

RADIO & INTERCULTURALITY

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Abstract

The work "Radio & Interculturality" led to the production of a radio format produced by the students of course "Speech Communication" (academic year 2013/2014) of the University of Naples "L'Orientale" and foreign students arrived at the same University with B2 linguistic level. The project's achieved the following objectives: Discovery of the language and the mechanisms of the Radio; Use of Radio as a tool for cultural integration, for connection of ideas and minds in intercultural contexts; Adaptation of linguistic expressions in favour of understanding between partners of different language.

Key words: *Radio, Interculturality, experimentation, linguistic intercultural competence, use of the voice*

"Radio & Interculturality" is a work of linguistic and cultural experimentation that moving from theoretical bases (the origins and the role of mass media communication – the radio- and the concept of interculturality) to arrive to practical application of these concepts.

The experimental research was conducted on the basis of a sample of students of teacher Massimo Pettorino's "Speech Communication" university course during academic year 2013/2014 and foreign students (Erasmus and not) arrived in Naples at "L'Orientale" University to reach their university and personal formation.

The aim of this research was the analysis of communicative and cultural approaches of Italian and foreign students who were asked to realize radio products. All the students (except one) had not ever had an active contact with radio in their lives before, so the main point of interest of the research focused on the study of speech communication strategies used by subjects with the same or different linguistic and cultural patrimony in the same radio contest.

The final result of the experimentation was the realization of radio and multimedia product named "Interculturadio" that is available on line at <http://193.205.101.162/moodle/course/view.php?id=306?username=guest>

The theoretical aspect of the work is composed by a first moment related to the rules of speech communication in general and language of radio in particular, and a second moment related to "Interculturality" concept.

1.1 The Language of Radio

Let's start from the study of the basic notions of language of radio that are provided to the students. Talking on a radio is different from talking on TV or talking in informal contexts such as family or friends.

The language of radio could appear spontaneous and natural, instead it's ruled by specific rules that can be overcome only when the speaker has the total awareness and control of them; in that case, in fact, the speaker arrives to the full mastery of own vocalic medium and of the radio medium. The main feature of the language of the radio is to have an unlimited freedom of expression: the speaker spreads with his own voice not only messages and information, but especially moods.

So the listener's task will be to guess with profit the great freedom of expression: from this point of view, the language of radio is similar to literary one rather than movie or TV ones.

The listener has a great range of interpretation and fantasy; it means a bigger active participation of radio listener for setting in motion of internal processes.

In “Problemi di linguaggio radiofonico” Sebastiano Guarrera writes: “the word with its psychological density can arouse deep internal emotions. For this reason the oral tradition has often overcome in efficacy the written one. [...] nothing can substitute the expressive potency of a word, also of only one”.

Other own features of the language of the radio are:

- The uniqueness of auditive sensation. Apparently it could seem to be a limit, instead it helps the processes of fantastic and emotive activity both for the speakers and the listener;
- The immediacy, that is the capability to sense concepts and ideas that belong to the sphere of psychological world or human mind;
- The simultaneity, that is the perception of the message in the same time by a great number of people;
- The essentiality, that is the need to avoid every kind of literary or stylistic redundancies;
- The unrepeatability, that is a limit, but also a resource of radio communication;
- The relativity that concerns the meanings of the words that are always related to everyone's conscience.

The last feature (the relativity) introduces the main problem of comprehensibility.

In general, we use the word “comprehensibility” in order to indicate the capability of receiving subjects to understand correctly the promoter subject's messages, in the case the linguistic codex is the same.

In few words, comprehensibility will be maximum only if promoters and receptors will have the same linguistic codex.

The question of comprehensibility is not banal, rather it is the central point of communication process; considerable imbalance between the speakers codex and listeners codex can compromise the all communication.

Moreover, since it might take some time to elevate the culture of the listeners, a change in the way the speakers use their communicative codes is needed, especially to simplify their language. Comprehensibility in radio communication can be affected by technical issues (like interferences coming from near (radio) stations) or by a decrease of the listeners' attention. The users of the language of radio should always be able to support their thoughts/actions by presenting interesting arguments; and even though it's always possible to debate about almost everything on the radio, the producer of a radio show (program) should point at particular topics capable to raise the deepest resonances. In other words, the speaker/producer of a radio program should identify himself in one of his average listeners. Beyond the discourse about the language of radio, we tackled the more complex and wider one of the Interculturality.

1.2 The Interculturality

Interculture or Interculturality: in Italy starting from '70 years the word was introduced in a first time in scientific field (pedagogical and scholastic) and then in philosophical and theological one. Lately in social sciences.

Firstly, the aim of this work is to understand what means Interculturality – before from general point of view and than from communicative one- and in a second moment to show how this concept is linked with radio.

In general Interculturality means an intercultural education, that is an educative course that firstly identifies the points of contact between subjects of different cultures and then arrives to moments of meeting and sharing.

The debate regarding Interculturality has been necessary in the last decades also because there was an increase of migration in Europe: there was a passage from cohabitation –that often hid indifference or no real acceptance of migrations- to a considerable attention for other traditions and cultures.

The Interculturality passes through recognition and understanding of value- diversity that are considered not as a reason of clash, but as a moment of comparison and enrichment.

However, in a first moment, the intercultural practices have often been of “compensative” nature because they had acted on the existing gap between local and foreign people.

The first operations compensated the disadvantages that the immigrants lived in the new reality, due to problems of comprehension related to language, juridical rules and to uses and costumes of hosting countries.

Essentially, the Interculturality is a very big concept that has different field of applications, from scholastic and academic one to the general one of human being.

The Interculturality concerns every aspect of contemporary world. How is this contemporary world? Sure, it seems to be an enormous indistinct living paradox.

On one side, there’s an increasing globalization, on another side there’s the increase of new disparities: cosmopolitan and provincialism, one against another, but also one as lifeblood of another. The triumph of technology converted the world in one network of information and casualty: the changes happened in every part of world can have consequences everywhere. This phenomenon of interconnections on large-scale is called “global village”: this global village is poor because contains inside a paradox caused by the gap between the increasing economic interrelations, but not human and social ones. It doesn't know solidarity or traditions, it has no centre, no borders, no integrity.

The common principle of equality of human genre is a simple, banal and not satisfied way to explain the real state of world: the humankind for his nature- like the Positivists said- build oppositions, mark dividing lines.

The real challenge is not about the acceptance of the opposites: it’s more about living by considering respect and diversity always as precious moments of improvement and regeneration of the humanity, more than just rifts. It has not discussed here all the political and social implications caused by the meeting of different communities or the efforts that immigrants have to face in order to integrate themselves in their new realities. However, it’s really important to point out how very often this encounter becomes a clash, more than a gathering, with insults, offenses and the denial of the most basic human rights. It cannot forget the recent tragedy in Castel Volturno where a man, Jerry Essan Masslo was found dead, it cannot forget also the crime of the laws against immigration in the Bossi Fini regulation, the events of Rosarno, the emergency in Lampedusa and the horrible conditions in which immigrats have to go through in the infamous Italian homeless shelters, no one is allowed to deny all those things. But here the attention is focused on the intercultural integration aspects that took place in an academic context. Before examining the results of the experimentation, it is better take a look at the theme of Interculturality from a communicative point of view¹. The following is an

¹ Fantini A., *Exploring and assessing intercultural competence*, 2006, on http://www.sit.edu/publications/docs/feil_research_report.pdf.

examination of several models of intercultural communicative competence (ICC) and specifically the one made by Ruben².

In his frameworks Ruben analyzed behavioral approach to the conceptualization and measurement of intercultural communicative. In contrast to the personality and attitudinal foci of previous approaches, Ruben advocated a behavioral approach to linking the gap between knowing and doing, that is, between what individuals know to be intercultural competent and what those individuals actually do in intercultural situations. It is not uncommon for an individual to be exceptionally well-versed on the theories of cross-cultural effectiveness, possess the best of motives, and be sincerely concerned about enacting his role accordingly, yet be unable to demonstrate those understandings in his own behavior. For these reasons, Ruben (1976) argued that to understand and assess individuals' behaviors, it would be necessary to employ "measures of competency that reflect an individual's ability to display concepts in his behavior rather than intentions, understandings, knowledges, attitudes, or desires". Ruben theorized that observing individuals in situations similar to those for which they are being trained or selected would provide information for predicting their performances in similar future situations.

Based on findings in the literature and his own work, Ruben (1976) identified seven dimensions of intercultural competence:

1. Display of respect describes an individual's ability to "express respect and positive regard" for other individuals;
2. Interaction posture refers to an individual's ability to "respond to others in a descriptive, no evaluative, and nonjudgmental way.";
3. Orientation to knowledge describes an individual's ability to "recognize the extent to which knowledge is individual in nature." In other words, orientation to knowledge describes an individual's ability to recognize and acknowledge that people explain the world around them in different ways with differing views of what is "right" and "true.";
4. Empathy is an individual's ability to "put [himself] in another's shoes.";
5. Self-oriented role behavior expresses an individual's ability to "be flexible and to function in [initiating and harmonizing] roles." In this context, initiating refers to requesting information and clarification and evaluating ideas for problem solving. Harmonizing, on the other hand, refers to regulating the group status quo through mediation;
6. Interaction management is an individual's ability to take turns in discussion and initiate and terminate interaction based on a reasonably accurate assessment of the needs and desires of others;
7. Lastly, tolerance for ambiguity describes an individual's ability to "react to new and ambiguous situations with little visible discomfort".

The model proposed by Ruben was an important work for subsequent studies; he was a precursor in ICC valuation that, as a conclusion, can be summarized like a capability to behave in a coherent way to own needs, capabilities, objectives and expectations and to others ones.

2.1 The features of the project "Radio & Interculturality"

So, after these theoretical notions, the project "Radio & Interculturalità" passed to the second phase of experimentation, the practical one. Below, a brief technical form of the project.

Features of project: The radio format named "Interculturadio"- is made by a voice that introduces max 3-4 programmes inside every episode (in total 3). Every episode lasts 30 min. and has a central theme linking the programmes.

The topics were:

- Love (programmes: "Se- Dottore"; "Gastronomia"; "Matrimonio Interculturale"; "Menzogna");
- Language ("Filastrocche"; "Modi di dire"; "Curiosità dal mondo");

² Ruben B. D., *Assessing communication competency for intercultural adaptation*. Group and Organization Studies, 1, 1976.

- Inside/ Outside (“Il balcone”; “Il bidet”; “Movie quiz”).

Materials: technical materials of CILA centre (Interdepartmental centre of linguistic and audiovisive services) of University “L’Orientale” of Naples and multimedia supports like virtual class-room on Moodle website of CILA;

Participants: students of Massimo Pettorino’s Speech Communication (academic year 2013/2014) and foreign students arrived to Naples in the same academic year with level of preliminary linguistic competence at least B2 (the educational objectives of academic course is to offer a preliminary knowledge and a wide range of communicative processes from one side, then there’s the attempt to identify and develop a professionalism in the area of communication on another one).

Times: from 2 October to 22 November 2013, that's the duration of the academic course;

Methods: selection, through debating in classroom, of the speaking voices of students, division in groups of work of ¾ units, choice of theme to study in deep inside own radio programme about which the students take care of speaking and editorial staff:

Beneficiaries: the students of Naples and of all world who are interested to know speech Italian language and knowledge of different cultures.

Objective: the realization of a radio format as described before, allowed the reaching of double objectives: from one side the incentive to learn the varieties of speech Italian language (for producers and beneficiaries of the product), from another one the intercultural meeting between young students in Naples.

These objectives were possible thanks to potentiality of the web radio that – if for its intrinsic nature overcomes the dimension space/ temporal allowing to arrive to everyone in everywhere- in the same time it preserves all features of interaction, communication and dynamicity of the traditional radio. Regarding the practical phase of the project, it was divided in different steps, necessary to arrive to the final radio product.

2.2 The Debating

The first step of the project was “Debating”. The Debating is not a simple discussion about different arguments. It’s an interactive debate of ideas that follows a strict protocol that manages the alternating of thesis to support the arguments for and against within a time limit and under the judgment of a public who is called to estimate the single speaker and/ or a team on the basis of indicate parameters.

So, in the debating the argumentation is not an end to itself, but has the aim to persuade the audience. It means the development of communicative and cognitive skills: to plan valid arguments and to elaborate effective opinions, to capture the attention of the audience, to use the voice and to control the body language.

The Debating focuses its attention on individual and on his speaking skills: capability to make things with the language, use of the voice and of the gestures, the body language, the movements of hands in the space.

When the debating happens among foreign people it becomes intercultural, that’s a exchange and interaction among native and foreign persons with different linguistic and cultural own experiences. It happens the intercultural communication tout court: capability of native and foreign people to interact and to mediate on a common sense of meaning, values, symbols and idea.

Differently to other nations as America and Australia, in Italy there is not an only official regulation; however, in general the debating is composed by two phases³.

In the first phase, under the guide of a moderator, a component of one of two teams in a determinate time (usually 2 min) expresses own argumentations and then gives the word to the adversary component who will have the same time to express own arguments.

In the second phase both groups have a determinate amount of time (6 min max) to discuss freely among them, without the moderator's help, to try to persuade the present audience.

In the second phase, because there is not the moderator, there are generally more overlaps of the voices and frequent interruptions: it's the moment in which the participants of the debating face in practice the grip shift, know the relations among the consecutive turns of a conversation and study the dynamics of interrelation.

So, the debating gives the possibility to analyze a semi-spontaneous speech – spontaneous because even if the participants have the chance to organize own arguments, in the same time during the oral presentation there's the emergence of aspects of improvisation caused by the presence of the audience and the necessary to answer- back the adversaries who offer new food for thoughts.

The standard structure of a debating just described was followed in the project "Interculturadio" of Speech Communication course.

The questions on which the students are called to debate and to express publicly own opinion were:

1. Would it be nice if was possible to read the journal of day after?
2. Is it better live in a big city?
3. Have the social networks improved the quality of the life?

Every question is discussed by two groups of people, one in favor and another in opposition to the thesis.

Following the rules of the debating, the students have organized in the time available their arguments and explained individually own opinion without being interrupted, while at the end of singular presentation there was a debating face to face debating between the group for and the group against to the discussion question.

In this phase of debating the speakers have tested important moments of speech communication, that's the use of a tone rather than another one to get to own communicative aim, that's the persuasion of the audience, the principle of managing of turns of conversation, use of a specific prosody for persuasive and demonstrative aims.

The audience presented at the debating has expressed its opinion on the base of values indicated in a form of judgment:

1. low;
2. discreet;
3. good

And on the base of following parameters:

- Use of the voice;

³ The principle rules of the debating are selected consulting various websites as: Word Universities Debating Championships: <http://www.debating.ie/> ; Auckland Debating Association: <http://www.ada.org.nz/> ; Australian Capital Territory Debating Union: <http://www.actdu.org.au/> ; European Universities Debating Championship: <http://eude.wikidot.com/> .

- Use of the silences;
- Body language;
- Persuasiveness.

During the debating it was clear that the students who had, for example, small radio or singing experiences have showed a major control and awareness of the voice and of the silences, a not exaggerated body language and a major capability of persuasion.

Instead, the students who have not had any radio or singing experiences showed two different approaches:

- some of them (showed) the same control over their voices and the same body languages of the students which already had public experiences, with convincing skills;
- some others had a poor control of their voices and of the silences and tried to emphasize their body language in order to reinforce the exposition.

The difference between these two attitudes is strictly related to the psychological and sociological aspects of the students: more confident students belonged to the first observation while the others belonged to the second.

Beyond the parameters shown in the evaluation board of the debating, other factors have been considered from a more linguistic point of view⁴.

Here we're referring to the suprasegmental features analyzed for each student and to the variations occurring within the language between a speaker and the next one, given the heterogeneity of the whole group.

With the term suprasegmental features or prosodic features we refer to the phonetic and phonological features (aspects?) related to the linear chain of speech and the relationships between the phones produced. Here we're considering the following: stress, tone, rhythm, prosody, duration.

During the debating session we saw that there was a general trend to keep intact the specific features of each speaker like it would happen during a light conversation between friends.

After a very first moment where the students had to face the idea, almost embarrassing, of speaking in front of a real audience, we noticed a certain tranquility in their exposition.

Despite maybe only the intonation, to which students tried to pay more attention in order to accomplish their initial persuasive target, the other features involved did not differ that much from a prosodic perspective as happened during some conversations occurred in a non experimental phase.

The real differences and modulations of the suprasegmental features were detected later during the experimentation, both during the radio hosting trial runs occurred after the planning of the different programmes and the recording session.

We also analyzed other linguistic features such as the variations generally occurring within a language: diachronic variation, diatopic variation, diaphasic variation, diastratic variation, diamesic variation.

We'll discuss the diachronic variation later on as we'll talk about the different stages of the project: there we will discuss the changes occurred in a given time along with all the corrections and the tests made so far.

If we take a look at the diatopic variation we can identify a distinctive geographical characterization of the speech, both among students coming from different Italian places and within the same regions; the speaker from Salerno, for instance, showed a typical regional accent differently from the one coming from Naples.

⁴ Carla Bazzanella, *Linguistica e pragmatica del linguaggio Un'introduzione*, Edizioni Laterza, 2008.

Erasmus students, of course, determined a much stronger diatopic variation due to their foreign origins.

The diaphasic variation has been one of the most interesting observed during the debating: speakers who had to face the speech in public for the very first time, in a brand new communicative situation and with the presence of professors opted for a more formal and appropriate linguistic register than the one they use in everyday situations.

The diastratic variation had little value all throughout the project: students sharing a similar education level hadn't any significant social differentiations.

This led to the consideration that the same degree of education somehow erases all previous social, sexual and age distinctions, at least in an academic context such as a lecture.

The diamesic variation has been relevant in the passage from the very early stage of the debating to the final recording one through the intermediate stage of the exercises made in the classroom. The variation of the medium determined a remarkable change in the speech.

The learning of the Italian language involving some Erasmus students is another, important subject. These students have at least a B2 level of linguistic competence in Italian and come from Germany and Ukraine⁵.

We didn't take into account all the features that compare normally during the learning of a foreign language: this is a really complex phenomenon that involves several different aspects (physical, psychological, geographical, ethnic, national, social, cultural, contextual and stylistic identities).

It's particularly interesting to compare the approach to the project of the foreign students and the Italian ones, that is way different.

Despite the obvious linguistic difficulties, the non-Italian students were more calm as they were approaching the new context and had more control over the situation. They were not really worried about speaking in public since the main issue that every foreign student has to face every single day is always the same: to communicate and to understand by using a different language.

It had not detected, during the different stages, considerable diachronic, diaphasic and diamesic variations; the diatopic one was quite obvious given the different nationalities of the students while the diastratic variation had little value since the students shared a similar educational background that overcame the previous social, sexual etc. differences, as observed for the Italian students in the previous section.

On a more linguistic level, it's important to highlight of the foreign speaker showed a certain accuracy on a segmental level, often hyper articulate compared to (ipo articulate) structures produced by Italian native speakers, while we found more difficulties on a suprasegmental level.

As Missaglia (1999) showed in a study conducted on some entry level Italian German learners involved in a linguistic formation process focused on the segmental and suprasegmental phonetics of the L2, developing the prosodic competence would lead to a sharp improvement of the pronunciation even on a segmental level, but not viceversa⁶.

⁵ The speaker of B2 level of linguistic competence is able to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. He is able to interact with fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

The B2 level of linguistic competence just mentioned is part of one of the levels of language skills described in the Common European Framework of reference for knowledge of languages (CEFR), often referred to simply as Framework, developed by the Council of Europe between 1989 and 1996.

⁶ De Meo A. - Pettorino M. "Prosodia e italiano L2: cinesi, giapponesi e vietnamiti a confronto" in *Apprendere l'italiano da lingue lontane: prospettiva linguistica, pragmatica, educativa. Atti del Convegno- Seminario*, Bergamo, 17-19 giugno 2010, Costa R., Fumagalli L., Valentini A. (edited by).

After the debating stage, we focused on the organization of the radio programs that would be gradually developed and presented at the CILA (lab).

After the division in groups of work of $\frac{3}{4}$ units max, there was the elaboration of radio program through long meetings and discussions in the classroom, in separated seats and through the virtual classroom on the platform “Moodle” of the CILA⁷.

The students with supervision of the teachers have chosen the themes of their radio programs that had to be developed in a light and fun way –as requested by the communication mean- but also with competence: it means that the students had to always remember the double aim of the radio communication: the entertainment and the information (that’s the messages, news, insights).

It has been asked students to organize real contents and not fake; for the news, the used means were the research on line instead for the info related to different cultures, it was important the comparison among the stories and the experiences of every single component of the groups.

Because of the inexperience in a radio context of the students, it was necessary to write paper materials, small sketches to elaborate, useful for the successive steps of rehearsal of conduction in the classroom and of final conduction in studio.

2.3 The Projection of the radio programs

The writing of texts was important to understand the authorial work of radio drafting and in general as an exercise of writing that is not very present at the university.

Every chosen theme has given life to a radio program:

- “Dillo come ti pare” (focus on idioms, that’s the most unusual and funny idiomatic -Italian and foreign- expressions);
- “Matrimonio Interculturale” (insight on dynamics of a marriage between persons belonging to different cultures);
- “Il bidet” (focus on the origin and use of this sanitary in different cultures);
- “Gastronomia” (description of the preparation of typical plats of the different cooking, that’s the Italians and Chinese ones);
- “Se dottore” (focus on the different modalities of approach and conquests of the Neapolitan and Chinese men);
- “Menzogna” (focus on the psychological value of the lie in the education of the kids in the different cultures);
- “Il balcone” (the story and the function of this architectural element inside the Neapolitan and Chinese culture);
- “Movie quiz” (a quiz on the musical movie score that were considered famous in whole wide world)⁸.
- “Strano ma... vero!” (strange and particular news and curiosities from whole wide world).

Apart the drafting and the organization of the radio programs, some groups of work have experimented the writing of commercial spots to advertise imaginary products.

⁷ <http://193.205.101.162/moodle/>

⁸ The boys who participated as a competitor Movie Quiz were chosen from among the students in the university, as they stood at the bar of the seat of the University of Naples “L’Orientale”, on the day of the recording of the radio program, in order to ensure the aim to preserve the spontaneity of competitors. These, then, were not students of Speech Communication as it were the presenters of the quiz. The phonebook Movie Quiz was the only one for which the students of the course have not been able to effectively carry out credible evidence in the courtroom for the subsequent registration on the ground (objective reality) of which the first: the recording of this program was therefore to improvised and one that has best shown the ability entertainment and improvisation of the speaker.

The realized spots have been used inside the final radio programs.

The writing of spots has been an important exercise to try a brief kind of writing with a incisive, persuasive style to reach the emotive, than the commercial aim.

In general, the phase of writing was that allowed the real intercultural work with a real confrontation and interaction among people with different knowledges, values, uses, costume, cooking, ways of speech. The students had the possibility to try by themselves the differences and similarities, the prejudices, the opinions, often wrong, in relation to their culture and others' one.

All students showed interest and respect for the cultures different by own, but also curiosity, desire of knowledge, capacity to enter in empathy with other, capacity to interact without overlaps, understanding of other desires and communicative needs, communicative awareness, that's the capacity to modify – when it was felt as necessary- the own linguistic forms of expression to favorite the understanding.

On the one hand the meeting with other have underlined the cultural differences among the different nationalities, on the other hand it have remembered the principle of humanity and similarity that joined all human beings.

Every program had its intercultural dimension:

- In “Dillo come ti pare”, the Ukrainian idiom “Сидячи в печінці” (that's sit in the liver) is translated with Italian one “Essere una spina nel fianco” or the Czech greeting “Crack páteř” (that's break the back) is translated in Italian with idiom “In bocca al lupo”;
- In “Matrimonio interculturale” there was a simulation of a marriage between two persons belonging to different cultures and religions. The simulated marriage has been represented only by a civic point of view and not by religion one (in a case of religious marriage, one of two spouses would have to change own religion);
- In “Il bidet”, it has emerged that the bidet is an piece of furniture used in Italy much more than other European and world's States although it has a French -and not Italian- origin;
- In “Gastronomia” there was a explanation of two typical recipes: one of Italian cuisine (“Parmigiana di Melanzane”), another of Chinese one (“Arrosto di maiale”). It was noted various difference between the two cuisines, for example, the big use of oil pork in the Chinese cuisine unlike the Italian cuisine;
- In “Se- dottore”, it was noted the different courtship technique between Italian and Chinese man. The Italian man is more impudent, unlike the Chinese one who is quieter and gentler than the first one;
- In “Il balcone”, it was remarked the cultural function of aggregation of this kind of architectural element in a city like Naples, unlike the others world cities as Shanghai, but also the other Italian cities as Bergamo;
- In “Movie quiz”, it was confirmed the existence of a common movie heritage that joins all individuals although the different origin. All students showed to know movies like “La vita è bella” by Roberto Benigni or “The pursuit of Happyness” by Gabriele Muccino;
- Finally, in “Strano ma... vero!”, were collected different curiosities from all over the world like: the german entrepreneur who offers a service of lies, the professional auto-stopper in Indonesia, the Capsule hotel in Japan.

2.4 The rehearsals of conduction

After the writing of texts of radio program, the students have done al lot of rehearsals of conduction in classroom and/ or in private seats. Have been defined the roles of the students inside own program (speaker - conductor, speaker - supporter, interviewed person, correspondent offsite) and inside the registration of commercial spots (guide voice, second voice).

These rehearsals got the attention and cure to own oral elaboration; by a linguistic point of view a major control of segmental lines and – least-suprasegmental ones.

The prosody, the regional or national accent typical of non-expert speakers are features that kept staying the same, thing that confirms how important it is to go through a path of diction lessons to understand where one fails and to fix all mistakes that might occur, as well as to improve and develop our skills.

The overall emotional impact has decreased since the very first public exposition occurred during the debating: during the final recording session, instead, tension has grown again although students were well aware of what they were about to do they still had some doubts approaching a recording instrument for the first time in their lives. The meeting with the microphone was quite destabilizing for almost everyone.

Some changes have been detected instead on the diafasic level (once again, context was different since students were approaching a known text and although they were asked to rework it, the whole communicative situation was way different from the previous one during the debating stage. During the test stage, texts written before were adapted to the new communicative context and radio register and style.

During the tries, the groups elaborate different kinds of speaking with some variations in order to make the program contents more likeable. Commercial test stage was characterized by a speech approach closer to the standard one, with no accents, more clear and official.

Some of the groups showed less difficulties since the early stages while some others were too much attached to the written texts or the predetermined mental schemes.

Foreign students once again faced a common situation: to communicate in a different language. That's the reason why they looked more comfortable with the whole context. All students were given useful insights about how to perform properly in a public context such as:

- Home recording of the different exercises in order to listen to their voice and fix mistakes;
- Listen to the radio to pay attention to the style and language typical of a radio program;
- Trying to be fully aware of the features of the different texts in order to be more fluent and independent while improvising.

2.5 The recording session

The last stage was the recording session at the CILA laboratory (University of Naples L'Orientale). Students were divided in groups and had to record a program from nov. 11th through nov. 15th 2013. They were asked to have a captivating, high and sharp tone; to act like they were talking to a friend or a known person; to be as clearest as possible as well as to articulate sounds and discourses in the best way possible; to be natural and spontaneous even though the context could appear quite unusual for most of them.

The students showed, during the recording process, significant improvements such as a better self-correction attitude, an improved attention to the tone of the voice as well as to the diction, based on the insights received while in the studio and after having followed the "Comunicazione Parlata" training course.

While the linguistic features, the diachronic, diatopic and diastratic variations were constant since the early stages of the project, the change in the communicative situation affected the diafasic level, leading to a more formal linguistic register; the diamesis variation has seen a change in the communicative approach, becoming more persuasive and sharp.

The suprasegmental features have shown a greater attention to the tone, the rhythm (more clear this time than during the early stages of the project), the duration (where we recorded a tendency to speed up the speech).

The recording stage showed a bigger attention to the prosody. Some groups, who previously did more exercises than some other ones, had little to no difficulties approaching the program hosting stage. Some others required more time, needing more recording sessions for their programs and made the final editing stage more complex, especially when it came to choosing the best moments to extrapolate and put together.

One of the groups, who entered the project almost at the end of the whole experimentation, showed massive difficulties and no skills at all to contain their emotionality, to control and set the voices avoiding monotony and nervous rhythms. Despite all, the fact that this group joined the project was particularly important as it allowed us to analyze the data and also because it confirmed how important are the theoretical and practical suggestions that the students had been given all throughout the course. Missing some classes and lessons was a problem for whoever was facing a microphone for the very first time, especially because these students were worried about controlling their voices and of making mistakes; about what to say and how to say it.

In relation to what it has been written just now, it's clear that the practice is the real mean to improve own competences and capabilities in a communicative contest as in all kind of contexts, for example in the sport (Remember the Romanian gymnast Nadia Comaneci's words : "If you work consistently on a certain exercise, the end does not seem risky. Hard work has made it easy. This is my secret. That is why I win.")

So, it means that if a person works on own means, on own voice, on own speech capabilities, on own limits and difficulties, he will be able to create a winning conversation.

The awareness of own vocalic mean, the mastery of oneself, the cure in the oral exposition of own thoughts are fundamental aspects for people who chose to make the communication as own professionalism, but also for the people did not make this choice.

The human being has born as a social animal: after the physical aspect, the voice is the bigger affirmation of oneself, the first and the authentic presentation of own "I" to the world.

3.1 The students' final considerations

In the final phase of the project, after the registrations in recording studio (in 21th November 2013), there was a meeting in the classroom in which the students have exposed own personal observations in relation to the realized project, reporting observations about the linguistic and human aspects of it.

Below there were the participants' observations of two working groups as examples.

The first one has worked on the program "Strano ma... vero!" with the theme of the curiosities by the world.

The program included the presence of two speakers in recording studio (Italian students), an external reporter (an Italian student) and an interviewee (a Chinese student).

The students have preferred to choose for a wide theme that was advantageous on one hand, but it showed challenging on another hand because it requested a major research of the arguments that were considered more interesting and appropriate, an accurate choice and a precise organization of the radio program.

The reported news have been found through internet (on the websites like: “Focus”, “Il galateo di Madama Eleonora”), the newspapers (for example “Donna Moderna”) and the documentaries (“Il testimone”). A first difficulty found by the students was represented in a further phase of the planning of the program, that’s during the rehearsals of conduction in classroom.

In fact, in that moment it was emerged that the text (that had been thought in a first moment as a news of curiosities) was not persuasive in the oral realization differently by the first written elaboration because it couldn't ensure the interaction among the speakers. During the rehearsal phase, so, there was a revision and an re- elaboration of the text.

Instead, regarding the radio realization, the students have underlined the importance of the teacher’s previous suggestions as, for example, one of these was to keep in mind the idea to speak to a big audience and the purpose to be able to speak also to the farthest person. So the necessary was to speak in function of the another and to thank who was listening.

This suggestion, in conjunction the debating and the exercitations, was more useful to pass over the student’s initial difficulty about the regulation of the volume of own voice.

As style of speech, instead, the students used the everyday talk, that is spontaneous and ordered (Schegloff); it respects rules alternating the turns, the pauses and the overlaps.

The students noted as the speakers, with awareness or not, were in agreement with the speech turns through the use of signals, expressions (as “mhm”, “uh”) or changes of the intonation or lowering of the volume of the voice (a particular case was the moment of the greetings in which the passage of the speech turn was clear and net. When a speaker gives greetings, he is always in pending of the other’s greeting before to regain own speech turn).

There have been all cases of the speech turns:

- the built turn, that’s when the next speaker is selected by other speakers (Sacks);
- the Auto Selection of the turn, that’s when the speaker selects oneself starting to speak first;
- the extended turn, that’s when the speakers holds own speech turn for a long time stopping the alternation of the speech turns. In this case the other speakers became listeners;

About the style of the speech, other observations by the students have been:

- The informal style between the speakers in recording studio with the use of everyday expressions and ways to say;
- The formal style in the interaction between the speakers and the doctor (the guest inside the program). This style was characterized by short phonic chains, long silent pauses, absence of the not silent pauses and low velocity of the articulation of the sounds.

It’s also noticed a different dominant-dominated position among the various speakers that covered different roles in the interaction.

The guest and the consulted expert had a dominant position in the conversation because they did not want to convince the audience, but to transmit security about the information that reported.

The external reporter had a dominant position because his aim was to capture the listener’s attention asking interesting and pertinent question to the interviewee.

The program “Strano ma.. vero!” has provided the planning and the production of a commercial spot; about this kind of work, the students noted the importance of the persuasivity, the use of a strong and precise tone of voice, the capability to capture also an inattentive listener.

During the presentation in the classroom, the last noted aspect has been related to the intercultural linguistic competence.

The differences between the Italian and the Chinese students have been:

- The different production of the consonant, in particular in the pronunciation of the double consonants (absent in the Chinese language);
- The difficulty for the Chinese student to articulate the vibrant consonant [r] that is often reproduced as a sound lateral [l] and to discern between the deaf bilabial occlusive [p] and the sound bilabial occlusive [b], and between the deaf dental occlusive [t] and the sound dental occlusive [d];
- the difference of the acceleration of the velocity of the articulation;
- the different collocation of the position of the accent in same words, as for example “ ‘ostello “ instead of “ost’ello” by the Chinese speaker.

3.2 Conclusion

As a conclusion of the presentation in the classroom, the students of the program "Strano ma... vero!" were completely satisfied by the project that gave them the possibility to experiment the theoretical teachings (above all regarding the use of the voice, its modulation, the intensity, the duration and the tone) and to practice and to develop their intercultural aspect.

- The second group, who presented own observations about the project “Interculturadio”, was represented by the program “Dillo come ti pare”, that was made by two speakers (Italian students), an expert interviewee (an Italian student who was a professional speaker) and a listener in a phone connection (an Ukraine student).
- The chosen theme of the program was the macro area of the way to say that are present in the everyday speech. The ways to say are all the constructed phrases, the proverbial expressions, the idiomatic expressions as, for example, “In bocca al lupo” in Italian language.
- The reported news have been found through Internet, personal knowledges, articles about the speech communication, university books used during the studies.
- In its articulation, the program predicted the interaction between two speakers, between the speakers and the expert in recording studio and between the speakers and the listener in a phone connection: the program was finished with a lecture of a narrative text.
- The students showed different forms of speaking during the registration:
 - Spontaneous speech;
 - Formal speech;
 - Recited speech;
 - Commercial speech.
- The spontaneous speech belonged to radio speakers; the conversation among them was very natural, the used lexicon was simple and generical, the tone was confidential, the language was often characterized by lexical and informative redundancy.
- All these elements have been important to make colloquial the communication.
- Even though its spontaneity, the speakers have noted that the language of radio has a lot of standard formulations and fixed and conventional expressions (for example in the formulation of greeting of opening and closing of the programm).
- The pronunciation has been more accurate than the quotidian and informal one, but often quick, almost accelerated; the speech has been quick, often devoid of silences, clear in the articulation and the tone has been mostly high and various.
- The cited acceleration has been obtained by the reduction of the silences inside the phrases: the silent pauses were mostly caused by the respiration, while the unsilent pauses – enough presented – have been characterized by repetitions, use of synonymous, vocalic and consonantal prolongations that were useful for the on line planning of the speech (that means like take time without lost time).

- In the mechanisms of grip of the speech turn there were the auto selection (throughout the use of linguistic expressions as: “e poi”, “anche”, “ma”, “allora”, “cioè”, “scusa”, “insomma”, “vabbé”) and the constructed turn (the speaker has been selected by others as in the case of the regards or the interviews) .
- Regarding the formal speech, it was emerged during the interaction between the speakers and the consulted expert. The doctor’s speech was more mature, literate, secure, controlled and responsible; her syntax was more elaborate, her style more researched, her lexicon more technical and precise. Furthermore when the speakers talked with doctor, their linguistic register was more formal in adjustment of the communicative contest.
- Regarding the recited speech, it was emerged in the final moment of the registration of the radio programm, when the speakers have read and recited a passage by a book. In the read speech, the pauses have been produced intentionality because they were syntactic breaks, due to the punctuation, or pauses for emphasis what aim was to give major importance to own speech. The recited speech is an expressive lecture and for this it has a emotional coloring with a serious and deep tone.
- The commercial speech was emerged in the commercial spot that was designed and produced by the group of the programm. The students have experimented a directed speech that is targeted and persuasive to catch the attention of the public in the within a few seconds (max 30 sec) . For its aims, this kind of the speech appeals to the techniques of the persuasiveness, to the use of a standard vocabulary (that’s is shared and recognized by the potential consumer listening), to the use of the second singular person, to the use of the imperative, to the appeal to the determinative article to indicate and underline the uniqueness of the product, to the use of present tense and the use of foreign words.
- As a conclusion of their presentations, the students of the program “Dillo come ti pare!” Have synthesized the strong points and the weaknesses observed during the registration.
- As strong point:
 - The presence of a speaker who has played the role of the interviewed doctor. The speaker, infect, was a professionist who has gave more color and credibility to the project with her competences;
 - The presence of a foreign student who had gave a valuable contribution with her intercultural participation;
 - The enthusiasm of the students during their first experience in a recording studio. The students have showed a big autonomy during their performance with moments of real improvisation in addition to the full application of the learned concepts.
- The students haven’t found particular difficulties except for the initial phase when they were more bonded to the written text in the phase of the elaboration; this difficulty has been gone over thanks to the rehearsals in classroom that have been important to understand problems and difficulties and to improve own performance.
- By a linguistic point of view, the students tried to improve their diction and, in particular, they have worked on the articulation of the sound of the post velar sound affricate [g] that bended to be pronounced as a post velar deaf affricative [c].
- As a conclusion of the project, all students were satisfied for their first radio experience, for the work on their voice and above all for the possibility to compare with students of different nationality.
- The final phase of the project has been the editing of the programs of “Interculturadio” and the successive on line publication.
- The radio programs (in total 3) have been presented by a guide voice (Sara Lotta) who introduced and linked the programs relized by the students; in opening and in closing of each episode it has been used the storic theme of the “Interculturadio” laboratory.
- The guide voice – a radio speaker- has realized her radio passages in a separated seat that is not described here because it is not useful for the aim of this project.
- The editing work has been realized by the speaker.
- The programs have been published on line thanks to the IT staff of the centre CILA.

- The final radio product is available on line at the web site <http://193.205.101.162/moodle/course/view.php?id=306?username=guest>
- At the end of the “Interculturadio” project, all the aims have perfectly been achieved.
- The radio (a media that in the last years has faced and got over the invasion of the internet also through the birth of the web radio) has showed itself as an effective media in the analysis of the communicative strategies used by the students who did not have relations and past experiences in the world of the radio.
- Inside the project “Interculturadio”, the radio has kept intact its intrinsic nature, that’s to communicate, to exchange info and opinions, to establish relations among individuals regardless of their social, cultural, politic, national identity, to create an invisible and aeriforme line able to get in touch every person from a part of the world to another. In the same time –through the intensive process of the project “Interculturadio”, the radio has succeed in bringing out enormous relational potentialities among the participant students.
- The project gave the possibility to understand own communicative and linguistic capabilities in general; it put in evidence all the aspects of own way of exposing and talking in public.
- The Italian and foreign students, through the radio, have discovered own voice in public with all own limits, but also with all the strong points that they didn't know.
- Talking on radio, but in general talking to a public: the students have experimented what it means in a practical way, in a first time through the rehearsals of conduction in the classroom, in a second time through the registrations in the recording studio.
- The students have understood and learned:
 - To color own voice to arouse emotions and to keep up the attention of the audience;
 - To modulate the tone in according to the different communicative aims;
 - To use silent and not silent pauses to plan the speaking on line;
 - To manage the grap of the speech turn;
 - To use a formal or informal stylistic register in according to the communicative situation in which they were;
 - To understand the varieties of speech what can be used (spontaneous, recitated, commercial speech);
 - To adapt and to simplify, when it is necessary, own linguistic expressions to favor the understanding among the speakers of different language.

Regarding the last component mentioned, intercultural one, it has been determined for the all project.

It made the project more comprehensive, expanding the horizons and the prospective, giving an international marked value, ensuring the flow of information on the customs, the uses, the ways of doing, the food, the habits, the preferences, the judgments and the prejudices of a culture different from their own.

With the project “Interculturadio”, the communicative radio strength and the intercultural value have found a fertile ground, a natural landing of a trip started –for the Radio- more than a century ago, and – for the Culture- in the night of the times.

As a conclusion of the present work it is reported a famous statement about the Interculturality that is the supporting theme of all present discussions.

“The true culture is in taking root and uproot. Taking root in the deepest part of the native land. In its spiritual heritage. But it is also in the uprooting and in the opening to the rain and to the Sun, to the fecund relations with the foreign civilities.” - Léopold Sédar Senghor, “*La negritudine*”

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