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THE 4TH
ENIEDA

Conference on Linguistic & Intercultural Education

Negotiating and constructing European identities across languages and cultures

Vršac, Serbia, 29 September–1 October 2011

The 4th ENIEDA Conference on Linguistic and Intercultural Education

Negotiating and constructing European identities
across languages and cultures

BOOK OF ABSTRACTS

V r š a c, Serbia
29 September - 1 October 2011

Conference Convenors:

Professor Cornelia ILIE (Malmö, Sweden), President of ENIEDA
Dr Svetlana KURTEŠ (Portsmouth, UK), Vice-President of ENIEDA
Dr Teodora POPESCU (Alba Iulia, Romania), Executive Secretary of ENIEDA
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Dear Colleagues,

Welcome to Vršac, Vojvodina and Serbia to the 4th ENIEDA Conference on Linguistic and Intercultural Education *Negotiating and constructing European identities across languages and cultures*, hosted and coordinated by The Teacher Training College "Mihailo Palov" Vršac, and organized by The European Network for Intercultural Education Activities (ENIEDA) in cooperation with The Faculty of Culture and Society, Malmö University, Sweden, and The Centre for Research and Innovation in Linguistic Education – CIEL, University of Alba Iulia, Romania.

Both culturally and geographically, Vršac lies at a crossroads between north and south, east and west. Its gates have always been open to travelers and settlers alike, as well as those seeking sanctuary. The town absorbed various cultures, languages, legends and customs that its settlers had brought along, creating the town's unique multicultural atmosphere. The Teacher Training College, on the other hand, is a trilingual institution, with Serbian, Romanian and Romani being the languages of instruction. Our graduates' linguistic and intercultural competence enables them not only to be successful communicators in a variety of professional settings, but also to gain a better insight into the complexity of intercultural environments typical of the Province of Vojvodina, to understand better its past and present and have a clear vision for its future. Having this in mind, therefore, our decision to host a conference that promotes the values of multilingualism and intercultural cooperation, seemed to be a very logical one. Our town and our College, we believe, are a true testimony to the pluralistic ethos of the concept of modern European citizenship.

The present volume is a collection of abstracts of the papers to be presented during the conference, exhibiting an impressive range of topics, theoretical frameworks and methodological approaches, all clustering around issues in language, culture and identity.

We hope you will enjoy the conference and wish you a pleasant stay!

On behalf of the Organizing Committee,
Jelena Prtljaga

Who do you think you are? Shifting identities at the public-private interface

Cornelia Ilie
Department of Culture and Society
Malmö University, Sweden

In the emerging new virtual world of communication by mobile phones, email and internet, various aspects of our identity (both personal and group identity) develop and change through interpersonal and intergroup encounters and confrontations. A number of recent reports have found that many citizens, particularly the young, are increasingly interested in actively exploring and discussing their identities and their roles as responsible and committed citizens. This marks a paradigm change from a rather ritualistic and implicit, to a more performative and explicit, construal and problematisation of identity. The former instantiation is often identifiable in challenging and rhetorically meant questions like the following:

> *Who do you think you are?*
> *Who do you think you're talking to?*

The latter instantiation tends to be expressed by performance-oriented and literally meant questions, like the one in the title of the popular British genealogy documentary series *Who Do You Think You Are?* that has been aired on the BBC since 2004. In each episode, a celebrity goes on a journey to trace his or her family tree. The overwhelming success of the series led to the adaptation of similar versions by the televisions in several other countries: Australia, USA, Poland, South Africa, the Netherlands, German, Russia, Norway, Sweden. The Swedish public service broadcasting network (Sveriges television), started airing a version called "Vem tror du att du är?" (= Who do you think you are?) in 2009 and enjoys a great popularity, especially due to its agenda of enquiry into particular individuals' genealogical roots and identities.

It goes without saying that the distinction between the ritualistic and the performative notions of identity need to be examined in parallel with the distinction emerging in terms of the time dimension between synchronic and diachronic manifestations of identity. From a pragmatic perspective, a useful starting point for understanding the complexity of the notion of identity is the view advanced by Goffman (1959), according to whom identity co-construction is basically a face-to-face process involving socially and culturally situated interactions with others. Hence it is justifiable to envisage identity as a dynamic process (Kaufman 2001), rather than a stable state of affairs. On this view socio-cultural identities can be seen as continuously constructed in and through discourse. The purpose of this lecture is to explore patterns of shifting identities at the interface of (tradition-based) *prescriptive* and (individual-based) *performative* codes of conduct. An interdisciplinary approach will be used that applies the analytical tools of both macro-level discourse analysis (politeness theory) and micro-level pragma-semantic analysis (cultural key words).

FROM LANDSCAPE LANGUAGE TO LANDSCAPE POLICIES

Maguelonne DEJEANT-PONS
Secretary of the European Landscape Convention
Head of the Cultural Heritage, Landscape and Spatial Planning Division
Council of Europe

> Could it be that each and every one of us has a poet's soul, either on display or hidden deep inside us?

Since the first issue in 1968, *Naturopa* has been one of the Council of Europe's flagship publications and a herald of sustainable development. The magazine avaliable on the Council of Europe website *http://www.coe.int/futuropa.* The main goal of the magazine is to make European citizens and decision-makers more aware of the importance of sustainable development in Europe by highlighting natural, cultural and landscape heritage.

The issue 103 of the *Naturopa/Culturopa* magazine entitled "*Landscape through literature*" brings together words and pictures from 46 member states of the Council of Europe, showing that in every place and at all times, landscape has had a key spiritual part to play in individuals' lives. It was prepared as part of the work programme for the Council of Europe European Landscape Convention and numerous persons throughout Europe compiled the writings and poems from which the collective work has been fashioned.

The preamble to the European Landscape Convention emphasises that landscape is of cultural, ecological, environmental and social importance to the community as a whole and provides a resource that can foster economic activity. It emphasises that landscape contributes to the formation of local cultures and is one of the key components of Europe's cultural and natural heritage.

The aim of the Convention is to promote the conservation, management and development of European landscapes and to establish European co-operation in this field. This text is the first international treaty exclusively devoted to the European landscape in all its dimensions, landscape being defined as "*an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors*".

What better way to express our attachment to, detachment from and other feelings towards landscapes than through literature? Some of the texts collected in the magazine are presented below in this plenary lecture.

The intercultural complex in gatekeeping encounters

Srikant Sarangi
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Cardiff University, UK

Institutional encounters are constituted in socially and culturally embedded communicative practices. Within discourse/communication research, institutional encounters are viewed as a structured, task-oriented activity involving professionals who own expert knowledge that can be applied to deal with clients' presenting problems, while being constrained by rules and procedures. I first characterise these gatekeeping encounters in terms of asymmetries at the levels of knowledge and language/discourse before suggesting that interculturality adds a further layer of asymmetry as well as complexity – the complexity concerns not only definitional and conceptual boundary marking judgements such as 'what is culture' and 'who has what cultural attributes' but also practical, analytical challenges such as 'how do we identify cultural practices at the level of language/discourse'. In multilingual, multicultural societies such as the UK, the intercultural institutional encounter is thus 'interactionally complex'. I draw on a number of ongoing research projects – ranging from assessment of medical students and general practitioners to interpreter-mediated clinical consultations to the training of asylum seeking and refugee healthcare professionals – to illustrate how patient-centred healthcare delivery is contingent on a fuller understanding of the intercultural imperative in its various manifestations.

WORKSHOPS

ENIEDA workshop

Breaking the news on European televisions: Cross-cultural perspectives

Convener:

Ana-Maria Teodorescu, University of Bucharest, Romania

In this workshop we propose to discuss the major issues of a new cross-cultural project that we intend to initiate within the framework of ENIEDA research activities. The aim is to provide a cross-cultural analysis of the layout, structure and thematic sequencing of TV news programmes in several European countries. The ways in which these programmes are designed, planned, structured and carried out is of utmost importance for the ways in which they are received, perceived and evaluated by the intended audiences, as well as by further audiences. While an ongoing process of 'harmonisation' and 'convergence' of information channels is taking place across national borders in Europe, the specific organisation, layout, scope and focus on national TV news programmes display varying specific recurring patterns of framing the news. Our particular interest in mapping the characteristics of individual news programmes and comparing them across national borders was prompted by a growing need to better understand the commonalities and differences between culture-specific media activities that play an important role in representing, and at the same time in shaping, the perceptions, mentalities and identities of millions of Europeans on the continent.

An important end-goal of the workshop is to develop an interdisciplinary cross-European project.

The basic research questions to be addressed in the panel are the following:

- The layout of news programmes: Which are the typical or defining features of news programmes across cultural and national borders in the European countries under consideration in terms of setting, visual cues, content, structure, interaction? Which general and specific purposes do they serve? What ideological assumptions and socio-cultural values seem to be embedded in the layout, structure and content of different news programmes?
- The role of the anchors: different degrees of subjectivity in presenting the news across different countries
- The role of sources and editorial comments in news reports
- Which broadcasting conventions are common to news programmes in the European countries concerned?
- To what extent do certain news programmes depart from or stretch the conventions of the genre? How do particular types of news programmes depart from the conventions of the genre?
- How are social and/or transnational phenomena regarding asylum seekers, migrants, minority groups, a.s.o., presented and treated in news broadcasts across Europe? Which are the biased forms of representation used in news programmes?
- In what ways do particular news programmes respond to audience expectations and in what ways do they contribute to constructing audience expectations?

WHICH IS THE NEWS BEHIND THE BREAKING NEWS?

Ana-Maria Teodorescu, University of Bucharest, Romania

> *Motto: "Institutions do not spring fully formed from the head of Zeus. Before they are institutions they are institutions in process…." (Everet Charrington Hughes)*

The current paper has as starting point the idea that "no news is good news", but what are the qualities of the news behind the breaking news in a news programme for TV channel news? If we consider media news channels as institutions, we ought to take in consideration these kinds of institutions as communicative process makers.

The case study has involved two main dimensions in defining, interpreting and evaluating the breaking news items: (i) the content analysis of the media texts as discursive practices in the news and (ii) the degree of informativity of the media texts as textual standard. This latter topic might be the semantic perspective of the answer to the question from the title. The news according to the sources could create communicative events for informing, influencing, persuading and/or entertaining the targeted audiences in a TV programme, especially news programmes.

The data collected have been selected in March-May 2011 for two Romanian news channels -ANTENA 3 and REALITATEA TV. The method of researching the programmes has included: the context in the daily agenda, the communicative situation, the mapping of the event, focusing on the main actors-institutions, personalities representing the institutions, public personalities, ordinary people and their actions, which have impact upon public opinion.

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Who makes the news in the Romanian television

Daniela Roventa Frumusani, University of Bucharest
Adriana Stefanel, University of Bucharest

Continuing the Global Media Monitoring Project initiated in 1995 (see the website www.whomakesthenews.org) in which our team has constantly participated, we would like to cover not only the quantitative aspect, but also the qualitative one, aiming to show the correlation between the gender and professional identity in the Romanian public space, the media discourse and gendered news.
Our main objective is to analyze media strategies in (re)constructing gendered identities in mediated public space between reinforcing and challenging traditional.

Even if women are perceived as competent in affairs, media, education, science etc. they are underrepresented and perceived as far " from their place" in politics, as representatives in our "window" or "exclusive democracy".
In order to reach these aims we will investigate the television prime time news of public and private Romanian televisions in the period 1-15 march 2011. The methods of research will be critical discourse analysis, frame analysis and content analysis.

Selective bibliography

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BETWEEN THE BARDIC FUNCTION AND PUBLIC AWARENESS

Ana Maria Munteanu, Associate Professor, Department of Journalism, Faculty of Letters, Ovidius University, Constantza, Romania

Aida Todi, Associate Professor, Department of Philology (Romanian), Faculty of Letters, Ovidius University, Constanta, Romania

Basically breaking the news is a current practice in television consisting in interrupting the planned flow in order to communicate important events that have just happened or are underway. It is a practice that involves several interrelated aspects:
1. pre-existent scales of "news values" established as a uniform resource of a news program
2. editorial and managerial capacity to evaluate the importance and emergency of a piece of news using a flexible list of priorities and knowledge as a support-system in making the decision to interrupt (break) a planned flow in order to integrate another live story
3. technical and professional resources necessary to break the news flow for the utmost important news
4. the ability to develop a story throughout coming news editions, developing news flows as narrative lines and series of arguments that can make the event more visible, intelligible and relevant for large audiences
According to Blundell and his collaborators the news is a result of a cultural as well as a communicational process whose legitimacy is defined through a four-dimension system: 1.Power 2.Values 3. Architecture (construction) 4. Discourse
The production of news as cultural process takes place most of the time in a state of emergency but the aim to achieve maximum efficiency needs to be validated in all four dimensions of the system above.
In our previous research we detected a tendency consisting in the fusion of dimensions 1 and 2 in the sense that television reinforces its legitimacy by reference to its institutional capacity to define and evaluate reality as "taken for granted". The public values are no longer references and landmarks outside the space covered by

the flow, and are interfered with newsworthiness during the mediation process. From a practical point of view the operations are correlated with that power to define events using editorial techniques generated by the bardic function theorized by Fiske and Hartley in the 80s.They compared the role of television in modern societies with the prestige and efficacy of the bard in pre-modern societies. He was responsible for defining complex situations, offering assistance, mediating between leaders and tribes, accumulating a huge symbolic capital.

Another line of research interest is the ambiguity of the "news value" as "newsworthiness" on the basis of which the editorial body ranks the visual space allotted to a piece of information inside the stream.

Thus a first question would be 'what are the news values that the public service television works with in the news setting taking into consideration the breaking news practices in the primetime grid?'

Are there relevant differences between the way events are selected and presented in the public television and in private ones?

Is there a difference in the way in which news of utmost importance are developed in the next editions in order to make visible, or to clarify aspects having an influence on the growing public awareness? From a cognitive perspective, what is the relationship between breaking news and developing news as "public values" compared with "news worthiness"?

Our research develops an interdisciplinary approach based on sociology, media ethnomethodology and pragmatics.

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24/7 news channels. When less would be more

**Diana Ghido, University of Tampere, Finland
and The Romanian Academy**

As a result of a comparative analysis of media systems in 18 countries, Hallin and Mancini proposed in 2004 three media system models which could describe the main patterns: the liberal, the democratic corporatist, and the polarized pluralist model. Romanian media appear closest to the third model, characteristic of the southern Europe, and shares many traits with developments from other European post-communist democracies.

Our analysis starts from rhetorical and pragmatic approach to a corpus of television news from a Romanian news channel, privately-owned (*Realitatea TV*, self-proclaimed 'the Romanian CNN') and uses a multi-modal analysis of the visual and auditory messages from the programme. This particular Romanian TV channel resorts to a very complex mixture of messages, when three different (non-redundant) verbal messages are sent simultaneously; overall, the programme sometimes uses as many as six screen areas with written text and up to three areas of other visual information, along with the spoken message. As a result, a lot of information could be rather be

described as noise for the viewer.

We investigate the case of this news channel contrasting it with other data in our TV news corpus, for variables hypothetically relevant for this genre: public vs. private television channels (to approach tendencies related to a market-driven philosophy) and general vs. specialised (24/7 news) channel to further add the technology-driven dimension of mass media dynamics. Our corpus also includes news from the American TV channel taken as a model, CNN, for a tentative discussion on differences in media systems and media literacy issues. The content and socio-cultural values promoted by this Romanian news channel raise concerns regarding the risks of nowadays trends in mass-media, especially in the case of a wanting civil dimension of the journalism promoted in such young democracies.

ENIEDA workshop

Multicultural Literacy as a Learning Outcome (In/Through Academic Writing) – To What Extent?

Convener:

Bela Gligorova, University of Leeds, UK/University of the Arts, Belgrade, Serbia

What makes a (published) research article effective has been a common inquiry for more than four decades, not only for researchers, teachers, and students alike, but also for publishers and the general reading public. One of the elements that contribute to the effectiveness of a text as a whole is certainly 'authorial expertise'. In order to answer the question of how we are to publish successfully, first, we need to understand how writers build their respective authorial expertise while simultaneously adjusting to an audience's demands and the conventions of academic writing. Some scholars who have further explored the issue of authorial expertise have placed their focus on plagiarism and the difficulties writers (especially ESL and EFL writers) stumble upon when trying to construct their own academic voice (Pittam et al., 2009; Ivanic, 1998). Others (Hyland, 2010; Tardy, 2009) argue that despite the existing writing conventions, academic writers are able to construct their respective authorial expertise and satisfy the given academic audience/s.

On that note, this panel invites the audience to further brainstorm, through our collective and respective researchers and day-to-day work with ESL/EFL students in varied multicultural settings (namely, a US rural campus with a large Asian student population, an international school in the Balkans, two distinctly different state universities in the former Yugoslavia), how writing instructors should teach and research academic writing. Namely, the concept of 'self-presentation' is neither unique nor exclusive to any academic discipline. Since it is an integral part of any human activity, it is implied that it is also a part of any academic writing curricula. Teaching students to distinguish between *disciplinary* and *personal identity*, through a detailed analysis of the discourse used in research texts/textbooks seems to be a useful way for the future preparation of our students who plan to continue their careers in academia (often abroad, at US or EU Universities).

Thus, we ask –

How can we, as ESL/EFL/L1/L2 teachers, in our respective academic settings and sub-disciplines, be prepared to control the extent to which our students are to showcase their self-confidence when presenting their research in a written format, especially when working with/through language (L1 as well as L2)? What are our own limitations? What are our strengths? And, what are the common goals, if any?

1. **Mira Bear** (Purdue University, USA/Sts. Cyril and Methodius University, Macedonia) - *Genre and Identity: Rhetorical Moves in Macedonian Research Articles*

   My exploratory study, which is part of this panel, measures and describes "self-presentation" by analyzing linguistic elements (e.g. cohesive devices and epistemic items) and rhetorical elements (e.g. voice and identity). The Data collection consisted of two phases: (1) reading through research articles published in Macedonian University Proceeding (Zbornik na trudovi na Filoloshkiot Fakultet

"Blazhe Koneski") and (2) a text analysis of linguistic and rhetorical features. I will finish my presentation by sharing the results, which demonstrate that by re-envoicing relatively authoritative or deferential voice types, Macedonian scholars position themselves interpersonally – a positioning with which they may or may not wish to identify. Is this what our students should do in their future academic careers? Moreover, what adjustments should they make when publishing in English as a foreign language, and building an identity of multicultural and multilingual scholars?

2. **Matthew McDonald and Angela Slavkova** (Nova International Schools, Macedonia) - *Seeking Common Ground in Intercultural Education: Adapting (to) Standardized Curricula and Testing*

As instructors and college counsellors at NOVA International Schools (an independent college-preparatory, coeducational day school), we negotiate an intercultural student body: this year, for instance, 166 Macedonian, 33 Albanian, and 45 international (for over 40 different world nations) students cohabit the same educational setting. Our versatile discourses and pedagogies ask for a common ground, one which we have identified in standardized testing, in order to navigate the various needs, skills, and interests of a student body that is often in flux. As part of the school's strategy to incorporate an international approach for a myriad of cultural legacies, the school has adopted two educational programs: the Advanced Placement (AP) program, introduced in 2001, and the International Baccalaureate (IB) Diploma Programme, introduced in 2006. In addition, the school administers a Measure of Academic Progress (MAP) standardized entrance exam and a mandatory Preliminary Scholastic Aptitude Test (PSAT) for all juniors, since we believe that standardized tests are a valuable reference point for both educators and students. Yet, writing-wise we are always on the 'out' of discourse. Therefore, we have set out to evaluate the following: 1. the relevance of standardized testing in an international yet Balkan context, pertaining to academic writing, and 2. the necessity to modify standardized curricula for students with varied writing experience/s and cultural heritage.

3. **Bela Gligorova** (University of Leeds, UK/University of the Arts, Belgrade, Serbia) - *'I am a Playwrighting student yet all I am ever told is how to perform to various mechanisms of cultural compliance': Inside the Ethics of Teaching Writing beyond Standardization and Testing*

What would be the most stylistically ethical yet critically effective way of re-inscribing one's life experiences into one's artwork (particularly auto-performative texts), while at the same time, maintaining a sense of privacy and detachment? In other words, how are life experiences to be narrated as they shape the structure of an artist's craftsmanship? Should the artist write them down for posterity, thus encapsulating them in the linearity of time, or ought they to be performed, on stage, in front of varied audiences, thus challenging the permanence of life as we remember it, and art as we profess to understand it? Either way, what type of autonomy is required so that the writing produced is both publishable and readable, not to mention cosmopolitan and literate?
Bearing this in mind, my case study (involving university undergraduate students, all majoring in theatre studies and dramaturgy) centers around (a sort of) historical

recovery filtered through the tools of feminist scholarship (Delgado Bernal, 2001, 2002), with the intent to show my students an example of one autonomous 'site of memory' (Nora, 1989); and with that, a 'writerly' way out of the slums of 'vulnerable observation' (Behar, 1996), and into (perhaps) the alertness of 'transnational cultural denizenship' (Buff, 2001).

ABSTRACTS

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Discoursal Patterns Awareness in Improving Non-Native Students' Ability in Generic Writing

This study explores the importance of teaching discoursal patterns to non-native university students. The researcher used particular discoursal patterns in teaching generic writing to undergraduate students at the Gulf University for Science and Technology in Kuwait. The assumption of this study was that undergraduate non-native students should be aware of the importance of discoursal patterns in generic writing. This hidden tactic is not obvious, unless consciously taught to them. The researcher opted to teach discoursal patterns that are used in newspaper editorials, the rationale of which was based on the idea that students would grasp discoursal patterns and apply them to their own writing. Two groups of students were chosen, one of which was an experimental group and the second of which was a control group. A detailed analysis was conducted to examine the validity of the researcher's assumption. The experimental group was taught the chosen model of analysis, while the control group was asked to read sample editorials and write their own editorials afterwards. The results of this attempt were substantial. Based on the level of compliance with the discussed format, triads, movements, and artefacts in newspaper editorials, students in the experimental group were evaluated on a scale of 0 to 10. The performance of the experimental group was above average, 75.3%, in comparison to the control group that quite poorly complied with the chosen model, less than 30 %. Participants will also see how the researcher used this model to improve the writing of his students.

Key words: Newspaper editorials, discourse patterns, discourse, exchange, triads

Timothy Allen

The role of English in intercultural communication and education: an antipodean perspective

Online collaborative projects provide an authentic and personalized context for students from different backgrounds and cultures. This presentation will address how such projects can enhance intercultural learning through the medium of English. An online collaborative project between an English as a Foreign Language (EFL) class in Korea and a partner class in Japan will be presented as a case study. The students used English as a lingua franca to discuss aspects of Japanese and Korean culture and to socialize with each other. Despite pre-existing negative attitudes from some students due to a history of colonial occupation, the semester-long project was very successful. This suggests the potential for online exchange to promote mutual understanding between communities in conflict by providing opportunities for intercultural communication and the development of intercultural competence. In such

a context, English can play a valuable role as a "neutral" language that is a common medium of communication across the world. It has to be acknowledged, however, that no language is neutral and this is particularly true for English, whose position as the dominant global language of political and economic power makes its implicit values and beliefs particularly influential around the world. It is crucially important for native English-speaking countries to be aware of how this situation has privileged our position vis-à-vis other languages and cultures, and limited our awareness of our own and other cultural perspectives. In the past decade in Australia, there has been a backlash against the idea of multiculturalism, which had previously enjoyed a period of bilateral support from the political establishment. Not only is research to understand this phenomenon needed, but intercultural competence needs to be embedded as a learning outcome throughout the education system in order to improve social engagement and harmony for future generations.

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Intercultural competence and student mobility: which linkage?

One of the core action lines of the Bologna Process is the creation of an European Higher Education Area (EHEA), grounded on the convergence, competitiveness and internationalization of European Higher Education systems. Yet, if this meant a significant boost in European student flows, it also led to cite output numbers as evidence of intercultural outcomes (Deardorff, D.k., 2006; Papatsiba, V.,2006).

This paper addresses the educational implications of such misunderstandings trough a pilot study set within a PhD project[2] which assesses the development of intercultural competence among incoming *Campus Europae* (CE) students at the University of Aveiro in 2011/12, through a targeted intervention-based approach.

Based on the assumption that an interventionist study abroad paradigm can maximize intercultural learning outcomes, this study follows a quantitative design, using a self-assessment paper questionnaire administered to the 30 CE movers attending the University of Aveiro in 2010/11.

The instrument is partly adapted from the YOGA format Assessment of Intercultural Competence (AIC) questionnaire, adopting also the working definition of intercultural competence as "complex abilities that are required to perform effectively and appropriately when interacting with others who are linguistically and culturally different from self." (Fantini, A. E., 2006, p.1).

A descriptive and inferential data analysis will be held, aiming at pre-testing the validity and reliability of the instrument, while measuring the students' degree of

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[1] Research center in Didactics and Technology and Teacher Education

[2] "Student mobility and the intercultural dialogue in the Portuguese Higher Education Area: a case sudy with *Campus Europae* students at the university of Aveiro". This project is sponsored by the Portuguese Foundation for Science and Technology (SFRH/BD/65348/2009)

development of intercultural competence in its 5 components: awareness, attitudes, skills, knowledge and language proficiency. Our intention is to identify the possible assessment constraints of this preliminary version, in order to administer the final questionnaire version to the 2011/2012 target population.

Key-words: intercultural competence, student mobility, intervention-based approach

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An Intelligent Computer Assisted Language Learning System for Persian Learners of English

This paper reports an attempt to design and use a natural language processing engine to help Persian learners of English. It is able to parse both English and Persian and provide detailed syntactic and semantic analysis for both languages. It then compares them and provides information on mismatches. A graphical user interface has also been developed. The system, although designed for Persian learners of English, can also be used for both English learners of Persian and English language learners in general. This tool also enjoys a semantic component which enables it to take into account the semantic aspects of the input sentences.

Keywords: ICALL, NLP, Parsing

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An Efficient Political Discourse (Rhetoric and Pragmatic Approach)

The present article is meant to reveal some of the main techniques of building the message of a political discourse. Two aspects will taken into consideration: the rhetoric mechanisms and the pragmatic means. We have chosen rhetoric because it states the general norm of creating an efficient discourse (where `efficient` discourse is that one which can persuade and convince the interlocutor to do or to act in a specific way, desired by the speaker). We have also chosen pragmatics as this linguistic discipline focuses its attention on spoken language. The most significant

effort a political discourse emitter does while uttering his speech is to induce the impression of authenticity, to make the audience think that he really speaks for them on the background of an empathy built between them. And here we are in the very neighborhood of pragmatics.

The study case of the present article is `I have a Dream` speech uttered by Martin Luther King on the 28th of August, 1963, in Washington D.C. The choice was not at random. We have chosen it as it has proved to be one of the most efficient political discourses ever uttered in terms of persuading the people in charge, and in changing things for the better. A parallel with the discourse of Barack Obama was also taken into account.

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**EU recommendations put into practice in Portugal:
intercultural activities in schools**

Portuguese schools are currently characterized by cultural and linguistic diversity due to increased immigration and following the European Union's Legislation on the Right to Education of Immigrant Children, immigrant students are usually integrated directly into mainstream classrooms with extracurricular support in Portuguese as a second language.

Portuguese legislation provides only general guidelines on how to teach the Portuguese language to these students and within the Institute for Theoretical and Computational Linguistics' project, *Bilingualism, Portuguese L2 learning and educational success in Portuguese schools*, we are developing methodologies and materials for teaching and learning Portuguese as a second language. We are currently working with 14 teachers and 119 students from different countries across Europe and Africa. Together we are testing four teaching and learning strategies: L2 teaching and learning **in the classroom**, giving emphasis to speaking skills and task-based learning; **autonomous work** by students; **support with the contents of school subjects** such as Science or History; and finally **teaching and learning Portuguese L2 through intercultural teaching and learning** which aims at developing activities and materials that promote the awareness and respect for cultural diversity in the classroom by enhancing the dialogue, the understanding and the knowledge and experience sharing between different groups of diverse cultures.

Intercultural competence is present at the Portuguese school curriculum, following the European Union's recommendations. However, many times the intercultural competence does not appear to be fully developed and schools tend to have more of a superficial look into other so called cultures and ways of life.

At the ENIEDA conference I would like to present how Portuguese legislation has taken on European Union's recommendations/legislation and confront that with what is actually happening in the schools of the 119 students currently involved in ILTEC's project.

Ivana Bolognesi
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I servizi per la prima infanzia e le famiglie di origine straniera in Italia: buone pratiche e modelli di cura a confronto

In Italia, l'aumento della presenza di bambini e di genitori di origine straniera, ha trasformato i servizi per la prima infanzia, rivolti a bambini da 2 a 6 anni, in contesti educativi sempre più multiculturali. In seguito a tale trasformazione nei nidi e nelle scuole dell'infanzia si verificano importanti processi di confronto collegati all'attuazione di pratiche educative interculturali rivolte alla promozione del dialogo e al riconoscimento reciproco tra insegnanti e genitori, italiani e immigrati,

Negli anni 2008-2010 è stata svolta una ricerca qualitativa, dal gruppo di Pedagogia interculturale della Facoltà di Scienze della Formazione dell'Università di Bologna, che ha coinvolto 13 nidi e 10 scuole dell'infanzia di alcune città italiane con l'obiettivo di conoscere e analizzare i dispositivi pedagogici adottati dal personale insegnante per l'accoglienza e l'inclusione dei bambini e delle famiglie di origine straniera. L'intento principale è stato quello di capire quanto i servizi per la prima infanzia siano in grado di integrare e di far convivere, all'interno del proprio modello educativo, tutte le culture in esso presenti (cultura della scuola, culture familiari, autoctone e immigrate, cultura dell'infanzia).

Dalla ricerca sono emersi molteplici aspetti fra cui l'attuazione di pratiche educative che favoriscono il dialogo e l'accoglienza di bambini e di famiglie di origine straniera e la presenza di alcune forme di discriminazione tra genitori, italiani e immigrati, e tra genitori e insegnanti dovute all'utilizzo di pregiudizi reciproci a forme di conflittualità sociale.

presenti nei servizi coinvolti che possono essere riepilogati nei seguenti punti:

-attuazione di pratiche educative ed organizzative che favoriscono forme di dialogo e di reciproca comprensione tra persone appartenenti a culture differenti;

-realizzazione di strategie specifiche per l'accoglienza e l'inclusione delle famiglie di origine straniera;

-analisi di varie forme di discriminazione presenti tra genitori, italiani e immigrati, e tra genitori ed insegnanti dovute sia all'utilizzo di pregiudizi reciproci, sia a forme di conflittualità sociale causate dalla mancanza di politiche a sostegno delle famiglie e dei servizi educativi per la prima infanzia.

Mirela Ileana BONCEA
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Proposte di didattizzazione degli slogan pubblicitari.

Oggi la nostra società è intrisa di messaggi pubblicitari, tanto cartacei quanto televisivi, che hanno lo scopo di "raggiungere" un potenziale acquirente attraverso una serie di espedienti semiotici. Da ogni parte e in ogni momento della giornata la pubblicità ci bombarda e ci sommerge di slogan. I giornali e le riviste fanno a gara a mostrarci piatti di cibi prelibati, spiagge esotiche, profumi, macchine lussuose ecc. La pubblicità non ha il compito di informare e difendere il cittadino ma di convincerlo in tutte le maniere a comprare quelle cose e a comportarsi in quella maniera. La

concorenza dei prodotti porta anche ad una gara nella ricerca degli slogan con spreco di parole e frasi che nascono e muoiono spesso a velocità incredibile. Si tratta però di un linguaggio espressivo e concentrato al massimo, che tende a creare la *parola-merce*, cioè l'assoluta corrispondenza tra la merce e il marchio.

Il presente lavoro si propone di illustrare in che misura, l'unione dell'immagine e della lingua in un contesto ben strutturato, come l'impostazione della pagina, il tipo di carattere scelto, possa consentire la creazione di un messaggio diretto, con doppi sensi, metafore che producono anche battute divertenti. Basta sfogliare un giornale o una rivista o guardare la TV per rendersi conto di quanto la cultura italiana è influenzata ma anche divertita dagli *spot* pubblicitari.

Il nostro lavoro mira a vedere come imparare la lingua e la cultura italiane attraverso la pubblicità. L'utilizzo di materiale autentico come le pubblicità durante le lezioni di lingua e civiltà si è dimostrato ad essere un buon metodo per l'acquisizione di una lingua "vera" nel senso che vive con chi la parla e con loro si trasforma.

L'allocution, genre de discours public et cérémoniel. Essai d'analyse pragmatique de l'allocution de Valérie Pécresse, ministre de l'Enseignement supérieur et de la recherche, à l'occasion de l'installation du Conseil pour le développement des humanités et des sciences sociales (2 septembre 2009).

Parler c'est échanger et c'est changer en échangeant (C.Kerbrat-Orecchioni 2001:2)

Emilia Bondrea
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Tout événement à caractère public et cérémoniel, dans ses multiples manifestations–fête, cérémonie, célébration, investiture, inauguration, commémoration, meeting-électoral, congrès scientifique, etc. –requérant la présence d'une personnalité, s'accompagne, généralement, d'une allocution, présentée sous forme de discours écrit, mais tenue à haute voix, donc conçue pour être entendue et non pour être lue.

L'allocution, comme tout discours « *met en jeu des acteurs sociaux, des positions et des relations entre un locuteur un ou plusieurs allocutaires et le contexte externe et interne de la communication* » (Maingueneau, 1989:18).

Adoptant une approche énonciative et pragmatique, l'objectif de notre article vise l'analyse de la relation entre le locuteur–orateur, ses allocutaires et le lieu institutionnel d'où il prend la parole, la stratégie discursive (argumentative) que le locuteur–orateur met en œuvre afin de capter l'attention de ses allocutaires et de les mobiliser à passer à l'action.

Nous nous proposons donc de repérer les traces des opérations énonciatives-pragmatiques au travers desquelles le locuteur-orateur se positionne et positionne son allocutaire dans une situation d'interaction institutionnelle publique et cérémonielle, constituant le cadre social de l'allocution.

Partant de l'objectif visé, il nous a semblé important de passer d'abord par une présentation des caractéristiques propres à l'allocution en tant que genre de discours institutionnel public et cérémoniel, pour ensuite passer à l'analyse proprement-dite de l'allocution proposée, en nous intéressant, en particulier, à la description du contexte socio-subjectif de sa production et au vouloir dire du locuteur-orateur qui, au travers de son allocution, cherche à agir sur ses allocutaires afin de provoquer des

transformations en ceux-ci.

Agir sur l'autre ne peut pas en rester une simple visée de faire faire, de faire dire, de faire penser.

La visée s'accompagne d'une exigence   celle de voir, l'intention suivie d'effet (Charaudeau, 2007 :19)

Mots-clés : allocution, genre de discours, énonciation, pragmatique, interaction.

PAU BORI and JELENA PETANOVIĆ

Representation of immigrants in Catalan as a second language textbooks

The arrival of a large number of immigrants in Catalonia especially since 2000 has increased the number of manuals of Catalan as a second language in recent years. This paper will try to show that the textbooks for Catalan as a second language do not portrait the socio-economic reality of the immigrants, even though they are the main users of these materials. Cultural comparisons and misunderstandings are avoided. The reality represented is oversimplified and idealized, giving little linguistic or cultural tools for the immigrants to negotiate meanings and to resist oppression and marginalization. The study is based on both quantitative and qualitative analysis of texts, audios and images in two Catalan as a second language course books in which immigrant characters appear most.

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Constructing plurilingual competences – the role of Intercomprehension approaches

The debate about the respect for multilingualism and the development of plurilingualism in the EU has been an important issue in the last decades, both in political and in academic contexts. The choice for multilingualism is at the basis of EU linguistic policies since the year 2000, but there is still no consensus on this matter (cf. De Swann, 2006, Frath, 2009, Capucho 2010). There is an immense gap between those who claim that plurilingualism is an expensive utopia, and those who claim that the use of any *Lingua Franca* is an extremely dangerous option. Economic, political, social and ideological reasons largely determine the diverse positions of politicians, but also the ones of experts in Linguistics or Language Methodologies.

EU multilingual policies have thus to be continuously supported by theoretical research that may justify the need to keep linguistic diversity and the support of the development of plurilingual competences in Life Long Learning contexts. At the same time, it is essential to design adapted effective methodologies that may be used in the context of plurilingual education.

In fact, plurilingual education gained new grounds once the term *Intercomprehension* was used to define a new form of communication in which each individual uses his or her own language BUT yet, understands that of the other. The notion has been

developed by a large number of academics, and different didactic approaches have been designed and directly applied in the context of EU projects.

The aim of this paper is to bring into attention the term of *Intercomprehension*, its history so far, the importance of *Intercomprehension* in the complex system of learning and teaching languages, as well as the latest projects in which *Intercomprehension* is the key factor.

Key words: multilingualism, plurilingualism, partial competences, intercomprehension.

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«Discutere è negoziare». La trattativa come dibattito e il dibattito come trattativa.

La negoziazione è un tipo di dibattito – accanto ad altri tipi quali, la polemica, il confronto, l'indagine e il colloquio – ben distinto e ben caratterizzato da: 1. una specifica situazione iniziale; 2. uno scopo proprio; 3. uno speciale rapporto tra interlocutori; 4 particolari modalità di ragionamento (e di potenziali fallacie) e infine 5. un tipico esito possibile. Particolare è altresì la metafora, di natura mercantile, associata al dibattito-negoziazione: la concezione del discutere come «commercio di idee», è diffusa, da Platone a J. Stuart Mill, e controversa. La situazione di partenza di un dibattito-negoziazione è un conflitto di interessi, più che di idee, che presenta mutevoli possibilità di accordo/disaccordo riguardante sia fatti sia procedure. Lo scopo delle due controparti che negoziano è quello di ottenere il massimo tornaconto possibile. A differenza di quanto avviene, ad esempio, nella polemica, ciascun interlocutore conferisce all'altro un riconoscimento e un certo un credito, limitato, come di norma fanno due uomini d'affari. Il possibile esito è un parziale recesso dalle posizioni iniziali ed una valutazione comparata delle opposte tesi, con possibilità di finale soddisfacimento reciproco dei due contendenti. In questo tipo di dibattito si riscontrano facilmente forme di ragionamento che dal punto di vista logico sarebbero giudicate scorrette e fallaci: argomenti *ad misericordiam, ad baculum, ad metum*…In un contesto di trattativa questo genere di argomenti si rivelano non solo utilizzati di fatto, ma anche vantaggiosamente e proficuamente utilizzabili.

Tamara Ceban, maître de conférences,

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A partir des anonymes vers les noms propres dans *Roumains déracinés* de Paul Miclau

Roumains déracinés est un récit autobiographique roumain d'expression française qui, pour l'auteur Paul Miclau est un retour à l'être de l'écrivain en quête d'identité, auteur, narrateur, témoin et personnage, fondé sur l'axe de l'authenticité référentielle et langagière, voire patoisante.

Le problème que nous proposons dans notre recherche est la correspondance

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des noms propres du français en roumain, c'est-à-dire, à partir des anonymes vers les noms propres. En roumain, l'identité des ceux-ci est vague et cachée, tandis qu'en français, l'auteur réintroduit les noms propres d'hommes et des lieux, qui sont assez bien explicités, donnant ainsi la possibilité aux lecteurs français de les identifier.

Dans les *Roumains déracinés*, Paul Miclau est à la fois auteur, narrateur et personnage comme équivalents des drames racontés. L'auteur soutient que le discours de ce volume lui est venu d'une façon comme le fait d'une pulsion naturelle.

La variante roumaine *Dislocatii* ne comporte ni de noms de personnes ou de lieux, ni de dates, donc elle est « suspendue dans l'espace et le temps ». Mais pour un Roumain averti, le texte est assez transparent, soutient P.Miclau. Pour ce qui est du français, l'auteur a pu restituer, même réintroduire les noms des hommes et des lieux, qui, s'ils ne disent pas grande chose à un lecteur francophone, sont pourtant de points de repère dans un document qui retrace l'exclusion politique, la déportation, l'amputation culturelle – autant de coordonnées qui marquent le contexte où un fils de paysan roumain qui n'est autre que l'auteur-narrateur, réussit cependant à faire des études de français. Notons que le texte initial en français, n'a de noms propres que d'animaux ou de personnes secondaires, ce qui le plonge d'avantage dans le flou fictionnel de nature poétique Le volume en français offre la clé pour bien décoder aussi la variante roumaine du texte.

Les cas que nous allons présenter illustrent bien la complexité de l'identité narrative par rapport aux trois variantes d'un seul récit. L'absence des noms propres n'a pas été voulue par l'auteur, elle est venue tout à fait spontanément. Pourquoi donc cette absence ? On peut supposer trois raisons : la première est peut-être la censure que l'auteur a explicitée amplement dans la suite de ses mémoires, le volume *Universités*. Mais l'hypothèse la plus plausible c'est la vision symbolique des lieux et des hommes qui acquiert ici une valeur mythologique délivrée du contact avec le monde réel. Le texte sans noms propres aboutit ainsi à une sorte d'universalité littéraire. La troisième c'est la poésie du texte qui, elle, ne comporte pas, normalement, de noms propres.

Mots clés : noms propres d'hommes, noms propres de lieux, anonymes, correspondance, identité, Roumains déracinés.

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Close Otherness: A path to enhancing intercultural awareness

This is a short presentation of some chapters from the coursebook *Close Otherness: English language as a bridge to »intercultural citizenship«*. It will introduce the tenets and principles underpinning the approach used to enhancing intercultural awareness in a course of English for undergraduate students of the humanities.
The primary aim of the coursebook is to give students majoring in various fields of humanities ample opportunity to practise spoken and written English, so that the course is organised around different aspect of intecultural communication and citizenship issues, while the linguistic angle mainly suggests possible implementation of language use in rendering one's own meaning in English. Thus grammar and

vocabulary exercises help students to verbalise their views and support the core pragmatic needs envisaged in specific contexts.

The coursebook follows the tennets and insights to developing intercultural communicative competence (ICC) promoted by Mike Byram (1999) and his approach to raising intercultural awareness which focuses on understanding one's own culture, on a critical assessment of the limits and impositions of our own cultural conditioning, which helps students to decentre and empathise with people from other cultural environments as they engage them trying to convey their own meanings or understand others.

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The European Language Portfolio in early childhood education: Promoting plurilingualism in children aged 3 to 7 – The kindergarten Mainz project

It is mainly due to migration that most day-care facilities have become multilingual institutions. What is needed for them to become also *plurilingual* places is systematic didactic support of an experience and learning process on mulitilingual living environments in early childhood education. The potential that is arising from the fact that many children in day-care institutions are fluent in more than one language is by far not being fully utilized yet. In order to achieve the European Union's objective of every citizen being able to communicate in three languages, more ideas have to be developed and implemented so that *all* children – those with non-German mother tongue and those with German mother tongue – are getting familiar with multilingualism as early as possible.

It is for that reason that when conceiving a project about education and multilingualism through the European Language Portfolio (ELP), the Institute IPE (Institut für Interkulturelle Pädagogik im Elementarbereich e.V.") in Mainz (Germany) chose the group of children aged 3 to 7 as its target group. Since, in Germany, there is no such thing as a portfolio for children aged 3 to 7, it was the aim of this project to develop such a model.

The results of this project, which began in 2007, will be presented at the Workshop.

Das Europäische Sprachenportfolio im Elementarbereich.
Förderung der Frühen Mehrsprachigkeit bei allen Kindern von 3 bis 7 Jahren
Das Projekt in drei Kindertagesstätten in Mainz

Die meisten Kindertageseinrichtungen sind vor allem durch die Migration mittlerweile zu multilingualen Einrichtungen geworden. Damit sie sich auch zu *plurilingualen Orten* entwickeln, bedarf es der methodisch-didaktischen Unterstützung eines Erfahrungs- und Lernprozesses zu mehrsprachigen Lebenswelten in der frühen Bildung.

Der Europarat hat sich schon lange dafür eingesetzt, dass die Muttersprachen von Wanderarbeitnehmern in den Mitgliedsstaaten respektiert und gefördert werden. Außerdem wird immer wieder betont, dass von der Förderung der Mehrsprachigkeit alle Kinder in Europa profitieren sollten. Das faktische Potential mehrsprachiger Kompetenz in den Kindertageseinrichtungen wird aber noch viel zu wenig genutzt.

Um auch das Ziel der Europäischen Union zu erreichen, dass alle Bürger in drei Sprachen kommunizieren können, müssen mehr Ideen entwickelt und umgesetzt werden, damit alle Kinder, die Kinder mit nichtdeutscher Muttersprache und die mit deutscher Muttersprache, möglichst früh mit der Mehrsprachigkeit vertraut werden. Deshalb wählte das Institut für Interkulturelle Pädagogik im Elementarbereich (IPE e.V.) in Mainz (D) die 3-7Jährigen als Zielgruppe aus, für die Konzeption eines Projekts zur Pädagogik der Mehrsprachigkeit: die Einführung der pädagogischen Arbeit mit dem Europäischen Sprachenportfolio (ESP). Da es für die Bundesrepublik Deutschland noch kein Sprachenportfolio für den Bereich der 3-7jährigen gibt, war es Ziel dieses Projekts, welches 2007 begonnen hat, ein solches Modell zu entwickeln und zu erproben.

Das Sprachenportfoliokonzept richtet sich an *alle* Familien und Kinder, mit und ohne mehrsprachige Ressourcen, mit und ohne Migrationshintergrund, da für die Umsetzung eines interkulturellen Konzepts das Zusammenwirken aller Voraussetzung ist. Positive Effekte: auf die Entwicklung des Sprachbewusstseins, die Wertschätzung der eigenen Sprachbiographie, die Offenheit für die unterschiedliche Kulturen, die Freude an dem Sprachlernen, die Neugierde für weitere Sprachen trägen auch dazu bei, eine sprachliche Abflachung in Europa zu vermeiden.

Die Ergebnisse des Projektes in Mainz werden bei dem Workshop präsentiert.

L'Istituto IPE ("Institut für Interkulturelle Pädagogik im Elementarbereich" ovvero Istituto per la pedagogia interculturale nella scuola dell'infanzia) di Magonza, in Germania, ha avviato dal 2007 una sperimentazione con l'obiettivo di promuovere un'educazione plurilingue precoce grazie all'introduzione del Portfolio nelle scuole dell'infanzia e, attraverso un'attenta verifica sui risultati di questa esperienza, di realizzare un modello di PEL per la fascia d'età 3-7 anni non ancora presente in Germania. All'interno del worshop verranno presentati i risultati di questo progetto.

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Language and Identity in Central Europe

The rediscovery of the Central Europe concept represented one of the most significant intelectual and political transformations from the early '80, decisively contributing to the demarcation on the political European map after Yalta moment. Central Europe highlights the manifestation of a historical and cultural identity which differs from what the Soviet Empire had imposed on the European nations for forty-five years. A debate on this issue was initiated by writers like Milan Kundera, Czeslaw Mitosz sau Gyorgy Konrad. Defining a Central-European identity requires a displacement of perspective, by shifting the focus on the identity reconfiguration of the Central-Europe sphere in relation with Russia and that Tragedy of Central Europe mentioned by Kundera is often perceived as coming from the outside. The paper aims at analysing the way in which the concept of identity defines itself in relation to the Mitteleurope as well as the relationship between language and origin.

Iulia Ciurezu

Dimensions of partitivity in nominal structure

The paper discusses the relevance of the syntactic notion of monotonicity for explaining the syntactic properties of a range of English and Romanian (Romance) constructions involving part-whole relations (i.e. partitives, pseudo-partitives, semipartitives, measure phrases). Thus, the differences and mismatches between the Romanian constructions and their English counterparts can be accounted for in terms of the syntactico-semantic properties of the prepositions they are construed with: the Romanian *de/ din/ dintre* vs. the English *of/out of,* in keeping with the principle of direct compositionality and a(n) (extended) universal functional sequence for nominal structure in which the functional head Mon^0 – monotonicity (Schwarzschild 2006) plays an important part.

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TURNING PLURILINGUALISM INTO AN ASSET. LOCAL AND IMMERSION STUDENTS AT A MULTICULTURAL UNIVERSITY

This paper intends to explore the possibilities of negotiating cross-cultural identities in the academic milieu, more precisely at a multicultural state university (Babeş-Bolyai University of Cluj) in Romania. The multicultural dimension of UBB has built up over the years through the introduction of full programmes in the majority (Romanian) and the two main minority languages (Hungarian and German) in the area, as well as of undergraduate and graduate subjects in widely spoken languages such as English, French, Italian, etc. Student intake is quite high and ethnic variety therein has risen proportionately within the last couple of years. The regular number of local students enrolling yearly is compounded by Erasmus students from diverse European countries, while more recently (since the admission of Romania to the European Union) young people from countries in Asia and Africa have opted to pursue higher education in Cluj, Romania. Such ethnic diversity within the student population has created a context where languages and cultures combine to give rise to cross-cultural identities displayed in and through language use evenwhile contributing to enhancing academic achievement and inter-cultural knowledge.

We start from the presumption that the in-flux of students of varied ethnic backgrounds, the increased European mobility of the local students, and the existence of full programmes in a wide range of languages have created a situation congenial to fostering new self- or group identities. It remains, then, for us to identify the linguistic means by which these novel identities are created, reinforced or discarded, how they alternate, and how, thus, identity fluidity is the norm rather than the exception. Last, but not least, we intend to check whether plurilingualism is turned into a resource by the students at BBU when interacting with their peers or their tutors for academic and social purposes and whether, additionally, it aids the academic teaching and learning process at Babeş-Bolyai University.

Costanza Cucchi

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**EURO-ENGLISH WITHIN THE EUROPEAN PARLIAMENT:
A VEHICLE FOR INTERCULTURAL COMMUNICATION?**

The present paper aims to contribute to the study of the features of *Euro-English* – the English spoken by Europeans – lately the object of considerable debate (Carstensen 1986; Modiano 2001, 2009; Seidlhofer 2001, 2007; Grzega 2005; Mollin 2006, 2007; Berns 2009). Görlach (1999), for example, questioned its very existence, arguing that there was not a perceived European community relying on English to express its own identity. Mollin (2006), instead, recognized the existence of such a community and set up a corpus comprising professional discourse in the European Union. Such corpus did not include EU parliamentary speeches in non-native English, on the grounds that "these speech situations do not or only rarely occur" (Mollin 2006: 92). On the contrary, it was found that, although multilingualism is guaranteed by Rule 138 of the *Rules of Procedure*, non-native English is a frequent occurrence in EU debates (Cucchi 2009).

In order to study the features of non-native English within the European Parliament, I relied on EUROPARL, a corpus I compiled which comprises the speeches delivered in non-native English during 12 parliamentary sittings (about 68,000 tokens) held in 2006 as transcribed from *EP Live-Video* and the corresponding *verbatim reports* (about 63,000 tokens). A sample of speeches by speakers from the various EU countries was selected and analysed manually. Findings show that, irrespective of the speakers' nationalities, corrections made by in-house native editors in the *verbatim reports* regard prepositions, articles, 3rd person *–s*, relative pronouns, tenses, lexis, word order and whole sentences. Results indicate therefore that, even in a setting where multilingualism is guaranteed and valued, English is an important vehicle for intercultural communication, thus confirming that "[p]arallel to the multiculturalism and linguistic diversity characterizing the EU countries, [English] […] functions as a lingua franca in the European Community" (Fenyö 2003: 60), no matter "how well and/or how badly it is spoken" (McArthur 2003: 57).

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THE STYLE OF DIPLOMATIC LANGUAGE IN NEGOTIATING SERBIAN INTEGRATION IN EUROPE – TO BE OR NOT TO BE SERBIA IN EUROPE

In the system of functional stylistics, so called, in administrative style (B.Tosovic, Funkcionalna stilistika) standardization, unification and low expression are the major characteristics. This paper analyses the lexical, syntactical and morphological structure and especially the directive part of language that have been used by diplomats and negotiators in the last several years in the process of negotiating the acceptance of Serbia in European Union. They, very often, avoid the directive or ordered style and use the freedom of expression from other functional styles like conversational or literary styles. The usage of phrases like humanitarian bombing or

ethical war are particularly interesting to research as new figures of speech.

Based on empirical research (collected articles from media) the paper proves the thesis that the diplomats and negotiators involved in Serbian integrations and transition use a language that is new to the diplomatic tradition of negotiating.

Key words: Diplomatic style, standardization, diplomats, diplomatic language, deviation

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Online learning and education training: British BECTA vs. Italian ANSAS platforms

The present study aims to analyze the European Schoolnet website (EUN), a network of 31 Ministries of Education, created to bring about innovation in teaching and learning to its key stakeholders. Taking into account the Treaty of Lisbon (1 December 2009), the focus of this study is on the comparison between the online pedagogical materials available on the British and Italian educational platforms (BECTA & ANSAS) in order to verify how international networks can contribute to construct a European identity preserving local or national identities taking into account the cultural differences in education field in Italy and in Great Britain. The assumption is that students through the use of technologies can share and amplify information and create self- and lifelong learners. The method is based on a multimodal and semiotic approach (Kress 2002, 2003, 2005; Lemke 2002) and on studies about the evolution of Genre (Bhatia 1993, 2005; Swales 1990).

Online cooperation and peer learning have become essential complements to conventional teaching practices. ANSAS – the National Agency to support School Autonomy– provides a nation-wide documentation system of research and innovation in education, working with the Italian Ministry of Education, University and Research, the Regional Authorities, the Italian University Line, the Italian LLP Agency, the Italian Eurydice Unit and eTwinning. Moreover, ANSAS provides various databases for teachers' in-service training and can be consulted by students for non-university post-secondary education courses.

BECTA, the British Department of Education works with government to ensure the effective and innovative use of technology to guarantee a more successful experience for learners of all ages and abilities. Furthermore, it works with industry and education providers to make sure the right technology is available to promote effective educational practice.

Leah Davcheva and Richard Fay

The Roles of Ladino in the Identity-Play of Sephardic Jews in Bulgaria

The community of Sephardic Jews in Bulgaria is dwindling and so too is the number of members within this community who, to some extent, know the language commonly termed Ladino (but often called Judesmo by the community itself). Their linguistically-framed cultural identity has been part of the South-Eastern European

context for several hundred years but is now threatened. What can be learned from this Sephardic Jewish-Ladino case which might be of relevance for other endangered and oppressed groups? To this end, we are interested in how the (often elderly) members of this Sephardic community in Bulgaria draw upon their linguistic and cultural resources to define themselves, to articulate their various identities, and to communicate within and beyond Bulgarian society. We are exploring their linguistic identity-play through a narrative study of the lived language experiences of fourteen individuals from this community. We are discovering that our storytellers work creatively with what is available to them in Ladino (Judesmo) - the traditional but endangered language of cultural affiliation for them - and, at the same time, also perform their identities in Bulgarian - which, for their ancestors, was more a language for communication and transaction and less a language of affiliation. We begin our discussion by setting the research context, and then highlight the innovative methodological features of our study (namely the development of reciprocal reflexivity through researcher narratives and the multilingual research processes). We then present some of the narrative data and our analysis of it with view to establishing how some members of the Sephardic Jewish community in Bulgaria use the language resources they have to perform their complex national and diasporic identities.

The study involves several languages (and therefore issues of translation and representation) as well as the use of researcher narratives to develop reciprocal reflexivity between ourselves (a necessity given our differing identities and linguistic resources).

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Standardization of Roma Language – the Grounds of Cultural and National Roma Identity

Roma people, of North and Northwest Indian ancestry, experienced, after the war defeat in 1192, the destiny of diaspora spreading and today living in European, American and Australian continents. In spite of being expatriated and despite the holocaust they survived together with the Jewish people during the age of Nazism, the Roma population is nowadays the largest national minority in Europe; they have preserved their mother tongue, representing the grounds of their cultural and national identity.

Since 1971, when the First World Congress of Roma in London was held, the struggle for the recognition of their human and minority rights has lasted. This has, among other things, opened up possibilities for Roma language to become an academic course at universities in France, Check Republic, Hungary, Romania, Italy and Serbia; it is taught in primary schools; media are initiated and books are published in Roma language, etc.

The text describes the process of standardization of the Roma language; it points to certain misunderstandings and resistance, most of which are the consequence of biases against Roma people or the manifestation of unscientific thinking to sometimes appear in the scientific studies of researchers of great renown in European scientific circles or even academicians!

The concluding part of the text offers the key standpoints stated in international and

European documents referring to mother tongue and its significance in education, preservation and development of cultural and national identity. The right to language is an undisputable element of human rights and freedoms, while an attempt to destroy a language of a nation is a form of genocide.

Key words: standardization, mother tongue, Roma language, identity.

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Dominant Metaphors in Written Medical Discourse

The interest in metaphor has indicated a new progress since linguistics and the philosophy of language placed it in a new light. The numerous studies in the 20th century profoundly changed the understanding of metaphor. Thus, the contemporary philosophy of science has induced a clearer semantic delineation, which led to the emergence of a problematics of metaphor. The attention given to the cognitive side of metaphor in the scientific development context can be considered one of the most important traits of modern metaphorology.

To talk about metaphor with regard to exact sciences may seem even today an act of defiance, of crossing the boundaries between discourses.

The most formalized scientific languages are born from the natural language, so consequently they preserve certain connections with the common language. As the latter is metaphorically based, according to the modern cognitive theories, it practically becomes a constant source of metaphoricity transferred to the scientific language. From this perspective, metaphor has ceased to be a mere ornamental myth; it has become an explicative principle in science. Thus, metaphor plays an essential role in determining the articulations between the scientific language and the world, and the paradigms changes are changes of the relevant metaphors and of the conceptual mapping.

Another problem which comes under focus is that of the medical scientific language. Whereas the common language is socially and culturally conditioned the medical language is universal, on the one hand, due to its linguistic units originating from Greek and Latin, and on the other hand, due to a standardized vocabulary which ensures a lexical equivalence essential among the different languages of the world.

The purpose of this paper is three-fold: to find out what types of metaphors are present in medical texts, what functions they have, and whether we can speak about a universality of the metaphorical process in this type of discourse. In this respect, we have built up a corpus of analysis both from Romanian and English medical texts. This strategy will also help us in establishing the dominant metaphors pervasive in medical science.

The theoretical background for our analysis is provided by the contemporary conceptual theory proposed by Lakoff and Johnson, the theory of semantic fields elaborated by Kittay and Lehrer and the sociological interpretation of cognition put forward by Ludwik Fleck.

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Students' Motivation for Plurilingual and Multicultural Education in Teacher Education Programmes

Common European identity together with nation-state identities have become topical issues in educational programmes and incentives in Europe. Multilingual and intercultural education programmes have been introduced in university curricula all over Europe but there is still a necessity to work on their qualities and improve their outcomes and graduates' readiness to work and interact in wider cultural and language contexts.

Narva College of the University of Tartu realizes strategies and approaches to multilingual and plurilingual teacher education in its everyday activities. It is a center for multilingual and multicultural research in educational contexts of Ida-Viru county of Estonia.

The College curricula has the competence in three language and multicultural support and training as one of its educational priorities. The presentation will introduce the educational model aimed at developing plurilingual teachers who are ready to work in multicultural and multilingual European school; the focus of the presentation will be put on students' motivation for plurilingual and multicultural education and particularities of their ethnic identities, on their involvement into culture-centered content and language integrated activities, and on their social-psychological adaptation to content studies in their second language.

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Multilingualism in the Global Era: Spanish Language Learning in Europe

Since the endorsement of the "Education and Training 2010" work programme in 2002, all EU member states have undertaken reforms in order to implement the European policies on language learning and multilingualism. Two of its pillars are the teaching of two foreign languages in schools, and the diversification of the linguistic offer. As a result, English has become the predominant foreign language in all non English-speaking European states (an estimate of 90% of European children are learning English at school), and other languages are competing to be chosen as a second foreign language.

Rarely studied a decade ago, Spanish is the fastest growing foreign language in the education systems of most European countries. In many cases, this is happening at the expense of French and German, two languages that were traditionally taught in Europe due to their historical, demographic, and economic weight. This situation coincides with a similar tendency in other world regions.

This paper looks into the reasons behind the European interest in Spanish within this global context. We will base our analysis on Eurobarometer surveys on linguistic skills, Eurydice reports, EU data on student mobility, education statistics published by member states, as well as the enrollment numbers of the international programs run by the Instituto Cervantes and the Spanish Ministry of Education. We will pay special

attention to Spanish language learning in Sweden, Germany, and Portugal. Based on both the numerical data and the opinion polls, we will address the following two questions: What is behind the decision to study Spanish versus other languages, and what it means for European identity.

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Making students aware of their own cultural values and preparing them for intercultural business communication

This paper will show design, results and (dis)advantages of two projects - a cultural value awareness project and an intercultural email project - that are used in the first year bachelor course Intercultural Communication at the Department of Business Communication Studies of the Radboud University Nijmegen (5 ECTS course, seven weeks, three hours a week, around 200 students).

The pedagogical aim of the first project is to give students insight into their own cultural values and intercultural competence. In order to make student aware of their values they have to fill in via the digital learning environment Blackboard 19 – mostly - validated questionnaires that measure values such as collectivism, power distance, particularism, neutrality, masculinity, uncertainty avoidance, personal space, territory, specificity, monochrony, past-present-future orientation, Confucian dynamism, context etc. . Their intercultural competence is measured with the Multiple Personality Questionnaire (Van der Zee en Van Oudenhoven 2000). Students obtain the results of these measurements by means of a figure which meaning is discussed in the lecture.

The pedagogical aims of the second project is to allow students to 1. experience cultural differences, 2. talk about cultural differences, 3. learn to cooperate with someone from a different culture. The project is performed with Dutch and Belgian students. Though the Netherlands and Belgium share a national border and a language, they show very different cultural pictures concerning values, behaviours and institutions (Hofstede 2001). Dutch and Belgian students have to fill in individually 15 questions about different aspects of their own culture: public holidays, birthdays, funerals, dress codes, style and content of application letters etc.. Subsequently 5 Dutch students are coupled to 5 Belgian students. They have to send each other their answers, compare them, discuss the differences within and between cultures and write together via e-mail an essay on the results along established lines.

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Cultural Identities: seeing anew

At present Europe goes through a phase in which cultures are re-defined within a multicultural frame. This redefinition is a product of a continuous interaction between two opposite poles: the 'ingroup' and the 'outgroup'. However, both groups encounter specific difficulties incorporating "foreign" cultural elements in their endogenous

culture. To a certain extend the culture of the ingroup poses most of the obstacles, for it is the wishful target of the outsiders; while the outgroup seems to be more susceptible to the dominant culture. This means that cultural reshaping of the dominant group is not necessarily progressive, nor it promotes tolerance towards otherness. On the contrary, depending on the ideological background of the ingroup, this process of cultural contact may lead to rejection of otherness.

The paper explores the mechanism the ingroup possesses to resist against cultural changes. To this direction the 'pillars' upon which culture is based are examined. Each social group bases its cultural settings upon a set of pillars, which may be religious, linguistic, historical, economic, political or ideological. These pillars are the main components of resistance in any attempt for cultural transformation or alteration. Individuals, in that sense, may reject the value of a foreign culture merely because it does not resemble to their own culture.

The paper focuses upon the Greek nation and examines the value of historical and ideological pillars of Greek culture as a resistance force against the formation of a pluralistic society. The paper is based upon an empirical research, through the use of questionnaire and analyses the ideological components of dominant culture and their impact upon understanding of otherness.

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The Effect of Critical Thinking in Iranian Azeri English Teacher Practice

This study aimed to research the Effect of Critical Thinking in Iranian Azeri Teacher's Practice. It was hypothesized that using recording as a means of critical thinking leads to teachers' improvement. The research study was carried out by questioning the teachers about their attitudes towards the concept of critical thinking, using recordings of their lessons, filling in the self- evaluation forms and comparing them with the recordings. During this study a survey of "Critical thinking through Recording" was conducted among 7 instructors teaching at Zabansara English Language institute Tabriz. This study investigated the effect of recording as a critical medium in Zabansara among Azeri teachers.

This study challenged the teachers to evaluate their own teaching by recording it and reflecting on it.

The finding of the research supported the proposition that the majority of the teachers noticed appreciable changes between their first and second teaching. It is possible to state with confidence that Critical thinking tools lead to teacher self- evaluation and self-growth. It causes teachers to reflect on their teaching and identify the good and problematic parts of their own teaching.

Key words: Critical thinking, Action research, Self- evaluation, Reflective practice

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Intercultural Sensitivity – A Step towards European Identity

The paper considers a part of a broader explorative research testing the thesis on the importance of education for intercultural communication. The research has been undertaken according to Likert-style attitude scale (ICSSQ intercultural sensitivity scale). The reliability of intrinsic consistency of the scale of intercultural sensitivity has been confirmed according to the Cronbach method. The *Cronbach alpha coefficient* for the scale as a whole (23 items) is 0.59. This means that the intrinsic consistency of the scale is of medium size, i.e. that the scale items measure the same construct to a mean-value degree. The validity construct of the intercultural sensitivity scale has been examined according to explorative factor analysis of the scale items. The factor analysis has been undertaken according to the main-ox method, with varimax rotation and the Kaiser criterion determining the number of factors. It has been found that the scale measures 8 factors explicating 41.05% of the total variance of the items included in the *intercultural sensitivity scale*. The research has been undertaken on the sample of 181 students (43.1% enrolled in Philosophical Faculty in Nis and 56.9% enrolled in the Philosophical Faculty in Novi Sad). Majority of the subjects are female (91.6%), with only 8.4% of male subjects; majority of the subjects are of Serbian nationality (94.7%). The rest of them (5.3%) are Ruthenians, Hungarians, one Montenegrin and one subject who considers himself a Yugoslav; majority of the subjects (93.3%) belong to Orthodox religion. The rest of them (6.7%) are Catholics, Greco-Catholics, one Protestant and one atheist.

Alternative constructivism is considered a possible theoretical background of education as a factor of intercultural communication. In other words, Kelly's theory of personal constructs is in the basis of the argumentation of the research problem framework, referring to the issue of the extent the European cultural pluralism interferes with the national cultures, i.e. what is the level of intercultural sensitivity. What is also considered within the issue is the way pedagogy is searching for more comprehensive self-observation and self-reflection, self-management towards self-changes that would ensure freedom of personal actions according to contemporary philosophical discussions leading to the creation of European identity.

The importance of education as a factor of intercultural communication is verified by the following findings:

1. The subjects have **to greatest extent** agreed that it is possible for them to act in a culturally acceptable way remaining faithful to their own values; they have also agreed that high level of knowledge on various cultures contributes to their better differentiation. A bit lower, yet still high level of agreement is found in the statement that different behaviours contribute to conceiving things in a new light and that it is positive that people are different. Furthermore, what is also found in the case of the majority of the subjects is the respect for one's own culture and interestedness in the events in the other parts of the world. The sample has to **a lesser extent** shown that they are ashamed of their own nationality when they are abroad, that they feel uncomfortable when they travel; they have expressed hatred towards other nations, differentiation between "ours" and "theirs", the wish to immigrate into another country and irritation by numerous things when travelling.

2. The subjects of both male and female sex mostly consider that it is good that people are different; however, this standpoint is more emphasized in the case of male subjects.

3. Neither Serbs, nor those belonging to other nationalities agree that the events from other parts of the world should be neglected; however, this standpoint is more emphasized in the case of minorities, leading to a conclusion that there is significant cultural sensitivity.

4. Those subjects belonging to religions other than the Orthodox religion have shown more expressed discriminatory function than the Orthodox believers, i.e. lower intercultural sensitivity.

5. The students of the Philosophical faculty in Novi Sad on the average have shown more expressed cultural sensitivity than the students of the Philosophical Faculty in Nis, referring to the importance of intercultural setting for sensitivity to intercultural communication; furthermore, this is, in a sense, an indicator of the room for educational action as a factor of intercultural communication, i.e. Kelly's theory of personal constructs when the extent the European cultural pluralism interferes with the national cultures is in question, i.e. intercultural sensitivity. All the above stated refers to the search for new ways according to which education would have more powerful influence on self-observation and self-reflection, self-management towards self-changes ensuring liberty of personal actions according to contemporary philosophical discussions leading to the creation of European identity.

6. The direction of the correlation within the set of three predictors and the success of students during their studies is as follows: the more students agree with the standpoints that people around the world need the same things, that the people from other cultures are arrogant and that they themselves can behave in culturally acceptable way remaining faithful to their own values, the less successful they are as students.

Key words: intercultural sensitivity, European identity, alternative constructivism.

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Foreign Language and Social Distance
Fremdsprache und die soziale Distanz

Im Rahmen gegenwärtiger gesellschaftlicher Tendenzen; besonders der Integration europäischer Staaten in die Europäische Union, wird oft die Fremdsprache erwähnt, und die Bedeutung des Fremdsprachenkennens betont, so dass viel Aufmerksamkeit auch dem Fremsprachenlernen geschenkt wird. So entwickelte sich eine breite Diskussion um den Zeitpunkt und das Alter, in dem man mit dem Fremdsprachenlernen beginnen sollte, und um die dafür entsprechendsten Methoden. Es scheint aber, dass die Frage des Fremdsprachenlernenbedürfnisses nicht genügend begründet wurde, bzw. dass die Antwort darauf oft nur auf ihre Verwendung reduziert wird, während andere Bildungs- und Erziehungswerte vernachlässigt werden. Aus dieser Sicht könnte man Möglichkeiten für das Entwickeln von vielen Segmenten

anführen, wie: das Merken, Trennen von bedeutenden und unbedeutenden Merkmalen, logisches Denken, Sclußfolgern ... Diese Arbeit hat sich die Aufgabe gestellt, über einen von den Gründen für das Fremsprachenlernen aus der Domäne des Erziehens Aufschluß zu geben, bzw, die Frage, wie das Fremdsprachenlernen die Einstellung zu anderen Nationen beeinflußt zu beantworten. In dem Sinne werden in disem Aufsatz die Ergebnisse der durchgeführten Untersuchung präsentiert, bei der 40 Teilnehmer einen ananymen Fragebogen über ihre Einstellungen und Kenntnisse über andere Völker ausgefühlt haben. Die Teilnehmer haben diesen Fragebogen zwei Mal ausgefühlt: ein Mal bevor sie mit dem Lernen einer neuen Fremdsprache begonnen haben, und das zweite Mal nachdem sie ein Jahr eine neue Fremdsprache gelernt haben. Die Ergebnisse dieser Untersuchung haben klar gezeigt, dass die Teilnehmer die positivsten Einstellungen zu dem hatten, was ihnen bekannt war, so dass sich bei meisten Fragen am besten die Engländer, Deutschen, Franzosen und Italiäner, und bei vielen Fragen auch die Griechen, kotiert haben, und die schlechtesten Resultate hatten die Finnen und Bulgaren. In dieser Richtung zeigte auch die zweite Befragung nach einem Jahr des Deutschlernens, deren Resultate, wie erwartet, eine Verbesserung von Einstellungen zu dieser Sprache und ihren Sprechern gezeigt hat. Das Vergleichen von Ergebnissen dieser zwei Befragungen bestätigte die anfängliche Annahme, das durch Fremdsprachenlernen nicht nur eine nützliche Fertigkeit angeeignet wird, sondern, dass dadurch auch dem „Öffnen“ für Neues und der Fähigkeit das, was fremd oder unbekannt ist zu akzeptieren, beträchtlich beigetragen wird, so dass es eine von Voraussetzungen für die Schaffung einer besseren und humaneren Gesellschaft darstellt.

Schlüsselwörter: Fremdsprachenlernen, deutsche Sprache, Einstellungen zu anderen Nationen

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**Cross representations of the Portuguese and Russian languages:
Idiomatic expressions**

This text, presented in poster format, is part of a doctorate which aims to make a contribution toward the teaching of the Portuguese language (PL), and specifically idioms, to Russian speakers currently residing in Portugal.

It is a descriptive and comparative intervention study in line with the subject "European learning communities and national/regional education policies". The study aims to present a reflection on teaching idioms to adult Russian speakers from Eastern European and Central Asian countries in two associations in Central Portugal, with an interlinguistic, intercultural and reflective approach.

The study, which is part of the initial stage of the doctorate, intends to diagnose cross representations through "uninformed (i.e. non-erudite) remarks", (from a Folk Linguistics perspective), by the Portuguese about the Russian language and by Russian speakers about PL, as well as understanding the importance of idioms in decoding the surrounding referential and cultural universe.

We therefore present theoretical and methodological considerations on the

following question which represents the starting point for our research:
- Which cross representations do the Portuguese present about Russian and its speakers on PL, and both speakers on learning idioms?

For this purpose, semi-structured interviews will be carried out to both groups, in an informal learning environment. We strongly believe positive images of languages and their cultures facilitate learning languages, especially official languages, and also encourage a good mutual understanding between Portuguese and foreign nationals in a society as culturally and linguistically diverse as Portugal.

Key-words: Portuguese Language, 'uninformed remarks', idiomatic expressions, intercultural images.

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Identification of the Typology of Exile Literature

The aim of this paper will be to identify the typology of exile literature. In theory of literature there is no precise definition of exile literature or its classification as exile or non-exile in terms of the written language: native and/or adopted or with respect to where it is created. The approach will be to attempt to define the concept of exile literature in the European context through selected works which distinguish themselves from current artistic, commercial or political trends. These examples of new and different views of the world can be understood as inhibitors of a novel condition of exile literature. They describe the search for a stable identity which can be seen as an integral part of exile itself and can also be identified in non-exile local environments. From here a question stems whether in a world of globalization writing in exile can be seen also as an act of cosmopolitanism.

Keywords: language, exile literature, typology

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THE INFLUENCE OF MASTERING SIGN LANGUAGE BY DEAF AND HARD OF HEARING PUPILS ON THE DEVELOPMENT OF HOMONYMS

Due to linguistic deficiency and underdeveloped linguistic associations, deaf and hard of hearing pupils, demonstrate problems in the area of semantics; that is in the adoption od adequate word meanings.

Language, as an abstract system of symbols, is concreatly realized by way of speech, writing and gestures (signs). They mutually compliment each other and the result is the individuals need and ability to communicate with other people.

Deaf and hard of hearing children have difficulties in speech and communication, which creates problems for them in their social, emotional and cognitive development. With the adoption of sign language these probelms are

significately overcome.

The aim of our study was to analyze the meanings of certain words in the group of deaf and hard of hearing children, enrolled in grades six to eight; and to establish their progress in the development of the category of words: homonyms.

The study utilized one segment of the Semantic Test (by S. Vladisavljevic). The pupils were given 10 words-notions (*court, table, basket, sex, time, dam, politics, fight, hope, country*), and there were asked to give adequate homonyms, that is to give all possible meanings for those words.

A qualitative and quantitative analysis was completed of the obtained results. The obtained results show a partial influence of age level to the level of adoption of the homonyms. Also, it was observed that a higher level of knowledge of sign language influences the level of spoken achievement, better understanding of the meanings of existing words, as well as the adoption of the meanigns of new and unfamiliar words.

Prof.spec Vladimir Jerkovic

The Construction of Social Reality and the Theory of Speech Acts

This article tackles socio-linguistic aspects of reality. With the postmodern notion that knowledge is not a mere reproduction of reality as the basic presumption, several assumptions form the base of social constructionism. Social constructionism emphasizes the construction we make of reality. This meta-theory claims that the constructs we make of the world around us can only be made through interaction with others. The importance of cultural and historical context is something we must take into account. Social constructionism, like lots of other epistemologies, claims that language has an establishing role. Considering speech acts it is paramount to realize the unavoidable enrolment of intentionality. Words and statements become meaningful only in relation with other words and statements; language itself is an agreement. John R. Searle's construction of social reality addresses the mystery of how social constructs can exist in a world consisting only of physical particles in fields of force and thrive in the world of physical laws. Peculiar approach to the philosophy of language, in this work, is something that entangles discourse and narrative analysis and explains the syntactic, semantic and pragmatic implications of this new paradigm conceived within postmodern environment, by the most influential poststructuralists. Considering the social phenomena, Searle claims that society can be elucidated by the terms of the institutional facts. Furthermore, the author claims that the aforementioned reality represents the product of what he refers to as speech acts, and what he thinks about when contemplates the discourse involvement in creating what we refer to as real and true. Linguistic studies of nature, structure, variability, including phonetics, phonology, morphology, syntax, semantics, sociolinguistics and pragmatics are essential to understanding social construction.

Key words: language, discourse, social reality, institutionalization, facts, intentionality, social construction, realism, speech acts

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The Influence of Mother Tongue on the Acquisition of L2 Phonology

The paper investigates the interference of mother tongue phonology during the process of L2 phonology acquisition. We are predominantly interested in classifying and explaining those phonetic environments in which the influence of mother tongue, in our case Serbian, seems the most evident as well as in exploring how this interference corresponds to other factors claimed to be responsible for inaccurate production of certain sounds of L2, in this case English. Our analysis was focused on Serbian EFL learners' production of English interdental fricatives.

In order to provide evidence for our claims we conducted an acoustic analysis of the pre-recorded Serbian EFL learners' production of /ð/ and /θ/ in different contexts. The participants were high-school students at intermediate level of English proficiency whose task was to read the previously prepared word list designed in such a way that it displayed various positions of the targeted sounds in a word.

After a brief account of the most relevant theoretical considerations related to the problem we investigated in the study, we present the results of the conducted research.

Keywords: SLA, Serbian phonology, English phonology, interference, interdental fricatives

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Fostering prosocial behavior within the intercultural peer group

Looking at the current social context in which we live, we can see a sort of paradox.
In fact on one side, a number of social turbulence that followed a transitional society like ours produces a distorted system of values, moral crisis, apathy, hopelessness, aggression and various forms of intolerance, which can be an obstacle to the expression of positive social behavior. On the other hand, positive behaviors such as prosocial behavior, altruism, they are most needed in times of distress, which shows examples of solidarity in time of emergency. This implies the need of permanent and continuous work on the development of "helping" behavior within the intercultural group.

In modern theories of democracy there are more views on the relationship between democracy and multiculturalism. The phenomenon of social justice at the level of pluralism see multiculturalism and individual-level cultural and ethnic groups, but education can be achieved under certain conditions, compatibility of pluralism and multiculturalism. Learning about the similarities and differences, can promote the development of tolerance towards different.

The sensitivity to the needs of others and taking others' perspectives by tolerating diversity, interaction with peers contributes to the development of social skills of

children, and socially competent behavior affects peer acceptance and achievement of positive interpersonal relationships with peers. Also, certain traits and behaviors that speak of prosocial orientation (generosity, loyalty, honesty, tolerantion, help, generosity, solidarity towards cultural and otherwise) are developed in relationship with peers, and, on the other hand, the children who exhibit prosocial behavior exercised intimacy / emotional connection.

The influence of peers significantly contributes to motivation to learn that. increased effort and interest in school work and contributes to the development of moral maturity and sense of justice.

The effects of peer influence depends primarily on the attitudes and value orientation of peers with whom students spend the most time. If the level of motivation of peers to academic achievement and low academic achievement, level of aspiration and motivation of students will eventually decrease, and vice versa, if the peer group has a high level of motivation for learning and achievement will be affected the same time the increase in students. Broadly speaking, pro-social behavior can be manifested in several ways: through the cooperation and assistance to peers in the game, learning, provision of psychosocial support and modeling that will see other students depending on the level of attraction and behavior models ..

Keywords: Interculturalism, peer interaction, prosocial, morality.

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PREVALENCE OF ENGLISH HEALTH CARE TERMINOLOGY IN SERBIAN AND ROMANIC PROFESSIONAL LANGUAGES

In the current practice of medical and pharmaceutical health care practitioners is obviously present a prevalence of English terminology in the development of professional academic language in their practical strategies. This paper will be focused on the current problems of introduction and appropriateness of medical and pharmaceutical terminology originated from English language into Serbian language and some Romanic languages. Accordingly, a special attention will be paid on English phrasal verbs, collocations and termswhich are primarily used in modern medical and pharmaceutical terminology, mainly referring to disease management concepts and other modern aspects of their practice and implementation. This problem will be analysed in the light of authenticity of these less developed terminologies that are necessary to be improved on the basis of their cultural identity. The other problem that must be considered is the way and level of their understanding the fundamental medical strategies in the state-of-the-art sciences and technologies that will be analysed this time in the context of building their professional language.

Key words: English language, medical and pharmaceutical terminology, appropriateness, modern medical strategies.

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MEANING OF SYMBOLS – FROM LANGUISTIC TO VISUAL PERCEPTION

This paper observes the evolution of views on the nature of a linguistic sign, from the birth of modern linguistics, at the beginning of the twentieth century when a linguistic sign was viewed in a synchronic fashion, to contemporary intertextual definitions that rely on its inherently diachronic nature. Dividing the sign into parts, Saussurean linguistics produced a definition in which a sign can be imagined as a two-sided coin combining a *signified* (concept) and a *signifier* (sound image). Evolution of theoretical considerations over the subsequent decades have yielded a wealth of views in which symbolic function of words and signs is seen as collectively dialectic in nature, whereby the role of the author diminishes, leaving enough room for readers and interpreters to gain a certain level of ownership over the meaning and transcend the originally designated ones with those that they wish to provide, sometimes changing the whole medium in which the meaning is to be conveyed, going from textual words to intertextual images .

KNEŽEVIĆ Martina

Lachmann's method in the Romance languages

Lachmann's method was invented by German classicist Karl Lachmann (1793-1851). It's a scientific, systematic procedure to standardize the transmission of ancient texts and to create the critical editions of ancient texts. The reproduction of written texts required manual transcription from earlier versions. This process inevitably created errors and made it difficult to identify the originals among multiple copies. The method shows the relationships of the surviving witnesses and works from the principle that community of error implies community of origin.

Lachmann's method is very important for philologists dealing with Romance languages because helps a lot to write critical editions of texts, which tend to reach the original texts. The purpose of this work is to extract its main features and to point to its importance in the creation of critical editions.

Jelena Kostic-Tomovic

CULTURAL MARKEDNESS OF ENGLISH WORDS OF CELTIC ORIGIN

This paper is based on a comprehensive research on English lexemes which originate from Celtic languages. The corpus for the research was made after an analysis of several major English dictionaries, particularly OED2 and several Merriam-Webster's dictionaries which provide relevant etymological data. The main feature of the lexemes described is their cultural markedness. Cultural markedness means that the lexeme refers to a notion or object inseparable from a specific culture, which is Celtic in this case. We have identified three degrees of cultural markedness, which can be strong (e.g. *kelpie*, which refers to a spirit from Celtic legends and appears solely in

Celtic contexts); intermediate (e.g. *whiskey*, which refers to an originally Celtic product that subsequently spread worldwide), and weak or zero (e.g. *trousers*, which does not refer to something specifically Celtic and is part of general vocabulary). Degree of cultural markedness of each lexeme was determined after comparing the etymological origin of the lexeme in question and its cultural affiliation (e.g. *banshee* is of Celtic origin and refers to a female spirit in Gaelic folklore, which implies that its degree of cultural markedness is strong), although there were cases when some more aspects had to be taken into account. The aims of this paper are to provide a general insight into cultural markedness as a phenomenon, to analyze culturally marked lexemes and to set standards and criteria for further research in this field.

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Foreigners but not strangers: Developing tertiary students' cross-cultural awareness through wiki-based collaborative e-tivities

Owing to the developments in EU language policy and the internationalization of its academic and business domain, cross-cultural awareness and multilingualism have been recognized as assets when effective communication practices in a globalized environment are concerned.

The construct of communicative competence has thus been expanded to include intercultural communicative competence as its critical constituent. The realization that intercultural encounters occur in communicative interactions has brought to attention the multiple roles of language as a vehicle of 1) defining and expressing one's own cultural identity, 2) acquiring the knowledge, skills and beliefs required for interaction with speakers from other cultures and 3) negotiating one's own cultural identity. All these processes are inherent to global citizens participating in the growing mobility arena.

In this context, foreign language instruction can benefit largely from implementation of information and communication technologies. In particular, Web 2.0 tools and services (wikis, blogs, podcasts, social networking tools etc.), which enable language learners to generate their own content and share it with other users, are a convenient means of developing both language and intercultural skills. This equally applies to tasks that imply actual (virtual) communication with speakers from other cultures and those aimed at sensitizing non-native speakers for such interactions.

In the project described in this paper, students of an undergraduate Business English course were involved in online collaborative writing activities (e-tivities) aimed at providing cross-cultural comparison following the criteria and descriptions of cultures proposed by Lewis (2006). In this intensive reading and writing activity, using note taking, summarizing, paraphrasing and synthesizing, students gradually expanded their articles by comparing and contrasting values, concepts, communication patterns and ways of empathizing with persons from given countries. Eventual changes in students' perception of their own (i.e. Croatian) culture between the initial and the final stage of the activity were also recorded.

Key words: intercultural communicative competence, Business English, Web 2.0, wiki

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A suggestion on how an EAP syllabus can cater for Multiple Intelligences

The theory of multiple intelligences, developed by an American psychologist, Howard Gardner, provides a needed balance in teaching where the primary goal is to teach students what they need to know in a way that is compatible with their unique abilities to successfully contribute to the development of a society.

The paper presents modes of application of MI concept to English language teaching through suggestions for: a) activities that trigger all seven types of intelligence; b) improvements to the Contemporary English Language syllabus.

To illustrate the implementation of this concept, the paper will give an example of an academic writing course at the Department of English language and literature of the Faculty of Philosophy in Kosovska Mitrovica. If approached as a process, teaching writing embraces all other language systems and skills thus becoming an integrated course which could be extended across the curriculum because it would comprise of debates, research, intensive and extensive reading/listening, language study and different types of students' interaction.

The major goal of the research is to show that students' talents might be activated and used gradually in real-life-like learning tasks and situations; accordingly, this paper will present a combination of process-oriented and task-based syllabus with the distinguishing factor being the way in which the instructional content is used in the actual teaching procedure.

This paper proposes integration of this strategy in the syllabus of the Contemporary English Language course so that lessons provide all types of students with the opportunity of acquiring new knowledge, according to their unique abilities.

Key words: MI theory, syllabus, students, application, writing

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TOPICAL MULTINATIONALIZATION RISKS OF HIGHER EDUCATION

Actuality and affirmation of the idea of a knowledge society includes, among other things, increasing the coverage of population with higher education. This process is accompanied by various difficulties and in particular the traditional reluctance of universities to provide quality higher education for all. In such conditions, many sides educational institutions to develop "international distance education", and multimedia education and online education, where students and teachers communicate through mail, fax, phone and internet. This means that megauniversities (sometimes with 100,000 students) are becoming a new reality in contemporary world, which creates certain issues and dilemmas related to the organization, management and quality educational programs in such institutions. It is

therefore of great importance that national systems of education are prepared for such a challenge which involves the evolution and modernization of traditional structures of higher education, without complete neglect of their historical and cultural, national, institutional and other specifics.

Key words: multinationalization higher education, international education, global education, unification and standardization of higher education

Izabela Lazar

Dialogic Perspectives on Traditional and Digital Publishing
(A linguistic analysis of semantic reversals in the advertising discourse)

Introduction. At the request of educational publisher Dorling Kindersley to create an ad illustrating the future of publishing, Khaki Group produced a clip entitled *The Future of Publishing* (http://www.youtube.com/ watch?v=Weq_sHxghcg&feature=player_embedded# or http://www.youtube.com/watch?v =Weq_sHxghcg), by Jason LaMotte, inspired by Ricardo Lopez's ad, "Recrear" (previously released for the Argentinian Political Party). *The Future of Publishing* consists of an imaginary dialogue in an advertisement about the current condition of and attitudes towards publishing. Using a reversed reading mode, the text can be followed dialogically, rendering two respective meanings: first, unfavourable and then, affirmative. This paper proposes to examine the advertisement and to illustrate how perspective shifts in the reversed version create new, reconciling meanings. As identified at Garzone and Ilie (2007), the search is for consensus in its positive sense as continuum and non-adversarial (albeit here not in political discourse per se).

The dialogue principle on which the discussion is based is "cooperation," while the two main dialogic categories in focus are those of "co-participant" and "dialogue common ground" (Van Dijk, 1998). The paper is an account of the theoretical foundations necessary for the discussion (Bredo, 2006; Crotty, 1998), the directions taken by the critical discourse analysis (CDA), as indentified by Fairclough (2003), Van Dijk (1997), and Fairclough and Wodak (1997), and the linguistic interpretations of the ad. A synoptic table outlining the structure of the text will illustrate how clauses and verbal groups render experiential meanings (Halliday and Matthiessen, 2004; Butt, Fahey, Feez, Spinks, and Yallop, 2006).

Theoretical Framework. This paper's theoretical ground opens with a constructionist "philosophical stance" whereby the subject and object of communication contribute equally to the generation of meaning (Crotty, 1998). From an axiological standpoint, the text for discussion was created as an immediate necessity to communicate with the young readership. With the expansion of digital publishing and e-readers, the world of publishing experiences a critical moment. The methodology transitions from Critical Discourse Analysis to dialogue. To explore the contrasting effects, to highlight several features of the neo-liberal discourse present in the ad, and to validate the necessity for a dialogic solution, the discussion isolates two linguistic aspects: **a.** the "semantic relations between clauses and sentences" and **b.** the verbal groups present in the clusters.

Specifically, I address the following research questions: What semantic effects are achieved through paratactic and hypotactic reversals in the advertising text? How does

intonation correlate with syntax to strengthen these semantic effects? How do verbal groups "behave" to allow for or lessen the neo-liberal perspective? As tension ensues between the two attitudes displayed by the young audience defining itself throughout the ad, I hope to suggest that the first half of this text urges indirectly to search for ways of engaging the young readers in a dialogue: perhaps the younger generations' preference for the electronic text and its 'forms' of access (i.e., e-readers and apps) can be the antidote to their low appetite for reading. This can only be realized through "cooperation", allowing the co-participants to have their say and to establish the common ground (Van Dijk, 1998).

Linguistic analysis. Syntactic reversals. This feature is detailed by positioning the advertisement in a synoptic table which contains the following rubrics: the two versions of the text mirroring each other (first and last columns), an area dedicated to paratactic/hypotactic relations, and two semantic fields in between for easy access. In keeping with Quirk, Greenbaum, Leech, and Svartvik (1985), the superordinate clause keeps its information in the foreground, while the subordinate clause maintains it in the background. I will explore how paratactic relations establish a close connection between the sentence structure and its semantic value, on the one hand, and, on the other, how hypotactic features contribute to relations of subordination, in an "underneath arrangement."

The verbal analysis will focus on experiential meanings as outlined by Butt, Fahey, Feez, Spinks, and Yallop (2006): material and behavioural processes, mental and verbal processes, and existential and relational processes. In addition, I will explore these processes in terms of their realization (Halliday and Matthiessen 2004), primarily describing their finiteness, modality, tense, and polarity, and will argue that the most prominent systems contributing to semantic shifts in this ad are *polarity* and *tense*. The paper will also include a section containing semantic reversals with commentaries, in which sequences of clusters such as the following will be analyzed from syntactic and verbal perspectives:

"my friends and I/ we don't like the way books feel in our hands // it's not true that // I don't follow trends // I know what I want when I see it and // packaging/is more important than/content" *[unfavourable reading]*

       Vs.

"it's not true that // we don't like the way books feel in our hands // I know what I want when I see it and // I don't follow trends // I have to tell you // content/is more important than /packaging" *[affirmative reading]*

In **conclusion**, this paper examines 17 instances of paratactic/hypotactic relations and 45 verbal groups and pursues their shift in foci to identify existing power relations in the initial text and the patterns by which the syntactic reversals contribute to semantic shifts. The most significant finding in the analysis is that all pairs of clause clusters contain pivoting fragments from one clause to another, as the paratactic - hypotactic method is applied in conjunction with a discussion of the verbal groups used. Through the ad-like *internal dialogue*, the youth attempts to open a discussion with the audience (*external dialogue*) in order to emphasize youth's reading needs. Further work on this topic will expand on pronominal linguistic devices at play, in conjunction with the syntactic and verbal ones.

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Le proprietà morfosintattiche dei sostantivi e dei verbi relativi ai colori nelle lingue italiana e serba

In ogni lingua, il campo lessicale dei colori appartiene a una terminologia facilmente riconoscibile. Questo studio si propone di trattare soltanto un piccolo frammento di quell'ampio settore nell'italiano, confrontandolo con lo stesso campo lessicale nella lingua serba. Anziché sugli aggettivi, quali esempi più tipici di questo campo lessico-semantico, l'accento viene posto sui sostantivi e sui verbi, cioè sulle loro proprietà morfosintattiche in ambedue le lingue, per lo più dal punto di vista della formazione delle parole. Partendo dagli undici colori di base (come aggettivi), secondo la classificazione di Berlin e Kay (1969), viene analizzata la derivazione dei sostantivi e dei verbi con lo significato di quei colori, mediante suffissazione, prefissazione o conversione.

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THE PROXEMIC CODE BEYOND THE CULTURAL CONNOTATIONS: ELEMENTS OF HUMAN TOPOLOGY IN MILITARY DRILL REGULATIONS

This paper deals with an issue from the field of proxemics, that refers to the perception and the usage of space, as a way of transmitting messages, attitudes and behaviors in the military in certain situations. By defining the concepts of proxemics and establishing the four types of distances between humans: intimate, personal, social and public, we aim to identify elements of this area that are characteristic for drill in the Romanian Armed Forces. Consequently, the work proposes, particularly in the army, to reveal the significations of norms established in the military general regulations and their impact on the military personnel. We aim to answer to the following research question: Does the Romanian Armed Forces' drill regulations take into account the aspects of "human topology" or the role of personal distances in everyday transactions? In addition, we intend to analyze in a comparative manner the Romanian and foreign (American and European) military drill regulations and to identify if certain specific elements of proxemics possess cultural connotations. The research methodology is based on a mixed method, consisting in document study: the study of distances in the military drill regulations.
Keywords: nonverbal communication, proxemics, distances, military drill regulations, cultural connotation

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De quelques expressions figées ou proverbiales français ↔ portugais dans l'œuvre de Saramago «Ensaio sobre a cegueira / L'aveuglement» : la pragmatique contrastive.

La comparaison des systèmes linguistiques de deux ou plusieurs langues facilite énormément le travail de l'enseignant-chercheur ou du traducteur. Le proverbe et les expressions figées sont faciles à interpréter lorsqu'ils sont en contexte d'où notre choix sur les proverbes dans l'œuvre de Saramago, «Ensaio sobre a cegueira» (L'aveuglement). La traduction des expressions figées et/ou proverbes est intéressante à étudier. En effet, un des traits caractéristiques des expressions figées, idiomatiques ou proverbiales est leur figement et leur expression métaphorique et symbolique. L'intégration des expressions figées ou proverbiales en contexte facilite l'interprétation immédiate du discours émis par l'énonciateur.

Pour conclure sur une note plébéienne, comme ne se lasse pas de nous l'enseigner le proverbe ancien, en fuyant le loup l'aveugle a rencontré la louve. (L'aveuglement, Saramago, traduction de Geneviève Leibrich, p. 29)

Plebeiamente concluindo, como não se cansa de ensinar-nos o provérbio antigo, o cego, julgando que se benzia, partiu o nariz. (p. 26)

(…) l'aveugle, pensant qu'il se bénissait (qu'il se signait), se cassa le nez. (MHL)

Pour interpréter cette phrase, le passage/contexte antérieur est indispensable. « Un homme est devenu aveugle soudainement. C'est le début d'une épidémie qui se propage à travers tout le pays. L'homme aveugle était en train de conduire. Surpris par ce handicap soudain, l'homme demande de l'aide. Cela va lui coûter sa voiture : l'homme qui lui porte assistance s'avère être un voleur : d'où cette phrase «(…) en fuyant le loup, l'aveugle a rencontré la louve ». En portugais, l'expression métaphorique se traduit tout autrement avec le même concept/sens néanmoins ; l'expression proverbiale utilise l'image de la bénédiction) alors que la version française utilise le thème des animaux (le loup, la louve).

Aussi, chaque langue possède-t-elle ses caractéristiques linguistiques et culturelles propres à travers ses proverbes et ses expressions figées que nous aimerions illustrer.

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"Multi-identities" Uncovered: The (De) Construction of the Cultural Self in Aura Imbarus' "Out of the Transylvania Night"

Functioning primarily as an ideology of diversity, multiculturalism is meant to offer the functional framework within which group identities can (fruitfully) manifest themselves. What happens, however, when multiculturalism becomes a tool of deconstructing and even shattering identity? The present paper explores the multi-layered phenomenon of cultural adaptation, hegemony, and interference in Aura Imbarus' autobiographical novel "Out of the Transylvania Night" – the recollection of a Romanian immigrant to the United States and of the almost Kafkaesque cultural

metamorphosis and rebirth experienced by the author in the aftermath of a fascinating journey into the very depths of identity (de)construction. In tracing the social and emotional coordinates of this "journey inwards" we will resort to Bhikhu Parekh's discussion of the three essential types of cultural diversity: diversity of subculture, of community and of perspective. Our aim is to prove that in an increasingly globalized world a new perspective upon the individual is called for. Is the self the key element which conveys identity to the group, or does the feeling of belonging to a community create the general framework for defining and reshaping personal identity?

Keywords: multiculturalism, identity, immigrant, intercultural communication, communities, nation, the self, cultural diversity, subculture.

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La gastronomia come strumento di comunicazione interculturale (con riferimento ai piatti tipici italiani e romeni)

La gastronomia rappresenta un mezzo di esprimere la propria cultura, la propria identità di gruppo, ma anche un mezzo di iniziare un "dialogo" con altre culture. La migrazione delle popolazioni ha prodotto, nel tempo, vari cambiamenti dei costumi gastronomici. I piatti tradizionali di un paese, sono spesso ritrovati con sapori e gusti diversi, soltanto per rispondere alle richieste e alle pretese di un altro paese.

Il nostro lavoro si propone a presentare alcuni piatti e liquori tipici italiani (*la pizza, gli spaghetti, la lasagna, il tiramisù, il panettone, il pandoro, il Chianti* ecc.) e romeni (*le sarmale* "involtini di polpette di carne trita in foglia di cavolo o di vite", *l'insalata di melanzane alla fiamma, i mititei* "salsicce di aromatizzate e cotte alla griglia", *la musaca* "carne di maiale trita e speziata con peperoncino e aglio", *il cozonac* "dolce simile al panettone fatto con noci o papavero", vini: *il Murfatlar, il Jidvei* ecc), così come il loro ruolo nella comunicazione interculturale. Inoltre, ci proponiamo a fare alcuni riferimenti sulla diffusione dei termini gastronomici appartenenti alle due lingue in discussione.

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POSITIONS OF STUDENTS OF HUMANITIES AND SOCIAL SCIENCE ON FOREIGN LANGUAGES

This paper explains the relationship of students in the humanities and social science to foreign languages based on grade point average in college. The main goal of language learning is not just mastering a new language system, but is training for interpersonal communication and cooperation, promotion of equality of men in education, culture, science. Also, foreign language skills develop more intensive exchange with other people, all with a view to promoting tolerance and respect for cultural diversity. The plan individulnom language encourages the development of students personality and his identity. Research indicates that knowledge of a foreign language allows an

individual meeting with the most significant cultural and historical characteristics stanih countries.

Keywords: foreign languages, students education, students' attitudes, interculturalism

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What is Europe to us?:
Our identities and someone else's agency

Post-war Bosnia and Herzegovina (BiH) remains a politically unstable country, with its society highly divided along the ethnic lines. With its inner divisions and ethnic identities perceived contrary to *imagined communities* (Anderson 1983), BiH society also deals with its Balkan and European identities, sometimes seen as mutually exclusive. The role of Europe and the international community in general in BiH has been extremely significant but it is perceived as both positive and negative, causing ambiguous attitudes to what Europe and the international community are and what they should be. It is, thus, not surprising that young people's discourses on their own identities and their relation to *foreign influence* are multiple, intertwined and often contradictory.
This paper will analyze how students of 7 BiH universities discursively construct their ethnic and national identities in relation to the role of the international community in BiH during and after the 1992-1995 war. The discourses are obtained in 8 focus groups and will be analyzed within the framework of the Critical Discourse Analysis (CDA), which sees discourse as socially constitutive as well as socially conditioned (Fairclough 1989). The aim of the paper is to show how young people in BiH represent and legitimize their ethnic/national identities, with respect to the representation of Europe and the international community. Given that Europe is usually seen as a solution for BiH's permanent state of transition, the paper will particularly focus on how students speak about *somebody* who will find a way out for BiH, thus emphasizing dependence on international actors and denying themselves any sort of agency.

Key words: ethnic/national identity, Europe, international community, discourse, critical discourse analysis, agency

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Educational realities and Romanian Identity in Vojvodina

The education in Romanian in the schools of Serbia (Vojvodina), as a part of the same system also comes across the same difficulties, although, as we have already said, it has additional specific problems. In Serbia, the ethnic minorities, including the Romanian, are educated at all levels, from preschool to higher education, and therefore share the problems of other educational institutions. As for the specific

problems, they could be grouped into several categories: into demographic, financial and problems coming from the interaction of the minority and its specificities with other entities in the society. The three categories of problems that we will shed some light arise from one another.

Ivanka Mavrodieva

European Identity across Bulgarian Language and Political Rhetoric

The present paper tries to present linguistic and rhetorical manifestations of the European identity in connection with the integration of the Republic of Bulgaria in the European Union (EU). The research comprises the survey of the changes of Bulgarian language from 1990 to 2011; semantic, lexicographical and derivational characteristics of the new terms concerning the legislation in connection with the European integration process and with the implementation of the Republic of Bulgaria's policy as full member of the EU. The first hypothesis is that the language and in particular Bulgarian language helps to articulate European and national identities but simultaneously the foreignisms are enriched and the vocabulary is intellectualised. The results show that the changes on verbal level are a result of the need to nominate the dynamically political and integration processes and at the same time as a decision to carry out the synchronization of Bulgarian and European legislation. The second part of the paper shows the manifestations of the European identity across speeches of Bulgarian politicians, PMs, and statesmen. The corpus includes 50 speeches (utterances from parliamentary debates, presidential statements, addresses during the election campaigns, political reports). The second hypothesis is that old terms from communist ideology have been gradually substituted for new terms used by Bulgarian political orators and official state speakers. The rhetorical level consists of several sub-levels: relevantly delivering of rhetorical different genres, high frequency of articulation of the new terms, modular use of rhetorical figures and clichés in the political speeches. The pathos-oriented speaking has been replaced with clear and simple presenting of the European identity and at the same time the different identities (Bulgarian, Slavic and Balkans) are presented more clearly, persuasively and in tolerant manner.

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EDUCATION IN THE VILLAGES ZAPLANJE GADZIN HAN MUNICIPALITY

This paper presents the results of theoretical and empirical study of education in the principles of municipal Zaplanje Gadzin Han. The author explores and aims to identify attitudes and opinions of the residents of this areas on the contribution of education in their socio-cultural life and work. The task of research is to determine whether there is a statistically significant difference in the attitudes and opinions of residents in depending on gender and education level of the contribution of education in their socio-cultural life and work. The survey was conducted in August 2010. The

sample of 154 residents in the villages Taskovic, Koprivnica, Jaglicje, Cagrovac, Lower trachea, Upper trachea, Sopotnica, Ovsinjinac, Kaletinac, Licje, Semce, Mali Krcimir, Straight Dubrava, Marina Kutina, Greek women, Upper Vlase, Vilandirca and Upper Barbes. Results research results, two-factor univariate ANOVA analysis confirmed the research hypotheses that the population of this area has a positive attitude about education, but that is no matter in the past few educated, largely ending their education with primary formally school. It was determined that there was a statistically significant difference in their attitudes and opinions about the contribution of education in socio-cultural life and the working population of this area.

Key words: education, Zaplanje, Zaplanje municipalities Gadzin Han

Maja Milicevic and Dragana Radojevic

From L2 acquisition to L1 change: What can we learn from a corpus of learner translations?

Second language acquisition theory and translation studies are two research areas that have traditionally developed separately. However, recent findings indicate that a number of phenomena are equally characteristic of translated texts and L2 written production (see Borin & Prütz 2001 for overt subject overuse), offering potential for a closer collaboration between the fields.

In this paper we look at one possible way of enhancing this collaboration. Specifically, we present a longitudinal corpus that we are currently building, consisting of L2 to L1 translations by university students of Italian who are native speakers of Serbian. In addition to explaining the corpus design, we discuss the comparisons that can be made between such a corpus of learner translations and the resources that are already being used in translation studies and L2 acquisition research, in particular monolingual comparable corpora and L2 learner corpora.

As a case study, we compare the use of indefinite determiners in a monolingual corpus of Serbian and the translations of second-year students of Italian. Unlike Italian, Serbian lacks articles and can only express indefiniteness through the indefinite determiners *jedan* 'one' and *neki* 'some'; however, they are not used as frequently as the Italian indefinite article. Looking at the distribution of *jedan* and *neki* in a 730,000-word corpus of non-translated Serbian narrative texts, and in a 20,500-word collection of learner translations into Serbian, we found that both determiners are overused in translations, the problem being particularly manifest with *jedan*. This result is in line with previous research on L2 acquisition, where overuse of indefinites has been reported in some contexts (Granger & Rayson 1998). We explore two possible sources of this effect, cross-linguistic influence and more general mechanisms specific to situations of language contact, discussing also the extent in which they can lead to changes in the L1 linguistic system.

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FORMING OF SOCIAL IDENTITY IN THE
COURSE OF HIGHER EDUCATION

The paper explores if professional identity might overcome local cultural idiosyncrasies and promote over national identity. For it, I intend to consider contemporary theoretical approaches to the identity problem in the context of socio-cultural space of our time and to reveal a specific character of an individual Self.

Might Self be as a set of fragmentary bits of social, cultural, nation, and other identities? Or should form an integral Self which would be able to synthesize uncoordinated identities? I substantiate a necessity of integral Self and investigate possibilities of its forming given an especial attention to cognitive machineries of identification and to the meaning of reflex consciousness.

The focus of the paper is socio-professional identity and complex of demands allowing to be accepted into the professional group. In this connection, one considers possibilities of the institution of higher education to influence on students' identities to overcome narrowness and fragmentation of their individual identities.

Keywords: Social identity; Integral Self; Higher education

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Multiculturalism and Psychological Assessment of
Cognitive Abilities of Children

Multiculturalism in psychology has nowadays been viewed from the two aspects: the need for validation of psychological assessment procedures and the recognition of psychological and psychopathological problems based on characteristics of life in multicultural society. Speaking about reliability and validity of psychological validation within the first aspect to be mainly dealt with in the paper, it is necessary to consider the four aspects of cultural influence. Each of the four aspects refers to the concept of equivalence and represents an extent to which a word, a concept, a scale or a norm structure can be applied to a culture group apart from the dominant one (Jerkovic 2008).

On overview of multicultural research dealing with psychological assessment of cognitive abilities of those belonging to different cultures has shown that the obtained differences have been interpreted in various ways. A number of authors has explicated the found differences according to different inherent abilities, being a possibility (and abuse) of emphasizing cultural (and racial) differences. The standpoint currently dominating is that cognitive processes are closely connected to culture; different cultural groups have different abilities, rooted both in ecological needs and social patterns.

The process of psychological assessment of children from dominant cultural setting has been burdened by numerous problems. Definition and evaluation of development

are more difficult if a child comes from another cultural milieu. Some of the reasons are the following: language barrier, the use of standardized tests not respecting cultural differences of certain cultures and according to which it is not possible to anticipate the outcomes for the children from various subcultures. Having all the limitations in mind, when a person from minority community is assessed according to the standards which are atypical for his/her socio-cultural setting, he/she will reach lower achievement and express "the syndrome of cultural handicap" (Berger, according to Tovilovic, Baucal 2007).

The paper considers possible ways of overcoming the problem of psychological assessment of cognitive abilities of children coming from the cultural milieu that is not dominant, as well as possibilities of extending the standard procedures of psychological assessment.

Key words: multiculturalism, cognitive abilities, psychological assessment limitations.

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The city of consulates

The city of Galatz, situated in the south of Moldavia, was, for centuries, the most important commercial gate of this Romanian country, the economical soul of the future to be United Principalities of Romania. Near to the Danube Delta and to the river's mouth, Galatz grew to have an enormous political and diplomatic importance. During 1856-1938, The Commissions of the Danube River had its headquarters in the city, an organism that stated all aspects concerning free circulation on Maritime Danube. Numerous businessmen were attracted by the opportunity of developing commerce in the Principalities and then in Romania, fact that determined the Great Powers to bring consulates into existence so that in the beginning of the 19th century in Galatz 19 consulates were functioning.

Economical activities and massive presence of commercial ships brought to Galatz people of all origins. In the 1930', almost half of population had different ethnical roots than the old-timers. Galatz represented an example of religious and ethnical tolerance, no chauvinistic act ever being registered in the city. About multiculturalism and peaceful coexistence in a paper called: The city of consulates.

Victor Olaru

Translating National Identity: Romanian Poetry into English

Starting from the ideas that literary translation is a major means of representing and preserving one's national identity and that authors who resist their nationality through their literature, are presumed representative as a "voice" of their nation when their work appears in translation, in the beginning of the paper the author has in view the presentation of the most representative anthologies of Romanian poetry translated into

English from the beginning to present-day. Among the many translations considered by critics literary successes, one chose to discuss the volume ***Alibi and Other Poems*** , London, Anvil Press, 1975, by the famous Romanian modern poet Stefan Augustin Doinas, English version by Peter Jay. The author analyzed two representative English versions present in the anthology: " *The Words*" (Rom.,, *Cuvintele*"), and " *The Boatman's Speech* " (,,*Cuvantarea luntrasului*") and concluded that they will give the bilingual reader the feeling of re-enacting two distinct experiences, that the real source of this difference is not to be found in any failure of the translators, but in an inherent specific structure of that experience itself beginning at a deep level of each language. The reason for this alleged impossibility of an integrated lyrical transfer lies precisely in the fact that the modern poet cannot embody such a revelation otherwise than in the ,, mythical" dimensions of his own native language. One might agree, therefore, that the ambition of an absolute translation is in itself hopeless, but-due to its practical-it is by no means useless.

Dr. Ümit ÖZKANAL & NADIRE ARIKAN

**Attitudes of the students towards Technical English Class
in English Preparatory Program**

In addition to its fundamental function to teach general English, whether preparatory schools are expected to teach Technical English or whether they should teach it have been a controversial issue. In a dissertation carried out to evaluate the English Preparatory Program at ESOGU FLD in 2009, the results indicated the urgent need to teach Technical English to the preparatory school students, therefore, cooperating with the engineering faculty members, a two-hour class was designed and has been carried out since then. The aim of this study is to find out the students' attitudes towards Technical English class and to determine whether their needs and expectations have been met. There were 217 participants studying in the Departments of Electrical and Electronics Engineering, Computer Engineering and Mechanical Engineering and they all had Technical English class when they were students in prep school. The quantitative data gained by means of a questionnaire was analysized using SPSS program. The findings reveal that the students were not satisfied with the Technical English class and their needs were not met, which was also supported with the qualitative data gained.

KEY WORDS: Technical English, English preparatory programs, need analysis, program evaluation

Tiberiu Z. PASKUY

**Word in Action: Direction of Fit from "The Blank Page" to *The Pillow Book* via
the Transylvanian Village of Cincu**

The paper engages with an ad hoc conglomerate of texts, signs, and conflicting identities that comprises a 1957 short story by Isak Dinesen, a 1996 motion picture by Peter Greenaway in a marked intertextual rapport with Sei Shonagon's identically titled 11th-century work, and present-day signs and signifying practices in the village

of Cincu, Transylvania, Romania. The paper makes use of Direction of Fit in the rather well-known sense associated with Speech Acts and Elizabeth Anscombe's classic *Intention.* It also makes use of "Palimpsest," i.e., the erasure and superposition of signs within a certain signifying framework resulting in the institution of a syntax of sorts that cuts across both space and time.

The common denominator of the short story, the motion picture and the Cincu signifying nexus is the word, specifically the written word, in its capacity as a means of action. In Dinesen's text "writing" is ritualistically effected upon the whiteness of the bedsheet by the bride and groom during their wedding night, in Greenaway's film it is literally calligraphed upon the human body used qua pad, while in Cincu it signals the erasure of the age-old Transylvanian Saxon cultural paradigm and a shift to personal and group identities that are avowedly "European" rather than "local," an example in point being the increasingly popular "discourse" of tattooing one's body, which runs counter traditional Transylvanian "readings" of cultural codes and practices.

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Erasmus & EILC – un couple heureux

ERASMUS est sans doute le programme européen le plus connu et celui dont les résultats sont les plus positifs, depuis ses timides débuts de 1987. Toutefois, les mobilités ERASMUS sont encore loin d'atteindre les objectifs majeurs du Programme, notamment en ce qui concerne le développement de compétences plurilingues et pluriculturelles. Des études concernant le vécu des jeunes ERASMUS démontrent que souvent ceux-ci partent dans les pays d'accueil sans avoir reçu une préparation préalable et qu'une fois arrivés dans le pays d'accueil, les structures de support linguistique et culturel sont déficitaires, voire inexistantes (cf. Teichler, 2004).

Le choix d'un pays d'accueil est souvent fait sur la base de stéréotypes ou de facilité par rapport à la langue, ce qui crée un fossé entre les pays aux langues dites « majoritaires » et les petits pays dont les langues ne sont pas souvent enseignées en contexte scolaire. Pour augmenter leur nombre d'étudiants ERASMUS, les universités de ces pays décident souvent d'utiliser l'anglais comme langue obligatoire dans les cours, ce qui est totalement contradictoire à l'esprit de respect pour la diversité et au développement du plurilinguisme.

Les EILC (Erasmus Intensive Language Courses), créés à partir de 1999, apparaissent comme une réponse possible à ce problème. Financés par la Commission Européenne dans les différents pays d'accueil (sauf dans les pays à langues majoritaires), ces cours permettent aux jeunes étudiants reçus dans le pays de profiter d'un apprentissage intensif de langue et de culture pour une durée minimale de 60 heures.

Dans notre communication, nous présenterons un cas d'EILC organisé en septembre 2010 à l'UCP, au Portugal, comme exemple de « bonnes pratiques » visant

le plurilinguisme. Nous analyserons cette expérience, du point de vue de ses promoteurs, mais aussi du point de vue des 51 jeunes qui l'ont vécue.

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Lingual and Cultural Identity within the European Union and its Consequences: The Significance of Intercultural Studies

The paper concentrates on the importance of intercultural communication in European multi-ethnic societies. My aim in this paper is to review the reasons for problems connected to national identities and possibly find the solutions for identity/cultural clashes. The paper stresses the fact that intercultural communication has a great opportunity to promote national identity within multinational, global and cosmopolitan European society of the twenty-first century. The paper concludes with a vision for modern intercultural courses in universities focusing on whole society. We have to admit that our cosmopolitan society needs a unifying discipline leading us to mutual understanding and inevitable dialogue. Therefore, we need such a discipline which can help us to eradicate xenophobia or racism, a discipline which can move us towards multicultural society. Hence, the dialogue arising from intercultural communication discourse is the chance to find the way out of our postmodern cultural labyrinth.

Alma Piric

The Implementation of the Bologna Process in Bosnia and Herzegovina

As many other European countries, Bosnia and Herzegovina is participating in the Bologna Process of higher education reform. A group of experts, appointed by the Council of Europe, has spent 16 months working closely with 45 university professors and teaching assistants from ten public and private universities in Bosnia and Herzegovina on developing the necessary documents and finally creating a booklet that will assist the university staff to implement the Bologna Process. The participants of the joint project "Strengthening Higher Education in Bosnia and Herzegovina III"(SHE III) were divided into three teams, representing three different disciplines: economics/marketing, engineering and English language teaching. This study focuses on the English language teaching team, exploring to what extent they actually apply the skills and the knowledge they have acquired while participating in the project.

Keywords: Bologna Process of higher education reform, Bosnia and Herzegovina, Strengthening Higher Education, English Language Teaching

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DISCRIMINATION THROUGH LANGUAGE.
DIFFERENCES AND BODY LANGUAGE

People believe in a society where all individuals are equal, but differences cannot be ignored due to the fact that they are emphasized by all means. The present paper focuses on discrimination through and within language, but also on the issues raised by body language. Language is the most powerful tool that people can use in order to control and manipulate. Our vision of the world is determined by the balance between language and body language, as the non-verbal communication has also a great importance in everyday life. The differences between men and women make the primary object of this paper, because we still live in a patriarchal society and in our behavioral system, men have power over women. Transformations within language are difficult to realize, because sexist words, and therefore the sexist ideology, are rooted in people's mentality. Apart from that, the way people act in the society can provide information even if there is no communication at all. Men and women are different, but these differences should not be used in order to prove one's or the other's superiority. They must understand these issues, so that they do not expect the impossible.

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FAIRYTALE OR SOCIAL TRUTH?

The society in which we live today tries desperately through its individuals to create a socially equal environment. Therefore, the differences between men and women, even though they still exist in some parts, will soon disappear. However, literature closes this perspective rather quickly because it creates through the numerous fairytales with which children are raised, the image of a weak woman who cannot find her salvation, without the help of the charming prince, who comes to rescue her. The process of the emancipation of women has nothing to gain from these enchanting pieces of literature. Some specialists share the opinion that this is one of the most important reasons why the entire process cannot evolve. The paper deals with the impact that fairytales have on the mind and the behavior of both men and women.
Keywords: women, equality, fairytale, psychological impact, dependency.

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MONARCHY'S BOND WITH THE MEDIA IN THE
BRITISH MODERN SOCIETY

The present paper lays emphasis upon the relationship established by the British monarchy with the media and it highlights the importance of both, not only regarding the culture of the United Kingdom, but also that of the whole Europe. What is brought into the spotlight is the fact that the interest of the media towards the royal family has

considerably risen in the past few decades, fact which is especially due to the former Princess of Wales, Diana. Even though the members of the British royal family are not the subject of daily media reports, key royal events, such as important anniversaries, weddings or occasional public appearances result in intensive media coverage not only in the UK, but also abroad. Furthermore, in the last years, the royal family has embraced social media by creating different accounts on social networks, such as Facebook. Moreover, this article highlights the implication the media had in the death of Diana and the critical attitude of the former with respect to the lack of mourning of the royal family after the tragic event. What is also presented here is the fondness expressed by the Princess towards the media and, by contrast, the fact that some headlines drew attention upon the fact that Diana was haunted and harassed by the press, converting herself into a toy of the latter. This article also underlines the fact that even though more than fourteen years have passed since her death, Diana, indirectly, still creates controversy through the people who expressed or who still express their pros and cons about her and her relationship with the media.

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RHETORICAL STRUCTURES ACROSS CULTURES – PRECURSOR OF INTERCULTURAL COMPETENCE

Academic convention, both spoken and written, is a culture-specific construct. Most protocols are "top-down", in that they depend on what the speaker psychologically brings to the written discourse (cf. Jannuzi 1997). They are therefore culturally introspective, and by extension, universally inefficient. The protocol of the target code (i.e. the requisite principles and expectations of the L2 rhetoric) can be acquired through systematic and explicit instruction in cross-cultural modes of literacy. Systematic is stressed because rhetoric is often haphazardly and incomprehensively taught, if at all. Finally, it is of paramount concern for writer and reader alike to suspend linguistic judgments when viewing text. This is so natural an inclination that few of us can resist this pitfall. However, to do so is to focus of form rather than on substance; on the packaging rather than on the gist of the text. But because so much depends on the use of proper protocol in a linguistic code, it happens time and again that quite worthy texts are summarily dismissed by the uninformed, with the typical comment that the writer "does not know how to write". It might be useful to wonder how our "aggressive" Occidental discourse is received by the Oriental or any other readership. Consequently, it behaves us all as educators to be as open and neutral as possible when approaching a complex task like targeted rhetoric. Intercultural might come up as a worthy concept to dwell on as well.

Keywords: academic protocol, cross-cultural, target code, targeted rhetoric, intercultural

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Academic motivation and attributional style among Romanian secondary school students from families with a circular migration background

Background. Recent developments in work mobility within Europe challenge both educational policy-makers and researchers to address the problem of students coming from families in which one or both parents temporary migrate. One can identify several groups of students affected by the present circular migration at the European level: students left behind in the country of origin, migrant children changing schools and, implicitly, educational systems, some of latest group returning in their home country. The present study focuses on academic motivation and attributional style of secondary school students affected by a sort of remote parenting, practiced by parents who temporary live and work abroad. Both variables are connected in the scientific literature with the level of academic achievement, and therefore considered relevant for our study.

Method: instruments, participants, procedure. Academic motivation was investigated with an adapted version of *Academic Motivation Scale (AMS; Vallerand et al., 1992)* which consists of twenty-eight items grouped in seven subcales (amotivation, external regulation, introjected regulation, identified regulation, intrinsic motivation to know, intrinsic motivation to experience stimulation and intrinsic motivation to accomplish). *Attributional Style Questionnaire* (Peterson et al, 1982) with positive and negative events adapted to participants' age was applied for measuring explanatory style. The sample consisted in one-hundred seventeen secondary school students, fifty-seven of them coming from families with a circular migration background. Research instruments have been self-administered in one session, and support in answering the measures was ensured individually by the researcher.

Results indicate certain differences in academic motivation and attributional style between students from families with a circular migration background and their classmates. Implications of the findings for educational policies and school/classroom practices are suggested, as well as the needs for further research on the issue.

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DISCOURSE STRATEGIES IN THE ROMANIAN AND THE EUROPEAN PARLIAMENTS

The current political configuration in Europe illustrates significant transformations that both national parliaments and the European Parliament have undergone in the last 50 years. After the fall of the Communist regime in 1989, Romania has witnessed a young national parliament emerge. In 2007 the country became a EU member state, and the first MEPs were elected to represent it in the European Parliament. In this

paper I compare and discuss parliamentary discourse strategies in the addresses to the Romanian Senate and the European Parliament by a controversial political figure of Romanian politics. The data comes from transcripts of the meetings from the internet sections of the two institutions and is analysed using concepts from sociology, pragmatics and conversation analysis. I argue that humour, an important ingredient of the MEP's political brand, is used with significant shades of difference in the two institutional environments, and that translation plays a key role in the (mis)representation of national identities in the European Parliament.

Key words: parliamentary discourse, humour, political branding, translation

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Deontic *will/would* and its Serbian Equivalents

Prototypically imposing a course of action on the addressee, deontic modals and expressions are highly relevant for interculturally competent communication. Having classified possible deontic meanings of the English modal verb *will/would*, the paper offers an outline of poly-functional potential of the deontically used modal at pragmatic level from the standpoint of intercultural competence. The paper investigates the Serbian translational equivalents for the examined English modal verb, as they occur in the trilogy of David Lodge including three novels *Changing Places, Small World and Nice Work*. Its focus is on the contrastive analysis carried out on the corpus, consisting of approximately 100 sentences in the English language and their translations into the Serbian language. The contrastive analysis is carried out according to the tertium comparationis – deontic meanings expressed by the English modal verb *will/would*. Apart from qualitative study referring to the senses of the English modal verb in question in given contexts and its lexical – grammatical equivalents in the Serbian language, the paper points to the observations on the similarities and dissimilarities between the two languages. Summing up the results of the contrastive analysis, the concluding part of the paper considers the implications the obtained findings might have for English language teaching

Key words: deontic modality, modal verb *will/would*, intercultural competence, English language, Serbian language.

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The lexicalization of phrases and level ordering of compounds in English and Serbian

Lexicalization is defined as any deviation in word structure and/or meaning that could be produced by synchronically productive rules. Lexicalized complex words are treated as unanalyzed units on a pair with underlying lexical forms. "It looks as if the process of lexicalization involves the return of derived strings to the lexicon as unanalyzed units." (Bauer 1992). This ordering disrupts the lexical

ordering of morpheme sequencing. In this paper I analyze the effects of lexicalization on compounds in English and Serbian. I try to analyze how traces of lexicalization are manifested in nominal compounds in contemporary English and Serbian.

Key words: English, Serbian, lexicalization, level ordering, compounds.

RALUY

ENHANCING INTERCULTURAL COMMUNICATION IN THE FOREIGN LANGUAGE CLASSROOM: PRACTICAL MATERIALS FOR TEACHER TRAINING AND UNIVERSITY STUDENTS.

As the Council of Europe suggests foreign language teaching needs to comprise not only linguistic performance but also intercultural consciousness and intercultural skills. In a globalised world these abilities are pivotal to promote understanding between peoples but even more so in Spain where recent ways of immigration have reshaped our cultural singularism. Under these conditions the teacher has become the mediator between two or more cultures and her/his views influence the learner's mind much more than educational official syllabuses or any given coursebook. The way education is executed in the classroom depends very much on what individual teachers think is appropriate. Unfortunately, many pre-service teachers and teacher trainees are still highly inexperienced in intercultural communication personally and professionally. Despite their grammatical and lexical competence many need to learn how to handle cultural difference and deal with the unexpectedness, ambiguity and otherness that intercultural communication may entail. *Intercultural communication in context* are practical materials that intend to somehow fill that gap. They aim to enable future and present FL educators and users, who are engaged in intercultural or international relations, to be successful in their exchanges, both locally and internationally. From a more educational perspective, the course endeavours to help the trainer encourage culture-general discussions while providing the pre-service teacher and the teacher trainee with the knowledge, skills and attitudes necessary for intercultural communication inside and outside the classroom.

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Cultural Crosroads and American Studies in Hungary: Curriculum, Methods, Perspectives

The presentation is centered on the dynamics of cross-cultural discourses encountered through the study of American culture and civilization as seen from the Hungarian vantage point. The discussion will focus primarily on the current trends and debates shaping and reshaping the curriculum of American Studies at the University of Szeged; it will also map regional/local research topics concerned with the Hungarian reception of American culture(s) and will present samples of alternative publication strategies that reflect present methods and perspectives of the local/regional discipline as part of the European network of intercultural studies.

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Amount Relative Clauses in English and Romanian – a Contrastive Approach

The aim of this paper is to present some aspects pertaining to the interpretation of a special kind of relative clause construction, which is distinguished from restrictive relative clauses and appositives, namely degree (amount) relatives.

Degree or amount relatives were first discussed in Carlson (1977) as being different from ordinary restrictives, due to the fact that they show restriction in the relativizers they allow, in the determiners that can combine with them and in their stacking possibilities.

Amount relatives restrict (under the amount reading) the determiners acceptable on the relative head to the ones that can be followed by an amount expression (Carlson, 1977) or to the definite and universals (Grosu and Landman, 1998).

We examine the approaches proposed in Carlson (1977), Heim (1987), Grosu and Landman (1998), Von Fintel (1999), Herdan (2005) and Grosu (2009), offering a contrastive view on English and Romanian data.

Possible solutions and open questions conclude our discussion about determiner restrictions in amount relative clauses.

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Empowerment and discrimination through Portuguese language (PL)

Throughout the first decade of the 21st century, there was an intensification of migrant groups in Portugal, although emigration and immigration fenomena co-existed. In 2009, there were 454.191 foreigners in national territory, a number with a positive balance of 118,79% when compared, for example, to the year 2000. Schools were not excluded from this and they have been faced with a greater cultural and linguistic heterogeneity, which posed a challenge to Intercultural Education.

The present paper is part of the thematic line "Empowerment and Discrimination through Language" and intends to present data from the exploratory study of an ongoing doctoral project on reciprocal social representations between national and foreign students. This research and intervention project is being developed by the LEIP (Laboratory of Research in Education in Portuguese / Line 2). Qualitative data collection occurred between January and April 2010.

Regarding teaching/learning in formal institutions, students demonstrate problems speaking and writing in the Portuguese Language (PL), even those from the PALOP (Portuguese-Speaking African Countries, five of which are ex-colonies). We also understand that difficulties with the PL may encourage discrimination situations in the school environment.

Thus, we intend to highlight the importance of the language of the destination country as a factor for integration, due to the fact that it is an object of reflection, a vehicle for transmitting knowledge, and it also promotes a harmonious relationship with the native classmates. Instead of being an obstacle to communication, cultural

and linguistic diversity in schools becomes a source of reciprocal enrichment and understanding.

Luis Rodrigues

Kukathas on Education – The Neglect of Children's Interests

Many societies today are pluralistic. Within the same state there are individuals from a variety of backgrounds with a variety of beliefs, practices, ethnicities and so forth. This diversity results on different demands which sometimes are in conflict. One of the most serious demands that conflicts is the ones regarding education. The mean reason seems to be that education is perhaps the main vehicle of cultural transmission after the family. In other words, the information in society that a person has access to is highly dependent on the education one receives. This paper will assess Kukathas' theory of education. It will be argued that his theory ignores children's situation and neglects their interests in a variety of ways. First, the idea of providing power to groups to teach as they wish relies on a misconception of what culture is. Second, this theory does not take into consideration the fact that children's physical, psychological and social barriers for exit are different from the ones of adults. Third, it can be objectively identified that the interests of children in education are not the same as of the parents. By way of illustration, it is the interest of children to speak the same language as the majority (Laitin, 2007).

Jelisaveta SAFRANJ

DEVELOPING LANGUAGE LEARNER RESPONSIBILITY

The student self-monitoring technique increases autonomy in the learning of writing by giving learners control over the initiation of feedback. In practical terms, this means that students write marginal annotations about problems in their evolving compositions, to which the teacher responds also in writing. Like peer evaluation, self-monitoring is a way of making reviewing in composition interactive. Also, again like peer evaluation, it encourages 'reader-based prose'. However, while peer evaluation has been extensively studied, self-monitoring has been almost wholly neglected. Yet in the current climate of increasing recognition of the value of learner autonomy, self-monitoring deserves attention because it provides 'self-direction', in learner choice of learning focus, and acceptance of responsibility. For in writing their annotations, students direct the feedback process to their needs, establishing a collaborative relationship in which they work with teacher support either to improve written language at the point of use, or to develop heuristics to solve composing problems independently. The study deals with the role of self-monitoring support for writing skill improvement in a reciprocal peer review writing system. Students were provided with opportunities to self-monitor their writing through self-evaluations and peer evaluations on their own and peer writing. The findings show that although not

all the students developed successful self-monitoring skills, the students who did significantly improved their writing compared to those who did not.

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On the Problem of Culture-based Concepts in the Language

Cross-cultural communication is a specific type of communication, which, along with universal features of communication processes, is endowed with unique features of its own. To expose these features is of utmost importance, as the latter are committed to enhance the effectiveness of communication processes and allow us to take measures so that the process of communication becomes successfully realized. In this aspect the investigation of culture-based concepts acquires significance.

Linguistic identity comprises the generalized image of people. The image is derived from the values and knowledge imposed by culture, language and communication, the most essential one being the culture-based values. Culturally dominant concepts and consequently the words and idiomatic phrases through which these concepts are materialized come to the fore under the influence of the cultural values which give birth to the formation of such concepts that generalize the linguistic identity of people. Thus, culture and social rituals and institutions apply to people's values, ideals, attitudes and to their ways of thinking about the world and their life in it.

The above-mentioned postulate comes to prove that there is a close link between the general way of living and thinking of a nation and the lexicon of the language spoken by it. Language, particularly its vocabulary, is the best evidence of the dominance of culture.

In this connection for the sake of successful communication and exclusion of cross-cultural misunderstanding a careful study of culture-based vocabulary should be completed in the process of teaching a foreign language.

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Training teachers for a multicultural environment
Novel approaches to initial teacher training in Macedonia

In Macedonia, a multi-ethnic country, the constitutional right to education in the pupil's mother tongue has triggered a strong tendency toward their separation by languages of instruction. In the case of ethnic Macedonian and ethnic Albanian children, the separation of students by languages of instruction is tantamount to their separation along ethnic lines. One of the consequences of this separation are distorted perceptions of one another and prejudice, often caused by political parties. The situation poses particular challenges for teachers and their training. An OSCE study of 2009 showed that teachers play a crucial role in shaping pupils' perceptions of other

ethnic groups. However, the current teacher training system does not prepare teachers well enough for their responsibility in this regard, neither do the mandatory practicum assignments offer students enough opportunities to teach children of an ethnic group other than their own. With this in mind, in 2009 the OSCE Mission together with teacher training institutions launched a project that offers students of pedagogy theoretical and practical training for their future social role in the classroom. The first module consists of a four-day theoretical training in the social aspects of the teaching profession (teaching in an ethnically mixed classroom, interactive teaching techniques, conflict resolution, presentation and communication skills, working with children and parents of marginalized groups, recognizing signs of domestic violence and preventing human trafficking through education). The second module offers students a practicum assignment in a non-governmental organization that works with children of different ethnic groups. In 2011, this model will be further developed into a framework for initial teacher education. One of the key elements of the framework will be guidelines for students' practicum assignments to ensure that students get a comprehensive picture of the challenges and opportunities resulting from their social role in an intercultural environment in education.

Domnica Şerban

Floating Transitivity in English and Romanian – A Contrastive Approach

The present paper aims at supplying a contrastive description and explanation of the parametric phenomenon of 'floating transitivity' in Germanic languages (e.g. English (henceforth E)) and Romance ones (e.g. Romanian (henceforth R)). The author starts from the hypothesis that *transitivity* and *intransitivity* are related by *a continuum* (Givon 1984, Aarts 1986, Avram 2003). In the direction *transitive-intransitive* on this continuous axis one places detransitivization processes by means of Direct Object (DO) demotion or, on the contrary, by DO promotion to Subject (Su). In R syntax the resulting recategorized constructions include **antipassives, reflexives** with a passive meaning, **pseudo-ergatives** and genuine **passives**. These sentential patterns are predicated by derived intransitives, be they *(i)unergative*, as in the case of **antipassives**, e.g. *Studentii citesc* (mult/pentru examen/la biblioteca)–R; *Students read (much/for their exams/in the library)*-E by DO deletion or *(ii)unaccusative*, as in the case of R *impersonal reflexive*s (the reflexive SE occurs as surface Su,while the DO is missing, e.g. ***SE bea** (mult/in Romania/seara)* versus ***One drinks//They/People drink** (a lot/in Romania/in the evening)*- E, impersonal sentences with an unspecified generic agentive Subject. The paper also gives a detailed account of R intransitivized transitives in the *passive and/or reflexive area.*
The detransitivizing potential is a variable depending on degree of (in)transitivity and/or the marking subjecthood or objecthood specific to each of language; it basically involves the possibility each language evinces as to shifts in the syntactic rank hierarchy.

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To develop intercultural dialogue within formal and informal settings: a study over the European Year of Intercultural Dialogue (2008) in Portugal

The year 2008 was designated by the European Parliament and the Member States of the European Union the "European Year of Intercultural Dialogue" (EYID), understanding Intercultural Dialogue as "an open and respectful exchange of views between individuals, groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect (CE, 2008: 10). The EYID aimed to draw the attention of people in Europe to the importance of dialogue within diversity and between diverse cultures. Within this initiative, there was established a protocol/partnership between the organization committee of the EYID in Portugal and a research team from the University of Aveiro which has been working on intercultural education across school curriculum and within society in general and in the role of intercultural communication competence in the (re)construction of identity.

The aim of such partnership was to evaluate the activities undertaken at national level during the entire year. There was implemented an inquiry/questionnaire to be filled in online by the institutions which developed activities during EYID in Portugal (around 500), in order to: (i) identify the institutions and the regions with greater number of activities; (ii) analyze which areas were predominant and describe the intercultural activities undertaken and (iii) reflect upon good practice examples as far as intercultural dialogue promotion is concerned.

In this paper we will present the main findings of such study and reflect upon the implications of EYID initiative in Portugal, both in society in general and in research on intercultural education and on identity reconstruction. This research allows us to (re)think about the possible approaches for the development of intercultural citizenship education in different settings, either formal or informal, both in language classrooms and across the curriculum, where the (re)construction of identity plays a crucial role as far as students and teachers are concerned.

Keywords: intercultural dialogue, intercultural competence, language education, democratic citizenship, society

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TEACHING ORIENTAL LANGUAGES IN MULTICULTURAL EUROPE – THE CHALLENGE TO PROMOTION OF INTERCULTURAL FOREIGN LANGUAGES TEACHING AND LEARNING

The Oriental languages are considered among the most popular languages in the world today and they have very long teaching tradition in many famous European universities. Because of the great number of countries in which it has the status of an official language, their geopolitical, economic and cultural significance in the world today, the special attention has been paid to arabic language, and, in the few last

decades, to turkish language also. The cultural imbuement and connection of the Balkan countries with these languages is rooted in the far past, and the oldest universities for their teaching and learning are placed in these countries. As a mediums of east cultures and their specific traditional values and believes that have been often interpreted and understood in wrong way, the oriental languages demand the specific methodological approaches. Their teaching in the light of promotion of intercultural approach in foreign language teaching and learning, has an enormous significance in preventing of discrimination an xenophobia.

This paper aims to point to the elements of close correlation between language and culture, as well as to the fact that assessing very communicative competence in foreign language is not sufficient for successful communication. Foreign language has to be adopted in a wider socio-curtular context because the language of a nation is considered as a product of its culture, and foreign language learnig and teaching without elements of its culture is incoplete and imprecise. Contemporary incorporation models of foreign language culture through the teaching language or linguistic elements will be analyzed, as well as the necessity to develop in learners sensitivity to appreciation, promotion and preservation of different cultures.

In overall globalisation processes that do not make difference between continental or regional languages, the multicultural and multilingual Europe is faced with neccessity to promote and preserve its cultural diversity and its all values. Intercultural approach in foreign language teaching and learning is considered the best way to support these intentions. Supported by modern designed programs for teaching oriental languages, this approach should especilly help in building a bridge of understanding and tolerance between two different cultures – European and Oriental. Promotion of intercultural approach in foreign language teaching will be justified as far as it helps in overcoming of present differencies and intolerance.

Key words: oriental languages, intercultural teaching, culture, language, curriculum, cultural identity

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"How should I handle my face?" Cross-cultural differences in integrative communication strategies

The aim of the present study was to explain differences in communication among two South-European collectivistic groups, a topic yet understudied. Starting from a culturally explicit paradigm, *S. Ting-Toomey's face-negotiation theory* (Ting-Toomey and Kurogi, 1998), our purpose was to revel the role face concern plays on interpersonal conflict management. As a part of a larger research, in this communication are presented data collected through self-report questionnaires applied to 482 Greeks natives and 458 Romanians, respectively. Our main findings point to a picture where the integrative strategies (apologize, private discussion, problem solve, respect pretend, third party intervention) are associated with higher concern for mutual face then for self or other, in conversation. Moreover, members from the Hellenic society consider cooperation faceworks as more efficient practices in

handling dispute situations, than Romanians do. Implications of the study for cross-cultural pragmatics, politeness speech acts, among the two cultures, are been discussed.
Keywords: face, politeness, cross-cultural pragmatics, Romania, Greece

Nadežda STOJKOVIĆ

**Is English for Specific Purposes Enhancing/Mirroring the Rise
of New Forms of Identity?**

The proposed paper will examine the relationship between English for Specific Purposes as an agent of globalisation and the formation of identity that happens through its mediation.

Today, ESP is a language study associated directly with a discipline other than linguistics or literature. In the present day concept of performative education, English language is a peripheral or a secondary component, it is a service provision to business. This presumes that complex cultural and existential highlights have no significance and are excluded from the syllabus. ESP courses very rarely contain any critical, cultural or historical component, but are to be only and essentially performative. English language has thus become a 'commodity'. It is a 'skill', a technical adjunct to the 'real business' of managing, engineering, closing deals, etc. ESP is part of the framework of utilitarian criteria which directly links decisions about education to the shape of the labour market. English for Specific Purposes offers only layers of meaning that relate to performativity, a disciplinary system of judgements, classifications and goals towards which education in English language must strive so that the students or any age participants into global market economy may be either 'operational or disappear'. These being the only alternatives as presented in the merciless demands of globalisation, ESP can be seen as a medium that fosters/mirrors identity formation in compliance with the needs of the global economy.

The paper will also address the issues of how to overcome this and transform ESP into a discipline that shares with the ontological characteristics of language learning.

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Towards a pluricultural and plurilingual Europe: how a novel foreign language teaching paradigm can mitigate cultural and linguistic disparities

In a changing world, where countries become increasingly multicultural, knowledge of foreign languages plays an important role in raising the living standards of immigrants endeavouring to become active members of a foreign society. Additionally, it helps to remove prejudice and xenophobic feelings and attitudes.
Given the problems immigrants face, it is essential to find ways to help the children of these people adapt to their new environment more easily. Therefore, it is important to focus on teaching methods and communication strategies so as to create a

comprehensive understanding of how to approach the children of immigrants and help them become an active part of their class. It is, thus, "culturally sensitive instruction" that can make the difference, coupled with the formation of a broader environment of acceptance and care for the communications needs of immigrants. Therefore, the teaching of foreign languages should be viewed in a broader context, in which language is taught through the acquisition of knowledge, skills, values and attitudes, aiming to create mature and integrated personalities, on the one hand, while also contributing to the overall vision of peaceful co-existence on the other.

Foreign languages can undoubtedly bridge the gap between learners from culturally and linguistically diverse backgrounds. Employing, therefore, the appropriate instruction models, attitudes and methodologies can definitely prove to be the missing link in the ongoing effort to implement the EU objectives of pluriculturalism and plurilingualism.

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Lesser languages in modern Europe: the case of Italy

The European Charter of Regional or Minority Languages states that the right to use one's mother tongue in public and private life is an "inalienable right". Nevertheless, there are a large number of "smaller" languages traditionally spoken on European territory to which this right is still denied. A particularly striking example can be found in Italy, where the state recognises 12 regional/minority languages against the 31 identified by UNESCO and by various typological studies. Some of these languages have a significant written tradition, having once been the court language of relatively powerful states (for example Neapolitan, and most notably Venetian), and the persistent lack of their recognition is only possible due to strong pressures from the Italian government, which systematically excludes these languages from the education system and from bureaucratic life, sometimes through the application of monetary deterrents, such as fines, towards users of these languages. The media have also been instrumental to this process, as the exclusion of regional languages from the press and television reinforced negative attitudes typically associated with "lower" languages (Ferguson, 1959), such as the belief that they were not "real" languages, or that they cannot be written down.

In this paper I argue that the rhetoric of the Italian state is based on erroneous translations of the word "*dialetto*" which is perniciously used as equivalent to the English "dialect" in academic writings as well as in the translation of official international documents. It is through this rhetorical practice that the Italian state is able to maintain its continuous discrimination towards many of the autochthonous Romance languages spoken on its soil, thus encouraging language shift away from these languages and in favour of a monolingual Italy.

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DOBRUDJA, A MULTI-ETHNIC SPACE. THE JEWS.
(1878-1947)
CULTURAL LEGACY

Several characteristics have marked the evolution of Dobrudja, the territory lying between the Danube and Black Sea, during its millennial history. Its exceptional geo-strategic position gives effective control of the mouths of the Danube, and has turned it into a *passage corridor*, from the north pontic steppes, or Central Asia toward the south Danubian and Balkan space.

Because of the political situation, Dobrudja was a zone of *colonization* and safe *refuge* for many ethnic groups. The long multi-ethnic living together has generated a number of characteristic features that singularize this zone, ethnic *permeability* and *tolerance*, in particular.

In relation to the latter aspect, another zone at the northeastern frontier of Romania, Bucovina (where Romanians live together with Poles, Ukrainians, Armeniens, Russians, Jews, Germans etc.), shows a similar multi-ethnic structure, ethnic permeability and tolerance.

The Law for Organization of Dobrudja (1880) divided Dobrudja into two countries: Constanţa and Tulcea. *The Law* stipulated that "freedom of consciousness is absolute; freedom of the cults is guaranteed". The spirit of tolerance characteristic of the modern epoch is thus anticipated.

In Constanţa, Sephardic Jews (of Spanish rite) and Ashkenazy Jews (of Germanic rite) lived peacefully together in the end of the 19-th and in the 20-th centuries.

The Jewish population possesses some specific features, which have allowed its people to preserve their identity, as well as to socially integrate, though its own values, into larger groups. A prime characteristic feature is the almost exclusively urban polarization of the Jewish people in urban areas, which, together with their high degree of education, has helped their orientation toward such occupations as internal and external trade, banking activities, leasing (in rural areas), medicine, pharmacy, law, etc. Economic and social solidarity among the members of the Jewish community, supported by the efficient functioning of its religious life have always combined with good economic adaptability.

On the other hand, the hundreds of synagogues testify to the Romanians' religious tolerance to the Jews.

After 1948, a massive process of emigration of the Jewish population from Romania to the new state of Israel began.

According to the 2002 Census, about 5 800 Jewish live in Romania today, of which 52 in Constanţa Country, and 25 Tulcea Country.

The synogogues, which still rise proudly against the blue sky in the main towns of the country, around which strong Jewish communities once throve, testify to the existence of a rich and active ethnic group, who has lived together with Romanians for centuries.

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BODY PART WORDS - EXAMPLES OF SIMILARITIES IN DIVERSITY

Modern societies all around the world strive to find a new way of symbolic representation for similar meanings. In this sense, a contrastive study between the languages like Chinese and Japanese, with writing systems that are, at least to a certain degree still pictographic in nature, and Indo-European languages (in our case Serbian and English) becomes crucial for any further investigation of these trends in Europe. Our aim is to show, through comparison, the similarities of metaphoric mappings based on the universal human bodily experience in all of the above mentioned languages. We would also like to show in what way and to what degree cultural models play the role in conceptualization, bringing thus a spirit of uniqueness in a cognitive reality of a nation that defines it and is crucial for preservation of its national identity. The new approach we propose is based on a review of the development of certain characters and concepts they represent, something not possible for any of the European languages. It will, we believe, not only broaden the possibilities of discovering some new facets of the embodiment of image-schemas as basis for all the metaphoric mappings in language, but also show how important cultural and historic elements are as differentiating factor in the process of conceptualization. For this purpose we have chosen body part words, not only because of their morphological potential, which makes them a very important part of the lexicon (statistical data show that expressions and phrases made by body part words in modern Chinese occupy nearly 6 % of the vocabulary), but more importantly, for the reason that their usage most clearly displays the similarities as well as differences between the nations in a degree they have been exemplified through language.

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Differences and Similarities in Marketing Communications and Public Diplomacy Strategies from the Perspective of Cultural Translation and Linguistics

In the globalizing market of international cultural co-operation, cross-cultural communication based upon knowledge of interethnic relations and communication strategies used by specific co-cultural populations has become essential for marketing and diplomatic sector. In case of cross-cultural communication, each act of translation and interpretation is in reality act of communication in which we do not transport words or text, but ideas or meaning of the original text or speech of a source language (SL). In such translation the symbolic value of the specific culture attaches to the words and expressions and communicative strategies, and due to the different

connotations of words in different cultures, the potential for misunderstandings is inevitably increased. Nevertheless, while different cultures have widely differing views about morality, fairness, and justice, there are often important areas of common ground that can serve as a basis for powerful persuasive efforts. In marketing communication strategies as well as in the negotiation strategies of public diplomacy, the best persuasive arguments are built around common values or things that almost everyone would agree on. However, although public diplomacy includes various forms of promotional communication, a model of effective public diplomacy, as an aspect of diplomacy, can not be regarded as a market-based advocacy, but community building practice directed toward the creation or enhancementits of its national culture and ideas. This paper aims to highlight the fact that the role of translator will vary depending on the language strategy adopted, with strategies linked to differing perspectives on language in international marketing and diplomatic frame. Also, within the linguistic frame of the cultural translation the paper examines significant differences and possible similarities related to advertising and other forms of promotional communication between divergent cultures.

Key words: cross-cultural communication, translation, promotional marketing, public diplomacy, language strategy

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Constructing professional identities through Romanian written workplace discourse

In nowadays society, individuals are often prone to create and negotiate different types of professional identities within their interactions at work. As each culture has its own style of communicating, this paper aims at identifying direct speech acts in Romanian written workplace discourse (e-mails) by focusing on the interrelation between politeness, the degree of directness that these speech acts involve and the various identities that the senders of the e-mails construct for themselves, also taking into consideration their choice of speaker or hearer orientation. The data for analyzing comprise extracts from the written correspondence that Romanian leaders (such as Course Coordinators, Company Managers, PhD Supervisors) address to their interlocutors (Lecturers, Assistants or employees, PhD students). I adopt in the analysis the term of "control acts" (Vine, 2004, 2009), including in this category the directives which are sent from a more to a less statusful individual. From the methodological perspective, I first consider the clause level analysis of the directives found within the emails and then I look at the discourse level to search for various strategies of expressing and mitigating these control acts, eventually drawing on the identities that these strategies lead to (Ho, 2010). The findings reveal that at the clause level, Romanian grammar has a rich linguistic repertoire expressing the direct speech acts which leads to multiple strategies of softening them at the discourse level. This variety of forms and strategies allow the leaders to choose between either to construct an explicit or an implicit professional identity within their written correspondence towards their less statusful addressees.

Keywords: control acts, politeness, (in)directness, identity, workplace communication

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Fairy Tales without Borders – Cultural Identity and Human Rights in Childhood

In fairy tales, there are visible and hidden meanings. On one side, fairy tales are culture-bound and, to a great extent, transfer the cultural identity of a country and a nation. On the other side, their symbolism goes beyond the borders of particular countries. The polarisation of fairy tale characters and their personal traits, a clear distinction of good and evil, and other ideals of human rights, such as freedom, justice, respect, security, peace, ownership and diversity, can be found in fairy tales as well. On a symbolic level, in all cultures, fairy tales describe how a situation dominated by unacceptable and unbearable conditions, in which human rights are threatened, can be turned into an acceptable, fortunate and fair situation.

In order to convey the concept of human rights in childhood, children must be able to identify themselves. Children need identification figures, role models, among others also literary or screen heroes. The issue leaving an imprint on moral education in childhood is the issue of identification. In this process, a child does not come up with the question what kind of person he/she would like to be but whom he/she would like to resemble. For that reason, a child should be surrounded by moral examples in his/her childhood and such moral examples are not only found in the environment but also in literary works, particularly in fairy tales. Since fairy tales have their origin in the cultures of different countries, children also get to know different customs and cultures. And this encourages tolerance, too.

Traditional stories and human rights complement each other and are an important tool in education. Human rights and fairy tales are based upon human dignity; they encourage us to take control over our life. Fairy tales help people to become strong and thus to build solid foundations for respect and openness. The lecture addresses also the possibilities of conveying the concept of human rights in childhood through fairy tales, respecting the cultural identity and diversity of a country, contained in its fairy tales.

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"Funktionalität beim Übersetzen als Machtinstrument zur Dekonstruktion von Identität. Eine Untersuchung am Beispiel von Rechtstexten"

Die Mitte der achtziger Jahre von den Übersetzungswissenschaftlern Reiss/Vermeer eingeführte Skopostheorie schuf die Grundlage für die wissenschaftliche Auseinandersetzung mit der Funktionalität beim Übersetzen. Die Skopostheorie enttrohnte das Original, betrachtet die Übersetzung als Angebot zur Information und der Zweck des Zieltextes bestimmt die Realisierung des Übersetzungsauftrags.

Die Skopostheorie hat einerseits grossen Anklang gefunden, andererseits jedoch auch Skepsis aufkommen lassen, da sie dem Translator Spielraum bzw. Macht einräume. Obwohl die Übersetungspraxis immer wieder zeigt, dass Funtionalität allgegenwärtig ist, wurde die Skopostheorie als Legitimation des Übersetzers angesehen, sich vom

Ausgangstext distanzieren zu können und den Zieltext nach eigenem Ermessen zu realisieren.

Ziel meines Vortrages ist es, zu zeigen, dass es keinen Grund zur Skepsis gegenüber der Skopostheorie gibt: Funktionalität ist nämlich allgegenwärtig und Übersetzer räumen sich selbst einen Ermessungssspielraum für translatorische Entscheidungen ein. Weiterhin soll aufgezeigt werden, dass Funtionalität (un-)bewusst zum Machtinstrument in den Händen des Übersetzers werden kann und somit zur Dekonstruktion von Identität eingesetzt werden kann; der von Reiss/Vermeer ausgearbeitete Rahmen, lässt es jedoch zu, solche latente Verfahren aufzudecken zu beschreiben und zu klassifizieren.

Anhand von Übersetzungen von Rechtstexten solch aufgezeigt warden, wie der Übersetzer die Rechtsssprache und Rechtskommunikation eines Rechtssystemes prägen kann. Durch die Untersuchung sowohl des politischen Hintergrundes der zur Übersetzung von Gesetzen in Zypern und Griechenland führte, als auch durch die Untersuchung der von Rechtsübersetzern angewandten Methodik bei der Übersetzung von Gesetzestexten soll verdeutlicht werden wie die Rechtssprachen von Zypern und Griechenland durch diese Übersetzungen geprägt wurden und welche Einflüsse sich auf das Rechtssystem nachvollziehen lassen.

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ROMANIAN LITERATURE FROM VOJVODINA IN MULTICULTURAL AND MULTIETHNIC CONTEXT

The paper focuses on chronological development of literature in Romanian language (1945- 1989.) and its significance for the development and affirmation of the culture of Vojvodina Romanians in multicultural, multi-confessional and multilingual context.

The literature in Romanian language in Vojvodina represents a significant aspect of cultural Romanian life in Banat, having in mind that literature expresses existence, spiritual identity, efforts at preserving mother tongue and culture, as well as an eloquent way for emphasizing artistic values created in a specific socio-cultural, historical and educational context. It can be considered a specific bridge opening up possibilities for cooperation between the culture created in the mother country, Romania, Serbian culture and the culture of other nationalities from the region.

A part of the cultural scenario in which it has been created, the Romanian literature from Vojvodina has built its own unique architecture, especially in the second part of the last century, representing a specific feature consisting of spiritual context, the dimension of bilingualism, the influence of Romanian, Serbian and European space, as well as of the skill of the writer.

Key words: literature in Romanian language in Vojvodina, development and affirmation of the culture of Romanians living in Vojvodina, artistic messages.

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