

Eurovision Song Contest related publications

As part of the *Multimodal Encounters* research project, each article in the following list is one of a series of researched contributions written in Maltese, aimed at engaging the general Maltese public, who primarily views the Eurovision Song Contest (ESC).

Theoretical Framework

In each published article, the author adopts a critical socio-cultural perspective (drawing on the works of Blommaert 2019, and Kyriakidou et al. 2018) and interprets the ESC through multimodal discourse analysis (drawing on works of Kress, 2010 and Jewitt, 2012). The amalgamation of these two leads to the exploration of the discourses and ideologies embedded within the festival, focusing on themes such as race, gender and sexuality, disability, political views, religion, age, and human rights.

This contribution not only advances the field in Malta but also enriches the international discourse surrounding cultural studies.

Set research aims

1. Identification of discourses and ideologies related to race, gender, and sexuality manifest within the performances and narratives of the Eurovision Song Contest, as analyzed through a multimodal discourse framework;
2. Evaluating ways through which the Eurovision Song Contest serves as a platform for socio-political commentary on issues such as disability, human rights, and religion, and how these are mediated through its multimodal representations.

Achieved outcomes

The following peer-reviewed scholarly publications:

1. Cremona, G. (2022). The Eurovision University Study Unit and Its Pedagogic Value: A Critical Evaluation of Public and Media Reaction Towards Innovation in Higher Education. *International Journal of Higher Education Pedagogies*, 3(1), 13-23.
Pursued research question: What should a well acclaimed serious higher education institution (i.e. University) accept to teach and what not?
2. Cremona, G. (2022). A critical pedagogical Eurovision euphoria : the potential of the Eurovision Song Contest to promote values propagated by the European Union within formal learning contexts. In A. Dubin, D. Vuletic & A. Obregón (Eds.), *The Eurovision Song Contest as a cultural phenomenon : from concert halls to the halls of academia* (pp. 111-128). Routledge.
Pursued research question: Can the festive ESC serve as a pedagogical tool for enhancing values propagated by the European Union?
3. Cremona, G. (2018). The Eurovision Song Contest within formal educational learning contexts : a critical multimodal interpretation of possible inter-disciplinary connections. *Symposia Melitensia*, 14, 151-160.

Pursued research question: Which particular social feature(s) is/are included/referred to in ESC-related text used as pedagogic tools?

4. Cremona, G. (2017). Creating student centred language learning environments through the innovative multimodal pedagogic use of Eurovision Music. International Conference : The Future of Education, 7th Edition, Florence. 240-243.

Pursued research question: How can Eurovision related texts facilitate or enhance student centered language learning?

5. Cremona, G. (2016). Possible pedagogic effects of the Junior Eurovision Song Contest on pre-school learning contexts : a critical multimodal evaluation. 8th International Conference on Education and New Learning Technologies 2016, Barcelona. 6776-6785.

Pursued research question: Which particular social feature(s) is/are included/referred to in Junior ESC-related text used as pedagogic tools?

As a further achieved peer-reviewed outcome, it is also worth mentioning that each of the abstracts of the papers above was also accepted as presentations during different international conferences through. These were accepted based on peer-reviewed evaluations.

With the feedback received through these international peer-reviewed outcomes, through these articles from the beginning of the series, the author has also managed to develop a sense of critical analysis and awareness about this phenomenon in the general Maltese public, about this Music Festival which is viewed by millions around the world.

A further recognition of these achieved outcomes and of the contribution to the field came in 2017, when these articles were also awarded the prestigious national Institute of Maltese Journalist award for excellence in research-based content leading to significant contribution to professional journalism in Malta (Kindly find supporting certificate in Section 1.2.4 page 88).

References:

- Blommaert, J. (2019). *The Sociolinguistics of Globalization*. Cambridge University Press.
- Kress, G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. Routledge.
- Jewitt, C. (2012). *The Routledge Handbook of Multimodal Analysis*. Routledge.
- Kyriakidou, M., Skey, M., Uldam, J., & McCurdy, P. (2018). Media events and cosmopolitan fandom: 'Playful nationalism' in the Eurovision Song Contest. *International Journal of Cultural Studies*, 21(6), 603-618. <https://doi.org/10.1177/1367877917720238>