Record Nr. UNINA9910971801003321
Titolo Dialogue in intercultural communities : f

Dialogue in intercultural communities : from an educational point of

view / / edited by Claudio Baraldi

Pubbl/distr/stampa Philadelphia, Pa. ; ; Amsterdam, : John Benjamins Pub. Company, c2009

ISBN 9786612395468

9781282395466 1282395467 9789027288912 9027288917

Edizione [1st ed.]

Descrizione fisica 1 online resource (287 p.)

Collana Dialogue studies, , 1875-1792 ; ; v. 4

Altri autori (Persone) BaraldiClaudio

Disciplina 303.48/2

Soggetti Intercultural communication

Communication

Lingua di pubblicazione Inglese

Formato Materiale a stampa

Livello bibliografico Monografia

Note generali Bibliographic Level Mode of Issuance: Monograph

Nota di bibliografia Includes bibliographical references and index.

Nota di contenuto Empowering dialogue in intercultural settings / Claudio Baraldi -- The

research project / Claudio Baraldi, Gabriella Cortesi and Vittorio Iervese -- The CISV narrative / Gabriella Cortesi -- Organisational meetings 1: promoting participation / Claudio Baraldi and Cristina Caiti --

promoting participation? Claudio Baraiai and Chotina Calif

Organisational meetings 2: conflict management / Claudio Baraldi and

Elena Gambari -- Activities 1: promoting participation / Monica Bonilauri and Elisa Rossi -- Activities 2: coordinating reflection / Federico Farini -- Activities 3: conflict management / Vittorio Iervese and Elisa Rossi -- Activities 4: adolescents' coordination / Claudio Baraldi and Alessandra Braglia -- Activities 5: interpreting as mediation? / Claudio Baraldi and Rosanna Blasi -- Conclusions /

Claudio Baraldi.

Sommario/riassunto Conclusions highlight the ways in which the use of language in

interactions provides important cues for analyzing the cultural presuppositions of CISV activities, through both empowering dialogues

and disempowering monologues. The analysis of interactions and participants' narratives shows both (1) dyadic hierarchical interactions associated with conflict avoidance, normative conflict resolution and

instrumental translation, and (2) dialogic empowering relationships based on specific dialogic actions supporting and confirming active participation, such as promotional questions, continuers, echoes, systematic appreciations, transformative formulations, and suggestive narratives. In the activities analysed, promotion of agency and personal expressions, through coordination and dialogic mediation, seems to be more important than insistence on intercultural relationships, and improvements in this promotion seems to be crucial for education to peace in intercultural settings.