinese migrants in Romania. Based on our empirical findings, we will show how they connect different voices on different levels. In their narrations, experiences of the history in the Republic of China are interconnected with experiences of the Chinese entrepreneurs in Romania today. The German history of National Socialism is interconnected with the present situation of People of Color in Germany. In both examples, voices from the past are transmitted to the present. Similarly, in these examples voices from different locations and power positions are connected, e.g. by referring to South Africa or East Asia. The interconnection of these voices is shaping the narration. Narration is giving dialogue a new Gestalt.

The dialogue of literary and cultural centres in interwar Romanian fiction

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Our aim is to analyse the interface between several literary and cultural centres in interwar Romanian fiction and to highlight the heterogeneous network of literary and cultural contaminations in the literary field of the age, from a Western-European, Balkan-Byzantine, Central-European and Oriental cross-cultural perspective.

The first step is to set off the complexity of a multicultural space. It is necessary to take in consideration the traditions of sociocultural groups that do not have the power to impose strict multicultural space, on the one hand, the universal aspirations of interwar literature, its endeavours to create a synthesis of different cultures engaged in revelatory dialogue, on the other hand.

We will also outline the identity formula of interwar literature, situated at the border of great empires, a literature based on the concept of unity in diversity as well as on the idea of a redeeming dialogue with the centres of influence of great cultures. Another aspect of our investigation will identify the dialogue of fictional worlds, of trend-surpassing narrative patterns, a constructive dialogue carried out beyond regional borders.

We aim to demonstrate that, in the context of the dialogue between the great cultures influencing it, Romanian identity displays an adaptive behaviour, with cultural responses that are never faithful enough to cancel out national specificity but more likely to generate "mutant responses" in a new organism, in a constant state of transformation and self searching.

Keywords: the dialogue of literary and cultural centres, heterogeneous network of contaminations, multicultural space, revelatory intercultural dialogue, dialogue of fictional worlds, adaptive behaviour, identity.

'Don't we laugh the same as you?'
Do Israeli Arabs and Jews Laugh at the same humorous situations?

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Arab Labor is a comic series aired that is directed at a Hebrew speaking audience. It is the first comic series broadcast on a Hebrew speaking channel, whose stars are Arab actors who speak Arabic, directed at Hebrew speaking viewers who are mostly Jewish.

The series depicts an Arab family headed by Amjad, who is trying to integrate and be accepted in Jewish society. The close encounter between the two populations, Jews and Arabs, creates numerous conflicts and misunderstandings, which in turn, awaken stereotypes, fears, and beliefs of each culture about the other.

Comic language, both visual and verbal, constitutes the ground on which overt and latent messages are conveyed to the viewers. The comic aspect of the series operates on two levels: one is the clownish-grotesque plane introducing the two main figures: Amjad and his father, Abu-Amjad; the other level is based on the stereotypes Jews have about Arabs. This research is a pioneer study of its kind, and it seeks to examine the comic structure of the series on the one hand, and to examine the differences in Arab viewers' attitude to the series, compared to that of Jewish viewer's, on the other hand.

Two main questions underpin this research. The first question - Is the series with its comic structure directed at all Hebrew speaking viewers, or is it structured in a way that suits Jewish viewers in particular? The second question – How do Arab viewers respond to the series compared to Jewish viewers? Nevertheless, no significant differences were found between the two populations' attitudes to the series.

Keywords: humor, comedy, laughter, superiority theory, satire, stereotype.

Intertextuality and the polyphonic dialogue of poetry

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One of the best known texts in the history of culture is Ovid's Metamorphoses. Turned instantly famous when it was published (year 8 A.D.), Ovid's tales became, starting with the Middle Ages and the Renaissance, the background against which innumerable texts have grown. The present paper aims at discussing the legacy of Ovid's Metamorphoses with Yeats, Pound and Derek Mahon in a dialogue of cultures in which the intertwining and juxtaposition of texts create a polyphony of voices that makes it difficult to distinguish the Latin poet's from the modern poetic self. While Pound appropriates the Roman poet's voice, hiding his own (Canto IV), Yeats creates a whole cosmogony based on the Leda story (Leda and the Swan) and Mahon identifies himself with the exile, the forlorn and the misunderstood (Ovid in Tomis).

Multimodal Dialogue Layers in BBC's *Sherlock*

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Multimodality has a large field of applications as humans have rarely employed single forms of expression and communication. With an existence as old as humankind, multimodality has bloomed in the 21st century, as the new technologies used in our everyday life, as well as in specific fields of activity, have given rise to never ending possibilities to construct and reconstruct dialogue using a variety of sophisticated

modes. Multimodality is used as a progressive approach in various domains, from exotic forms of electronic literature (hypertext) to our daily encounters with advertising in the media and in the street. The message is no longer delivered merely through a written text, but it is enriched using a variety of semiotic resources.

While performing arts and visual arts use image instead of written text, or rather, *perform* a text, this text is no longer present in the performance, as its meaning is *represented* on stage or on the screen, just like a music score is *read* and *performed* by an orchestra. Similarly, a film script is *read* by a director and actors and given a meaning in a representation using a set of modes. The text as such is no longer part of the representation. Film, however, is one of the arts most susceptible to a multimodal analysis, as it employs possibly the largest number of known modes to deliver meaning and to engage the audience in a dialogue. Technology is more and more present in all forms of art, but film makes the most use of it and some recent productions include these technologies diegetically. Text in film is not a new technique as this mode appeared with the invention of cinema. Subtitles were interposed between the sequences of motion pictures in the silent films of the 1920s to deliver some of the dialogue between the characters in lieu of sound. But the technique became obsolete with the invention of sound film. Nowadays, text is revived as a separate mode used in cinema to take part in the creation of meaning and also in the constructing of new forms of dialogue between the audience and the film.

Attempts have been made by numerous films and TV shows, from *Closer* (2004) to the more recent *Men, Women & Children* (2014), to include the everyday use of technology, such as *texting*, in the narrative and employ it as a separate mode, using it for cinematic effect, but also as a means to be up to date with the audience's real-life experience. The camera focuses on the screen of the characters' computer or mobile phone and the audience simply reads messages, just like we read/write our own e-mail and SMS messages on our own computer or phone screens. However, the BBC's new reading of Sir Arthur Conan Doyle's famous detective takes this a step further and employs this technology by making it a separate and original mode in its critically acclaimed show *Sherlock.* Thus, by the use of floating text which appears on screen, on top of the motion pictures, the audience is able to *see* the protagonist's thoughts. *Sherlock* employs floating text to deliver a variety of messages: the SMS texts the protagonists receive and send, Watson's blog, representations of street maps, sequences of activities in which the characters are involved and many others. Moreover, sometimes the characters are able to interact with this floating text in an almost cartoonish manner. The innovation lies in the inclusion of text within the image and not as a sequence of images representing text, simultaneously delivering a message together with the image and the soundtrack and creating new meaning as well as a more intimate interaction between audience and characters.

The aim of this paper is to understand how this particular juxtaposition of mediums is innovative, but more importantly, how it influences the audience's experience of the film as well as their perspective of the main character and of the entire work as a whole (the film), as the use of the floating text is also a reflection on our society and on the way in which technology is embedded in our everyday lives.

Keywords: multimodality, film, text, Sherlock, dialogue.

La langue de l'Autre et le dialogue interculturel dans la littérature maghrébine d'expression française

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Some of the most stimulating and exciting literature to appear during the last century has been written by authors originating from, or living in former colonies of different European powers. French has continued to be used by writers, professors and academics both in and outside the territory of Maghreb, even after it has obtained its independence.

Making use of a humanistic approach, the present article aims to critically investigate the intercultural dimension of the Maghrebian Francophone literature in order to demonstrate that the

language of the Other (la langue de l'Autre) has generated a challenging hybrid dialogue between the three main cultures of Maghreb: The Berber, the Arabian and the French ones.

The research objectives resulting from the main goal of the present paper are the following:

- What was the socio-political context that engendered the Francophone literature of Maghreb and which are the historical and cultural changes that have generated a plurilingual cultural production?
- How has the diachronic and synchronic evolution of the Francophone Maghrebian literature conducted to a hybrid literary discourse and dialogue?
- How are the linguistic French, Arab and Berber characteristics negotiated in the literary spectrum of the Francophone Maghrebian space?

Using a desk-based research methodology, the present article will investigate a number of postcolonial Francophone Maghrebian writings, putting the emphasis on Assia Djebar's texts, considering her one of the most important writers to have come out of modern Maghrebian space, being for many years at the forefront of postcolonial debates on identity, cultural translation and gender. The article's conclusions will bring into light the strengths and the limitations of the present research, suggesting, at the same time, a number of new potential directions for further studies in the field of Francophone literature.

Keywords: intercultural dialogue, multiculturalism, identity, hybridity, postcolonial francophone literature.

Rewriting Intercultural Dialogue in Early Modern Translation of 1590s England and 1890s Romania

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The 1590s in England saw an unprecedented and unsurpassed flowering of English translation and appropriation of Greek and Latin classical writers, from Homer, Ovid, Vergil, and Horace to George Abbot and Abraham Ortelius. The 1890s in Romania was also a period of cultural zenith, in which translations of Shakespeare were a means of reinventing and refurbishing Romanian alterity in relation to the Western literary icon. Using the latest developments in translation theory and spatial literary studies, this research paper explores how cultures belonging to different ranges of spatiality and temporality adapted to cross-cultural rewritings of classical texts.

Furthermore, this paper draws on translation theory in conjunction with textual and spatial analysis. Translation theory has forged a re-evaluation of translation as a literary medium, while geocriticism has emphasized the importance of space and place in fashioning cultural identity. Using this growing field of research and scholarship, we can enhance our understanding of translation as it existed during the 1590s in England and the 1890s in Romania. For the early modern writer, translation was a fluid concept, and modern theoretical approaches also highlight the variety of cross-cultural rewritings in translation. The transcultural approach from the perspective of literary spatiality is an emerging field that focuses on the dynamic relations among space, place, and literature. Thus, this project reveals that both early modern translations of the classics and nineteenth-century Romanian translations of the Shakespeare icon provide new ways to think about translation and adaptation in fashioning emerging cultural and national identities.

This comparative approach from the perspective of geocritical literary studies will develop along three directions, showing how translators contributed to the changing status of translation in the English Renaissance and turn-of-century Romania; how they manipulated their Greek/Latin or English/German/French source texts for their target culture's consumption; how they helped define Englishness/Romanian selfhood and foreignness—constructing English or Romanian nationhood and identity as effectively as original vernacular projects—and how they converted the competing energies of revered writers from their sources in a way that reflected and helped shape their historical milieu: the unstable environment of the Elizabethan and the Romanian fin-de-siècle. While early modern translators

provided functional versions of classical and geography texts in order to renew language and practices and re-order cultural frames to make them more intelligible to their public, Romanian translators of Shakespeare's plays reshaped an emerging cultural identity based on archaic language and practices according to the models of modernized Western theatre and highlighted theatrical performativity.