

4th ESTIDIA Conference
**Dialogues without Borders: Strategies of Interpersonal
and Inter-group Communication**

29-30 September 2017

Faculty of Philosophy, Sofia University "St. Kliment Ohridski"
Sofia, Bulgaria



ESTIDIA (European Society for Transcultural and Interdisciplinary Dialogue)
Faculty of Philosophy
Sofia University "St. Kliment Ohridski"
Sofia, Bulgaria
Institute of Rhetoric and Communications, Sofia

With special thanks to the Center for Creative Industries, Media and New Technologies
for its support of creativity, design and printing

4th ESTIDIA Conference

*Dialogues without Borders:
Strategies of Interpersonal
and Inter-group Communication*

29 – 30 September 2017

Sofia University “St. Kliment Ohridski”,
Sofia, Bulgaria

Compilers: Ivanka Mavrodieva, Cornelia Ilie, Yanka Totseva,
Todor Simeonov, and Anita Nikolova

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Media and New Technologies for its support, creativity, and design.

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4TH ESTIDIA CONFERENCE –
DIALOGUES WITHOUT BORDERS:
STRATEGIES OF INTERPERSONAL
AND INTER-GROUP COMMUNICATION

29 – 30 September 2017,

Faculty of Philosophy,
Sofia University “St. Kliment Ohridski”
Sofia, Bulgaria

FRIDAY 29 September 2017 Opening Welcome addresses Keynote speaker		
8:30 – 9:30	Sofia University – Rectorate – South wing – Faculty of Philosophy – 3 rd floor – Auditorium 65	Conference registration
9:30 – 10:00	Sofia University – Rectorate – South wing – Faculty of Philosophy – 3 rd floor – Auditorium 65	Official opening of the conference. Welcoming speeches Vice-rector – Prof. Maria Stoicheva Dean of the Faculty of Philosophy – Prof. Dimitar Denkov President of ESTIDIA – Prof. Cornelia Ilie Local organiser of the Faculty of Philosophy and president of the Institute of Rhetoric and Communica- tions – Prof. Ivanka Mavrodieva
10:00 – 11:00	Sofia University – Rectorate – South wing – Faculty of Philosophy – 3 floor – Auditorium 65	Prof. Cornelia Ilie , Malmö University, Sweden & President of ESTIDIA Challenges of interpersonal and intergroup communication in the public sphere
11:00 – 11:30	Coffee break	

FRIDAY 29 September 2017
Parallel sessions
11:30 – 13:30

Room	63	41	21	61a
Title of session	<i>Globalization and political communication across borders</i> Chair: Margarita Bakracheva	<i>Media discourses on Europe and migration</i> Chair: Penka Hristova	Workshop 1 (Im)politeness in (Romanian) political discourse Workshop convener: Prof. Adriana Ștefănescu	<i>Communication patterns in education</i> Chair: Nikolina Tsvetkova
Participant and presentations	Adelino Cattani The polite debater: from ancient disputation to contemporary blog Mariselda Tessarolo Communicating through the 'boundaries' of a globalized world Veronika Katermina Politically correct vocabulary in mass media discourse as a means of manipulation Mitrajit Biswas Analyzing political communication and its medium for reception of nationalism amongst masses	Mirela Lazăr Cultural and religious arguments for and against refugees: constructing (de-) legitimizations in online interaction Katarzyna Gajlewicz-Korab, Anna Jupowicz-Ginalska, Joanna Szyłko-Kwas Poland and its neighbors – in the context of online media narrative Elçin Esmer Discursive representations of Syrian migrants in Turkish mass media and social media and the effects of these media discourses on Syrian migrants	Ruxandra Boicu 3rd person use in adversarial talk as an impoliteness strategy (A case study – the 2014 televised presidential debate in Romania) Mihaela-Viorica Constantinescu 'I place great importance on standards of politeness in this chamber'. Im/politeness in parliamentary debates – a discursive approach Cornelia Ilie Felicetously impolite or infelicetously polite? Subversive interpersonal attacks in the Romanian Parliament	John McKeown Expanding dialogic teaching strategies in a higher education flipped learning environment Sole Alba Zollo, Gabriella Di Martino The EU Teachers' corner: the web construction of inclusiveness and sense of belonging to a Europe "United in diversity" Radeya Gesheva Strategies for interpersonal and inter-group communication in the educational process: 21-st century skills

		<p>Ana-Maria Sezonov The social-semiotic analysis of several artistic-activist online discourses regarding the context of immigration</p> <p>Hasan Saliu The role of media and the image of migrants</p>	<p>Daniela Roventa-Frumusani & Alexandra Irimescu Expression and relationship on women political leaders' Facebook in Romanian electoral campaigns</p> <p>Ariadna Ștefănescu Impoliteness in post-modern Romanian political discourse</p> <p>Andra Vasilescu (Im)politeness strategies featuring populism in political discourse</p> <p>Rodica Zafiu Strategies for conflict escalation in the political talk show</p>	<p>Nikolina Tsvetkova Language education for European citizenship</p> <p>Michal B. Paradowski, Jeremi Ohcab, Agnieszka Cierpich, Chih-Chun Chen Interpersonal and inter-group communication among Erasmus exchange students: impact on second/third language acquisition</p> <p>Maria Metodieva Digital communication through effective verbal language in the 21st century classroom</p>
13:30 – 14:30	Lunch – Rectorate			

FRIDAY 29 September 2017				
Parallel sessions				
14:30 – 16:00				
Room	63	41	21	61a
Title of session	<i>Strategic communication practices</i>	<i>Internet and social networks</i>	Workshop 1 (Im)politeness in (Romanian) political discourse (continued 14:30-15:00) <i>Identity, language and communication</i>	<i>Humour and communication</i>
	Chair: Elitsa Nikolova	Chair: Diana Vargolomova	Chair: Bilyana Todorova (15:00-16:00)	Chair: Milena Popova
Participants and presentations	Rafael Jiménez Cataño Taking care of other's image: when the other is beyond a border Carolín Debray Colleagues, competitors, leidensgenossen: strategies and challenges of positioning the self during 'trouble talk' in a multinational team George S. Ypsilantis Investigating persuasiveness in academic scholarship application intercultural environments	Marta Dąbrowska Are women good to talk to? Language strategies in women's posts on social networking sites Andrea Valente Resilience and mood disorders among international students during acculturation process: blogging without borders Jeannine Teichert Re-construction and de-construction – maintaining friendship relations in a changing media world	Charles Brasart My ancestors learned English so why don't you?" Negotiating bilingual identities in monolingual settings Penka Hristova English as a lingua franca for Bulgarian participants in the EU Comenius programme Emilia Slavova Translingual practices in online communication and educational implications	Arie Sover Humor based time life expectancy, as the basis for humor creation Milena Popova Pragmatic and sociolinguistic approaches to humour in intercultural communication Martina Ninova Means of argumentative strategies in Spanish dialogue

	<p>Grzegorz Kowalski Argumentation patterns in problem/solution marketing profiles of local- and global-target start-ups</p> <p>Kyu-hyun Kim and Kyung-Hee Suh Colluding against the guest: Host-guest interaction in Korean celebrity talk shows as inter-group communication</p>	<p>Plamen Atanasov Place of the rumour and role of the sites, the family and the media in young people's communication</p> <p>Diana Vargolomova The writing practice as a renegotiation of identity in context of emigration. (The emigrant blogs of Italians in the United States)</p>		
16:00 – 16:30	Coffee break			

FRIDAY 29 September 2017				
Parallel sessions				
16:30 – 18:30				
Room	63	41	21	65
Title of session	<i>Strategic communication practices</i> Chair: Elitsa Nikolova	Workshop 2 Center, semi-periphery, periphery in (tele) visual dialogue Workshop conveners: Dr. Romina Surugiu & Dr. Adriana Ștefănel	<i>Intercultural and interpersonal communication</i> Chair: Yanka Totseva	<i>Communication in arts, museums, and libraries</i> Chair: Gergana Raygekova
Participants and presentations	Marianna Gulyaeva Refusal to communicate in social interaction: constructive and destructive principles Svitlana Lyubymova Stereotype of professional identity in cognitive linguistics aspect Juliana Popova, Natalya Venelinova Reconstruction of the internal and external intergroup relations of the University of Ruse through the establishment of a communication strategy and a strategy for international branding	Section 1 Identity, nation, and television – the legacy of the past Luminița Roșca The contribution of televisual productions to the symbolic construction of identities in closed ideological systems Romina Surugi Television and nations in the European semi-periphery. Research notes Vyara Angelova Understanding the past. Forming the “socialist Bulgarian nation” through the television (1960 – 1980)	Yanka Totseva, Margarita Bakracheva Stereotypes and social representations as intercultural dialogue facilitators or impediments Hristina Sokolova Success as a new dimension of cultural variability: linear vs. relational cultures Anna M. Ivanova Relevance of speech acts in intercultural communication	Eli Popova The role of the library in the modern interpersonal and inter-group intercultural dialogue Peter Miladinov Evaluating online communication in museums in Bulgaria Teodora Abrasheva The dialogue in the contemporary Bulgarian films (1990 – 2017) Gergana Raygekova Music identity schizophrenia in the current alternative rock scene in Bulgaria. How identity emigration led to the rise of the cover value

	<p>Mariana Lecarpentier Uses of life stories of foreign patients: universalist discourse and clinical suffering</p>	<p>Annemarie Sorescu-Marinković Peripheries in contact. Watching foreign television in Romania in the 1980s</p> <p>Section 2 Intercultural communication, representation, and television: current challenges</p> <p>Viorica Păuș An intercultural approach to the Romanian television programs, dedicated to the ethnic minorities</p> <p>Mădălina Bălășescu Communication, group, identity: Key representations in the Romanian TV contents</p> <p>Adriana Daniela Ștefănel Crossing borders or building fences through television films?</p>		<p>Kamen Tsvetkov The communicative potential of non-figurative sculpture</p>
18:30 – 19:00	ESTIDIA Round table: Current developments and future prospects; New proposals and initiatives – Auditorium 65			
19:00 – 20:30	Welcome cocktail – followed by Conference dinner – Rectorate			

Saturday 30 September 2017					
Keynote speaker					
9:30 – 10:30	Sofia University – Rectorate – South wing – Faculty of Philosophy – 3 rd floor – Auditorium 65	Prof. Helen Spencer-Oatey , University of Warwick, UK Managing relations across cultures: challenges, concepts and strategies			
10:30 – 11:00	Coffee break				
Saturday 30 September 2017					
Parallel sessions					
11:00 – 13:00					
Room	63	41	21	61a	65
Title of session	<i>Strategic communication practices</i> Chair: Elitsa Nikolova	Workshop 3 <i>The multiple faces of conflict in political discourse</i> Workshop convener: Daniel Weiss	<i>Internet and social networks</i> Chair: Bilyana Todorova	Workshop 4 <i>Negotiating migrants' identities: from policy narratives to lived experiences</i> Workshop convener: Dana Rem	<i>Culture and dialogue in organizations</i> Chair: Ivan Angelov
Participants and presentations	Zuzana Ihnatova, Alexandra Damjanova Advertising and cultural stereotypes Elitsa Nikolova, Valeri Ivanov Reframing the future: NATO Strategic Communications and dialogue-driven change Iglika Kassabova Rhetoric of the protests showing solidarity to CEU: visual and verbal messages	Daniel Weiss How to attack with metaphors: evidence from the Ukraine conflict Ludmilla A'Beckett The conflict in Eastern Ukraine: an analysis of abusive words in virtual dialogues between Russians and Ukrainians	Lilia Raycheva, Marian Tomov Populist approach to migration in the contemporary media ecosystem Valentina Marinescu Online communication and Romanian seniors quest for a better health	Dana Rem Shifting frames and (de) constructing meanings. From (Dutch) identity to (multiple) identification(s) with the Netherlands Domiziana Turcatti Deconstructing the Dutch myth of second-generation Moroccans' self-exclusion: negotiating and combining identities through acculturation	Philip Stoyanov Communication and PR features of Greenwashing in the financial sector in Bulgaria Ivan Angelov Participation in industrial clusters – a prerequisite for raising the innovation culture of organization

<p>Stefan Serezliev The brand EU: monologue without borders or rebranding vs repositioning?</p> <p>Nora Goleshevska The imagination of the Bulgarian Green citizens in the context of Occupy Eagle's bridge'2012 movement: interpersonal and intergroup perspectives</p> <p>María Calzada Pérez Interpersonal and intergroup communication at the European Parliament – a CADS approach of differences and similarities</p>	<p>Martina Berrocal Constructing threat through analogies</p> <p>Lara Ryazanova Shifts in style in Russian public communication: a turn to linguistic violence</p> <p>Nadine Thielemann From Poland to #SanEsco-bar – on strategies subverting political discourse on Twitter</p>	<p>Bilyana Todorova How to understand 'misunderstood tolerance'? Expressing disagreement by using clichés in Bulgarian maternity forum communication</p> <p>Ivanka Mavrodi-eva The features of dialogues in the social networks</p> <p>Teodora Petrova Institutional website as PR instrument for communicating policies of institutions</p> <p>Desislava Antova The role of the online media in developing public dialogue</p>	<p>Martha Montero The development of multiple identities in the lives of Mexican Dutch youth in the Netherlands</p>	<p>Alexander Durchev The changing communication reality. How the brands are involved in a dialogue with the consumers</p> <p>Maya Yaneva Business communication skills of Bulgarians within a multi-cultural environment</p> <p>Plamena Valcheva The enactment of leader identity in oral narratives of personal experience in the youth organization AIESEC</p> <p>Tsvetelina Tsvetanova Panchelieva Improving team effectiveness in companies with different country of origin</p>
<p>13:00 – 13:30</p>	<p align="center">Closing remarks – Lunch – Rectorate</p>			

Saturday 30 September 2017
13:30 – Social activities – Trip to Rila Monastery

INFORMATION

4th ESTIDIA Conference
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and Inter-group Communication***
29–30 September 2017

Faculty of Philosophy
Sofia University “St. Kliment Ohridski”
Sofia, Bulgaria

in partnership with

Institute of Rhetoric and Communications, Sofia
Centre for New Media and Transdisciplinary Dialogue, Constanța

The 4th ESTIDIA conference, to be held on 29–30 September, 2017, is hosted by Sofia University “St. Kliment Ohridski”, the oldest higher education institution in Bulgaria, founded in 1888, which has been consistently ranked as the top university in the country according to national and international rankings. The conference serves as a discussion forum for researchers and practitioners to showcase their dialogue-oriented work on current societal and community-related issues, and on methodological approaches to dialogue and strategies of interpersonal and inter-group Communication. The aim is to bring together senior and junior scholars and practitioners from a wide range of disciplines and professional orientations to critically explore, through dialogue, different perspectives on human thinking, communication strategies, interpersonal relations, socio-cultural traditions, political processes and business interactions by means of theory-based and practice-driven investigations.

Conference Theme

Most of the world’s population – and Europe is a case in point – lives in contexts that are becoming increasingly multi-ethnic, multi-lingual, multi-cultural. Travel across national boundaries is becoming an everyday activity for many, and new technologies allow individuals to communicate easily and

cheaply across such boundaries, even if they stay at home. Meanwhile, hostilities between ethnic, national, religious, and other groups do not seem to be decreasing, but on the contrary, are being kindled by extremist groups and totalitarian leaders. To oppose, prevent and do away with such negative and dangerous developments in the 21st century, it is more important than ever to acquire an in-depth and nuanced understanding of how individuals communicate based on group or community memberships, and how communication allows or encourages group segregation and isolationist tendencies. It is languages – verbal language, sign language, body language – that constitute the basic channels of communication through which group stereotypes can be tolerated, changed, and/or resisted.

While the dynamics of interpersonal and intergroup relations has been a recurrent topic in several disciplines, such as psychology, social psychology (Tajfel 1978, 1982; Haslam et al 1998; Bar-Tal 2000) and political science (Sherif 1966; Pennebaker et al. 1997; Sidanius & Pratto 2001), research on communication and miscommunication in interpersonal and intergroup interaction has been conducted primarily within the fields of linguistics, sociolinguistics anthropology, rhetoric and communication studies (Hymes 1964; Gumperz 1971; Gudykunst 1998; Gudykunst & Mody 2002; Giles 2012; Berger 2014). A major advantage of these research strands lies in their intergroup perspective that considers people not only as individuals, but also as members of social groups (in terms of e.g., gender, age, ethnicity, nationality, region), and investigates the ways in which various social group memberships relate to the way that we communicate with each other.

A major goal of this conference is to bring together scholars from a wide range of disciplines who are interested in sharing their expertise and in discussing and comparing their extensive empirical and theoretical findings, so as to achieve a synergy and a cross-fertilisation of perspectives and approaches that highlight the role of communication practices in dealing with challenging situations emerging in interpersonal and intergroup encounters in 21st century societies.

Consequential work on intergroup issues was inspired by the development of social identity theory, initiated by Tajfel and Turner (1986), who explained that an individual does not just have a personal selfhood, but multiple selves and identities associated with their affiliated groups, and therefore the individual might act differently in varying social contexts according to the groups they belong to, which might include a sports team they follow, their family, their country of nationality, and the neighborhood they live in, among many other possibilities. A major finding of social identity theory consists of the insight that social behavior falls on a continuum that ranges from interpersonal behavior to intergroup behavior, since most social situations call for a compromise between these two ends of the spectrum.

The importance of intergroup and interpersonal communication in understanding ongoing societal changes has been highlighted by Communication Accommodation Theory (CAT), by exploring the links between language, context, and identity and by examining the reasons why individuals emphasize or minimize the social differences between themselves and their interlocutors through verbal and nonverbal communication (Giles 1977; Giles, Howard, Coupland, J. & Coupland, N. 1991; Gallois, Ogay & Giles 2005). CAT focuses on both intergroup and interpersonal factors that lead to accommodation, as well as the ways in which concerns about power, macro and micro-context affect communication behaviour in various professional settings, such as the medical field (Watson & Gallois 1999; Gasiorek, Van de Poel & Blockmans 2015; Hewett, Watson & Gallois 2015), the legal context (Aronsson, Jönsson & Linell 1987; Gnisci 2005; Davis 2007; Di Conza, Abbamonte, Scognamiglio & Gnisci 2012), and police interrogations (Berk-Seligson 2011), to name but a few. Cultural perspectives on ingroup and intergroup relations that have been developed within the framework of the ethnography of communication, strongly rooted in anthropology (Gumperz & Hymes, 1964) have added valuable insights into sources of misunderstanding and asymmetrical communication. Investigations like the ones carried out by Carbaugh, Berry & Nurmikari-Berry, (2006) provide evidence that ways of speaking, behaving and interacting define social and group relationships within and across cultures.

Today many countries, including European countries, are confronted with great challenges following the increasing societal and economic globalization, the internationalisation of cross-border cooperation and the effects of cross-border mobility through the arrival of migrants and refugees. Subtle differences in private or public interaction patterns can result in misunderstandings and disagreements, which can lead to serious conflicts involving local, national and regional actors, groups and communities. How to avoid misunderstandings and prevent conflicts? Irrespective of the approaches used, dialogue is a must since it requires and encourages a spirit of inquiry, self-reflection and personal scrutiny. The inclusiveness, open-endedness and long-term perspective of dialogue are necessary prerequisites for building interpersonal, inter-group and inter-community bridges by fostering exchanges of views, by searching for common ground in cross-border encounters, by acknowledging the value of difference and diversity. This is why we need to encourage research across a diverse range of domains, including language attitudes (accent/language choice), intergenerational communication, communication in health care, family communication, instructional communication, and computer-mediated communication.

The major goal of this international conference is to offer a forum for interdisciplinary and multi-level dialogue among researchers and practitioners in interpersonal and inter-group communication across social-cultural contexts and fields of activity. The questions they are called upon to examine, explore

and debate include, but are not limited to, the following:

- How are interpersonal and intergroup relations constructed, de-constructed and re-constructed through multilingual, multi-level and multidimensional communication?
- To what extent can social rituals and cultural traditions enable, promote or prevent ingroup harmony/disharmony and outgroup inclusion/exclusion?
- How do the groups people belong to influence the (positive and negative) ingroup-outgroup stereotypes they develop/hold? What role do language and linguistic representations play in spreading or exposing stereotypes?
- What types of pro-migrant and anti-migrant arguments are being put forward in official media coverage and in the social media? In what ways do they differ and how do they affect individual and group reactions?
- How do media programmes, advertisements, online networking, and other types of multimodal communication impact the (positive and negative) attitudes and emotions of the viewers?
- What commonalities and what differences can be noticed in the terminology and discourse used to describe individuals and/or groups migrating within or between countries? Which are the recurrent collocations used with regard to categories of people referred to as refugees, migrants, immigrants, expats, asylum seekers, and/or displaced people?
- What is the role played by digital platforms in reproducing, reinforcing or challenging class and gender systemic inequalities within and across groups?
- How can digital communication culture contribute to fostering a multidimensional and multidirectional dialogue across groups and communities?
- In what ways can translation and interpreting serve as bridge-builders across generations, genders, and a wide range of different or mixed cultures?
- How can the activation of certain social categories and stereotypes influence how we communicate with others, and how can this both facilitate and complicate the interaction between members of different social/cultural/ethnic groups?

We welcome contributions from diverse fields of enquiry, including linguistics, media studies, journalism, cultural studies, psychology, rhetoric, political science, sociology, pedagogy, philosophy and anthropology.

Keynote speakers

Prof. Cornelia Ilie, Malmö University, Sweden

Prof. Helen Spencer-Oatey, University of Warwick, UK

10 Sections:

Globalization and political communication across borders
Strategic communication practices
Intercultural and interpersonal communication
Identity, language and communication
Communication patterns in education
Communication in arts, museums, and libraries
Humour and communication
Media discourses on Europe and migration
Internet and social networks
Culture and dialogue in organizations

4 Thematic Workshops

(Im)politeness in (Romanian) political discourse
Center, semi-periphery, periphery in (tele)visual dialogue
The multiple faces of conflict in political discourse
Negotiating migrants' identities: from policy narratives to lived experiences

Scientific Committee

Ana Maria Munteanu – Ovidius University, Constanța, Romania
Ariadna Ștefănescu – University of Bucharest, Romania
Arie Sover – Ashkelon Academic College and the Open University, Israel
Argiris Archakis – University of Patras, Greece
Cezar Ornatowski – San Diego State University, USA
Daniel Weiss – University of Zürich, Switzerland
Daniela Roventă-Frumușani – University of Bucharest, Romania
Domnița Dumitrescu – California State University, Los Angeles, USA
Esther Pascual – School of International Studies, Zhejiang University, China
Julio Gimenez – University of Westminster, UK
Juliane House – University of Hamburg, Germany
John McKeown – MEF University, Istanbul, Turkey
Katerina Strani – Heriot-Watt University, UK
Maria Stoicheva – Sofia University “St. Kliment Ohridski”, Bulgaria
Marieta Boteva – St. Cyril and St. Methodius University of Veliko Turnovo, Bulgaria
María Calzada Perez – University of Jaume, Spain
Tolia Stoitsova – New Bulgarian University, Bulgaria
Villy Tsakona – Democritus University of Thrace, Greece

Organising Committee

Faculty:

Ivanka Mavrodieva – Faculty of Philosophy, Sofia University “St. Kliment Ohridski”, Bulgaria – President of the Organising Committee, President the Institute of Rhetoric and Communications, Sofia, Bulgaria

Stefan Serezliev – St. Cyril and St. Methodius University of Veliko Turnovo, Bulgaria

Yanka Totseva – European Polytechnical University, Bulgaria

Antonina Kardasheva – New Bulgarian University, Bulgaria

Georgi Petkov – online editor of Rhetoric and Communications E-journal and member of the Executive Board of the Institute of Rhetoric and Communications, Bulgaria

Elitsa Nikolova – Rakovski National Defense College, Bulgaria

PhD Students

Todor Simeonov – Faculty of Philosophy, Sofia University “St. Kliment Ohridski”, Bulgaria

Anita Nikolova – Faculty of Philosophy, Sofia University “St. Kliment Ohridski”, Bulgaria

Desislava Antova – Faculty of Philosophy, Sofia University “St. Kliment Ohridski”, Bulgaria

Teodora Abrasheva – Faculty of Philosophy, Sofia University “St. Kliment Ohridski”, Bulgaria

Participants from 24 countries:

Austria, Belgium, Bulgaria, Canada, France, Germany, Greece, India, Italy, Israel, Korea, Kosovo, Poland, Romania, Russia, Serbia, South Africa, Spain, Sweden, Switzerland, The Netherlands, Turkey, Ukraine, United Kingdom.

Participants from universities, scientific institutes, research centres, academies, laboratories:

AAB College – Pristina, Amsterdam University College, Ashkelon Academic College, Aristotle University of Thessaloniki, Department of Italian Studies, Castellón de la Plana, (ERIMIS), The Netherlands, Jagiellonian University, Hankuk University of Foreign Studies, Kuban State University, Kyung Hee University, Malmö University, Mersin University, MEF University, MICA Doctoral-Fellowship Program in Management Communication (India), Odesa National Polytechnic University, Pan-European University (Faculty of Mass Media), Haifa Department of Humanities and Arts, Technion – Israel Institute of Technology, The Open University of Israel, Vienna University of Economics and Business, Volgograd State Socio-Pedagogical University, University of Bucharest, University of Bremen Centre for Media, Communication and

Information Research (ZeMKI), University of Bucharest, University of Naples Federico II/L'Orientale, University of Nis, University of the Holy Cross, University of Padua, University of Edinburgh, University of Jena, Université de Nantes, University of the Free State, University (Paris 13, Sorbonne Paris Cité), University of Warsaw, University of Warwick, University of Zurich, York University, Zayed University.

Institutes and Academies:

Romanian Academy “I. Iordan – Al. Rosetti”, l’Institut national d’étude du travail et d’orientation professionnelle (INETOP) au CNAM, Instytut Lingwistyki Stosowanej Uniwersytet Warszawski, Romanian Academy “I. Iordan – Al. Rosetti” Institute of Linguistics, SPARTA Center, University of Buchares, the Research Institute of University of Bucharest, Institute for Balkan Studies, Belgrade, Serbia,/ Université de Namur etc,

Participants from Universities in the Republic of Bulgaria:

European Polytechnical University, City College – International Faculty of Sheffield University, New Bulgarian University, Sofia University “St. Kliment Ohridski”, St. Cyril and St. Methodius University of Tarnovo, South-West University “Neofit Rilski”, Rakovski National Defense College, University of Architecture, Civil Engineering and Geodesy, University of National and World Economy (UNWE), University of Finance, Business and Entrepreneurship, University of Ruse “Angel Kanchev”.

Participants from Faculties of Sofia University “St. Kliment Ohridski”

Faculty of Philosophy, Faculty of Journalism and Mass Communication, Faculty of Classical and Modern Philology, Department of Social, Work and Educational Psychology.

ESTIDIA
**(European Society for Transcultural
and Interdisciplinary Dialogue)**
<http://www.estidia.eu/>

ESTIDIA has been set up to provide an easily available discussion and meeting forum for researchers and practitioners interested in transgressing traditional disciplinary and geographical boundaries in order to explore the interrelatedness and interdependence of languages and cultures in various social environments or communities. It aims at bringing together senior and junior colleagues belonging to various disciplines and professional orientations, who wish to establish contacts and to collaborate across cultural and disciplinary borders in Europe and beyond. ESTIDIA promotes ongoing exploratory dialogue between different scientific perspectives on human communication, learning mechanisms, interpersonal relations and socio-political processes, between different socio-cultural and academic traditions, between theory-based and practice-driven investigations. Linguists, rhetoricians, anthropologists, literary scholars, education specialists, philosophers, sociologists, psychologists, political scientists, as well as researchers from other related disciplines are called upon to join a vibrant research and practice community.

In line with the ‘Europe 2020’ strategy, ESTIDIA promotes enhanced collaborative networking, innovative project development, interdisciplinary education and research, interactive training initiatives and dissemination of best practices. It helps to enhance the correlation between academic enquiry and applied research, involving professionals, practitioners and the wider public.

A major goal is to stimulate brainstorming encounters in order to establish strong trans-national collaborative teams, to set up competitive research projects and to foster critical thinking in academic and professional writing in order to reach high publishing standards.

Last but not least, we want ESTIDIA to be the starting point not only of professional relationships, but also of life-long friendships.

The activities initiated and carried out within ESTIDIA have three main goals:

1. TRANSCULTURAL DIALOGUE

ESTIDIA facilitates dialogue and promotes collaboration across geographical, cultural and disciplinary borders in Europe and beyond. By initiating, organising and co-organising training courses, summer schools, meetings and events in different parts of Europe, it contributes to increasing awareness

about linguistic and cultural diversity across borders, as well as within nation-state borders.

In true intercultural spirit, the languages used for presentations at various events are English, French, German, Italian, Spanish and Russian, as well as other European languages, depending on the venue and the linguistic competence of a critical mass of participants.

2. INTERDISCIPLINARITY

ESTIDIA promotes cutting edge research and best practices in dialogue-based education, speaking and writing literacies, multilingual learning and transcultural curricula across the boundaries of disciplines and academic traditions. The goal is to stimulate training innovations and synergies within and across communities of scholars and practitioners, for the benefit of both junior and senior colleagues, as well as for the wider community in general. We aim to o share insights from research and experience, identifying common and different approaches and perspectives, successes and challenges.

3. MENTORSHIP

ESTIDIA encourages the development of informal mentoring relationships whereby experienced professionals and practitioners share their insights and expertise with junior colleagues to help them grow and excel. Particular attention will be paid to improving critical thinking skills in connection with currently changing cultures of learning, communicating and socialising. With a view to assisting junior scholars with the preparation of MA theses or PhD dissertations, as well as with article submissions to international journals, special conference sessions will be devoted to work in progress where students and young researchers will have the opportunity to present their ongoing research projects and receive constructive feedback from senior scholars.

Faculty of Philosophy, Sofia University “St. Kliment Ohridski”

When the first institution of higher education - Sofia University “St Kliment Ohridski” – was founded in Bulgaria in 1888, Philosophy was among its first fields of study. In 1951 there was established the Faculty of Philosophy and History with its three major departments: Philosophy, History and Pedagogy. In 1972 a separate Faculty of History was formed, and the remaining two departments of Philosophy and Pedagogy, as well as the newly established Department of Psychology formed the Faculty of Philosophy. In 1986 Pedagogy was organized as a separate faculty. In the same year a new department joined the Faculty of Philosophy, and that was Political Science. In 1992 the Department of Cultural studies was introduced and in 1993 Library and Information studies also joined the faculty. In 1997 the Faculty of Philosophy developed a program of Public administration and in the following year started the European studies. In this way, the Faculty of Philosophy nowadays covers a wide range of classical and modern fields of social sciences and the humanities.

The founders of the faculty, as well as those of Sofia University “St Kliment Ohridski”, were inspired by the ideas of the Enlightenment. They firmly believed in the power of reason and knowledge and the importance of education in human life.

Motivated by the traditional Bulgarian admiration and high esteem for knowledge, the founders of our faculty developed a policy of wide academic interaction and fellowship with other outstanding universities, in this way rapidly and successfully raising the level of education and academic research to meet the highest world standards. The Faculty of Philosophy, as well as the other faculties at Sofia University “St Kliment Ohridski”, has set an example for high quality academic research and ethics both in Bulgaria and outside its borders. For decades now it has been a most attractive institution for academic career and intellectual development, and it has managed to keep up with the preferences of thousands of Bulgarians and hundreds of international students. Now, more than ever, the members of the academic society at the Faculty of Philosophy are convinced that it is only knowledge that enables us to make the world more understandable, controllable and comfortable for Homo sapiens to live in.

Now, more than ever, we firmly believe that knowledge and education are the major catalysts for a modern society which has less poverty, more civil rights and justice, and better opportunities for every citizen.

Now, more than ever, we have the will to develop and disseminate our research and education products, and moreover, to stimulate the society’s needs

for them. Now, more than ever, we have the courage to serve as pioneers in conveying the universal message of humanism, to develop education into a wide enterprise, to enrich and extend the concept of education to reach a level of personalization of knowledge and education beyond any age limits.

Now, more than ever, we are open to interactions with diverse academic traditions, professors and students from other universities; we are eager to participate in debates on crucial public issues and challenges.

The Faculty of Philosophy's public mission is to form the intellectual essence of human resource and the formula we have adopted is: knowledge plus shared generation experience, plus necessary skills, plus the eagerness to put them into practice. Those who share our sensitivity, our concern and anxiety over the human fate in the 21st century, our optimism and pride of mankind, they will have our confidence and support. Those who seek to satisfy their thirst for knowledge, their need of qualification and intellectual skills; those who seek moral support to express their intellectual honesty and their civil position, they will gain our support. We are eager to interact and enrich you with our experience if you share with us your inventiveness and imagination.

The total number of students in the Faculty of Philosophy is 3147 – Bulgarian and international, and 160 PhD students.

Departments

Department of Philosophy

Department of History of Philosophy

Department of Logic, Ethics and Aesthetics

Department of General, Experimental and Genetic Psychology

Department of Social, Work and Educational Psychology

Department of Sociology

Department Theory of Politics

Department of History and Theory of Culture

Department of Library and Information Studies and Cultural Policy

Department of Public Administration

Department of European Studies

Department of Rhetoric

https://www.uni-sofia.bg/index.php/eng/the_university/faculties/faculty_of_philosophy/history

The Institute of Rhetoric and Communications (IRC)

The Institute of Rhetoric and Communications (IRC) is a non-governmental organisation.

The Institute of Rhetoric and Communications has been set up to provide counselling and conduct studies and research related to rhetoric, communications, business communication, public communication, communication in a virtual or online environment, argumentation, media, advertising, public relations.

The Institute of Rhetoric and Communications supports participation in scientific and research projects at national and international level, scientific programs and scientific forums (discussions, roundtables, etc.)

The Institute of Rhetoric and Communications contributes to the provision of educational services and consultations related to communication training, presentations, online discussions and virtual forums, webinars and others.

The Institute of Rhetoric and Communications aims to cooperate with international governmental and non-governmental organizations and to promote activities related to scientific forums, scientific and applied research projects.

The President of the Executive Board: Prof. Ivanka Mavrodieva

Site <https://iorc.info/>

Keynote speakers



Cornelia Ilie:

Challenges of interpersonal and intergroup communication in the public sphere

The nature and possibility of the dialogue was always for Tzvetan Todorov a central question to address. He believed that “if more people understood the nature of the dialogue, there would be fewer problems in the world.” It is nevertheless rather common for people who engage in (genuine or pseudo-) dialogue to have disagreements and even to end up having conflicts. The reasons may differ, but often the main problem is a misunderstanding that arises because people tend to perceive and judge each other from a strictly personal vantage point or from the perspective of a group to which they belong. To avoid, minimize and/or solve the occurrence of misperceptions and/or misjudgements, we need to identify and bridge a number of meaning gaps, false dichotomies, ambivalent expressions, stereotypical beliefs, group think and emotional constraints, that occur in communication. The case studies that will be discussed will highlight interpersonal, as well as intergroup communication challenges, that emerge in institutional settings.

Brief Bio

Cornelia Ilie is Professor of Linguistics and Rhetoric at Malmö University, Sweden and Visiting Professor at Hellenic American University, Athens, Greece. She was research fellow at Lancaster University, UK and research scholar at U.C. Berkeley, and held visiting professorships at universities in Austria, Finland, Greece, Italy, Romania, Spain, and the UK. She is the founder and president of ESTIDIA (European Society for Transcultural and Interdisciplinary Dialogue), Board member of IPrA (International Pragmatics Association), and Member of the Reference Group of Experts (Higher Education and Education for All) of the IAU (International Association of Universities).

Her research interests are mainly interdisciplinary and she has published extensively on institutional pragmatics and discourse practices (particularly political, media and academic discourses), intercultural rhetoric and argumentation. In addition to numerous book chapters, refereed journal and encyclopedia articles, her recent publications include the following books: *The use of English in institutional and business settings: An intercultural perspective* (Peter Lang, 2007); *European parliaments under scrutiny: Discourse strategies and interaction practices* (John Benjamins, 2010); *Evolving genres in web-*

mediated communication (Peter Lang, 2012); *International Encyclopedia of Language and Social Interaction* (Wiley-Blackwell, 2015); *Parliaments and parliamentarism: A comparative history of disputes about a European concept* (Berghahn Books, 2016); *Argumentation across communities of practice: Multi-disciplinary perspectives* (John Benjamins 2017); *Challenging leadership stereotypes through discourse: Power, management and gender* (Springer 2017).



Helen Spencer-Oatey

Managing relations across cultures: Challenges, concepts and strategies

Kevin Murray, a consultant in business communication, says that “relationships are the engines of success” (Murray 2011, p.99), and yet we all know that they can be surprisingly difficult to manage effectively, whether personally at work or at home, or more broadly in politics and in society as a whole. When there are cultural differences between people or groups, these challenges can often be magnified and in this talk, I explore why and how this may happen. With the help of a range of authentic examples, I consider the types of challenges that can occur in interpersonal communication across cultural boundaries and then explain some key concepts that are particularly useful for analysing and gaining insights into these various challenges. My approach to this is interdisciplinary and I draw on work in pragmatics, social psychology and international business. In the last part of my talk I describe some tools and strategies that can be helpful for managing relations across cultures more effectively.

Brief Bio

Helen Spencer-Oatey is Professor of Applied Linguistics and Director of the Centre for Applied Linguistics at the University of Warwick, UK. Her primary research interests are in politeness theory, cross-cultural pragmatics, intercultural interaction, intercultural discourse, and cross-cultural psychology. She has an educational background in both linguistics and psychology and often works at the interface of these two fields. She has published extensively in the intercultural area, including a number of popular books (e.g. *Culturally Speaking*, Continuum, 2000/2008; *Intercultural Interaction*, with Peter Franklin, Palgrave, 2009). She is currently working with Dániel Kádár on a book entitled *Intercultural Politeness*, to be published by CUP, and on a special issue

for the Journal of Cross-Cultural Psychology on ‘Norms and the assessment of communication contexts’. Helen is particularly committed to the applied relevance of her research, and has developed extensive resources for practitioners, many of which are freely available via the University of Warwick’s Global PAD website, which has tens of thousands of downloads per month. One of her current main projects is on ‘Academic and social integration on campus’ and to help with this, she and Daniel Dauber have recently developed the Global Education Profiler (GE-P) – a diagnostic tool to identify student aspirations and opportunities for developing ‘Global Graduate’ skills – which is now commercially available worldwide via i-Graduate.

Sections and contributors – participants

- Globalization and political communication across borders
- Media discourses on Europe and migration
- Internet and social networks
- Communication patterns in education
- Strategic communication practices
- Identity, language and communication
- Humour and communication
- Communication in arts, museums, and libraries
- Intercultural and interpersonal communication
- Culture and dialogue in organizations



Globalization and political communication across borders

Adelino Catani

University of Padua, Italy

The polite debater: from ancient disputation to contemporary blog

“Discipline is a matters between officers and officers, but manners is a matters between gentlemen and gentlemen” (Mr. *Midshipman Easy*)

It is a common experience that debaters go against the spirit of the discussion, that is to defend own ideas in a civil manner. The debates are often wrestling rings where two wild wrestlers are fighting, simulating a lot, but still hurting, for the delight of the audience. In the case of controversy, no behaviour is *per se* better than another, neither in terms of ethics nor of effectiveness.

A disputation, the medieval scholastic formal debate, was a social argument, a dialogue not a monologue, extroversive like justice, a talking with another, a reasoning conducted by two persons, to expose the truth, a conversation rather than a cross-examination (Th. Gilby, *Barbara Celarent*, London, 1949).

How can we reconcile *convincing* and *coexisting*? We can find pointers in the work of Amy Gutmann and Dennis Thompson, who conclude that of the many virtues required by democracy, none is as important as the conciliatory habit of mind: “If politics is the art of the possible, then compromise is the artistry of democracy. Democracy encourages politicians to resist compromise while, at the same time, accepting it. There can be more resistance during a campaign, but acceptance must be fuller when governing” (*The Spirit of Compromise*, Princeton 2014², p. 204).

Mediation and compromise, which are solutions typical of politics, can be sought for. Rigidity and intransigence, which are more common in relation to cultural questions, may well be preferred. In certain situations, mediation is *not necessarily desirable* or *not automatically advantageous*. Mediation, agreement, consensus, and unanimity are good and just ideals only where they represent a genuine coming together of divergent viewpoints, a culmination of a discussion in which divergent thoughts were neither hidden nor censored. It is good to use the force of mediation, but not to mediate perforce.

These rule may also apply to the guided discussions in the modern blogs.

1. Try to switch on the light rather the light the fire: you have to produce more arguments than attacks.
2. Hit the ball, not the player: it is okay to attack, but you have to fight the argument, not the arguer, and never blow below the belt.
3. Base what you claim on reasons and facts, not on innuendo or slurs.
4. Respect first of all: also and especially towards the adversary you disagree with.

Keywords: blog, polite debater, debate, dialogue, discussion, monologue, mediation, social argument.

Mariselda Tessarolo

University of Padua, Italy

Communicating through the ‘boundaries’ of a globalized world

Objective – This paper aims to analyse the term ‘globalization’, which may be understood as avoidance of boundaries or as dissolution of the same. The moment in which an interpersonal encounter takes place through dialogue is followed by either consent or dissent, but also by the blunting (or in any case diminution) of complexity. The juxtaposition of global and local is a compromise that is ambiguous in itself. On one hand, globalization seems capable of influencing democratic potential and therefore the inter-group relations that would be enacted through ‘globalized’ and/or localized encounters. On the

other hand, the dissolution of boundaries counters the increase of democratic potential with new forms of power distribution, whose ambiguity should be overcome by the increase in communication ability.

Discussion – In this paper, different theories relating to inter-group and inter-cultural communication will be discussed. The application of polling techniques to net communication is undergoing a serious crisis. Traditional theories (by Simmel, Goffman, Baudrillard, Habermas, Foucault, Breton, Bauman, F. Colombo and others) tend to renew the perspective in which the relationship between power and social control is studied. Globalization seems to provide a chance for greater entitlement to speak and therefore more certain access to the ‘truth’ in democratic contexts where discussion is envisaged. The word is a ‘wager of civilisation’ and it goes unfulfilled when it becomes an instrument of power: due to the simple fact of being ‘taken’, it is capable of changing the order of things and, above all, of human realities (Breton). The second issue relates to the autobiographical explosion, the fact of telling about oneself brought about by social pressure; since this is not new, the notion of parrhesia by Foucault will be referred to. Finally, the polemic concerning the democraticity of the net relating to the conditions of truth and circulating knowledge (local rumours turning into net rumours; both the first and the latter are difficult to control, the latter with greater diffusion and virulence). Traditional media such as television have also modified their scheduled programmes, integrating spaces where protest against the political and economic situation is reflected and where, next to (political) guests, the public is present and manifests its discontent at social discrimination.

Conclusion – A consequence of such a situation is the depersonalization of thinking on social media: everybody is certain that no one would behave in a given way, so the party ‘against’ must be supported. But when Brexit is voted for, or the Republican candidate is elected in the US, the reaction is wonder. An encounter taking place in net contexts does not allow the breadth of the vote, that is, of the attitude of other voters, to be foreseen. Parrhesia is a false exaltation of democracy where an overlapping takes place, of the few and better with the many and worse. In times of trouble, groups willing to close themselves off in order to keep out those who could have a destabilizing effect on the situation find more supporters. Exclusion and hate speech, as well as fake news, increase – thus exposing the fears through which it is easier to uncritically accept distorted information promising to reduce problems.

Keywords: globalized world, parrhesia, localized encounters, democratic contexts, autobiographical explosion.

Veronika Katermina

Kuban State University, Krasnodar, Russia

Politically correct vocabulary in mass media discourse as a means of manipulation

It is nearly impossible to give an exact definition of the terms “political correctness” and its adjective “politically correct” since they were and are still used in many different contexts. *Political correctness* became part of the modern lexicon and part of the modern mind-set, as a consequence of the wide-ranging public debate which started on campuses in the United States from the late 1980s.

Linguistically it started as a basically idealistic, decent-minded, but slightly Puritanical intervention to sanitize the language by suppressing some of its uglier prejudicial features, thereby undoing some past injustices with the hope of improving social relations.

It is now increasingly evident in two opposing ways. The first is the expanding currency of various key words such as *diversity*, *organic*, and *multiculturalism*. Contrariwise, it has also manifested itself in speech codes which suppress prejudicial language, disguising or avoiding certain old and new taboo topics. Most recently it has appeared in behavioral prohibitions concerning the environment and violations of animal rights. As a result of these transitions it has become a misnomer, being concerned with neither *politics* nor *correctness* as those terms are generally understood (Hughes 2010).

Consequently, the term has due to the process of discursive drift and the massive public perception of the phenomenon developed to a catchword or slogan attracting public and media attention and which can be used in nearly every context.

Massmedia discourse is characterized by a stable system of status relations and social roles, in the sphere of the mass media. It uses a language to accomplish specific purposes and to perform certain functions (Prisyazhnyuk, Zilova, 2014). Mass media influences everyday life of a person and impacts the media-affected mentality.

Manipulation is one of the discursive social practices of dominant groups geared towards the reproduction of their power. Such dominant groups may do so in many (other) ways as well, e.g. through persuasion, providing information, education, instruction and other social practices that are aimed at influencing the knowledge, beliefs and (indirectly) the actions of the recipients (Dijk 2006).

The positive qualities of political correctness have generally given way to less attractive features. It has steadily extended the boundaries of its progressive orthodoxy to make taboo areas beyond those previously characterized by prejudicial attitudes and stigmatizing language, such as disability, sexism, and

racism. In other aspects, political correctness has increasingly become less absolute and more contextual, that is to say the emphasis is increasingly less on what is said, but more on who said it and when (Hughes 2010).

In its various manifestations, political correctness undoubtedly inculcates a sense of obligation in areas which should be matters of choice.

Keywords: political correctness, mass media, discourse, manipulation.

Mitrajit Biswas

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Analyzing political communication and its medium for reception of nationalism amongst masses

The paper is an attempt to understand the evolution of the use of nationalism and how the idea of it has been received by the audience over a period of time. Looking at the channels of communication for propagating the idea of nationalism in ways of democracy and countering it constitutes the focal point of the paper. Communication patterns and its usage is definitely an important component of nationalism over the period of time. This is where the paper tries to collate the information from various angles to find the way that how this idea is tried to be seeded in masses amidst the barriers of reception. Nationalism has been a very popular dialogue for the political purposes from earlier times. The effect of nationalism has increased over certain periods such as World War 2. The rhetoric of political nationalism has been changing over the period of time. In fact with the modern times and changes of media the audience taste have also started to change. The ideas for the media and its use has also changed creating disruption in the conventional form of communication related to nationalism which had been accepted by the audience for a long period of time. The paper is trying to analyse related to the changing ways of using media to connect to masses.

Keywords: nationalism, political communication, audience, propaganda, rhetoric, media, government.



Media discourses on Europe and migration

Mirela Lazăr

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Cultural and religious arguments for and against refugees: constructing (de-)legitimizations in online interaction

Facing an increased influx of refugees (over 1.5 million people according to the UNHCR) in the last two years, most of which fleeing from the Middle East troubled countries, the member states of the European Union are inclined to give a more restrictive interpretation to their international obligations as regards granting of asylum. The emergency relocation scheme established in 2015 by the EU Council and the refugee quota system have contributed to a radicalisation of mainstream discourses on Muslim refugees leading to a growing pressure on some European governments to further impose confinement policies.

This paper aims to examine how an online community on the “Debating Europe” platform constructs culture and religion-based argumentation schemes to justify the (non-)acceptance and (non-)toleration of (non-Christian, Muslim) refugees in the EU countries. The identification with Christian cultural and religious heritage and values articulates a representation of a culturally unified in-group who perceives itself positively and demarcates from the negative cultural ‘Other’ – an instantiation of Islam – also depicted as monolithic. We demonstrate how arguments appealing to threat and fear of the ‘others’ are strategically used by most discussants to legitimize the maintaining of boundaries (Kaya 2011; Kinnvall 2004; Storm 2011).

For conceptualizing and analysing the interactional discursive practices linked to this specific socio-political context we use a model that includes elements characteristic of the discourse historical approach (DHA) (Reisigl & Wodak 2016; Wodak 2011; Wodak & Meyer 2009) and of the “grammar of legitimation” of Van Leeuwen (2007). The DHA allows us to connect a multidimensional perspective of contexts with topic-oriented discourses and types of discursive strategies. Representations of social practices, including (in-group) self-construction, are integrated with legitimization analyses (Van Leeuwen 2007; Van Leeuwen & Wodak 1999). The corpus of the research consists of over one thousand comments posted between September 2015 and March 2017 on the online platform “Debating Europe” stating the discussants’ opinions in three debates: “Are some EU countries wrong to only want Chris-

tian refugees?"; "Should refugees take mandatory 'Western values' classes?"; "How can Europeans best help refugees?". The formulation of these questions that are asked by the moderator of the platform has the purpose to direct and foster the interaction between discussants who do not know each other.

Particularly relevant ideological discourse structures are present in the polarization pattern which is developed by the discussants between an emphasized positive representation of the in-group of Christians and a negative representation of the out-group of Muslims (Van Dijk 2016). The dichotomous categorizations designed by the participants in the debate are enacted by stereotyping and generalization. The discussants use the *topoi* of definition, threat, advantage and disadvantage (Wodak & Boukala 2015) in order to legitimize their ideological positioning through discursive strategies aimed at differentiation, polarization, inferiorization, and blaming. The construction of the discourse of legitimization takes different forms (authorization, moral evaluation and rationalization, cf. Van Leeuwen 2007; Van Leeuwen & Wodak 1999) which occur in combination and are realized by specific pragmatic, semantic, rhetorical and argumentative resources. Personal and impersonal authorizations connect with evaluation, analogy, explanation and prediction to support opinions in the group dynamics. The findings allow us to argue that structures of inference informing the interactional positions of the discussants which are centred on personal experiences or on historical analogies playing an ideological function are involved in an essentialist way of interpretation of the cultural and religious difference.

Keywords: Discourse historical approach, online community, ideology, Christianity, Islam.

Katarzyna Gajlewicz-Korab, Anna Jupowicz-Ginalska, Joanna Szytko-Kwas

University of Warsaw, Faculty of Journalism, Information and Book Studies, Poland

Poland and its neighbours – in the context of online media narrative

Ever since the power in Poland was taken over by a right-winged party called Prawo i Sprawiedliwość (Law and Justice), the internal and external policies of the country have changed. This can also be observed in the Republic of Poland's relations with its neighbouring countries, a reflection of which can be found in both the national and foreign media. This is why the subject of this speech is an analysis (in terms of quantity and quality) of the articles published on two prestigious Polish news websites, namely wyborcza.pl and rp.pl, regarding Poland's relations with its neighbouring countries. Both these

websites are the most opinion-forming news sources, and they also have their equivalents in print. They are characterised by a large reach, popularity and citation range.

The main purpose of this analysis is to determine how certain media shape their recipients' knowledge regarding Poland's relations with its neighbours. The authors will perform a detailed analysis of such elements as: the tone, illustrativeness, quoted arguments as well as the actors' narration and the character of the pieces of news. The greatest question here will be whether the chosen media attempt at reflecting the actual course of events, or if they stand by a particular side of the highly polarized Polish political scene.

The analysis was conducted between October 2015 and April 2016 as a part of an international project called Lemel.

Keywords: media narrative, media influence, media recipients, online media, Polish policy.

Elçin Esmer

Mersin University, Turkey

Discursive representations of Syrian migrants in Turkish mass media and social media and the effects of these media discourses on Syrian migrants

Today migration is an important economic and social issue all over the world. Every day, millions of people cross national borders to improve their quality of life, so the number of migrants has grown and the issue of their integration with the host society has gained importance. Mass and social media not only provide information, but also have a strong influence on public opinion, social identity formation and the host population's attitude toward migrants. Thus they play a crucial role in the cultural and social integration or segregation of migrants (Elias 2003; Van Dijk 2005).

The literature survey revealed that the total number of both Corpus Linguistics (CL) and Critical Discourse Analysis (CDA) studies on discursive representation of migrants in media is considerably limited in proportion to the number of CL studies. Thus, the study is framed in both CL and CDA perspectives. Moreover, we realized that there are very few studies analyzing the discursive representation of Syrian migrants in Turkish mass media. We also noticed that there is no study conducted on the discursive representation of Syrian migrants in Turkish social media. Therefore, this study is thought to be a leading one which will contribute greatly to Turkish language studies.

This study aims to analyze the pro- and anti- Syrian migrant arguments being put forward in Turkish newspapers having different political ideology

and in the online conversational practices of Turkish citizens having different political ideology through detailed concordance and collocational analysis, allowing us to define how ideological strategies are linguistically constructed in the host media. Also the study is to examine the effects of the host media discourse on the Syrian migrants.

In line with the aim of the study, one hundred opinion articles about Syrian migrants published from March 2011 to March 2017 will be selected randomly from six elite newspapers, three of them pro-government and three of them anti-government. Also thirty online conversational practices of pro- and anti-government Turkish citizens on Twitter and Facebook will be selected randomly (fifteen pro-government, fifteen anti-government).

The interviews will be conducted in order to define the migrants' opinion of Turkish media discourse on migrants. The interviews will be recorded and carefully transcribed by the researcher.

The data analysis will be done based on Van Dijk (2004)'s framework. It consists of two main discursive strategies "positive self representation" and "negative other representation" and twenty five ideological discourse categories that are helpful to examine how different ideologies are expressed in different contexts. Quantitative and qualitative methods will be applied to identify the frequency of the discursive strategies used in the data. Results reveal that although all columnists and citizens use similar linguistic devices when discussing the migrants, they have different discursive strategies due to their varying ideological viewpoints. Moreover, the results indicates that the migrants believe that the mass and social media play an active role in the production of the discourse on migrants.

Keywords: Turkish mass and social media, migrants, positive self-representation, negative other representation, discursive strategies.

Ana-Maria Sezonov

*Bucharest University, Faculty of Journalism and Communication Studies,
Rumania*

The social-semiotic analysis of several artistic-activist online discourses regarding the context of immigration

We live in a period of massive development of the multimodal online modes and channels of communication (Facebook era, pictorial turn -- W. J. Mitchell, Kress, 2010) in which the contemporary artists act as civic citizens, (Pierre Rosanvallon, 2011) producing polemic politically engaged opinions, disseminated through several traditional and online media spaces. The research problematics addresses the social semiotic analysis of the multimodal

online discourses (Kress, 2010) concerning the condition of migrants, and the interactions generated by visual over-exposure, instrumentalization and metaphorization (Turner, 2008) of artistic-political debate of conceptual contemporary artists such as romanian artist Dan Perjovschi, chinese artist and political activist Ai Wei Wei and british street-artist Banksy.

Their political active attitudes produced a multimodal semiotic, visual and textual online discourse, which seems especially made to penetrate several audiences, question traditional european democratic norms and values, and build notoriety.

Starting from the general concept of globalism seen as "the eternal return of new", (Goran Sonesson, 2014), we propose to comparative semiotic study of the visual corpus of drawings, artistic performances versus the online media-captures (Instagram, Facebook, personal sites) and the newspaper articles publicized during the 2015-2016 period.

The methodological approach is built around an interdisciplinary approach of content analysis, discourse analysis and visual semiotic analysis according to the methodology provided by social semiotics (Kress G. & Van Leeuwen T., 2005. Kress, 2010) and the methodological and conceptual tools provided by the analysis of online digital practices (Jones, R. H. Chik A. and Hafner C. A., 2015).

Keywords: democracy, migrant, globalization, metaphor, multimodality.

Hasan Saliu

The Dean of Faculty of Mass Communication, AAB College, Pristina, Kosovo

The role of media and the image of migrants

The media play an important role on creating the image of the refugees in the host country. The local public creates an image, an opinion or a prejudice about the foreigners in their country. The creation of this image starts as soon as the media report on various conflicts and then continues with the arrival of the refugees in a host country. Besides of their suffering, the media coverage focuses also on possible adverse action or on ordinary crimes committed by refugees in asylum countries and this often increases the sensitivity of intolerance of the local public toward refugees. The transmission of negative attitudes for the refugees by various political organizations of the host country enhances the intolerance of people in the host country toward the refugees.

However, also the refugee has a pre-cooked image about the host country where he is being housed. He arrives in the host country with his memories, his culture, his lifestyle and with the information obtained earlier during

his lifetime about the country where he now is a refugee, or other European countries. The image of a country or a population begins with the readings provided by the school system, continuing with the information provided by the media regarding a certain country. Apart from this, there is also the impact of government officials statements broadcasted by the media and those statements make people take an attitude or create an image which could be either friendly or hostile (unfriendly) toward that country. In today's circumstances of the global insecurity, we constantly pose the question "why do they hate us" and how could we possibly be more attractive to avoid the need of using the 'carrot and stick' in order to direct the others in the desired direction? The paper will address also the channels of communication and contents of message that encourage intolerance towards other cultures, spread more through online forums, where communication actors are often Muslim clerics.

The findings show that the media has a double role between these two parties: they may cause the increase of intolerance of the refugees toward the values of the host country, or they may cause the increase of intolerance of the host country public toward the refugees.

In recent years there has been a vast amount of these kinds of audio-visual messages that spur intolerance against other cultures. At the time when millions of people are communicating simultaneously through internet as a mediating channel without the need of physical presence, in a world when everybody sees all and knows everything and where numerous linguistic, political, cultural, religious, and other differences, make communication and tolerance even more complex.

Keywords: hate speech, prejudices, image, Pew Research Center, image, public diplomacy.



Internet and social networks

Marta Dąbrowska

Institute of English Studies, Jagiellonian University, Poland

Are women good to talk to? Language strategies in women's posts on social networking sites

Women have traditionally been perceived as the „muted group”. Early studies concerning gender differences in communicative strategies tended to

describe women's speaking style as deficient when compared to men's (cf. Lakoff 1975). Some of the more recent researchers have claimed, on the other hand, that women are dominated by men in public life, and this reflects itself in the differences in the use of language between the two groups, notably in women's tendency to employ, among others, more hedges, question tags, and opt for a greater degree of politeness in their speech (cf. Fishman 1980, Holmes 1995). It is only the most recent approach to genderlect differences, the performative theory (cf. Butler 1990), that has moved away from the uniform essentialist treatment of women's and men's communicative styles by claiming that it is in the first place the speaker's own choice, within reasonable limits, as to what identity they will assume and consequently the form of language that they see as most suitable for the expression of it.

The evolution of computer-mediated communication and its various genres and multimodalities has proved to be particularly favourable to the creation and expression of the real (or imagined) self of its users. While research demonstrates that the electronic media do not in fact enable their users to thoroughly hide their identity behind their sometimes numerous guises, and it is often possible to identify the gender of the anonymous CMC user, particularly when (s)he subscribes to the traditional division of male and female roles in society, the character of some genres and forms of the Internet discourse, among them social networking sites, appears to empower their users to assume rather different roles than those typically assigned to them. The present analysis will attempt to investigate some manifestations of such unorthodox online behaviour, focusing in particular on the voices of female users. The investigation of posts written in English collected from YouTube and Facebook fan pages will demonstrate that, especially in the context of controversial issues (e.g. Oscar Movie Awards, Eurovision Song Contest or US presidential elections), women often employ communication strategies which not only put them on a par with the male interlocutors, but also not infrequently exceed them in the application of impolite, vulgar, and abusive language forms.

Keywords: genderlects, CMC, identity, (im)politeness.

Andrea C. Valente

York University, Canada

Resilience and mood disorders among international students during acculturation process: blogging without borders

International Student Mobility (ISM) has been one of the main trends of globalization in the 21st century landscapes. Yet, the International University

Mobility is not a homogeneous movement. Although the majority of the international university students participate in structured exchange programs such as the European initiative known as Erasmus, the American Fulbright Student Scholarship, and the Saudi Arabia's King Abdullah Scholarship Program, there are many others that have to deal with the whole exchange process of ISM on their own. Despite this, the majority of international students face some cultural shock during acculturation and adaptation processes to the host country, a similar reaction also observed among immigrants (Berry 1997).

International students' psychological abilities to develop coping mechanisms and resilience to overcome cultural misunderstandings and miscommunication in their everyday interactions on university campus are unique to each individual. Yet, for some international students, the acculturation and adaptation processes might be an overwhelming experience, as they fear to lose their sense of selfhood, which is based on their ethnic background and cultural identity. As result, they may develop some mood disorders such as stress, anxiety, and depression that can affect their academic self-efficacy while studying abroad.

Therefore, in this presentation, I examine personal narratives of international university students who blog about their resilience and mental health conditions (e.g. depression, anxiety, stress, and eating disorder) as result of the cultural and linguistic divergences they have faced during acculturation and accommodation processes while living abroad. Hence, in order to help enhance international students' academic experience and well-being, this study argues that universities should offer consistent intercultural communication competence trainings to instructors, staff and students alike.

Blogs are a common type of digital platform that can provide a space for dialogue between a writer and reader through dynamic and collaborative interactions. Thus, this study analyses personal and institutional blog contents composed by international students and the replies from readers through the methodology of an Ecology of Composition (i.e. rhetoric) that takes into account the complexities of online writing (Syverson 1999; Dobrin 2011; Roderrick 2012). In this vein, rhetoric theory in this study is inspired mostly by Edgar Morin's (2008) and Ilya Prigogine's (1985) epistemologies of Complexity Thinking.

Furthermore, the autobiographical elements observed in those blogs allow favourable grounds to study identity, language use, and context in terms of the convergences and divergences (H. Giles, N. Coupland, and J. Coupland 1991) that international students experience during the acculturation process, which can affect their mental health conditions.

Keywords: international students; ecology of composition; mental health; acculturation; intercultural communication.

Jeannine Teichert

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Re-construction and de-construction – maintaining friendship relations in a changing media world”

Within an ever-changing world, communication media can be an advantage to keep in touch with important persons of the individual network, even if these persons reside in other cities, countries or even on different continents. Strong social ties to friends and close relatives can be maintained by telephone calls or written messages, to exchange news and information and to create a common world around the missing time together, when face-to-face meetings cannot take place. (Licoppe/Smoreda, 2006, p.305) Today, we depend more than ever on technological means for maintaining our social contacts, while there is an increasing feeling of social intensity when dealing with media. (Couldry/Hepp, 2017, p.4) An access to analyse individuals’ preferences on organising social lives provides the framework of life course and status passages (Heinz, 1991). According to Heinz, human life course can be split into a “sequence of status passages”, providing reference points to complete education, employment, raising a family at a certain age. (Heinz, 1991, pp.12-13) Even if individuals will ignore this overall time frame, it has an influence on the personal development in either case. (Weymann, 2004, p.39) Hence, an analysis on a micro perspective can obtain information to understand identity and subjectivity, as Warfield, Cambre & Abidin (2016, p.4) point out.

Regarding the frame of life course and status passages, this paper aims to analyse the importance of friendship relations in the status passage of professional life after first career entry. Interesting insights of this paper will explore the re-construction of friendship with regard to relocations for personal, educational or professional reasons. De-construction of networks and individual friendship relations will be highlighted as well as individual requirements to de-construct or to re-construct friendship, by using or refusing a multiplicity of different digital communication media. An explorative study of research participants born in the 1980s provides insight into their understanding of “friendship” in the 21st century and the complexity to keep up with and maintain friendship on geographical and emotional distances. Individual communication within networks of friends shall be highlighted, differing between communication within a group and individual communication between two persons of a group, while segregating others. By means of guided biographical interviews and selfdrawn network maps, participants’ individual network of friends and their philosophy of life and media usage are explored. Comparing the research results of interviews with network maps of participants shows individual differences regarding the ability and the need to construct new friendship rela-

tions or to re-construct established friendship relations by communication media. The overall aim of this paper is to analyse first outcomes and to provide insight on future prospects of research. Theory development takes place along with the process of sampling, according to the conceptualization of Grounded Theory (Corbin & Strauss, 2015).

Keywords: Friendship, mediated environment, guided biographical interviews, network maps.

Plamen Atanasov

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Place of the rumour and role of the sites, the family and the media in young people's communication

Nowadays, regardless of the borders, the social and cultural differences, the communication in the global infrastructure of Internet has a place in almost all social spheres. The paper develops the thesis the web sites and the social online networks contribute to the expansion of the interaction space and partially take the role which two decades ago has been played by the family, the close friends, or the paper or online media. The communication channels have been reorganised, so the preference towards a certain source of information is directly related to whether the information concerns a person, or an organisation. The created scientific comprehensive evaluation regarding the development of people's efforts towards their social orientation in the future is closely related to the contemporary interpersonal and intergroup communication. The object in the paper are the young people. Discussed are the changes in the preference of the information channels, the increasingly more important place of the rumour and the potential threat of introduction of mistakes in the mass behaviour. The aim of the paper is the establishment of at least partial scientific reasoning behind the present global and local changes in the communication, in addition to determining their level of accomplishment. The thesis is confirmed by the quantitative and qualitative methods. A non-representative empirical pool survey has been carried through with voluntary participation of students from Bulgaria, Romania and France. This way was detected a partial change in preference to informational channels among educated young people. The evaluation of the statistical relevance showed insignificant fluctuations between the different countries and confirmed the advanced stage of the process of globalisation. Additionally, via an example problem is depicted the hypothetical possibility to induce conflicts with the help of the new means for precise distribution of information to particular auditory. The results point that

the young educated people in Bulgaria, Romania and France give high credit to the social online platforms, but the traditional media remain the most highly trusted. As far as the people from the close entourage are concerned, most of the participants in the survey state a preference towards direct communication with the individual and a small part of them, in almost equal proportions, refer to their family, close friends and social media. The data shows less than half of the young people that participated were willing to take part in online surveys. After evaluation of the results prevails the opinion rumours are spread via Internet and only half of the answers point there is truth in that type of messages. The picture the survey assembles emphasises via scientific methods the significance of pointing the focus of attention towards the threat of using the newly established communicational channels for micro-targeting and popularisation of actions with unidentified social responsibility.

Keywords: rumour, social online networks, family, traditional media.

Diana Vargolomova

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The writing practice as a renegotiation of identity in context of emigration. (The emigrant blogs of Italians in the United States)

The presentation of the self in the era of modern technology is often cited as the new way of being in a world, where the digital image is actively created and supported. The importance of the identity dynamics is clearly perceivable in the context of a radical discrepancy such as the migration. Therefore, it is essential to understand also the strategies, used to support this "rite of passage", the migration, in relation of the digital communication channel and the writing practices in it.

The paper reviews analysis of 12 blogs of recent Italian emigrants in the United States in the period between October 2011 and October 2014. Of these blogs, 10 are made by women and 2 by men. The revised materials include multimodal text, consisting of verbal and visual components. The study is situated in the framework of a PhD thesis, titled *Digito Ergo Sum*, discussed with success this March at Sofia University. The research's overall aim is to reveal the local meaning of the blog writing as an act of communication and as a social practice. The applied interdisciplinary methodology is situated at the border between linguistics and anthropology, combining the approaches of discourse analysis and anthropology of writing.

The part of the research, proposed in the present paper, discusses the con-

nection between *writing*, *identity* and *community*. The identity is examined through the perspective of two theories. The first one, the Narrative Identity Theory, assumes that the identity is a process of construction of the self, a personal project that can be consciously renegotiated and elaborated; therefore the identity is perceived as mediated by narratives that support the perception of continuity with the previous forms of the self. Consequently in a period of passage and discrepancy it's fundamental to be able to integrate the new context and the new events in the global "legend" of the self. The writing of blog is analyzed as a strategy to take control of the inner narrative and stabilize a misbalanced condition. In the absence of the traditional migration connections the blogosphere takes the part of supporting community.

The second theory assumes that not only one identity is contained within one person. The *Dialogical Self* of Hubert Hermans theorize the perception of self as a contact between voices, identities, the so-called "I-positions" that can interact, get stronger or weaker. This theory's pertinence is based on its capacity to see the writing as a way to actively reorder the I-positions in accordance to the needs of the situation.

A key role in this processes is played by the community, as the writing practices in the blogs, *pratique de ecrit*, are composed by the act of writing but also of the act of reading the other's writings and adding comments.

As a result of the analysis, the practice of blogging was seen as controlled personal but also social space where the identity is reconsidered and renegotiated with the community through writing of personal stories and the presentation of a positive image of the self in order to moderate and support a transition period.

Keywords: identity, writing, virtual community, blogs.

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Populist approach to migration in the contemporary media ecosystem

The intense developments of the information and communication technologies are among the main milestones tracing the dimensions of humankind's progress in the 21st century. They are also the fundamental factors that form the basis of social transformations. As positive as their impact might be on progress in all areas of life, it is no less true that they pose challenges to the social stratification of society.

Today these developments are catalyzed by the transformations in the media ecosystem. The concept of the media ecosystem brings an important perspective to the media field that helps evaluating the practices of communication by bridging the traditional and the new media in the age of instant information. Contemporary media are convergent phenomena – in terms of content, production and distribution. They have changed – from linear to non-linear services. By acquiring meta-media character through their ability to combine different forms of communication – written, aural, visual, audiovisual, etc. and based on Internet technology, contemporary media are characterized by their hybrid products.

The profile of the audiences also changes – from mass to individualized, from passive consumers – to active prosumers. People can enter in an unmediated, direct dialogue. Thus the new media environment poses significant challenges to the protection of the public interest, as well as to the social integration. While in compliance with professional principles traditional media can rely on codes of ethics, self-regulation and co-regulation, the content in the online environment can hardly be regulated and it is difficult to organize public correction of the politics. Concentration of media ownerships, diversity of media markets, the digital divide, the growing greater disparity between accessibility of information sources, the outdated legal framework, etc. may cause damages to freedom of expression and increase of ethical problems.

As a globalization-related phenomenon, voluntary or forced migration gradually occupies a leading place in the social agenda. The migrant problem is getting ever more complicated owing to reasons of international and national character. So far the European Union has no firm concept or plan about handling the migration influx. Furthermore, the populist rhetoric of the nationalist parties has stepped up in an expression of discontent both with the European policies and with the national authorities. This is considered to be a dangerous trend, because catalyzing of the people's apprehensions may lead to escalation of negative public moods against the migrants. A very important and responsible role in this situation is that of the media. In this regard, the research of the impact of nationalistic populist political discourse on media ecology can outline important trends in contemporary communication processes.

The aim of the proposed paper is two-folded: firstly, to examine the contemporary tendencies and challenges of the media ecosystem; secondly, to present results of a study on populist approach to the migration problems reflected in the Bulgarian media. The study is supported by the National Science Fund of Bulgaria research project D COST 01-2/17.05.2017 and of the Sofia University research project 80-10-61/20.04.2017. It is part of the COST IS 1308 Action aimed at comparative measuring populist rhetoric.

Keywords: media ecosystem, populism, migration, communication.

Valentina Marinescu

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Online communication and Romanian seniors quest for a better health

Research shows that older adults respond differently to mediated communication than younger adults. These age differences result from both generational differences and life-span development. The literature on digital divides shows an age divide, with three levels: 1. Then hardware availability, Internet connectivity, and the distinction between users and non-users; and 2. The digital literacy (e.g. skills, abilities and motivations required for ICT use).

Seniors face new challenges in the case of the present displacement in the study and practice of medical communication. This displacement is in fact a movement from a paternalistic model of patient-provider information toward enclosing the medical and human values in the process of decision-taking of informed patient in medical interaction. Due to the fact that they grew up in a culture where the doctor made critical decisions about others health at present they are left outside a “media centric” world, where people use a diversity of media and communication outlets related to health in order to become informed participants in their own health-care. At the same time, as Caress (2003) showed, seniors’ locus of control is external. From the health-communication point of view a person with an external locus of control thinks that some aspects of his/her life (e.g. health) are controlled by powerful others (e.g. doctors) and this represents a new challenge for seniors nowadays.

As McMillan and Macias (2008) showed the main characteristics of the seniors online behaviour are: 1. The attempts to use internet to send mails to friends and family – to socialise; 2. To see the Internet as an invaluable resource which replace the library or other public places; 3. To use the Internet to prepare for the visit to their doctor or to fill in the knowledge and information.

The present study draws on the hypotheses related to health-related Internet use by seniors and try to validate them in a specific context – the Romanian society. The hypotheses of our study are:

H1. Usage gap hypothesis: The Internet use by seniors reflects differential uses and activities in all spheres of daily life as compared with younger generations (Van Djick, 2005).

H2. Seniors use the internet as a starting point for general information related to health but when it came to make informed decisions about health care they adhere to physician-centered care model (Campbell and Nolfi, 2005).

H3: The more a senior as a patient learns from the internet about her/his illness, the more likely she/he is to ask questions derived from Internet con-

sumption to his/her physician (Frederikson and Bull, 1995).

The sample of seniors included in the analysis was made of ten persons aged +65 years old who used the Internet not only to obtain daily information and to socialise with their friends but also to search for health-related information.

Preliminary results showed that Romanian seniors still do not consider online health information to be as reliable as inter-personal communication with their GP. At the same time, Romanian older adults are overloaded with the sheer amount of information available on the net and tend to “simplify” it by checking that information with medical staff (e.g. GP, nurses). As our set of interviews Romanian seniors have a lower desire to control their own health care by themselves and remain deeply dependent on the interpersonal medical communication with GPs, family, pharmacists, friends.

Keywords: seniors, online communication, Interpersonal communication, health-related information.

Bilyana Todorova

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How to understand ‘misunderstood tolerance’? Expressing disagreement by using clichés in Bulgarian maternity forum communication

In *Cambridge English dictionary* the word “tolerance” is described as 1.”willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them.” The use of this particular meaning of the word is increasing nowadays, especially in some texts proclaiming the liberal point of view. *Tolerance* is one of the main values of the pluralist liberal democracy. The idea of ‘social inclusion’ usually affects minority groups and the word “tolerance” is used in such a context. Moreover, some researchers include in the scope of this concept attitudes towards the majority rule, civil liberties, police enforcement and free abortion (Gibson and Bingham, 1982, Togeby, 1994, etc.).

Meanwhile we have recently observed the growing of exclusion narratives and inclinations. The minority rights contradict the need of majority to save their own position, traditions and privileges. The intolerant, racist and nationalistic statements are part of the public discourse in many European countries and they gain more popularity. These attitudes have attracted the attention of a large number of discourse-oriented researchers (Mitten, Wodak, 1993, Wodak and M. Reisigl, 2001, Van Dijk, 2012, Wodak, 2015, 2016, Musolf, 2017, and many others).

The aim of the presentation is to investigate the use of the phrase “mis-

understood tolerance” in the largest Bulgarian forum platform – bg-mamma. The use of the phrase is widespread in public discourse as well as in everyday communication. The pragmatic function of the collocation is to express disagreement with someone’s behaviour or point of view or fear of the changing habits or traditions. The phrase functions as a cliché and presents an anti-liberal attitude. However, it is very important to point out which liberties are not acceptable according to users writing in the platform. The research includes the investigation of discussed topics in which the phrase is used as well as the positions which their authors support.

The interpersonal aspect of researched forum communication is also very interesting because of the plausible and context-dependent meaning of the investigated phrase. Bg-mamma communication is partly anonymous, dialogic, asynchronous and topic-centered. However, some active users form spontaneous communities united by shared topics of interests and their relationships become closer – they express their point of view defending or accusing the positions of the previous posts. As a result the investigated phrase “misunderstood tolerance” may function as a means of approving the previous negative reaction or as a means for expressing discrepancy.

With the help of the search engine of the platform all uses of the investigated phrase are collected. The research includes also the inspection of the immediate context – the topic of the conversations, the positions defended, etc. The context observation will present the pragmatic function of the uses as well as the social prejudices and stereotypes they promote. The full description of these uses may reveal the meaning of the phrase according to forum users.

Keywords: misunderstood tolerance, pragmatic use, public discourse, forum communication.

Ivanka Mavrodieva

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The features of dialogues in the social networks

This study examines specific features of dialogues in virtual environments and particularly in social networks. The subjects of research are Facebook walls and groups, the business social network LinkedIn and the micro-blogging Twitter sphere as a part of virtual communication over the period of two years (2016-2017). The main goal of the current paper is investigating dialogues driven by citizens and netizens and in particular posts, recommendations, endorsements, comments; kinds of techniques to pay attention and to conduct the discussion. The second research goal includes survey of types of arguments as well as specific verbal and visual arguments used in the social networks to persuade the members of different virtual communities. The first

assumption is that more participants in the virtual dialogues prefer well-known techniques to express themselves in ways that they would not in the off-line informal communication. The second assumption is that the members of virtual communities present their opinions and evaluations in short written posts in Facebook and Twitter. The third assumption is that virtual communicators prefer traditional manners to express their position in LinkedIn and some of them are ready to take part in interactive virtual communication. The methods used during the research are cyber ethnographic observation, verbal and visual argumentative analyses.

Keywords: dialogues, social networks, argumentation, verbal and visual techniques and arguments.

Teodora Petrova

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Institutional website as PR instrument for communicating policies of institutions

The paper will envisage the function of institutional webpage as PR instrument and as well as an instrument for communicating institutional activities and policies to different publics. Some of the practices in Bulgaria and other countries will be reviewed. Citizens can access information on internet platforms about institutions so that is why the websites become one of the most open and democratic platforms for people to get information about the institutions. They are open platform for institutions to publish information and have transparency about their work, how to what they do, results and their future policies, a way to get straight to publics and to have feedback. Websites can be powerful PR instruments used by institution for information and communication.

Keywords: communication, public relations, web site.

Desislava Antova

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The role of online media in developing public dialogue

Online media contribute to the development of a dialogic medium among various types of media. They facilitate current issues solving as they transmit to the public sphere other media messages which are freely quoted. In search

of media content, a concrete message resonates several times from a rhetorical point of view due to the variety of sources as if an anaphora. This is a precondition for achieving more successful dialogue with institutions. It provokes them to talk about avoided or hidden topics. The dialogue among various media is important to highlight topics of significant public interest.

As a medium of dialogue, media convergence uses the opportunities of digital language. Mediamorphosis makes possible the transformation of everyone into a reporter or a video operator. Accumulation of new content will be a leading element in the study of the dialogue citizens-media-institutions. The transformation from “media content consumer/user” into “media content author/ co-author” changes the role of media. Media are seen as "the new vehicle" (Roger Fiedler) which is capable of making the viewer sympathetic to the broadcasted live content by adding him/her a researcher’s role.

The aim is, by means of rhetorical analysis, to identify new or socially meaningful content coined by the dialogue among various media and their online editions.

Keywords: Media convergence, online media, dialogue institutions–citizens–media.

Federico Zannoni

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Hate speech on the social networks. Facing online racism and xenophobia

The word *hate speech* (Siegel, 1999) refers to the linguistic expressions that incite prejudice, hostility, discrimination and violence against certain social, ethnic, religious or cultural groups. It is a speech that moves from the level of the ideas to the one of the reality, producing concrete effects and creating antagonism between people. Since the end of last century, the increasing possibilities offered by Internet, especially an unprecedented access to information and the ease of communicating with others in real time and cheaply, have supported and accelerated the process of diffusion of the *hate speeches* in the virtual environments (Ziccardi, 2016).

The online hate evolution goes hand in hand with the changes in the contents and in the uses of the Internet. In particular, a significant shift occurred in the early years of the new millennium, from the idea of the Internet as cyberspace, separate from the real world, to the idea of the Net as an immanent reality, whose effects are not technologically predetermined or sociologically predestined, but closely dependent on the use that humans make of it.

Some authors (Wellman & Hogan, 2004) have seen in the growth of the

Internet reticular connectivity new expressions of social cohesion, while according to others (Roversi, 2006) the Network reproduces the same conflicts, barriers and lacks of communication that are already present everywhere in the world, the same myriad of closed universes of values to be entirely accepted or rejected. Online, especially on social networks, the *hate speech* produces a mixture of racism, historical revisionism, religious intolerance and political populism, distinguishing itself by four characteristics: the permanence of hatred, its unexpected return, the anonymity, the transnationality (UNESCO, 2015).

This paper assumes the hypothesis elaborated by Roversi and other more pessimistic scholars and investigates the spread and the characteristics of the *hate speech* in the online social networks through the analysis of the contents and languages of some Facebook pages, characterised by a verbally violent racism, often linked to episodes and thoughts of everyday life, or comments on current events. Particular attention will be paid to data and news taken by online newspapers, blogs, thematic websites, reproduced in the social network through links. Then, an overview of some existing good practices contrasting these phenomena, in many cases run by associations of young second-generation immigrants (among others, in Italy: Associna, G2 Network, Occhio ai media, whose managers were interviewed) will be presented. Concluding thoughts on how to address these issues in education are closing the paper.

Keywords: racism, xenophobia, intercultural education, social network, hate speech



Communication patterns in education

John McKeown

Director of the School of Foreign Languages, MEF University, Istanbul, Turkey

Expanding dialogic teaching strategies in a higher education flipped learning environment

This session will focus on the pedagogic value of dialogue to improve students' language development, increase their reflective practice, and develop negotiation of meaning between instructors and students. The context is a foundation year English language program at a new English-medium university in

Istanbul. There is an examination of dialogic pedagogy in the re-construction of learner and teacher identity wherein both students and instructors identify as co-learners (Freire, 1993).

To align to a flipped classroom pedagogy adopted at the university across all disciplines, the English Language Preparatory Program (ELPP) was designed and implemented using a flipped learning approach, the first of its type worldwide. Uniquely for Turkey, the students are all Turkish (L2) native speakers, and the instructors are all L1, foreign-hired native speakers.

The study in progress, follows on the work of Sambell (2011) and Knight and Mercer (2015), and reveals an organic shift to dialogic teaching (Alexander, 2006; Lyle 2010) in this flipped learning environment. Based on evidence from student and instructor surveys, and anecdotal comments, it appears that this shift is not focused solely on technological or teaching techniques used, but on collegial relationships fostered, the shifting balance of power between teacher and student, and the ways in which knowledge is created, not consumed.

Using a blend of online tools and face-to-face instruction, students are placed at the center of their learning process, actively participating in thinking and discussing, while making meaning for themselves. The instructor's role is to facilitate students' interactions with each other, and with the material: there is construction of meaning in addition to language skill development (McKeown, 2016).

Following this dialogic pathway, ELPP students are empowered to ask questions and reflect on the information they receive (and to share ideas via various online components of the program). Similarly, ELPP instructors are positioned alongside the learner as alternative sources of support and information, and this shift of identity challenges not only traditionally conceived teaching practice, but also their abilities to manage students who are more forthrightly engaged in their learning.

The practical uses of adjunct e-tools, learning management systems, online resources and apps are explored as a springboard for expanding instructor dialogic teaching, and, as part of an shift to using dialogue as a shared renewable resource. Collective, supportive, reciprocal and collaborative adaptations by both instructors and students are noted within this technologically enhanced learning environment, and future directions of this research are explored.

Keywords: flipped classroom, dialogic teaching, English language preparatory program.

Sole Alba Zollo

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Gabriella Di Martino

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The EU *Teachers' Corner*: the web construction of inclusiveness and sense of belonging to a Europe “united in diversity”

One of the European Union's (EU) main challenges is how to bridge the knowledge gap between the Institution and its citizens. By using different media, in particular the Internet, the EU has been realizing a lot of informative material addressed to laypeople in order to promote interaction to construct European identities (Di Martino et al. 2008; Caliendo and Magistro 2009). By browsing the EU's website, you can find the *Teachers' Corner*, a webpage which contains a wide range of teaching resources aimed at explaining the European Union and its policies in an understandable and attractive way to students of different age groups.

The analysis will be conducted on a corpus collected from the *Teachers' Corner* website which includes different text types – booklets, comics, and brochures – addressed both to teachers and students.

By following a Multimodal Discourse Analysis approach (Kress and van Leeuwen 1996, 2001; Jewitt 2008), this study aims at exploring the different discursive strategies used to develop European consciousness among the young and promote the development of a shared sense of European identity. In particular, we will see how the EU tries to foster a multidirectional dialogue on sensitive issues such as pollution, migration and cyberhate. Since “territory is mental as well as physical, and its capacity to demarcate social, political, and cultural boundaries makes it the core of public and private identity projects” (Berezin and Schain 2003: vii), the research will allow us to discuss about the role that these educational texts might play in class in forging, maintaining or challenging European identities; so that teachers and students might become co-creators of a sense of belonging to a Europe “united in diversity”.-

Keywords: The EU and young people, multimodal discourse analysis, educational materials.

Maria Metodieva

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Digital communication through effective verbal language in the 21st century classroom

This is a small-scale research carried out with a group of thirty 17-year-old students at Second English Language School “Thomas Jefferson”- Sofia, who follow an intensive five-year course in English as a foreign language. The author’s aim is to describe the participants (communicators), as well as the messages, noise, feedback and channel of communication in a new context, i.e. that of the 21st century classroom where students often communicate digitally performing various tasks and completing assignments. The focus is on the verbal language the participants use to comment and evaluate peer written assignments published on digital platforms.

Following the curriculum for the eleventh grade, the students are presented with British and American literature from XVIth through XIXth centuries. To motivate students to participate in literature classes and develop their skills to interpret and analyse short literary texts, the teacher relies on the students’ digital literacy and the latest digital technologies.

The teaching and learning methods used are a combination of the traditional and the flipped 21st century classroom in which the students communicate with each other and the teacher not only face-to-face but most of the time digitally. Involved in project work and student-centred activities structured around different topics and themes discussed by classical authors, the students are asked to share ideas and opinions, discuss written assignments or comment on and assess formally individual, pair-work or group work on digital platforms. This in turn requires the usage of verbal language for communication. And here come the two questions:

1. Are the students prepared to use appropriate verbal language to foster digital communication within a group?
2. How can teachers help students foster a dialogue based on mutual respect, understanding and friendly criticism?

In an attempt to answer these questions, the teacher plays first, the role of an observer, collecting information on the following questions: Who are the communicators? What messages have they exchanged commenting peer work? What (if any) noise distracts the message? How is feedback given? What is the context of communication?

Another role the teacher plays is that of a moderator of students’ comments since the blogs and platforms used by the students as a default are programmed like that.

The author summarises her findings illustrating with examples the verbal language used by the students. Finally, the author compares these examples

with a set of appropriate expressions suggested by a site and discusses some ways of teaching students how to use verbal language effectively in their context.

Keywords: digital communication, verbal language.

Radeya Gesheva

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Strategies for interpersonal and inter-group communication in the educational process: 21-st century skills

This research involves discovering which are the difficulties in teaching at the university to the new generations and how both professors and students can overcome them. The goal is to show that the political, social, economic and cultural situation has changed and for this reason the applied approaches should be much more flexible than before. This research highlights the importance of the collaboration, development of digital literacy, critical thinking, problem-solving in shaping the actions of all the participants in the educational process. This research project analyzes innovative strategies for communication that have the potential to draw young university audiences to follow classes and be more involved in the educational process. We will evaluate the top factors and categorize them based on their usefulness and effectiveness by identifying 21-st century skills and all their subtypes, the specific Bulgarian educational background characteristics. We will eliminate the assumption that all professors and students, living in different periods of time, have the same characteristics. This will allow for more individual consideration of problems for all the key-factors involved in the educational process and may direct future research on these factors' impact. They will be learner-driven. Factory-model or top-down are old stories, part from the past. The global education is not necessarily between four walls. The most effective way to prepare students for real life challenges through education is to implement what is already known. Professors should try to stimulate students how they can adapt to the fastly changing situation, through self-management, non-routine problem solving and how to learn in order to produce from sources the necessary information for the deadline you have.

The multilingual and multilevel communication changes the perception level of each student. There are four relevant clusters: digital-age literacy, inventive thinking, effective communication, high productivity in the classroom, at university and in the workplace. All of them have subclusters but in general we can put them in the framework: 'educational clusters' characteristics'. The

first literacy involves the technological, cultural, economic and information literacy as well as global awareness. Sometimes, because of family or school environment, students are not eager to confess some of their gaps. If professors do not discover them, things can become harder at the university and in the workplace. The inventive thinking includes adaptability, flexibility, curiosity, risk taking, decision making. The effective communication should be interpersonal and inter-group, between students in the same class and faculty, between students from different faculties, between students and professors, between students and administrative staff... It involves teaming, collaboration, interpersonal, personal civic responsibility, interactive communication. All the abovementioned will lead to high productivity through priorities, plans, tasks' fulfillment and accomplishment. This research will prove that the use of real-life tools and development of real life skills to communicate efficiently in real-life situations to solve real-life problems is possible by giving relevant examples.

Keywords: strategies, interpersonal communication, inter-group communication, educational process.

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Language education for European citizenship

A lot has been said about the need to prepare students for the challenges of the globalizing world and one the answers to the question how to do this effectively is related to the purposeful implementation of foreign language learning based on the development of intercultural communicative competence (ICC), the latter referring not only to school language education but also to learning languages at university level as well. These processes are often related to study and labour mobility although they are not restricted to experiences of having to function in another country only. Far from the view that it is possible to teach students a strictly defined ICC, we rather accept Zarate's view that it is often more appropriate to talk about ICC's – in the plural – due to the unstable development of ICC and to the fact that a high level of language proficiency does not automatically mean a high level of intercultural competences (Zarate 2003). Furthermore, in a European context, there has been a strong emphasis on intercultural dialogue for decades and in more recent years – on exploiting the potential of language education for developing what Byram (2008) terms 'intercultural citizenship' which enables young people to contribute to social cohesion at a local, national and European level.

Thus the paper:

- focuses on a review of recent studies in the field of language education through the lens of developing intercultural communicative competence and active citizenship skills]
- discusses the results of recent research done by the author into the readiness of secondary English language teachers to implement EU-related topics and develop ICC and active citizenship skills and into the potential of the newly introduced educational standards, syllabi and just-published school books for teaching English at primary and secondary level to contribute to this process
- argues the need to create the conditions for an educational continuum on a national level in order to utilize the potential of language education to contribute effectively to developing European citizenship skill at all levels (from primary to tertiary).

Keywords: European citizenship, modern language education, educational continuum.

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Interpersonal and inter-group communication among Erasmus exchange students: impact on second/third language acquisition

Study abroad can lead to significant gains in students' cultural understanding, acculturation, personal development, motivation, and linguistic proficiency, although at times this may concern more the development of oral skills than morphosyntactic and lexical features, and considerable variation has been evidenced in the amount of contact students have with members of the local community, their experiences, and linguistic outcomes. Just spending time in the TL environment does not automatically translate into improved proficiency.

Our data-driven study investigates the influence of peer interaction dynamics and social graph topology among foreign exchange students in Germany on measurable SLA/TLA outcomes. We find that the best predictor of TL per-

formance is reciprocal interactions in the language being acquired, that output in the TL is a stronger predictor than input, a negative relationship between performance and interactions with same-L1 speakers, a significantly underperforming English native-speaker dominated cluster, more intense interactions taking place between students of different proficiency levels, as well as several other significant findings.

The study, constituting the first application of the computational methodology of social network analysis (SNA) to SLA, provides new insight into the link between social relations and language acquisition, showing how social network configuration and peer interaction dynamics are stronger predictors of L2/L3 performance than individual factors such as attitude or motivation, and offers a novel methodology for investigating the phenomena.

Keywords: second/third language acquisition (SLA/TLA); social network analysis (SNA); social graph; sociolinguistics; peer interaction; input; output hypothesis; communication.

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Communicative features in online education platforms

The usage of online learning platforms becomes more and more popular because of the possibility of learning in a convenient time, the access to online materials, education for learners of different ages, the conduction of online tests, the obtaining of certificates, and saving time. The focus is based on the specifics of online platforms for pupils and students. The article compares two platforms – Ucha.se and Coursera. They are based on an online learning environment and the roles of a learner and a trainer are clearly defined. They allow students to learn in a virtual environment using video lessons. Courses can be selected at the Coursera platform, and you can check your progress. Online learning platforms allow for more learners to access the same learning material, saving time, but the direct connection between the teacher and students is lost. The participants and the lecturers are connecting for learning purposes with the help of an internet connection, and the video lessons can be viewed many times, which greatly simplifies the receptive process. The online learning is realized by video lessons, audio and video files, presentations, and online exercises. Through them, learning is easier, more enjoyable, accessible, and more effective. In addition, online collaborative learning groups are developed, in which learners take an active part. The analysis in the current research is based on studying verbal and visual materials used in these platforms. The

methods of research are the descriptive, comparative analysis of the communication in a virtual environment and included observation.

Keywords: education, online learning, educational platforms, ucha.se, Coursera, video lesson, analysis.

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Virtual pedagogical rhetoric: a new way of fostering 21st century competences for teachers and students

There is an unexplored scientific niche positioned between the fields of the pedagogical rhetoric and the virtual rhetoric introduced by the author as virtual pedagogical rhetoric. This paper is an attempt to draw the lines of this new field in the context of the school education – the preparation of teachers for the pedagogical rhetorical act in the “native”, for the students, virtual environment. The research approach is carried out by the method of cyberethnography that allows for exploring the virtual classroom or the place where the teacher, as an orator, meets with his/her audience – the students. The results stipulate the importance for the teacher of acquiring rhetorical skills in order to help students build competences for the 21st century.

Keywords: virtual pedagogical rhetoric, virtual rhetoric, blended learning, cyberethnography



Strategic communication practices

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Taking care of other’s image: when the other is beyond a border

This paper is part of a project that proposes an anthropological deepening of rhetorical and linguistic themes. The methodological configuration is that of the fundamental rhetoric (Oesterreich 1990). Politeness’ studies offer

to rhetoric extremely rich elements of discernment in the field of *ethos*. The hermeneutical dimension of rhetoric is also valid for pragmatics as can be seen in the personal knowledge that is obtained through the profiles of politeness.

Philosophy of care (Tronto 1993) is able to develop the anthropological meaning of face's protection in front of its menaces (Brown, Levinson 1987) in the form of image's care (Jiménez Cataño 2014). Nevertheless, image can be more or less faithful to its referent, and the referent can be the objective reality of the person, the self-knowledge the person has or the image other people have of the person. Another case is the artificial image someone wants to offer to people, but this will not be considered here. This is the field of notions like reputation, good name, honour, image rights (to the protection of one's image, to privacy) and classical virtues like truthfulness, modesty, sincerity; the relative vices like mendacity, meanness, hypocrisy; interpersonal virtues like affability, liberality, gratitude, loyalty, disinterestedness; and the relative vices like unfriendliness, miserliness, ingratitude, unfaithfulness, partiality.

These virtues configure the person, they are not "the virtues or argumentation" (Doury 2013) and constitute the anthropological step of this research. Interpersonal virtues and vices are relevant because they unfold the relationality that constitutes the person (Donati 1991). From human vulnerability one can conclude the human vocation to care (Noddings ([1984] 1986) on the basis of relationality.

In a certain sense people in contact are always beyond a border, which means otherness itself. The here proposed hermeneutics that comes from the exercise of image's care should help to join people even beyond walls.

Keywords: care, image, politeness, rhetoric, virtues, anthropology.

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Colleagues, competitors, *leidensgenossen*: strategies and challenges of positioning the self during 'trouble talk' in a multinational team

Intercultural encounters have become omnipresent in workplaces or higher education institutions and often occur through the necessity of working in the same team. Research and anecdotal evidence report however, that positive encounters and good relationships in teams are often not the norm (e.g. Summers & Volet, 2008; Tenzer, Pudielko & Harzing, 2014). Despite these findings, in-depth research exploring the strategies team members use to get to know each other, challenge the stereotypes that often impact team relationships (e.g. Plaks & Higgins, 2000) and ultimately establish positive working-relationships have rarely been conducted.

This is especially true for research on the identities team members occupy on which such relationships are based. In line with Bucholtz and Hall (2005, p.586), I understand identities here as “the social positioning of self and other”. Exploring these social positionings suggests that team members at least potentially occupy conflicting positions within the team that need to be carefully managed. For example, while team members are on the one hand interdependent and encounter the same challenges, they might also perceive each other as competitors with regards to specific resources, and while they might see each other as friends they nonetheless might find themselves on opposite sides of specific decisions.

The research at hand draws on data collected from a team of 6 MBA students, representing different functional backgrounds and stemming from 3 different continents. The team has been observed over a 9-month period in which 4 different projects were completed. Team meetings as well as pre- and post-meeting and break-talk were recorded, written communications through an instant messenger were obtained and interviews conducted at the beginning and at the end of the observation period with each team member. The data was transcribed and analysed from a rapport management perspective (Spencer-Oatey, 2005). The presentation will focus on the relationships constructed in one specific type of talk that frequently occurs in the team: “trouble talk” (Tannen, 1990). I understand trouble-talk here as a type of talk during which team members comment on (shared) grievances, jointly complain about external factors affecting the team and its members and jointly engage in sense-making activities of these experiences. In the team investigated, trouble talk occurs in or before almost every meeting thus becoming an important opportunity to establish solidarity and empathy towards each other but also to develop shared interpretations of the norms, rights and obligations of the team and its members in the specific institutional context they are located in.

Examples of authentic interactions will be presented, exploring how participants try to take on and negotiate different positive identities and positions within the team during episodes of trouble talk. A specific focus is put on how team members address the specific challenges that doing trouble talk presents in regards to conflicting positions, face, and the more stable positions attributed to members of the team that constrain or enhance their ability to participate in trouble-talk.

Keywords: Interpersonal pragmatics, intercultural teamwork, trouble talk, positioning, communicative strategies.

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Investigating persuasiveness in academic scholarship application in- tercultural environments

The increasing value of successful communication between borders and cultures has led to a rising interest in intercultural communication research. While oral communication is often the target of several studies, it is written communication that presents more problems as the author is often not given a second chance to self-correct him/herself and wrong impressions in the form of pragmlinguistic failure are given and taken. This work reports on several empirical studies [James, Scholfield, and Ypsilandis, 1992, 1994; Ypsilandis, 1994; Psaltou-Joycey and Ypsilandis, 2000, Papadopoulos I. M., and Ypsilandis G. S. (submitted)] of written communication for academic purposes and the pragmatic failure committed in two academic set ups and in realistic environments: a) one, in which participants were asked to write an application letter for a scholarship and b) another, in which subjects were invited to write an informal letter to a British friend. Both cases involved written communication and languages concerned are English, Greek, Saudi Arabic [Al Mansur, N., Al Abbadi, A., Ypsilandis, G.S. (forthcoming)] and Farsi [Farnia, M., Ghasem-pour, B., and Ypsilandis, G.S.Y. (forthcoming)].

Different types of persuasive strategies are recorded following Aristotle's *logos*, *ethos*, *pathos* categories or Connor and Lauer's (1985) detailed system of persuasive appeals. Infelicities as evaluated by native speakers, recipients of application letters, are also registered in English as an L2 or as an international language.

Findings from these studies would help depict persuasive strategies across cultures, register differences in persuasion deployment and thus assist to global awareness. In addition cases of pragmlinguistic failure, as these are recorded from reactions of native speakers – recipients of written communication, may offer areas of thin ice for applicants seeking a scholarship.

Keywords: intercultural environments, intercultural communication research, international language, English, L2.

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Argumentation patterns in problem/solution marketing profiles of local- and global-target start-ups

In recent years start-ups have visibly marked their position in global business, operating in different branches of production and services, and offering innovative ideas and solutions to be marketed. This new mode of entrepreneurship has in turn led to the emergence of a new form of investment, which is based on partnership between start-up and corporate and/or private investor(s), and which usually involves crowdfunding financing. To streamline the process of matching start-ups' offers and potential stakeholders there have been established relevant Web-based equity crowdfunding platforms, some of which operate globally, while others focus on local markets.

Equity crowdfunding platforms present start-ups' marketing profiles, which constitute a relatively new genre in business discourse, and which help start-up companies attract attention of potential investors. While such profiles are usually made on the platform's specific template, and hence vary from one platform to another, there can be distinguished certain recurrent sections in their structure. One of them is the problem/solution section, where a particular issue of social concern is first identified and then the start-up's product is shown as an effective solution.

In my paper I examine problem/solution sections of start-ups' marketing profiles in terms of argumentation patterns employed and the discursive means whereby they are expressed. In particular I am interested in comparing/contrasting their use in the profiles of local- and global-target startups in order to verify if addressing the offer to national vs. international cultures may actually affect the rhetorical construction of the problem and its solution.

In its theoretical underpinnings the study refers to social constructionist theory, considering both the problem and the solution presented in start-ups' profiles as socially constructed and negotiated phenomena. The analytical framework refers to the terminology used by van Werven et al.'s (2015) model of analyzing argumentation strategies in entrepreneurial marketing discourse, otherwise being elaborated specifically for the purposes of the present study. The illustrative material is excerpted from start-ups' profiles available at the platforms: mamstartup (Poland), Symbid (Europe) and SeedInvest (USA).

Keywords: argumentation, patterns, marketing profile, local- and global-target start-ups.

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Colluding against the Guest: Host-guest interaction in Korean celebrity talk shows as inter-group communication

Within the framework of conversation analysis and membership categorization analysis (Sacks 1992), this paper illuminates aspects of host-guest interactions in Korean celebrity talk-shows tacitly organized as ‘inter-group’ communication in which the host (often as one of multiple host-group members) orients to managing face, identity, and morality over the course of transforming the guest’s personal narratives into a public discourse that is ‘normatively safe’ (Tolson 2001). A ‘many-to-one’ interactional format prevalent in Korean celebrity talk shows is analyzed as a methodic feature of the participation framework in which multiple host-group members, as the agent of normativity (Reynold’s & Fitzgerald 2015), collude against their single guest positioned as an ‘out-group’ member whose uniquely individual (and often norm-challenging) voice is obliquely suppressed through collective assessments.

This process is normally accomplished through the show-host’s formulation practice (Heritage 1984). Crucially contingent upon the guest’s confirmation that provides for a consensual basis for escalating actions and affect (Reynolds 2012), the host-group members’ collaborative formulation activities are grounded in membership categories which are invoked to re-present the upshot of the guest’s personal narrative on the former’s terms (cf. Stokoe & Attenborough 2015). For instance, an actress guest who is frustrated over her parent’s self-interest obstructing her career plan is ‘sympathized’ for being a daughter of a ‘caring parent’ (rather than being a wronged party in the family), and one who boasts her skills as a manager is ‘complimented’ for being a coveted candidate as a prospective ‘daughter-in-law’ (rather than simply being an individual with business acumen) (Sacks 1992). In a similar vein, a prominent male politician/former CEO who portrays his childhood as a period not particularly remembered for academic excellence is ‘contested’ as embodying his ‘elitist’ pretense, (rather than taken as indexing incipient self-degradation to be designedly retracted later in a ‘master narrative’ (Bamberg 2004) that promotes a positive self-image). Foregrounding a particular trait as the guest’s identity (or his/her relationship characteristic) through formulation constitutes a crucial part of the host’s category/identity work operating on the guest’s story, through which the host-group members are often aligned against the guest (e.g. as non-elitist vs. elitist). This course of event may be resisted by the guest who disconfirms the host’s formulation, thereby setting the stage for conflictual talk or even for declaring reality disjuncture (Pollner 1974) at the risk of transforming

the talk-show discourse into an argument (Illie 2001).

The grammatical resources employed in formulation and assessment sequences (e.g. question design, sentence-ending suffixes, and person reference) are shown to embody the host-group members' orientation to their status as external observers exchanging commentaries among themselves *vis-à-vis* the guest being excluded as an 'overhearer' (Goffman 1981), a feature that becomes particularly salient when they engage in assessment activities organized as 'post-completion musings' (Schegloff 2007). The underlying segregation between the host group and the guest is further evidenced by the participants' use of semiotic resources, such as gazing, gesturing, and laughing-with (or language-at) conduct, with which 'us vs. the other' boundaries are further delineated as a basis for mobilizing TV-viewing audiences' co-alignment.

Keywords: Korean celebrity talk-show, conversation analysis, membership categorization, formulation, inter-group.

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Refusal to communicate in social interaction: constructive and destructive principles

The present paper is part of a research project entitled "Positive Communication" and carried out by a group of Russian scholars. The paper represents a detailed study of the strategies and tactics of refusal to communicate. The way people consciously or unconsciously choose to terminate the conversation affects not only a particular communication situation but their relationship in general. For positive communication it is crucial to use appropriate strategies and tactics and withdraw from using others.

The underlying research is grounded on the following theoretical principles:

1. Positive communication is "an interaction based on positive emotions, aimed at mutual understanding and satisfying for all the parties involved" (Leontovich 2014).

2. According to the metacommunication axiom, a person cannot not communicate (Watzlawick et al. 2000). This means that any human behaviour, including the refusal to communicate, is a form of communication.

3. Refusal to communicate is usually interpreted as a non-productive strategy of conflict resolution (Canary 1994; Cloven, Roloff 1991; DeVito 2001; Ting-Toomey 1985). However, under certain circumstances it can be effective (Scott 1991; Verderber 2003; Weaver 1996)

The study involves a mixed-method research design which includes: a) observation in order to select primary data, clarify and interpret the results at the intermediate and final stages of the research; b) discourse analysis used to study strategies and tactics, associated with the refusal to communicate.

The data includes: scripts of conversations observed in real life, on the Internet; fiction; 34 fiction films. The unit of analysis is a communicative act of refusal to communicate (a total of 389 acts). E.g. *He walked over and came up behind her and tried to put his hands on her shoulders but she violently shrugged him away. "Don't touch me."* (N. Evans. *The Divide*).

The study resulted in the elaborate classification of strategies and tactics of refusal to communicate (5 strategies and 19 tactics). The strategy of *communication withdrawal* involves such tactics as avoidance of communication, use of silence, explanation of reasons why communication is unwelcome, overt and covert disregard of the interlocutor. The strategy of *communication termination* includes disqualification of communication, interruption of a conversation or passive speech behaviour. Each strategy is exercised by a set of corresponding tactics; i.e., disqualification is done by means of violating the logical coherence of communication, contradictory utterances, feigned incomprehension, etc. *When Deborah, one of the main characters of the film Spanglish, tells her husband John that she has had an affair with another man, he pretends not to hear her.*

A conversation may be interrupted in a rude, abrupt, assertive, discretionary or polite manner, with or without explanation of motives, use of insults, threats, etc. Passive speech behaviour is characterised by long pauses between utterances, curt responses, awkward silence, inattentive listening, etc.

Keywords: social interaction, positive communication, polite manner, strategy of communication withdrawal, strategy of communication termination.

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Stereotype of professional identity in cognitive linguistics aspect

Stereotype is a unit of mental activity aimed to identify, categorize and store the cumulative information about social and cultural environment. A professional stereotype is a special case of sociocultural stereotype, formed on basis of bifurcated network of concepts and beliefs that constitute mental reality of a person.

As sign of social categorization, a stereotype stands for the idea, which people fill with numerous images (W. Lippman 1922). Inalienable element of

individual and group perception, a stereotype exists in the form of contextually determined judgment about a social group (R. Tagiuri 1969, S. Moscovici 1984, J. H. Turner 1994, P.N. Schiherev 1998). In cognitive linguistic aspect, a stereotype represents the image of a group in its verbal form, which functions as the center of semantic and cognitive associations (H. Tajfel 1981, F. Coulmas 1981, Teun A. van Dijk 1984). The task of this work has been to depict a self-identity pattern of a *Programmer* as a professional stereotype on results of the survey. 73 students of Computer Technologies department of Polytechnic University present the survey sample. The results of the survey can be considered, with some differences, universal, because worldviews of young people in globalization period of easy ideas and attitudes interchanging are formed under the influence of world culture.

The survey design outlines physical, mental, professional properties of a *Programmer*. Responses hold both positive and negative assumptions about occupation students are trained for. As self-image of the group is conceived positively (Tajfel 1981), the prevalence of positive assumptions is conditioned by identification with this category.

According to the survey, the stereotype cognitive core represents the notion of a young man of 20-30 years of age. Only 4% of respondents think of a programmer as a woman and 5% give equal rights to both sexes.

Professionally a *Programmer* is a creative, plodding, punctual, purposeful and self-developing worker. He is considered ambitious, persistent and determined. A *Programmer* shows analytical view of life and sometimes-excessive logical thinking. He is intelligent, educated and willing to learn.

As a person, a *Programmer* is a good-natured introvert, modest, not talkative, a stress-resistant person of even temper. Not numerous drawbacks comprise stubbornness, unsociability, selfishness and untidiness.

In physical aspect, a *Programmer* is a slim, bearded man with short haircut, wearing glasses. Devoting almost all his time to work, he looks exhausted, his eyes are red and weary, his face is unshaven and grey. He wears unremarkable casual clothes. However, a *Programmer* may look like a well-groomed hipster. The cause of this discrepancy lies in differences of respondents' intraception.

In personal life, a *Programmer* is single, because family is an option for him. He has few friends, also programmers. His life goal is stated as "to create the future".

Less investigated than ethnical, gender and social stereotypes, professional stereotypes constitute a vast field of research in lingua-cognitive and cultural aspects.

Keywords: stereotype, survey, self-identity, verbal image.

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Reconstruction of the internal and external intergroup relations of the University of Ruse through the establishment of a communication strategy and a strategy for international branding

In the times of extraordinary dynamics of the communication environment and a necessity for affirmation of a balanced and sustainable image of the organizations, the interactions with the organization's audiences are of utmost importance.

The paper presents the Communication strategy and the Strategy for international branding of the University of Ruse as an innovative approach towards the modernization of university intergroup relations within the frames of the traditional organizational culture. The separate stages in the creation of the university Communication strategy are described, namely: on desk exploration of the communication practices of foreign universities; SWOT analysis of the existing conditions and prerequisites for the communicative interaction between the University of Ruse and its audiences; assessment of the communication practices of the University of Ruse; identification of the target groups of the communicative interaction on 3 levels – advertising, PR and intra-organizational communication; PEST analysis of the external environment in relation to the positioning of the University of Ruse brand.

An empirical study of the communication needs of young university lecturers was used as an additional instrument for the identification of the priorities, objectives and measures of the two strategic documents.

Keywords: intergroup relations, organizational culture, communication strategy, strategy for international branding.

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Uses of life stories of foreign patients: universalist discourse and clinical suffering

Tighter immigration policies limiting health rights to illegitimate populations: foreigners in irregular residence or immigrants from African countries. In France, these policies contrast with the spirit of universalist legal norms.

In political discourse, immigration represents a problem that divides French society.

On the margins of the public hospital service, committed professionals cover the field of integration of sick foreigners into the common law of French society. In France, by 2015, 11% of the French population had at least one immigrant parent: a foreign national born abroad.

Some sick immigrants now have only their suffering bodies as criteria for legitimizing a right to health (Fassin, 2002). As a serious illness, they sometimes have access to social rights and health care. In this context, in 2015, a group of multidisciplinary researchers in the humanities and health sciences decided to conduct a qualitative empirical study on social inequalities in health by seeking links between discourses, representations, legal devices and clinical practices.

Life stories are gradually used to attest to the evidence of the verification of the suffering of foreign patients suspected of cheating with their history and of being clandestine workers. A new clinic specializing in the suffering of exile is developing gradually in contradiction with the ethical posture that refuses to institute distinctions in the order of suffering and life experiences. A new language of suffering transforms common social and historical conditions into wounds of the soul to heal (Fassin, 2007).

The language of suffering and new representations of the care relationship reduce the social and historical conditions experienced by the patients to the individual psychic dimension alone, whereas the singularity of a history is part of a collective history and in the culture.

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Reframing the future: NATO Strategic Communications and dialogue-driven change

The paper explores the current specifics of NATO Strategic Communications viewed as a leadership-driven process. The importance of achieving synergy of efforts while respecting the various information functions is addressed.

The aim of the paper is to examine key communication practices and institutional approaches used by the Alliance. Markers of dialogue-driven change and their expediency are pointed out by the authors. A taxonomy is made of the main challenges and impacting factors in the field.

The analysis focuses on the process of military communication. The authors give attention to the processes of informing public opinion and promoting understanding and trust, in complement to the national efforts of Allies. Moreover, the role of NATO StratCom capabilities is emphasized.

The contribution is devoted to the examination of new communication patterns enhancing 21st century strategic security and communication systems. Possible development of NATO Strategic Communications activity is revealed.

Enduring shared values and beliefs are at the heart of NATO's overall strategic outlook. The Alliance as well as the process of informing public opinion are evolving. Factors like globalization and the dynamic media landscape changed radically 21st century strategic security and communication systems. Still, maintaining credibility and public support is of the essence. Replacing the top-down communication patterns and turning the institutional communication channels into more trusted ones are among the most important tools for a dialogue-driven change. Communication seen as a two-way process highlights the importance of strategic listening and dialogue.

The Alliance appraises Strategic Communications as an effective tool for achieving understanding and trust, creating a modern image and legitimating novel communication patterns.

In conclusion it is reasonable to say that NATO Strategic Communications continue to have its burgeoning relevance enhancing the dialogue of tradition and innovation thus adding value to the Alliance by synergy of efforts.

Keywords: NATO, Strategic Communications, credibility, transparency, trust.

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Rhetoric of the protests showing solidarity to CEU: visual and verbal messages

The paper will consider the verbal and visual messages of the protests showing solidarity with the Central European University (CEU) recently. Thousands students, staff and supporters march through Budapest in order to show their discrepancy with the new legislation on foreign universities in Hungary based on which CEU is forced to move abroad. Referring to the visual and verbal messages of the protesters, the paper examines posters, performances, social media messages, cartoons, etc.

A major feature of the analysis impacts the rhetorical techniques used by creating powerful visual messages. Images as part of the visual rhetoric are considered as the main tools in the rhetorical persuasion in virtual environment concerning the freedom to express feelings and ideas. The flexibility of the online social networks as suitable platform for development of persuasion techniques with regard to civil appeals is discussed, as well.

The messages are classified based on the understanding of the classical rhetoricians that there are three basic means of persuasions – rational, emotional and ethical, and the manifestation of all three is analysed based on the visual and verbal messages in social media platforms and on the streets.

The use of language and images as a symbolic means of inducing persuasion among the society is analysed by both informative and emotional aspects of the messages, as the second more inflammatory kind of messages are preferred by citizens and e-citizens passionately supporting causes. Some of the messages use humor, irony and sarcasm as rhetorical tools, other deal with comparisons, metaphors and exaggerations. The rhetorical messages used in the particular case of the protests supporting CEU are compared to similar messages from marches supporting other social and political causes.

Keywords: rhetoric, protests, visual, virtual, verbal, rhetorical persuasion, rhetorical technics.

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EU brand: A monologue without borders or rebranding versus replacement

The author explores some aspects of the current communication crisis in the development of EU brand. One of the central concepts is that EU umbrella is encapsulated in its internal meta-theories and meta-boundaries, which are generated by its communication management. As a result, there is a deep crisis in the construction and development of EU brand storytelling and narrative of EU brand, i.e., loss of confidence, image damaging, etc.

A parallel research line concerns the status of the communicative subordination between EU brand and the individual national brands (both from the EU and abroad – Russia, Turkey, USA, etc.). The text analyses the level of both brand values and brand mission coordination in specific communication policies in the context of significant society trends.

One of the main issues is the following: is it enough to change communication messages (identity rebranding) or are we to move towards a complete rethinking of new mission and real values of EU brand.

Keywords: brand, European Union, brand umbrella, change of communication messages, rebranding, brand communications, brand loyalty, brand mission, brand vision, brand placement, brand identity, national brand.

Nora Goleshevska

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The imagination of the Bulgarian Green citizens in the context of Occupy Eagle's Bridge'2012 movement: interpersonal and intergroup perspectives

The paper proposes a case study of the visual communication practices in dealing with the Green citizen's movement emerging in interpersonal and intergroup encounters in the Bulgarian society in the beginning of the XXI century.

The study analyzes the Green community imagination founded through visual images – political cartoons and collages, build on *visual metaphors* and *visual arguments*, created and spread (online and offline) during the Bulgarian protests against the Forestry Act in the summer of 2012. The aim of the study is to acquire an in-depth and nuanced understanding the visual communication based on the green community memberships in Bulgaria; The dynamics of interpersonal and intergroup relations mirrored in and modified by the selected images will be taken into consideration from an interdisciplinary prospective framed within the fields of contemporary rhetoric and argumentation Citizenship Studies, linguistic and cognitive studies on the Humor in cartoons, as well as the Visual Culture/Image Studies proposed by the current debate in the Anglo-Saxon, German and Francophone academic context.

The analysis of the visually based communication will be implemented with the methodology proposed by the Critical Theory of Visual representation (W. J. T. Mitchell), Theory of the Image Acts (H. Bredekamp); Theory of Visual Rhetoric and Argumentation (S. Foss) and Visual Argument (A. Blair, Groark & Bridsel), Visual Metaphor Theory (J. Durand, Group Mu, N. Carroll, Ch. Forceville, J. Kjeldsen).

Keywords: visual rhetoric, collective imagination, visual image, Bulgarian green movement, visual metaphor.

María Calzada Pérez

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Interpersonal and intergroup communication at the European Parliament – a CADS approach of differences and similarities

The European Parliament (EP) is a powerful international forum where interpersonal and intergroup communication takes place. Insofar as speakers express their own ideas, the EP may be seen to constitute a place for (inter)personal discussion. Inasmuch as the Members of the European Parliament act on behalf of ideological (identity- and institution-related) camps, the Euro-Chamber can be described as a setting for (inter)group communication. Hence, EP parliamentary proceedings are an unbeatable genre to explore differences and similarities between individual and group text production. To date, Corpus Linguistics uses powerful tools to identify and quantitatively measure differential, idiosyncratic features of both individual (e.g. Calzada Pérez 2011) and group communication (Calzada Pérez 2017). However, research focusing on similarities remains scarce.

To cover this gap in research, the present paper draws heavily on Corpus-Assisted Discourse Studies (CADS) to examine differences *and* similarities between individual and group communication. Its starting assumption, in agreement with Taylor (2013: 83–84), is that by identifying differences only “we effectively create a ‘blind spot’” that can only be rectified by supplementing this focus with an investigation of similarities. The current study therefore sets out to investigate both types of relation by combining traditional corpus analysis tools (such as word lists, keyword lists and concordances) with innovative CL tools (such as detailed consistency relations, key keywords and associates, lockwords, c-collocates and s-collocates) (Partington et al. 2013). The data consists of the European Comparable and Parallel Corpus Archive of Parliamentary Speeches (ECPC). Compiled at the Universitat Jaume I (Spain), this archive covers the period 2004–2011 and consists of original and translated English and/or Spanish proceedings of the European Parliament, the Spanish Congreso de los Diputados and the British House of Commons. With over 100 million tokens, the archive provides the core data for analysis, drawing on work done in projects such as the Open Source Parallel Corpus (OPUS, Tiedemann 2009), the Translational English Corpus (TEC, Laviosa 1998, Baker 1999) and the English Norwegian Parallel Corpus (ENPC, Johansson 1997, 2007). It incorporates contextual (sociolinguistic and sociocultural) and metalinguistic information, the latter relating to the speakers’ status, gender, constituency, party affiliation, birth-date, birth place, post, and institutional body and sub-body of representation, all encoded using XML annotation. The ECPC Archive has a modular structure that makes individual and group comparison especially revealing.

Keywords: parliamentary discourse; CADS, individual communication; group communication.



Identity, language and communication

Charles Brasart

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My ancestors learned English so why don't you?" Negotiating bilingual identities in monolingual settings

Communication Accommodation Theory Building on the concept of "imagined community" developed by Anderson (1983), Cohen (1985) put forward a model in which any community is the product of a specific construction that revolves around a shared symbolic repertoire. In bilingual communities, that repertoire is built around the shared languages of its speakers (and the double cultural background they are anchored in). When looking at how communities are built, bilingual speech can be seen as a tool that either separates or unites, or, as Gumperz (1982) phrased it, a "we-code" as opposed to a "they-code". Mixing languages is an "act of identity" (Le Page & Tabouret-Keller, 1985): it makes it possible to determine who is part of the group and who is not. A bilingual speaker may thus adopt a strategy of linguistic convergence by:

- using his or her two languages (the "we-code") with members of his or her immediate community;
- relying solely on one or the other language with members of the wider monolingual community.

More rarely, a bilingual speaker may adopt a strategy of divergence (Giles, Coupland & Coupland, 1991) by choosing to use both languages in the presence of a monolingual speaker, or to use the language which they do not understand.

Whereas the literature on that topic is plentiful, that issue is rarely addressed from the opposite point of view, to wit: what strategy can a monolingual speaker adopt when wishing to accommodate a bilingual speaker? In traditionally monolingual countries, or countries with important immigrant populations, bilingualism may be perceived as a threat to national cohesion (the United States is a case in point) or potentially dangerous in that it may be

a factor of exclusion (children at school may be singled out and reprimanded for speaking the “wrong” language, for instance). Conversely, if a monolingual speaker tries to adopt a strategy of convergence, that may be perceived as overaccommodation, a rhetorical trick likely to result in a face-threatening act both for bilingual speakers and other monolingual speakers. A striking illustration is the use of Spanish by US politicians: during the 2016 presidential campaign, for instance, Governor Jeb Bush and Senator Tim Kaine were attacked for speaking Spanish, accused of leaving English on the sidelines and pandering to Hispanic voters. As one political consultant put it: “Gaining our support isn’t as shallow as saying ‘hola,’ playing some maracas and passing out tacos.” (O’Keefe, 2016)

Adopting the framework of Communication Accommodation Theory, this talk will focus on the linguistic relationships between monolingual and bilingual communities, and address the issue of how multilingual communities are perceived within wider, monolingual communities.

Specific attention will be devoted to three cases in particular: the United States, where Spanish-speakers have formed the largest minority for a few years; its neighbor Canada, where institutional bilingualism raises a number of questions too; and France, where both prestige bilingualism and immigrant bilingualism are frowned upon, and where the use of French is mandated by a 1994 law (the *Loi Toubon*) in government communication, schools, advertisement, the workplaces, and so on.

Keywords: bilingualism, code-switching, discourse analysis, sociolinguistics, face-threatening acts.

Penka Hristova

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English as a lingua franca for Bulgarian participants in the EU Comenius programme

In the recent years English has more and more steadily established its role as an international language and its status as *a lingua franca* has been increasingly discussed (Hülmbauer, Böhringer, and Seidlhofer 2008; Jenkins 2009; Wright 2009). Its universal use can be explained with the economy principle and is a typical example of the pragmatic (instrumental) function of language use.

This article is focused on the attitudes towards the use of English as a lingua franca among students who have participated in language exchanges under the EU Comenius Programme (in comparison to their classmates who haven’t

participated in the exchanges). It will also show the preferred combinations of languages of the students and the leading place of English among the preferred languages.

The research methodology uses both quantitative (survey) and qualitative (interviews) methods. The research itself has been carried out in schools in Bulgaria that have participated in bilateral partnerships under the Comenius Programme in the period 2010 – 2013.

Keywords: English, lingua franca, students, Comenius Programme, preferred combinations of languages

Emilia Slavova

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Translingual practices in online communication and educational implication

In the age of globalization, weakened national borders and *superdiversity* (Vertovec, 2007), languages are also losing their strict boundaries and often merge and flow into each other, creating new, hybrid forms and challenging traditional conceptualizations of language. The developments in communication technologies, virtual reality and new media have also exerted a strong influence: computer-mediated communication is particularly conducive to boundary crossing, language mixing, creativity and experimentation, informal or semi-formal communication, blurring the lines between the written and the spoken word, multimodality, and emergent new communication conventions. Linguists and sociolinguists have tried to account for such phenomena, and there is now a burgeoning field of research, forcing sociolinguistics “to unthink its classic distinctions and biases and to rethink itself as a sociolinguistics of mobile resources, framed in terms of trans-contextual networks, flows and movements” (Blommaert, 2010: 1). The paper discusses some of these recent changes in the way language is conceptualized, giving examples from online communication, and then placing the discussion in the context of education.

The first part of the paper discusses the growing recognition among sociolinguists that separate ‘languages’ are social constructs, creating linguistic boundaries to reinforce political ones, in line with nation-state ideologies. In the contemporary multicultural societies characterised by mobility and great linguistic and cultural diversity, languages lose their ideologically constructed homogeneity and boundedness and turn into heterogeneous, context-dependent, mobile resources with fuzzy boundaries, functioning on the principle of the “open source” (Saraceni, 2015). At the same time, in Jørgensen et al.’s

analysis, the long-standing *monolingualism norm* has been replaced by the *bilingualism norm*, subsequently overtaken by the *polylinguaging norm*, according to which language users employ whatever linguistic features are at their disposal (Jørgensen, J. N. et al. 2011, 33-34). Polylinguaging as a phenomenon has been observed in recent years in urban settings marked by great ethnic, linguistic and cultural diversity, as well as in informal mediums of communication, such as social media. It is becoming increasingly acceptable in late modernity, eroding traditional monolingualism norms subverting authority. Translingualism, transidimaticity, or translingual practices are closely related terms used to describe the reality of dynamically using, and merging, mobile codes and semiotic resources (Canagarajah, 2013).

The second part of the paper uses examples from online communication, illustrating some of the theoretical points discussed. The examples have been collected through participant observation. The speakers observed are predominantly young, educated, highly mobile individuals, either Bulgarians living abroad, or internationals who have spent some time in Bulgaria and have learned some Bulgarian. While language mixing and polylinguaging are not a regular feature of their online communication, they do appear occasionally, signalling their fluid identities and transnational orientation, rich linguistic repertoire, and a disregard for the monolingualism norm.

The third part discusses these theoretical and empirical observations within the context of education and outlines the need for the trans-disciplinary teaching of language, culture, intercultural communication, and citizenship.

Keywords: superdiversity; polylinguaging; translingual practices; online communication.



Humour and communication

Arie Sover

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Humor based time. Life expectancy, as the basis for humor creation

In this article, I suggest a new theoretical approach according to which the basis for the creation of humor lies in our life expectancy.

During the span of one's life, human beings endeavor to achieve goals.

Because life expectancy is limited, we have to divide our time into various activities that we want, need, or require.

We allocate a portion of our time on earth for each of our activities: Eating, dressing, going to work, watching a movie. Many activities are common to human society, though cultural differences may be discerned. They might differ not only in the content of the activity but also in the time allocated to each. The time framework constitutes one of the models according to which human beings are supposed to act. The time performance of an activity which is in accordance with this model is perceived as the norm. Any deviation is considered a breach of the norm and an unusual situation.

We live in several planes simultaneously, such as: physical, social, cultural and technological. At the basis of each lies that of the **life expectancy** plane, which is the infrastructure of all the others. The life expectancy territory shapes the content of all the various activities in each territory as well as the time division model in each.

As our life expectancy is limited, we are interested in the optimal utilization of our time. Therefore, all of our activities are time-based. Any activity such as eating, drinking, or shopping at the supermarket, is expected to be of certain duration. An activity taking more time or less time is seen as unusual. Thus, there is a reasonable time range for each activity we perform. I term this time range the “**time range model**”. The duration of any activity under or above the time range model will be perceived as a deviation and therefore unusual or incongruous. As we are well aware, the unusual is the basic condition for the creation of a humorous situation (although not every unusual situation is necessarily perceived as humorous).

In order to attribute social and personal characteristics to humor as well, humor should be assessed at three cultural levels: the global level, the local or community level, and the personal level.

Keywords: humor, humor creation, humorous, life expectancy.

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Vice Dean of Education: Master’s Degree Programmes and PhD Students

Pragmatic and sociolinguistic approaches to humour in intercultural communication

The article studies the wordplays and surprise effects in jokes and short stories on the basis of the relationship between text and context, explicit and

implicit information. The essence of verbal humour is defined in the framework of L. Wittgenstein's conception of language uses as forms of life, as language-games with certain rules. In this respect, stress is laid upon two basic characteristics of jokes. Firstly, they are regarded as "a non-bona-fide mode of communication" (V. Raskin, 1992) and secondly, their interpretation is grounded on "ostensive-inferential processes" (D. Sperber and D. Wilson, 1986). In the latter the speaker uses an ostensive stimulus in order to attract the hearer's attention and make him recover the intended meaning by means of inferential mechanisms, taking into account the explicitly expressed stimulus and the context of communication.

As cognitive and pragmatic factors play an important role in the production and reception of jokes, this paper aims at getting a deep insight into the essence of humorous effects by exploring the dynamic interplay between shared knowledge, semantic scripts and frames, on the one hand, and the pragmatic principles governing the usage of utterances, such as cooperation, relevance, politeness, argumentation, etc., on the other. Furthermore, the adequate interpretation of joke punchlines, their deliberate ambiguity and the incongruity between what might be expected and what actually occurs, are studied in connection with certain social norms and cultural stereotypes.

Last but not least, attention is focused upon humour in sitcoms and advertising slogans, thus emphasizing some of its specific and universal features within different sign systems. Furthermore, the paper analyzes the way in which verbal and visual codes combine to provoke laughter in the field of humorous communication.

Keywords: humorous effects, ostensive-inferential communication, pragmatic principles, frames and scripts, verbal and visual codes, sign systems.

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Means of argumentative strategies in Spanish dialogue

The process of argumentation in the paper is connected to the usage of mixed clauses with an accumulation of causality. It is represented not only by the causal clauses, but also by the final, consecutive, conditional and concessive clauses because they all have an argumentative element. The speaker perceives the relations of cause and effect in their integrity and for this reason, while expressing them, he does not differentiate them in separate clauses, but combines them in complex modifying sequences. The participants in the con-

versation are trying to be as clear as possible when expressing the causality in its most common meaning in order to facilitate processing the information of the text or in order to reach a stronger perlocutionary effect. The more complex the cause-effect relation is, the more determined by one another the clauses are. Sometimes the implicit arguments are common to the participants in the dialogue but if needed they are explained by the speaker.

Different models of argumentative strategies will be analyzed in the paper. For example, in Spanish, causal, final and consecutive clauses can be postponed to intensify the argumentation and in this case they function as external modifiers. According to the argumentation theory the transition from cause to effect goes through the background knowledge and that is why it is applied to the analysis of causal clauses. It is important that when organizing the text speakers use complex mechanisms of argumentation such as the combination of different types of causal modifiers (internal and external).

A postponed causal clause may be used as a means of expressing politeness. It was found that with some speech acts as justification for example, the communicative situation requires the speaker to give very detailed explications and as bigger the need of an excuse is, the longer and more complex his utterance will be. Resuming, the clauses that express causality play a very important role in the process of argumentation and they are a part of the discourse strategies for maintaining communication.

Keywords: argument, argumentation, Spanish dialogue.



Communication in arts, museums, and libraries

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The role of library in the modern interpersonal and inter-group intercultural dialogue

The paper presents modern library as a space for active dialogue among individuals – its actual and potential users; between representatives of different generations and cultures; between librarian and other professional communities; between countries and their historical traditions; and among subcultures. The text examines the influence of the new means of communication on the

relation among library and the external environment and the new groups of users. The paper looks at the processes of upholding the place of library organisation in modern communication environment and of preserving and enhancing its effectiveness on shaping human interactions. These are some of the issues discussed in the text:

- There is communication among people in time and space in the services sphere. The mission of library to preserve and pass accumulated knowledge of humanity onto new generations presupposes continuity of these interactions – historical continuity, continuity in scientific analysis, etc. Technological transformations of library institutions in the information society broaden and simplify these processes, which take place in an unprecedented dynamic digital environment. At the same time, the diversity of information channels and streams complicates the communication in the physical and virtual space of library.

- What are the functions of modern library? How do these functions impact the quality and the streams of intellectual dialogue among individuals and communities?

- The report also highlights the changes in the new generations of user groups and in their requirements and expectations of the libraries. It explores opportunities for enriching communication and improving dialogue among people who could help to make the world a better place under the influence of libraries and their resources offering visibility and activities.

- Libraries are a place where the citizens of modern societies can develop new competencies. To a certain degree, the acquired technical skills and humanitarian knowledge affect the understanding and behaviour of people; they change, or at least have the potential to change their lives quality, as well as to improve communications and to enhance relations.

- Is society ready to assign a new role to modern libraries in these burdensome times? Do the political elite has sufficient trust in library institution today? Do they have the desire to recognise libraries as a powerful factor of prosperity and of tough issues resolution, being able to cut Gordian knot of modernity and to flourish as space for positive approaches to social development?

Keywords: libraries, communications, users, development.

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Evaluating online communication in museums in Bulgaria

Digital technologies are affecting all aspects of our lives, reshaping the way we communicate, learn, and approach the world around us. For instance, in cultural institutions, digital applications are used in all key areas of operation, from documenting, interpreting and exhibiting the collections to communicating with diverse audience groups. The communication of collections information in digital form, whether an online catalogue, mobile application, museum interactive or social media exchange, increasingly affects our cultural encounters and shapes our perception of the cultural organization. Although cultural and higher education institutions around the world are heavily investing in digitisation and making their collections available online, we still know very little about who uses these digital collections, how they interact with the associated data, and what is their overall impact.

This report investigates the use of digital data and communications with visitors in Bulgarian museums. Three main factors are evaluated: a) the level of technical preparation; b) the type of technologies used (if any) and, c) the way information and communication technologies are recognised by the museums. The results of the questionnaire data indicated that currently Bulgarian museums show lack of understanding of modern digital tools. We provide a list of suggestions (DO'S and DON'T'S) which could potentially help Bulgarian museums on creating more appropriate digital applications.

Keywords: museums, information and communication technologies, digitization, social networks.

Teodora Abrasheva

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Dialogue in contemporary Bulgarian films (1990 – 2017)

The current paper presents the results of a study of the features of dialogues on contemporary Bulgarian films from rhetorical and movie standpoints. The assumption is that the dialogue is inseparable part of the script of the films as well as it has rhetorical features. The first task is to analyse the manifestations of rhetorical genres and tropes in the dialogues of films. The second task is to analyse how actors perform these dialogues and how they play the roles. The

third task is to identify intersections between two arts: acting and oratory art in dialogues. The methods are rhetorical analysis and in-depth interviews with the actors who play the roles in the films. The survey is a test of methodology for analysis of dialogues in contemporary Bulgarian films.

Keywords: dialogue, Bulgarian cinema, films, rhetoric.

Gergana Rayzhekova

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Music identity schizophrenia in the current alternative rock scene in Bulgaria. How identity emigration led to the rise of the cover value?

The current Bulgarian alternative rock scene is one divided internally and externally by various factors which drive it into a schizophrenic state of being. The music scene in Bulgaria swayed from pro-Russian affiliation and total lack of American and English musical examples before 1989 to the opposite extreme. Appropriation of English language as main composing language, an abundant imitation as to tested PR moves, Western role models and stereotypes is currently the norm. The gradual but persistent club domination over the years in the alternative scene has led to the need of fast-food fast-music productivity to keep customers at the club happy and sedated with an already well-tested product. The lack of know how in many club owners pushed the consumer factor which brought to the club scene a lot of unstable customers and thus shrunk their options to survive except using easy short-term solutions. The cover epidemic has taken over even talented Bulgarian musicians and bands which is a consequence from the lack of backbone coming from a solid and developed market for alternative music. The only source of income for any band except a couple of exceptions remains the club scene which inevitably leads to the rise of the cover value. Despite different types of covers where author's touch would be tolerated, the cover value derives its value especially through the pure fact that it is as close to the original track as possible and any kind of authorship is frowned upon. This suggestion is enhanced by several media factors including the already mentioned musical blackout before 1989 and the underlying suggestion that whatever comes from the west is more qualitative than any Bulgarian product. As the saying illustrates the tendency to devaluate local manufacture Bulgarians say: "Good job, but Bulgarian". The same goes for the uncertain place of alternative Bulgarian music and bands placed under the shadow of their foreign idols. This attitude is based on many psychological factors and in return the scene has morphed into a schizophrenic

place which praises foreign material, scrutinizes Bulgarian artists and songs and in the abyss in between hang covers played by local artists.

Keywords: cover value, alternative scene, club suggestion, identity emigration.

Kamen Tsvetkov

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The communicative potential of non-figurative sculpture

Every piece of art affects the perceiving consciousness through images which satisfy its aesthetic and cognitive needs. In a sense, these images act as an intermediary through which a viewer moves from the real world of his own existence to the imaginary world of an artistic work. Different forms of art develop the artistic image through their own specific means – words, shape, motion, while a spectator perceives by his senses – sight, hearing, and touch. On the other hand, over the ages, art has always been engaged in fulfilling tasks of a pronounced social character. The implementation of such tasks requires proper sign system through which the artist reaches the mind of the viewer. That is why for centuries the main goals set by artists themselves have been achieved by motifs borrowed from nature. However, since the age of Modernity, artists have been expertly using abstract means to imply their messages.

The paper aims to (1) provide a brief review of the changes Modernity brings about in a social, economic and artistic sense in a global and a European perspective, (2) formulate an analytical approach to examining the communicative effect of non-figurative sculpture, (3) draw conclusions about the potential of contemporary non-figurative sculpture to engage audiences in communication about aesthetic and social values.

Keywords: non-figurative sculpture, communicative function of artistic works, traditional and contemporary artistic communication.



Intercultural and interpersonal communication

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Stereotypes and social representations as intercultural dialogue facilitators or impediments

The study is designated to outline how interpersonal and intergroup relations are constructed, de-constructed and re-constructed through multilingual, multi-level and multidimensional communication in the contemporary context in Bulgaria. It is focused on the relations between ethnical stereotypes and the shared representations and role expectancies.

The authors have long years of experience in research of identities, educational integration of children of different ethnic identity and intercultural communication. The questions they try to answer are: Is there a difference in the stereotypes concerning the Self and the Other? What are the social distances in this respect? How in particular are the stereotypes associated with the maintained social attitudes and affiliations? Which are the indicators/markers, according to which we take someone like Self or Other? What are the qualitative categories that we use in categorising the in-groups and out-groups?

The theoretical part of the article reviews the stereotypes and social representations. Against this background the first suggestion concerns the effect of ethnical stereotypes on the social representations that are common in the Bulgarian society, which is multicultural, however the country's Constitution describes all communities as pertaining to one nation. The second suggestion concerns the influence stereotypes and social representations have on the willingness and preparedness for inclusion in social dialogue.

A large body of sociological research reveal the negative attitudes of the majority of the Bulgarian community towards the willingness for social communication with disadvantaged groups. Psychologists try to explain the reasons underlying the phenomenon. Traditionally, Bulgarians share negative stereotypes and representations to the representatives of the Roma people, however in this study they are a part of ethnic and national communities represented in the Bulgarian society. This provoked the interest in realizing an anonymous inquiry by the means of an online based instrument construed by the authors.

The results from the study of stereotypes and social representations are analyzed for three target groups – teachers, high school students and working

age adults. The education, gender, age, social status, and place of residence effects on formation and stability of the social representations have been accounted. The dynamics of the social context and the related uncertainty may be a factor reinforcing stereotypes supported. The opportunities for establishing intercultural dialogue is therefore impeded, however can be stimulated by the more general trends, delineating the groups that are more likely to engage in dialogue and through them the barriers maintained by the unwilling participants to be circumvented.

The conclusions refer to the actual picture – diagnosis and prognosis for the development of the intercultural dialogue within the context of the expectations of the volunteers, involved in the study.

Keywords: stereotypes, social representations, intercultural dialogue.

Hristina Sokolova

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Success as a new dimension of cultural variability: linear vs. relational cultures

The goal of this paper is to propose that relational and linear aspects of success can be considered a new dimension of cultural variability. Success as a cultural orientation has not been studied yet in intercultural communication. The analysis is based on the results from the author’s own empirical research in her dissertation from 2016. A combination of qualitative and quantitative approaches was used. Empirical research was conducted as an e-survey in 2015 among citizens of Bulgaria and Hungary, distributed through www.facebook.com and e-mail. Research methods are a word association experiment and a questionnaire. Results are analysed using the intercultural communication theoretical paradigm. The results of the author’s research show that success may be considered a new dimension of cultural variability based on the indicators found in both groups of respondents. Linear notion of success is associated with individual interest, long-term orientation and secular-rational values (Hungary). Relational concept of success is associated with cooperation, short-term orientation and traditional values (Bulgaria). It is hypothesised that the new cultural orientation may be valid for most cultures but additional research is necessary to confirm this.

Results could be used for the basis of more detailed research on the concept of success in various cultures. Academics interested in cultural values and business may benefit from researching it because detailed knowledge and understanding of main values in society is crucial for international contacts and entrepreneurship.

This is the first scientific work investigating the general concept of success in intercultural communication. Results of this paper shed light on the most important motivating force of one's existence and could be used as guidance for creating problem-solving practices in education, business and entrepreneurship, based on cultural values.

Keywords: success, cultural orientations, linear culture, relational culture, intercultural communication.

Anna M. Ivanova

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Relevance of speech acts in intercultural communication

The search for relevance in the interpretation of verbal messages is one of the key epistemic factors in accepting hypotheses about the speaker meaning in communication. It is also constitutive of the coherence of discourse and the unity of different contexts that shape the communicative situation – linguistic, situational, personal and cultural. According to the relevance theory of meaning a piece of information is relevant to the cognitive agent when it can be connected with some background knowledge in such a way that it resolves a problem for the agent. The procedure of looking for relevance in communication is a process of inferring the intended meaning of an utterance within the context of the communicative situation. The hearer is striving to interpret a message in such a way that it would fit coherently in the conversation, its purpose and direction. The speaker on the other hand also considers the context and uses it actively to construct meaning. The choice of the specific formulation of a speech act is determined by the agent's belief about what part of the communicative context is mutual and therefore is suitable for transmission of meaning. This poses a problem for intercultural dialogue because, in the search for relevance, it is never certain whether some cultural convention applies to the situation or not. In intercultural dialogue the background that is used to sustain the meaning of utterances is different for both speakers. The extent to which some background knowledge is shared is unclear. This paper analyzes the conditions of the search for relevance in intercultural communication and their relationship with some common misconceptions and problems of understanding. Its methodological framework is the relevance theory of meaning (Sperber and Wilson 1985, 2002) and the epistemological approach toward problems of understanding (Ivanova 2015). The author argues that relevance is established with respect not only to the general purpose of the conversation or the maxims of Grice's cooperative principle but also to the coherence of the

conversation's contexts. The attempt to resolve inconsistencies in the information is identified as the main source of misunderstandings for intercultural communication. Popular cases of misconceptions are explained as resulting from the collocutors' attempts to restore the coherence of the discourse by adding contexts that are not part of the intended meaning.

Keyword: philosophy of language, intercultural dialogue, relevance theory, context.



Culture and dialogue in organizations

Philip Stoyanov

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Communication and PR features of Greenwashing in the financial sector in Bulgaria

This study focuses on the presentation of the relationship of greenwashing and reporting practices of corporate social responsibility. Under the increased pressure on companies to report environmental impacts, some companies disclose positive impacts, which are not directly related to their major field of business. The report tries to make a review of greenwashing and PR in the web by the companies. The author analyses practices of corporate social responsibility (CSR) reporting in some of the major financial organizations in Bulgaria on their web sites. Using a Framework for analysing their engagement to CSR and its relation to companies' field of business. *Greenwashing* as a term, developed as people identified inconsistencies between organisations' actual behavior and claims about being green.

Keywords: Greenwashing, PR, corporate PR, green PR, corporate social responsibility (CSR).

Ivan Angelov

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Participation in industrial clusters – a prerequisite for raising the innovation culture of organizations

Aiming to enhance their innovation capability, organizations need to continuously innovate. It is required specific interpretation of the surrounding environment. Organizations need to amend their culture to develop innovative one. Participation in industrial clusters creates conditions for: getting easier access to specific information and resources, exchanging best practices, as well as acquiring new knowledge and organizational experience. This inevitably affects the overall appearance of the organizations.

The report presents comparative analysis of the innovation culture of companies in the sector of information and communication technologies (ICT). For the purposes of the report, it is used data from a research on the innovation capability of organizations in the relevant industry. It is clearly illustrated the relationship between innovations and organizational culture. The conclusions confirm the hypothesis that the rate of innovation culture of organizations, involved in industrial clusters, is higher than that of those, which are not part of such organizational networks.

Keywords: cluster, industrial cluster, culture organasation, innovation.

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The changing communication reality. How the brands are involved in a dialogue with the consumers?

The rise of the social media has empowered the consumers. They are no more passive recipients of the branded messages but active content producers. The consumers don't have any more the physical or geographical constraints to lead a dialogue. The brands should find a way to be involved in the consumers' dialogue. They should adjust their communication strategies in order to actively listen to the consumers and react fast and adequate to their signals. This eventually affects the operation cycle of the companies putting marketing communications in the frontline of the product development process. The dialogue with the consumers creates the opportunity for the companies to receive

a constant feedback from the consumers and improve their product features in compliance with their expectations.

Keywords: dialogue, consumers, communication, brand, brand messages.

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Business communication skills of Bulgarians within a multi-cultural environment

Communication is one of the most powerful tools in our private and business lives. In many researches open and clear communication are listed among the top priorities of business organizations. It takes months or even years to recover the damages of inappropriate communication within organizational functions and business partners.

This paper aims to present a study in the field of interpersonal and inter-group relations. The study has been conducted within an international company, covering the EMEA region. The multinational company is one of the global leaders in the business field it operates in, with 146 offices across 22 countries and territories, and over 75,000 employees speaking 48 languages.

The primary focus of the research is on interpersonal communication in management. More specifically, how the multi-cultural, multi-lingual and multi-level communication is impacting the business environment.

The reason executive business leaders of EMEA took a decision of the EMEA management to conduct anonymous survey for the whole region among 11 countries and more than 30 locations, was to find a better interoperability and alignment between the sales, account management and operational leaders. The survey was completed within one month and included all heads of departments and their teams. The responses were anonymous and were summarized in a broken down by department/office short presentation with summary of the survey findings, and was then provided to the heads of departments/offices for review and action planning.

The paper analyses the results related to the Bulgarian office of the researched company and provides further recommendations as to how to address the issues resulting from the survey.

Keywords: multi-lingual communication, multi-cultural relations, business communication, multi-cultural business environment.

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The Enactment of leader identity in oral narratives of personal experience in the youth organization AIESEC

Narrative discourse has increasingly fascinated cultural anthropologists, sociolinguists and social scientists as reliable data for probing into the multi-faceted dimensions of social interaction. Leadership scholars have been particularly interested in the uses through which storytelling and stories inscribe in social practice within organizational contexts as creative resources for foregrounding different aspects of leader identity.

The present paper attempts at providing insights into storytelling as a discursive and social practice for the construction and continuous reinforcement of leader identity in a global community of practice, viz. the youth organization AIESEC. Narrative discourse in AIESEC appeals to the researcher's imagination because its rhetorical prominence, inspiring and disseminating meaningful information among its members, has served as a stage for an enactment of leadership and a carrier of cultural value for the entire organization since its inception. Exploring how AIESECers talk into being leader identity means appreciating the unique combination of discursive positionings activated in stories of personal experience which identify the members as leaders and part of the organization. Seen this way, stories in AIESEC become discursive sites where emerging as a leader becomes highly relevant while sharing stories is viewed as an emblem of group belonging.

The empirical research underlying the study aims at investigating what *leadership* means to the members of the organization and how they craft the narratives in such a way as to position themselves and others as *leaders*. The analysis centres on a selection of naturally occurring oral stories of personal experience generated during video-based fieldwork at international AIESEC conferences in the period 2014-2016. Teasing out leader identity within the context of narrative practice requires the fusion of analytical perspectives such as sociolinguistic narrative analysis (Labov & Waletzky 1967) and positioning analysis (Bamberg 1997) at the backdrop of discursive approaches to leadership affiliating with a social constructionist stance on (leader) identity and emphasizing the primacy of discourse as a medium for identity construction. These angles of investigation bring into sharp relief the contours of leader identity mapped out by AIESEC members in the narrative performance.

Keywords: storytelling, narrative discourse, leader identity, positioning, discursive leadership.

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Improving team effectiveness in companies with different country of origin

The purpose of the article is to exploit what are the factors for team effectiveness in technological companies from different countries. One aspect of team effectiveness that is important to the overall team performance is communication. Additional factors that influence team results are tasks distribution, goal clearance, team commitment. To test a model developed for measuring team effectiveness in IT companies an empirical research is conducted in 2017. Although the participants work in one and the same industry, they are part of companies with different country of origin, organizational values and practices for fostering teamwork. The research results show differences in some of the factors from the model for team effectiveness depending on the country of origin of the company. Meanwhile, there are some similarities identified in the research sample related to the challenges that teams face in the IT field.

Keywords: team effectiveness, IT industry, model, team performance and communication, cross-culture.

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Advertising and cultural stereotypes

Today, more than ever, to attract the attention of the target audience in the huge amount of the advertising campaigns, is becoming almost a mission impossible for the marketers. Nevertheless, to choose an appropriate advertising form that is going to raise awareness and interest is essentially important in regards of accomplishing companies' marketing objectives. One of the possibilities is to use the strategy of involving the recipients of the advertising message by building on a common ground of existing stereotypes in the mind of the consumers. The stereotypes are at one hand culturally specific, on the other its meanings are commonly known around the globe (i.e. Americans are ethnocentric, Spanish are always late, Italians are loud and chaotic, etc.), yet can possible bring along negative responses.

The goal of this article is to introduce the theme of advertising based on national cultural stereotypes. The attempt of the authors is to address the issue of effectiveness of this advertising creative approach and at the same time the moral aspects of such type of campaigns. In fact, the impact of viewing the stereotypes in action might be considered by the home country's consumers as a negative portrayal of national culture, values, norms and attitudes, thus raising negative emotions even hurt feelings. To conclude our article, we introduce on the practical examples the usage of stereotypes in the national advertising in selected European countries (Bulgaria, Slovakia, Czech Republic, Poland) with the aim to support the argumentation level of the selected researched topic. The main contribution of the article is to bring new knowledge in the theoretical as well practical area of the researched field of using creative strategy of stereotypes in advertising with the aim to reach company's marketing goals. Based on the extensive literature review of key theoretical definitions of core concepts in the field of advertising and cultural stereotypes, the main research method is a case study that introduces advertising campaigns across selected cultures.

Keywords: advertising, culture, values, cultural stereotypes, effectiveness, moral aspects.

4 Thematic workshops

- (Im)politeness in (Romanian) political discourse
- Center, semi-periphery, periphery in (tele)visual dialogue
- The multiple faces of conflict in political discourse
- Negotiating migrants' identities: from policy narratives to lived experiences

☑☑☑ *Workshop 1*

(Im)politeness in (Romanian) political discourse

Workshop convener:

Adriana Ștefănescu

University of Bucharest, Romania

Workshop description

In post-modern times (Norris, 2000), the avenues of political communication are endlessly multiplying, and are aimed at audiences that are ever more diverse, fragmented and active. Under the impact of perpetual change and increasing socio-cultural paradigm shifts (Blumler's third age, 2001), political discourse practices enacted in a wide range of institutional, semi-institutional or non-institutional environments not only reflect critically important identity- and issue-related positionings and confrontations, but they also contribute to framing and shaping them. Often the complexity, uncertainty and ambiguity of events and day-to-day choices prompt us to act, react and/or interact by confronting different or opposing views and perceptions of the same situations and by proposing different and even incompatible solutions (Martin 2014). Political confrontations and disputes are not just about problem-solving, but also about constructing, challenging and co-constructing identities through language at micro and macro levels of discourse (Ilie 2010). The unprecedented upsurge of verbal aggressiveness that we witness in a wide range of discourse genres in the political sphere (e.g. election campaigns confrontations, parliamentary debates, political talk shows, political interviews) has prompted extensive data-based research on forms, functions and degrees of impoliteness and rudeness (Harris 2001, Clayman 2002, Heritage 2002, Ilie 2004, Kampf and Daskal 2011, Patrona 2011), rather than politeness and deference.

This workshop brings together a group of seven scholars with expertise on significant aspects of (im)politeness and aggressiveness in post-modern political discourse, who are committed to interdisciplinary research. In their approaches they make use of a combination of analytical tools including rhetoric, pragmatics, critical discourse analysis, functional discourse analysis, and (im)politeness theory. Their aim in this workshop is to critically examine the effects of misleading communication, aggressive language use and manipulation practices on interpersonal and intergroup interactions and relationships enacted in political talk-shows, political advertisements, parliamentary debates, political comments on facebook, and political press releases. More specifically, the workshop contributions address directly the following subthemes of the conference: (i) how are intergroup relations “constructed, de-constructed and re-constructed” through multi-level and multidimensional communication? (ii) to what extent do “social rituals, institutional norms and cultural traditions enable, promote or prevent ingroup harmony/disharmony and outgroup inclusion/exclusion”? (iii) what is the role of “linguistic representations in spreading or exposing stereotypes”? (iv) how do political talk-shows, political advertisements, parliamentary debates, political comments on facebook, political press releases “impact the attitudes and emotions” of the in-group participants and of the out-group audience (or of the overhearers)?; (v) “how can digital communication culture contribute to fostering a multidimensional and multi-directional dialogue across groups and communities?”.

Contributors

Ruxandra Boicu

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3rd person use in adversarial talk as an impoliteness strategy (A case study – the 2014 televised presidential debate in Romania)

This study proposes to provide insights into one mechanism of conflictive talk. The theoretical framework underlying this research includes classic theories of impoliteness (Culpeper 1996, 2005; Culpeper et al. 2003; Bousfield 2008), which relativize judgments on (im)polite verbal behaviour. For instance, in addition to the above-mentioned theorists, Kienpointner (1997) makes the distinction between impoliteness and rudeness and recommends that (im)politeness should be approached as a continuum. In Culpeper et al. (2003: 1546), impolite acts are defined as “communicative strategies designed to attack face”, while Bousfield (2008: 132) adds more traits to impoliteness when he explains it as “intentionally gratuitous and conflictive” verbal behaviour.

In electoral campaigns, the direct verbal confrontation between presiden-

tial candidates on TV stands for the climax of both political and media events. The inherent reading of these televised debates is that they are ruthless competitions between two main players. Blas-Arroyo (2003: 397) compares the debate with “a true battlefield” and even “a boxing ring” where a candidate is more appreciated for the ability “to dialectically knock out an adversary” through more than logical argumentation. Under these circumstances, the interlocutors engage in verbal attack and counter-attack as instrumental for maintaining or improving their self-image (Trognon and Larrue 1994) in order to persuade the viewers to vote for them. The communication contract implied by the media turns the debate into a spectacle in which the political actors are asked to engage in a “ritualized” disagreement (Thoveron 1996). It seems paradoxical that “candidates are required to disagree in ways that persuade audiences to perceive them favourably” (Hinck and Hinck 2002: 238).

The corpus of our discourse analysis is the transcription of the final televised debate between the Romanian presidential candidates, Klaus Iohannis and Victor Ponta; it was broadcast on 12 November, 2014 (8 p.m.) by the Romanian private news channel B1 TV.

The double objective of this analysis is to decompose the structure of the main 10 verbal clashes between the two political opponents and to qualitatively approach the use of the 3rd person singular to designate the counter-candidate.

By clash, we mean the direct conflictive verbal exchange uninterrupted by the well-known TV Journalist, Madalina Puscalau, who was agreed on by the candidates’ staffs to moderate the political show. There is a considerable share of these 10 sequences in the economy of the debate, as, from the 4,377 words of the transcription, 1,754 are used in clashes (that is to say, 40% of the total).

The emphasis on the pragmatic function of the use of the 3rd person singular, instead of the 2nd person, within the co-text (Maingueneau 2004) and structure of the direct verbal exchanges between the adversaries is still under-researched in the specialized literature, with some notable exemptions in France (e.g. Catherine Kerbrat-Orecchioni 2010).

The conclusion of this study is that the use of the 3rd person singular, within the complex TV communication model, triggers both the conflictive character of the interpersonal relationships established between Klaus Iohannis and Victor Ponta, during the televised debate, and the potential of (im) politeness that this use has.

Keywords: 3rd person use, adversarial talk, verbal clashes, televised electoral debate.

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**‘I place great importance on standards of politeness in this chamber’.
Im/politeness in parliamentary debates – a discursive approach**

Launched by Watts, Ide and Ehlich (1992), reaffirmed by Eelen (2001), the distinction between first order approaches and second order approaches to im/politeness has gradually gain researchers’ attention. Recently, first order or discursive approaches seem to prevail in the range of studies, as the way lay persons label, perceive and comment a behaviour as im/polite, in/appropriate or in/adequate is in focus (second order approaches, theoretical constructs – Lakoff 1977, Brown/Levinson 1978/1987, Leech 1983, see im/politeness as a concept related to a theory of use and social behaviour, Watts/Ide/Ehlich 1992/2005: 3). For Watts (2005: xxii), a postmodern approach to im/politeness should rely on im/politeness, as labelled by Eelen (2001), i.e. on what speakers view or appraise as im/politeness; thus, the evaluation of the hearer or of the target is highlighted in a discursive approach (Watts 2005: xv–xvi). In this presentation, „im/politeness” is used as a concept, since diachronically it is a recent linguistic and cultural acquisition (Kádár/Haugh 2013: 160; Kádár/Culpeper 2010, Kádár 2013), although the word appears as a metacommunicative label used by lay persons.

The analysis focuses on metacommunicative, metadiscursive and metacognitive aspects (Kádár/Haugh 2013), as revealed by present-day parliamentary interactions. The corpus gathers heated debates and discourses from the Romanian, British and French parliaments in periods marked by important events (the referendum in the UK, June 23th, 2016) or pre-electoral disputes (in Romania and France). Metacommunicative aspects cover what Eelen (2001) called „classificatory” politeness, i.e. different interpretations, evaluations, including the use of the im/politeness lexicon (Kádár/Haugh 2013: 186-187); metadiscursive and metacognitive aspects reveal the way lay persons comment on others’ desirable behaviour (Kádár/Haugh 2013: 200) and their attitudes or expectations (Kádár/Haugh 2013: 187).

Generated by the tension between the limits a social group establishes and the actions that exceed the behavioural expectations, im/politeness could be an indicator of institutional norms. As politeness is a product of the social structure, variable according to the standards of different groups, inter- and intraculturally, across time and space (Ehlich 1992/2005), it is interesting to see its perception within a community of practice like the Parliament.

Keywords: discursive approach, im/politeness, metacommunicative, metadiscursive and metacognitive aspects

Cornelia Ilie

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**Felicitously impolite or infelicitously polite?
Subversive interpersonal attacks in the Romanian Parliament**

Over time parliament has developed into a prototypically institutional locus devoted to verbal confrontation between politicians representing opposite political parties who present arguments supporting the pros and cons of issues under debate (Palonen, Rosales & Turkkka 2014, Ilie 2016). Parliamentary debates exhibit both overt and covert, even subversive, interpersonal and intergroup attacks that are frequently articulated through unparliamentary language and behaviour (Harris 2001, Pérez de Ayala 2001, Ilie 2004, Salisbury 2011), particularly when parliamentarians engage in disputes on controversial matters of high political priority. The various instantiations of parliamentary impoliteness by means of face-threatening speech acts (cf. Searle 1969, Fotion 1971), such as provocative or hostile statements and questions, provide important clues about a society's moral and social standards, prejudices, taboos, as well as about value judgements of different social-political groups and communities of practice. Unparliamentary speech acts cover a continuum that ranges from milder/mitigated acts, such as reproaches, accusations and criticisms, through stronger offences and incriminations, to aggressive ones, such as personal insults. The various rhetorical strategies of ascribing or rejecting blame, on the one hand, and of assuming or declining responsibility, on the other hand, provide evidence about the extent of power and the degree of vulnerability of debating parliamentarians.

The Romanian Parliament, like other parliaments, displays various instantiations of adversariality, ranging from extreme politeness to extreme impoliteness (Ilie 2010, Ionescu-Ruxăndoiu 2010), taking a variety of forms, from highly conventionalized (often ritualized) to non-conventionalized, which may violate, deliberately or non-deliberately, parliamentary norms and regulations, as specified in article 51, Law 96/2006 regarding the Statute of deputies and senators.

The aim of the present investigation is to critically examine the design, focus and effects of the impolite speech acts performed by Romanian parliamentarians during successive parliamentary debates (in February 2017) that were dominated by tough adversarial confrontations, with recurrent manifestations of unparliamentary language and behaviour. These debates were caused by the adoption on 31 January 2017 by the prime minister Sorin Grindeanu of the emergency ordinance amending the Criminal Code and Criminal Procedure Code and the bill on the granting of pardons, without putting them to vote in parliament. The ordinance involved partial decriminalisation of abuse of office

(i.e. a ‘hidden amnesty’) by reducing the duration of punishment to less than half, and it was directly intended to help save Liviu Dragnea, the president of the Social-Democratic party, who had been convicted of electoral fraud.

A pragma-rhetorical approach (Ilie 2006, 2009) complemented with specially tailored analytical tools from (im)politeness theory (Bousfield & Locher 2008, Culpeper 2011, Davies, Haugh & Merrison 2011) are used to identify, on the one hand, the focus, scope and multifunctionality of face-threatening (and face-saving) discursive and metadiscursive speech acts used by the deputies directly participating in heated debates in order to address a multi-layered and divided audience, and to reinforce in-group solidarity and inter-group dissent through discursive/rhetorical shifts from negative politeness to positive impoliteness.

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Expression and relationship on women political leaders’ Facebook in Romanian electoral campaigns

The digital revolution (M. Castells 1996; U. Beck 2000; S. Proulx 2014) and the « genderquake » (E. Macé, 2015 ; Froidevaux-Metterie, 2015) are the major paradigmatic changes marking the third millenium. The building of the digital identity as continuous selfproduction (*technique de production de soi*) with its corollary- “the expressivist turn”(“le tournant expressiviste”) demands an in depth gender analysis from the double perspective of the disseminated or commented content, as well as of the nature of expression (the *what* and the *how*).

Web 2.0. with its emphasis on interaction and expression creates favorable conditions for democratic dialogue and opinion sharing, (Cardon, 2012), while the « presentation of self » in Goffman’s theatrical way and nowadays *networked self* (Papacharissi, 2011) engage new forms of visibility and discursivity . But the sequences (replies) of this new dialogue (or rather polylogue) do not always follow the rules of public discourse (civility, non-threatening face acts, solidarity etc.)-cf. Jan Rowe, 2015.

That is why after a continuous focus on politeness phenomena (Brown & Levinson 1978. 1987) we witness nowadays new tactics in social media interaction, opening multiple strategies of impoliteness (rudeness, aggression)-Culpeper 1996, Culpeper 2005.

Concerning the political communication, especially in electoral campaigns, we will analyze why and how Facebook is an indispensable tool of

political marketing which participates in the construction of the political *ethos* of the actors (men and women). If in most cases the personal messages or civic engagements rely on the *logos* or *ethos* of the speaker (the candidate), it will be interesting for the web 2.0.society to take into consideration the *feedback* of the audience on the public Facebook page.

Blumler and Kavanagh (1999) divided political communication in Western countries into three distinct historical phases, starting with the post World War II which has been called the ‘golden age of the parties’; the second phase, starting in the 1960s, was the ‘era of television’. The third, more generally termed the digital era, characterized by an intense personalization, privatization and populism is now followed (since 2010) by the era of social media (in the opinion of most researchers).

Since gender has become one of the first languages of politics (Catherine Achin and Lucie Bargel 2013; Marlène Coulomb-Gully 2016), we decided to analyze the construction of women leaders’ *ethos* in presidential campaigns (Roventa-Frumusani 2015), as well as the intermediality of verbal-iconic signs on facebook pages. This socio-semiotic approach will be complemented by a pragmatolinguistic one, concerned with the “dialogue” of (masculine vs. feminine) conversational styles in the last local campaign in Bucharest, June 2016 and focused on the speech acts and politeness/impoliteness strategies encountered in the followers’ comments on public facebook pages of three prominent women candidates.

The main research questions, following Nancy Fraser’s quest for women’s legitimacy (identity and statute legitimacy), are: 1. How does the plasticity of the online public sphere function in order to create the networked self of women political leaders in search of visibility and recognition? 2. How does the audience consolidate, attack, reward the affective rhetoric of women politicians on Facebook? (emotion contagion, emotion induction).

Keywords: women politicians, facebook, electoral campaign, gender stereotypes, interactivity, politeness/impoliteness.

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Impoliteness in post-modern Romanian political discourse

Politics is a language-driven activity, by means of which both the fight for power and for the maintenance of power are undertaken. It enables a series of cooperation practices to be deployed in order to solve different sorts of clashes of interests (Chilton / Schäffner 2002: 4-5; Zafiu 2007: 15). Since it shapes a community of practice that incessantly creates impactful significance,

the analysis of political communication needs a sophisticated framework that encompasses several social levels and through which three main instances of communication make their voice heard: the political instance, the mass-media instance and the citizens' instance (Charraudeau 2005: 37-40).

In this paper impoliteness₁ i.e. the “*lay* understanding of the phenomenon” (Bousfield 2008: 128) is analyzed primarily based on the specific use of language resources. More specifically, impoliteness₁ is analyzed in the political Romanian discourses delivered in the public sphere between the 13th of January and the 31st of March 2017 that have as main themes corruption, manipulation (and lying), legitimacy, and incompetence. While the typology of the political discourse is rich, the same can be said about these thematic political discourses which make the object of our investigation. The range of discourses in which we examine impoliteness₁ comprises: the discourse of protesting movements, the partisan speech (mainly as verbal interactions mediated by computer), declarations and interviews of political actors, the journalistic discourse of information and of political analysis, as well as the entertainment political show “Starea nației” (“The State of the Nation”).

The principal domain of analysis, impoliteness₁, is narrowed down to the analysis of the political insult, considered here as one of its prototypical and (quasi-)ritualized forms. Nevertheless, impoliteness₂ (i.e. the theoretical conceptualisations of impoliteness; Bousfield 2008: 128) is referenced because, in this specific discourse register and public communication environment, impoliteness₁ has a set of specific uses, which are different from those of other registers (i. e. familiar interactions).

The paper examines several aspects connected to insult: the types of political discourse which seem to favor the instantiation of the insult; the mechanisms of insertion of the insult into discourse (by quotation, by access to speech in eristic interactions, by metacommentaries, etc.); the oral vs. written vs. hybrid character of the insult; the pragmatic conditions of realization of the insult, with special interest in the description of the defective realization of it (Searle / Vanderveken 1985: 1-26; Ilie 2001); the linguistic resources involved by the expression of insult and the degree of creativity (obtained by using certain semantic devices, devaluating lexical items, and other linguistic means). These principal aspects concerning insult are further related to the following corollary dimensions: the perspective projection of the political conflict captured by the iconic image that one can detect at the level of the insult, the portrait of the adversary that the insult might sketch; the intertextual dissemination of the linguistic impoliteness and how insults are “processed” across discourses, eventually, their slide to humorous or even neutral utterance; the relation between impoliteness₁ and political popularity. The paper will end with a brief presentation of the aftermaths of the insult at the level of the interactants, such as counter-insult, gesture, caricature.

Finally, we conclude that insult as a prototypical form of impoliteness is simultaneously an incentive and a constraining factor in the struggle for power in political discourse.

Keywords: impoliteness, insult, political communication, verbal acts, intertextuality, popularity, humour.

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(Im)politeness strategies featuring populism in political discourse

Initially elaborated in the framework of interpersonal communication, the theories of politeness (Brown and Levinson 1987) and impoliteness (Culpeper 2011) have been widely explored to explain face work in different types of interactions.

Although, on the surface structure of discourse, the strategies of positive and negative (im)politeness appear to be the same in various contexts, they display different setting-oriented functions. In interpersonal communication, **they are part of negotiating personal identities and relationships** among interlocutors; in institutional communication, they acknowledge **speaker's (non)conformism to pre-established norms**; in political discourse, they are **indicators for the degree of populism** that underlies the speaker's intervention in the public arena. Specifically, my claim is that, in the (written/oral) discourse of political actors, the populism index reflects the calibration of two variables: the contextual force of politeness strategies and the aggressiveness of impoliteness strategies. On the one hand, political actors resort to politeness strategies in order to construct in-group relationships and values with potential voters, and, on the other hand, they activate impoliteness strategies against out-groups in order to persuade about their commitment and loyalty to in-group shared values. In manipulating positive and negative (im)politeness strategies, the politician positions him/herself as a **group-builder**: (s)he asserts a set of desirable values in order to create a group of people sharing those values, who, by consequence, might become supporters and voters.

My claim is based on and illustrated with the analysis of the posts on the official websites of three Romanian political parties which scored the highest in the Parliamentary elections of 2016: PSD (45,5%), PNL (20,04%), USR (8,83%).

Currently, populist discourse is said to „worship the people” (an overview of the topic in Ionescu, Gellner 1969; Giderson, Bonikowski 2013, among oth-

ers). My case study will derive a **discursive definition of populism having (im)politeness strategies at its core**: speaker's manipulation of (im)politeness strategies in order to discursively construct a group identity which meets the values and purposes of a large number of potential voters. (Im)politeness strategies manipulated in the populist discourse prove to be an indirect source of power (as defined in Fairclough 2001, Talbot et al. 2003, among others) for politicians who aim at influencing and controlling the actions of the targeted voters.

Keywords: (im)politeness strategies, populist discourse, power and control, political communication through website posts.

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Strategies for conflict escalation in the political talk show

Several discourse genres of the Romanian media communication illustrate the „argument culture” (Tannen 1999), showing a strong preference for the conflict and stimulating manifestations of aggressiveness in the public space. Political talk favours conflictual communication and does not aim to obtain compromises between different opinions and conflict resolution; the real goal is instead (for the politicians) to win or avoid losing face and (for the TV producers) to entertain the audience. Therefore, the role of the host is not to facilitate the free expression of different standpoints, but to aggravate the conflict and to consolidate his/her own authority and celebrity.

We will analyse a corpus of Romanian talk-show transcriptions, with special attention to the discourse strategies displayed by the hosts and to their impolite acts. By using theoretical models of impoliteness (Culpeper 1996, Kienpointner 1997, Bousfield 2008, Bousfield and Locher (eds.) 2008, etc.), our analysis aims to establish the prototypical roles assumed by the hosts (Ilie 2001), their aggressive speech acts and the general strategies for conflict escalation (some of which are similar to the elementary forms of aggravating disagreement, as described in Goodwin 1983, Mizzau 2002, etc.). The host manifests him/herself as a stimulator of the conflict, as an authoritarian investigator, or as a true participant in the argument. Impolite hosts assume a “strategic maneuvering” (Eemeren 2010), using an offensive colloquial register, irony, expressing negative emotions, etc.; they provoke, criticize, contradict, correct, insult, summon, threaten the political actors, they interrupt and even banish them. Ignoring the other, “mind-reading” and labelling are the most typical strategies of aggression used in political talk-shows.

☑☑☑ *Workshop 2*

Center, semi-periphery, periphery in (tele)visual dialogue

Workshop conveners and organisers:

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University of Bucharest, Romania

Adriana Ștefănel

University of Bucharest, Romania

The workshop will explore and illustrate the relations between national identity, inter-group communication, intercultural communication, and cross-border cooperation within the context of television production in Eastern Europe. A special attention will also be given to the period of emergence and development (1960-1980) of television institutions and televisual practices/production in Eastern Europe and to the close connection between television as state institution and the national identity's construction in the given period of time. The dialogue between center-semi-periphery-periphery in television programming will also be explored from different cultural perspectives: West-East divide, minority groups/majority population gap, inclusion/vs./exclusion, empowerment/vs./discrimination.

The workshop is based on an interdisciplinary research which combines the social representation theory, the intercultural communication, and historical investigation, with the methodology of world system analysis (I. Wallerstein, 1974, 2004) and television production studies.

The main goals of the workshop are to examine, explore and debate:

- 1) How the intergroup and intercultural relations are constructed, deconstructed and re-constructed through television programs in Eastern Europe?
- 2) What stereotypes on minority groups are present in television programs in Eastern Europe? What is the typical image of the nation illustrated in television production in Eastern Europe? How has it evolved since 1960 to the present?
- 3) How do media programs impact on attitudes and emotions of the viewers on hot topics like immigration, refugees, expats, and ethnic groups?
- 4) How can televisual culture contribute to fostering a multidimensional and multidirectional dialogue across groups and communities?
- 5) How can television productions serve as bridge-builders across generations, genders, and a wide range of different or mixed cultures?

The workshop is part of the project TNSPE (Télévisions et nations en « semi-périphérie » européenne: comment constituer une identité nationale par

la télévision (1958-1980). Etudes de cas : la Roumanie, la Bulgarie et la Belgique), financed by IFA (Institutul de Fizica Atomica) – PN 3 / Sub-3.1 Bilateral / Multilateral/ Module AUF-RO, 2016-2017 and by AUF (Agence Universitaire de la Francophonie). The research findings presented by Romina Surugiu, Vyara Angelova, Annemaria Sorescu Marinkovic, Madalina Balasescu and Adriana Stefanel are results of the TNSPE project.

Keywords: Identity, inter-group communication, intercultural communication, cultural perspective, challenge, cross-border cooperation.

Section 1

Identity, nation, and television – the legacy of the past

Luminița Roșca

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The contribution of televisual productions to the symbolic construction of identities in closed ideological systems

In the present paper, I propose several directions for the analysis of the manner in which communist media influenced the dynamics of identity's building in Romania, between 1960 and 1980.

The starting point of the analysis is the premise largely adopted by cultural studies that mass media contributed and still contribute to making/consolidating/transferring collective, ethnic, national, religious, political identities. The sociological approaches, as well as the historicist ones, have shown that mass media played decisive roles in the process of linguistic unification and mass mobilization to revolutionary actions, and that they were tools used for politics or major cultural rebirth processes (E. Neveu, 2004; Van Dijk T, 1991).

Social constructionism (Berger&Luckmann, 1966 ; Haar, 2002) and I-Other dialectic (Turner et al, 1987; Neumann, 1999, Fligstein, 2009) have been placed at the foundation of the study, in order to explore the relationship between “personal”, “social” identities and “political” identity, understood as the sense of citizens' belonging to a particular group or community (Bruter, 2005). The theoretical framework combines elements from the cultural studies and the sociology of journalism, the key-concepts of analysis being: identity, alterity, the symbolic construction of reality, culture, and mass media.

The paper will analyze the main concepts in the social, cultural and ideological context of that time and in relation to cultural, ideological and moral values used by the communist mass media, including television. The analysis

is meant to decipher the symbolic universe of constructed/deconstructed identities forged by media, mainly by television.

The corpus is composed of television broadcast grids/listings, selections of the longest running television shows, news programs and interviews with TV producers.

Romina Surugiu

University of Bucharest, Faculty of Journalism and Communication Studies, SPARTA Center, Romania

Television and nations in the European semi-periphery. Research notes

The paper focuses the context, the objectives and the partial results of the project “Television and nations in the European “semi-periphery”: establishing a national identity through television (1958-1980). Case studies: Romania, Bulgaria and Belgium”. The topic belongs to the field of cultural history of 20th century Europe, more precisely to both Post-Cold War History and Socialist Television Studies, and aims at filling the gaps that exist in the comparative studies of the East-West visual media during the Cold War period, due to linguistic and physical obstacles (such as the difficulty to access Eastern European audiovisual archives).

The project team makes use of theoretical framework of the world-system analysis, which allows us to establish three versions of nation articulated by “semi-peripheral” televisions in Belgium, Romania and Bulgaria. Using Wallerstein’s lasting division of the world into core, semi-periphery and periphery (1974, 2004), we want to show how the promotion of nation values by means of television was realized within a system of cultural circulation, how it was curbed or hampered by identity tensions in each of the three countries. “Diffusion” in the world-system of television in the period of the Cold War is evident: the beginning of the Cold War coincided with the emergence of national television networks, and of three centers: the United States, Great Britain (to which German, French and Italian televisions were added) and USSR.

Belgium, Romania and Bulgaria represent three separate answers to the question of creation of an identity that is both national and culturally transnational. Belgium is characterized by a double television system: one for Walloons and the other one for Flemish Dutch. One of the first linguistically divided institutions, the Belgium television adopted different identity strategies in the North and South of the country. On the other hand, the Romanian television, which emerged in the process of Romania becoming autonomous within the Eastern bloc, went through two periods: the first one was a cultural

opening towards the West (as a counterweight to the fading Stalinist influence), while the second one was a period in which the cultural and political values of “public” television were changed by Ceaușescu’s nationalist and authoritarian regime.

Vyara Angelova

University of Sofia “St. Kliment Ohridski”, Faculty of Journalism and Mass Communication, Bulgaria

Understanding the past. Forming the “socialist Bulgarian nation” through the television (1960-1980)

The paper discusses the forming of the so called “socialist Bulgarian nation” through television between 1960 and 1980. During that time, television was seen as an important tool for education and propaganda. It was supposed to contribute to the unification of socialist states (The International Socialists), but also to serve as an agent of patriotic education.

The text examines the possible dialogue between the national and international messages and the role of that dialogue in building the national identity. Every social group was involved in the process of building the new socialist society.

A special attention was paid to the socialization of children. They were considered to be very important from a political point of view, because they were expected to be the “new face” of the socialist nation. That is why the television offered a lot of programs for the children, giving them also political role labels, such as “pioneers”. By researching the television programs for children we are looking for the answer to the question – when does childhood end and when does the political engagement of the individuals begin?

Annemarie Sorescu-Marinković

Institute for Balkan Studies, Belgrade, Serbia / Université de Namur, Belgique

Peripheries in contact. Watching foreign television in Romania in the 1980s

Drawing on a growing body of studies on socialist TV and on interviews that I conducted during the last 10 years, this paper explores the socio-political context and the attitudes of the Romanians who watched foreign television in the 1980s. In a Europe divided by the Iron Curtain, Romanians were cut

off not only from Western Europe, but also from the neighboring countries. Faced with the drastic reduction of TV broadcast time and the ubiquitous and subversive communist propaganda, they started watching the TV programs of the bordering states, which had a strong signal in the border regions. By watching the broadcasts of Bulgarian, Hungarian, Soviet or Yugoslav TV, they got accustomed to the reality of these countries, learning their languages and sometimes even finding out about the Western way of life and values. The paper offers insights into the way Europe's "peripheries" were communicating, via semi-illegal practices of watching foreign TV, in a period in which real life dialogue and contact was impossible, and states were divided by firm, insurmountable borders.

Section 2

Intercultural communication, representation, and television: current challenges

Viorica Păuș

University of Bucharest, Faculty of Journalism and Communication Studies, Rumania

An intercultural approach to the Romanian television programs, dedicated to the ethnic minorities

The Romanian Public Television broadcasts, on a weekly basis, programs specifically dedicated and targeted to ethnic minorities. There are either general interest programs, spoken in Romanian (the majority's language) that focus on the social and individual identity of minorities living in Romania (such as "Conviețuiri"/ "Living Together"), or programs spoken in the minorities' languages: "Akzente"/ "Accents", in German, "Maghiara de pe unu"/ "Hungarian Language on the Channel 1", broadcasted in Hungarian, and "Opre Roma"/ "Free Roma", a program for the Roma people, etc.

Of interest for our analysis of these programs it is the exploration of the values promoted by each minority group in order to increase its social and cultural integration by the contribution to the development of the Romanian society, and also the values used to maintain and strengthen the group's identity, through the presentation of its tangible and intangible heritage and of the everyday life of the respective ethnic community.

These values constitute the core of each ethnic community and will be agglutinated into specific cultural actions or products, valued both within and outside the group and by comparison to other groups through intercultural communication.

“Intercultural communication represents, in this context, a possibility of exteriorizing the internal values, simultaneously with the reception and acceptance (not necessarily the borrowing) of the values of others. Intercultural communication is, in essence, an interpersonal phenomenon that could be applied to wider communities that identify with the common values shared by all their members.” (V. Păuș, “Comunicare interetnică și intercultural”, *Ars Docendi*, 2010, 43).

Our research is based on theories of social identity (Moscovici, Turner, Tajfel, Mead, Mucchielli, etc.) and on research on interethnic and intercultural communication in Romania (Neculau, Andreescu, Salat, Rus, Păuș, etc.).

Mădălina Bălășescu

University of Bucharest, Romania, Faculty of Journalism and Communication Studies, SPARTA Center, Rumania

Communication, group, identity: Key representations in the Romanian TV contents

As one of the most impactful communication environments, television represents a significant frame for social, psychological and cultural sets. The scientific literature, major perspective approaches, already highlighted the roles and the effects regarding TV as a channel at social and individual level, starting from the social roles (contribution to the collective mental: ideology, mentalities, opinions or TV as “political mirror” for public space) to the direct/indirect effects on people (source of models, way to relax/socialize/escape, TV as a “dreams factory” etc).

Envisaging TV as “general store of content” delivered under various “labels” of programs/formats/newscasts etc., this study aims to identify the key-representations in the Romanian TV contents regarding, especially, groups and identity issues. Method of exploration: the content analysis, study case, the secondary data analysis.

The interpretative frame is based upon the classic theoretical frame of social psychology (stereotypes and social representations).

Keywords: Television, content, group, identity, communication, social representation.

Adriana Daniela Ștefănel

University of Bucharest, Romania, Faculty of Journalism and Communication Studies, SPARTA Center, Rumania

Crossing borders or building fences through television films?

The hidden messages in television series should not be overlooked, nor their power to reinforce or challenge stereotypes. To use Gramsci's words (1992), one might state that the hegemonic power works towards television –and television series, as well- in order to impose social values and norms to individuals and social classes in a non-violent, but efficient way.

The aim of this paper is to explore, in a quantitative manner, the level to which Crossing lines TV series could reinforce the stereotypical view on ethnic/national groups, on women and on the poor. Our research hypothesis is that behind the overlay of intra-European cooperation against crimes there lies a stereotypical view of the other.

We will argue that even under the European flag of unity in diversity, the dichotomy Good-Evil is sublimated by Centre-Periphery one. From this perspective, the Good ones are circumscribed to the Western Europe, while the Evil ones originating from the East, yet committing the crimes in the West. Most of the crimes in the series are against “the typical (western) middle European” and might easily extrapolate to “a way of life”; each of these crimes becoming an archetypal attack on a way of life.

☑☑☑ *Workshop 3*

The multiple faces of conflict in political discourse

Workshop convener:

Daniel Weiss

University of Zurich, Switzerland

Workshop description

This workshop does not engage in commending political discourse about building communicative bridges. On the contrary, it is devoted to exposing the undermining and obstruction, if not destruction of harmonious communication on an interpersonal (Kretzer), intergroup (Berrocal, Ryazanova, Thielemann) or interethnic level (A'Beckett, Weiss). The strategies of igniting and intensifying conflict reach from subtle ridiculing to implicit challenges to explicit face threatening acts to open appeals for violence.

A. Fetzer portrays a British particularity by exploring the verbal duels between the Prime Minister and the leader of the opposition during Question Time, thus elucidating the intricate interplay of verbal aggression and decency of verbal conduct. The other five case studies focus on Central and Eastern Europe by covering political debates in Russia, Ukraine, Poland and the Czech Republic during the last years. The prevalence of Eastern Europe does not come as a surprise considering the particularly polarised political atmosphere in this part of the continent. L. Ryazanova targets the open discrimination of social minorities, such as the LGBT community, in recent Russian public discourse against the background of an overall rise of intolerance and hatred to be observed in today's official Russia. N. Thielemann examines the consequences of a communicative mishap made by the current Polish minister of Foreign Affairs, which gave rise to a whole avalanche of sarcastic comments on twitter; this also sheds some light on the mechanisms of subversion against the quasi-totalitarian tendencies of the national-conservative government in Poland. Three studies are centred on the Ukraine conflict, currently the only 'hot war' in Europe. L. A'Beckett and D. Weiss focus on the two directly involved countries (Russia and Ukraine), whereas M. Berrocal contrasts a bystander with an outsider by comparing the official Czech and US evaluations of the Ukrainian threat scenario. L. A'Beckett and D. Weiss demonstrate the impact of deeply entrenched and pretty spicy ethnic stereotypes (notably those characterising the Russian attitude toward Ukrainians) reflected by metaphors, metonymies and blends. As is shown by L. A'Beckett, these stereotypes, which come to the fore across all types of public discourse, likewise affect the attitude toward Ukrainian refugees on both sides of the border. At the same time, the (mis) use of analogical reasoning for polemical purposes is illustrated not only by metaphors (Weiss) but also by comparisons and implicit analogies conveyed by intertextual references (Berrocal).

The genres involved encompass institutional discourse (parliamentary debates, government statements), mainstream media including TV discussions and newspaper commentaries, and Internet communication on twitter (Thielemann) and in public fora (A'Beckett, Ryazanova). As for their theoretical approach, most contributions may be said to build on classical pragmatics including Relevance theory or a neo-Gricean framework and (Critical) Discourse Analysis. Moreover, the studies on metaphor and blending (Thielemann, Weiss) are informed by Cognitive Semantics, and Fetzer and Weiss also adopt (im)politeness theory.

One of the main objectives will be to discuss the impact of discourse type (\pm official), genre, target object (individual opponents, social groups, entire nations), and duration of conflict on the choice of the communicative strategy. Another issue concerns the possible common socio-cultural prerequisites that determine the dominant 'conflict culture' in Eastern Europe as compared to the United Kingdom or the United States. The appropriateness of indirect vs.

direct strategies in the given constellation constitutes another goal of the intended research. And finally, the role of cognitive frames in emphasising social and national differences will be given due attention.

Contributors

Ludmilla A'Beckett

University of the Free State, South Africa

The conflict in Eastern Ukraine: an analysis of abusive words in virtual dialogues between Russians and Ukrainians

This paper examines the naming strategies that were chosen by Russians and Ukrainians when referring to participants in the conflict in Eastern Ukraine. Initially, the data were collected for the investigation of attitudes toward displaced Ukrainians in Russia and Ukraine. A corpus of Russian texts was compiled from official media publications and public discussions. It consists of publications in Russian mainstream media (over 44.000 words), Russian public fora (around 21.000 words), Ukrainian mass media releases in Russian (over 28.000 words) and Ukrainian public discussions in Russian (over 20.000 words). The pilot study revealed that Ukrainian refugees and internally displaced persons attract novel stigmatising metaphors, metonymies and blends alongside with notorious defamatory words for migrants such as *паразиты* "parasites", *нахлебники* "hangers-on" and *туняядцы* "scroungers". In the official Russian press, Ukrainian refugees were persecuted by a *хунта* "junta", *фашисты* "fascists" and had escaped from *каратели* "punitive squads", *зачистки* "cleansing" and *карательные операции* "chastising operations". Ukrainians often named the residents of insurgent regions *вата* "cotton buds", *ватники* "quilted jackets", *даунбасы* "Dumb-asses", and *лугандоны* "Lugansk condoms". The labels "cotton buds" and "quilted jackets" have occasionally been accommodated by the official Ukrainian press. Russian participants in online debates often referred to Ukrainian oppositionists to President Yanukovich as *бандеровцы* "Banderites", *майдауны* "Mai-dawns", *укропы* "dills".

The paper focuses on etymology and discursive patterns of these novel abusive words. The difference in the choice of insulting labels can be attributed to a difference of political opinions. The sets of insults in both countries frame narratives that reverse the roles of victims and aggressors assigned by the neighbouring state.

Martina Berrocal

University of Jena, Germany

Constructing threat through analogies

Conflict in national and international politics is often linked to a discursive construction of threat. While conflicts take place physically in a particular time and place, their discursive representations involve, apart from the temporal and spatial dimension, axiological and epistemic positions. These prompt the desired emotional response from the audience in a form of authorization for the intended action. All these dimensions are mainly construed by presenting series of assertions, by creating the dichotomy self-other and by triggering implicatures that contribute to the intended representation of threat. The aim of this paper is to scrutinize the use of analogies in institutional discourse in parliamentary debates and government statements in the USA (264 739 Tokens) and the Czech Republic (136 473 Tokens), all concerning the Ukraine conflict within the time span from November 2013 to December 2014. The main focus rests on the role of (historical) parallels in conflict representations and the function of quotations in creating conflict. The comparative analysis offers a valuable insight into how the occurring analogies contribute to the construction of conflict in different countries and how they help trigger the intended interpretation processes. The applied methodological approach stems from cognitive DST (Chilton 2004, 2014), which was further developed into Proximization Theory by Cap (2008, 2013, 2017) and modified and successfully applied in discourse of conflict by Kopytowska (2015).

Lara Ryazanova

University of Edinburgh, Scotland

Shifts in style in Russian public communication: a turn to linguistic violence

Violence is deeply ingrained in the linguistic culture of any society, however the normative level, salience and the place of violence in the discursive repertoires vary substantially, reaching its peak in the ‘ages of extremes’ (Steinmetz 2011). Russian linguistic culture increasingly registers perceptions that the public atmosphere is rife with violent vibes (Gatov 2015a; 2015b; Gaufman 2015; Kornev 2015; Levontina 2012; 2016; Ryazanova-Clarke 2016; Weiss 2015). The paper explores the discursive processes and stylistic shifts that engender these perceptions. Its main argument is that in the years coinciding with Vladimir Putin’s current presidential term (the so called ‘third term’),

linguistic culture in Russia has entered a different phase which may be defined as a turn to discursive violence.

The paper posits that Russia's turn to linguistic violence incorporates a complex and interconnected system of macro- and micro discursive strategies altogether manifesting shifts to elements of pressure politics and increasingly, violent politics (in the terminology of Schmid 2011). In many instances, violence is being normalised, narrowing the space in society for dialogue and compromise. This may be seen in the various forms of silencing of the 'unacceptable' discourse and replacing it with the dominant and preferable one, and in the forms of linguistic weaponization, whose mechanisms are informed by both practices developed in the Soviet period and that exploit the affordances provided by modern technological development. The 'third term' has been marked by the return of full-blown propaganda and disinformation and, alongside that, of the ideological language which produces fear but also illusion, imitation and unreality, thus widening the gap between the signifier and the signified. Using the discourse analytical approach to the expression of violence (Wodak 2015; Wodak & Richardson 2013), the paper examines Russian public discourse samples which demonstrate the strategies of linguistic weaponization, such as the manufacturing of fear, honing hate language and the use of linguistic archaization.

Nadine Thielemann

Vienna University of Economics and Business, Austria

From Poland to #SanEscobar – on strategies subverting political discourse on Twitter

Twitter offers an easily accessible communicative platform on which users can quickly react to political incidents. It plays a particularly important role in Eastern European societies such as Poland in which changed media laws increasingly limit and shape 'official' news coverage. In this context, it offers a site in which official discourses are reflected in a way which most often differs not only in form and content but especially in the evaluative and emotive dimension.

The paper focuses a network of tweets which emerged in reaction to a slip of the tongue by Poland's Minister of Foreign Affairs Witold Waszczykowski, a member of the national-conservative Law and Justice Party (PiS). Reporting about talks at the UN assembly, he inadvertently created a country named San Escobar which immediately triggered the hashtag #SanEscobar. The emerging network of tweets not only ridicules Waszczykowski's mishap but also attempts to subvert PiS' right-winged policy. The paper analyzes which topical

strands are generated and which strategies are employed to subvert the official right-winged discourse of PiS. Special attention is devoted to blending and the topical domains (e.g. fantasy fiction, popular films and serials, computer games) involved in it as well as the multimodal resources evoking.

Daniel Weiss

University of Zurich, Switzerland

How to attack with metaphors: evidence from the Ukraine conflict

The presentation explores the use of metaphor-based analogies as a polemical device aiming at belittling, ridiculing or offending the opponent in political discourse. Special attention will be given to the impact of novel or even unique metaphors against conventional metaphors and their possible relations to dominant cognitive frames (Wehling 2016), especially those reflecting Russia's perception of Ukraine. The inconsistent pattern of source-target mappings will be discussed in detail. The analysis also includes blending and metonymy and covers the source domains *family*, *foodstuff*, *animals*, *disease* and *fire*, all of which are also exploited for argumentative purposes. As will be demonstrated, not all of these domains lend themselves equally well to polemical aims. Finally, the polemical functions of metaphors will be compared to closely related implicit or explicit types of analogical reasoning, such as intertextual references (Weiss 2016) and comparisons. The presentation is based on a sample of 600 Russian, Ukrainian, Polish and Czech metaphors retrieved during a research project devoted to the Ukrainian conflict and spanning the period from November 2013 until March 2015. Most of the data stems from TV shows, government statements and parliamentary debates. In terms of word counts, the national corpora encompass 1,152,254 tokens (without TV data). The theoretical approach is mainly informed by context-centred (Kövecses 2005, 2015) and corpus-based (Musolff 2004, 2017; Charteris-Black 2011, 2014) Conceptual Metaphor Theory, moreover by Impoliteness Theory (Culpeper 2011, Bousfield 2008) and Relevance Theory.

☑☑☑ *Workshop 4*

Negotiating migrants' identities: from policy narratives to lived experiences

Workshop convener:

Dana Rem

(ERIMIS), The Netherlands

'Identity' and 'Identification' are container concepts, with deep epistemological roots, that convey multiple meanings (Yanow 1997). They create space for cooperative investigations among scholars from diverse disciplines, ranging from rhetoric and interpretive policy (analysis) to cultural anthropology and social psychology. However, attempts to meaningfully interpret what national Identity is and what Identification with the nation means, often generate confusing debates among scholars, including when serving as advisors for the Scientific Boards of national governments and especially once policy adjustments for 'accommodating' newcomers in the country are imposed, and strategies for implementing such a dictum with regard to diversity inclusion are required.

Recent development in Europe such as intensified migration and the refugees crisis have led to a stronger emphasis on national identity and the preservation of the traditional values of the nation state. In effect, the migrants, ('the Others') -particularly Muslims- are scrutinized for their expressed attachment to the values of the society they have been rooted in, as though such attachment should be a sign of low commitment to the society they now belong to, and a symptom of their alienation and non-participation.

Given such developments, our workshop provides a context for reflection and debate on the theme of migrant identities: as in-/out- group formation strategies, as semantic and discursive practices, as constructs and products of the policy, as lived experiences and personal narratives.

This workshop brings together a mixed team of junior and senior scholars with expertise in discourse analysis, migration studies, cultural psychology and anthropology. Highly committed to an interdisciplinary approach, the contributors make use of a combination of analytical tools including rhetoric and interpretive (policy) analysis, critical ethnography and interpretive anthropology.

Their aim in this workshop is multifold:

- to investigate the semantic power of the concepts of identity and identification; to read interpretively (Yanow 1997) the meanings of (multiple)

identification(s) as concept, design, and policy construct in use; to explore the effects of the policy language and its effects on migrants' identities formation

- to investigate cultural practices and ways in which the language and culture are learned or used by migrants in their daily life, to explore means of social learning and to integrate into a meaningful scheme patterns of communication that explain intra- and intergroup formation and can serve as explanatory tools for migrants' social categorization and identification.

More specifically, the workshop contributors look at:

- (i) how the concept of identity and multiple identifications are translated at policy formulation level and implemented as policy outcomes and governmental practices, as means of migrant inclusion, exclusion or differentiation;
- (ii) how the discourse of the power is 'reproduced' and recognized at the local community level and how it is converted into cultural repertoires of practices and behavioral patterns of communication.

Conducting bottom-up investigations in The Netherlands and France, the contributors of this workshop examine the discourse of alterity, as self-organizing meanings and personal narratives. Using a large corpus of qualitative techniques of investigation and interviews with second generation migrants of different ethnic origins, the contributors show how multiple identities and hybrid identities are constructed and blended into a complex reality, that 'involves a continuous and delicate process of negotiation which includes the combination of heritage, religious and national identities' (D. Turcatti).

The workshop aims to create a forum for collaborative research, policy inquiry and frame reflection (Schon & Rein 1994) and it is recommended to scholars with interest in migrants' identity formation. We read 'identity' as repertoires of practices (Roggo et al. 2006) as social construct (Yanow 2003) as policy narrative (Fischer 2003), as lived experiences.

Contributors

Dana Rem

*European Research Initiative for Critical Migration Studies
(ERIMIS), The Netherlands*

Shifting frames and (de) constructing meanings. From (Dutch) identity to (multiple) identification(s) with the Netherlands

In the context of the refugee crisis and the intensified rhythm of global migration, national governments became reluctant to host newcomers and share goods with 'the strangers', with all those perceived as 'out-siders' of their society.

At the European level, we are witnessing a revival of the national identities. The Netherlands is one of the countries experiencing a strong polarization of opinions and attitudes vis-à-vis migrants, holders of different ethnic and religious stories. The Dutch Government made explicit statements regarding failed multiculturalism and took explicit distance from the ‘relativism’ characterizing multicultural society. In 2011, the Dutch Government claimed that ‘Dutch people do not experience ethnic and cultural diversity as an enrichment but as a threat’ (IBB Nota, 2011:1) arguing that ‘the Dutch society must be seen as the one in which ‘those who settle, must learn to live and adapt to’ (IBB Nota, 2011:5). The language used ‘divides worlds’ and constructs polar realities: the world of ‘our citizens’ versus the world of ‘others’, the ‘threat’.

Following M. Verkuyten (2014:2), ‘there is said to be confusion and uncertainty about what the Dutch identity is (‘who We are’) and what the national standards are (‘what We stand for’). The current debate about a Dutch identity implies in the author’s view ‘a discussion about proper sentiments and emotions attached to it’ (ibid) while affirming the Dutch identity and showing loyalty to its nation and its citizens is seen as pre-condition to ‘a warm feeling of security and unity, feelings that should not be weakened by dual loyalties and multiple identities’ (Verkuyten 2014: 3).

The urgent call for developing a greater sense of national consciousness appeared in Dutch politics especially since 2000-2001, after the publication of the ‘Multicultural Drama’ (Scheffer 2000). Since then increased attempts were made to define ‘what Dutch Identity is’ and what the Dutch stand for.

In 2007 the Scientific Council of the Dutch Government Policy (WRR) published the report ‘Identification with the Netherlands’. Despite its publicized need to clarify the theme of (Dutch) *Identity* the Report turned its original intention into discussing ‘*Identification*’ with The Netherlands. This conceptual shift promised to give room for the recognition of diversity and the valuation of multiple identities.

C1. We argue that the 2007 WRR report provides policy warrants with confusing arguments, stitched into a problematic argumentation frame, which cannot be converted into policy tools serving migrants’ accepted identities.

C2. Our claim is that the WRR’s conceptual frame is weak. The report discusses normative, functional and emotional identification in a descriptive way and it neglects basic concepts such as psychological integration and mutual accommodation; it remains also superficial in giving insight into social identities construction.

We test the force of our claims (C1-C2) by using two documents for text analysis: the Policy Note Integratie, Binding, Burgerschap (2011) and the WRR Report (2007)

Using tools from social psychology and discourse analysis (rhetoric, argumentative, interpretive) we provide insights regarding gaps and tensions in Dutch Immigrant Integration Discourse. We clarify how the concept of iden-

tification can work counter-productively and can even contribute to migrants' segregation and social exclusion.

Keywords: national identity, identification, social categorization, immigration, segregation

Domiziana Turcatti

Amsterdam University College, Amsterdam, the Netherlands

Deconstructing the Dutch myth of second-generation Moroccans' self-exclusion: Negotiating and combining identities through acculturation

Second generation Moroccans in the Netherlands are reported to oppose the denial of their heritage and Muslim identity (Voas & Fleischmann, 2012; De Vroome, Verkuyten & Martinovic, 2014; Maliepaard, Gijsberts, & Lubbers, 2012; Smits & Ultee, 2013) despite their being constructed by the academic literature as a barrier to their national identification (Maliepaard, 2012; Maliepaard, Gijsberts & Lubbers, 2012; Verkuyten & Yildiz, 2007). In fact, their resistance has been assumed to be a symptom of self-exclusion (Korteweg & Yurdakul, 2009).

In understanding, the acculturation of second generation Moroccans, the process involving "alterations in identities, values, and behaviors of immigrants as they engage in heritage and mainstream cultural contexts" (Güngör, Fleischmann, Phalet & Maliepaard, 2013, p. 203), has contributed to shaping a discourse which constructs Moroccan and Muslim identities as incompatible with Dutch identity (Ozyurt, 2013; Vasta, 2007; Verkuyten & Yildiz, 2007; Modood, 2010).

By investigating the process of acculturation of second generation Moroccan-Dutch, this paper examines the extent to which the maintenance of Muslim and heritage identities are perceived as a barrier to national identification and effective integration. The paper investigates (1) whether the group's acculturation strategy can be reduced to one that involves the rejection of Dutch national identification or whether it entails a process of continuous negotiation and combination of multiple identities. (2) It also addresses the concept of hybrid identities as lived experiences that are continually negotiated and renegotiated. (3) Furthermore, it focuses on the factors that hamper or favor such identity negotiation processes and describes the mechanisms through which second generation Moroccans are currently demanding recognition in belonging in Dutch society.

The study uses Berry's (2005) acculturation theory and draws from existing quantitative and qualitative studies carried out between 2000 and 2017. Quantitative studies were selected which examined second generation Mo-

Moroccans' acculturation strategies and degree to which second generation Moroccans identify with their Muslim, Dutch and heritage identity according to demographic factors and perceived discrimination (Brunig & Fleischmann, 2015; De Vroome, Verkuyten & Martinovic, 2014; Ersanilli, & Saharso, 2011; Fleischmann, Phalet, & Klein, 2011; Güngör, D., Fleischmann, Phalet, & Maliepaard, 2013; Maliepaard, 2012; Maliepaard, & Alba, 2016; Maliepaard, Gijssberts, & Lubbers, 2012; Maliepaard, Lubbers, & Gijssberts, 2010; Özbek, Bongers, Lobbestael, & van Nieuwenhuizen, 2015; Smits, & Ultee, 2013; Verkuyten, & Yildiz, 2007; Verkuyten, Thijs & Stevens 2012). Qualitative studies were selected based on their investigation of the subjective narratives of being Muslim, Moroccan Dutch in the Netherlands and their identity negotiation strategies used in the face of perceived discrimination (Prins, van Stekelenburg, Polletta & Klandermans, 2012; Ozyurt, 2013; Buitelaar, 2017; Hoekstra & Verkuyten, 2015; Ketner, Buitelaar & Bosma, 2004; Buitelaar, 2006; Ghorashi, 2016; Azghari, Hooghiemstra & van de Vijver, 2015; Visser, 2016).

The findings reveal that (1) irrespective of the maintenance of their Muslim heritage and identity (Huijnk, Verkuyten and Coender, 2012), the overall group's acculturation strategy cannot be reduced to one that involves the rejection of Dutch identity and separation, since the targeted group does identify with the Netherlands (De Vroome et al., 2014). (2) The group's acculturation involves, as revealed by qualitative studies, a continuous and delicate process of negotiation which includes the combination of heritage, religious and national identities (Ozyurt, 2013). (3) Such a process nevertheless appears to be hampered and made more stressful by perceived discrimination (Fleischmann, Phalet, & Klein, 2011) which triggers what academics define as reactive or oppositional identity (Maliepaard, 2012). This can be interpreted as the need for recognition and belonging to Dutch society.

The research suggests that greater understanding of acculturation can take place if a theoretical framework which focuses on identities negotiation instead of identities rejection might be recognized. Through this the possibility of and the right to multiple axes of identification can be acknowledged, while not assuming that the maintenance of heritage and Muslim identity is necessarily evidence of reactive ethnicity and religiosity. Furthermore, this approach advances the need to investigate subjective experiences thereby providing the complexity of hybridity, rather than its simplicity and it can go a long way to finding solutions in the "problematization" and disregard of Moroccans to their acknowledgement.

Keywords: Acculturation, multiple identities, second generation Moroccans, integration, Netherlands.

Martha Montero-Sieburth

Amsterdam University College, Amsterdam, the Netherlands

The Development of multiple identities in the lives of Mexican Dutch youth in the Netherlands

This paper presents the analysis of the multiple identities of 1.5 and second generation Mexican Dutch youth derived from reported statements of their lives and educational advancement in the Netherlands. Studied are their identities and how they are shaped by the use of Spanish and Mexican culture transferred primarily by Mexican mothers and in most cases, Dutch fathers, and by Dutch schooling.

Using both a quantitative and qualitative approach, youth 10 to 28 years of age were targeted during 2015-2016. An online questionnaire was uploaded unto social media sites for youth to access. However only 24 youth, ages 8 to 28 responded, thus their parents (32 of which 30 were female and 2 male) were interviewed to assess their influence in Spanish language and Mexican culture and identity transference. From the findings the demarcation of how identity is treated and viewed by both youth and parents was examined.

Since there is hardly any research on Mexicans in the Netherlands, the author used: 1) A quantitative study undertaken in 2011-2012 by the author and Lidia Cabrera Perez of the 3141 first generation Mexicans residing in the Netherlands (the first of its kind) (Montero-Sieburth and Cabrera, 2013). The study constituted by a representative sample of 352 persons out of 1518, 70% women, and 30% men, revealed Mexicans were economically well off, in professional positions, sharing a strong Mexican identity and representing a stable, permanent yet constantly growing community. 2) Research from academic institutes and universities, including Bachelor and Masters' level studies of Mexican culture (Andrade Benitez, 2014; Barajas, 2008; Engelen, 2013; Engelen, 2011; Dirks, 2011; Rivera Macias, 2015) and second generation US literature (Portes and Rumbaut, 2001; Portes and Rumbault, 2014; Rumbaut, 2009; Suarez-Orozco, 1998; Suarez Orozco, C. and M., 2001; Suárez-Orozco, M. M. and Paez, M. M., 2002). 3) Anecdotal data drawn from the Mexican community (Viveros and Troconis, 2011).

The findings revealed: 1) Mexican Dutch youth have hybrid identities, negotiated on a daily basis as they navigate schooling and the work opportunities they have in a multiple language context, both in school and at home (Lutz, 2006; Rumbaut 2009). 2) While culture distinguishes Mexicans as being different, parents recognize their children are viewed primarily as foreigners even though they were born in the Netherlands. This limits their access to entry into the labor market. 3) Parents provide a strong emotional identity for many of these youth who are exposed to Mexican music, dance, and celebrate birthdays in the traditional Mexican way while also partaking of Dutch cultural

traditions. 4) Identities appear to be continually blended, by being bicultural, bilingual/trilingual. 5) Mothers may control the contexts of Spanish/cultural learning at home but the family replenishes language and culture with frequent trips to Mexico (Jimenez, 2008). 5) As the second generation becomes independent, these linkages diminish, yet family ties to Spanish and Mexican culture and identity become transnational, maintained through social media, internet, and frequent home visits

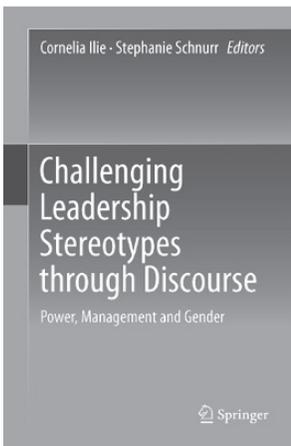
Keywords: Mexican and Dutch Youth, second generation, hybrid identities, language and culture.

Book presentations

Ilie, Cornelia and Schnurr, Stephanie (eds.)

Challenging leadership stereotypes through discourse: Power, management and gender. Berlin: Springer. 2017.

<http://www.springer.com/gp/book/9789811043185>



Parliamentary theory, practices, discourses, and institutions constitute a distinctively European contribution to modern politics. Taking a broad historical perspective, this cross-disciplinary, innovative, and rigorous collection locates the essence of parliamentarism in four key aspects—deliberation, representation, responsibility, and sovereignty—and explores the different ways in which they have been contested, reshaped, and implemented in a series of representative national and regional case studies. As one of the first comparative studies in conceptual history, this volume focuses on debates about the nature of parliament and parliamentarism within and across different European countries, representa-

tive institutions, and genres of political discourse.

“The focus on representation, sovereignty, responsibility and deliberation offers a lot: the book convincingly demonstrates how these concepts from as early as seventeenth-century Britain recur time and time again in political controversies over what parliament is or should be. Thanks to this specific approach, the quality of the case studies and the coherence between them are significant.” – **Parliament, Estates and Representation**

“... maintaining a high level of clarity, this title provides insight not only into political history, but also the attitudes of those who contribute to it.” – **Res Rhetorica**

“[The editors] definitely succeeded in anchoring parliament and parliamentarism in Conceptual History, as well as fulfilling the claim to present sur-

veys. Without exception, the volume offers excellent contributions that combine masterly overviews, well-chosen empirical findings and case studies with inspiring theoretical deliberations.” – **Zeitschrift für Parlamentsfragen**

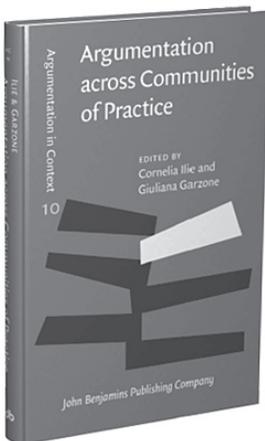
“The great challenge for a book of this kind is to maintain cohesion among a multiplicity of authors and perspectives, and in this it has been entirely successful. Its overall framework of four principles that distinguish parliamentarism is clear and convincing, and its openness to different methodological approaches enables contributors to transcend traditional disciplinary limits.” – **Olivier Rozenberg**, Sciences Po

“This collection offers an impressive historical and geographical sweep, covering a range of conceptual issues. The individual chapters provide both breadth and depth, and they are well situated within wider theoretical concerns.” – **Alan Finlayson**, University of East Anglia

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Ilie, Cornelia and Garzone, Giuliana (eds.)
*Argumentation across communities of practice:
Multi-disciplinary perspectives.*
Amsterdam: John Benjamins. 2017.

<https://benjamins.com/#catalog/books/aic.10/main>



Featuring multidisciplinary and transcultural investigations, this volume showcases state-of-the-art scholarship regarding the impact of argumentation-based discourses and field-specific argumentation practices in a wide range of communities of practice. The investigations make use of wide-ranging theoretical perspectives and empirical research methodologies with a focus on argumentation strategies in real-life environments, both private and public, and in constantly growing virtual environments.

This book brings together linguists, argumentation scholars, philosophers and experts in persuasive communication who convincingly show how specific communities of practice shape or

change the argumentative practices of users, what argumentation skills and expertise become critical and consequential, how certain argumentative discourse contexts stimulate or prevent critical reflection and debate, and what are the wider implications at interpersonal, institutional and societal levels. Reaching beyond the boundaries of linguistics and argumentation sciences, this book should be a valuable resource for researchers as well as practitioners in the fields of pragmatic linguistics, argumentation studies, rhetoric, discourse analysis, social sciences and media studies.

“Starting from the premise that argumentation in practice is both dialogic in nature and always contextualized, *Argumentation across Communities of Practice* draws together an impressive array of theoretical explorations and detailed case studies to create a representative framework for understanding how dialogic argumentative processes work in real-life settings. This focus addresses an under-researched area in argumentation studies; as such, this volume is indispensable reading for critically minded students of argumentation, language and communication studies.” – **David Cratis Williams**, Florida Atlantic University, USA

“This book illustrates how far the study of argumentation has come from its old textbook tradition of perfect syllogisms and awful fallacies. Instead, argumentation is taken as a situated, natural activity. At their most theoretical, writers consider the possibility of arguments that lack controversy or that take a visual form. At their most practical, contributors study the institutional and informal constraints on arguing that takes place in politics, police interviews, pharmaceutical companies’ public positions, families, and international diplomacy. The scope and depth of these treatments recommend them to readers interested in argumentation, rhetoric, and the possibility of reasonable dialogue.” – **Dale Hample**, University of Maryland, USA

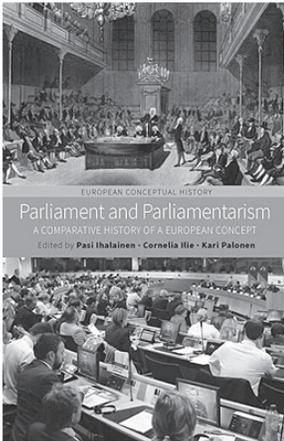
“This fresh and compelling volume makes a significant contribution to our understanding of argumentation in real-life discourse environments. The critical investigations not only offer new and valuable insights on field-specific argumentation strategies by combining updated analytical tools with interdisciplinary theoretical approaches, but also provide in-depth scrutiny of culture-related argumentation contexts. This book is essential reading for all those who research the complex processes by means of which argumentation is conducted in everyday communicative contexts.” – **Louise Cummings**, Nottingham Trent University, UK

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Ihalainen, Pasi, Ilie, Cornelia and Palonen, Kari.

Parliament and parliamentarism: A comparative history of disputes about a European concept. Oxford & New York: Berghahn Books. 2017/2016 (reprinted – paperback).

<http://www.berghahnbooks.com/title/IhalainenParliament>



Parliamentary theory, practices, discourses, and institutions constitute a distinctively European contribution to modern politics. Taking a broad historical perspective, this cross-disciplinary, innovative, and rigorous collection locates the essence of parliamentarism in four key aspects—deliberation, representation, responsibility, and sovereignty—and explores the different ways in which they have been contested, reshaped, and implemented in a series of representative national and regional case studies. As one of the first comparative studies in conceptual history, this volume focuses on debates about the nature of parliament and parliamentarism within and across different European countries, representative institutions,

and genres of political discourse.

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“The great challenge for a book of this kind is to maintain cohesion among a multiplicity of authors and perspectives, and in this it has been entirely successful. Its overall framework of four principles that distinguish parliamentarism is clear and convincing, and its openness to different methodological approaches enables contributors to transcend traditional disciplinary limits.”
– **Olivier Rozenberg**, Sciences Po

“This collection offers an impressive historical and geographical sweep, covering a range of conceptual issues. The individual chapters provide both breadth and depth, and they are well situated within wider theoretical concerns.” – **Alan Finlayson**, University of East Anglia

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Ruxandra, Boicu, Silvia, Branea, Adriana, Stefanel, Adriana (Eds.)
Political Communication and European Parliamentary Elections in Times of Crisis. Perspectives from Central and South-Eastern Europe. Palgrave Macmillan. 2017.

<http://www.palgrave.com/in/book/9781137585905>

www.palgrave.com/in/book/9781137585905



This book tackles the 2014 European Parliamentary election as an event, phenomenon and process from an interdisciplinary but coherent perspective. This edited volume includes research by prestigious academics from the former communist countries in question, all of which have only recently become EU members. The contributors consider whether there is a crisis of Euroscepticism, or, for that matter, extremism of any kind in each country discussed. In doing so, the volume seeks to analyse the future of the European Union itself. It will appeal to scholars and graduate students interested in elections and voting behaviour, comparative European politics, and political communication.

“...the book is a large-scale study in the fields of political science, media science, and communications science. The achievement is a result of extensive knowledge of the political situation in Europe and in individual countries over the past few years. The changes in the media, including online media and social networks, have emerged. The legal parameters of the European parliamentary elections have been established in the papers. The attitudes of voters have been studied by the researchers from 6 countries members of the European Union (Poland, Czech Republic, Rumania, Lithuania, Bulgaria, Slovakia, and Croatia etc.). The results of the research are published by authors from different universities of the same country (for example in Poland – research units in Warsaw, Wroclaw, in the Czech Republic – universities in Prague, Brno). These facts are proof of a solid scientific interest and tradition in the fields of political communication in these countries, for example Universities in Brno and Prague in the Czech Republic.”

“Political Communication and European Parliamentary Elections in Times of Crisis. Perspectives from Central and South-Eastern Europe“

Review by Desislava Antova (in Rhetoric and Communications E-Journal, Issue 29, July 2017, <http://rhetoric.bg/>, <http://journal.rhetoric.bg/>)

Електронно научно списание „Реторика и комуникации“, бр. 29, юли 2017 г. <http://rhetoric.bg/>

List of participants, titles, academic affiliation, and e-mails

4th ESTIDIA Conference

Dialogues without Borders: Strategies of Interpersonal and Inter-group Communication,
29-30 September 2017, Faculty of Philosophy, Sofia University “St. Kliment Ohridski” Sofia, Bulgaria

No.	Keynote Speakers	Title of the paper	Affiliation of Proposer University, Faculty, country	E-mail
1.	Cornelia Ilie	Challenges of interpersonal and intergroup communication in the public sphere	Malmö University, Sweden	cornelia.ilie@gmail.com
2.	Helen Spencer-Oatey	Managing relations across cultures: challenges, concepts and strategies	University of Warwick, UK	Helen.Spencer-Oatey@warwick.ac.uk

No.	Participant	Title of the paper	Affiliation of Proposer University, Faculty, country	E-mail
1.	Adelino Cattani	The polite debater: from ancient disputation to contemporary blog	University of Padua, Italy	adelino.cattani@unipd.it
2.	Agnieszka Cierpich	Interpersonal and inter-group communication among Erasmus exchange students: impact on second/third language acquisition	Jagiellonian University, Poland	agacierpich@gmail.com agnieszka.cierpich@uj.edu.pl
3.	Ana-Maria Sezonov	The social-semiotic analysis of several artistic-activist online discourses regarding the context of immigration	Bucharest University, Rumania	ana.sezonov@gmail.com
4.	Andra Vasilescu	(Im)politeness strategies featuring populism in the political discourse	University of Bucharest, Rumania	vasilescu.andra@gmail.com

5.	Anna Jupowicz-Ginalska	Poland and its neighbors – in the context of online media narrative	University of Warsaw, Poland	a.ginalska@uw.edu.pl
6.	Andrea Valente	Resilience and mood disorders among international students during acculturation process: blogging without borders	York University, Canada	valent10@yorku.ca/ac_valent@hotmail.com
7.	Arie Sover	Humor based Time Life expectancy, as the basis for humor creation	Ashkelon Academic College, & The Open University of Israel	ariesover@gmail.com
8.	Carolin Debray	Strategies and challenges of positioning the self during ‘trouble talk’ in a multinational team	University of Warwick, UK	C.Debray@warwick.ac.uk
9.	Charles Brasart	My ancestors learned English so why don't you?" Negotiating bilingual identities in monolingual settings	Université de Nantes, France LLING UMR-CNRS 6310	Charles.brasart@univ-nantes.fr charles.brasart@univ-nantes.fr
10.	Chih-Chun Chen	Interpersonal and inter-group communication among Erasmus exchange students: impact on second/third language acquisition	University of Cambridge, UK	ccc54@cam.ac.uk
11.	Elçin Esmer	Discursive representations of Syrian migrants in Turkish mass media and social media and the effects of these media discourses on Syrian migrants	Mersin University, Turkey	elciny@yahoo.com
12.	Gabriella Di Martino	The EU <i>Teachers' Corner</i> : the web construction of inclusiveness and sense of belonging to a Europe “united in diversity”	University of Naples Federico II, Italy	dimartig@unina.it
13.	Grzegorz Kowalski	Argumentation patterns in problem/solution marketing profiles of local- and global-target start-ups	Instytut Lingwistyczny Stosowanej Uniwersytet Warszawski, Poland	g.kowalski@uw.edu.pl

14.	George S. Ypsilantis (Ypsilantis)	Investigating persuasiveness in academic scholarship applying intercultural environments	Aristotle University of Thessaloniki, Department of Italian Studies, Greece	ypsi@itl.auth.gr
15.	Hasan Saliu	Communicating through the 'boundaries' of a globalized world	AAB College, Pristina, Kosovo	h_saliu@hotmail.com
16.	Jeremi Ochab	Interpersonal and inter-group communication among Erasmus exchange students: impact on second/third language acquisition	Jagiellonian University, Poland	jeremi.ochab@uj.edu.pl
17.	Joannine Teichert	Re-construction and de-construction – maintaining friendship relations in a changing media world	University of Bremen Centre for Media, Communication and Information Research (ZeMKI), Germany	jeannine.teichert@uni-bremen.de
18.	Joanna Szytko-Kwas	Poland and its neighbors – in the context of online media narrative	University of Warsaw, Poland	j.szytko@uw.edu.pl
19.	John McKeown	Expanding dialogic teaching strategies in a higher education flipped learning environment	MEF University, Istanbul, Turkey	mckeownj@mef.edu.tr
20.	Katarzyna Gajlewicz-Korab	Poland and its neighbors – in the context of online media narrative	University of Warsaw, Poland	k.gajlewicz@uw.edu.pl
21.	Kyung-Hee Suh	Colluding against the guest: Host-guest interaction in Korean celebrity talk shows as inter-group communication	Kyung Hee University, Seoul, Korea	khshuh@hufs.ac.kr
22.	Kyu-hyun Kim	Colluding against the guest: Host-guest interaction in Korean celebrity talk shows as inter-group communication	Hankuk University of Foreign Studies, Seoul, Korea	khkim@khu.ac.kr
23.	María Calzada Pérez	Interpersonal and Intergroup Communication at the European Parliament – a CADS approach of differences and similarities	Castellón de la Plana, Spain	calzada@trad.uji.es

24.	Marianna Gulyaeva	Refusal to communicate in social interaction: constructive and destructive principles	Volgograd State Socio-Pedagogical University, Faculty of Intercultural communication and translation, Russia	maryilya@yandex.ru
25.	Mariana Lecarpentier	Uses of life stories of foreign patients: universalist discourse and clinical suffering	L'Institut national d'étude du travail et d'orientation professionnelle (INETOP) au CNAM, France	mariana.lecarpentier@gmail.com
26.	Mariselda Tessarolo	Communicating through the 'boundaries' of a globalized world	University of Padua, Italy	mariselda.tessarolo@unipd.it
27.	Marta Dąbrowska	Are women good to talk to? Language strategies in women's posts on social networking sites	Institute of English Studies Jagiellonian University, Poland	martadabrowska@hotmail.com marta.b.dabrowska@uj.edu.pl
28.	Michał B. Paradowski	Interpersonal and inter-group communication among Erasmus exchange students: impact on second/third language acquisition	University of Warsaw, Poland	michal.paradowski@uw.edu.pl
29.	Mirela Lazăr	Cultural and religious arguments for and against refugees: constructing (de-)legitimizations in online interaction	University of Bucharest, Romania	miralazar05@yahoo.com
30.	Mitrajit Biswas	Analyzing political communication and its medium for reception of nationalism amongst masses	India MICA Doctoral-Fellowship Program in Management Communication	mitrajit_fpm16@micamail.in
31.	Nadezda Stojkovic	Translation is not always a bridge for migrants. Sometimes, it is a barrier	University of Nis, Serbia	nadezda.stojkovic@el.fak.ni.ac.rs
33.	Rafael Jiménez Cataño	Taking care of other's image: when the other is beyond a border	University of the Holy Cross, Rome, Italy	jimenez@pusc.it

34.	Sole Alba Zollo	The EU <i>Teachers' Corner</i> : the web construction of inclusiveness and sense of belonging to a Europe "united in diversity"	University of Naples Federico II/L'Orientale, Italy	solealba.zollo@unina.it; sazollo@unior.it
35.	Svitlana Lyubymova	Stereotype of professional identity in cognitive linguistics aspect	Odessa National Polytechnic University, Ukraine	naya2000@yandex.ua
36.	Valentina Marinescu	Online communication and Romanian seniors quest for a better health	University of Bucharest, Romania	vmarinescu9@yahoo.com
37.	Veronika Katermina	Politically correct vocabulary in mass media discourse as a means of manipulation	Kuban State University, Krasnodar, Russia	veronika.katermina@yandex.ru
39.	Zuzana Ihnatova	Advertising and cultural stereotypes	Faculty of Mass Media, Pan-European University, Slovakia	zuzana.ihnatova@paneurouni.com

Workshops

Workshop 1: (Im)politeness in (Romanian) political discourse

1.	Adriana Ștefănescu Workshop convener	Impoliteness in post-modern Romanian political discourse	University of Bucharest, Romania	ariadna.stefanescu@gmail.com
2.	Ruxandra Boicu Workshop contributor	3rd person use in adversarial talk as an impoliteness strategy (A case study – the 2014 televised presidential debate in Romania)	University of Bucharest, Romania	ruxandraboicu@yahoo.com
3.	Mihaela-Viorica Constantinescu Workshop contributor	'I place great importance on standards of politeness in this Chamber'. Im/politeness in parliamentary debates – a discursive approach	University of Bucharest, Romania	mc_tinescu2000@yahoo.com

4.	Cornelia Ilie Workshop contributor	Felicitously impolite or infelicitously polite? Subversive interpersonal attacks in the Romanian Parliament	Malmö University, Sweden & Visiting Professor, Hellenic American University, Athens, Greece	cornelia.ilie@gmail.com
5.	Daniela Roventa-Frumusani & Alexandra Irimescu Workshop contributor	Expression and relationship on women political leaders: Facebook in Romanian electoral campaigns	University of Bucharest, Romania	danifrumusani@yahoo.com alexandra.irimescu@gmail.com
6.	Andra Vasilescu Workshop contributor	(Im)politeness strategies featuring populism in political discourse	University of Bucharest, Romania & Romanian Academy, “I. Iordăni – Al. Roseff” Institute of Linguistics	vasilescu.andra@gmail.com
7.	Rodica Zafiu Workshop contributor	Strategies for conflict escalation in the political talk show	University of Bucharest, Romania	rodica_zafiu@yahoo.com

Workshop 2: Center, semi-periphery, periphery in (tele)visual dialogue

1.	Dr. Romina Surugiu & Dr. Adriana Ștefănel Workshop convener	Center, semi-periphery, periphery in (tele) visual dialogue	University of Bucharest, Romania	romina.surugiu@fjssc.ro
2.	Lumița Roșca Workshop contributor	The contribution of televisual productions to the symbolic construction of identities in closed ideological systems	Faculty of Journalism and Communication Studies, ICUB – the Research Institute of University of Bucharest, University of Bucharest, Romania	rosaluminita.1@gmail.com

3.	Romina Surugiu Workshop contributor	Television and nations in the European semi-periphery. Research notes	Faculty of Journalism and Communication Studies, SPARTA Center, University of Bucharest, Romania	romina.surugiu@fjsc.ro
4.	Výara Angelova Workshop contributor	Understanding the Past. Forming the “socialist Bulgarian nation” through the television (1960-1980)	Faculty of Journalism and Mass Communication, Sofia University “St. Kliment Ohridski”, Bulgaria	v.angelova@uni-sofia.bg
5.	Annamarie Sorescu-Marinković Workshop contributor	Peripheries in contact. Watching foreign television in Romania in the 1980s	Institute for Balkan Studies, Belgrade, Serbia Université de Namur, Belgique	annelia22@yahoo.com
6.	Viorica Păuș Workshop contributor	An intercultural approach to the Romanian television programs, dedicated to the ethnic minorities	Faculty of Journalism and Communication Studies, University of Bucharest, Romania	viorica.paus@fjsc.ro
7.	Mădălina Bălășescu Workshop contributor	Communication, group, identity: Key representations in the Romanian TV contents	Faculty of Journalism and Communication Studies, SPARTA Center, University of Bucharest, Romania	madabala@gmail.com
8.	Adriana Daniela Ștefănel Workshop contributor	Crossing borders or building fences through television films?	Faculty of Journalism and Communication Studies, SPARTA Center, University of Bucharest, Romania	adriana.stefanel@fjsc.ro

Workshop 3: The multiple faces of conflict in political discourse

1.	Daniel Weiss Workshop convener	How to attack with metaphors: evidence from the Ukraine conflict	University of Zurich, Switzerland	dawe@slav.uzh.ch
2.	Ludmilla A'Beckett Workshop contributor	The conflict in Eastern Ukraine: an analysis of abusive words in virtual dialogues between Russians and Ukrainians	University of the Free State, South Africa	berchonok@gmail.com
3.	Martina Berrocal Workshop contributor	Constructing threat through analogies	University of Jena, Germany	martina.berrocal@googlemail.com
4.	Lara Ryazanova Workshop contributor	Shifts in style in Russian public communication: a turn to linguistic violence	University of Edinburgh, UK	Lara.Ryazanova-Clarke@ed.ac.uk
5.	Nadine Thielemann Workshop contributor	From Poland to #SanEscobar – on strategies subverting political discourse on Twitter	Vienna University of Economics and Business, Austria	nadine.thielemann@wu.ac.at

Workshop 4: Negotiating migrants' identities: from policy narratives to lived experiences

1.	Dana Rem Workshop convener	Shifting frames and (de) constructing meanings. From (Dutch) Identity to (Multiple) Identification(s) with The Netherlands	(ERIMIS), The Netherlands	erimis2014@gmail.com
2.	Domiziana Turcatti Workshop contributor	Deconstructing the Dutch myth of second-generation Moroccans' self-exclusion: negotiating and combining identities through acculturation	Amsterdam University College, Amsterdam, the Netherlands	domi.turcatti@gmail.com
3.	Martha Montero-Sieburth Workshop contributor	The Development of multiple identities in the lives of Mexican Dutch youth in the Netherlands	Amsterdam University College, Amsterdam, the Netherlands	m.montero@uva.nl

Participant from Bulgarian Universities

No.	Participant	Title of the paper	Affiliation of Proposer University, Faculty, Country	E-mail
1.	Alexandra Damjanova	Advertising and cultural stereotypes	New Bulgarian University Sofia, Bulgaria	damjanova_alex@yahoo.com
2.	Alexander Durchev	The changing communication reality. How the brands are involved in a dialogue with the consumers	Sofia University "St. Kliment Ohridski", Faculty of Journalism and Mass Communication, Bulgaria	mbarbutova@all-channels.com
3.	Anna Ivanova	Relevance of speech acts in intercultural communication	St. Cyril and St. Methodius University of Veliko Turnovo, Bulgaria	ivanovabg@gmail.com
4.	Anita Nikolova	Communicative features in online education platforms	Sofia University "St. Kliment Ohridski", Faculty of Philosophy, Bulgaria	ani_2307@abv.bg
5	Bilyana Todorova	How to understand 'misunderstood tolerance'? Expressing disagreement by using clichés in Bulgarian maternity forum communication	South-West University "Neofit Rilski", Bulgaria	b_stoianova@hotmail.com
6.	Desislava Antova	The Role of the Online media in developing public dialogue	Sofia University "St. Kliment Ohridski", Faculty of Philosophy, Bulgaria	antova.desy@gmail.com
7.	Diana Vargolomova	The writing practice as a renegotiation of identity in context of emigration	Sofia University "St. Kliment Ohridski", University, Faculty of Classical and Modern Philology, Bulgaria	diana.vargolomova@gmail.com
8.	Eli Popova	The role of the library in the modern interpersonal and inter-group intercultural dialogue	Sofia University "St. Kliment Ohridski", Faculty of Philosophy, Bulgaria	e_popova@phls.uni-sofia.bg

9.	Elitsa Nikolova	Reframing the future: NATO Strategic Communications and dialogue-driven change	Rakovski National Defense College, Bulgaria	elitsa6@abv.bg
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