

School of English

Department of Theoretical and Applied Linguistics



Aristotle University of Thessaloniki

23rd International Symposium on Theoretical and Applied Linguistics

Book of Abstracts

March 31-
April 2, 2017



Aristotle University Campus
Research Dissemination Center
3 Septemvriou St.

www.enl.auth.gr/istal23

Δημήτρης Στάσιος 16



RESEARCH COMMITTEE
ARISTOTLE UNIVERSITY OF THESSALONIKI

Unterstützt von / Supported by



Alexander von Humboldt
Stiftung/Foundation



ARISTOTLE
faculty of
UNIVERSITY
education
OF THESSALONIKI
GREECE



GOETHE-INSTITUT
THESSALONIKI

Μοβ
xew
μιά
www.print-24.gr

ΕΛΛΗΝΙΚΗ ΕΤΑΙΡΙΑ ΕΦΑΡΜΟΣΜΕΝΗΣ ΓΛΩΣΣΟΛΟΓΙΑΣ
GREEK APPLIED LINGUISTICS ASSOCIATION
ASSOCIATION GRECQUE DE LINGUISTIQUE APPLIQUEE

2017

Thessaloniki, Greece

Preface

The Organizing Committee of the 23rd International Symposium on Theoretical and Applied Linguistics (ISTAL 23) welcomes you to the city of Thessaloniki.

We were honored to receive many high quality submissions. We thank all scholars who submitted their work for choosing ISTAL 23 as the forum for their research and we owe a special debt to the abstract reviewers. We hope we have succeeded in putting together an interesting conference program.

We heartily thank our invited speakers, Artemis Alexiadou, Jóhanna Barðdal, Outi Bat-El, Dan Dediú, and Fanny Meunier. Our thanks also go to Nikolaos Lavidas and Alexander Bergs for organising the workshop on “Historical Language Contact in English and beyond”, Artemij Keidan, Leonid Kulikov and Nikolaos Lavidas for the “Morpho-syntactic isoglosses in Indo-European: Diachrony, typology and linguistic areas” workshop, Marina Mattheoudakis for The Centre for Foreign Language Teaching workshop and Eleni Peristeri for the workshop on Linguistic and Cognitive Deficits in Developmental and Acquired Language Disorders.

We also thank the members of the Department of Theoretical and Applied Linguistics for their assistance, and especially our technician, Tasos Paschalis, for his support in organizing the technical aspects of the Symposium and his efforts to improve its website. Special thanks go to our sponsors: The Research Committee of the Aristotle University of Thessaloniki, the Greek Applied Linguistics Association, and Monochromia. We are also grateful for the support of the Alexander von Humboldt Foundation, the Faculty of Education of the Aristotle University of Thessaloniki, and the Goethe Institut Thessaloniki. Last we warmly thank our student volunteers, whose help is most appreciated.

We hope you will find ISTAL 23 both scientifically stimulating and socially enjoyable.

March 2017

The Organizing Committee

Nina Topintzi

Nikolaos Lavidas

Marina Mattheoudakis

Katerina Nicolaidis

Maria Moumtzi

ISTAL 23 Reviewers

Eleni Agathopoulou (Aristotle University of Thessaloniki)
Thomaï Alexiou (Aristotle University of Thessaloniki)
Elena Anagnostopoulou (University of Crete)
Angeliki Athanasiadou (Aristotle University of Thessaloniki)
Mary Baltazani (University of Oxford)
Spyridoula Bella (National and Kapodistrian University of Athens)
Lia Efstathiadi (Aristotle University of Thessaloniki)
Marianthi Georgalidou (University of the Aegean)
Ed Joyce (Aristotle University of Thessaloniki)
Ioanna Kappa (University of Crete)
Kyriaki Kourouni (Aristotle University of Thessaloniki)
Eliza Kitis (Aristotle University of Thessaloniki)
Nikolaos Lavidas (Aristotle University of Thessaloniki)
Marika Lekakou (University of Ioannina)
Marina Mattheoudakis (Aristotle University of Thessaloniki)
Katerina Nicolaidis (Aristotle University of Thessaloniki)
Despina Papadopoulou (Aristotle University of Thessaloniki)
Angeliki Psaltou-Joyce (Aristotle University of Thessaloniki)
Anna Rousou (University of Patras)
Nicos Sifakis (Hellenic Open University)
Athina Sioupi (Aristotle University of Thessaloniki)
Areti-Maria Sougari (Aristotle University of Thessaloniki)
Vasilis Spyropoulos (National and Kapodistrian University of Athens)
Melita Stavrou (Aristotle University of Thessaloniki)
Nina Topintzi (Aristotle University of Thessaloniki)
Anastasios Tsangalidis (Aristotle University of Thessaloniki)
Spyridoula Varlokosta (National and Kapodistrian University of Athens)
Giorgos Xydopoulos (University of Patras)

ISTAL 23 Sponsors & Supporters

We are grateful for the support of the:

- Research Committee, Aristotle University of Thessaloniki
- Greek Applied Linguistics Association
- Alexander von Humboldt Foundation
- Faculty of Education, Aristotle University of Thessaloniki
- Goethe-Institut Thessaloniki
- Monochromia - Print and Copy Shop

CONTENTS

PLENARIES	1
GENERAL SESSION	7
POSTERS	78
WORKSHOPS	
Morpho-syntactic Isoglosses in Indo-European	86
Historical Language Contact in English and beyond	99
The Centre for Foreign Language Teaching: Promoting plurilingualism in a monolingual university	108
Linguistic and cognitive deficits in developmental and acquired language disorders	118

Abstracts are arranged alphabetically based on the Greek alphabet: A, B, Γ/C, Δ/D, E, ΖΖ, F, G, H, Θ, I, J, K, Λ/L, M, N, Ξ, O, Π/P, Q, Ρ/R, Σ/S, T, Y, Φ, U, V, W, X, Y, ΖΖ, Ψ, Ω.

PLENARIES

On plurals and plurality

Artemis Alexiadou

Humbolt-Universität zu Berlin & Leibniz- Zentrum Allgemeine Sprachwissenschaft (ZAS)

artemis.alexiadou@hu-berlin.de

The nature of plural Number has received a lot of attention in the recent literature. In this talk, I will discuss several mismatches between the form and meaning of plurality within a language and across languages. I will then approach the question of whether what we call plural is the same category across languages and within a language and outline an approach to the many faces of plural.

Subject status of oblique subjects in the early Indo-European languages

Jóhanna Barðdal

Ghent University

Johanna.Barddal@ugent.be

It is uncontroversial in modern syntactic research that natural languages can have syntactic subjects in different cases than the nominative. What this means is that verbs and predicates selecting for subject-like arguments in the accusative or the dative, for instance, may exhibit behavioral properties of subjects, despite the case marking. To illustrate the type of construction at issue, see (1) below, where the subject-like argument is in the dative, *mér* 'me' in Icelandic and *Tusaarko* in Hindi/Urdu:

1a) *Icelandic*

Mér leiðist þetta þóf.
me.DAT is.bored this.NOM protracted.squabble.NOM
'I'm bored by this prolonged squabble.'

1b) *Hindi/Urdu*

Tusaarko k^hušii huii
Tushar.DAT happiness.NOM happened
Tushar became happy. (Mohan 1994)

Verbs of this type, assigning oblique case marking to their subject-like argument, are found in all the 11 branches of Indo-European, including the earliest languages:

2a) *Hittite*

šumēšš =aš āššuš kuedanikki
you.DAT/ACC=he.NOM dear.NOM anyone.DAT/LOC
'one of you likes him'

2b) *Sanskrit*

Tébhya eṣá lokò 'chandayat
them.DAT this.NOM world.NOM seem.good.IMPF.3SG
'they found this world good'

It is generally agreed upon for several modern languages, like Icelandic and Hindi/Urdu, that non-nominative subject-like arguments are syntactic subjects, and this consensus is based on a host of subject properties and behaviors. For corpus languages, in contrast, opinions are more divided. For the early Indo-European languages, in particular, the evidence is scattered unevenly across different subject tests in different languages. The relevant tests involve word order, reflexivization, raising-to-subject, raising-to-object, conjunction reduction, control into infinitives, control into gerundives, etc.

In this presentation, I will review the evidence for a subject analysis for non-nominative subject-like arguments across several early and historical Indo-European languages, including Gothic, Old Icelandic, Old Irish, Latin, Ancient Greek, Sanskrit and Hittite, also with view to potential isoglosses.

The extent of inter-child variation: Typical vs. atypical phonological development

Outi Bat-El

*Tel-Aviv University
obatel@post.tau.ac.il*

There are many shared characteristics in the development of children acquiring the same language, but there is also a great degree of variation among them (Vihman 1993, Kirk and Demuth 2006). For example, for typically developing Hebrew-acquiring children, *tu* is the first production corresponding to the target word *χatúl* 'cat'. The next step, however, varies between *túl* for some children and *atú* for others (Ben-David 2012, Ben-David and Bat-El 2016). That is, some children prefer adding a word final coda ($tu \Rightarrow tul$), while others prefer adding a vowel/syllable ($tu \Rightarrow atu$). In this talk I will address two questions:

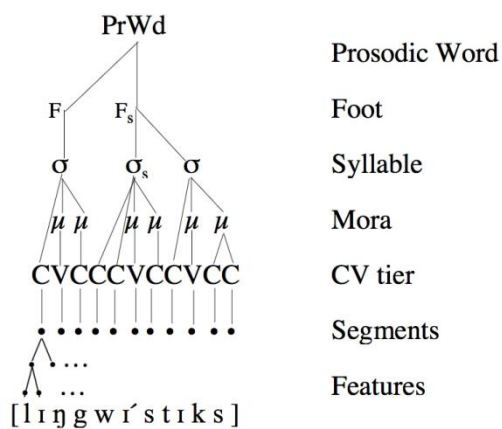
- a. What is the mechanism of inter-child variation in language acquisition?***
- b. At which point inter-child variation is indicative of atypical development?***

These questions touch on various issues in linguistic theory in general and language acquisition in particular.

Universal principles: We could say that children are statistical learners (Pierrehumbert 2003), and their different developmental paths are due to different inputs. With reference to the above mentioned example, we could say that the *tul*-group is exposed to more words with codas than the *atu*-group. This hypothesis will be, however, falsified with data from Hebrew-acquiring twins, who were exposed to the same data in terms of both quality and quantity, but nevertheless exhibited different developmental paths. Such data may support the claim that inter-child variation is also affected by the interaction of universal principles (Prince and Smolensky 1997, 2004).

Ranking principles: With the notion of universal principles at hand, we will address variation in terms of different priorities. For the children that produce *tul* for *χatúl*, the principle that requires preserving the final coda of the target word is more important than that requiring preserving a syllable; the other way around is true for the children that produce *atu* for *χatúl*. That is, variation is expressed in terms of differences in the priority of universal principles.

The hierarchical structure of the word: These priorities actually display the different pace of development in each tiers in the hierarchical structure of the word below (Selkirk 1982, Nespor and Vogel 1986).



The children producing the coda (*tul* for *χatúl*) are fast in developing the syllable structure – from CV to CVC on the CV tier. The children adding a vowel/syllable (*atu* for *χatúl*) are fast in developing the prosodic word, adding more and more syllables on the syllable tier. That is, there is a certain degree of a-synchronization in the development of the different tiers, where one tier can develop faster than the other. What we need to study is the extent at which tiers can differ in their pace of development.

Synchronization and a-synchronization: At a certain point, a-synchronization in the development of the different tiers becomes a characteristic of atypical development (Bat-El 2009). For example, the inter-child variation of the type *atu – tul* (for *χatúl*) is found in typical development, but variation such as *apatía – tíax* (for *avatíaχ* ‘watermelon’) is found only in typical vs. atypical development. The production *apatía* for *avatíaχ* is atypical since word final codas are acquired before the production of the third syllable in the word (from right-to-left), let alone the fourth one. That is, there is no deletion of final codas in quadrisyllabic productions.

The extent of variation and the role of a-synchronization will be addressed with reference to three phenomena in phonological development (with data drawn from Hebrew):

- a. **Stress:** Two different strategies are used in typical development to avoid poly-syllabic productions with final stress – truncation and stress shift.

Target	Truncation – typical	Stress shift – typical
<i>χatúl</i> ‘cat’	<i>túl</i>	<i>χátul</i>

- b. **Consonant harmony:** In typical development, consonant harmony vanishes as the size of the word grows, such that there is no harmony in quadrisyllabic productions. In atypical development, the developmental pace of the consonantal tier is so slow, that consonant harmony is found also in quadrisyllabic productions.

Target	Short productions – typical	Long productions – atypical
<i>elikópter</i> ‘helicopter’	<i>tóter, kóter</i>	<i>pepipópe</i>

- c. **Coda deletion:** As with consonant harmony, as the size of the word grows the deletion of final codas vanishes. Thus, final codas are produced in tri- and quadrisyllabic words in typical development, but not in atypical development.

Target	Short productions – typical	Long productions – atypical
<i>avatíaχ</i> ‘watermelon’	<i>tía, tíax</i>	<i>apatía</i>

These phenomena involve the interaction of different tiers with the tier responsible for the size of the word (i.e. the syllable tier), and each tier involves the interaction of different universal principles. This is a complex system with several interacting components.

References

- Bat-El, O. (2009). Harmonic domains and synchronization in typically and atypically developing Hebrew-speaking children. *Language Sciences*, 31: 117-135.
- Ben-David, A. (2012). The development of prosodic structure: Evidence from typical longitudinal data. *Brill's Annual of Afroasiatic Languages and Linguistics*, 4: 55-79.
- Ben-David, A. & O. Bat-El (2016). Paths and stages in the acquisition of the phonological word in Hebrew. In R.A. Berman (ed.) *Acquisition and Development of Hebrew: From Infancy to Adolescence*. Amsterdam: John Benjamins, 39-68.
- Kirk, C. & K. Demuth (2006). Accounting for variability in 2-year-olds' production of coda consonants. *Language Learning and Development*, 2: 97-118.
- Nespor, M. & I. Vogel (1986). *Prosodic Phonology*. Dordrecht: Foris.
- Pierrehumbert, J.B. (2003). Phonetic diversity, statistical learning, and acquisition of phonology. *Language and Speech*, 46: 115-154.
- Prince, A. & P. Smolensky (1997). Optimality: From neural networks to universal grammar. *Science*, 275: 1604-1610.
- Prince, A. & P. Smolensky (2004). *Optimality Theory: Constraint Interaction in Generative Grammar*. Malden, MA: Blackwell.
- Selkirk, E.O. (1982). *The Syntax of Words*. Cambridge, MA: MIT Press.
- Vihman, M.M. (1993). Variable paths to early word production. *Journal of Phonetics*, 21: 61-82.
-

From genes to linguistic diversity

Dan Dediu

*Language and Genetics Department
Max Planck Institute for Psycholinguistics
Dan.Dediu@mpi.nl*

The genetic bases of speech and language are far from simple and direct, but instead prove to be the fascinating product of a complex evolutionary history inextricably combining culture and biology. I will briefly review some aspects of what we already know, and of what we can confidently expect, using a few examples from hearing loss as illustrations of the indirectness and non-intuitiveness of the mechanisms at play even in such a "simple" aspect of speech and language. The second part of my talk will shift focus to inter-individual and inter-population variation in the biology of the vocal tract, probably rooted in genetics, variation that may affect the emergence and maintenance of aspects of cross-linguistic variation. In particular, I will discuss our groups' recent work on the possibility that the anatomy of the anterior part of the hard palate (the alveolar ridge prominence) could play a role in explaining the puzzling geographic distribution and apparent persistence of click languages, and I will argue that this example, far from being an isolated quirk of phonetics/phonology, may hold important hints about the non-linguistic forces driving language evolution and change.

Tracking developmental patterns in learner corpora: Focus on longitudinal studies

Fanny Meunier

Université catholique de Louvain

Institute of Language and Communication, Centre for English Corpus Linguistics

fanny.meunier@uclouvain.be

Before delving into learner corpora, the talk will first briefly review some of the research data and methods that have been used to track development in Second Language Acquisition (SLA) studies. As pointed out by Ionin (2013: 119) “Given the interdisciplinary nature of SLA, the field has drawn on the methodologies used in other fields, including linguistics, first language acquisition, psychology, sociology, and education, among others”. The different methodological influences and related data types are directly linked to what Ortega (2012: 205) calls the pluralization of knowledge in SLA and the relationship between ‘epistemological diversity’ (e.g. formal linguistic vs. cognitive-interactionist orientations) and the ‘moral ends’ of the research carried out (such as, for instance, concern – or lack thereof – for educational and instructional issues).

In the second part of the talk, I will narrow down the focus to data and methods in learner corpus research (LCR). Cross-sectional and longitudinal studies will be compared, as will the methodological issues that each approach entails. I will then argue in favor of what Myles (2015: 309) calls bidirectional moves between LCR and SLA (viz. the need for more LCR in SLA and more SLA theory in LCR) and will also plead for the use of mixed-method research approaches as they are key to more fine-grained descriptions of and explanations for developmental patterns.

In the third part of the talk, I will illustrate how such mixed-methods can take place concretely by presenting an ongoing research project on the acquisition of L2s in immersive and non-immersive settings. This multidisciplinary 5-year research project (which started in September 2014) aims to assess Content and Language Integrated Learning (CLIL) in French-speaking Belgium. On the basis of a large-scale longitudinal study, the project aims to gain insight into the linguistic, cognitive, socio-affective and educational aspects of CLIL and to understand how the interplay between these perspectives may underlie L2 acquisition processes. The data collected for the project involves French-speaking CLIL and non-CLIL learners (control group) with Dutch or English as a target language, at different times during their final two years of primary and secondary school education.

References

- Ionin, T. (2013). Review article: Recent publications on research methods in second language acquisition. *Second Language Research*, 29 (1): 119 -128. DOI: 10.1177/0267658312463864.
- Myles, F. (2015). Second language acquisition theory and learner corpus research. In Granger, S., Gilquin, G., Meunier, F. (eds), *The Cambridge Handbook of Learner Corpus Research*. Cambridge: Cambridge University Press, 309-331.
- Ortega, L. (2012). Epistemological diversity and moral ends of research in instructed SLA. *Language Teaching Research*, 16 (2): 206 -226. DOI: 10.1177/0267658311431373

GENERAL SESSION

A cluster analysis approach to assessing vocabulary and targeting intervention

Aleka Akoyunoglou Blackwell
Middle Tennessee State University
aleka.blackwell@mtsu.edu

According to Pearson et al. (2007), vocabulary assessment “has been driven by tradition, convenience, psychometric standards, and a quest for economy of effort rather than a clear conceptualization of its nature” (282). We respond to this critique by proposing a model of vocabulary assessment aimed at capturing the complexity of lexical knowledge, i.e., the difference between breadth and depth of vocabulary knowledge, as well as the incremental nature of vocabulary growth. Our assessment paradigm includes three measures of different dimensions of vocabulary knowledge:

- (i) the PPVT-III (Dunn & Dunn, 1997), an orally-administered test of receptive word knowledge, spanning a range of word frequency levels, and relying on picture matching;
- (ii) the Word Associates Test (WAT) (Read, 1998), a multi-select association task for adjectives with synonyms, collocates, and distractors; and
- (iii) the Verb Subordinates Test (VST) (Blackwell, 2014), a forced choice test of knowledge of superordinate-subordinate verb relations at four verb frequency levels.

Two hundred thirty native English-speaking college students (*Age Mode* = 18, *Mdn* = 19, *M* = 20.23, *Min* = 18, *Max* = 36, *SD* = 3.4) enrolled in a large public university in the United States participated in the study. Participants completed all the vocabulary measures in one session in three adjoining examination rooms. The three vocabulary measures were given to participants in counterbalanced order. The PPVT-III was administered by a trained experimenter in a private room. The WAT was administered as a paper-pencil test at a large conference table in an adjoining room. The VST was administered in a third room on a computer with the software E-Prime which recorded both item response and response latency. The PPVT-III was scored per its instructions. The WAT was scored on an 8-point/item scale. The VST was scored by the computer software. The E-prime task malfunctioned during one administration. We, therefore, report results on 229 participants. Given the three different measurement scales, raw scores were normalized and z-scores were used in data analyses.

We will present descriptive statistics and intercorrelations (ranging from .455 to .618, $p < .001$) followed by results from a K-means cluster analysis which revealed a six-cluster classification. Findings show how employing a cluster analysis approach to assessing vocabulary knowledge allows us to classify individuals into lexical ability groups more accurately than is possible when relying on any one single vocabulary assessment measure. We validate our proposed classification, and by extension our assessment paradigm, by comparing the processing speed of individuals in the different clusters under the typical single-test paradigm vs. our paradigm.

The major contributions of our work are two-fold. First, the proposed paradigm offers far deeper insight into the relationship between depth vs. breadth in vocabulary knowledge at the low vs. high end of the word knowledge spectrum. Second, our assessment paradigm has practical implications by making clear predictions regarding the best combination of vocabulary tests for specific clusters of students, followed by targeted vocabulary instruction in terms of depth vs. breadth of word knowledge for each specific cluster.

The birth of a grammatical category: The case of the adjective class

Luca Alfieri

Università Guglielmo Marconi

l.alfieri@unimarconi.it

This paper seeks to analyse the translation of grammatical terminology. One of the main differences between the Greek-Latin parts of speech theory and that of traditional later European linguistics (from Port Royal onwards) lies in the existence of the adjective as an independent word class. The paper examines the definitions of the categories of noun, verb and epithet/adjective from Dionysius Thrax through the 17th century, with the aim of showing that the birth of the adjective as an independent word class, along with the stabilization of the labels *nomen substantivum* and *adjectivum* with reference to the common noun and the adjective, hides a problem in meta-semiotic translation. Specifically, the issue concerns the translation-reinterpretation of Aristotle's metaphysics in light of Neo-platonic ontology during the Middle Ages, as well as its influence on the reinterpretation-translation of the Greek-Latin parts of speech theory between Late Antiquity and the Renaissance.

Learning difficulties in first and second language: A cross-linguistic skills transfer

Georgia Andreou & Maria Segklia

University of Thessaly

andreou@uth.gr, segmaria0@gmail.com

Research has repeatedly shown a cross-linguistic skills transfer from the first language (L1) to the second/foreign language (L2) and its impact on L2 learning (Abu-Rabia & Siegel, 2002· Geva, 2000· Kahn-Horwitz, Shimron & Sparks, 2005· Sun-Alperin & Wang, 2011· Sparks, 2012· Zhang & Koda, 2008). Based on the existing literature on the subject, we have conducted a study on linguistic skills transfer from L1 (Greek) to L2 (English) among secondary school students with learning difficulties.

The participants are 20 high school students with learning difficulties whose L1 is Greek and have studied English as an L2 since grade 3. The participants were first tested on their reading skills (fluency and decoding) in Greek with the Test-A tool (Panteliadou & Antoniou, 2008) and in English with The Burt Word Reading Test (Burt & The Scottish Council for Research in Education, 1976). Then, a test on spelling skills was administered to all the participants for both their L1 (Lamda test, Protopapas & Skaloumpakas, 2007· Skaloumpakas & Protopapas, 2007) and L2 (The South Australian Spelling Test (SAST), Westwood, 2005).

Our results have shown that the difficulties that occur in L1 also occur in L2 and more specifically high school students with learning disabilities have had difficulties in both fluency and decoding reading skills as well as spelling in both their L1 and L2. These findings are in line with the results of previous research (Abu-Rabia & Bluestein-Danon, 2012· Geva, Yaghoub-Zadeh & Schuster, 2000· Sparks, 2012) that proved a linguistic skills' transfer between the L1 and L2 of the participants. The results of our study will be further used to design an intervention program in L2 of the same population in order to examine the CRT Hypothesis (Cognitive Retroactive Transfer Hypothesis) which claims that intervention in L2 will improve

the linguistic skills both in L2 and L1. In other words, it is expected that there will be a cross linguistic transfer from the second to the first language of the participants who will present better linguistic skills not only in L2, the language of the intervention, but also in their L1 (Abu-Rabia & Bluestein-Danon, 2012; Abu-Rabia & Shakkour, 2014; Abu-Rabia, Shakkour, & Siegel, 2013).

Reading skills in Greek as a first language and in French as a foreign language among primary school children with specific reading disorder

Georgia Andreou & Vassiliki Tsela

University of Thessaly

andreou@uth.gr, vtsela@yahoo.gr

Research in foreign language learning by students with specific reading disorder is based on the hypothesis that there is a close relation between the students' skills in their first language and their ability to learn a second/foreign language (Cummins, 2005; Sparks, 2012). At the same time, researchers pursue the study of crosslanguage transfer of linguistic skills (Abu-Rabia & Shakkour, 2014; Geva 2000) and the role of spelling characteristics of every language system in the course of acquiring literacy in various languages (Seymour, Aro & Erskine, 2003; Ziegler & Goswami, 2005).

The aim of the present study was to investigate reading skills among primary school students with good reading skills and compare them with those of students with specific reading disorder, in Greek as a first language (L1) and in French as a foreign language (L2). Furthermore, a basic objective of the study was to investigate whether reading skills in Greek could predict reading skills in French both for students with good reading skills and for students with specific reading disorder. The sample of the study consisted of forty nine (N=49) students with good reading skills and nineteen (N=19) students with specific reading disorder who were assessed for decoding and fluency in reading, both in Greek and French languages.

The results of the study showed that students with specific reading disorder had lower performance than those with good reading skills, with a statistically significant difference, in all tasks of the French language. Furthermore, it was found that the deficits appeared in a specific task in one language were transferred analogically to the same task in the other language. Finally, there was a statistically significant relation between the tasks in both groups and in both languages. The results of the present study can be further used to create intervention programs which will help students with specific reading disorder to improve their reading skills in a foreign language.

References

- Abu-Rabia, S. & W. Shakkour (2014). Cognitive Retroactive Transfer (CRT) of Language Skills among Trilingual Arabic Hebrew and English Learners. *Open Journal of Modern Linguistics*, 4: 1-20.
- Cummins, J. (2005). *Ταυτότητες υπό διαπραγμάτευση. Εκπαίδευση με σκοπό την ενδυνάμωση σε μια κοινωνία ετερότητας*. Σ. Αργύρη (μτφ.). Αθήνα: Gutenberg. (έτος έκδοσης πρωτοτύπου 1996).
- Geva, E. (2000). Issues in the assessment of reading disabilities in L2 children-Beliefs and research evidence. *Dyslexia*, 6: 13-28.

- Seymour, P.H.K., M. Aro & J.M. Erskine (2003). Foundation literacy acquisition in European orthographies. *British Journal of Psychology*, 94: 143-174.
- Sparks, R. (2012). Linguistic Coding Differences Hypothesis (LCDH). *Encyclopedia-Routledge*, 390-392.
- Ziegler, J. C. & U. Goswami (2005). Reading Acquisition, Developmental Dyslexia, and Skilled Reading across Languages: A Psycholinguistic Grain Size Theory. *Psychological Bulletin*, 131: 3-29.
-

Measuring the conceptual development of International students with the use of concept mapping activities in an online L2 academic context

Celia Antoniou

University of Portsmouth

celia-vasiliki.antoniou@port.ac.uk

This talk will explore how concept mapping can be both used as an instructional tool and as an assessment tool with L2 learners of English in an online academic context (Novak, J. D., & D. B. Gowin, 1984). Given that the study was conducted in an online environment the theoretical framework was provided by socio-cultural theory with an emphasis on how the designed pedagogic unit could foster conceptual development. In particular, data will be presented to demonstrate how concept mapping served as a tool to support, facilitate, promote, and evaluate the students' development of understanding in the field of Applied Linguistics. In this study, concept mapping was (a) integrated into reading skills instruction, (b) employed as a repeated measure to capture the ongoing development of ideas, (c) used individually as well as collaboratively, and (d) scored quantitatively and qualitatively by comparison with expert concept maps.

The study involved 13 L2 advanced International English students doing postgraduate studies at an English university. Drawing on activities obtained by transcribing individual activities (think-aloud) and recorded concept mapping activity, the findings revealed that the training helped most of the participants develop a deeper understanding of academic texts at a conceptual level. Insights into how the development of the learners' ability to effectively use concept maps proved to be supportive and facilitated the development of advanced concepts in applied linguistics were also gained through analysis of the qualitative data. On the basis of these findings, the value of the use of concept maps will be discussed in relation to successfully supporting and measuring conceptual development and the participants' opinions will also be presented within this context.

References

- Novak, J. D. & D. B. Gowin. (1984). *Learning How to Learn*. New York and Cambridge, UK: Cambridge University Press.
-

Ιδιαιτερότητες της ψηφιακής διεπίδρασης και παιδαγωγική ιδεολογία σε ψηφιακές διδακτικές πρακτικές

Σταυρούλα Αντωνοπούλου

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης

santwno@hotmail.com

Η πραγματοποίηση ψηφιακών μαθημάτων αποτελεί σήμερα διεθνώς μια συνήθη επιλογή στην εκπαίδευση ενηλίκων, ιδιαίτερα στα πλαίσια της συνεχιζόμενης επαγγελματικής εξέλιξης. Το γεγονός αυτό έχει δημιουργήσει ένα νέο πεδίο έρευνας, αυτό του ψηφιακού εκπαιδευτικού λόγου. Πρόκειται για πεδίο που αντλεί από δύο προϋπάρχοντα: αφενός τη μεγάλη παράδοση ανάλυσης του εκπαιδευτικού λόγου (βλ. Κουτσογιάννης κ.ά. 2015) και αφετέρου τη βιβλιογραφία που εστιάζει στην ανάλυση της τεχνολογικά διαμεσολαβημένης επικοινωνίας (βλ. Barton & Lee 2013).

Η παρούσα εργασία επιλέγει να κινηθεί στα πλαίσια μιας κοινωνιοτεχνικής προσέγγισης, αντιμετωπίζοντας τα ψηφιακά μέσα όχι ως κάτι αυτόνομο αλλά μέσα στα πλαίσια δεδομένων κοινωνικών πρακτικών, όπως είναι οι διδακτικές πρακτικές (Herring 2007, Koutsogiannis 2011). Οι ιδιαιτερότητες των μέσων θεωρείται ότι καθορίζουν τα όρια και το είδος των διδακτικών πρακτικών, αλλά και αντιστρόφως, η παιδαγωγική ιδεολογία των διδακτικών πρακτικών καθορίζει το πώς αξιοποιούνται τελικά οι τεχνολογίες.

Με αφετηρία την παραπάνω προσέγγιση, πρώτος στόχος της παρούσας παρουσίασης είναι να περιγράψει τα ιδιαίτερα χαρακτηριστικά της διεπίδρασης στα πλαίσια σύγχρονων δωματίων τηλεσυνδιάσκεψης, αξιοποιώντας όρους της Ανάλυσης Συνομιλίας (Gibson 2014, Giles et al 2015). Οι ιδιαιτερότητες στην επικοινωνία αφορούν την ταυτόχρονη χρήση δύο συνομιλιακών βημάτων, του προφορικού (με μικρόφωνο) και του γραπτού (σε παράθυρο chat), ιδιαιτερότητες που οδηγούν στη δημιουργία φαινομένων όπως η διάσπαση των γειτνιαστικών ζευγών, η επικάλυψη των συνεισφορών, η δημιουργία παράλληλων νημάτων συζήτησης κ.ά. Ο δεύτερος στόχος είναι να αναδείξει το πώς οι παραπάνω τεχνολογικά καθοριζόμενες ιδιαιτερότητες ενεργοποιούνται στα πλαίσια εκπαιδευτικών πρακτικών σε ένα παράδειγμα εκπαίδευσης ενηλίκων. Συγκεκριμένα, εστιάζει στο διεπιδραστικό σχήμα της Ερώτησης – Απάντησης – Αξιολόγησης / Ανατροφοδότησης, το οποίο αποκτά μια νέα μορφή, καθώς οι συνεισφορές διαπλέκονται μεταξύ του προφορικού και του γραπτού συνομιλιακού βήματος. Από την ανάλυση προκύπτει ότι, πίσω από αυτό το πιο παραδοσιακό διδακτικό σχήμα, η παιδαγωγική ιδεολογία είναι που τελικά καθορίζει το πώς ενεργοποιούνται οι ιδιαιτερότητες του ψηφιακού περιβάλλοντος.

Βιβλιογραφία

- Barton, D. & C. Lee (2013). *Language Online: Investigating Digital Texts and Practices*. London & New York: Routledge.
- Gibson, W.J. (2014). Sequential order in multimodal discourse: Talk and text in online educational interaction. *Discourse & Communication*, 8(1): 63-83.
- Giles, D., W. Stommel, T. Paulus, J. Lester & D. Reed (2014). Microanalysis Of Online Data: The methodological development of "digital CA". *Discourse, Context and Media*, 7: 45–51.
- Herring, S.C. (2007). A Faceted Classification Scheme for Computer - Mediated Discourse. *Language @ Internet*, 1: 1–37.
- Κουτσογιάννης, Δ. (2011). *Εφηβικές πρακτικές ψηφιακού γραμματισμού και ταυτότητες*. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας.

Κουτσογιάννης, Δ., Ι. Χατζηκυριάκου, Σ. Αντωνοπούλου, Β. Αδάμπα, Μ. Παυλίδου (2015). *Ανάλυση σχολικού λόγου: Η γλωσσική διδασκαλία σε έναν μεταβαλλόμενο κόσμο*. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας.

Effect of syntactic complexity and phonological perception in written L1 and L2 production

Marco Bril

Vrije Universiteit Amsterdam

m.bril@vu.nl

The effect of syntactic complexity and phonological perception of the inflection morpheme (henceforth: ‘audibility’) on the L1 and L2 acquisition of inflectional morphology has been widely studied (e.g. for L2: Goldschneider & DeKeyser, 2001; for L1: Frenck-Mestre et al., 2008). However, less attention has been paid to these effects on *written* language production. Syntactic complexity plays a role in the accuracy of written inflections in both L1 and L2 (Bril & Coene, in prep). In contrast, the audibility of inflections does not have an effect on written inflections in L2 (Ågren, 2009), but in L1 it does (Totereau, 1998).

This study provides new insights with respect to the effect of audibility and syntactic complexity on written L1 and L2 inflections. We focused on adjectival inflections in L1 and L2 French and hypothesized that in both L1 and L2 more agreement errors are made in structures with a big Goal-Probe distance (e.g. *la voiture est verte* ‘the car is green’) than with a small distance (e.g. *la voiture verte* ‘the green car’). In addition, in both L1 and L2 French more writing errors are expected in ‘silent’ inflections (e.g. *la table carrée* ‘the square table’) than in audible ones (e.g. *la table grise* ‘the grey table’). In a fill-in-the-gap task, monolingual L1 learners of French ($n = 40$; $M_{\text{age}} = 16$ years) and French L2- Dutch L1 learners ($n = 45$; $M_{\text{age}} = 17$ years) had to select the correctly inflected adjective or past participle for the test items presented one by one on a computer screen. The items were manipulated for three factors: Position (attributive vs. predicative position), Lexical Category (adjective vs. past participle) and Audibility (audible vs. silent). All 160 test items were in feminine singular context, since the plural and masculine inflection are always ‘silent’ in French. 40 fillers were added for distraction. Finally, accuracy scores were computed per test condition.

A mixed Anova revealed main effects for Group ($F(1,83) = 85,32$; $p = 0,000$; $\eta^2 = 0,51$), Position ($F(1,83) = 31,83$; $p = 0,000$; $\eta^2 = 0,28$) and Lexical Category ($F(1,83) = 70,06$; $p = 0,000$; $\eta^2 = 0,46$). However, no significance for Audibility ($F(1,83) = 1,82$; $p = 0,181$; $\eta^2 = 0,021$). Two-way interactions were found for Position x Group ($F(1,83) = 27,33$; $p = 0,000$; $\eta^2 = 0,25$), Lexical Category x Group ($F(1,83) = 47,62$; $p = 0,000$; $\eta^2 = 0,36$), Position x Lexical Category ($F(1,83) = 6,96$; $p = 0,010$; $\eta^2 = 0,08$), Position x Audibility ($F(1,83) = 15,57$; $p = 0,000$; $\eta^2 = 0,16$), Lexical Category x Audibility ($F(1,83) = 13,12$; $p = 0,001$; $\eta^2 = 0,14$) and three-way interactions for Position x Lexical Category x Group ($F(1,83) = 6,28$; $p = 0,014$; $\eta^2 = 0,07$) and Position x Audibility x Group ($F(1,83) = 22,56$; $p = 0,000$; $\eta^2 = 0,21$).

Results show that in *written* production, both L1 and L2 learners make fewer inflection errors in attributive position than in predicative position, which is in line with earlier studies on syntactic complexity. Fewer errors are also made in both attributive and predicative adjectives with respect to participles. These findings support the idea that syntactic complexity interacts with other factors (i.e. lexical category) influencing the accuracy in *written* inflections. The

audibility, however, seems to be a minor factor in both L1 and L2 *written* inflections with respect to other factors. The overall findings of this study can be taken in line with the *multiple factors* approach (Goldschneider & DeKeyser, 2001), which is thus compatible with not only the L2 acquisition of *written* inflections, but also the L1 acquisition.

References

- Ågren, M. (2009). The advanced L2 writer of French: A study of Number agreement in Swedish learners. In F. Myles & E. Labeau (eds), *The Advanced Learner Variety: The Case of French*, vol. 12, Peter Lang Publishing Group, 149-172.
- Bril, M. & M. Coene (in prep). Writing errors and syntactic complexity in advanced L1 and L2 learners of French.
- Frenck-Mestre, Ch., L. Osterhout, J. Mclaughlin & A. Foucart (2008). The effect of phonological realization of inflectional morphology on verbal agreement in French: evidence from ERP's. *Acta Psychologica*, 128: 528-536.
- Goldschneider, J.M. & R.M. DeKeyser (2001). Explaining the "Natural Order of L2 Morpheme Acquisition" in English: A Meta-analysis of multiple determinants. *Language learning*, 51(1): 1-50.
- Totereau, C., P. Barrouillet, M. Fayol (1998). Overgeneralizations of number inflections in the learning of written French: The case of noun and verb. *British Journal of Developmental Psychology*, 16: 447-464.
-

Does TP headedness affect the syntax of *wh*-interrogatives?

Nicholas Catasso

Ludwig-Maximilians-Universität München
nicholas.catasso@campus.lmu.de

On the basis of crosslinguistic evidence - e.g. of data from Italian, English and Romanian -, several authors have proposed that the adjunct causal *wh*-interrogative 'why' and its lexical counterparts in the other languages, differently from other elements of the same nature, are externally merged in a CP position, IntP (cf. Rizzi 2001, Hornstein 1995, Stepanov & Tsai 2008, Thornton 2008), or move locally from a high position in the IP situated above NegP ([Spec,ReasonP] in Shlonsky & Soare 2011) to IntP to avoid Criterial Freezing and account for interpretative issues. This analysis, which excludes upward movement of 'why', is based on solid grounds with respect to the languages taken into account. One of the main arguments in favor of an IntP / ReasonP base generation is that this element does not leave a trace in the area below such positions. However, data from German, a single *wh*-movement system, suggest that *warum* ('why') does, in fact, exhibit the same syntactic behavior as other interrogative *wh*-elements such as *was* ('what') as to its Merge position. In fact, it seems that *warum* may pied-pipe (multiple) modal particles to the left periphery (cf. Bayer & Trotzke 2015):

- (1) a. Warum denn bloß sollte ich parallel dazu noch ein Programm kaufen?
Why PRT PRT should I in-parallel in-addition a program buy
b. Warum denn sollte ich bloß parallel dazu noch ein Programm kaufen?
Why PRT should I PRT in-parallel in-addition a program buy
c. Warum sollte ich denn bloß parallel dazu noch ein Programm kaufen?

Why should I PRT PRT in-parallel in-addition a program buy
'Why should I buy another program?'

This indicates that the *wh*-element originates in the middlefield and moves to the left periphery, optionally taking the particle(s) along. Moreover, *wh*-intensifiers like *zum Teufel* ('the hell') may move together with the *wh*-element to the CP or, in a slightly more marked construction, remain in the lower area as a litmus test of the trace of *warum* in that position.

- (2) a. [Warum zum Teufel]_i bin ich [t_i] nicht gegangen?
Why to-the devil am I NEG gone
b. [Warum]_i bin ich [[t_i] zum Teufel] nicht gegangen?
Why am I to-the devil NEG gone
'Why the hell didn't I go there?'

Insofar, German represents an 'exception' to Rizzi's and Shlonsky & Soare's observations on the cross-linguistic behavior of *why*, implying that e.g. in Italian, English and Romanian this element is merged either in [Spec,IntP] or in [Spec,ReasonP], since the a/m systems disallow *wh*-intensifier split. Given that Dutch, another SOV language, allows for the same configurations, a possibility to investigate would be that the SOV syntax of German may have implications for the base generation of 'why'. Given that there is independent evidence for a Split-CP in German à la Rizzi (1997) and differences in base-generation site are, thus, not necessarily attributable to a reduced CP, such facts may call for a typological investigation implying a classification of languages based on the Merge site of causal interrogatives.

References

- Bayer, J. & A. Trotzke (2015). The derivation and interpretation of left peripheral discourse particles. In J. Bayer, R. Hinterhölzl & A. Trotzke (eds), *Discourse-oriented Syntax*. Amsterdam/Philadelphia: Benjamins, 13-40.
- Hornstein, N. (1995). *Logical form*. Oxford: Blackwell.
- Rizzi, L. (1997) The Fine Structure of the Left Periphery. In L. Haegemann (ed.), *Elements of Grammar*. Dordrecht: Kluwer, 281-337.
- Rizzi, L. (2001). On the position of Int(errogative) in the left periphery of the clause. In G. Cinque & G. Salvi (eds), *Current Studies in Italian Syntax*. Amsterdam: Elsevier, 287-296.
- Shlonsky, U. & G. Soare (2011). Where's 'Why'? *Linguistic Inquiry*, 42/4: 651-669.
- Stepanov, A. & W.T.D. Tsai (2008). Cartography and licensing of *wh*-adjuncts: A crosslinguistic perspective. *Natural Language and Linguistic Theory*, 26: 589-638.
- Thornton, R. (2008). Why continuity. *Natural Language and Linguistic Theory*, 26: 107-146.

Λεξικά δάνεια από τη ρωσική στη νέα ελληνική

Ζωή Γαβριλίδου

Δημοκρίτειο Πανεπιστήμιο Θράκης
zoegab@otenet.gr

Ο δανεισμός αποτελεί ένα ενδιαφέρον φαινόμενο επαφής γλωσσών (Thomason and Kaufman 1992). Η σύγχρονη βιβλιογραφία περιλαμβάνει αρκετές μελέτες που αφορούν δανεισμό από την αγγλοαμερικανική ή τη γαλλική στην ελληνική (Contossopoulos 1978, Apostolou-Panara 1991, Αναστασιάδη 1994). Καμία μελέτη, εξ όσων γνωρίζω δεν έχει μελετήσει δάνεια από τη

ρωσική στην ελληνική. Στόχος, λοιπόν, της παρούσας ανακοίνωσης είναι η μελέτη δάνειων λέξεων από τη ρωσική που έχουν ενταχθεί στο νεοελληνικό λεξιλόγιο και, ειδικότερα, η κατανόηση των λόγων δανεισμού μέσα από τη μελέτη πεδίων όπου παρατηρείται υψηλός αριθμός δανείων από τη ρωσική, προκειμένου να ελέγξουμε την υπόθεση της Αναστασιάδη 1994 ότι μια γλώσσα δανείζεται λέξεις από μια άλλη γλώσσα με βάση τη στερεότυπη εικόνα που διαθέτει για το λαό που ομιλεί τη δανείστρια γλώσσα. Η μελέτη μας βασίζεται σε σώμα δεδομένων 65 λέξεων που συγκεντρώθηκε με βάση τη σύνθετη αναζήτηση στο λεξικό της Κοινής Νεοελληνικής (ΛΚΝ). Για την ανάλυση και παρουσίαση των δεδομένων υιοθετήθηκε η τυπολογία των δανείων της Αναστασιάδη Συμεωνίδη (1994). Διαπιστώθηκε α) ότι οι δάνειες λέξεις από τη ρωσική είτε έχουν έρθει απευθείας από τη ρωσική στην ελληνική (ρούβλι, ουνίτης, πιροσκι, κοσμοδρόμιο) είτε διαμέσου της γαλλικής (πογκρόμ, μαμούθ, ερυθροφρουρός) και πιο σπάνια της αγγλικής (περεστρόικα, σπούτνικ, μολότοφ). β) Οι δάνειοι όροι αφορούν κυρίως λεξιλόγιο πολιτικής (αγκιτάρω, αναθεωρητής, προβοκάτσια), κουζίνας (πιροσκι, κεφίρ, φραντζόλα) ενδυμασίες (αστραχάν), σοβιετική οργάνωση (κολεκτίβα, κολχόζ, σοβχόζ), καθημερινές λέξεις (ρούβλι, καπίκι, βότκα), γεωγραφικούς όρους (στέπα, τούνδρα).

Βιβλιογραφικές Αναφορές

- Αναστασιάδη Α. (1994). *Νεολογικός δανεισμός της Νεοελληνικής*. Θεσσαλονίκη: Εστία.
- Apostolou-Panara A.-M. (1991). English loanwords in Modern Greek: An overview. *Terminologie et Traduction* 1: 45-58.
- Contossopoulos N. (1978). *L'influence du français sur le grec, emprunts lexicaux et calques phraséologiques*. Athènes.
- Thomason S. & Kaufman T. (1992). *Language Contact, Creolization and Genetic Linguistics*. University of California Press.

Diminutives and augmentatives in Modern Greek: An empirical study

Chariton Charitonidis¹, Angeliki Efthymiou² & Christina Manouilidou³

¹University of Cologne, ²Democritus University of Thrace, ³University of Ljubljana
charitonidis@uni-koeln.de, aefthym@eled.duth.gr, Christina.Manouilidou@ff.uni-lj.si

According to the sign-based hypothesis (SBH, Plag 1999; Lieber 2004; etc.), affixes are unique combinations of form and meaning. The aim of this paper is to validate and/or qualify SBH in the domain of Modern Greek adjectival derivation by looking at how specific affixes change the valence and arousal levels of primary Basic Color Terms (PBCTs, Kay and McDaniel 1978).

The PBCTs *áspro* 'white', *mávro* 'black', *kókinο* 'red', *kítrino* 'yellow', and *prásino* 'green' are paired with the affixes *-útsik(os)*, *-úlik(os)*, *-op(ós)*, *psilo-* (diminutives), and *kata-* and *iper-* (augmentatives), to yield adjectival derivatives, such as *kokinútsik(os)* 'reddish', *katakítrin(os)* 'completely yellow', etc. The semantic variables *valence* (emotional positivity) and *arousal* (excitement, mood-enhancement) tap into the emotional and connotative content of words and are interrelated (Robinson et al. 2004; Kuperman 2013; Warriner et al. 2013; Citron et al. 2014a; Citron et al. 2014b; etc).

We aim at collecting numerical evaluations on a 7-point scale for the above mentioned PBCTs and derivatives. By using the online survey tool LimeSurvey, 60 native Greek speakers will be interviewed. In the analysis, the valence and arousal values of the affixes will be computed according to minimal pairs of derivatives with these affixes.

Preliminary results from the first 40 interviews suggest that SBH is sustainable only indirectly. Whereas the valence patterns are much more principled than the arousal patterns, only a subset of the affixes combine with the PBCTs regularly for yielding a compositional output. In the lecture, the patterns from the full set of interviews will be presented.

References

- Citron, F.M.M., B.S. Weekes & E.C. Ferstl (2014a). How are affective word ratings related to lexico-semantic properties? Evidence from the Sussex Affective Word List (SAWL). *Applied Psycholinguistics*, 35: 313-331. doi: 10.1017/S0142716412000409.
- Citron, F.M.M., B.S. Weekes & E.C. Ferstl (2014b). Arousal and emotional valence interact in written word recognition. *Language, Cognition and Neuroscience*, 29: 1257-1267. doi: 10.1080/23273798.2014.897734.
- Kay, P. & C.K. McDaniel (1978). The linguistic significance of the meanings of basic color terms. *Language*, 54(3): 610-646.
- Kuperman, V. (2013). Accentuate the positive: Diagnostics of semantic access in English compounds. *Frontiers in Language Sciences*, 4(203): 1-10.
- Lieber, R. (2004). *Morphology and lexical semantics*. Cambridge, UK: Cambridge University Press.
- Plag, I. (1999). *Morphological Productivity. Structural Constraints in English Derivation*. Berlin: Mouton deGruyter.
- Robinson, M.D., J. Storbeck, B.P. Meier & B.S. Kirkeby (2004). Watch out! That could be dangerous: Valence-arousal interactions in evaluative processing. *Personality and Social Psychology Bulletin*, 30: 1472-1484. doi: 10.1177/0146167204266647.
- Warriner, A.B., V. Kuperman & M. Brysbaert (2013). Norms of valence, arousal, and dominance for 13,915 English lemmas. *Behavior Research Methods*, 45(4): 1191-1207.
-

The process of building a dystopian literary corpus: Criteria design and preliminary analysis

Filio Chasioti & Marina Mattheoudakis
Aristotle University of Thessaloniki
chasioti_f@yahoo.gr, marmat@enl.auth.gr

This project refers to the design procedure and preliminary analysis of a dystopian literary corpus of Margaret Atwood's *MaddAddam* trilogy [*Oryx and Crake* (2003), *the Year of the Flood* (2009), *MaddAddam* (2013)].

The purpose of the project is to delineate the process of criteria design, recalibrating previous paradigms for the compilation of different-purpose corpora (Atkins et al, 1991; Hunston, 2002). Given that this is a literary corpus, it was deemed necessary to re-examine the stages in the process, as literary elements, such as a novel's layout, its genre, epigraphs, and intertexts, need to be taken into consideration (Evans, *Compiling a corpus*; Herring, *Literary Corpora*). The aim is to incorporate into the analytical process postmodernism's postulations regarding language; specifically its viewing of language as interconnected discourse, and how this "affects" and structures reality (Baker, 2010; Hutcheon, 1988). The theory of dystopia is also taken into account, with a focus on how the author structures her novel form of 'reality' through her subjects (Moylan, 2000). The stages of the compilation will be formed following

both literary as well as corpus design criteria, proposing a combinatory process that is, however, amenable to alterations, depending on the literary genre in question. Another aim is to discern problems in the process and propose possible solutions (e.g. neologisms, extra linguistic features of the novels, chapter numbers and titles, and so on).

The corpus will then be compiled and preliminarily analyzed (Keyword and Wordlist analysis) using the Sketch Engine software (Kilgarriff et al., 2003). The findings will be semantically classified, in an attempt to discern possible categories in Atwood's dystopian trilogy. Atwood's neologisms will also be found and morpho-semantically analyzed. The findings will then be discussed with regard to the theory of dystopia and its world-building processes through linguistic means.

The primary goal is to suggest a balanced procedure that takes into account the literary genres of dystopia and postmodernism's linguistic postulations, and the ways in which these may be incorporated into existing corpus design processes. The findings are expected to offer a preliminary linguistic "peek" into the genre of dystopia, the ways in which 'alternate' worlds are semantically organized, as well as into the writings of Atwood, with regard to her neologisms.

References

- Atkins, S., J. Clear & N. Ostler (1992). Corpus Design Criteria. *Lit Linguist Computing*, 7 (1): 1-16. doi: 10.1093/llic/7.1.1
- Atwood, M. (2003). *Oryx and crake*. New York: Anchor Books.
- Atwood, M. (2009). *The year of the flood*. New York: Doubleday.
- Atwood, M. (2013). *MaddAddam*. New York: Anchor Books.
- Baker, P. (2010). *Using corpora in discourse analysis*. New York, NY: Continuum International Publishing Group.
- Evans, D. (n.d.). Compiling a corpus. In *Introduction to Corpus investigative techniques: An on-line information pack about corpus investigation techniques for the Humanities*. University of Birmingham, Centre for Corpus Research. Retrieved from <http://www.birmingham.ac.uk/research/activity/corpus/publications/introduction-corpus-investigative-techniques.aspx>
- Herring, J. (n.d.). Compiling literary corpora. In *Introduction to Corpus investigative techniques: An on-line information pack about corpus investigation techniques for the Humanities*. University of Birmingham, Centre for Corpus Research. Retrieved from <http://www.birmingham.ac.uk/Documents/college-artslaw/corpus/Intro/Unit51CompilingLitCorpora.pdf>
- Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.
- Hutcheon, L. (1988). *A poetics of postmodernism: History, theory, fiction*. New York; London: Routledge.
- Kilgarriff, A., P. Rychly, P. Smrz & D. Tugwell (2003). The Sketch Engine. Retrieved from <https://www.sketchengine.co.uk>
- Moylan, T. (2000). *Scraps of the untainted sky: science fiction, utopia, dystopia*. Boulder: Westview Press.
-

CLIL for paramedics: Exploring the potential of content-integrated instruction in Greek vocational education

Dora Chostelidou

Aristotle University of Thessaloniki

dchoste@enl.auth.gr & chostelidou@yahoo.com

The present study aims to provide insights into the potential of implementing Content and Language Integrated Learning (CLIL) in the context of Greek Vocational Education (VE) since only limited empirical research is available regarding the feasibility of the CLIL approach in such contexts. In particular, it examines the gains in content knowledge and language skills in English of two groups of paramedic VE students, who participated in the experimental teaching intervention for the duration of an academic semester, 45 hours of tuition in total. The experimental group (N=30) received instruction through CLIL, a pedagogical tool integrating language and content through the medium of L2, English, whereas the control group (N=29) was presented with the adopted English for Vocational Purposes (EVP) syllabus. In both cases, the aim was to prepare the students for the workplace in which they would most likely need to operate and more specifically ambulances, emergency response vehicles, or specialist mobile units such as motorcycle response. Particular emphasis was laid on content and language knowledge concerning an initial assessment, diagnosis, and treatment plan to manage a patient's health crisis.

Both quantitative and qualitative research tools were employed in the research. Pre- and post-tests with a focus on both language and content knowledge needed by healthcare professionals in emergency medical situations were devised to the students of both groups before and after the teaching intervention. In addition, a placement test which aimed to identify the learners' level of competence according to the Common European Framework of Competence was provided to both groups. Also, the students were asked to respond to semi-structured interviews which aimed to reveal their attitude and motivation concerning the courses they attended.

The data from the tests showed that whilst there was no evidence of statistically significant difference at the start of the semester, the experimental group, outperformed the control group at the end, having attained significant gains in both content knowledge and language skills in the English language. Moreover, the qualitative data from the semi-structured interviews further highlighted the efficacy of CLIL to establish a more positive attitude towards learning the target language as well as enhance the students' motivation to get involved in the learning process. Despite the limitations of this small-scale classroom-based research and the difficulties encountered throughout its implementation, the study indicates the potential of CLIL and provides evidence for further research on the matter, supporting its implementation in the context of Greek VE, in which language education has not only been undervalued but also underfunded for too long.

Creativity, improvisation and linguistic calk in the grammatical terminology of *Macarie's Grammar* (*Gramatica lui Macarie*, MS. BAR/102, 1772)

Diana - Iuliana Cîmpanu
"Alexandru Ioan Cuza" University
iuliacimpanu@yahoo.com

This article is based on the second oldest Romanian grammar, *Macarie's Grammar* (Ms. BAR/102), written in Cyrillic alphabet, in 1772. The problem that we focus on is the specialized lexicon (vocabulary) of this old grammar, taking into consideration the source-texts. One of these is *Meletie Smotrițki's Grammar*, the most appreciate Slavonian grammar (written at the beginning of the 17th century), that also represents the base for many Russian, Bulgarian, Greek and other grammars written during the 17th-18th centuries. Another one is *Catiforos's Greek Grammar* (1734).

Romanian Language starts to develop some linguistic norms and standards through the first grammatical texts, i.e. since the 18th century. It is even more interesting to observe the appearance and development of the grammar terminology by analyzing the linguistic creativity of the first Romanian grammarians. Due to lack of a proper Romanian metalanguage, the Slavonian, Latin and Old Greek grammars were considered a model both for terminology and for the concept of *grammar* (how to write about language, what concepts need to be explained and exemplified, how the structure of the book must look like, style and so on). So, the first Romanian scholars who tried to write o Romanian grammar had a very difficult mission: on the one hand, they had to borrow neologisms, to calk and to adapt lexical structures; on the other hand, they had to create and invent words in order to describe linguistic concepts and paradigms.

Through this article, a comparison between *Macarie's Grammar* and its source grammars shows not only linguistic facts, but also a way of thinking and perceiving the language. Also, the 18th century grammatical metalanguage is placed in parallel with the current Romanian terminology (*GALR*).

Towards improving Greek-English lexicography: An example of interdisciplinarity at work

Thomai Dalpanagioti
Centre for the Greek Language
dalpanagiotith@yahoo.gr

Modern bilingual lexicography lies at the crossroads between linguistic theory, translation, language technology (related to corpora, databases and delivery media), and user needs considerations. It is the interplay of these factors involved in the route from the raw language data to the finished dictionary that motivates this paper.

The paper aims to make a contribution towards improving Greek-English lexicography by drawing attention to the need for empirically-grounded, theoretically-informed and user-friendly entries. Focusing on the motion verb *περπατάω* ('walk'), I first take a look at two

quite different dictionary entries (i.e. the *Oxford* and the *Collins*) and consider issues of content and form (e.g. findability, usability, entry components, entry structure, translation equivalence).

To compile a better dictionary entry, I examine *περπατάω* concordances in two corpora of Modern Greek (i.e. the HNC and the GkWaC) and use linguistic theory (i.e. frame semantics, conceptual metaphor theory, contextual theory of meaning) to interpret the data. Lexicographically relevant information (e.g. semantic frame, cognitive motivation, semantic prosody, syntactic-semantic profile, collocation, style, etc.) is recorded in a monolingual database entry. The database entry is then populated with translation equivalents for typical, problematic and idiomatic example sentences. Notes are made on the degree of correspondence between *περπατάω* and its prima facie equivalent *walk* in terms of sense distinctions and usage patterns. The validity of the bilingual database entry is reinforced by having L2 sentences checked by a native speaker of English.

The paper concludes by proposing a new *περπατάω* entry for a Greek-English (encoding) dictionary and pointing out its innovative features.

Corpora

[GkWaC] Greek Web as Corpus. (2016). Available online at

<https://www.sketchengine.co.uk/gkwac-corpus> (last access: 02-12-2016).

[HNC] Hellenic National Corpus. (2016). Available online at <http://hnc.ilsp.gr> (last access: 02-12-2016).

Dictionaries

Collins Greek-English Dictionary. (2003). Glasgow: Harper Collins Publishers.

Stavropoulos, D.N. (1988). *Oxford Greek-English Learner's Dictionary*. Oxford: Oxford University Press.

Learnability of fusional and agglutinative morphology: Insights from artificial language learning

Alexis Dimitriadis¹, Natalie Boll-Avetisyan^{2,3} & Tom Fritzsche³

¹*Utrecht Institute of Linguistics OTS*, ^{2,3}*University of Potsdam*

a.dimitriadis@uu.nl, nboll@uni-potsdam.de, tom.fritzsche@uni-potsdam.de

The trade-off between fusional and agglutinative morphological systems is viewed in terms of learnability: it should be easier to acquire transparent agglutinative morphology than opaque fusional morphology (e.g., Pinker 1996; Zuidema 2003; Neeleman & Szendrői 2005; Fasanella 2014). Our study directly compares the learnability of fusional and agglutinative systems in an artificial language learning task (Reber 1967). In addition, we assess the influence of the native morphological system of the learners, and show that it affects learning rate and outcome.

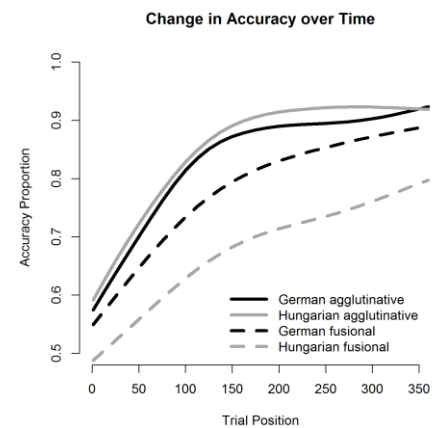
20 speakers of German and 20 of Hungarian (typical fusional and agglutinative languages) participated in the study. Each participant was randomly assigned to either the agglutinative or the fusional condition. The artificial languages were made up of morphologically complex nonwords, consisting of bisyllabic stems marked with prefixes that indicate number (singular, dual, plural) and gender (specifically, semantically-based noun classes: objects, foods, and animals; cf. Corbett 1991 for their characterization as “genders”). This grammatical system is

typologically attested, being loosely patterned after that of Swahili and related Bantu languages. In the fusional condition (a), stems have a single prefix that indicates a specific number-gender combination; while in the agglutinative condition (b) there are two separate prefixes.

- | | | | |
|------------------|--------------|-------------------|-----------------|
| a. bo:–ki:tɛp | (fusional) | b. vu:–zy:–ki:tɛp | (agglutinative) |
| sg+class3–cookie | ‘one cookie’ | sg–class3–cookie | ‘one cookie’ |

In contrast to classic artificial language learning paradigms with separate training and test phases, we employ a novel paradigm of concurrent training and testing. Participants are exposed to 360 trials during the experiment. In each trial, an inflected word is presented auditorily along with two images on the screen: the target and the distractor, which differs from the target in number, gender, or both. Participants must identify the image matching the stimulus word, by pressing one of two buttons. They receive visual feedback after each response. By design, it is difficult or impossible to learn the stems. To improve their performance during the experiment, participants must acquire the morphology. Any opportunity for lexical learning is in any event identical across conditions.

Data were analyzed using Generalized Additive Mixed Models (van Rij et al. 2015), which model non-linear effects over time by simultaneously accounting for random effects. Learning takes place in all groups, and accuracy plateaus around 80 to 90 percent. Learning rate and ultimate attainment are highest for the agglutinative system, with no difference between German and Hungarian participants ($z=0.94$, $p=.35$, n.s.). But while the agglutinative system was learned equally well by both groups of speakers, German speakers scored higher than Hungarians in learning the fusional system (from trial 77 onwards; $z>1.96$, $p<.05$). This indicates that acquisition of the fusional system, being harder, benefits more from native language experience.



References

- Corbett, G. (1991). *Gender*. Cambridge: Cambridge University Press.
- Fasanella, A. (2014). *On How Learning Mechanisms Shape Natural Languages*. Ph.D. Thesis, U. Autònoma de Barcelona.
- Neeleman, A. & K. Szendrői (2005). Pro-Drop and Pronouns. In J. Alderete et al. (eds), *Proceedings of the 24th West Coast Conference on Formal Linguistics*. Somerville, MA: Cascadilla Proceedings Project, 299-307.
- Pinker, S. (1996). *Language Learnability and Language Development*. 2nd edn. Harvard University Press.
- Reber, A.S. (1967). Implicit learning of artificial grammars. *Journal of Verbal Learning and Verbal Behavior*, 6(6): 855-863.
- Rij, J., Wieling, M., Baayen, R. H. & van Rijn, D. (2015). *Itsadug: Interpreting Time Series and Autocorrelated Data Using GAMMs*. R package v.1.0.5.
- Zuidema, W. (2003). Modeling language acquisition, change and variation. In S. Kirby (ed.), *Language Evolution and Computation. Proceedings of the Workshop/Course at ESSLLI, Vienna 2003*, 32-41.

Aspectual and cognitive asymmetries in Greek-speaking children with SLI

Ifigeneia Dosi

Aristotle University of Thessaloniki

idosi@lit.auth.gr

Children with Specific Language Impairment (SLI) often exhibit deficits in vocabulary (Leonard, 2000) and in verbal working memory (WM) abilities (Baddeley, 2003) compared to their typically developing peers. With respect to the grammatical aspect, the majority of the studies in Greek-speaking children with SLI have indicated that, in both comprehension and production, perfective is more prevalent than imperfective (Varlokosta & Nerantzini, 2015). However research on the acquisition of habituality is scarce; although it is found to be problematic even in typical development (Papadopoulou, 2005). The aim of the present study is threefold; to detect (a) possible asymmetries in the acquisition of aspect, in both comprehension and production, in Greek SLI children (b) the role of WM in the acquisition of aspect and (c) the predictor variables of the performance of the SLI group.

The data are drawn from 10 Greek monolingual children (8;0-8;9 yrs). Half of them (n=5) form the SLI group, and the other half (n=5) form the control group. All participants were assessed on language proficiency, through an expressive vocabulary task (Vogindroukas et al. 2009), on their non-verbal intelligence (Raven et al. 1998) and on verbal WM. The Grammatical aspect was tested by means of two offline tasks, a comprehension and a production task. Both tasks tested: perfective aspect, continuous and habitual imperfective aspect. The major research questions are: (a) whether SLI and control groups differ in linguistic and cognitive tasks, (b) whether there are asymmetries between imperfective and perfective aspect, and between the two features of imperfective, within the groups and (c) which are the predictor variables of the performance of the two groups.

The results have revealed that the control group outperformed the SLI group in the vocabulary task ($p=.014$), in the WM task ($p=.001$) and in both comprehension and production tasks ($p=.025$; $p=.039$; respectively); whereas no differences were attested in the non-verbal intelligence task. Nonetheless, asymmetries manifested within the groups. In the production task, the SLI group performed lower on the perfective aspect compared to their performance on the two features of imperfective aspect ($p=.009$; $p=.001$; respectively). In contrast, in the comprehension task, the SLI group performed higher in the perfective aspect compared to the two features of imperfective aspect ($p=.015$; $p=.004$; respectively). No differences were attested between the two features of imperfective in both tasks. In the control group the only difference was found in the perfective aspect, in the comprehension task; perfective was more prevalent than the two features of imperfective ($p=.002$; $p=.011$; respectively). Trying to further explain groups' performance the predictor variables of the linguistics tasks were investigated. The results have shown that, in the production task, non-verbal intelligence seems to highly predict the performance of the SLI group (96%); whereas in the comprehension task, verbal WM was found to be the strongest predictor (96,5%). Interestingly, no predictor variables were found for the control group's performance.

From the above we conclude that Greek-SLI children face difficulties not only with the aspectual distinctions, but also with their WM abilities. With respect to the aspectual asymmetries the results seem to be methodologically dependent. Habitual was not found to be a problematic feature for the SLI children. Interestingly, cognitive skills seem to predict only the performance of the SLI group, whereas cognitive abilities do not affect the performance of the typically developing children.

Executive control in the proactive interference task: Evidence from young Greek learners receiving varied exposure to CLIL

Lia Efstathiadi

Aristotle University of Thessaloniki

economid@enl.auth.gr

The study investigates the effect of a varied CLIL programme on the performance of young Greek learners in a memory task involving proactive interference (PI) (Kane & Engle 2000). The PI paradigm involves attentional control, which is part of the executive function, during a verbal task. The PI effect has been found with children (Kail 2002) while Bialystok and Feng (2009) also demonstrate that bilinguals (generally poorer than monolinguals in verbal recall) recalled more words than monolinguals due to a greater executive control. This study aims to explore whether evidence for better control of attention can also be found in a partial immersion context for the teaching of L2 English.

The research was conducted in the 3rd Model Primary Experimental School of Thessaloniki that teaches L2 English for 5 hours/week in Grades 1-2 while this increases to 8 hours/week in Grades 3-6. On top of English classes, CLIL is systematically taught from Grade 4 while the programme may vary regarding the number of hours allocated to the teaching of other school subjects via English (Mattheoudakis, Alexiou & Laskaridou 2014). The study included 48 participants attending Grade 6 (mean age 11;6, SD 0;3), who were split into two groups. The CLIL+ group that was overall more exposed to CLIL consisted of 17 children (8 boys, 9 girls) who were introduced to CLIL in Grade 3 with the teaching of History (2 hours), attended a CLIL class on Environmental Studies in Grade 4 (2 hours), Religious Education in Grade 5 (2 hours), and Geography and Religious Education in Grade 6 (4 hours). The group with the least CLIL exposure (CLIL-) consisted of 31 children (11 boys, 20 girls), who were introduced to Arts in Grade 5 (1 hour) and Geography/Computers in Grade 6 (2 hours).

The results on the PI paradigm coming from both groups conform to the standard pattern for the task which is the main effect of list: contrasts showed a significant decline from List 1 to 2, still evident on Lists 2 and 3 and a significant recovery on List 4. Regarding the mean number of words recalled a significant overall difference favoured the CLIL+ group. The findings also demonstrate that the CLIL+ group made significantly fewer intrusions from previous lists on Lists 2 and 3, exhibiting thus greater executive control than the CLIL- group.

So far, research in CLIL shows the positive influence of the method mostly on the learners' receptive skills (i.e. reading, listening) (Lasagabaster 2008) as studies on productive skills still yield inconsistent results (Dalton-Puffer 2008). This study suggests that an intensive CLIL programme can also affect executive functioning (i.e. control of attention), which is a cognitive skill subserving learners' better overall academic performance.

References

- Bialystok, E. & X. Feng (2009). Language proficiency and executive control in proactive interference: Evidence from monolingual and bilingual children and adults. *Brain and Cognition*, 109: 93-100.
- Dalton-Puffer, C. (2008). Outcomes and processes in Content and Language Integrated Learning (CLIL): Current research from Europe. In W. Delanoy & L. Volkman (eds), *Future Perspectives for English Language Teaching*. Heidelberg: Carl Winter, 139-157.
- Kail, R. (2002). Developmental change in proactive interference. *Child Development*, 73: 1703-1714.

- Kane, M.J. & R.W. Engle (2000). WM capacity, proactive interference, and divided attention: Limits on long-term memory retrieval. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 26: 336-358.
- Lasagabaster, D. (2008). Foreign language competence in content and language integrated courses. *The Open Applied Linguistics Journal*, 1: 30-41.
- Mattheoudakis, M., T. Alexiou & C. Laskaridou (2014). To CLIL or not to CLIL? The case of the 3rd Experimental Primary School in Evosmos. In N. Lavidas, T. Alexiou & A. Sougari (eds), *Selected papers from the 20th International Symposium of Theoretical and Applied Linguistics*. Versita Publications, 215-234.
-

Using a combined approach of ontology construction and corpus linguistics analysis to build a course on printmaking terminology

Eugenia Eumeridou
University of Ioannina
eeumerid@cc.uoi.gr

In this talk a combined approach to ESP teaching is proposed, one that combines corpus linguistics techniques and ontology construction. Corpus linguistics techniques have long been used in ESP teaching to provide the teacher with authentic pieces of language usage to guide and monitor classroom practice. Yet, an English language teacher who is not a subject specialist himself needs some guidance as to which are the most salient concepts in the field he is teaching, the breadth of a certain topic and the depth of specialization required. Traditionally, such kind of information could only be provided by a subject specialist. In this talk, a method is outlined for constructing a special language ontology by employing corpus linguistics techniques and the appropriate software. Such a method could prove an indispensable tool for any teacher teaching ESP and provide valuable insight to the labyrinth of special subject knowledge. The special language presented as a case study in this paper concerns the art form of printmaking.

The methodology outlined in this approach briefly includes the following steps:

- A specialized corpus on printmaking is compiled using the WebBootCat facility.
- The corpus is analyzed using the Sketch Engine, a corpus manager software.
- Once the terms and their interrelationships have been pinpointed, the whole conceptual framework of the field of printmaking is constructed and implemented as an ontology using the most popular among ontology development tools, the Protégé ontology development tool.
- Finally, some classroom activities are suggested making use of the above mentioned approach to indicate its practical value in real classroom environment.

The talk will present the stages followed in the corpus compilation process, the corpus analysis process and the ontology creation process. Moreover the whole printmaking ontology will be presented in a graphical form, using the Ontograph plugin tool. Finally, some educational scenarios will be presented suggesting ways to explore such an ontology in classroom.

References

- Flowerdew, J. (2012). *Corpora and Language Education*. Basingstoke: Palgrave Macmillan.
- Gavrilova, T., R. Farzan & P. Brusilovsky (2005). One Practical Algorithm of Creating Teaching Ontologies. *Network-based Education*, 29-37.
-

Students' attitudes towards English-medium teaching in Greek higher education

Roxani Faltzi

Aristotle University of Thessaloniki

rfaltzi@enl.auth.gr

Higher education has been dramatically influenced by globalization and the increasing use of English in research and tertiary contexts has led to the establishment of its role as the academic lingua franca. Nowadays an increasing number of universities adopt English as the medium of instruction (EMI) in their postgraduate or even undergraduate courses. Many studies have addressed this new development and the challenges posed (e.g. Jenkins, 2014; Pérez-Llantada, 2016; Tzoannopoulou, 2014) as different attitudes to the use of English in higher education could influence either positively or negatively the adoption of EMI.

This paper examines the attitudes of 561 university students majoring in Business-related fields towards the internationalization of higher education in Greece. Drawing on both quantitative and qualitative data gathered through questionnaires and semi-structured interviews, the results show that students endorse the idea of adopting English as the language of instruction provided that they receive support with regards to the language. Locating the research in the socio-economic Greek context reveals the impact of the economic crisis and the Brain Drain (Labrianidis & Vogiatzis, 2013) on students' attitudes. The findings are discussed within the broad context of societal attitudes towards English in Greece. Pedagogical implications and suggestions are also discussed.

References

- Jenkins, J. (2014). *English as a lingua franca in the international university: The politics of academic English language policy*. London & New York: Routledge.
- Labrianidis, L. & Vogiatzis, N. (2013). Highly skilled migration: What differentiates the 'Brains' who are drained from those who return in the case of Greece? *Population, Space and Place*, 19: 472-486.
- Pérez-Llantada, C. (2016, September). *Practices and perceptions towards ELF in an internationally engaged university: A case study*. Paper presented at the 49th British Association for Applied Linguistics Conference, Cambridge, UK.
- Tzoannopoulou, M. (2014). CLIL in higher education: A study of students' and teachers' strategies and perceptions. In A. Psaltou-Joycey, E. Agathopoulou & M. Mattheoudakis (eds), *Cross-curricular approaches to language education*. Newcastle upon Tyne: Cambridge Scholars Publishing, 366-383.
-

An online tool for tracing electronic dictionary users' strategies: Construction, test specification and content validity

Zoe Gavriilidou & Stavroula Mavrommatidou

Democritus University of Thrace

zoegab@otenet.gr, stavrmav@hotmail.com

Various studies have shown that the use of a dictionary is a complex process and therefore a good dictionary user should have a number of reference skills in order to be efficient in understanding and producing texts and improve his/her vocabulary (Fraser 1999; Scholfield 1999; Elola, Rodríguez-García and Winfrey 2008, Gavriilidou 2013). This is true, not only in the case of printed dictionaries, but of electronic as well, since digital dictionaries and smart technology require the development of new skills for their successful and efficient use.

However, very limited is the research activity for the skills required in the case of electronic means, as pointed out by Lew (2013). In fact, little is yet to be known about the behavior and preferences of users of electronic dictionaries, while there are no valid and reliable psychometric tools for recording users' characteristics when selecting and using such dictionaries. Our aim is to create a reliable online tool, the Strategy Inventory for Electronic Dictionary Use (S.I. E. D.U.), for the evaluation of skills that users should have so that a successful search in online dictionaries takes place. S.I.E.D.U. is a self-report, five Likert scale online instrument which traces three main categories of strategies: a. Strategies for dictionary selection. b. Lemmatization strategies and acquaintance with dictionary conventions. c. Navigation skills and search strategies in the new electronic environments for effective look-up.

The purpose of the present paper is to present the construction steps and the characteristics of S.I.E.D.U. and to provide data about the instruments' test specification and content validity.

References

- Elola, I., Rodríguez-García & K. Winfrey. (2008). Dictionary use and vocabulary choices in L2 Writing. *Estudios de lingüística Inglesa aplicada*, 8: 63-89.
- Fraser, C. (1999). The Role of Consulting a Dictionary in Reading and Vocabulary Learning. *Canadian Journal of Applied Linguistics*, 2.1-2: 73-89.
- Gavriilidou, Z. (2013). Development and validation of the Strategy Inventory for Dictionary Use (S.I.D.U.). *International Journal of Lexicography*, 22 (2): 135-154.
- Gavriilidou, Z. & S. Mavrommatidou (2016). Construction of tool for the identification of electronic dictionary users skills. In T. Margalitadze & G. Meladze (eds), *Proceedings of the XVII Euralex International Congress, Lexicography and Linguistic Diversity*, Tbilisi State University, 168-178.
- Lew, R. (2013). Online dictionary skills. In I. Kosem, J. Kallas, P. Gantar, S. Krek, M. Langemets & M. Tuulik (eds), *Electronic lexicography in the 21st century: Thinking outside the paper. Proceedings of the eLex 2013 conference, 17-19 October 2013, Tallinn, Estonia*. Ljubljana/Tallinn: Trojina, Institute for Applied Slovene Studies/Eesti Keele Instituut, 16-31.
- Scholfield, P. (1999). 'Dictionary Use in Reception'. *International Journal of Lexicography*, 12.1: 13-34.
-

The Lithuanian copula: Overtness and the assertion of existence

Allison Germain

University of Washington

agermain@uw.edu

The goal of this paper is to illuminate the phenomenon of “copula-drop” in Lithuanian. I argue that the overt copula is associated not only with tense, but also with the speech act of assertion of existence. Its distribution can be accounted for by assuming it is a π head bearing an existential operator \exists that moves to T for scope. First, the overt copula must be used in utterances where the speaker is asserting the existence or lack thereof of an argument, not assigning a property to it. Unlike in predicative clauses, where the present tense form may be dropped, it must be overt in equative (1a), specificational (1b), and identificational ones.

- (1) a. Vagis *(yra) Jonas
 thief is Jonas
 ‘The thief is Jonas.’
 b. Tai vietas *(yra) Bostonas
 that place is Boston
 ‘That place is Boston.’

It is also required in the Genitive of Negation construction, which negates the existence of the subject with respect to a location (Borschev & Partee 2002).

- (2) a. Dano nėra čia
 Dana_{GEN} neg-is here
 ‘Dana isn’t here.’
 b. *Danos ne čia
 Dana_{GEN} neg here
 ‘Dana isn’t here.’

Second, its presence interferes with inferential and reportative readings in evidential constructions. The null copula allows for the non-assertive, reportative reading in (3b) (Gronemeyer 1997: 98), and is required for the evidential “this is apparently the case” reading in (4).

- (3) a. Tėvas yra pavargęs
 father_{NOM} be_{3P.PRES} tired_{ACT.PART.MASC}
 ‘Father is tired’
 b. Tėvas pavargęs
 father_{NOM} tired_{ACT.PART.MASC}
 ‘Father (it is said) is tired’

- (4) Vaiko (*yra / *buvo) sudaužyta puodelis
 child_{GEN} be_{3P.PRES}/be_{3P.PAST} broke_{PASS.PART.NEUT} cup_{NOM}
 ‘The child apparently broke the cup’ (Lavine 2010: 126)

In sum, if the speaker asserts knowledge of the (non-)existence of an argument or an event, the overt copula is required. If the speaker actively refrains from asserting knowledge of (non-)existence of an argument or an event, as in an evidential construction, the overt copula is disallowed. If existence is presupposed, it is optional. To capture these facts, I propose that the verbal copula is a π head that bears an existential operator \exists . When the speaker asserts knowledge of (non-)existence, π must move to T in order to extend the domain of existential closure beyond the VP (cf. Diesing 1992), as shown in (5).

- (5) [_{TP} DP_j [_T yra _{\exists} [_{VP} t_j [_{π} t_i XP]]]]

If the π head remains low, it is null, tense cannot be expressed overtly, and the clause bears a default [PRES] tense. If T is valued [PAST], however, the copula must move to T no matter if the speaker asserts (non-)existence or not, so that T can be expressed overtly. Because the overt copula with its operator scopes over the whole event, both the present and past forms are incompatible with the semantics of evidential constructions which deny direct knowledge of the existence of the event, as shown in (4).

This paper contends that splits in copula systems in Balto-Slavic can be linked to speech acts like assertion. Indeed, the Lithuanian pattern echoes the use of the only overt present tense copula in Russian, *est'*, as a presentational copula. This pattern may also shed light on the interaction between pronominal and verbal copulas in Balto-Slavic, as the pronominal *tai* only mediates a predicate-argument relation while the verbal is associated with higher clausal material (eg. evidentially). Thus, the facts of the Lithuanian system offer new insights into how copulas work in this language family and possibly others.

References

- Borschev, V. & B.H. Partee (2002). The Russian genitive of negation in existential sentences: The role of theme-rheme structure reconsidered. In E. Hajičová, P. Sgall, J. Hana & T. Hoskovec (eds), *Travaux de Circle Linguistique de Prague*, Vol 4., 185-250.
- Diesing, M. (1992). *Indefinites*. MIT Press.
- Gronemeyer, C. (1997). Evidentiality in Lithuanian. *Lund Working Papers in Linguistics*, 46: 93-112.
- Lavine, J. (2010). Mood and a transitivity restriction in Lithuanian: The case of the Inferential Evidential. *Journal of Baltic Linguistics*, 1: 115-142.
-

Pausal phenomena as a challenge for trainee interpreters: An attempt at categorizing pauses in simultaneous interpretation output

Sylwia Gierszal-Sławik

University of Silesia

sylwia.gierszal@gazeta.pl

Filled pauses are phenomena inherently embedded in the broader context of spoken discourse, especially as concerns spontaneous speech and simultaneous interpretation. Within the linguistic framework, the multifaceted character of the aforementioned phenomena poses difficulty in providing a unanimous categorization and also manifests in a number of taxonomies and multidisciplinary investigations. In light of the above, pausal phenomena still constitute an under-theorized subject of linguistic studies leaving ample space for cross-disciplinary research approaches. Due to the multidimensional character of filled pauses, they have been so far investigated within such disciplines as linguistics (Goldman-Eisler, 1968; Krivnova, 1991; Sobkowiak, 1997) psycholinguistics (Goldman-Eisler, 1968; Barik, 1973), natural speech processing (Fant and Krukenberg, 1989) acoustics and speech synthesis (Zellner, 1994) psychology (Kirner et. al., 2002; Campinone and Veronis, 2002) and finally translation and interpreting studies (Tissi, 2000; Cecot, 2001). This paper is an attempt at categorizing pauses occurring in simultaneous interpreting performed by a group of trainee interpreters. Such categorization might provide valuable insights into the understanding of non-fluencies which challenge the performance of aspiring interpreters and it might also help establish a background for the potential improvements of interpretation output. The experiment involved qualitative and quantitative analyses of SI output by a group of trainee interpreters with special emphasis placed on the occurrence of pausal phenomena.

Developing student sociocultural and intercultural awareness in the ELL context

Konstantina Iliopoulou¹ & Alexandra Anastasiadou²

¹Experimental School of Aristotle University of Thessaloniki,

²Regional Directorate of Education for Central Macedonia Greece
k.iliopoulou@yahoo.gr, dhm3kat@yahoo.gr

The need for job mobility within Europe and the emergence of multicultural societies due to the recent surge of immigrants both into our own and other European countries has necessitated the teaching of two foreign languages from an early age (Eurydice, 2012). Thus, early foreign language programmes arose serving a manifold purpose: a) to facilitate communication among people from different nations, b) to enhance learners' socialization (Papadopoulou, 2007), c) to promote respect of otherness (MacKay, 2002), and d) to assist young learners to better internalize their own national and cultural identity, since it is deemed as an essential precondition which conduces to crosscultural understanding (Vickov, 2007, p.116). Therefore, the design of programmes appropriate for very young learners, who exhibit endless liveliness but fast decreasing attention, was considered a prerequisite.

In alignment with this tendency to acquaint very young learners with foreign languages, the Greek Ministry of Education introduced English in the first and second grade of primary school in 2010. ELL in Greece aims mainly at enhancing the students' social literacy and fostering intercultural awareness (Dendrinis, 2013).

To that end, a study was carried out to trace the primary school teachers' attitudes towards the potential of ELL to improve the very young learners' social and intercultural sensitisation as well as augment their motivation. The number of participants amounted to 150 teachers working in primary state schools all over Greece. A questionnaire was the employed methodological tool. The data gleaned from the questionnaire pointed to the fact that teachers attested the contribution of ELL to the evolution of young learners' socialization, interculturalism and motivation. Moreover, the respondents highly endorsed the contribution of knowledge of one's own culture to the acceptance of multiculturalism.

References

- Dendrinis, B. (2013). *The "PEAP" programme: English for young learners in the Greek primary school*. Athens: Research Centre for Language Teaching, Testing and Assessment (RCeL), National and Kapodistrian University of Athens.
- Eurydice (2012). *Key data on teaching languages at school in Europe*. 2012 Edition. Brussels: Eurydice.
- McKay, S. (2002) *Teaching English as an International Language: Rethinking Goals and Approaches*. Oxford: Oxford University Press.
- Papadopoulou, O.C. (2007). German as a second foreign language in Greek compulsory education: Curriculum and continuity. In M. Nikolov, J. Mihaljevic Djigunovic, M. Mattheoudakis, G. Lundberg & T. Flanagan (eds), *Teaching modern languages to young learners: Teachers, curricula and materials*. Graz: Council of Europe Publishing, 91-104.
- Vickov, G. (2007). Learners' own cultural identity in early language learning. In M. Nikolov, J. Mihaljevic Djigunovic, M. Mattheoudakis, G. Lundberg & T. Flanagan (eds), *Teaching modern languages to young learners: Teachers, curricula and materials*. Graz: Council of Europe Publishing, 105-119.
-

A contrastive study of the modality systems of English and Japanese

Ken-ichi Kadooka
Ryukoku University
shakuanjuu@gmail.com

The purpose of this paper is to contrast the modality systems of English and Japanese with the Systemic framework (Halliday and Matthiessen (2014), Teruya (2007)). The most fundamental criterion of the Systemic framework is the division into Modalization and Modulation. In English, the number of the auxiliaries are comparatively few (at least compared with the Japanese counterparts). Hence, the subcategories of the modality systems are simple. In Halliday and Matthiessen (2014), Modalization is subcategorized into <usuality> and <probability> (henceforth, subcategories are indicated with the angled brackets), while Modulation is divided into <obligation> and <inclination>. The meanings and/or intentions denoted by these categories are as follows:

- (1) Modalization (i) probability ('may be') (ii) usuality ('sometimes')
Modulation (i) obligation ('is wanted to') (ii) inclination ('wants to')

As a primitive impression, the classification of the modality expressions into these four categories are rough and loose, which would be endorsed when contrasted with the Japanese counterparts.

Teruya (2007) lists such subcategories of the Japanese modality system as follows:

(2) MODALIZATION

<ability> [suru] koto ga dekiru "can [do]" [suru] koto ga dekinai "can't [do]"

<usuality> [suru] koto ga (mo) aru "it sometimes happen [that]" [suru] baai ga aru "it has the time [that]"

<probability> [suru] ka mo shire-nai / wakara-nai "it is not known whether = maybe" [suru] ni chigai-nai "must [do]" [suru] to wa kagira-nai "it may not very well be [that]"

(3) MODULATION

<necessity> [shi] nakere-ba nara-nai "unless ... does/is = must" [shite] wa ike-nai / nara-nai / dame-da "must not do"

<obligation> [suru] beki da "ought [to]" [suru] beki de wa nai "not ought [to]"

<permission> [shite] mo ii "may [do]" [shi-nakute] mo ii "it is all right not to"

<expectation> [sure-ba / shita-ra / suru-to] ii "it is good [to], it would be nice [to]"

<inclination> [suru] tsumori da "it is my intention [that]" [suru] ki de iru

"has a mind [to]" [suru] tsumori de wa nai "it is not my intention [that]"

Compared with the SFL framework between the Japanese Modalization, the English counterpart in (2) the former is more complicated in that <ability> is added by Teruya (2007). So is the Japanese Modulation, which contains added subcategories of <necessity>, <permission> and <expectation>, other than <obligation> and <inclination>, which are 'inherited' from the English system. One of the possible reasons of these additions is that the syntactic structures of the Japanese modality expressions are so complicated that more minute subcategorizations were needed.

References

Halliday, M.A.K. & C.M.I.M. Matthiessen (2014). *Halliday's Introduction to Functional Grammar*. 4th edition. Abingdon: Routledge.

Looking at the affective dimension of L2 learning

Zoe Kantaridou¹ & Angeliki Psaltou-Joyce²

¹University of Macedonia, ²Aristotle University of Thessaloniki
kantazoe@uom.edu.gr, apsajoy@enl.auth.gr

The importance of affective factors in learning in general, and in L2 learning in particular is undeniable. Good teacher-learner relations, class solidarity and friendship, may reduce anxiety, thus leading to positive learning outcomes, whereas learner competitiveness, fear of failure, looking for perfection, feelings of dissatisfaction from the course or the teacher, boredom, may most probably intensify it and lead to negative learning outcomes (Dewaele 2002; Dewaele & MacIntyre 2014; Gregersen, MacIntyre & Meza 2014). Learners' emotional state, being dynamic, fluctuates constantly and influences their learning process.

The present study investigates the emotions involved in the foreign language learning of intermediate and advanced university students (B2 to C2 level) on a scenario-based questionnaire (Gkonou & Oxford 2016). Use of scenarios allows a deeper investigation of the range and variety of emotions involved in a 'typical' language learning classroom setting and the conscious efforts of both the teacher and the learner to regulate them. The 10 scenarios range from simple everyday classroom cases of boredom to more extreme cases of classroom stress. They also involve personal responsibility, group or team management issues such as social comparison, and fear of losing face in public/in front of the class. The overall aim is to investigate a) the actual emotions prompted in these situations and b) the source of help the students received or invoked in order to overcome these emotion-challenging situations, i.e. inner or external by the teacher.

Initial results have shown that every day classroom situations may trigger a wide range of emotions both positive and negative. The teacher's reaction to these L2 classroom situations seems to be of major importance for the students' built-up of long term emotional resilience to the challenges of language learning. Preliminary analysis has indicated that it is not the negative instances that matter but rather the overall learning situation experienced by the students in their long-term language learning endeavour.

References

- Dewaele, J-M. (2002). Psychological and socio-demographic correlates of communicative anxiety in L2 and L3 production. *International Journal of Bilingualism*, 6 (1): 23-38.
- Dewaele, J-M. & P. MacIntyre (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2): 237-274.
- Gkonou, C. & R.L. Oxford (2016). *Questionnaire: Managing your emotions for language learning*. Draft 2. UK: University of Essex.
- Gregersen, T., P. D. Macintyre & M.D. Meza (2014). The motion of emotion: Idiodynamic case studies of learners' foreign language anxiety. *The Modern Language Journal*, 98(2): 574-588.
-

A Modern Greek undergraduate course in the USA: Creating a curriculum for a less widely taught language

Vicky Kantzou

National and Kapodistrian University of Athens

vickykantzou@hotmail.com

What is the place for a less widely taught language like Modern Greek in the foreign languages program of American Universities? How is a curriculum to be developed so as to cater for the needs of the heterogeneous audience that attends the courses in this particular context? Is there a place for a Common European Framework based curriculum in the States? These are some of the questions that are addressed in this article. More specifically, I will try to describe the process of curriculum development for a two-year language course in the context of a Hellenic Studies program for an Ivy League University.

Before describing the syllabus development procedure, a few words about the context in which the course is offered are in order. Since the publication of the MLA report in 2007 (Geisler et al. 2007) on the foreign language education offered at collegiate level in the USA, a turn towards translanguingual and transcultural competences has been advocated. University departments have started to enrich their communicative competency based curricula and seek to develop programs that “situate language study in cultural, historical, geographic, and cross-cultural frame” (p. 239). Regarding the interest for Modern Greek language courses, a 41,6% drop in enrollments has been reported since 2009, according to the Modern Language Association of America (Goldberg et al, 2015). At the same time, university students are given the opportunity to choose among a variety of languages courses, making the struggle for adequate enrollments a constant preoccupation. Within this context, the development for an attractive, comprehensive Modern Greek language curriculum is fundamental for the survival of the program.

At first the general goals of the course were set out. The course aims at developing students’ communicative competence in Modern Greek, while helping them establish a positive attitude towards multilingualism and multiculturalism. In parallel, advancing student’s understanding of Modern Greek culture as expressed through and by language and acquainting them with the accomplishments and challenges of Modern Greek society is a major goal of the program. Finally, an important aim of the course is to encourage and prepare students to pursue further studies and research related to Hellenic Studies.

The Common European Framework for Languages with its inherent plurilingual and pluricultural approach was considered the most appropriate basis for our endeavor. In my presentation, I will describe the process of curriculum development, the specification of learners’ needs and course objectives and the rationale behind the choice of framework. Moreover, the choice of material will be discussed along with some suggestions for future directions.

References

Geisler, M., C. Kramersch, S. McGinnis, P. Patrikis, M.L. Pratt, K. Ryding & H. Saussy (2007). Foreign Languages and Higher Education: New Structures for a Changed World: MLA Ad Hoc Committee on Foreign Languages. *Profession*: 234-245.

Goldberg, D., D. Looney & N. Lusin (2015). *Enrollments in Languages Other Than English in United States Institutions of Higher Education*, Fall 2013. Retrieved from https://apps.mla.org/pdf/2013_enrollment_survey.pdf

Plateau clusters of voiced fricatives: Reduction pattern(s) in Greek child speech

Ioanna Kappa
University of Crete
kappa@uoc.gr

The present study focus on the acquisition of a special group of plateau clusters, that of *voiced fricatives* [vð], [ɣð], [vɣ], [vɣ̞], [ð̞] in Greek child speech; these clusters are of equal sonority according to the language-specific sonority scale in (1).

- 1) *Sonority scale for Modern Greek* (Malikouti-Drachman, 1987)
- | | | | | | |
|-----------------------------|---------------------|-----------|----------|-----------|----------|
| Stops, voiceless Fricatives | < voiced Fricatives | < s < z | < Nasals | < Liquids | < Vowels |
| / p, t, k | - f, θ, x | < v, ð, ɣ | < s < z | < m, n | < l, r |
| (< : less sonorant than...) | | | | | |

For the purposes of the study we examine naturalistic data from six, typically developing, children acquiring Greek as L1 (ages 2;00,13 – 2;11.25, 3 boys and 3 girls). The child data are obtained from spontaneous conversational speech and a picture/object naming or describing task. All children are in the intermediate developmental phase, i.e. marked segments such as fricatives occur faithfully in their system as single onsets in word initial and medial position. All children (a) have not acquired the medial Coda, (b) realize the word-final Coda (see Kappa 2002), (c) realize, but not systematically, the word-initial [OBSTRUENT+SONORANT] clusters. The following data (2-5) show that the children cannot accommodate yet a branching plateau Onset, thus reduction is the only solution.

Target (adult like)	Child's output	Age	Gloss
2) Word initial [C _{1-LAB} +C _{2-DOR}] →	C _{2-DORSAL} (DOR > LAB)		
a) vjéni	jéni	2 ;01.24/GE	'(s)he comes out'
b) vɣázo	ɣázo	2 ;11.18/DE	'(I) take out'
c) vjéno	jéno	2 ;11.18/DE	'(I) come out'
3) Word medial [C _{1-LAB} +C _{2-DOR}] →	C _{2-DORSAL} (DOR > LAB)		
a) évyale	íyale	2 ;04.25/AL	'(s)he took out'
b) avɣó	ayó	2;06.15/ST	'egg'
4) Word medial [C _{1-LAB} +C _{2-COR}] →	C _{1-LABIAL} (LAB > COR)		
ravðí	raví	2;11.18/MA	'cane'
5) Word medial [C _{1-DOR} +C _{2-COR}] →	C _{1-DORSAL} (DOR > COR)		
míɣðala	míɣala	2 ;11.18/DE	'almonds'

In the above data (2-5) the cluster reduction is not Sonority driven due to the equal sonority of C₁ and C₂. In the data (2, 3) the realized C₂ is the one closest to the syllable-nucleus, thus at a glance we could assume that the reduction is guided by the CONTIGUITY as in the case of reduction in the plateau clusters [STOP+STOP] in child Hebrew (e.g. Bloch 2011). In the next data (4, 5) the realization of C₁ does not support the latter assumption about Contiguity, because the reduction favors the faithful realization of the more marked Place of Articulation (PoA), namely, in the case of [C_{1-LAB}+C_{2-COR}] (4) or [C_{1-DOR}+C_{2-COR}] (5) the preservation of the PoA features LABIAL and DORSAL respectively are preferred to the CORONAL one, as in other languages too, e.g. in Dutch (e.g. Fikkert, 1994) or in English (e.g. Pater & Barlow, 2003). The dominance relations among the PoA features in (2-5), i.e. DOR>LAB, DOR>COR and LAB>COR imply the *Place Hierarchy* in (6) which accounts for the selection of either C₁ or C₂ and results in a unified account of all

above child outputs.

6) Place Hierarchy: DORSAL > LABIAL > CORONAL

In sum: We argue that in the case of plateau clusters, consisting of voiced fricatives, Sonority and Contiguity are irrelevant in the selection/preservation of either C₁ or C₂. We claim that the selection is PoA-based, i.e. the preservation/faithful realization of the stronger PoA.

Differential Effects of CF on Learner Errors

Ioanna Karagianni

Aristotle University of Thessaloniki

joannakar@gmail.com

The aim of this study was to examine the differential effect, if any, of oral corrective feedback (CF), prompts in particular, in relation to their language of deliverance (L1-Greek, L2-English) on learners' specific L2 grammatical development regarding the use of comparative and superlative suffixes (-er and -est). For this purpose, three groups (N=30) of higher and lower proficiency level students (aged 10) were formed and received an 80-minute explicit interventional instruction involving CF in L1, CF in L2 and NO-CF respectively. Developmental gains were measured via pre-, immediate and delayed post-testing.

As regards the learners' accurate oral production, no overall significant group difference was detected, as this was by and large limited given the shortness of the instruction and the learners' lack of previous knowledge (Ellis 2007; Loewen and Nabei 2007). Yet, the analysis and the statistical comparison of the different types of errors the learners committed revealed an advantage of the CF groups over NO-CF at the low proficiency level, in that the former sub-groups incorporated the targeted bound morphemes in their oral production more than the latter sub-group, which insisted on using other suffixes or the base form of the adjectives given. As for the language of CF, this did not seem so much to matter. Besides confirming learner errors as signs of progress and informative of SLA (Corder 1967), these findings suggest that CF research on L2 gains be addressed from the perspective of learners' error, too.

References

- Corder, S.P. (1967). The Significance of Learners' Errors. *International Review of Applied Linguistics*, 5(4): 161-170.
- Ellis, R. (2007). The differential effects of corrective feedback on two grammatical structures. In A. Mackey (ed.), *Conversational Interaction in Second Language Acquisition: A Collection of Empirical Studies*. Oxford: Oxford University Press, 339-360.
- Loewen, S. & T. Nabei (2007). Measuring the effects of oral corrective feedback on L2 knowledge. In A. Mackey (ed.) *Conversational Interaction in Second Language Acquisition: A Collection of Empirical Studies*. Oxford: Oxford University Press, 361-378.
-

From multi-genres computer games to multi-skills language teaching and learning: A theoretical proposal

Athanasios Karasimos & Vasilios Zorbas
Hellenic Open University
akarasimos@gmail.com, vzorbas@enl.uoa.gr

This paper probes into the hyphen between language pedagogy and educational technology and centers on weaving multi-genres computer games in language teaching and learning contexts. Grounded in the communicative approach to foreign language pedagogy, we trace the development of computer games widely available on the internet, on pc and console stores and link them to the teaching of all four language skills (e.g., reading, writing, speaking and listening; plus vocabulary and grammar) within a constructivist learning framework.

As Martinson and Chu (2008) strongly support, games are effective tools for learning because they provide students with an entertaining and virtual environment in which they can explore, discover and make various decisions without the risk of failure. Playing games teaches the users how to strategize, consider alternatives, and think flexibly which are crucial components in language learning. The results of education through gamification speak for themselves, since games are used extensively worldwide for education and training purposes. Specifically, games create a constructivist classroom environment where students and their learning are central, allow for creativity, independence and higher order thinking and reinforce learning through many of Gardner's multiple intelligences. Since individuals receive and process information in very different ways, it is important that teachers utilize different strategies and styles. Additionally, they stimulate interactivity and allow the students to work as a team and to work collaboratively towards a common goal.

Up to now, previous gaming suggestions for educational purposes were game specified (e.g. MMO simulations or educational games) and thus could not be generalized. All-genres classic and modern games can be quite independent which make them ideal for language teaching and in concert with the tenets of the communicative approach to foreign language pedagogy. In this proposal, we will present ways of integrating every gaming genre (e.g., adventures, RPG, strategy, action, MMO, HOG, board games) and almost any game in the current foreign language classroom by tying them to the teaching of specific language skills. While few previous researches (Ang & Zaphiris, Talak-Kiryk 2011; Peterson 2013 among others) provided specific suggestions for learning a skill via a specific game (usually free or through non-commercial distribution), we, on the other hand, propose that every genre can be used to teach a specific language skill, grammar or vocabulary (e.g., speaking via video streaming presentation of a game or writing with reviewing or commenting in a forum), provide several and extensive examples and build a concrete theoretical gaming approach for language teaching and learning.

References

- Ang, C. S. & P. Zaphiris (2008). Computer Games and Language Learning. In T. T. Kidd & H. Song (eds), *Handbook of Research on Instructional Systems & Technology*. Hershey, PA: IGI Global, 449-462.
- Martinson B. & S. Chu (2008). Game-based learning in design history. *Handbook of Research on Effective Electronic Gaming in Education*. Pennsylvania: IGI Global, 478-488.
- Peterson, M. (2013). *Computer Games and Language Learning*. Palgrave.

Linguopragmatic aspects of WWF PSAs on nature protection

Heghine Kharazyan

Yerevan Brusov State University of Languages and Social Sciences
heghine27@yahoo.com

The aim of this article is to investigate the linguopragmatic features of two WWF public service advertisements (PSAs) on nature protection. Unlike traditional commercial advertising, public advertising is not aimed at selling a product but rather educating, informing, changing public opinion and raising awareness about current issues within society, hence, becoming also a part of the culture. Drawing on the theories of Critical Discourse Analysis (CDA) (Wodak, 1996, Fairclough 1995 a,b, 2000, 2003, van Dijk, 1993), Austin's Speech Act Theory on locutionary, illocutionary and perlocutionary acts (Austin, 1975), Searle's classification of speech acts (Searle, 1975) the paper examines the pragmatic peculiarities of PSA-s viewing each advertisement as a text (locutionary act), examining the aims of the advertisement (illocutionary act) and the effect of the advertisement on public (perlocutionary act). The analysis of illocutionary and perlocutionary acts of PSA-s reveals intentional application of argumentative and manipulative mechanisms on phonetic, lexical and syntactical as well as semiotic levels. Hence, the article will dwell on linguistic and extra-linguistic argumentative mechanisms applied in these PSAs drawing a link between these mechanisms and locutionary, illocutionary and perlocutionary acts.

References

- Austin, J.L. (1975). *How to do things with words*. Harvard University Press.
- Fairclough, N. (1995a). *Media Discourse*. London: Arnold.
- Fairclough, N. (1995b). *Critical Discourse Analysis: The Critical Study of Language*. London: Longman.
- Fairclough, N. (2003) *Analyzing Discourse: Textual Analysis for Social Research*. London: Routledge.
- Searle, J.R. (1975). A Taxonomy of Illocutionary Acts. In K. Günderson (ed.), *Language, Mind, and Knowledge, Minneapolis Studies in the Philosophy of Science*, vol. 7. University of Minneapolis Press, p. 344-69
- Titscher, S., M. Meyer, R. Wodak & E. Vetter (2000). *Methods of Text and Discourse Analysis*. London: Sage.
- Van Dijk, T.A. (1993). *Elite Discourse and Racism*. Newbury Park, CA: Sage.
- Якобсон Р.О. (1985). О лингвистических аспектах перевода // Избранные работы. М.: Прогресс, 455с.
-

Affricates in Aromanian spontaneous speech: A case study of Turia dialect*

Anastasia V. Kharlamova

Saint-Petersburg State University

anastasia_kharlamova@icloud.com

This presentation is dedicated to spontaneous speech phonetics, a recently developed field of research. The purpose of our study is to determine affricate inventory, the affricates' characteristics, and the language processes involving affricates in Aromanian spontaneous speech, and to compare the results with typological data on affricates in other world languages.

Our materials consist of audio recordings of Aromanian spontaneous speech from Turia, Greece (made in 2002 for the Small Atlas of Balkan Languages project). They are written down in orthography, analyzed with the use of computer programs, namely Sound Forge and Speech Analyzer, and transcribed in SAMPA and IPA. As there is no specific modification of SAMPA for Aromanian (because there is little to no research done on Balkan spontaneous speech as for now), we used SAMPA for German, as we are familiar with that modification, with a few alterations to make it suitable for writing down Aromanian.

At our current stage of research, we have arrived at the following main conclusions:

- there are eight affricates in Aromanian spontaneous speech: [ts], [dz], [t's'], [d'z'], [tʃ], [dʒ], [tɕ] and [dʒ]
- [ts] and [dz] frequently lose their stop phase: for example, in a roughly four-minute recording there are 50 occurrences of phonological /dz/ of which 24 are pronounced without a stop, and 94 occurrences of /ts/ of which 38 drop the plosive part
- there is also the case of a contrary process, namely the affrication of [t] before front-row vowels
- both processes are recorded across languages; there is a hypothesis that affricates in any language eventually lose the stop, as well as an experimentally proven theory that voiced affricates are more vulnerable in that matter. As for the affrication of [t], this process has already occurred in the development of Romance languages (late Latin)
- generally, we can't tell right now if there is a language change in process, and the development of the dialects should be studied further chronologically to determine if the processes that affricates undergo have any phonological significance

Our next stage will be comparison of characteristics of Aromanian affricates with these of affricates in the Aromanians' dominant languages, and later, thorough research of the rest of the Aromanian consonant system.

* Powered by Russian Science Fund grant 14-18-01405

Peppa Pig: More than just an animated series for preschoolers

Anastasia Kokla & Thomai Alexiou
Aristotle University of Thessaloniki
natasa.kokla@gmail.com, thalexiou@enl.auth.gr

Peppa Pig is an awarded British animated programme addressed to preschoolers which is aired in 180 countries. However, it is much more than a simple animated show; it consists of authentic and contextualized English vocabulary and exposes preschoolers to formulaic language and situation-bound utterances (Nightingale, 2014).

Therefore, the aims of the present study are: (a) to examine the frequency of the vocabulary included in *Peppa Pig* and measure the amount of formulaic language contained in it, (b) to determine whether preschoolers can acquire formulaic language merely by watching the show or whether the combination of show viewing and teaching instruction leads to better chunk acquisition, (c) to conclude whether repeated viewings of episodes influence formulaic language acquisition.

After compiling a corpus of the show's total vocabulary, the BNC wordlist and the wordlist for the Starters level of CYLET (Cambridge Young Learners English Tests, 2015) were juxtaposed against *Peppa's* corpus. Results showed that one fourth of the English vocabulary contained in the show is frequent. What is interesting is that although the show includes a large amount of CYLET's list, it comprises only a small percentage of the show's total vocabulary.

Moreover, 58 preschoolers (aged 3-5) attending a nursery school in Athens were tested on formulaic language acquisition. The participants were divided in control (simply watching the show) and experimental groups (show viewing accompanied with instruction). Results showed that a large number of lexical chunks and formulaic language are acquired receptively simply by watching the show, and that show viewing accompanied with instruction leads to better chunk acquisition.

The acquisition of gender and the development of derivational morphology in child L2 Greek

Eirini Konta
Center for the Greek Language
irikonta@yahoo.com

There is increasing interest in child L2 acquisition. Most studies focus on the acquisition of morpho-syntax and vocabulary as well as the in-between relationship, leaving the acquisition of derivational morphology behind. There is now mounting evidence that L2 children usually lag behind their monolingual peers during the first years of primary school but normally catch-up with them by the end of primary school (Cobo-Lewis et al. 2002). As far as the relationship between morpho-syntax and vocabulary is concerned, the results are contradictory: some researchers claim that there is a relationship between the two domains (Paradis 2011), while others argue that the development of each domain is relatively autonomous (Chondrogianni & Marinis 2011).

In this study we investigate the relationship between the acquisition of gender and derivational morphology in Turkish learners who are child acquirers of Greek. 124 native speakers of Turkish (NNS) aged from 12 to 15 years and 41 native speakers of Greek at the same age (NS) participated in the study. The NNS were divided in four proficiency levels based on their scores in a written proficiency test (Tzeveleku et al. 2003).

Three oral elicitation tasks were used: a gender assignment task, a gender agreement task and a derivational morphology task. In the gender assignment task, the participants were given pictures accompanied by the nouns depicted on the pictures and were asked to choose the correct definite article for each noun. In the gender agreement task, the participants were presented with two pictures showing the same referent. The two pictures of the referents differed with respect to a specific property, for example size (e.g. a big umbrella and a small umbrella). One of the pictures was circled and the participants had to use an adjective to refer to the circled referent. Both tasks included the same nouns. In particular, 64 nouns with 8 different endings (8X8=64). In the derivational morphology task the participants were presented with a picture showing a person doing a specific profession and with the base of the derivative (e.g. *This man dances*) and were asked to complete a sentence by producing the relevant derivative, e.g. *He is a* (i.e. *dancer*). The task consisted of 48 items and examined 6 derivational suffixes, which are used to denote profession.

Results revealed that the NS had ceiling performance on the gender acquisition and the gender agreement tasks, while their performance on the derivational morphology task was much lower (69%). The NNS on the other hand lagged behind their monolingual peers on all tasks, which is surprising for their age (cf. Cobo-Lewis et al. 2002), but had extremely low scores on the derivational morphology task. Even the advanced NNS scored 77% on the gender agreement task and only 36% on the derivational morphology task. Their performance on the gender assignment task, however, was near ceiling (94,6%). As far as the relationship between morpho-syntax and derivational morphology is concerned, there were high correlations of the performance of the NNS on all tasks, indicating that the development of both domains runs in parallel. Interestingly, however, the correlation between their performance on the gender agreement and the derivational morphology task was higher than on the other two cases (gender assignment and gender agreement, gender assignment and derivational morphology), which suggests that the NNS might be relying more on their explicit knowledge on the gender assignment task.

ELF-aware teaching in Greece: Insights from the ‘ELF-GATE Project’

Stefania Kordia

Hellenic Open University

stefania.kordia@ac.eap.gr

The empirical research that has been carried out in the past several years on English as a lingua franca (ELF), namely on the use of English as the preferred language of communication among speakers of different first languages (Seidlhofer, 2011), has offered a fresh way of perceiving successful communication involving non-native speakers of English, which has serious implications as far teaching English to Speakers of Other Languages (ESOL) is concerned (for a review of developments in ELF research and their pedagogical implications, see, e.g., Jenkins, Cogo and Dewey, 2011). In this respect, research has shown that teachers often hold strong

convictions about the centrality of native-speaker norms in using, teaching and learning English (see, e.g., Dewey, 2012), which essentially implies that a “change in established ways of thinking” (Widdowson, 2012: 5) is crucial in order for them to be able to address the needs of their learners as current or future ELF users.

Therefore, the concept of ELF awareness has been put forward (Sifakis, 2014) as a means of addressing the need to empower ESOL teachers to move beyond normativity in light of ELF. More specifically, this concept refers to the process whereby teachers engage actively with the findings of ELF research, reflect critically on and, if necessary, transform their attitudes and perceptions about English and English language teaching and, finally, decide, through action research, whether or to what extent ELF could be integrated in their classrooms (Sifakis & Bayyurt, in print).

This paper aims at shedding light into the potential benefits and challenges that this process may involve in practice and, to this end, data gathered throughout a three months long ELF-aware teacher development programme called the ‘ELF-GATE Project’ are presented. This programme was carried out in Greece during the academic year 2015-2016 and about 50 in-service teachers participated in it. The data presented have been collected through the reflective journals the participants kept throughout the programme, lesson plans they designed while carrying out action research in their classrooms and one-to-one interviews they gave after the programme was completed. On the one hand, the data illustrate that, by reflecting critically on ELF, most of the participants developed a deeper understanding of their learners’ needs, as well as of the impact that, in their view, their past native-speaker-oriented practices had on learning. On the other hand, the data reveal that, due to various context-related obstacles (such as the attitudes of other stakeholders, e.g. parents), ELF was integrated less systematically in some teaching contexts than in others. In this regard, settings, such as state schools, where the teacher feels free to “deviate from the norm” when he or she thinks this is necessary, were found to be ideal for integration of ELF in teaching and learning.

References

- Dewey, M. (2012). Towards a post-normative approach: learning the pedagogy of ELF. *Journal of English as a Lingua Franca*, 1/1: 141-170.
- Jenkins, J, A. Cogo & M. Dewey (2011). Review of developments in research into English as a lingua franca. *Language Teaching Research*, 44/3: 281-315.
- Seidlhofer, B. (2011). *Understanding ELF*. Oxford: Oxford University Press.
- Sifakis, N.C. (2014). ELF awareness as an opportunity for change: a transformative perspective for ESOL teacher education. *Journal of English as a Lingua Franca*, 3/2: 317-335.
- Sifakis, N.C. & Y. Bayyurt (In print). ELF-aware teacher education and development. In J. Jenkins, W. Baker & M. Dewey (eds), *The Routledge Handbook on English as a Lingua Franca*. London: Routledge.
-

On the trigger of Greek triggered inversion

George Kotzoglou

University of the Aegean

gkatz@rhodes.aegean.gr

Former accounts of triggered (obligatory) subject-verb inversion in Greek interrogative clauses either have assumed that the required V-S adjacency observed in (1) can be explained along the lines of an English-like T-to-C head movement account (in the sense of Rizzi 1996, cf. Tsimpli 1995), or have pointed out that Greek lacks a major aspect of T-to-C induced inversion, namely the matrix/object clause asymmetry, observed in English (i.e. examples such as (2) are grammatical in Greek), and hence have argued that the phenomenon might be attributed to the relativized minimality blocking effect that the A'-preverbal subject creates on *wh*-extractions from below (Anagnostopoulou 1994).

- (1) a. Ποιον αγαπάει η Ελένη;
whoAcc love.3sg the Eleni.Nom
- b. *Ποιον η Ελένη αγαπάει;
whoAcc the Eleni.Nom love.3sg
'Who does Eleni love?'
- (2) Ρωτήσαμε ποιον αγαπάει η Ελένη
asked.1pl whoAcc love.3sg the Eleni.Nom
'We asked who Eleni loves.'

Both accounts have their respective merits and drawbacks. Kotzoglou (2006) argued that the ungrammaticality of (1b) can be explained as stemming from the interplay of two independent factors: i) the relativized minimality effect that the preverbal subject creates and ii) to a requirement of linear PF adjacency between the interrogative C and the rest of the verb group (understood as TP + the heads hosting the preverbal particles of Mood/Modality and Negation). However, Kotzoglou's (2006) requirement ii) seems to be a phonological/PF constraint imposed on partly non-audible units (since interrogative C in constituent questions is covert in Greek), which is a claim that raises concerns.

This paper intends to show that by being formed within a framework that took head movement for granted, the above mentioned works lack a possibly decisive perspective in the discussion of triggered inversion: namely the motivation for triggered inversion (i.e. its trigger). It is shown that Chomsky's (2013) proposal on the architecture of projection coupled with recent views on feature inheritance (Richards 2007) provides a convincing solution both to the question of the structure of (1) and its difference from English-type triggered inversion. The discussion also brings us to the question of feature inheritance and its parametric differences with respect to the features being/not being inherited (especially ϕ -features vs. interrogative [+Q]) in language(s).

Selected references

- Anagnostopoulou, E. (1994). *Clitic dependencies in Modern Greek*. Doctoral dissertation, University of Salzburg.
- Chomsky, N. (2013). Problems of projection. *Lingua*, 130: 33-49.
- Kotzoglou, G. (2006). Subject-verb inversion in Greek: implications for head movement and typology. *Journal of Universal Language*, 7: 91-137.

- Richards, M. (2007). On feature inheritance: An argument from the Phase Impenetrability Condition. *Linguistic Inquiry*, 38: 563-572.
- Rizzi, L. (1996). Residual verb second and the wh-criterion. In A. Belletti & R. Luigi (eds), *Parameters and functional heads: essays in comparative syntax*. Oxford: Oxford University Press.
-

Denominal verb formation in English and Modern Greek: A contrastive approach

Nikos Koutsoukos

Université catholique de Louvain
nikolaos.koutsoukos@uclouvain.be

In this paper, a comparison between English and Modern Greek with respect to denominal verb formation is attempted. In English, denominal verb formation can be realized by means of (a) conversion, i.e. the change in word class of a form without any corresponding change of form (Bauer 1983: 32), as in *mother* > *to mother*, and (b) suffixation, as in *apology* > *apolog-ize*. In Modern Greek, denominal verb formation by means of conversion is very productive only to specific set of formations, i.e. compounds with bound stems as the second element, as in *γλωσσολόγος* [glosologos] (noun) ‘linguist’ > *γλωσσολογώ* [glosologo] (verb) ‘to perform the activity of a linguist’ (Anastasiadi-Symeonidi 1996; Anastasiadi-Symeonidi et al. 2012; Koutsoukos 2013; Ralli 2008), while denominal verb formation by suffixation is a very productive process (Ralli 2005), e.g. *μπάκακας* [bakakas] ‘frog’ > *μπακακίζω* [bakakizo] ‘to act like a frog’ (suffixation).

With respect to the English data, denominal verb formation by suffixation and conversion as well as the competition between the two processes have been discussed in a number of significant publications (among others, Bauer 2006). Although overt suffixation with *-ize* and *-ify* displays some semantic and structural salience and is more robust in specific domains, conversion prevails over overt suffixation in the number of semantic patterns that are covered and the types of bases that can be involved (Plag 1999).

In Modern Greek, the direct comparison between the processes of suffixation and conversion for the formation of denominal verbs, on the one hand, and the comparison of these data with other languages, on the other hand, have not been discussed yet. The data analysis shows that in Modern Greek conversion is rival to verb-forming suffixation only in one specific domain, i.e. the creation of denominal verbs with similitive semantics, while overt suffixation with the suffix *-izo* is the most productive verb-forming process (cf. also Efthymiou et al. 2012). The comparison of these two languages shows the following: (a) there is a kind of ‘complementary distribution’ between the two processes in both languages, and (b) in English conversion is very productive, while suffixation is quite restricted in denominal verb formation, while the opposite case holds for Modern Greek.

Based on the assumption that all morphological processes “can be integrated into a paradigm” (Corbin 1987: 241), these findings open the way to examine whether the productivity of conversion is always correlated to the productivity of other derivational processes with the same functional potential in cross-linguistic data.

References

- Anastasiadi-Symeonidi, A. (1996). Η νεοελληνική σύνθεση (Greek Compounding). In G. Katsimali & P. Kavoukopoulos (eds), *Ζητήματα νεοελληνικής γλώσσας-Διδακτική προσέγγιση (Issues about Modern Greek Language-A teaching approach)*. Rethymno: University of Crete, 97-120.
- Anastasiadi-Symeonidi, A., A. Efthymiou & A. Fliatouras (2012). Τα ουσιαστικοποιημένα επίθετα της νέας ελληνικής (Nominalized adjectives in Modern Greek). *Studies in Greek Language* 32: 38-51.
- Bauer, L. (1983). *English Word-formation*. Cambridge: Cambridge University Press.
- Bauer, L. (2006). Competition in English word-formation. In A. van Kemenade & L. Bettelou (eds), *The Handbook of the History of English*. Malden, MA: Blackwell, 177-198.
- Corbin, D. (1987). *Morphologie dérivationnelle et structuration du lexique*. Vol. I. Tübingen: Max Niemeyer Verlag.
- Efthymiou A., G. Fragaki & A. Markos (2012). Productivity of verb-forming suffixes in Modern Greek: A corpus-based study. *Morphology*, 22(4): 515-543.
- Koutsoukos, N. (2013). On the grammatical nature of conversion: Evidence from Modern Greek. *Grazer Linguistische Studien (GKS)*, 76: 37-54.
- Plag, I. (1999). *Morphological productivity: Structural constraints in English derivation*. Berlin: Mouton de Gruyter.
- Ralli, A. (2005). *Μορφολογία [Morphology]*. Athens: Patakis.
- Ralli, A. (2008). Greek deverbal compounds with 'bound stems'. *Southern Journal of Linguistics*, 29(1/2): 150-173.
-

Teaching English to Greek deaf and hard of hearing students through Health Education

Evangelia Kyritsi

*Special School for Deaf and Hard of Hearing Children
kyritsie@sch.gr*

The language and literacy difficulties of Deaf and Hard of Hearing (DHH) children have been well documented (Perfetti & Sandak 2000). Further, a number of studies (e.g. Lederberg et al. 2012) have investigated how language and literacy in DHH children are influenced by bilingualism, where one of the two languages is sign language and the other language is the one spoken in the children's environment. However, there has been limited research on deafness and foreign language learning (Kontra et al. 2015, Kormos & Kontra 2008).

The aim of the present ongoing study is to investigate how Greek DHH secondary school children learn English as a foreign language. The study is being conducted in parallel with a wider Health Education programme on diet and nutrition that is currently being carried out at the children's school. Therefore, all material used in this study relates to food and nutrition. The participants are 14 students at a special gymnasium for DHH children and they are all sign language users. The tasks include measures of vocabulary, grammar, reading comprehension and general world knowledge. Based on findings showing significant gains for DHH children's language abilities from repeated structured activities (Richels et al. 2016), participants are administered each task until they show accurate performance on it. The number of exposures needed until accurate performance is reached is being recorded.

The results we have got so far show very low performance on commencement of the study. This was expected given that participants had very poor or no prior knowledge of English. However, data also suggest significant progress as the study continues. This lends support to previous findings on the importance of repeated tasks for the development of language skills in deaf children (Richels et al. 2016). Another important finding that emerges from the present study is that progress in English language learning seems to run parallel with progress in Greek language learning. This suggests that, in the case of DHH students, foreign language teaching and learning can form a wonderful opportunity for further development of the language spoken in the child's environment.

References

- Kontra, E.H., K. Csizér & K. Piniel (2015). The challenge for deaf and hard-of-hearing students to learn foreign languages in special needs schools. *European Journal of Special Needs Education*, 30(2): 141-155.
- Kormos, J. & E. H. Kontra (2008). *Language Learners with Special Needs: An International Perspective*. Bristol: Multilingual Matters.
- Lederberg, A.R., B. Schick & P.E. Spencer (2012). Language and literacy development of deaf and hard-of-hearing children: Successes and challenges. *Developmental Psychology*, 49(1): 15-30.
- Perfetti, C.A. & R. Sandak (2000). Reading optimally builds on spoken language: Implications for deaf readers. *Journal of Deaf Studies and Deaf Education*, 5(1): 33-50.
- Richels, C.G., K.S. Schwartz, J.L. Bobzien & S.A. Raver (2016). Structured instruction with modified storybooks to teach morphosyntax and vocabulary to preschoolers who are deaf/hard of hearing. *Journal of Deaf Studies and Deaf Education*, 21(4): 352-361.
-

Functionally equivalent variants in spontaneous speech: Evidence from a non-standard variety

*Evelina Leivada*¹, *Natalia Pavlou*² & *Elena Papadopoulou*³

¹Cyprus University of Technology, ¹University of Cyprus, ^{1,3}Cyprus Acquisition Team,

²University of Chicago, ³European University Cyprus

eleivada@gmail.com, npavlou@uchicago.edu, epapadb@gmail.com

This paper presents and documents variation in spontaneous speech in speakers of a non-standard variety to investigate the existence of functionally equivalent variants in different components of grammar and highlight the implications of the findings for Universal Grammar. Variation in speech has been recently attracting increasing interest in the study and comparison of standard and non-standard varieties for the purposes of (a) modeling grammatical variation across varieties, (b) documenting differences previously unattested and (c) providing the frequency of actual use of structures in speakers by setting aside sociolinguistic factors. The process of eliciting acceptability judgments from speakers of non-standard varieties is often clouded by factors akin to prescriptive notions of grammatical correctness. Standardization enhances the ability to make clear-cut judgments, while non-standardization results to grammatical fluidity, manifested in the form of functionally equivalent variants. This work investigates patterns of grammatical variation in spontaneous speech.

By analyzing the spontaneous production of five neurotypical, adult speakers of the non-standard variety of Cypriot Greek in terms of three variants, we discuss the findings for the different levels of linguistic analysis: syntax, morphology, and phonology. We present data that compare the use of pairs of alternants, which are (a) syntactic pre- and post- object clitic placement (1), (b) two diminutives *-ak* and *-u* (2) and (c) the postalveolar affricate variant [tʃ] and [c] (3), in Cypriot Greek and Standard Modern Greek to show the degree of variation in their speech.

- | | |
|---|--|
| (1) a. θ elo to.
want it
'I want it.' | b. To θ elo.
it want
'I want it.' |
| (2) a. karekl-u -i
chair -DIM -NEU
'little chair' | b. karekl-ak -i
chair -DIM -NEU
'little chair' |
| (3) a. tʃeri
'candle' | b. ceri
'candle' |

The findings of this study reveal the existence of functionally equivalent variants across speakers and levels of linguistic analysis. Hybridity is indeed evident with both Cypriot Greek and Standard Modern Greek being used (Tsiplakou et al. 2016), as in the following pairs: phonology (79.3%-20.7%), morphology (70.1%-29.9%) and syntax (85.4%-14.6%). We argue that competing grammars are in place in the process of language acquisition (Grohmann and Leivada 2012) and the blurring of the boundaries of linguistic variants is the outcome of a process that results in mixed grammars by incorporating elements from different 'lects' into a single grammar. Only a non-parametric theory of UG is compatible with the 'conflicting' values of the functionally equivalent variants that constitute the grammar under investigation.

Selected References

- Grohmann, K.K. & E. Leivada (2012). Interface ingredients of dialect design: Bi-x, Socio-Syntax of Development, and the grammar of Cypriot Greek. In A.M. Di Sciullo (ed.), *Towards a Biolinguistic Understanding of Grammar: Essays on Interfaces*. Amsterdam: John Benjamins, 239-262.
- Tsiplakou, S., S. Armostis & D. Evripidou (2016). Coherence 'in the mix'? Coherence in the face of language shift in Cypriot Greek. *Lingua*, 172-173: 10-25.

(Greek) Im/Politeness: Predication & evaluation practices

Marianthi Makri-Tsilipakou
Aristotle University of Thessaloniki
mmakrits@enl.auth.gr

On the ethomethodological basis of combined sequential Conversation Analysis and Membership Categorization Analysis (Sacks 1992; Jayyusi 1984; Hester & Eglin 1997; Schegloff 2007; Stokoe 2012; Makri-Tsilipakou 2015), this study explores the social practices of predicating and evaluating real instances of (non)linguistic im/politeness, as they are

witnessably produced by (Greek) members themselves –grounded in their reality– in a variety of contexts.

It utilizes the concept of Membership Categorization Device in order to locate category-bound activities and other related predicates, such as rights, entitlements, obligations, knowledge, attributes and competencies the native incumbents invoke themselves or are (mostly) imputed to them by other members in the production of (im)politeness evaluations, as instances of ‘first-order (im)politeness’ (Watts 2003) or ‘(im)politeness₁’ (Eelen 2001) –though this distinction hardly arises for the ethnomethodological study of talk-in-interaction, as analysts strive to adopt members’ categories.

The theoretical premise is that although MCDs/categories are depositories of common-sense knowledge and so they might be said to house *culturally* based im/politeness *stereotypes* (cf. Mills 2009; Sifianou & Tzanne 2010), they are in fact highly indexical entities and as such a contingent accomplishment of the production and recognition work of members, who go about their daily activities, ever aware of the ‘moral order’ of the ‘immortal, ordinary society’ (Garfinkel 2002), and the accountability of their actions and omissions. In this sense, individual im/politeness cannot be effectively separated from its social counterpart as culture is hearably produced in interaction.

The aim of this investigation is to offer a glimpse of the currently relevant native practices/concepts of im/politeness as instantiated in explicit evaluations proffered by members (cf. classificatory/metapragmatic politeness₁, Eelen 2001) –compared to im/politeness₂ formulations concerning Greek culture.

References

- Eelen, G. (2001). *A Critique of Politeness Theories*. St. Jerome, Manchester.
- Garfinkel, H. (2002). *Ethnomethodology's Program: Working out Durkheim's Aphorism*. Edited and Introduced by Anne Rawls. Lanham, MD: Rowman & Littlefield.
- Hester, S. & P. Eglin (eds) (1997). *Culture in Action: Studies in Membership Categorization Analysis*. Washington, DC: International Institute for Ethnomethodology and Conversation Analysis/University Press of America.
- Jayyusi, L. (1984). *Categorization and the Moral Order*. London: Routledge & Kegan Paul.
- Makri-Tsilipakou, M. (2015). The category (Greek) ‘woman’, or ‘lady’, or ‘girl’, or ‘lass’, or... *Gender and Language*, 9(1): 33-58.
- Mills, S. (2009). Impoliteness in a cultural context. *Journal of Pragmatics*, 41: 1047-1060.
- Sacks, H. (1992). *Lectures on Conversation*, vols 1 and 2 (ed. G. Jefferson). Oxford: Blackwell.
- Schegloff, E.A. (2007). A tutorial on membership categorization. *Journal of Pragmatics*, 39: 462-482.
- Sifianou, M. & A. Tzanne (2010). Conceptualizations of politeness and impoliteness in Greek. *Intercultural Pragmatics*, 7: 661-687.
- Stokoe, E. (ed.) (2012). Special issue on ‘Categories and Social Interaction: Current Issues in Membership Categorization’. *Discourse Studies*, 14/3.
- Watts, R.J. (2003). *Politeness*. Cambridge: Cambridge University Press.
-

Delineating the discrepancies in self-report questionnaires and classroom practices regarding the implementation of differentiated instruction

Anastasia Mavroudi & Areti-Maria Sougari
Aristotle University of Thessaloniki
mavana500@gmail.com, asougari@enl.auth.gr

Due to recent developments in the socio-economic, political and technological context worldwide, educators are required to abandon well-established, teacher-centred methodologies and to exhibit increased flexibility in their choice of instructional practices, so as to maximise learning opportunities for all their students.

Differentiated instruction (DI) has been proposed as an educational framework that facilitates teachers' efforts to address the needs of individual learners (Smith & Throne, 2007; Tomlinson, 2005). Teachers can design appropriate learning experiences, bearing in mind the students' level of attainment, interests and learning styles.

This paper presents findings from a greater research project aimed at examining the classroom implementation of DI in the context of the Greek state primary school. Data were collected by means of (i) a self-report questionnaire and (ii) classroom observations. The questionnaire was completed by 149 teachers of English, working in the area of Central Macedonia, in northern Greece. Ten of the respondents also participated in classroom observations.

The findings indicate that, despite the participants' overall positive attitude towards DI, the Greek primary language classroom largely remains a traditional, teacher-centred learning environment. Moreover, the participants' observed use of DI strategies (e.g. group-driven activities, project work) was less frequent than their reported incorporation of differentiated techniques into their teaching repertoires. This could be attributed to teachers' misconceptions as to what DI actually entails for classroom implementation, e.g. in terms of teacher roles, as well as to classroom contingencies, such as lack of time or resources.

References

- Smith, G.E. & S. Throne (2007). *Differentiating Instruction with Technology for K-5 Classrooms*. New York: International Society for Technology in Education (ISTE).
- Tomlinson, C.A. (2005). This Issue: Differentiated Instruction. *Theory into Practice*, 44(3): 183-184.
-

The effectiveness of two models of pronunciation instruction for the acquisition of fricatives by Bulgarian learners of Modern Greek

Milena Milenova & Katerina Nicolaidis
Aristotle University of Thessaloniki
milenova.m@gmail.com, knicol@enl.auth.gr

This paper reports the results of an experimental study which evaluates the effectiveness of two models of pronunciation instruction for the acquisition of fricatives by novice Bulgarian

learners of Standard Modern Greek (SMG). Model I uses only traditional pronunciation training techniques such as minimal pairs work, imitation and self-recording tasks. In addition to these techniques Model II incorporates pronunciation training into speaking skills activities.

The target sounds are fricatives classified into two categories: similar and new (Flege 1995). Similar is the sibilant /s/ which exists in both the native and the target phonemic inventory but displays different articulatory, acoustic and auditory properties. New is the (inter)dental /θ/ which does not have phonemic status in Contemporary Standard Bulgarian (CSB).

For the purpose of the study a pre-test (T1) post-test (T2) production experiment was conducted. Ten native speakers of CSB (8 female & 2 male, M_{AGE} 19.2) freshmen at the Department of Modern Greek Studies/ Sofia University were randomly allocated to two experimental groups with 4 female and 1 male learners in each. Experimental group 1 (EG1) received pronunciation instruction based on Model I. Experimental group 2 (EG2) received pronunciation instruction based on Model II. Both experimental groups received the same amount of pronunciation instruction throughout the academic year: a total of 50 two-hour pronunciation training sessions. A group of eight native speakers of SMG (5 female & 3 male M_{AGE} 27.4) served as a control.

The elicitation protocol comprised real words containing the target segments and embedded in the carrier phrase 'leje __ 'pali' ('Say __ again.'). The target sounds were recorded in initial and medial position in stressed and unstressed syllables with all five Greek vowels /i e a o u/. Ten repetitions were recorded and eight of them were analysed. The corpus of the study comprised 7260 segments.

The acquisition of the target sounds was assessed by measuring their acoustic properties, namely duration and the four spectral moments (Jongman *et al.* 2000, Nirgianaki 2014).

To assess phonetic learning a series of ANOVA tests were conducted to compare the acoustic properties of the target sounds produced by EG1 and EG2 at T1 and T2, respectively. In addition, the productions of the experimental groups were compared to the productions of the control group to evaluate approximation to the target norms.

The analyses revealed that phonetic learning occurred in both experimental groups without, however, reaching the target norms. In terms of spectral moments, EG2, which received Model II pronunciation instruction, performed slightly better than EG1. This result suggests that incorporation of controlled pronunciation practice into activities promoting speaking skills is beneficial for segmental acquisition.

References

- Celce-Murcia, M., D.M. Brinton & J.M. Goodwin (1996). *Teaching pronunciation*. Cambridge, England: Cambridge University Press.
- Flege, J.E. (1995). Second Language Speech learning: Theory, Findings and Problems. In W. Strange (ed.), *Speech Perception and Linguistic Experience: Issues in Cross-Language Research*. Timonium, MD: York Press, 233-277.
- Jongman, A., R. Wayland & S. Wong. (2000). Acoustic Characteristics of English Fricatives. *Journal of the Acoustical Society of America*, 108(3): 1252-1263.
- Nirgianaki, E. (2014). Acoustic Characteristics of Greek Fricatives. *Journal of the Acoustical Society of America*, 135(5): 2964-2976.
-

Η συμβολή των βιβλίων χωρίς λέξεις στην ανάπτυξη της σημασιολογικής ικανότητας στη δεύτερη/ξένη γλώσσα

Μαριάννα Μίσσιου

Πανεπιστήμιο Αιγαίου

missioum@otenet.gr

Το Κοινό Ευρωπαϊκό Πλαίσιο (ΚΕΠ) αναφοράς για τις γλώσσες αναφέρεται ελάχιστα στη χρήση της εικόνας στην τάξη της ξένης γλώσσας. Η εικόνα θίγεται φευγαλέα στις παραγράφους τις σχετικές με τις «παιγνιώδεις χρήσεις της γλώσσας» και τις «αισθητικές χρήσεις της γλώσσας» (παράγραφοι 4.3.4. και 4.3.5.), ενώ αντιμετωπίζεται ως οπτικό βοήθημα ή ως σημασιολογική διευκόλυνση. Φαίνεται λοιπόν ότι περνά απαρατήρητη η ανάγκη για την ερμηνεία της εικόνας, απαραίτητο στάδιο της ανάγνωσης της εικόνας και της γνωριμίας με τη «γλώσσα» της. Έτσι, διαιωνίζεται η άποψη σύμφωνα με την οποία η εικόνα εύκολα αποκωδικοποιείται και μεταδίδει το μήνυμά της, και ότι είναι άμεσα και παγκόσμια μεταφράσιμη σε όλες τις γλώσσες των μαθητών. Επιπλέον, περιστασιακά αναφέρονται οι λογοτεχνικές σπουδές και η χρήση της λογοτεχνίας, που εξυπηρετούν «εκτός από τους καθαρά αισθητικούς και πολλούς άλλους περισσότερο εκπαιδευτικούς σκοπούς – πνευματικούς, ηθικούς και συναισθηματικούς, γλωσσολογικούς και πολιτισμικούς.» (παράγραφος 4.3.5.).

Σε μια τεχνολογική κοινωνία στην οποία τα διάφορα αναγνωστικά μέσα είναι όλο και περισσότερο πολυτροπικά, το εικονογραφημένο βιβλίο αποτελεί μια ασφαλή προσέγγιση για τη διδασκαλία και την εκμάθηση της λογοτεχνικής ανάγνωσης (Dufays, Gemenne & Ledur 2005, Puren 2014, 2008) και μέσα από αυτήν, την εκμάθηση της ξένης γλώσσας (Berthelot 2011, Macquar Martin 2010). Η χρήση της εικόνας και του εικονογραφημένου βιβλίου στην τάξη της ξένης γλώσσας δεν έρχονται σε αντίθεση με τους στόχους και τις πρακτικές που αναφέρονται στο ΚΕΠ. Αντίθετα, αν θεωρηθεί ότι ενθαρρύνουν και προωθούν την παραγωγή του λόγου και ότι δείχνουν την αλληλοεξάρτηση της γλώσσας και του πολιτισμού (Demougin 2012) τότε αναδεικνύονται σε χρήσιμα εργαλεία, στο πλαίσιο της ενεργητικής μάθησης.

Η παρουσίαση αυτή αναφέρεται στη συμβολή των βιβλίων χωρίς λέξεις στην τάξη της ξένης γλώσσας. Καθώς στηρίζονται αποκλειστικά σε οπτικούς αγωγούς για να διηγηθούν την ιστορία τους, απαιτείται μια προσέγγιση που στηρίζεται στην ανάγνωση της εικόνας. Πιο συγκεκριμένα, το ενδιαφέρον επικεντρώνεται στην ανάπτυξη της σημασιολογικής ικανότητας των μαθητών, ανεξάρτητων και ικανών χρηστών της ξένης γλώσσας. Εξετάζεται η συμβολή των βιβλίων χωρίς λέξεις:

- στον έλεγχο και οργάνωση της σημασίας
- στην κατασκευή της νοητικής αναπαράστασης της εικόνας, ακολουθώντας τα τρία επίπεδα της ανάγνωσης (καταδήλωση, συμπαραδήλωση, ερμηνεία)
- στις δραστηριότητες που μπορούν να αναπτυχθούν με στόχο την ενδυνάμωση των δεξιοτήτων κατανόησης και ερμηνείας, καθώς και την ανάπτυξη των παραγωγικών δεξιοτήτων λόγου.

Ως παράδειγμα, θα χρησιμοποιήσουμε το βιβλίο του Chris van Allsburg *The mysteries of Harris Burdick* (1984). Δεκατέσσερα ασπρόμαυρα σχέδια, φαινομενικά ασύνδετα μεταξύ τους, που το καθένα συνοδεύεται από έναν τίτλο και μια ολιγόλογη λεζάντα, παροτρύνουν τους μαθητές-αναγνώστες να ερμηνεύσουν τις εικόνες και να κατασκευάσουν τη δική τους ιστορία.

Βιβλιογραφικές αναφορές

- Berthelot, R. (2011). *Littératures francophones en classe de FLE : pourquoi et comment les enseigner ?* Paris : L'Harmattan.
- Boutin, J.-F. (2012). De la paralittérature à la littératie médiatique multimodale. Une évolution épistémologique et idéologique du champ de la bande dessinée. In M. Lebrun, N. Lacelle, N. et J.-F. Boutin (éd.), *La littératie médiatique multimodale. De nouvelles approches en lecture-écriture à l'école et hors de l'école*. Québec : Presses de l'Université du Québec, 33-44.
- Demougin, Fr. (2012). Image et classe de langue : quels chemins didactiques ? *Linguarum Arena*, 3 : 103-115.
- Dufays, J.-L., L. Gemenne & D. Ledur (2005). *Pour une lecture littéraire. Histoire, théories, pistes pour la classe*. Bruxelles : De Boeck.
- Macquart Martin, C. (2010). Apprentissage du FLE en primaire et littérature de jeunesse. Des albums pour lire regarder et dire. *Les Cahiers de l'ASDIFLE*, 22 : 94-101.
- Puren, C. (2008). Explication de textes et perspective actionnelle : la littérature entre le dire scolaire et le faire social. *Le langage et l'homme, Revue de didactique du français*, XXXXIII.1 : 143-166.
- Puren, C. (2014). Textes littéraires et logiques documentaires en didactique des langues-cultures. *Le langage et l'homme, Revue de didactique du français*, XLIX.1 : 127-137.
-

Sibilants and affricates across Greek dialects

Katerina Nicolaidis¹, Mary Baltazani² & Anastasia Chionidou³

^{1,3}Aristotle University of Thessaloniki, ²University of Oxford
nicol@enl.auth.gr, marybalt@gmail.com, n_xionidou@hotmail.com

To date there has been very limited work on the production characteristics of the Greek sibilants and affricates in Standard Modern Greek and across different Greek dialects. Traditional impressionistic analyses report variable descriptions for the Standard Modern Greek sibilants /s, z/ including dental (Newton 1972), apicodental, (Joseph & Philippaki-Warburton (1987), and alveolar production with the possibility of postalveolar articulation (Mackridge 1985). Studies on dialectal variation have documented the palatalisation of /s, z/ in the context of front segments in several dialects including Epirus and Thessaly pointing towards the gradiency of this phenomenon (Newton 1972). Acoustic and articulatory analyses have provided evidence that the sibilants in Standard Modern Greek are retracted alveolar and are characterised by longer duration compared to non-sibilants (Panagopoulos, 1991, Nicolaidis, 1994, 2001, Nirgianaki 2014). Less is known about the production characteristics of the affricates with mainly duration measurements reported in previous studies (Arvaniti 2007 for a review). This study aims to examine the sibilants /s, z/ and the affricates /ts, dz/ in six Greek varieties, i.e., Athens, Crete, Epirus, Macedonia, Peloponnese and Thessaly. It combines acoustic and articulatory data and examines the relationship between differences in acoustic characteristics and articulatory placement. The speech material consisted of word initial sibilants and affricates in disyllabic real words produced in short sentences. Acoustic and electropalatographic data are analysed for two speakers per dialect who produced all material five times. The acoustic analysis includes durational and spectral moment measurements. The articulatory analysis includes the calculation of the total number of electrodes contacted per

token, the Centre of Gravity and mean lateral measures. Results show interesting variation in fricative and affricate production as a function of dialect, speaker, context and voicing. Variability is evident both in tongue blade placement in the region of the constriction and in tongue body contact suggesting differences in lingual raising behind the constriction. Variability is also reflected in the acoustic measures and the comparison of the two levels of analysis provides unique insights on the production characteristics of these consonants across Greek dialects.

References

- Arvaniti, A. (2007). Greek Phonetics; the state of the art. *Journal of Greek Linguistics*, 8: 97-208.
- Joseph, B. & I. Philippaki-Warbuton (1987). *Modern Greek*. London: Routledge.
- Mackridge, P. (1985). *The Modern Greek Language*. Oxford: Clarendon Press.
- Newton, B. (1972). *The Generative Interpretation of Dialect: A Study of Modern Greek Phonology*. Cambridge: Cambridge University Press.
- Nicolaidis, K. (1994). Aspects of lingual articulation in Greek: An electropalatographic study. In I. Philippaki-Warbuton, K. Nicolaidis & M. Sifianou (eds), *Themes in Greek Linguistics*. Amsterdam: John Benjamins, 225-232.
- Nicolaidis, K. (2001). An electropalatographic study of Greek spontaneous speech. *Journal of the International Phonetic Association*, 31/1: 67-85.
- Nirgianaki, E. (2014) Acoustic characteristics of Greek fricatives. *Journal of the Acoustical Society of America*, 135/5: 2964-2976.
- Panagopoulos, L. (1991). A comparison of English and Greek Alveolar Fricatives. *Proceedings of the XIIth International Congress of Phonetic Sciences*, vol. 2. Aix en Provence: Service des Publications, 326-328.

The Romance treatment of lexical Anglicisms: A case study*

Anabella-Gloria Niculescu-Gorpin

*The Iorgu Iordan – Alexandru Rosetti Institute of Linguistics, Romania Academy
anabellaniculescu@hotmail.com*

Completely linguistic-isolated communities have been rare within human history, thus making language contact the *norm*. With English turning into the first truly global language (Crystal: 2002), the situational context of language contact has changed dramatically with a shift from a mainly direct language-to-language interaction to a more indirect one. And thus, unprecedented and rapid language change phenomena have come to happen – some striking, other less visible to the lay person.

The pervasive influence of English on most languages, including Romanian, has been studied widely over the last two decades and from different perspectives. The overall tendency has been to describe or analyse the different facets of Anglicisation, without any strong feelings against it. Nevertheless, there have been countries where a more purist attitude has been taken by most academics or public figures (see for example the ‘language laws’ in Romanian and Poland). Yet, the trend has been slowly heading towards a more relaxed attitude that fits the one of the speakers.

Though English influence changes can be traced at all language levels, the lexicon has always been the most absorbent of all. The aim of this presentation has been to see how

Anglicisms and Anglicisation have been treated by linguists working on other Romance languages, mainly within lexicography, and to contrast it with the Romanian approach. This has allowed me to see whether Anglicisation is perceived, discussed and analysed in the same manner, and if not, whether some criteria that could apply without discrimination to all Romance languages (or even beyond) can be subsumed. The applied part discusses several lexical Anglicisms (such as Ro. *job*, Ro. *a printa*, Ro. *sustenabil*, Ro. *trendy*, Ro. *cool*, etc.) that have come to be part of the Romanian language during the last two and a half decades. Some of them, for various reasons to be accounted for in my presentation, have not been introduced in Romanian dictionaries yet, although psycholinguistic studies have shown that native speakers of Romanian do embrace them, sometimes making no distinction between Romanian words and the new Anglicisms (Niculescu-Gorpin 2013, Niculescu-Gorpin & Vasileanu 2016, Vasileanu 2016). All of them have been analysed in regards to both Romanian and the other Romance languages under review here.

References

- Crystal, D. (2002). *The English language*. 2nd edition. London: Penguin.
- Görlach, M. (ed.) (2002). *English in Europe*. Oxford: Oxford University Press.
- Niculescu-Gorpin, A.-G. (2013). *Influențe cultural-lingvistice asupra evoluției recente a limbii române în context european și mondial*. București: Editura Muzeului Național al Literaturii Române.
- Niculescu-Gorpin, A.-G., M. Vasileanu (2016). How speaker attitudes are changing present-day Romanian. A socio-linguistic overview. Paper presented in *The 1st International Conference on Sociolinguistics: Insights from Superdiversity, Complexity and Multimodality*, Eötvös Loránd University, Budapest, Hungary, September 1-3, 2016.
- Vasileanu, M. (2016). Speakers' Attitude vs. Official Attitude: the Case of Romanian Anglicisms. Paper presented in *The 7th International Conference on Intercultural Pragmatics and Communication*, University of Split, Split, Croatia, June 10-12, 2016.

***Acknowledgement:** This work is supported by a grant of the Romanian National Authority for Scientific Research and Innovation, CNCS – UEFISCDI, project number PN-II-RU-TE-2014-4-2480.

Use of tense and aspect by young EFL learners: A corpus-based study

Zafeirios Ntouvis

Aristotle University of Thessaloniki

zafntouvis@yahoo.gr

Research based on learner corpora has yielded important insights regarding the non-native use of lexis, grammar and discourse features (for recent references, see articles in Granger, Gilquin & Meunier, 2015). The present corpus-based study investigates tense and aspect in texts written by learners of English as a Foreign Language at the 3rd Experimental Primary School of Evosmos, in Thessaloniki, Greece. Two corpora were compiled, one with 117 texts written by 76 fourth-graders and another one with 98 texts written by 53 fifth-graders. The former corpus consisted of 7,706 words and the latter of 8,407 words. We employed two corpus-analysis

tools, Text Inspector 2016 for tagging parts of speech and The AntConc 3.4.4w to check how verb forms were used in context.

Results showed that learners employ tense and aspect in a developmental fashion: (a) present and past-tense verb forms appear in both corpora but the fifth-graders use the past tense significantly more than the fourth-graders and (b) while both the progressive and the perfective aspects appear in the fifth-graders' corpus, only the progressive aspect is found in the fourth-graders' corpus. Moreover, compared with the fourth-graders, the fifth-graders use a higher number of verb phrases and exhibit a wider range of lexical verbs as well as a balanced use between third and non-third person in the non-progressive present verb phrases.

The above results combined with the rates of various error types in the verb phrases that occur in the corpora are discussed and evaluated in relation to developmental stages attested in the acquisition of English as a non-native language (Dulay, Burt & Krashen, 1982) and with regard to the Reference Language Descriptions for English of the Common European Framework of Reference for Languages.

References

- Dulay, H.C., M.K. Burt & S. Krashen (1982). *Language Two*. New York: Oxford University Press.
Granger, S., G. Gilquin & F. Meunier (2015). *The Cambridge Handbook of Learner Corpus Research*. Cambridge University Press.
-

Language variation, language emancipation and linguistic empowerment

Andreas Papapavlou & Andia Mavromati

University of Cyprus

andreas@ucy.ac.cy, mavromati.andia@ucy.ac.cy

Recent research (Papapavlou & Mavromati, 2017) has shown that Greek Cypriots who do not hold distorted views about standard languages are also those who appreciate and value dialects and their use in all domains of life. Liberated by anachronistic and authoritative ideological stances about standard languages, these individuals are also 'free' to see the use of language in diverse ways. We can also argue that elevated acceptances of dialects are considered as cases of 'nascent' language emancipation (Lindgren, 2013), which further requires investigation.

Through the use of quantitative research methodology, the current research proposal attempts to investigate whether language emancipation empowers individuals to (a) easily extend the meaning of existing words, (b) create novel nuances to archaic forms of words, (c) blend words coming from other languages spoken in the surrounding area, (d) creatively merge words deriving from both Standard Modern Greek (SMG) and Cypriot Greek (CG) and (e) borrow and frequently use foreign words in their speech. In addition, the proposed study attempts to investigate whether language emancipation is associated with resourcefulness that expands speakers' horizons increases tolerance for 'otherness' and empowers the ability for effective communication. The obtained results may have a bearing on language planning and language policy currently researched by academics and deliberated upon by the educational authorities of the island.

Investigating contributions of Working Memory and Intelligence to Greek children's performance in learning English as a foreign language

Ioanna Papingioti, Elvira Masoura & Marina Mattheoudakis

Aristotle University of Thessaloniki

papioannak@gmail.com, emasoura@psy.auth.gr, marmat@enl.auth.gr

Recent empirical evidence suggests that working memory capacity is more powerful predictor than intelligence of subsequent academic success, concerning literacy and numeracy (Alloway, & Alloway, 2010). Most of this evidence comes from English-speaking children that are at the initial stages of formal education aged 4.3 to 5.7 years. It has been suggested, however, that crystallized verbal intelligence compared to working memory is the best predictor of literacy among Greek-speaking children, aged 8 to 11.3 years (Chrysochoou, Masoura, & Alloway, 2013). The main interpretation of this discrepancy is based on the orthographic differences between English and Greek. In Greek, there is a major and consistent correspondence between graphemes and phonemes while English has a highly irregular orthography with inconsistent correspondence between spelling and sound urging children to count more on their working memory. The observation of diverse contributions of cognitive abilities to different languages has underlined the importance of further investigations and cross-linguistic studies, especially in school topics other than reading and writing.

The aim of this study is to investigate the distinctive contributions of working memory and intelligence to Greek children's performance in learning English as a foreign language at school settings. The main hypothesis is that verbal working memory will be the best predictor of children's performance in English as a foreign language in contrast to the evidence from studies focusing on Greek-speaking children's reading and writing ability in their mother tongue. Eighty-six Greek-speaking children, mean age 9.57 years, participated in the study. Children's verbal and nonverbal intelligence was estimated with tasks from the Wechsler Intelligence Scale for Children, WISC III (Georgas, Paraskevopoulos, Bezevegis, & Giannitsas, 1997). Their working memory was assessed with four tasks from the Working Memory Test Battery for Children, WMTBC (Pickering & Gathercole, 2001). In order to estimate their knowledge of English as a foreign language all children were also administered a task of productive vocabulary (BVSC-P), a task of receptive vocabulary (BPVS II) (Dunn, Dunn, Whetton, & Burley, 1997) and a reading task estimating their reading accuracy, reading rate and reading comprehension (YARC) (Snowling, Stothard, Clarke, Bowyer-Crane, Harrington, Truelove, Nation, & Hulme, 2009). The data are analyzed with a series of multiple and hierarchical regressions in order to reveal both the common and the independent contributions of working memory and intelligence to children's performance in English as a foreign language. It should be noted that evidence is expected to provide a clearer insight into this controversial research area. Present findings are addressed in relation to the characteristics of the English language and Greek children's attempt to acquire knowledge of it. In general, the results are expected to have important implications for education, particularly with respect to the methodology of English language teaching to young Greek learners.

Conceptualizing the world as ‘female’ or ‘male’: Further remarks on grammatical gender and speakers’ cognition

Theodossia-Soula Pavlidou¹ & Angeliki Alvanoudi²

¹Aristotle University of Thessaloniki, ²James Cook University
pavlidou@lit.auth.gr, Angeliki.Alvanoudi@jcu.edu.au

Within the framework of structural relativity (Lucy 1996, 2016), a number of studies have sought to examine the influence of grammatical categories on speaker’s cognition. More specifically, the category of gender has been shown to impact on various cognitive tasks (e.g., Mills 1986, Flaherty 2001, Sera et al. 2002, Boroditsky et al. 2003). However, some researchers argue that grammatical gender effects are limited to languages with a two-gender system, while others find them in languages with a three-gender system as well.

Drawing on this tradition, but attempting to overcome some of the weaknesses that different research strands ascribe to one another, we designed a sex-attribution task for two languages with a three-gender system (Greek and German). The first part of our project (Pavlidou & Alvanoudi 2013) concerned the Greek language and yielded, among others, that the attributed sex (via ‘naming’ with gendered proper names) to concrete items shown on pictures correlates with the grammatical gender of the word denoting the depicted item; this result runs counter to the findings reported in, e.g., Sera et al. (2002) and Vigliocco et al. (2005).

The purpose of the present paper is to present the second part of our project (focus on German), which once more yields positive results for the sex-attribution task. In other words, our findings indicate that, contrary to previous claims, grammatical gender effects also hold for languages that have a three-gender system. In addition, given the lack of convergence of findings across experimental methods and languages, the paper also aims at a critical assessment of the research on the relationship between grammatical gender and speakers’ thinking about the world as ‘female’ or ‘male’.

References

- Boroditsky, L., L.A. Schmidt & W. Phillips (2003). Sex, syntax, and semantics. In D. Gentner & S. Goldin-Meadow (eds), *Language in the Mind: Advances in the Study of Language and Thought*. Cambridge, MA: The MIT Press, 61-79.
- Flaherty, M. (2001). How a language gender system creeps into perception. *Journal of Cross-Cultural Psychology*, 32(1): 18-31.
- Lucy, J.A. (1996). The scope of linguistic relativity: An analysis and review of empirical research. In J. Gumperz & S.C. Levinson (eds), *Rethinking Linguistic Relativity*. New York: Cambridge University Press, 37-69.
- Lucy, J.A. (2016). Recent advances in the study of linguistic relativity in historical context: A critical assessment. *Language Learning*, 66(3): 487-515.
- Mills, A.E. (1986). *The Acquisition of Gender: A Study of English and German*. Berlin: Springer-Verlag.
- Pavlidou, Th.-S. & A. Alvanoudi (2013). Grammatical gender and cognition. In N. Lavidas, T. Alexiou & A.M. Sougari (eds), *Major Trends in Theoretical and Applied Linguistics, vol. 2*. Versita/de Gruyter, 109-124.
- Sera, M.D., C. Elieff, J. Forbes, M.C. Burch, W. Rodríguez & D.P. Dubois (2002). When language affects cognition and when it does not: An analysis of grammatical gender and classification. *Journal of Experimental Psychology: General*, 131: 377-397.

Vigliocco, G., D.P. Vinson, F. Paganelli & K. Dworzynski (2005). Grammatical gender effects on cognition: Implications for language learning and language use. *Journal of Experimental Psychology: General*, 134(4): 501-520.

Metaphor and humor in the age of social media: The case of recycled humorous metaphors

Anna Piata

University of Geneva

Piata.anna@gmail.com

The rise of social media platforms in recent years has conducted to new text types and discursive practices, an exemplar of which is so-called “internet memes” (Shifman 2014). Initiated by the assumption that such newly emerged technology-mediated forms of communication can inform our understanding of pragmatic phenomena, this paper focuses, in particular, on metaphor and humor with the aim to shed some new light on their much debated relationship. This relationship has long been viewed as one of conceptual similarity in that both metaphor and humor bring together two different, opposing scenarios. They differ, however, in how each one processes duality; within cognitive linguistics metaphor is viewed as obscuring, through analogy, the differences among the domains involved in the mapping (Lakoff & Johnson 1980, 1999), while for a humorous utterance to arise script incongruity is required as suggested by the General Theory of Verbal Humor (Attardo 1994, 2001). This paper aims to revise this long-standing view by arguing, instead, that metaphor and humor share also pragmatic affinity as rhetorical devices of evaluation. To this end, it brings to the fore a new type of humorous metaphors, found in internet memes, that I call “recycled” (cf. Attardo 2015) in that they exploit the metaphorical structure of political ads and recast it in a humorous way. Produced and broadcast during the two election campaigns that took place in Greece in 2015, such political ads metaphorically represent the country’s course in terms of a different scenario of the domain of JOURNEY, be it a train trip, a flight or a taxi ride. In the internet memes that parody the political ads, this metaphorical structure is multimodally manipulated in a humorous way that essentially reverses the positive evaluation of the advertised political party evoked originally by the metaphor. Building on research on metaphor in political discourse (see Musolf 2004) and on political humor (see Tsakona & Popa 2011), the analysis shows how metaphor and humor jointly serve the particular rhetorical goals of political satire through their evaluative function in discourse. In more general terms, this paper aims to contribute to the advancement of the on-going dialogue between cognitive linguistics and pragmatic theories of humor (see Brône, Feytaerts & Veale 2015), showing how a discourse-oriented cognitive linguistic account of metaphor can be combined with the General Theory of Verbal Humor.

References

- Attardo, S. (1994). *Linguistic Theories of Humour*. Berlin: Mouton de Gruyter.
- Attardo, S. (2001). *Humorous Texts: A Semantic and Pragmatic Analysis*. Berlin: Mouton de Gruyter.
- Attardo, S. (2015). Humorous Metaphors. In G. Brône, K. Feytaerts & T. Veale (eds), *Cognitive Linguistics and Humor Research*. Berlin: Mouton de Gruyter, 91-110.

- Brône, G., K. Feyaerts & T. Veale (eds) (2015). *Cognitive Linguistics and Humor Research*. Berlin: Mouton de Gruyter.
- Lakoff, G. & M. Johnson (1980). *Metaphors we Live by*. Chicago: University of Chicago Press.
- Lakoff, G. & M. Johnson (1999). *Philosophy in the Flesh*. New York: Basic Books.
- Musolff, A. (2004). *Metaphor and Political Discourse. Analogical Reasoning in Debates about Europe*. Basingstoke: Palgrave Macmillan.
- Shifman, L. (2014). *Memes in Digital Culture*. Cambridge, MA: MIT Press.
- Tsakona, V. & D. Popa (eds) (2011). *Studies in Political Humor: In between Political Critique and Public Entertainment*. Amsterdam: John Benjamins.

This is personal: Disposition ascriptions in impersonal middles

Marcel Pitteroff¹ & Marika Lekakou²

¹University of Stuttgart, ²University of Ioannina
 marcel@ifla.uni-stuttgart.de, mlekakou@cc.uoi.gr

Synopsis We propose an analysis of impersonal middles (IM), illustrated for Dutch and German in (1) and (2), on the basis of Lekakou's (2005) treatment of personal middles as disposition ascriptions to the syntactic subject. We argue that IM involve a disposition ascription too, albeit to an eventuality. Applying the dispositional analysis to IM captures their semantic and syntactic properties, as well as the fact that IM pattern with PM in a number of ways, as shown in Ackema & Schoorlemmer (2005), Broekhuis & Corver (2015).

- | | | | | | |
|-----|-------------------------|------------------|-----|--------------------------|-------------------|
| (1) | Het danst hier goed. | (<i>Dutch</i>) | (2) | Es tanzt sich hier gut. | (<i>German</i>) |
| | it dances here good | | | it dances REFL here good | |
| | ‘One dances well here.’ | | | ‘One dances well here.’ | |

Disposition Ascriptions According to Lekakou (2005), personal middles (PM) are disposition ascriptions to the Patient/Theme. Disposition ascriptions are generic sentences whose truth depends on properties inherent in the subject referent. A number of properties follow from this treatment, including the demotion of the Agent argument, which is required in order for the disposition to be able to target the Patient/Theme argument.

Impersonal middles If IM as in (1) and (2) are to be treated as disposition ascriptions, the question arises what the disposition is ascribed to. On the basis of sentences such as (3)-(5), we show that it is inadequate to endorse the claim often made (see Hoekstra & Roberts 1993, Broekhuis & Corver 2015; also Fagan 1992, Lekakou 2005, Pitteroff 2014), that the semantic subject of IM is the nominal inside the PP modifier, via an association process that links an adjunct to an argument position, as in extraposition (Bennis 1986) or certain copular clauses (Bennis & Wehrmann 1987). Such an approach is flawed for several reasons: (i) It is not only locational PPs that appear as modifiers in IM. On a dispositional approach, sentence (3) would attribute to blankets the unusual dispositional property of enabling one to sleep well in their absence. (ii) Other categories of modifiers are acceptable, such as AdjPs (4), which can hardly be conceived of as subjects of dispositional predicates. (iii) In (5), there is no adjunct present that could be linked to the subject position, yet *het/es* is obligatory. The pronoun seems to take the dative (notably, an argument) as its associate. IM thus receive no uniform analysis: (3)-(5) ascribe a disposition to arguments or adjuncts syntactically, and to different event participants or states semantically (e.g. the state of being drunk).

- (3) Ohne Decke schläft *(es) sich gut. (German)
 without blanket sleeps it REFL well
 'Without a blanket, one can sleep well.'
- (4) Betrunkene tanzt *(es) sich besonders gut.
 Drunk dances it REFL particularly well
 'One can dance particularly well when drunk.'
- (5) Kleinen Kindern hilft *(es) sich leicht.
 small.dat children.dat help it REFL easily
 'It is easy to help small children.'

Proposal We propose that IM involve a disposition ascription to an event type (rather than a particular event; see Kroll 2016 for a recent analysis of the progressive in such terms). Sentence (6) means that sleeping events without a blanket are disposed to be good sleeping events. The obligatory pronoun in IM, which is of the quasi-argumental type (cf. Haider 1985, Bennis 1986, Vikner 1995), encodes this event type by taking the vP as its associate (cf. Ramchand 1996, Felser & Rupp 2001, Piñón 2005 for English *it*). Thus, *het/es* in IM functions as the syntactic and semantic subject. It follows that it cannot be omitted – unlike the PP, as we demonstrate. Under this approach, (3)-(5) receive a unified analysis.

Conclusion If our approach is on the right track, there can be no impersonal middles: middles always require a subject that the disposition is ascribed to. This view is supported by adjunct middles in Dutch, which Ackema & Schoorlemmer (1994) argue are in fact personal middles.

The role of bilingualism, age of onset of L2 acquisition & literacy in sentence repetition: The case of Albanian-Greek speaking children

Alexandra Prentza¹, Maria Kaltsa² & Ianthi-Maria Tsimpli³

¹University of Ioannina, ²Aristotle University of Thessaloniki, ³University of Cambridge
 aprentza@cc.uoi.gr, mkaltsa@enl.auth.gr, imt20@cam.ac.uk

The present study examines how monolingual (L1), simultaneous (2L1) and late-sequential (L2) bilingual children performed on a sentence repetition task (SRT) developed for school-aged Greek-speaking children. Specifically, we examine how bilingualism, age of onset of exposure to Greek (AoO) and degree of literacy affect performance on the SRT in 8 to 10 year old Albanian-Greek speaking children located in Greece. Earlier research on bilingual children has shown that even though they score lower compared to their monolingual peers, they show similar error profiles (Komeili & Marshall 2013). Moreover, bilingual children's performance on SRTs has been found to be influenced by age of onset of exposure to the L2 and amount of input (Armon-Lotem, Gagarina & Walters 2011).

In order to disentangle the role of these factors we conducted the SRT with sixty children (twenty per group; L1, 2L1 and L2). The task was developed within the COST Action following the guidelines outlined in Marinis & Arnom-Lotem (2015). Eight structures were examined: SVO sentences, sentences containing factual and non-factual negation (NEG), structures with clitics in clitic left dislocation (CLLD) and clitic doubling (CD) contexts, complement clauses

(COMPLCL), coordinated sentences (COORD), adverbial clauses (ADVCL), referential and non-referential wh-questions (WHQ), and subject and object relative clauses (RC). All sentences (N: 32) were matched for length and word frequency. Additionally, all bilingual participants conducted a standardized expressive vocabulary task in Greek (Vogindroukas et al. 2009) to measure children's language abilities and scores were correlated to the SRT data.

The data analysis showed that (a) the simultaneous bilingual (2L1) and monolingual (L1) children outperform late-sequential bilinguals (L2); (b) there is strong relationship between vocabulary development and the SRT; (c) the language practices at home from birth up to the age of 6 are significant predictors for SRT performance, specifically, the more Greek input the higher the SRT scores; and (d) the frequent use of Albanian for oral and written practices appear to have a negative impact in the bilinguals' performance. With regard to the structures under study, structures with clitics appear to be highly problematic, since clitics are omitted by the Greek- Albanian bilingual children.

References

- Armon-Lotem, S., N. Gagarina & J. Walters (2011). The impact of internal and external factors on linguistic performance in the home language and in L2 among Russian-Hebrew and Russian-German preschool children. *Linguistic Approaches to Bilingualism*, 1: 291-317.
- Komeili, M. & C.R. Marshall (2013). Sentence repetition as a measure of morphosyntax in monolingual and bilingual children. *Clinical Linguistics and Phonetics*, 27: 152-161.
- Marinis, T. & S. Armon-Lotem (2015). Sentence repetition. In S. Armon-Lotem, J. de Jong & N. Meir (eds), *Methods for assessing multilingual children: Disentangling bilingualism from Language Impairment*. Bristol, UK: Multilingual Matters.
- Vogindroukas, I., A. Protopapas & G. Sideridis (2009). *Expressive vocabulary assessment (Δοκιμασία εκφραστικού λεξιλογίου)* (Greek version of Renfrew Word Finding Vocabulary Test). Chania, Crete: Glafki.

The effectiveness of learning a foreign language via a distance learning tool: Testing the Duolingo application

Athanasia Psychogyiou & Athanasios Karasimos
Hellenic Open University
ath.psychog@gmail.com & akarasimos@gmail.com

Distance learning practices are proved to be practical since the limitations of time and space are no longer affecting learning. It exploits the benefits of specific theories, such as the theory of independence and autonomy (Wedemeyer 1981), the theory of industrialization (Peters 1988) and the theory of interaction and communication (Holmberg 1986). There are many educational programs which may enlighten the learning process. People prefer distance learning for professional or educational reasons, and they may attend courses of their interest based on their daily schedule. There are numerous online platforms where learners can find a variety of classes.

This research is conducted to explore the effectiveness of studying online. More specifically, we tested the Duolingo application (Psychogyiou 2016) to investigate how it helps users learn a foreign language. In particular, this is a case study aiming at exploring whether the Duolingo application is effective enough in learning a foreign language and developing the language

skills. We try to fill the gap present in existing research (Vesselinov & Grego 2012, Ye 2015), since they tested the validity and the effectiveness of specific features. Therefore, the aims of our research are to discover the reason people use the application, how they use it and how effective Duolingo is for learning specific skills.

The data for this study was collected by researching tools such as questionnaires, interviews, and tests, before and after the learning process. Collecting and analyzing the data of the study distributed into making some assumptions about the application. Taking into account the participants' opinions and suggestions, we managed to identify important issues in the application. The application seems to be effective in the attempt of learning a foreign language and provides great motivations to continue this effort. Nevertheless, there are some issues to be explored regarding the exploration of the language skills and other technical issues on the application. These issues need to be discussed and analyzed for the further improvement of it. Additionally, we provide our opinion by personal extensive experience on using the application and we suggest some changes to make the application more efficient.

References

- Holmberg, B. (1986). *Growth and Structure of Distance Education*. London: Croom Helm.
- Peters, O. (1988). Distance Teaching and Industrial Production: A Comparative Interpretation in Outline. In D. Sewart, D. Keegan, & B. Holmberg, *Distance Education: International Perspectives*. New York: Routledge, 95-113.
- Psychogyiou, A. (2016). *The effectiveness of learning a foreign language via the Duolingo application*. MEd Dissertation. Hellenic Open University.
- Vesselinov, R. & J. Grego (2012). *Duolingo Effectiveness Study*. Final Report. Duolingo.
- Wedemeyer, C.A. (1981). *Learning at the Back Door: Reflections on Non-Traditional Learning in the Lifespan*. Madison, WI: University of Wisconsin Press.
- Ye, F. (2014). *Validity, Reliability, and Concordance of the Duolingo Test*. Duolingo.
-

Scope disambiguation by prosody and contexts: The role of gender and age

Martha Redmond & Masaaki Kamiya

Hamilton College, NY

mredmond@hamilton.edu, mkamiya@hamilton.edu

Problems: Age is one of the factors to consider language acquisition processes. Zhou and Crain (2013) report that Chinese younger children (age: 3;4-4;3) and older children (age: 4;5 -5;11) interpret scopally ambiguous sentences such as the Chinese equivalents of (1) differently. Their results indicate that acquiring a language unique focus operator helps younger children adjust their grammar to be the adults' Chinese grammar. In addition, Lakoff (1975) among others report that there are gender differences in production such as women use more tag questions than men. Although younger children's interpretations and gender differences in production, it is not clear whether or not there are any differences among adult age groups and gender in comprehension, especially scopally ambiguous sentences such as (1). English native speakers are reportedly able to disambiguate scopally ambiguous sentences with a help of contexts and prosodic patterns (sentence endings): falling contour (A-accent) and fall-rise

contour (B-accent), which correspond to a total negation and a partial negation, respectively (Jackendoff 1972, Syrett et al. 2014):

- (1) 'All the magnolias won't bloom' by prosodic patterns and contexts
 - a. None of the magnolias will bloom (total negation).
 - b. Some of the magnolias will bloom and some won't (partial negation).

It is hypothesized that if grammar constrains interpretations, then, there should not be any differences with respect to the interpretations (Chomsky 1995). However, if their interpretations are not uniform, that should be an extra linguistic factor.

Experiments and Results: To answer the above question, we tested 82 native speakers of English in three groups (~29 years old: 13 men and 25 women, 30~49: 5 men and 13 women, and 50 above: 7 men and 19 women). The experimental design is a replication of Syrett et al. in which participants disambiguate the meaning of sentences like in (1) by contexts and align the meaning with appropriate prosodic patterns. The results show that there is no gender difference with respect to disambiguate ambiguous sentences with a help of contexts and prosodic patterns ($t(80) = -.04, p = .96$). However, one-way ANOVA showed that there is a significant difference among the age groups ($F = 8.23, p < .001$), especially the younger group and the oldest group ($p < .001$).

Conclusions: As is hypothesized, there was no gender difference with respect to the interpretations. This indicates that although there are production differences which may reflect on the extra linguistics factors, grammar uniformly constrains to disambiguate ambiguous sentences, which supports generative view of language processing. On the other hand, we found that the age factor contributed to the differences. The current result seems to correspond to Leonard et al (1997) who investigated disambiguation of pronouns based on contexts. Their results also showed that older adults had trouble in disambiguation due to an increased processing demand as increased memory load. We add to their study that aging seems to a culprit.

Selected reference

Syrett, K., G. Simor & K. Nisula (2014). Prosodic disambiguation of scopally ambiguous quantificational sentences in a discourse context. *Journal of Linguistics*, 50: 453-493.

Imperatives as discourse markers: A syntactic approach

Anna Roussou
University of Patras
aroussou@upatras.gr

1. Verbs are a common source for the development of discourse markers. For example, Haegeman & Hill (2014) discuss West Flemish *wè* (> *weet je* 'you know') and Romanian *hai* (> Turkish *haide*, French *allez*), and Cardinalletti (2015) discusses Italian *guarda* (> *guardare* 'to look'), *sentì* (> *sentire* 'to listen'), and *sai* (> *sapere* 'know'). V-based particles may occur sentence initially, may show agreement, and may select certain clause-types. These approaches assume the projection of a Speech-Act layer on the uppermost part of the left periphery (Tenny

& Speas 2003). The Speech-Act projection relates the two discourse arguments, the speaker and the hearer, to the utterance; the vP-shell, on the lower part of the clause, on the other hand, introduces the predicate and the event participants.

2. V-related discourse markers are also attested in Greek, as in the following examples:

- | | |
|--|--|
| (1) a. Ela pes mu.
come tell me
“C’mon, tell me” | b. Trexa fer-to
run bring it
“Go bring it” |
| c. Ande fer-to!
<i>ande</i> bring-it
“C’mon bring it!” | d. Ja pes mu.
for tell me
“So, tell me” |

The examples in (1a-b) have the form of ‘concatenated’ imperatives. According to Joseph (1990) they have the following properties: the first verb comes from a restricted class, it is restricted to the imperative, and cannot bear sentential negation. The second verb may be replaced by a *na*-clause (a surrogate imperative) and bear negation (in the indicative form). Joseph further excludes a serial verb analysis on the basis of (1c) with *ande* and (1d) with the preposition *ja*. Note that *ande* is the congeneric form of Romanian *hai/haide* – a common trait of Balkan languages (also Tchizmarova (2005) on Bulgarian *hajde*).

3. Despite similarities, the constructions in (1) exhibit certain differences, mainly in the type of clauses they embed, as well as the readings they give rise to. For example, *ande* may embed an indicative, an interrogative, or a *pu*-clause (triggering a reverse implicature); this latter property is shared by *ela*, but also by other verbs like *sopa* (> *sopeno* ‘be quiet’) (*sopa/ela/ande pu dhen kalaveni* = c’mon that he doesn’t understand → of course he understands). Furthermore, *ande* may be injunctive or expressive, as argued by Hill (2008) for *hai*. On the basis of the empirical and comparative data to be presented, it will be argued that the constructions in (1) manifest a Speech-Act head realized by the ‘discourse marker’. In accordance with Speas & Tenny (2003), this head is predicative, and therefore, in principle, not restricted to verbs only; hence the availability with the preposition *ja* or adverbials like *krima* or *kala* in (2):

- (2) a. *Krima/kala* [pu dhen efijes].
shame/good that not left-2s
“Shame/Good (that) you didn’t leave.”

It is next argued that imperatives constitute a good source for the development of discourse markers (see also Fagard (2010) on Romance), as they occupy a high position in the functional hierarchy in the CP layer, and are associated with the discourse participants. In this context, they differ from other elements such as *tha* or *as* in Greek, which also have a V-base, but remain part of the extended projection of the verb, encoding modality or intensionality and realize heads in the C-projection. Discourse markers, on the other hand, realize the Speech Act head on top of the (articulated) CP. As such they are restricted to certain verbal forms (lacking or not exhibiting the full inflectional paradigm) and to the discourse participants (speaker/hearer) in relation to the utterance. Their individual reading are further derived from the complement they embed.

Critical thinking, processing capacity and second language production

Chris Sheppard¹, Naoko Kinoshita² & Emmanuel Manalo³

^{1,2}Waseda University, ³Kyoto University

chris@waseda.jp, kinoshita@waseda.jp, manalo.emmanuel.3z@kyoto-u.ac.jp

There is a need for a better understanding of how critical thinking skills are developed in second language learners and this presentation takes up this issue and looks at possible causes of the reported difficulty second language learners can have when thinking critically, especially those from East Asia (Atkinson, 1997, Fox, 1992).

The Sapir-Whorf Hypothesis, or linguistic relativism, has been used as one possible explanation for this perceived deficiency. The structure of language is supposed to influence thought processes such as critical thinking (Au 1983). The non-direct nature of Japanese, for example, could influence a speaker's ability to think critically in either Japanese or English.

Manalo and Sheppard (2016) have determined that linguistic relativism is not the primary cause, as Japanese EFL learners were much more proficient at expressing critical thinking in their first language, than their second. The authors suggested that limited language proficiency and limited cognitive processing capacity was a better explanation for this apparent inability. First language processing is largely automatic, which leaves cognitive capacity for more complex processes, like critical thinking. Second language processing, on the other hand, requires conscious capacity, which results in competition between second language production and critical thinking, possibly lowering performance in both.

This presentation reports research which aims to determine if a combination of language proficiency and processing capacity could be an explanation for the observed deficiencies in second language learner critical thinking.

In order to investigate this, 144 Japanese participants completed four counter-balanced written opinion tasks. They were produced in either a timed condition, which was predicted to limit processing capacity, or an untimed condition, which would be less taxing on cognitive resources, and in either their first language (Japanese) or their second language (English). Their written production was analyzed by the length of the written content (number of verbs), the complexity of the production (verbs per t-unit), and critical content (the proportion of evaluated statements).

The results of the repeated measures ANOVA showed the following. 1) There was a language effect and a timing condition effect for the length of production. However, there was no interaction between timing condition and language. 2) There was an interaction between timing and language for the linguistic complexity of task production. 3) There was a timing condition effect for proportion of evaluated statements, but no significant language, or interaction effect.

Collectively, these results lend evidence to limitations in processing capacity influencing the complexity of language production, but not the expression of critical thinking as measured by the proportion of evaluated statements. These results are explained in terms of Levelt's (1989) speech production theory.

ELF awareness in the Greek context: How 'aware' are pre-service and in-service teachers?

Areti-Maria Sougari¹ & Nicos Sifakis²

*¹Aristotle University of Thessaloniki, ²Hellenic Open University
asougari@enl.auth.gr, sifakisnicos@gmail.com*

Research in the domain of English as a Lingua Franca (ELF) in the past twenty years has focused predominantly on describing the English produced in interactions involving speakers from different first-language backgrounds (e.g., Pitzl 2012) and understanding the underlying strategies implemented by these speakers during these interactions (e.g., accommodation strategies, paralinguistic skills, etc.—cf. Cogo & Dewey 2012). In the 'early' years of ELF research, there was relatively little interest in considering how that research could impact (if at all) the English as a foreign language (EFL) classroom. The predominant attitude among ELF researchers was that teachers would have to wait until the ELF construct was fully configured (Seidlhofer 2004: 209). The reason behind this attitude was grounded in extensive research on the beliefs and perspectives of EFL teachers and learners that showed, time and again, that all the key EFL stakeholders were broadly aware of the global character of English and what this meant for communication involving non-native speakers of English, but remained firmly negatively predisposed towards changing the Standard English orientation of their EFL instructional context (e.g., Sifakis & Sougari 2005, Timmis 2002; for a review, see Jenkins 2007).

However, more recent research shows that there is an increasing awareness of the need for change in the EFL classroom. That change involves stakeholders' mindsets and practices (Ranta 2010, Sifakis 2007, Widdowson 2012). Even more recently, there have been attempts at delineating a model of integrating ELF in the EFL classroom in the form of the concept of 'ELF awareness' (Sifakis & Bayyurt in print).

In this paper, we begin by defining ELF awareness as a way of learning about ELF and experimenting with local EFL instructional contexts (by developing, implementing and evaluating specific instructional interventions, see Sifakis 2014). We then focus on presenting a study of the perspectives of Greek pre-service and in-service teachers that attempt to show the extent to which these teachers are ELF-aware. Our research involved teachers of different age-groups and teaching experience in focus group interviews that prompted them to voice their opinion on issues, such as their broad awareness of the global character of English today, the extent to which an integration of ELF in their local teaching context is possible or even desirable, their perception of their own role as custodians of Standard English for their learners, and, also, on issues regarding teacher education in Greece today (its relevance and ability to respond to teachers' realistic needs and concerns). We present the results from this research and conclude that, on the whole, teachers are aware of ELF but are not ready, or even willing, to implement it in their classroom without prior training.

References

- Cogo, A. & M. Dewey (2012). *Analysing English as a lingua franca*. London: Continuum.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford: Oxford University Press.
- Pitzl, M.-L. (2012). Creativity meets convention: idiom variation and re-metaphorization in ELF. *Journal of English as a Lingua Franca*, 1: 27-55.
- Ranta, E. (2010). English in the real world vs. English at school: Finnish English teachers' and students' views. *International Journal of Applied Linguistics*, 20: 156-177.

- Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics*, 24: 209-239.
- Sifakis, N.C. (2007). 'The education of the teachers of English as a lingua franca: A transformative perspective.' *International Journal of Applied Linguistics*, 17/3: 355-375.
- Sifakis, N.C. (2014). ELF awareness as an opportunity for change: A transformative perspective for ESOL teacher education. *Journal of English as a Lingua Franca*, 3/2: 317-335.
- Sifakis, N.C. & M. Bayyurt (In print). ELF-aware teacher education and development. In J. Jenkins, W. Baker & M. Dewey (eds), *The Routledge Handbook on English as a Lingua Franca*. London: Routledge.
- Sifakis, N.C. & A.-M. Sougari (2005). Pronunciation issues and EIL pedagogy in the periphery: A survey of Greek state school teachers' beliefs. *TESOL Quarterly*, 39/3: 467-488.
- Timmis, I. (2002). Native-speaker norms and international English; a classroom view. *ELT Journal*, 56/3: 240-249.
- Widdowson, H. (2012). ELF and the inconvenience of established concepts. *Journal of English as a Lingua Franca*, 1/1: 5-26.

Thinking-for-speaking effects in motion and caused motion event descriptions

Katerina Stathi

Universität Bonn

katerina.stathi@uni-bonn.de

Since Talmy's (1985) distinction between satellite-framed languages (S-languages) and verb-framed languages (V-languages), a large amount of research has been carried out in the cross-linguistic expression of motion events. According to this typological distinction, S-languages typically conflate manner of motion in the verb and express path in a satellite (see (1)), whereas V-languages encode path in the verb and optionally express manner in satellites, which however is mostly omitted (see (2)).

- | | | | |
|-----|------------------|------------------|--|
| (1) | English: The dog | <i>ran</i> | <u>into</u> the house. |
| | | MOTION + MANNER | PATH |
| (2) | French: Le chien | <i>est entré</i> | <u>dans</u> la maison (<i>en courant</i>). |
| | | MOTION + PATH | MANNER |

According to the "thinking for speaking hypothesis", these typological differences regarding lexicalisation patterns in the expression of motion events constitute "a special form of thought that is mobilized for communication" (Slobin 1996: 76). This body of research leads to the question whether there are similar thinking-for-speaking effects in other semantic domains besides motion.

This question is addressed by the present paper which reports on an empirical cross-linguistic study drawing on data from four languages: English and German, which are S-languages, and Greek and Turkish, which are considered V-languages (Slobin 2003, Papafragou et al. 2006). The encoding of motion events—relating to both terrestrial motion and aqua motion—is compared the expression of caused motion events which are here represented by putting and dressing events. The study uses experimental (elicited) data: short video clips depicting the respective actions were shown to 20 native speakers of each language, who were

asked to provide spontaneous descriptions of the scenes. The unit of analysis is the clause, i.e. the verb with potential accompanying satellites.

Preliminary results show that thinking-for-speaking effects are not only observed in descriptions of motion events, as expected, but also in descriptions of caused motion events. In S-languages, more details of caused motion (e.g. manner or figure-ground-configuration) are expressed than in V-languages; the latter restrict the description to caused motion and path leaving manner and other information unexpressed.

These findings are interpreted as granularity effects: S-languages prefer more detailed descriptions of events than V-languages. According to the granularity hypothesis, languages tend to express events across semantic domains at the same level of granularity: S-languages are characterised by semantic specificity, whereas V-languages tend towards semantic generality.

References

- Papafragou, A., C. Massey & L. Gleitman (2006). When English proposes what Greek presupposes: The cross-linguistic encoding of motion events. *Cognition*, 98: B75-B87.
- Slobin, D.I. (1996). From “thought and language” to “thinking for speaking”. In J.J. Gumperz & S.C. Levinson (eds), *Rethinking Linguistic Relativity*. Cambridge: Cambridge University Press, 70-96.
- Slobin, D.I. (2003). Language and thought online: Cognitive Consequences of linguistic relativity. In D. Gentner & S. Goldin-Meadow (eds), *Language in Mind. Advances in the Study of Language and Thought*. Cambridge (Mass.) & London: The MIT Press, 157-191.
- Talmy, L. (1985). Lexicalization patterns: Semantic structure in lexical forms. In T. Shopen (ed.), *Language Typology and Syntactic Description. Vol. 3: Grammatical Categories and the Lexicon*. Cambridge: Cambridge University Press, 57-149.
-

Examining the reading-to-write construct *across* languages: Analysing test-tasks and performance

Maria Stathopoulou
University of Athens
mastathop@enl.uoa.gr

The acts of composing from sources in which writing influences reading and reading influences writing have been described as hybrid acts of literacy (Bracewell et al, 1982) while the tasks themselves have been considered as hybrid (Plakans, 2009) because writing and reading cannot be viewed as separate (Esmaeili, 2002). Research into the reading-to-write construct is scarce especially in the field of language testing. This paper addresses this unexplored construct through a perspective which involves *two* languages (reading in L1 and writing in L2). It examines the nature of mediation tasks as reading-to-write tasks which ask learners to relay in one language messages purposefully extracted from a source text into another language, so as to restore communication gaps between interlocutors who do not share the same language. Based on empirical evidence (Stathopoulou, 2015), this paper addresses the issue of interlingual reading-to-write task demands by comparing performance in different tasks. Specifically, it discusses: (a) the requirements and the specific characteristics of reading-to-

write tasks (and to what extent they affect performance) and (b) the degree to which writer's competency and proficiency level have an impact on the end product.

This paper touches upon the notion of cross-language mediation as translanguaging practice, which appeared in the language teaching scene through its inclusion in the *Common European Framework of Reference for Languages* (CEFR). The present paper discusses a specific aspect of a larger project, the aim of which was to investigate what counts as successful mediation. Drawing data from the Greek national standardized foreign language exams (known as KPG), which assesses mediation, the study involved the linguistic analysis of 32 KPG written mediation *tasks* and 653 *scripts* produced by mediators (test-takers) of different proficiency levels over a period of 6 years. Tasks and scripts were analysed by following different methodological procedures ranging from top-down to bottom-up. Specifically, while KPG *tasks* were linguistically described on a basis of genre-oriented model with predefined categories (i.e., topic, text-type, discourse environment, communicative roles etc) adopting the Hallidayian view of language as a social semiotic, the analysis of mediation *scripts* was based on an inductively developed framework of analysis, i.e. the *Inventory of Written Mediation Strategies*. Both quantitative and qualitative methods were used in order to discover the extent to which task parameters affect mediation performance and which mediation strategies differentiate successful from less successful mediation scripts and scripts of differing proficiency levels.

The results derived from the analysis of scripts as a result of written mediation confirmed the inextricable link between mediation task demands and outcome. The study also demystified the nature of this sort of reading-to-write tasks not only by focusing on the tasks *per se*, but also by analysing candidates' performance. Overall, the outcomes of this research seem to have facilitates the development of mediation levelled tasks for teaching and testing purposes.

Reference

Stathopoulou, M. (2015). *Cross-Language Mediation in Language Teaching and Testing*. Bristol: Multilingual Matters.

Quantifying Greek rhyme

Nina Topintzi, Konstantinos Avdelidis & Theodora Valkanou
Aristotle University of Thessaloniki
topintzi@enl.auth.gr, kon.avdel@gmail.com, teoval@enl.auth.gr

While poetic meter has traditionally been primarily the focus of philological enquiry, it has occasionally served as a topic of study in phonological theory too, since metrics provides insights to the phonological knowledge of speakers in an indirect fashion. More concretely, patterns commonly attested in various poetic traditions correspond to patterns languages employ in their general phonological systems (Fabb 2010).

Our paper focuses on rhyme, that is, the sound correspondence between one or more syllables at – usually – the ends of poetic lines. The phenomenon, reminiscent of reduplication in the general phonology of languages, has received less attention in the literature in comparison to other metrical components (Köhnlein & van Oostendorp 2014). For Greek in

particular, besides few extant philological studies on rhyme such as Κοκόλης (1993), from a linguistic perspective we are dealing with completely uncharted territory.

The research outlined here aims to start filling in this gap. Specifically, we report on the ongoing construction of a pilot database, funded by the Research Committee of the Aristotle University of Thessaloniki, that will contain a sample of rhymes as they appear in the poetic works of diverse Greek poets, including Karyotakis, Palamas, Solomos, Valaoritis, Varnalis among others. Through the database, the user will be able to extract plentiful information on the type of rhyme (e.g. masculine/οξύτονη vs. feminine/παροξύτονη ή προπαροξύτονη), its qualitative aspects, such as whether it is perfect or imperfect (where consonants or vowels alternate between the rhyming pairs), rich (i.e. inclusive of the onset of the stressed syllable) or not, as well as the corresponding frequency of occurrence in the corpus of data.

To this end, the database will be developed using the database management software MySQL and will integrate a number of project-specific algorithms designed to automatically recognize rhyme patterns. Error tracking and corrections will be handled manually by the project administrators. The output of this analysis will be accessible to the end user through a simple web-based interface that will allow searching through the database employing numerous criteria, such as rhyme types and frequencies according to poets, specific poems, rhyme patterns etc. Key features of the database are the provision for future expandability, its open-access nature and the use of open-source software.

While the database constitutes the first attempt to quantify aspects of Greek rhyme, ultimately it aims at supplying the material that will enrich our understanding of both the phonology of Greek (rhyme), but also of the typology of rhyme as a general phenomenon. For instance, examination of Greek shall enable us to potentially corroborate Holtman's (1996: 32) claim, based on Middle English, that languages with rich inflectional morphology prefer feminine over masculine rhymes. Similarly, we will examine whether instances of imperfect rhyme, illustrated for example with the bolded consonants of the pair *ανθρ**ό**pus - ρ**ό**nus* found in Valaoritis' Kyra Frosyni (vs. a perfect rhyme pair, such as *ανθρ**ό**pus - κ**ό**pus*), follow any systematic patterns, and if so, whether these are comparable to the structure of imperfect rhymes of other traditions, e.g. sonority-based as in Irish (Kern 2015), or different.

References

- Fabb, N. (2010). Is literary language a development of ordinary language? *Lingua*, 1219-1232.
- Holtman, A. (1996). *A generative theory of rhyme: an Optimality approach*. Ph.D. dissertation, University of Utrecht.
- Kern, G. (2015). *Rhyming grammars and Celtic phonology*. Ph.D. dissertation, MIT.
- Köhnlein, B. & M. Van Oostendorp (2014). The relevance of feminine rhyme for phonological theory. In R. Kager et al. (eds), *Where the principles fail. A Festschrift for Wim Zonneveld*. Utrecht: UIL-OTS, 113-121.
- Κοκόλης, Ξ.Α. (1993). *Η ομοιοκαταληξία. Τύποι και λειτουργικές διαστάσεις*. Αθήνα: Στιγμή.
-

“Conlanging” as a translation awareness task

Ester Torres-Simón

Universitat Rovira i Virgili

ester.torres@urv.cat

A conlang (or constructed language) is a language which did not develop naturally, but was consciously devised for human or human-like communication. The sometimes incomplete or limited repertoires of conlangs, which are often invented with a very specific purpose, create a situation in which translation is not straightforward. As a final project for a B.A in English, students were requested to perform a translation of a fragment of *The Little Prince* into a conlang of their choice. This study shows which main problems they faced, how they faced the task of constructing/completing languages in translation, and how these tasks raised awareness on possible difficulties in translation (lack of correct terms), adaptation to different grammar patterns (differences in structures) and, most especially, the implications of language prestige awareness. This work adds to other proposals for the use of conlangs in the English class, where benefits like the expansion of borders of linguistic resourcefulness in students (Butnaru 2013), better understanding of the concept of “cultural relativity” (Schreyer et al) or broadening interest on history of languages (Sanders 2016) have been proposed.

References

- Butnaru, N.L. (2013). Expanding the borders of linguistic resourcefulness through conlangs: A study on H.C. Andersen’s ‘The little mermaid’, translated into Esperanto by L. L. Zamenhoff. In *Proceedings of the International Conference Globalization, Intercultural Dialogue and National Identity. Section: Language and Discourse 2*, 419-429.
- Sanders, N. (2016). Constructed languages in the classroom. *Language*, 92(3): 192-204.
- Schreyer, C. et al (2013). The Culture of Conlanging: What can we learn about culture from created languages? *Fiat Lingua*, 1-17. Retrieved December 6th, 2016. <http://fiatlingua.org>.

Backward control as phi-feature sharing

Vina Tsakali¹, Elena Anagnostopoulou² & Artemis Alexiadou³

^{1,2}*University of Crete*, ³*Humboldt Universität zu Berlin & Leibniz-ZAS*
tsakali@uoc.gr, elena@phl.uoc.gr, artemis.alexiadou@hu-berlin.de

Topic: In this paper, we re-evaluate the evidence for the existence of Backward Control (BC) and backward coreference in Greek, Romanian and Spanish (Alexiadou et al. 2010, Alboiu 2007, Moreno & al. 2011), relying on experimentally assessed novel data from Greek.

Background: Control in Greek is instantiated in subjunctive complement clauses, as the language lacks infinitives (Iatridou 1988/93, Terzi 1992 and subsequent work) and it is distinguished into Obligatory Control (OC) and non-OC Control (NOC). The subject can appear in several positions and agrees with both the main and the embedded verb in person and number:

- (1) [(*O Janis*) emathe (o *Janis*) [na pezi (o *Janis*) kithara (o *Janis*)]]
John-nom learned-3sg John-nom subj play-3sg John-nom guitar John-nom

‘Janis learned to play the guitar’

Alexiadou et al. (2010) have argued that all OC verbs allow BC in Greek, providing evidence that the (boldfaced in (1)) subject in embedded VSO pattern, qualifies as a truly embedded overt subject pointing to an unpronounced thematic matrix subject.

Experimental study: Greek monolingual speakers were asked to evaluate the availability of backward co-reference in *na*-subjunctives and indicative *that*-clauses in two separate questionnaires. We included VSO and VOS orders for *na*-clauses (SVO orders are unavailable in subjunctives) and SVO, VSO and VOS orders in *that*-clauses. Questionnaire I was run on 74 adults, Greek monolingual native speakers testing the conditions of OC and NOC configurations of *na*-clauses. Questionnaire II was run on 54 adults (a subset of the participants in Questionnaire I) and investigated the availability of co-reference across a CP boundary (*that*-clause). Our results demonstrate obligatory backward co-reference with OC verbs. A significant number of speakers (up to 50% for VSO and up to 68% for VOS orders) allow co-reference with NOC verbs, which also permit disjointness, just like Forward Control (FC) configurations. Significantly, we found comparable data with finite clauses, i.e. a considerable amount of speakers allow backward coreference in [pro-V-*that*-VSO/VOS] sequences (up to 43% and 69% for VSO and VOS respectively), while they only accept the disjoint reading in [pro-V-*that*-SVO] sequences (at a rate of 86% to 99%) which points to a robust Principle C effect, as shown in (2).

- (2) pro_k emathe oti ***o Petros_k** kerdise ^{ok}**o Petros_k** to lahio ^{ok}**o Petros_k**
 learned-3sg that **Peter-nom** won-3sg **Peter-nom** the lottery **Peter-nom**
 ‘He/she learned that Peter won the lottery/ Peter learned that he won the lottery’

Preliminary investigation shows that Romanian subjunctives behave like Greek in both contexts.

Analysis: We argue that BC in Greek is a side-effect of the availability of an agreement chain between a null main subject and an overt embedded subject in all types of subjunctives (*na*-clauses) and to a certain extent, in indicatives (*that*-clauses). Thus, while backward coreference is allowed in both types of clauses, with VSO and VOS embedded orders, embedded SVO orders in indicatives lead to a robust Principle C effect. We propose that what has been analysed as BC actually reflects ϕ -agreement between matrix T, embedded T and the overt S(ubject), licit only if the subject doesn’t intervene between the two T heads, (1a):

- (3) a. [$T\phi_k$ [_{TP/CP} $T\phi_k$ DP ϕ_k]] b.*[$T\phi_k$ [_{TP/CP} DP ϕ_k $T\phi_k$]]

A comparative investigation of the Greek/Romanian and the Spanish type of BC shows that while the latter reduces to restructuring (Ordonez 2009, Herbeck 2013), the former relies on ϕ -feature sharing under Agree. Such feature sharing is possible under CP-transparency. We will explore the idea that CP-transparency is linked to the presence of ϕ - and discourse-features in T in Greek (cf. Miyagawa 2010, 2016), allowing for raising and agreement across a CP-boundary.

Novel metaphors in emotive talk

Kyriaki Tsapakidou

Aristotle University of Thessaloniki

ktsapaki@lit.auth.gr

Are Greek metaphorical expressions such as *με πιάνει ένα συναίσθημα απόγνωσης* ('an emotion of despair grasps me'), *έχω ένα αίσθημα αβεβαιότητας* ('I have a feeling of uncertainty'), and *το συναίσθημα του τρόμου χοροπηδά μέσα μου* ('the emotion of fright jumps inside me') equally apt when expressing Greek speakers' emotions? And which of the above better reflects the actual emotional experience? In answering such questions, the aim of this paper is to identify the novel metaphors that occur within the collocates of the Greek lexical units *συναίσθημα* 'emotion' and *αίσθημα* 'feeling' and examine their communicative function in comparison with the function of conventional metaphors within such collocates. Within the theoretical model that combines insights from Conceptual Metaphor Theory and Discourse Analysis it has been claimed that the use of novel metaphors in discourse is deliberate and suggestive of creativity (Steen 2013), and that, when it comes to communicating emotion, novel metaphors are able to evoke an empathic response. On the other hand, research on Language and Emotion suggests that the fundamental role of all metaphors in emotive talk (Bednarek 2008) is the expression of emotion (Foolen 2012) – a role that is interwoven with the innate ability of metaphor to revoke aspects of emotional experience (Theodoropoulou 2012). The metaphors examined in this paper are drawn from a research (Tsapakidou 2015) which, based on the quantitative and qualitative perspectives of Corpus-Based-Analysis, specifically investigates the metaphorical collocates of the words *συναίσθημα* and *αίσθημα*. The assumptions regarding the conventionality of metaphors are based on the proportion of specific source-domains appearing in the metaphors, and the frequency of lexical units instantiating the source-domains. The primary issue addressed is whether novel and conventional metaphors actually do have a different role when it comes to emotion. Is it adequate to assume that the novel metaphorical expression *το συναίσθημα του τρόμου χοροπηδά μέσα μου* is more expressive than the conventional one *μου κόπηκε το αίμα* ('my blood was cut of')? Or is it the case that expressiveness is not just a matter of novelty and that conventional metaphors are just as capable of reflecting emotion? The broader issue of the different role of lexical items within conceptual domains is finally brought up (Kövecses 2000).

References

- Bednarek, M. (2008). *Emotion Talk across Corpora*. Houndmills: Palgrave MacMillan.
- Foolen, A. (2012). The relevance of emotion for language and linguistics. In A. Foolen, M. Ludtke, P. Racine & J. Zlatev (eds), *Moving Ourselves, Moving Others: Motion and Emotion in Intersubjectivity, Consciousness and Language*. Amsterdam & Philadelphia: John Benjamin Publishing Company, 347-68.
- Kövecses, Z. (2000). *Metaphor and Emotion: Language, Culture and Body in Human Feeling*. Cambridge: Cambridge University Press.
- Steen, G. (2013). Deliberate metaphor affords conscious metaphorical cognition. *Journal of Cognitive Semiotics*, 5(1-2): 179-197.
- Theodoropoulou, M. (2012). The emotion seeks to be expressed: Thoughts from a linguist's point of view. In A. Chaniotis (ed.), *Unveiling Emotions: Sources and Methods for the Study of Emotions in the Greek World*. Stuttgart: Steiner, 433-468.
- Tsapakidou K. (2015). *Emotion and feeling in emotion talk*. MA thesis, Department of Linguistics, School of Philology, Aristotle University of Thessaloniki, Greece.

Τα «φατσέικα» ως μορφή κωμικόγλωσσας στην ελληνική

Ασημάκης Φλιάτουρας & Θεόδωρος Κούκος
Δημοκρίτειο Πανεπιστήμιο Θράκης
afliatouras@yahoo.com, theodor.ck@gmail.com

Είναι γνωστό ότι ένα από τα βασικά συστατικά επιτυχίας του κωμικού σίριαλ «Καφέ της Χαράς» εδώ και δεκατρία χρόνια είναι τα γνωστά «σαρδάμ» του Φατσέα, ενός καθολικά αναγνωρίσιμου ήρωα του σίριαλ που μιλά με ιδιότυπο κατανοητό από τους συμπολίτες του τρόπο, αν εξαιρέσουμε τις σποραδικές αμφισημίες, προκαλώντας την κωμική αντίδραση των τηλεθεατών και μάλιστα τη συμπάθεια προς τον ήρωα παρά την αντικοινωνική συμπεριφορά του. Τα «φατσέικα» ως τέκνο των δημιουργών της σειράς Χάρη Ρώμα και Α. Χατζησοφιά κατά τα πρότυπα άλλων συγγραφέων, όπως λ.χ. του Ψαθά στη «Μαντάμ Σουσου», συνιστούν μια τεχνητή προσωπική παικτική κωμικόγλωσσα (artificial personal game jokelang) (βλ. ενδεικτικά Libert 2000) που χρησιμοποιεί ως εργαλεία της τη μίξη κωδίκων (λόγιο / λαϊκό, υψηλό / μη υψηλό κλπ.), λ.χ. *εκ του πονηρόθεν, είμαι σεβασμιότατος*, τις μορφές αναλογικής αλλαγής (σύμφυρση, παρετυμολογία, υπερδιόρθωση, αναλογική επέκταση κλπ.), λ.χ. *να τον προσλήψω, ο δείκτης Tom Jones, πούρα ομορφιάς, εφάρπαξ, η Οξφόρδα*, την αποπαγίωση, λ.χ. *παρανάλωμα του Πειραιώς*, και την ενεργοποίηση δυνητικού λεξιλογίου, λ.χ. *δεν την υπολείπομαι; , παρενεργείται*. Οι επί μέρους στόχοι της εργασίας είναι:

- Η εξαντλητική ταξινόμηση και στατιστική ανάλυση των γλωσσικών μηχανισμών που χρησιμοποιεί και η συστηματική σύνδεσή τους με την κωμικότητα (βλ. μεταξύ άλλων Γαλίτη 1996, Attardo 2001, Τσάκωνα 2004, Archakis & Tsakona 2005) με έμφαση στην ψευδολογιοποίηση και την ψευδολαϊκοποίηση (Joseph 2012), λ.χ. *δεν φείδει χρημάτων*.
- Η συγκριτική ανάλυση με τη φυσική γλώσσα και κατ' επέκταση οι δυνατότητες μεταφοράς μονάδων από τη φυσική στην τεχνητή γλώσσα και το αντίστροφο (βλ. μεταξύ άλλων Ξυδόπουλος 2008), λ.χ. *τα ευρά, θα επανέλθω Δημήτριος*.
- Η απόδειξη της συστηματικότητας στην παραγωγικότητα στοιχείων και η σημασιολογική και μορφολογική ανάλυση των παραγόμενων σχηματισμών, λ.χ. *αντιβεντέρσι, επιβαστάζω*.
- Η κοινωνιογλωσσική και υφολογική προσέγγιση του φαινομένου, καθώς οι αναφορές είναι συχνά σεξιστικές, οικονομικές ή χυδαιολογικές ως αποκύημα της προσωπικότητας του ήρωα (βλ. μεταξύ άλλων Κεχαγιά 1997, Κανάκης 2007, 2011), λ.χ. *είμαι φεουδόρχις, τύπος και υπογαμός, είμαι μεθυστάνας, είμαστε οι πρωτόκλαστοι*.

Με βάση τα παραπάνω δεδομένα, ο απώτερος στόχος είναι να εξαχθούν γενικότερα συμπεράσματα για τη λειτουργία του λόγιου και του λαϊκού χρηστικού επιπέδου (βλ. και Αναστασιάδη-Συμεωνίδη & Φλιάτουρας 2004) και της αναλογικής λειτουργίας με έμφαση στην παρετυμολογία στην ελληνική γλώσσα (βλ. Fliatouras, Voga & Anastassiadis-Symeonidis 2016), κυρίως σε σχέση με τη μορφοσημασιολογική διάσταση και δευτερευόντως με την παικτικότητα /κωμικότητα.

Ways of *wh*-scope marking: Evidence from Greek

Christos Vlachos

Queen Mary University of London
c.vlachos@qmul.ac.uk

1. Introduction. This paper argues that Greek manifests a variant of the *wh*-scope marking strategies traditionally associated with German (eg, van Riemsdijk 1982; McDaniel 1989), and Hindi (eg, Dayal 1994, 2000). I motivate this claim by (re)visiting two types of Greek *wh*-constructions: *wh*-slifting, and optional long-distance *wh*-in situ (Roussou et al. 2013; Vlachos 2012, 2014). The approach to be defended will raise three interesting implications about Universal Grammar, the most obvious of which being that the *wh*-scope marking strategy appears to span a larger set of grammars (Greek) than the set that is standardly thought to range over (German; Hindi). The other two implications, which are not immediately obvious but will become so after I lay out the details of the analysis, relate to *wh*-fronting and clausal complementation: the difference between languages that allow *wh*-extraction out of finite clauses and those that do not (Ross 1967) may reduce to (in)definiteness; and, the close link between embedded *wh*-clauses and *that*-clauses (Ross, ms) may reduce to DP-complementation.

2. Facts. *Wh*-slifting and optional long-distance *wh*-in situ (henceforth, *wh*-in situ) can be exemplified in Greek as in (1) and (2) respectively. In (1), a *wh*-interrogative clause (*pjon idhe i Maria*) surfaces at the left of a proposition-selecting predicate (*nomizis*). Despite the predicate's selectional restrictions, the declarative complementizer *oti* is ungrammatical (cf, (1a)), while the distribution of the predicate, and its subject, are heavily restricted (cf, (1b) and (1c) respectively). In (2), a *wh*-interrogative clause with the question word in situ (*i Maria idhe pjon*) surfaces at the right of a proposition-selecting predicate (*nomizis*). While the distribution of the predicate and its subject is similar to that in *wh*-slifting (cf, (2b) and (2b) respectively), *oti* is grammatical (cf, (2a) with (1a)).

- (1) a. Pjon idhe i Maria, nomizis (*oti)?
who-ACC saw-3SG the-NOM Mary-NOM think-2SG that
“Who did Mary see, do you think (*that)?”
- b. *Pjon idhe i Maria, paradhese?
who-ACC saw-3SG the-NOM Mary-NOM admit-2SG
“* Who did Mary see, do you admit?”
- c. *Pjon idhe i Maria, den nomizi kanenas?
who-ACC saw-3SG the-NOM Mary-NOM NEG think-2SG nobody-NOM
“Who did Mary see, nobody thinks?”
- (2) a. Nomizis (oti) i Maria idhe pjon?
think-2SG that the-NOM Mary-NOM saw-3SG who-ACC
“You think that Mary saw who?”
- b. *Paradhese oti i Maria idhe pjon?
admit-2SG that the-NOM Mary-NOM saw-3SG who-NOM
“* You admit that Mary saw who?”
- c. *Den nomizi kanenas oti i Maria idhe pjon?
NEG think-2SG nobody-NOM that the-NOM Mary-NOM saw-3SG who-ACC
“* Nobody thinks that Mary saw who?”

3. Proposal. Extending recent work on German and English wh-slifing qua wh-scope marking (Vlachos 2016), I will argue that an indefinite D-layer mediates the association of the proposition-selecting predicate with the wh-clause in both (1) and (2), while an evidential head restricts the distribution of the predicate and its subject. The observed orderings derive from two operations of Merge associated with D: in wh-slifing, a wh-element internally merges with D, while in wh-in situ a null wh-scope marker externally merges with D. A major consequence about long-distance wh-movement will be considered.

Foreign language oral assessment from an ecolinguistic perspective

Evangelia Evelyn Vovou

National and Kapodistrian University of Athens

evovou@yahoo.com

Although today's educational environments in globalised societies are to a great extent multicultural, and thus diverse *per se*, foreign language oral assessment practices are in praxis homogenous without taking specific examiner/examinee profile factors, such as cultural, social, ethnographic, psychological etc. into consideration. Large-scale foreign language examinations try to minimize the aforementioned limitation by their calibration to the Common European Framework of Reference for Languages (CEFR) and by taking account of the sociolinguistic and intercultural competences as described in it. Though this secures both construct and test score validity to a certain extent, the problem still lies in the fact that international or even national large-scale examinations, when embedded in a multicultural/multilingual society, address heterogeneous test-taker and test-giver groups, who follow different cultural, social and performative conventions, with homogeneous examination practices, tasks, evaluation criteria, marking grids and interlocutor frames.

In this paper I try to address the above matter through the example of oral examinations in globalized settings, where the discursive construction of identity and the social nature in the performance of both examiner and examinee prevail. Adopting the ecolinguistic approach (Fill 1996) the study focuses on the following aspects: how the examiners' identity affects the examination discourse and whether examined competences should be revisited to fit the profile of learners/examinees. More particularly, drawing on discourse analysis, the study explores how symbolic competence (Kramsch/Whiteside 2008, Kramsch 2011) is present in the context of oral language examinations, which facets of examiner/examinee identity manifest during the testing discourse and how specific markers for each facet can and should be set in order to examine the testing discourse under the ecolinguistic scope.

To answer the above questions the study uses data from oral examination simulations of the KPg National Foreign Language Examination for the German language between Greek examinees and German examiners at C1/C2-level. The findings reveal how multicultural identities affect the discourse and so the validity of measurement and guide us towards a revision of foreign language competences in multicultural milieus.

Reconsidering some puzzles of BEFORE: the view from Modern Greek

Orest Xherija

University of Chicago

orest.xherija@uchicago.edu

Introduction: It is well-attested crosslinguistically that BEFORE-clauses (BCs) can yield a factual, a non-factual and a non-committal inference about the instantiation of the eventuality they describe. It is also well-attested that BEFORE licenses weak Negative Polarity Items (NPIs) in the BC. Modern Greek (MG) BCs exhibit two additional interesting phenomena: (i) they sporadically **allow strong NPIs** à la Zwarts (1998) as in [1]; and (ii) **they forbid PAST tense and allow only PERFECTIVE NON-PAST (PNP) on their verb** [1], known to be sanctioned only in NONVERIDICAL environments in MG (Giannakidou, 2009). This is not the case for other MG temporal connectives [2].

1. O Iorđanis péθane PRIN ði / *íðe kanéna_F egóni tu.
the Jordan died BEFORE see.PNP / saw **nobody** grandchild his
'Jordan died before seeing **any at all** of his grandchildren.'
2. I Féðra éfiXe ÓTAN/AFÚ *ftási / éftase i Natasa.
the Phaedra left WHEN/AFTER arrive.PNP / arrived the Natasha
'Phaedra left when/after Natasha arrived.'

We propose a disjunctive denotation for BEFORE, with which its meaning is **non-committal** by default and the other two inferences arise from the presence of a suitable context. With this semantics, we aim to address three questions: (a) How do the factual, non-factual and non-committal inferences arise and what is their status? (b) How is the PNP verbal form in MG related to the potential (non)veridicality of BEFORE? and (c) How does the licensing of (strong) NPIs take place in MG BCs?

Proposal: We restrict our attention to BEFORE when it conjoins untensed clauses and we take it, following (Sharvit, 2014, a.o.), that verbs require a time-interval argument of the form $[a, b]$, $a < b$. We assume, with Condoravdi (2010), that the untensed clause $[A \text{ BEFORE } B]$ composes intersectively, i.e. $\llbracket A \text{ BEFORE } B \rrbracket = \llbracket A \rrbracket \wedge \llbracket \text{BEFORE } B \rrbracket$. Denoting by " \prec " the relation of temporal precedence and by \vee exclusive disjunction, we obtain the denotation:

$$\llbracket A \text{ BEFORE } B \rrbracket = \lambda t_i \left[\mathcal{A}(t) \wedge \left(\left((\exists t'' \neq \emptyset) [(\min(t) \prec \min(t'')) \wedge \mathcal{B}(t'')] \right) \vee \left(\forall t' [-\mathcal{B}(t')] \right) \right) \right]$$

Under the simplifying assumption that there is one PAST tense operator scoping above both clauses and denoting the underlined portion above by \mathcal{E} , the utterance time by t_{UT} and the contextually restricted relevant time interval by \mathcal{I}_c we obtain the truth conditions in [B3]:

$$\llbracket \text{PAST} \rrbracket \left(\llbracket A \text{ BEFORE } B \rrbracket \right) = \exists t \subset \mathcal{I}_c \left(t \neq \emptyset \wedge \sup(t) \preceq t_{UT} \wedge \mathcal{E} \right) \quad (\text{B3})$$

Informally, this approach, similar in spirit to Krifka (2010), claims that a sentence $[A \text{ BEFORE } B]$ is true either if event B occurs at a time after A or if it is not instantiated at all in the contextually relevant interval.

Selected Bibliography:

- Condoravdi, C. (2010). NPI licensing in temporal clauses. *Natural Language & Linguistic Theory*, 28(4): 877-910.
- Giannakidou, A. (2009). The dependency of the subjunctive revisited: Temporal semantics and polarity. *Lingua*, 19(12): 1883-1908.
- Krifka, M. (2010). 'Before' and 'After' without coercion: Comment on the paper by Cleo Condoravdi. *Natural Language & Linguistic Theory*, 28(4): 911-929.

- Sharvit, Y. (2014). On the universal principles of tense embedding: The lesson from 'Before'. *Journal of Semantics*, 31(2): 263-313.
- Zwarts, (1998). Three types of polarity. *Plurality and Quantification (Studies in Linguistics and Philosophy)*, 69: 177-238.

POSTERS

Research article abstracts: A genre-based exploration of disciplinary variation

Eleni Agathopoulou & Christiana Kordali
Aristotle University of Thessaloniki
agatho@enl.auth.gr, christiana.kord@gmail.com

Studies on the rhetorical structure of research article abstracts have documented disciplinary variation with respect to features such as macrostructure, hedging and lexis (e.g. Golebiowski, 2009; Pho, 2008; Jiang & Hyland, 2017). The present study investigates the above features in research article abstracts from the following disciplines: Theoretical Physics, Applied Physics, Theoretical Linguistics and Applied Linguistics.

We compiled four corpora, each consisting of 30 abstracts which were published in academic journals between 2015 and 2016. The number of words in the corpora varied from 4263 to 5853. Following Santo's (1996) model for rhetorical analysis we found the following differences across the corpora: (a) the rhetorical move Theoretical Background seems compulsory only in Applied Physics and Applied Linguistics abstracts, while, on the other hand' (b) the rhetorical move Results seems compulsory only in the abstracts concerning Theoretical Linguistics and Applied Linguistics. Moreover, hedges (e.g. may, indicate, generally) outnumber boosters (e.g. demonstrate, clearly, obviously) (Hyland, 2000) in all discipline abstracts except in those concerning Theoretical Physics, where boosters are more frequent than hedges. Last, an analysis based on Gardner's Academic Vocabulary List (Gardner & Davies, 2014) revealed that in both Linguistics corpora the use of academic vocabulary exceeds the use of technical vocabulary but the reverse holds for the two Physics corpora, with the corpus of abstracts in Theoretical Physics having the higher frequency of technical vocabulary.

Based on our results, we suggest specific activities that aim at helping novice academics as well as instructors of English for Academic Purposes towards writing effective research article abstracts, a genre of particular importance in promoting one's readership.

References

- Gardner, D. & M. Davies (2014). A new academic vocabulary list. *Applied Linguistics*, 35: 305-27.
- Golebiowski, Z. (2009). Prominent messages in Education and Applied Linguistic abstracts: How do authors appeal to their prospective readers? *Journal of Pragmatics*, 41: 753-69.
- Hyland, K. (2000). *Disciplinary Discourses: Social Interactions in Academic Writing*. Pearson Education, Harlow.
- Jinag, F. & K. Hyland (2017). Metadiscursive nouns: Interaction and cohesion in abstract Moves. *English for Specific Purposes*, 41: 1-14.
- Pho, P.D. (2008). Research article abstracts in applied linguistics and education technology: A study of linguistic realizations of rhetoric structure and authorial stance. *Discourse Studies*, 10: 231-50.
- Santos, M.B.D. (1996). The Textual Organization of Research Paper Abstracts in Applied Linguistics. *Text*, 16: 481-99.
-

An IRT analysis of the Verb Subordinates Test

Aleka Akoyunoglou Blackwell & Jennifer Cooper

Middle Tennessee State University

aleka.blackwell@mtsu.edu, Jennifer.Cooper@mtsu.edu

We present an IRT analysis of the Verb Subordinates Test (VST) (Blackwell, 2014), a vocabulary test focused exclusively on verbs. In the VST, the items are all true/false statements seven words in length. Each item has the syntactic structure *To verb_x is a way to verb_y* (e.g., *To jog is a way to run*). All items rely on the hypernym/troponym semantic relationship between semantically superordinate and subordinate verbs in *Wordnet* (Fellbaum, 1998). The VST taps into two interrelated aspects of developing knowledge of verb semantics: knowledge of (i) hyperordinate/subordinate semantic relationships, e.g., *jump*<*skip* (Fellbaum, 1998), and (ii) semantically general (GAP) verbs vs. semantically specific verbs, e.g., *sing*>*chant* (Golberg et al., 2008). Most importantly, the frequency variable is factored into the VST by including items representing four word frequency levels. In all levels, the hypernyms are high frequency, familiar basic level verbs. The target verbs (troponyms) represent four word frequency bands obtained from the *Corpus of Contemporary American English (COCA)* (Davies, 2011).

Three hundred and five native English-speaking college students in a large public university in the United States (Age, *Min*=18, *Max*=41, *Mode*=19, *Mdn*=19, *M*=20.63, *SD*=3.44) participated in this study. Participants completed the VST administered on a computer with the software E-Prime. Test items appeared in a randomized order. To provide external validity for the VST, the *PPVT-III* (Dunn & Dunn, 1997), a norm-referenced measure of receptive vocabulary, was also administered to all participants individually and in private.

We present four assessment models based on an IRT analysis of the data aimed to determine the most informative combination of verb frequency levels for the purpose of vocabulary testing. The analyses revealed that the full 40-item VST (Cronbach's $\alpha = .901$) is most effective at discriminating people whose lexical competence is approximately one standard deviation below the mean on the trait continuum (max. information at $\vartheta = -1.300$). A partial VST (levels 0-3, 32 items) (Cronbach's $\alpha = .886$) is most effective at discriminating people whose lexical competence is approximately two standard deviations below the mean on the trait continuum (max. information at $\vartheta = -1.800$). A partial VST (levels 1-4, 32 items) (Cronbach's $\alpha = .904$) is most effective at discriminating people whose lexical competence is below but closer to the mean on the trait continuum (max. information at $\vartheta = -0.750$). Finally, a partial VST (levels 2-4, 24 items) (Cronbach's $\alpha = .898$) is the most effective model for discriminating individuals over a larger range of the trait continuum (ϑ values between -2.00 and 1.50). Compared to the other models, this model provides the highest discrimination values at the high end of the trait distribution, i.e., among individuals with above average lexical competence.

We argue that this approach to assessing lexical aptitude with L1 and L2 speakers of American English is promising. It offers the advantage of easy administration. In addition, new items can be readily developed using *Wordnet* and *COCA*. The IRT analyses revealed that individual vocabulary items on this measure, given their frequency range, are differentially informative across the trait continuum. With that in mind, future uses of this measure can tailor items based on whether the goal is to discriminate people on the high end of the trait continuum vs. the lower range of the continuum. Similar tests can also be developed for languages which have corpus-based frequency data of verb use by speakers of the language.

The +/-perfective aspectual distinction in *na*-clauses in L2Greek: Evidence from oral production

Maria Dimitrakopoulou¹ & Anna Kokkinidou²

¹Directory of Dodecanese & ²Democritus University of Thrace
mdimitrakopoulou65@gmail.com & akokkin@bscc.duth.gr

The acquisition of grammatical aspect has been the focus of a substantial number of second language acquisition studies (see for example Slabakova 2000's study on the effect of types of DP complements on the interpretation of telicity in L2 English and Montrul & Slabakova 2002 on the +/- perfective distinction in L2 Spanish, a.o.). The interpretation and production of aspect by L2 learners has also been investigated in the case of Modern Greek (MG) (Νατσόπουλος & Παναγοπούλου 1985, Βαλετόπουλος 2001, Παπαδοπούλου 2005). In MG verbs inflect for (perfective) aspect throughout the mood paradigms (+/-imperative), tense and agreement. Furthermore, the +/-perfective distinction is morphologically realized in +past contexts in the indicative mood as well as in the subjunctive mood (*na*-clauses, irrespective of tense marking (Τσαγγαλίδης 2000 a.o.). Interestingly, the choice of the aspectual form is dependent on the properties of the selectional predicates (Roussou 2009). Turning to the acquisition of grammatical aspect in MG, results from the aforementioned studies (see references above) have shown persistent learnability problems. Specifically, it has been shown that L2 learners of Greek tend to overuse the +perfective verbal form, especially in –tense contexts as is the case in *na*-complements even at more advanced stages of acquisition (C1 level of CEFR) (Νατσόπουλος & Παναγοπούλου 1985, Παπαδοπούλου 2005). The preference for the +perfective form was not attested in Βαλετόπουλος (2001), who found significant interactions between the choice of the aspectual form and the L1 of the learners. Note, however, that the data from his study came only from learners at less advanced stages of acquisition (A2 and B1 levels of attainment in Greek). In the present study we aim to further explore the development of aspect in L2 Greek in *na*-complements through the analysis of a corpus of oral production (70 oral interviews) by learners of all levels of attainment (A1-C2), compiled at the Centre for the Greek language. Specifically, we will present data from with candidates taking part in the exams for the certification of attainment in L2 Greek, focusing on the types of the selecting predicates, which as shown by the analysis of the data, seem to verify previous findings as to the preference for the +perfective form well into very advanced stages of learning, although this is significantly conditioned by the matrix predicates as well as the level of proficiency in Greek.

References

- Βαλετόπουλος, Φ. (2001). Το γραμματικό ποιόν ενέργειας στη διδασκαλία της ελληνικής ως δεύτερης ή ξένης γλώσσας. Στο Μ. Βάμβουκας & Α. Χατζηδάκη (επιμ.), *Μάθηση και διδασκαλία της ελληνικής ως μητρικής και ως δεύτερης γλώσσας*. Αθήνα: Ατραπός, 59-69.
- Montrul, S. & R. Slabakova (2002). The L2 acquisition of morphosyntactic and semantic properties of the aspectual tenses preterite and imperfect. In A.T. Pérez-Leroux & J.M. Liceras (eds), *The Acquisition of Spanish Morphosyntax. The L1/ L2 Connection*. Dordrecht: Kluwer, 131-149.
- Νατσόπουλος, Δ. & Ε. Παναγοπούλου (1984). Η μάθηση της ρηματικής όψης της ΝΕ σε εξαρτημένες προτάσεις από ξενόγλωσσους: Εξελικτική σύγκριση προς τους φυσικούς ομιλητές. Στο *Μελέτες για την Ελληνική γλώσσα 5*. Θεσσαλονίκη: Αφοί Κυριακίδη, 185-200.
- Παπαδοπούλου, Δ. (2005). Η παραγωγή της ρηματικής όψης από σπουδαστές της ελληνικής ως δεύτερης/ξένης γλώσσας. *Journal of Applied Linguistics*, 21: 39-54.

- Roussou, A. (2009). In the mood for control. *Lingua*, 119: 1811-1836.
- Slabakova, R. (2000). L1 transfer revisited: the L2 acquisition of telicity marking in English by Spanish and Bulgarian native speakers. *Linguistics*, 38(4): 739-770.
- Τσαγγαλίδης Α. (2000). Τι θα πει υποτακτική; Οι κατηγορίες του ρήματος στα λεξικά και τις γραμματικές της νέας ελληνικής. Στο *Μελέτες για την Ελληνική Γλώσσα* 20, 543-554.
-

L2 acquisition of interrogative and relative clauses by Greek learners of English: *that*-trace effects, subject-object extraction and the nature of interlanguage representation

Dimitra Filiou

Aristotle University of Thessaloniki

filiou_d@yahoo.com

The present paper investigates the L2 Acquisition of Wh-Interrogative and Relative clauses in English by L1 Greek speakers. Based on SLA theories that support partial availability of Universal Grammar, such as the *No Parameter Resetting Hypothesis* (Tsimplici and Roussou, 1991) and the *Interpretability Hypothesis* (Tsimplici and Mastropavlou, 2007), the study explores the nature of Interlanguage representation and the role of uninterpretable features with respect to specific grammatical properties: *that*-trace effects, Agreement, *wh*-subject and object extractions in interrogative and relative clauses. The acquisitional data were collected by intermediate and advanced Greek learners of English (n=40) and a control group of native speakers (n=10) using a grammaticality judgement task (consisting of 80 sentences). The results of the empirical study show that both intermediate and advanced L2 learners accept the ungrammatical *that*-trace structures in *subj.wh*-interrogatives due to the uninterpretability of the feature involved. L2 learners seem to transfer the properties of *subj.-verb* agreement in Greek to English L2. Moreover, no developmental change is observed with respect to *subj.(+that)* interrogatives. This paper attempts to confirm the claim that uninterpretable features are inaccessible to L2 learners and cause learnability problems in L2 acquisition.

Definition of the Categories of the Abstract Concepts

Lidiia Melnyk

Erfurt University

lidiia.melnyk@gmail.com

The following presentation seeks to fill the afore outlined research gap through the analysis of the intrinsic properties of the abstract concepts along with the subjective characteristics they are vested with. The research focuses mostly on the three groups of the abstract concepts: emotions, feelings and cognition and strives to identify the differences to divide them into the separate categories. Wiemer-Hastings and Xu (2005) point out that the difference between the properties of abstract and concrete concepts is that the second ones have more easily

identifiable intrinsic features. The research tested the claim of Wiemer-Hastings and Xu (2005) that the physicality cannot be considered the exclusion criteria in the definition of the categories of the abstract concepts. The free-association questions, answered by the research participants, demonstrate that most participants vest the abstract concepts with such properties as idea-based, unseizable and not-physical.

Therefore, the study will strive to sort out the most common properties out of the subjective ones that were listed by the individuals. The research also assumes that unlike the concrete concepts, the vision of the abstract concepts should be similar regardless of the cultural affiliation. It will focus on the definition of the properties of the abstract concepts, including the analysis of the vision of abstract concepts by the representatives of the different ethnic and cultural groups namely Russian, German, and Ukrainian.

References

- Barsalou, L.W. & K. Wiemer-Hastings (2005). Situating abstract concepts. In D. Pecher & R.A. Zwaan (eds), *Grounding cognition: The role of perception and action in memory, language, and thought*, 129-163.
- Hampton, J.A. (1981). An investigation of the nature of abstract concepts. *Memory & cognition*, 9(2): 149-156.
- Machery, E. (2009). *Doing without concepts*. Oxford University Press.
- Markman, A.B. & C.H. Stilwell (2001). Role-governed categories. *Journal of Experimental & Theoretical Artificial Intelligence*, 13(4): 329-358.
- Rosch, E. & C.B. Mervis (1975). Family resemblances: Studies in the internal structure of categories. *Cognitive psychology*, 7(4): 573-605.
- Smith, E.E., D.N. Osherson, L.J. Rips & M. Keane (1988). Combining prototypes: A selective modification model. *Cognitive science*, 12(4): 485-527.
- Wiemer-Hastings, K. & X. Xu (2005). Content Differences for Abstract and Concrete Concept. *Cognitive science*, 29(5): 719-736.
- Wiemer-Hastings, K., J. Krug & X. Xu (2001). Imagery, context availability, contextual constraint, and abstractness. In *Proceedings of the 23rd annual conference of the cognitive science society*. Erlbaum Mahwah, NJ, 1134-1139.

Enhancing teachers' assessment literacy: A European-funded project

Dina Tsagari¹ & Stefania Kordia²

¹University of Cyprus, ²Hellenic Open University
dinatsa@ucy.ac.cy, stefania.kordia@ac.eap.gr

Research has shown that Language Testing and Assessment (LTA) can have a strong impact on the quality of learning outcomes (see, e.g., Tsagari, 2012) and that, in many educational systems across Europe, the LTA literacy (see, e.g., Inbar-Lourie, 2013) of many English Language Teachers (ELTs) is not very well-developed. In this respect, adequate training in the area of LTA is necessary in order for teachers to be able to employ more appropriate assessment procedures and thus enhance the effectiveness of teaching and learning in their classrooms.

In light of the above, the purpose of this poster presentation is to provide an overview of the research undertaken in the framework of the 'Teachers' Assessment Literacy Enhancement (TALE)' Project, a three-year-long EU-funded project aiming at establishing a relevant, scalable

and sustainable LTA training infrastructure. The TALE Project has been running since September 2015 by a network of LTA and teacher education experts from Cyprus, Greece, Germany, Hungary and the UK and it has been set up in three main phases. These phases involve: a) conducting a thorough analysis of the training needs of ELTs around Europe, b) designing and piloting an original online training programme based on the needs analysis findings and, finally, c) creating a comprehensive and user-friendly LTA Handbook and making the training programme available to all interested parties worldwide. The first phase of the project was completed in June 2016. The second phase is currently underway, while the third phase is expected to end in August 2018. The main target audiences of TALE include pre- and in-service ELTs and English language learners of all levels. Nevertheless, the project is expected to be eventually of benefit to policy makers, experts and researchers in the fields of LTA and blended learning and teachers and learners of other languages as well.

This poster is divided into four sections. At the first one, a brief introduction is provided, delineating the main aims, phases and target audiences of the project as clarified above. The second section focuses on the needs analysis carried out at the first phase. Selected findings of an exploratory study involving teachers ($n=852$) and learners ($n=1788$) from Cyprus, Greece, Hungary and Germany are, therefore, presented, illustrating the assessment practices that, according to both groups of informants, are more and less frequent in these contexts (such as tests with closed answers, on the one hand, and alternative assessment, on the other), as well as the areas that most teachers believe they need training at (such as employing alternative assessment methods and assessing learners with special learning needs). On this basis, an overview of the online training programme which has been designed during the second phase of the programme is provided at the third section. This includes nine separate courses focusing on different aspects of assessment, with emphasis on those areas that, according to the findings of the needs analysis, most teachers need to be trained at. At the fourth section of the poster, useful information is provided about the content of the LTA Handbook that is going to be created during the third phase of the project.

The poster presentation ends by highlighting the contribution of the TALE Project to the development of an assessment culture in Europe that leads to enhanced learning outcomes.

References

- Inbar-Lourie, O. (2013). Guest Editorial to the special issue on language assessment literacy. *Language Testing*, 30(3):301-307.
- Tsagari, D. (2012). Classroom evaluation in EFL state-schools in Greece and Cyprus: towards 'assessment literacy'. *Journal of Applied Linguistics*, 27: 127-149.

The influence of animacy, givenness, and focus on object order in Croatian ditransitives

Marta Velnic

UiT The Arctic University of Norway
marta@velnic.net

In this talk we report how animacy, givenness, and focus influence word order in Croatian, which is considered a 'free' word order language and thus all word orders are attested but with varying frequencies (Siewierska, 1998). Previous research has shown that the preference for

one word order over another is dictated by pragmatic factors and so factors like givenness, animacy, and focus influence word order (Branigan, Pickering, & Tanaka, 2008; Bresnan, 2003). We investigate the effect of these factors by using ditransitive structures in Croatian, more precisely the effect on indirect-direct (IO-DO) or direct-indirect object order (DO-IO).

Since corpus data provided a limited view on these categories, we have conducted a survey that provides the necessary contrasts that allow us to see how word orders are preferred based on the three properties. 82 native speakers (mean age=23.3) of Croatian completed the survey. The survey consisted in 18 context sentences based on which the objects were considered given/not given and focused/not focused in the target sentences; animacy had a human/inanimate binary distinction. The target sentence was then presented in four randomized word orders (VID, IVD, VDI, DVI) and each of them was judged on a 5-point scale.

We used Linear Mixed Effects to create models in which word order and each of the factors was a predictor, and a null model where only word order was a predictor. We conducted ANOVAs as comparisons of the factor models to the null model. The results for animacy and focus are significant ($p\text{-value}=2.2e^{-16}$); the result for givenness is not significant ($p\text{-value}=0.24$). However, adding givenness to the animacy model improves it significantly ($p\text{-value}=0.016$). We can see the effect that a factor has on word order in the examples where all factors but one were neutralized. What we find is that, as expected, animacy influences an object to be placed forward while focus has the opposite effect. The effect of givenness was not as clear because in the condition of neutral animacy, the participants preferred DO-IO orders (VDI and DVI) regardless of which object was the given one. There was however a better judgment of IO-DO orders when the IO was given (mean=3.38) than when the DO was given (mean=2.09). In order to reveal the relative importance of the factors we used the conditions in which there was an interaction of two factors. Focus is a stronger factor than animacy because animacy influences object order only when neither object is focused. Surprisingly, in the condition where animacy and givenness were in competition (IO animate and DO given) there was a preference of DO-IO orders. Unfortunately, there was only one example of this condition. So, because of the unclear effect of givenness seen in the neutral animacy condition, and the insufficient power of its model, we conclude that animacy is a more relevant factor than givenness.

Our conclusion is that, like in other languages, focus influences the object to be placed last, animacy and givenness influence it to be placed before objects without this property. However, the extent of the givenness effect is not clear and more research is needed in order to establish to which extent is givenness relevant in Croatian. We thus reveal that these three factors are ordered hierarchically in the following way: focus > animacy > givenness.

References

- Branigan, H.P., M.J. Pickering, & M. Tanaka (2008). Contributions of animacy to grammatical function assignment and word order during production. *Lingua*, 118(2): 172-189.
- Bresnan, J. & T. Nikitina (2003). *On the Gradience of Dative Alternation*. Stanford University, 1-39.
- Siewierska, A. & L. Uhlirova (1998). An overview of word order in Slavic languages. In A. Siewierska (ed.), *Empirical approaches to language typology*, Vol. 20. Berlin: Mouton de Gruyter, 105-149.

WORKSHOP

Morpho-syntactic Isoglosses in Indo-European

Invited Talk

Shaping modern Indo-Aryan micro linguistic areas

Krzysztof Stroński

Adam Mickiewicz University

stroniu@amu.edu.pl

Since the pioneering paper by Emenau (1956) there have been many attempts (cf. Masica 1976; 2001; Ebert 2001; Southworth 2005 among many others) to select areal features which are shared among languages spoken in South Asia. However there has been little consent on the number of such features and the possible direction of their spread.

Modern Indo-Aryan scholarship represents rather an isogloss-oriented approach which takes into consideration a wider distribution of a feature and a smaller region displaying high density of shared structural traits. In such a 'restricted' approach, linguistic areas are perceived as outcomes of an intersection of isoglosses (Masica 2001; Matras 2009).

In this paper I am going to focus on select isoglosses, namely agreement patterns which have emerged during the NIA period. It seems that corpus based research on the distribution of nominative, non-nominative and mixed patterns shall give a more accurate picture of the formation of micro linguistic areas within IA. Therefore, I am going to present preliminary results of a research carried out on annotated early NIA corpora such as Early Rajasthani, Awadhi, Braj and Pahari (see <http://rjawor.vm.wmi.amu.edu.pl/tagging/>) and confront them with the data from contemporary dialects (see for example Das 2006; Stroński 2011. Verbeke 2013). Even though the research has been based on a quite modest number of IA languages, there are morpho-syntactic features shared among these dialects which have also been noted for other, more distant subbranches of IA as well as IE in general (for example possessive constructions which evolved into the past tense or obligative constructions which gave rise to the future tense in IA and Romance languages (cf. Montaut 2016)). It seems thus that an isogloss-oriented approach to South Asian linguistic area(s) can contribute to better understanding of the IE morphosyntax.

References

- Das, P.K. (2006). *Grammatical Agreement in Hindi-Urdu and Its Major Varieties*. Munchen: Lincom Europa.
- Ebert, K. (2001). Südasien als Sprachbund. In M. Haspelmath, K. Ekkehard, W. Oesterreicher & W. Raible (eds), *Language typology and language universals: An international handbook*. Berlin: Walter de Gruyter, 1529-1539.
- Emeneau, M.B. (1956). India as a linguistic area. *Language*, 32: 3-16.
- Masica, C. (1976). *Defining a Linguistic Area: South Asia*. Chicago: Chicago University Press.
- Masica, C. (2001). The definition and significance of linguistic areas: Methods, pitfalls, and possibilities (with special reference to the validity of South Asia as a linguistic area). In R. Singh, P. Bhaskararao & K.V. Subbarao (eds), *The yearbook of South Asian languages and linguistics 2001. Tokyo symposium on South Asian languages: Contact, convergence and typology*. New Delhi: Sage, 205-267.
- Matras, Y. (2009). *Language contact*. Cambridge: Cambridge University Press.
- Montaut, A. (2016). Why the ergative case in modal (in)transitive clauses? The historical evolution of aspect, modality, ergative and locative in Indo-Aryan. In E. Dahl & K. Stroński (eds), *Indo-Aryan Ergativity in Typological and Diachronic Perspective*. Amsterdam-

- Philadelphia: John Benjamins Publishing Company [Typological Studies in Language, 112], 133-164.
- Southworth, F.C. (2005). *Linguistic archeology of South Asia*. London and New York: Routledge Curzon.
- Stroński, K. (2011). *Synchronic and diachronic aspects of ergativity in Indo-Aryan*. Poznań: Wydawnictwo Naukowe UAM.
- Verbeke, S. (2013). *Alignment and Ergativity in New Indo-Aryan Languages*. Berlin/Boston: De Gruyter Mouton. (Empirical Approaches to Language Typology [EALT]: 51) <http://rjawor.vm.wmi.amu.edu.pl/tagging/>
-

The lexicalization of the adjective class in the Indo-European family as a second generation isogloss

Luca Alfieri

Guglielmo Marconi University
luchalfieri@hotmail.com

It is widely agreed that the parts of speech (PoS) systems in Latin and Sanskrit are almost identical, although Sanskrit adjectives do not sharply differ from nouns. At the same time, most scholars assume that the root, which is the basic unit of Sanskrit grammar, is a diachrony unit, an unreal abstraction or that it coincides with a simple stem (Alfieri 2013, 2014 for review). However, both ideas can be challenged.

It is well known that the label of PoS hides three different notions (Alfieri 2014b). On the first level, the PoS are *comparative concepts* that is, language external universal concepts in the sense of Croft (2001), Haspelmath (2010, 2012). On the second level, the PoS are language specific classes. However, also in this case, the PoS may refer the classes of the complex items used in the syntax, termed as *token, word or construction classes* (Croft 2005), or they can refer to the classes of the simple items stored in the lexicon, termed as *lexeme, type or morpheme classes* (Haspelmath 1996; Vogel 2000). If the PoS in Latin and in the Rig-Veda are compared distinguishing these plans and measuring the real frequency of each construction in a corpus (50 Rig-Vedic hymns and, perhaps, Cicero's *Catilinariae*), three results are obtained:

1. Vedic resembles a language "without" adjectives or, more precisely, with a small class of adjectives (Alfieri 2011).
2. The root is the minimum verbal item of a language with two major lexeme classes and qualities coded verbally. It is thus precategorial (in the sense of Bisang 2008), but it is a typologically real unit.
3. A previously neglected typological change should have occurred in the IE family, the lexicalization of the adjective class that is, the change from the "rigid" to the "specialized" PoS system (in Hengeveld's terms 1992).

References

- Alfieri, L. (2011). A Radical Construction Grammar approach to Vedic Adjective. *Rivista degli Studi Orientali*, 84: 247-262.
- Alfieri, L. (2013). Review to U. Ansaldo et al. (eds), *Parts of speech: Empirical and theoretical advances* (2010). Amsterdam: Benjamins. *Studies in Language*, 37.2: 425-434.

- Alfieri, L. (2014). The Arrival of the Indian Notion of Root into Western Linguistics. From Coolebroke (1805) to Benfey (1852). *Rivista degli Studi Orientali*, 87/1: 59-84.
- Alfieri, L. (2014b). Qualifying modifier encoding and adjectival typology. In R. Simone & F. Masini (eds), *Word-Classes 2010*. Amsterdam: Benjamins, 119-139.
- Bisang, W. (2008). Precategoriality and syntax based parts of speech: The case of Late Archaic Chinese. *Studies in Language*, 32/3: 65-86.
- Croft, W. (2001). *Radical Construction Grammar*. Oxford: Oxford University Press.
- Haspelmath M. (1996). Word-class-changing-inflection and morphological theory. In G. Booij & J. van Marle (eds), *Yearbook of morphology 1995*. Dordrecht-Boston-London: Kluwer Academic Publisher, 43-66.
- Haspelmath, M. (2010). Comparative concepts and descriptive categories in cross-linguistic studies. *Language*, 86/3: 663-687.
- Haspelmath, M. (2012). How to compare major word-classes across languages. *UCLA Working Paper in Linguistics: Theories of Everything*, 17/16: 109-130.
- Hengeveld, K. (1992). *Non-verbal Predication: Theory, Typology, Diachrony*. Berlin: Mouton.
- Vogel, P.M. (2000). Grammaticalization and Part of Speech Systems. In P.M. Vogel & B. Comrie (eds), *Approaches to the Typology of Word Classes*. Berlin: De Gruyter, 259-284.

Oblique anticausatives as a morphosyntactic isogloss

Jóhanna Barðdal, Cynthia A. Johnson, Leonid Kulikov & Roland Pooth

Ghent University

Johanna.Barddal@ugent.be, CynthiaAmy.Johnson@UGent.be,

Leonid.Kulikov@UGent.be, roland.pooth@gmx.de

Anticausativization usually implies three constructional steps: i) valency reduction (transitivity decrease), ii) deletion of the Agent from the semantic structure, and iii) addition of an anticausative morpheme (cf. Haspelmath 1987; Paducheva 2003; Alexiadou et al. 2006). Alongside canonical anticausativization a special type of “oblique anticausatives” have also been documented in Indo-European languages, and what characterizes these is that the anticausative morpheme shows up on the dependent and not on the head (dependent-marking vs. head-marking), which is otherwise typical for anticausatives. The accusative object of the transitive verb corresponds to the accusative subject of the intransitive variant (cf. Barðdal 2015):

- (1a) *þeir reiddu hann ...* (Ljósv. 23126)
 they.NOM carry:PAST:3PL him.ACC
 ‘They carried him ...’
- (1b) *örkina reiddi um haf* (Pr. 704)
 ark.the.ACC carry:PAST:3SG of ocean
 ‘The ark got carried over the ocean’

A further peculiarity of the oblique anticausative alternation is that it also targets ditransitive verbs in some Indo-European languages:

- (2a) *fysta ek þik fararinnar.* (Egils saga, Ch 49)
 spurred I.NOM you.ACC trip.GEN
 ‘I urged you on the trip’

- (2b) *fýsti Ólaf þess að...* (Ólafs saga Tryggvasonar, Ch. 31)
 yearn.for Ólafur.ACC it.GEN to
 'Ólafur yearned (for it) to ...'

This paper investigates oblique anticausative constructions in Germanic, Latin, and Ancient Greek with Acc-Gen or Dat-Gen argument structure to determine whether the anticausative derivation from ditransitives represents a morphosyntactic isogloss distinguishing these three branches from most other groups of Indo-European. However, this does not necessarily imply a shared innovation; the constructions in Germanic, Latin, and Ancient Greek are thus compared to similar constructions in Balto-Slavic. This morphosyntactic isogloss shared by Germanic, Latin, and Ancient Greek would establish the locus of a semantically plausible change that results in the rise of non-canonical argument structures found in these languages. This, eventually, will give us better understanding of the scenarios of the expansion (or decline) of non-canonical subject marking in Indo-European.

References

- Alexiadou, A., E. Anagnostopoulou & F. Schäfer (2006). The Properties of Anticausatives Crosslinguistically. In M. Frascarelli (ed.), *Phases of Interpretation*. Berlin: Mouton, 187-211.
- Barðdal, J. (2015). Syntax and Syntactic Reconstruction. In C. Bower & B. Evans (eds), *The Routledge Handbook of Historical Linguistics*. London: Routledge, 343-373.
- Cennamo, M., T. Eythórsson & J. Barðdal (2015). Semantic and (Morpho)syntactic Constraints on Anticausativization: Evidence from Latin and Old Norse-Icelandic. *Linguistics*, 53/4: 677-729.
- Haspelmath, M. (1987). *Transitivity Alternations of the Anticausative Type*. Köln: Institut für Sprachwissenschaft.
- Paducheva, E.V. (2003). Is There an "ANTICAUSATIVE" Component in the Semantics of Decausatives? *Journal of Slavic Linguistics*, 11/1: 173-198.

Negative coordination in Indo-Iranian: Old Persian *naiy...naiy* as a case study.

Juan Briceño

Complutense University of Madrid

juanjobrice@gmail.com

The particle *naiy* is the standard negation and the only negative form in Old Persian. For expressing negative coordination Old Persian makes use of the asyndetic repetition of the negative marker. This evident absence of a negative coordinate of the type NEG-*k^we* [negative marker + enclitic particle] seems to be the rule among the so-called *satem* languages. Neither the Balto-Slavic group nor Armenian nor Albanian present any traces of a negative coordinate with *-k^we*. Old Avestan (*Gathas*) and Vedic (*Rigveda*) display no occurrence of NEG-*cā* either. This form, however, is broadly attested in most *centum* languages: Lat. *neque/nec*, Os. *nep*, Myc. *o-u-qe*, Gr. οὔτε, Olr. *nach*, Celtiber. *nekue*, Goth. *nih*. Also Tocharian shows the declarative negative form *mak*, after the prohibitive form substituted the declarative standard negation. Hittite, for its part, presents *nekku*, although it works as an interrogative particle and not as a connective form. In Young Avestan and Vedic we come across syntactic structures such as *naēcā* and *ná cā* respectively; however, these forms are not at all systematic and must be

the result of erroneous readings of the texts. In Rigvedic Sanskrit two formations such as *mā cā* or *nó* (*ná* + *u*) also have a negative connective meaning; it is evident, therefore, that Indo-Aryan does not permit the NEG- *k^we* collocation either and resorts, instead, to other forms.

The goal of this paper is, therefore, to provide arguments that prove that this is an additional isogloss, which Indo-Iranian shares with other groups such as Balto-Slavic, Armenian and Albanian. Indo-Iranian languages use the asyndetic reiteration of the negative marker to express negative coordination: Ved. *ná...ná*, OAv. *nōiṣ... nōiṣ*, OP. *naiy...naiy*. In the case of Avestan, there is a negative conjunction OAV. *naēdā*/ YAv. *naēda* (< PIE **ne(-ih₁)-de*; cf. Hom. Gr. οὐδέ.), which represents a secondary way of expressing negative coordination, the asyndetic repetition of the negative marker being its main way of doing this. This negative conjunction is typical of a (poly)syndetic phase of IE languages in which they develop conjunctions and give up asyndetic parataxis. As we can observe diachronically, the Iranian languages show the disappearance or the gradual disuse of the enclitic connective coordination *-cā* in favour of the *utā*, which probably contributed even more to the impossibility of this collocation. This agrees with the fact that old conjunctions coming from simple particles are progressively replaced in historical languages by new prepositional conjunctions coming from adverbs *-cā >>> utā*.

Then, asyndetic parataxis is the usual mechanism of connecting two elements negatively. As stated by Klein (1988: 411), the repetition of the negative marker, which he describes as “nonexplicit conjunction”, was not just a stylistic resource, but an almost grammatical way to express negative coordination. As proof of the real negative coordinating value of the repetition of the negative marker we provide examples from Achaemenid Elamite, a non-Indo-European language present in the Achaemenid Royal Inscriptions whose text works as a model for the Old Persian version: Elamite displays the anomalous morphological form (*a-ak*) *in-ni...a-ak in-ni-* not attested before in Elamite, which renders negative coordination expressed in Old Persian by *naiy...naiy*.

We believe that there is enough evidence for suggesting that there is a common trait shared by various IE languages which traditionally have been identified as satem languages, i.e. both the impossibility of the collocation NEG-*k^we* and the asyndetic repetition of the negative marker as a means of expressing negative coordination and, second, that the repetition of the negative marker in Indo-Iranian, indeed, expresses negative coordination, as we can see in parallel constructions in Achaemenid Elamite.

References

- Klein, J. (1988). Coordinate Conjunction in Old Persian. *Journal of the American Oriental Society*, 108/3: 387-417.

Agreement isoglosses in Indo-European: Shared retentions vs. typologically common developments

Cynthia Johnson
Ghent University
CynthiaAmy.Johnson@UGent.be

Several commonalities can be found in the realm of agreement in Indo-European; I evaluate the strength of three potential agreement isoglosses: neuter plural – singular agreement in the

ancient IE languages, near identity of agreement rules for conjoined NPs across virtually all IE languages, and the use of a linking element between head nouns and certain modifiers in some Balkan languages.

The most striking of these is the first phenomenon, reproduced famously in the Greek axiom *ta zōa trekhei* ‘the animals-pl. run-sg.’, common also to Vedic, Hittite, and Avestan (cf. Fortson 2010: 158). This rule is synchronically unmotivated and apparently archaic—and thus usually classified as a shared retention, traditionally irrelevant for subgrouping but important for reconstruction. Similarly, the agreement rules for conjoined NPs, constrained by the same factors in Ancient Greek and Latin (cf. Johnson 2014), with some discrepancies in the outcomes in Germanic and Indo-Iranian, can be understood as typologically natural based on similar patterns in the unrelated Bantu languages. Finally, the linking element in Albanian and Romanian, similar to the repetition of the article in Ancient Greek, cf. Alexiadou 2008, superficially appears to be a potential areal feature of Balkan languages, yet the same phenomenon has been observed in Scandinavian as well (Alexiadou 2006).

Agreement appears to be a less fruitful area for isoglosses, as developments are usually typologically predictable/common, but this paper raises the issue of whether certain agreement data can still be informative. Shared retentions in certain extreme contact situations might warrant proposing special “retentive” isoglosses (Friedman & Joseph forthcoming: Ch. 3.2.2.8). Typologically common developments as isoglosses can potentially identify groups of languages that share the same conditions necessary for change. Such isoglosses are perhaps only marginally relevant for dialectal grouping but are nonetheless useful in understanding the relationship between shared retentions, typology, reconstruction, and dialectology.

References

- Alexiadou, A. (2006). On the cross-linguistic distribution of (in)definiteness spreading. In *ÖLT Syntax Workshop*, Universität Klagenfurt, 1-13.
- Alexiadou, A. (2008). *Multiple Determiners and the Structure of DPs*. Amsterdam: John Benjamins.
- Fortson, B.W. (2010). *Indo-European Language and Culture: An Introduction*. 2nd ed. Oxford: Wiley-Blackwell.
- Friedman, V. & B.D. Joseph (Forthcoming). *The Balkan Languages*. Cambridge: Cambridge University Press.
- Johnson, C.A. (2014). *Deconstructing and Reconstructing Semantic Agreement: A Case Study of Multiple Antecedent Agreement in Indo-European*. Ph.D. Thesis, The Ohio State University.

New NP dependency marking in the “second generation” IE languages

Artemij Keidan

Sapienza University of Rome

artemij.keidan@uniroma1.it

Proto-Indo-European lacked a separate morphological marker for the lexical class of nominal modifiers. In other words, it had no specific endings for the adjectives as opposed to nouns. In languages without a distinct adjective class the adjectival semantics is divided between verbs and nouns: verbs encode certain qualities and properties and nouns modify other nouns, with or without morphological agreement. Some ancient IE languages, such as Vedic Sanskrit,

preserve the original state of affairs. In particular, in Sanskrit many actual nouns were able to change their syntactic/semantic gender in agreement with a head noun; so they exhibited the typical behavior of the adjectival modifiers. In the younger Indo-European languages, which could be called “second generation IE languages” (including Middle Indic, or Prakrits; Middle Iranian, Old Slavonic, and Old Germanic), we observe a common drift towards the morphological reinforcement of the modifier-to-head nominal agreement. In several cases this process caused the birth of a new morphologically marked lexical class of adjectives. In some languages the adjectives as modifiers were differentiated from the predicative adjectives. A frequent source of morphological material for this new morphological class was the pronominal declension as a whole, and, in particular, the cliticization of the 3rd person relative or demonstrative pronouns. Generally, the new adjectival endings were phonologically longer than the endings used in the old non-differentiated (thematic) declension. The most interesting instances of this innovation include the following.

- Prakrits: incorporation of some pronominal endings into adjectival paradigm; such forms as Locative in *-e* vs. those in *-ammi* are said to alternate freely or to appear *metri causa* (see Pischel §366a), but a tendency for the use of longer endings to mark the attributive adjectives could be suggested (e.g. the Loc. NP *sarisammi guṇe* ‘similar quality’ in Hala’s *Sattasāi* 1.44).
- Khotanese: creation of a set of optional adjectival endings (Emmerick §§5, 27), of possible pronominal origin (Sims-Williams 278) and longer than those used in the nominal paradigm.
- Pahlavi: creation of the head-marking morpheme (traditionally called *ezāfe*) on the basis of the OP relative pronouns *haya* (in constructions of the type *adam Bardiya ahmiy haya Kurauš puça* ‘I am Bardiya, REL Cyrus’s son’ in DB 1.39, see Nyberg 105, cf. Ciancaglini 47), to be compared with such Av. relative constructions as *stāram yam tištrīm* ‘the star named Tištriya’ (see Meillet 388).
- Slavic: creation of the new adjectival paradigm through the gradual agglutination of pronominal forms of the 3rd person demonstrative in *je-* that later were completely amalgamated, producing long adjectival endings (see Polivanova §§269–273, 868, Meillet §509).
- Germanic: creation of the “strong” (as opposed to “weak”) adjectives, having longer endings of pronominal origin and devoted to the modifier position.
- Greek: creation of the article from 3rd person pronouns that could be used in order to link a modifier to its head noun (cf. such constructions as *ἄνθρωπος ὁ σοφός* ‘the wise man’ or *τὸ βιβλίον τοῦ πατρὸς* ‘the book of the father’, quite similar to the already discussed Avestan construction).

Meillet observes the similarity of these developments only with regard to Slavic adjectives and the relative construction in Avestan. In my opinion, however, a wider network of parallel developments should be individuated here, be it an areal phenomenon or a Sapirean drift.

References

- Ciancaglini, C.A. (2008). *Iranian Loanwords in Syriac*. Wiesbaden: Reichert.
- Emmerick, R.E. (1968). *Saka Grammatical Studies*. London: Oxford University Press.
- Meillet, A. (1924). *Le slave commun*. Paris: Champion.
- Nyberg, H.S. (1974). *A Manual of Pahlavi. II. Ideograms, Glossary, Abbreviations, Index, Grammatical Survey, Corrigenda to Part I*. Wiesbaden: Harrassowitz.
- Pischel, R. (1900). *Grammatik der Prakrit-Sprachen*. Strasburg: Trübner.
- Polivanova, A.K. (2013). *Staroslavjanskij jazyk. Grammatika. Slovāri*. Moskva: Institut Slavjanovedenija.

- Schmitt, R. (1989). Altpersisch. In *Compendium Linguarum Iranicarum*. Wiesbaden: Reichert, 56-85.
- Sims-Williams, N. (1990). Chotano-Sogdica II: Aspects of the Development of Nominal Morphology in Khotanese and Sogdian. In *Proceedings of the first European conference of Iranian studies, Turin, September 7th-11th, 1987*, Vol. 1. Rome: IsMEO, 276-296.
-

Von den Sätzen zu den Wörtern: The neglected role of historical syntax for Germanic and Indo-European etymology

Guus Kroonen, Peter Alexander Kerkhof & Jóhanna Barðdal

Ghent University

guus@hum.ku.dk, g.j.kroonen@hum.leidenuniv.nl,
Peter.Kerkhof@ugent.be, Johanna.Barðdal@ugent.be

It is a well-established fact within historical and comparative Indo-European linguistics that several ancient Indo-European languages exhibit a construction where the subject-like argument occurs with an accusative, dative or genitive marking (Conti 2008, 2010, Luraghi 2010, Barðdal et al. 2012, 2013, 2016, Dahl & Fedriani 2012, Matasović 2013, Danesi 2014, Fedriani 2014, Viti 2016a, 2016b, inter alia).

The existence of such argument structures raises the question of how old such structures are in the respective language branches of the Indo-European languages, if they are archaic, and whether they can be reconstructed back to a proto-stage. Our goal here is to add to the growing body of evidence showing that oblique subjects can be reconstructed for Proto-Germanic, which in turn raises interesting questions regarding the Proto-Indo-European pre-stage of the relevant verbal roots.

In a recent study Barðdal & Eythórsson (2012) have shown that in cases where a lexico-syntactic match extending over several ancient daughter languages can be found, projecting the argument structure back into the proto-stage of the language family certainly is both cogent and compelling. We illustrate several such lexico-syntactic matches and show how taking the non-canonical argument structure of these verbs into account may shed light on their Proto-Indo-European etymology and development, as their meaning is always less agentive than that of corresponding nominative subject constructions (cf. Bauer 2000, Barðdal 2004, Barðdal & Eythórsson 2009, Danesi 2014).

We present several examples illustrating this development, from which there can be no doubt about the existence of non-canonical subjects in Proto-Germanic, as argued by Barðdal & Eythórsson (2012). High-quality lexico-syntactic matches between Germanic and other Indo-European branches are hard to find, but they certainly exist. Such matches are the key to understanding many otherwise obscure semantic shifts documented across the Indo-European phylum.

References

- Barðdal, J. (2004). The Semantics of the Impersonal Construction in Icelandic, German and Faroese: Beyond Thematic Roles. In A. Werner (ed.), *Focus on Germanic Typology*. Berlin: Akademie Verlag, 105-137.

- Barðdal, J. & T. Eythórssón (2009). The Origin of the Oblique Subject Construction: An Indo-European Comparison. In V. Bubenik, J. Hewson & S. Rose (eds), *Grammatical Change in Indo-European Languages*. Amsterdam: John Benjamins, 179-193.
- Barðdal, J., T. Smitherman, V. Bjarnadóttir, S. Danesi, G.B. Jensen & B. McGillivray (2012). Reconstructing Constructional Semantics: The Dative Subject Construction in Old Norse-Icelandic, Latin, Ancient Greek, Old Russian and Old Lithuanian. *Studies in Language*, 36(3): 511-547.
- Bauer, B.L.M. (2000). *Archaic Syntax in Indo-European: The Spread of Transitivity in Latin and French*. Berlin: Mouton de Gruyter.
- Conti, L. (2008). Synchronie und Diachronie des altgriechischen Genitivs als Semisubjekt, *Historische Sprachforschung*, 121: 94-113.
- Dahl, E. & C. Fedriani (2012). The Argument Structure of Experience: Experiential Constructions in Early Vedic, Homeric Greek and Early Latin. *Transactions of the Philological Society*, 110(3): 342-362.
- Danesi, S. (2014). Accusative Subjects in Avestan: ‘Errors’ or Noncanonically Marked Arguments. *Indo-Iranian Journal*, 57(3): 223-260.

East vs. West: Transitivity, valency-changing categories and non-canonical subjects in Indo-Iranian, Tocharian and beyond (Indo-European syntax in a diachronic typological perspective)

Leonid Kulikov
Ghent University
Leonid.Kulikov@UGent.be

The present paper discusses the diachrony of transitivity oppositions, valency-changing categories and subject marking, focusing on evidence available from the documented and reconstructed history of Indo-European languages, foremost from two Eastern branches – Indo-Aryan and Tocharian, as compared to the main developments in some Western branches of Indo-European.

I will try to corroborate the idea briefly formulated by Masica (1976) and Comrie (2006) (see also Kulikov 2012) about two major types of syntactic evolution attested in the history of Indo-European languages. Special attention will be paid to the encoding of transitivity oppositions and to the development of constructions with non-canonical (non-nominative) subjects, inherited from Proto-Indo-European (Barðdal et al. 2012; Barðdal & Smitherman 2013) and preserved in some Indo-European branches, but virtually disappearing in Indo-Aryan and Tocharian.

I argue that several syntactic features of Indo-European considered in a diachronic typological perspective (particularly, the evolution of non-canonical subjects and encoding of transitivity oppositions) point to the existence of two major evolutionary types attested for the members of this family. One major type (located in the West of the Indo-European area) includes Germanic, Romance, Greek and Slavic branches that share a number of parallel tendencies and can be qualified as instantiating a ‘**syncretic**’ type of evolution: (i) the middle voice (syncretically encoding several intransitivizing derivations such as passive, anticausative and reflexive) is either preserved (as in Greek), or replaced with a new middle, mostly going back to the Proto-Indo-European reflexive pronoun **s(y)e-*; (ii) Proto-Indo-European

morphological causatives (foremost, with the suffix **-éje/o-*), virtually disappear; (iii) labile verbs (of the type *John opens the door / The door opens*) become productive.

By contrast, several Eastern branches of Indo-European, such as Indo-Aryan, Iranian and Tocharian, radically abandon this syncretic strategy and therefore can be qualified as ‘**antisyncretic**’. They attest (i) the decline (degrammaticalization) of the middle voice; (ii) the rise of special markers of intransitivizing voices and valency-changing categories and increase in productivity of morphological causatives; and (iii) the decline of lability.

Furthermore, constructions with non-canonical subjects, well-preserved in many Western Indo-European branches, become relatively rare in such Eastern branches as Indo-Aryan and Tocharian (Viti 2016), being replaced by patterns with canonical (nominative) subjects.

I will argue that the emergence of this cluster of diachronic typological features in several Eastern branches of Indo-European may be due to the influence of substrate languages of the Altaic or Dravidian type.

References

- Barðdal, J. & T. Smitherman (2013). The quest for cognates: A reconstruction of oblique subject constructions in Proto-Indo-European. *Language Dynamics and Change*, 3(1): 28-67.
- Barðdal, J., T. Smitherman, V. Bjarnadóttir, S. Danesi, G.B. Jensen & B. McGillivray (2012). Reconstructing Constructional Semantics: The Dative Subject Construction in Old Norse-Icelandic, Latin, Ancient Greek, Old Russian and Old Lithuanian. *Studies in Language*, 36(3): 511-547.
- Comrie, B. (2006). Transitivity pairs, markedness, and diachronic stability. *Linguistics*, 44(2): 303-318.
- Kulikov, L. (2012). Voice and valency derivations in Old Indo-Aryan in a diachronic typological perspective: the degrammaticalization of the middle and other trends in the Vedic verbal system. In: L. Melazzo (ed.), *Usare il presente per spiegare il passato. Teorie linguistiche contemporanee e lingue storiche. Atti del XXXIII Convegno della Società Italiana di Glottologia*. (Biblioteca della Società Italiana di Glottologia; 35). Roma: Il Calamo, 161-191.
- Masica, C.P. (1976). *Defining a linguistic area: South Asia*. Chicago: University of Chicago Press.
- Viti, C. (2016). The morphosyntax of experience predicates in Tocharian. *Cahiers de Linguistique – Asie Orientale (CLAO)*, 45: 26-70.

Linguistic theory and isoglosses: Evidence from the verbal complements of aspectual verbs

Nikolaos Lavidas

Aristotle University of Thessaloniki

nlavidas@enl.auth.gr

Convergent developments can arise due to general linguistic principles (besides common innovations or contact between daughter-languages). We support this view with a discussion of similarities between Ancient Greek and Ancient Germanic aspectual verbs. For instance, despite the considerable distance between their structures in so many other areas, Old English and Ancient Greek present a similar set of selectional properties for aspectuals (verbs of commencing, completion and (dis)continuing). Following Lavidas & Drachman (2012), we show that both Ancient Greek and Old English aspectuals belong to two similar classes: (a) aspectuals

that select both participial/bare infinitive complements and infinitives/to-infinitives, and (b) aspectuals that select only participial/bare infinitive complements; no aspectual verb takes only infinitives/to-infinitives.

(1) i. Old English

a. **ablan** *his æhtan*

ceased him persecute.INF

‘(They) ceased to persecute him.’ (Ælfric *L. S.* XXX 39)

a’. *ne ablinð to asendenne bydelas*

not ceases to send-forth preachers

‘He does not cease to send forth preachers.’ (Ælfric *Hom.* II 74)

ii. Ancient Greek

a. **arksaimetha** *andras agathous epainountes*

commenced.MID.1PL men.ACC valiant.ACC praise.PTCP.ACT.NOM

‘We commenced praising these valiant men.’ (Pl. *Mx.* 237a.1)

a’. *epainein ton heteron arksōmai*

praise.INF ART.ACC other.ACC began.MID.1SG

‘I began to praise the other.’ (Pl. *Phdr.* 241e.2)

(2) i. Old English

Romane blunnun riscian on Breatene

Romans ceased attack.INF on Britain

‘Romans ceased to attack Britain.’ (Bede 44.2)

ii. Ancient Greek

phlegōn aktisin hēlios khthona lēksēi

illumine.PTCP.ACT.NOM beams.DAT sun.NOM earth.ACC ceased.3SG

‘The sun had ceased to illumine the earth with its beams.’ (A. *Pers.* 364-365)

We argue that the similar dichotomy in Old English (as well as in other Ancient Germanic languages) and Ancient Greek is related to the analysis of aspectuals as involving ambiguity. The ambiguity with aspectual verbs has been considered either (i) as lexical ambiguity between raising and control structures (see, among others, Perlmutter 1970, Hornstein 2003, Landau 2004) or (ii) as structural ambiguity (Fukuda 2007).

We show that the analysis of isoglosses of aspectuals within Indo-European can open the way toward both a reconstruction of basic features of Proto-Indo-European aspectuals and their historical development(s) in the daughter languages as well as a better understanding of the system of complementation of aspectuals.

References

- Fukuda, S. (2007). On the control/raising ambiguity with aspectual verbs: A structural account. In B. Stiebels (ed.), *ZAS Papers in Linguistics 47: Studies in Complement Control*. Berlin: ZAS, 159-195.
- Hornstein, N. (2003). On control. In R. Hendrick (ed.), *Minimalism Syntax*. Oxford: Blackwell, 6-81.
- Landau, I. (2004). The scale of finiteness and the calculus of control. *Natural Language and Linguistic Theory*, 22: 811-877.
- Lavidas, N. & G. Drachman (2012). On the verbal complements of aspectual verbs. *Journal of Greek Linguistics*, 12: 305-333.
- Perlmutter, D.M. (1970). The two verbs begin. In R. Jacobs & P. Rosenbaum (eds), *Readings in English Transformational Grammar*. Waltham: Blaisdell Publishing Company, 107-119.

Thematization of athematic verbs: Greek as a case study

Nikolaos Pantelidis

National and Kapodistrian University of Athens
npantel@phil.uoa.gr

The thematization of athematic verbs can be observed in all branches of the Indo-European family (Rix, *LIV*:12-13, Meier-Brügger 2010:297). It has rarely been the subject of a more thorough study -at least as far as Greek is concerned-. Research is mostly limited to classifications of the various thematization processes or to short references to certain aspects or single cases, and does not focus on thematization per se (Clackson 2007:152, Willi 2011, Miller 2014:250-251). In the present paper an attempt is undertaken to shed more light on phonological, morphological and semantic factors that might be connected to thematization in the earliest stages of Greek.

References

- Clackson, J. (2007). *Indo-European Linguistics: An Introduction*. Cambridge University Press.
- Meier-Brügger, M. (2010). *Indogermanische Sprachwissenschaft*. Berlin/New York: Walter de Gruyter.
- Miller, D.G. (2014). *Ancient Greek Dialects and Early Authors*. Boston/Berlin: De Gruyter.
- Rix, H. et al. (2001). *LIV, Lexikon der indogermanischen Verben: die Wurzeln und ihre Primärstamm-bildung*. Wiesbaden: Reichert.
- Willi, A. (2012). Kiparsky's rule, thematic nasal presents, and athematic verba vocalia in Greek. In P. Probert & A. Willi (eds), *Laws and Rules in Indo-European*. Oxford: Clarendon, 260-276.

WORKSHOP

Historical language contact in English and beyond

**A probabilistic multifactorial approach to the nature
of contact-induced change**
A case-study on English substitutive complex prepositions

Christophe Béchet
University of Liège
cbechet@ulg.ac.be

Over the last fifteen years or so, the study of complex prepositions (henceforth CPs) of the type *preposition* (+ *determiner*) + *noun* + *preposition* has raised much interest within grammaticalization research and in constructionist approaches (Hoffmann 2005; Fagard 2009; Vranjes 2012; Béchet 2014, to name but a few). Besides the grammatical status of such CPs, another area of investigation can be found in the study of language contact, since complex adpositions are widely used in many European languages (Hüning 2014). In the case of English, there has been ‘convergence’ (Hüning 2014) with a growing group of languages towards the use of CPs. The contact hypothesis is reinforced by the fact that many English CPs have a Romance nominal (e.g. *by virtue of*, *in respect of*, *in favour of*) which have cognates in French (Lebenstedt 2015: 2). Therefore, it is assumed that this parallelism between English and French with regard to CPs cannot be ascribed to chance and to language-specific developments alone.

In this paper we try to determine the nature of the outcome of language contact between English and French in a case study on the substitutive CPs *instead of*, *in place of*, and *in lieu of*. On the basis of annotated diachronic corpus data from FRANTEXT, a regression model will be fitted and tested on English data from the Early English Books Online corpus, supplemented with data from the Lampeter Corpus of Early Modern English Tracts and the Parsed Corpus of Early English Correspondence. By measuring the magnitude of the deviation of English from the French model in a two-step regression procedure (Gries & Deshors 2014), we will be able to decide on the loan processes at work for the early use and development of *in place of* and *in lieu of*, when compared to the native construction *instead of* and their French cognates. Moreover, this cross-linguistic case study offers the opportunity to extend linguistic statistical multivariate analyses to research in contact-induced changes.

Sources

- Béchet, C. (2014). *The Influence of French on Grammatical Constructions in English and Dutch: A cognitive approach in a contrastive-historical study*. Unpublished master’s thesis, University of Liège, Liège, Belgium.
- Fagard, B. (2009). Prépositions et locutions prépositionnelles: Un sémantisme comparable? *Langages*, 173 : 95-113.
- Gries, S.Th. & S.C. Deshors (2014). Using regressions to explore deviations between corpus data and a standard/target: Two suggestions. *Corpora*, 9(1): 109-136.
- Hoffmann, S. (2005). *Grammaticalization and English Complex Prepositions: A corpus based study*. London: Routledge.
- Hüning, M. (2014). Over complexe preposities en convergentie. In F. Van de Velde, H. Smessaert et al. (eds), *Patroon en argument: Een dubbelfeestbundel bij het emeritaat van William Van Belle en Joop van der Horst*. Leuven: Universitaire Pers Leuven, 433-445.
- Lebenstedt, A.-L. (2015). *The Influence of French on the Formation of English Complex Prepositions: Loan Translation and Grammaticalization by Analogy*, Unpublished bachelor thesis, University of Trier, Trier, Germany.

Constructions in language contact

Alexander Bergs
Osnabrück University
abergs@uos.de

This paper investigates language contact in the history of English from a Construction Grammar perspective. In any contact situation, speakers may borrow or adapt constructions and constructs from the other language(s). What has not been addressed in research so far, however, is the nature of the constructions that can be borrowed. Traditional accounts have demonstrated that simple, concrete constructions ('words') are usually the subject of borrowing – but what about complex constructions, or abstract ones? Integrating findings from synchronic studies in usage-based Construction Grammar this paper will focus on a range of phenomena from morphology and syntax and how these could have been borrowed and developed as constructions.

Reflexivity in north-western Europe: A diachronical and areal perspective

Stefan Dedio & Paul Widmer
University of Zurich
stefan.dedio@uzh.ch, paul.widmer@uzh.ch

One of the features of Standard Average European is the identity of reflexives and intensifiers (cf. König and Haspelmath 1999: 122–3). As many Insular Celtic languages and Standard British English do not share this feature, it has been adduced as evidence of Celtic influence on English (cf., e. g., Vezzosi 2005; Lange 2007: 185–186; more critical Poppe 2009). While most work on this issue deals with the present day distribution of this feature, less work has been done of the diachronic developments that led to the pattern observed today, a notable exception being Irlsinger 2014.

To get a deeper understanding of the areal developments, we propose to shift the focus away from the presence or absence of one single trait (i. e. identity of reflexives and intensifiers) by considerably expanding the set of variables including syntactic and phonological dependencies, allomorphy, positioning, phonological incorporation, and exponence (separate exponence vs. combinations in cumulation). We cover a dense sample of languages spoken around the North Sea from their earliest sufficient attestations to their present day stages and then apply phylogenetic modeling to track the development in the area and to map the convergences and divergences evolving through the centuries.

References

- Irlsinger, B. (2014). Intensifiers and reflexives in SAE, Insular Celtic and English. *Indogermanische Forschungen* ,119: 159-206.
- König, E. & M. Haspelmath (1999). Der europäische Sprachbund. In N. Reiter (ed.), *Eurologistik. Ein Schritt in die Zukunft*. Wiesbaden: Harrassowitz, 111-127.
- Lange, C. (2007). *Reflexivity and Intensification in English. A study of Texts and Contexts*. Frankfurt: Lang.

- Poppe, E. (2009). Standard Average European and the Celticity of English intensifiers and reflexives. Some considerations and implications. *English Language and Linguistics*, 13(2): 251-266.
- Vezzosi, L. (2005). The development of himself in Middle English. A 'Celtic' hypothesis. In N. Ritt and H. Schindl (eds), *Rethinking Middle English: Linguistic and Literary Approaches*. Frankfurt: Lang, 228-243.
-

The re-birth of the Celtic hypothesis

Juhani Klemola

University of Tampere

juhani.klemola@staff.uta.fi

Until quite recently, the majority of scholarly opinion has been content to endorse the long-held view which holds that the extent of Celtic influence upon English has been minimal in all domains of language, despite the close coexistence of the speakers of these two (groups of) languages for some 1500 years. However, this has not meant that 'dissident' opinions should not have expressed now and again over the last century or so. Indeed, instead of falling into oblivion, the 'Celtic Hypothesis' has become an object of fresh interest in some of the most recent historical-linguistic research (see, e.g. Vennemann 2002, van der Auwera and Genee 2002, Filppula, Klemola and Pitkänen (eds) 2002, Filppula, Klemola & Paulasto 2008, McWhorter 2009, Ahlqvist 2010, Trudgill 2010, Hickey 2012).

In this paper, I will first discuss the demographic and other historical evidence which suggests, *contra* the traditional view, that Celtic influence upon English was not only possible but inevitable under the sociohistorical circumstances surrounding the Celtic-English interface in the first few centuries following the *adventus Saxonum*. This will be followed by a discussion of the linguistic evidence needed to determine the issue of the extent of Celtic influences in English grammar and lexis. Special emphasis will be paid to non-standard varieties of English and their role in the analysis of the extent of Celtic influence in English.

References

- Ahlqvist, A. (2010). Early English and Celtic. *Australian Celtic Journal*, 9: 43-73.
- Filppula, M., J. Klemola & H. Paulasto (2008). *English and Celtic in Contact*. London and New York: Routledge.
- Filppula, M., J. Klemola & H. Pitkänen (eds) (2002). *The Celtic Roots of English*. Joensuu: Joensuu University Press.
- Hickey, R. (2012). Early English and the Celtic hypothesis. In T. Nevalainen & E. Closs Traugott (eds), *The Oxford Handbook of the History of English*. Oxford: Oxford University Press, 497-507.
- McWhorter, J. (2009). What else happened to English? A brief for the Celtic hypothesis. *English Language and Linguistics*, 13(2): 163-191.
- Trudgill, P. (2010). *Investigations in Sociohistorical Linguistics: Stories of Colonisation and Contact*. Cambridge: Cambridge University Press.
- Van der Auwera, J. & I. Genee (2002). English *do*: On the convergence of languages and linguists. *English Language and Linguistics*, 6(2): 283-307.
- Vennemann, T. (2002). On the rise of 'Celtic' syntax in Middle English. In P.J. Lucas & A.M. Lucas

(eds), *Middle English from Tongue to Text: Selected Papers from the Third International Conference on Middle English: Language and Text, held at Dublin, Ireland, 1-4 July 1999* (Studies in English Medieval Language and Literature 4). Bern: Peter Lang, 203-34.

Historical language contact and translations: English in the 16th century and William Tyndale's translations

Nikolaos Lavidas

Aristotle University of Thessaloniki

navidas@enl.auth.gr

Besides the cases of language contact as the result of conquest or immigration, or as social contact between communities, there is also the possibility of language contact via written sources (Fischer 2013 – Britain 2002). In contrast to the role of Latin in the development of Old English, which has been described in detail (see, among others, Taylor 2008, Timofeeva 2010), the written type of language contact between Early Modern English and other languages is less examined.

In this talk, we investigate the development of transitivity, as demonstrated with the presence of cognate noun constructions, in Early Modern English. In particular, we analyze the cognate noun constructions in the first complete English translation of the Bible from the original Greek and Hebrew, the translation of William Tyndale [Ex. 1 and 2]. Tyndale's translation was published in 1525 and coincides with the stage of the rise of aspectual cognate noun constructions (see Visser 1963-73 [2002] and the results from Lavidas' 2013 corpus study). There is a common consensus that the source languages for Tyndale's translations, biblical Greek and Hebrew, show a high frequency of cognate noun constructions. It should be noted that Tyndale's aim was to prepare a translation that could be accessed by ordinary people; not all translators of the period shared this ambition with Tyndale.

(1) ...*but judge rightewes iudgement.*

“lit.: But judge a right judgment.” (Tyndale, John 7:24)

(2) ...*the love wher wt thou hast loved me.*

“lit.: The love with which you have loved me.” (Tyndale, John 17:26)

We argue that the written type of contact can reflect a twofold language contact situation: even though the source language (Greek or Hebrew) may affect aspects of the (Early Modern English) text of the translation, the parameter of transfer from earlier (Old or Early Middle English) stages of the target language can also play a significant role in some cases. Based on a corpus study, we show that Tyndale's translation shows a preference for the archaic syntax of cognate nouns, i.e., in a PP, over the cognate direct object. In this respect, while Tyndale's translation demonstrates many examples of direct translation effects, cognate noun constructions behave according to the principles of “sacral stamp” (Psaltes 1913, Drinka 2011) –that is, as a biblical feature based on archaic/early English elements, which functions as a marker for the particular register.

References

Britain, D. (2002). Space and spatial diffusion. In J.K. Chambers, P. Trudgill & N. Schilling-Estes (eds), *Handbook of Language Variation and Change*. Oxford: Blackwell, 603-637.

- Drinka, B. (2011). The sacral stamp of Greek: Periphrastic constrictions in New Testament translations of Latin, Gothic, and Old Church Slavonic. In E. Welo (ed.), *Indo-European Syntax and Pragmatics: Contrastive Approaches. Oslo Studies in Language*, 3(3): 41-73.
- Fischer, O. (2013). The role of contact in English syntactic change in the Old and Middle English periods. In M. Hundt & D. Schreier (eds), *English as a Contact Language*. Cambridge: Cambridge University Press, 18-40.
- Lavidas, N. (2013). Null and cognate objects and changes in (in) transitivity: Evidence from the history of English. *Acta Linguistica Hungarica*, 60(1): 69-106.
- Psaltes, S.B. (1913). *Grammatik der byzantinischen Chroniken*. Göttingen: Vandenhoeck & Ruprecht.
- Taylor, A. (2008). Contact effects of translation: Distinguishing two kinds of influence in Old English. *Language Variation and Change*, 20(2): 341-365.
- Timofeeva, O. (2010). Anglo-Latin bilingualism before 1066: Prospects and limitations. In A. Hall et al. (eds), *Interfaces between Language and Culture in Medieval England: A Festschrift for Matti Kilpiö*. Leiden: Brill, 1-36.
- Visser, F.Th. (1963-73 [2002]). *An Historical Syntax of the English Language*. Leiden: E.J. Brill.
-

Pragmatic contact between Anglo-Norman and Middle English

Emily Reed

University of Sheffield

ereed2@sheffield.ac.uk

Tentative steps have been made within the field of historical pragmatics, characterised by observing linguistic behaviour within sociohistorical contexts of use and interpretation, toward a conceptualisation of contact between English and Anglo-Norman. Andreas Jucker (in his studies of 'Gawain and the Green Knight' and 'The Canterbury Tales') has attributed the culture of courtesy that characterised high and late medieval England to French influence. Specifically, he claims that this contact caused a fundamental shift in English politeness culture. Additionally, William Rothwell, taking a lexicographical view, identifies Anglo-Norman loan words in the English vulgar register. Richard and Michael Ingham furthermore note that this influence goes both ways, in their study of Gower's French, by observing that it is under the influence of Middle English that Gower drops the negative particle, 'ne', in his French.

However, previous scholarship in Anglo-Norman and Middle English pragmatic contact has not given equal attention to non-literary texts. Furthermore, despite the steps taken, the field is very underdeveloped. Indeed, there has been no sustained comparative analysis between Anglo-Norman and Middle English speech patterns as far as the speaker is aware. This is striking, given that Anglo-Norman is thought to have so dramatically impacted the English language. My proposed paper thus aims to exhibit my current comparative analyses between Middle English texts, such as 'The Canterbury Tales', and the Anglo-Norman 'Manières de langage', which aimed to teach French to English boys with career ambitions abroad. This analysis would provide another way of examining different registers and speech acts both within the realm of poetry and the domain of spoken and 'practical' language. Overall, my examination of these texts for speech acts, such as insults, refusals and apologies, aims to reveal the levels of pragmatic contact between the two languages by highlighting the similarities and differences in pragmatic strategies.

References

- Jucker, A. (2010). "In curteisie was set ful muchel hir lest" Politeness in Middle English. *Linguistic Insights*, 65: 175-197.
- Jucker, A. (2014). Courtesy and politeness in Sir Gawain and the Green Knight. *Studia Anglica Posnaniensia*, 49(3): 5-28.
- Ingham, R. & M. Ingham (2015). 'Pardonetz moi qe jeo de ceo forsvoie': Gower's Anglo-Norman Identity. *Neophilologus*, 99: 667-684.
- Rothwell, W. (1996). The Anglo-French element in the vulgar register of late Middle English. *Neophilologische Mitteilungen*, 97(4): 423-436.
-

Null objects in Romeyka: Contact with Turkish or internal conditioning?

Ioanna Sitaridou

University of Cambridge

is269@cam.ac.uk

Background: Asia Minor Greek has always been the play-field of contact linguistics (Dawkins 1916, Poplack & Levy 2010: 392). Extensive contact between Romeyka and Turkish in Çaykara, Turkey (Mackridge 1987) arguably results in grammatical borrowing and calquing without however, giving rise –at present at least– to a grammatically mixed acrolect.

Data: Although Greek is like English in requiring the presence of an overt object with transitive verbs in general, in certain contexts, this object may be omitted if there is an indefinite discourse antecedent (see Dimitriadis 1994, Giannakidou & Merchant 1997, Tsimpli and Papadopoulou 2006) (1) –likewise in Romeyka (2):

- | | |
|---|--|
| (1) Q: O Janis vrike cerasça? (SMG)
the John found.3SG cherries
'Did John find any cherries?' | (2) Q: Foris ortaræ? (Romeyka)
wear.2SG socks
'Do you wear socks?' |
| A: Vrike.
found.3SG
'He found some.' | A: Foro.
wear.1SG
'I wear.' |

However, in Greek we find the opposite pattern of grammaticality in response to a question with a strong DP (3) –crucially, Romeyka allows null objects (4):

- | | |
|---|---|
| (3) Q: Foras to palto su? (SMG)
wear.2SG the coat your
'Are you wearing your coat?' | (4) Q: Pios iðe ton Ademi? (Romeyka)
who saw.3SG the Adem.ACC
'Who saw Adem?' |
| A: To forao.
it wear.1SG | A: O Mehmetis iðe.
the Mehmet.NOM saw.3SG |
| A': *Forao.
wear.1SG
'I am wearing it.' | 'Mehmet saw him.' |

Contact with Turkish? As is well-known, Turkish allows null objects (5) so the contact scenario for the Romeyka null objects is a plausible one:

- (5) Q: çikolata-m-ı sen mi ye-di-n?
 chocolate-poss-acc you Q ate-2SG
 'Did you eat my chocolate?'
- A: Hayir, ben ye-me-di-m. (Turkish)
 no I eat-NEG-PAST-1SG
 'No I didn't eat it.'

Reciprocal contact? Although Turkish as such only allows null objects (6b), the Turkish varieties, which have been in contact with Romeyka, show overt realisation of objects instead (6a) (Brendemoen 1998) (this is also confirmed by our own bilingual data), possibly facilitated through Romeyka's optionality (7), where it is notable the presence of a clitic object *ă*, see (7a''):

- (6) a. Ve ye-di oni. (Turkish of Trabzon)
 and eat-Past.3SG DemPron.Acc
 'I ate it.'
- b. Ve ye-di. (Standard Turkish)
 and eat-Past.3SG
 'I ate it.'
- (Brendemoen 1998: 23)

- (7) a. Ta girasæ pola omorfa ine ama tš ayapo. (Romeyka)
 the cherries very nice are.3PL but NEG love.1SG
 a'. Ta girasæ pola omorfa ine ama tš ayapo-ata.
 the cherries very nice are.3PL but NEG love.1SG-them
 a''. Ta girasæ pola omorfa ine ama tš ayapas-ă.
 the cherries very nice are.3PL but NEG love.1SG.them
 'The cherries are very nice but I don't like them.'

Puzzles: (i) Although null objects make a perfect candidate for contact-induced change because they are susceptible to attrition (cf. Tsimpli et al.), it is usually the case that a grammar develops overt pronominals rather than losing them; (ii) If Romeyka emerged out of Hellenistic Greek (Sitaridou 2014) and given that the latter allowed them (Luraghi 2003, 2004; Lavidas 2013) (before becoming unavailable in medieval times), it may well be case of continuation.

References (Selected)

- Brendemoen, B. (1998). Einige Bemerkungen über die Wortstellung in anatolischen Dialekten. In: Erika Taube & Nurettin Demir (red.), *Turkologie heute ĩ Tradition und Perspektive. Materialien der 3. Deutschen Turkologen-Konferenz Leipzig, 4.-7. Oktober, 1994*. Wiesbaden: Harrassowitz, 27-46.
- Giannakidou, A. & J. Merchant (1997). On the interpretation of null indefinite objects in Greek. *Studies in Greek Linguistics*, 17:141-155.
- Lavidas, N. (2013). Null and Cognate Objects, and Changes in (in)transitivity: Evidence From the History of English. *Acta Linguistica Hungarica*, 60(1): 69-106.
- Sitaridou, I. (2014). The Romeyka Infinitive: Continuity, Contact and Change in the Hellenic varieties of Pontus. *Diachronica*, 31(1): 23-73.
- Tsimpli, I., A. Sorace, C. Heycock & F. Filiaci (2004). First language attrition and syntactic subjects: a study of Greek and Italian near-native speakers of English. *International Journal of Bilingualism*, 8: 257-277.

Germanic and Romance contact-induced change in Slovenian modality

Rok Žaucer & Franc Marušič
University of Nova Gorica
rok.zaucer@ung.si, franc.marusic@ung.si

Slovenian stands out among Slavic languages (with Russian) in having a modal specialized for impossibility, (1a,2a), and more generally, in exhibiting a typologically rare pattern where possibility expressed with a modal adverb combines with a finite verb rather than an infinitival or ‘that’-clause complement, (1b) (Hansen 2005, Olmen/Auwera 2016).

- (1) a. *Ne morem iti v kino.* b. *Lahko grem v kino.*
not can_{1SG} go_{INF} in cinema easily go_{1SG} in cinema
'I can't go to the cinema.' 'I can go to the cinema.' (Hansen 2005)
- (2) a. **Morem iti v kino.* b. **Ne lahko grem v kino.* ((2b) Hansen 2005)
can_{1SG} go_{INF} in cinema not easily go_{1SG} in cinema

Hansen (2005) claims the modal use of *lahko* is initially due to contact with German, through *vielleicth* (=much.lightly) 'maybe'. We will trace the history of the pattern in (1-2) from i) a stage which only had the modal auxiliary for both possibility and impossibility, ii) a stage which had a modal auxiliary cooccurring with a bleached manner adverb *lahko*, iii) the current stage with the distribution in (1-2) (Marušič/Žaucer 2016). We will argue that whereas contact with German is a likely factor in the emergence of (1b), it is as a facilitator rather than direct source, and via doublings such as *können leicht* (=can easily) 'may well' rather than *vielleicth*. We explain the complementary distribution of *lahko* and the modal auxiliary in (1-2) through the nature of the negator *ne* (Ilc/Sheppard 2003), of *lahko*, the verb and their relative hierarchical positions, which conspire against *lahko* generalizing to negated sentences. Further, we will discuss a western dialect where, partly contrary to (2b), *lahko* also occurs under negation, explaining it as a result of an Italian/Friulian contact-induced change – introduction of a high use of negator *ne*.

WORKSHOP

The Centre for Foreign Language Teaching: Promoting plurilingualism in a monolingual university

The Centre for Foreign Language Teaching (CFLT) is an Academic Unit of the Aristotle University of Thessaloniki with long experience in the provision of language courses for Specific Purposes (English, German, French, Italian). Aiming to expand the range of languages and courses offered, the CFLT started providing courses in Russian and Turkish and aspires to further broaden the range of language options so as to allow university students to choose among languages such as Chinese and Polish. Recently, the CFLT has also started to offer academic language courses for students leaving on an Erasmus exchange study visit or for students aiming to continue their studies abroad. Such pilot courses have been running for nearly two years now with great success.

The workshop aims to present the multi-faceted work carried out at the Centre which has recently broadened its scope and focuses on three major areas: (a) the teaching of languages for specific purposes, (b) the teaching of other languages as L2, and (c) the teaching of academic language for specific groups of students. This range and variety of courses aims to promote and disseminate plurilingualism within the monolingual academic context since Greek is the dominant language of instruction in nearly all university faculties and schools. The participants of the workshop are instructors of various languages and language courses in the CFLT and their presentations are going to highlight aspects of their methodological choices and their impact on students' skill development and strategy use.

Οι στρατηγικές μάθησης φοιτητών του Α.Π.Θ.: Πιλοτικά μαθήματα της γερμανικής ως ξένης γλώσσας του Κ.Δ.Ξ.Γ.

Γεώργιος Αγοραστός

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης

gagorast@lance.auth.gr

Η παρούσα εισήγηση παρουσιάζει τις στρατηγικές μάθησης και χρήσης Ξένης Γλώσσας, όπως αυτές καταγράφηκαν από φοιτητές που παρακολούθησαν τα μαθήματα του εισηγητή κατά το ακ. έτος 2015-6. Τα μαθήματα αυτά αφορούσαν Τμήματα διδασκαλίας (α) της Γερμανικής για ακαδημαϊκούς σκοπούς και (β) γενικής γλωσσομάθειας (επιπέδων Α1 ως Β2).

Η χρήση των στρατηγικών μάθησης της Γερμανικής ως ξένης γλώσσας για ακαδημαϊκούς σκοπούς έχει διερευνηθεί ελάχιστα (Hahn, 2013), κρίνεται όμως αναγκαία, αφού επιτρέπει την καταγραφή των στρατηγικών γλωσσικής εκμάθησης που, ενώ εκτιμώνται ως ιδιαίτερα χρήσιμες, δεν ενεργοποιούνται με την συχνότητα που ενδεχομένως θα επέτρεπε καλύτερα αποτελέσματα μάθησης (Hahn, 2013). Επιπλέον, εξετάζεται το ενδεχόμενο η χρήση των στρατηγικών να επηρεάζεται από το φύλο, τη Σχολή ή το εξάμηνο σπουδών (πρβλ. σχ. Griffiths, 2003; Chang, Liu & Lee, 2007). Στην παρούσα έρευνα η χρήση των στρατηγικών εξετάζεται επίσης σε σχέση με τη διάκριση των μαθημάτων σε Τμήματα για Ειδικούς Σκοπούς ή Γενικής Γλωσσομάθειας Για την καταγραφή των στρατηγικών χρησιμοποιήθηκε το εργαλείο SILL της Oxford (1990) ενώ για την αποδελτίωση και την επεξεργασία των δεδομένων χρησιμοποιήθηκε το SPSS 24.

Βιβλιογραφία

- Chang, C.Y., S.C. Liu & Y.N. Lee (2007). A study of language strategies used by college EFL learners in Taiwan. *MingDao General Education Journal*, (2): 235-262. <http://dx.doi.org/10.3138/cmlr.55.4.490>
- Griffiths, C. (2003). *Language learning strategy use and proficiency: The relationship between patterns of reported language learning strategy (LLS) use by speakers of other languages (SOL) and proficiency with implications for the teaching/learning situation*. Doctoral dissertation. Retrieved from <https://researchspace.auckland.ac.nz/bitstream/handle/2292/9/02whole.pdf?sequence=6>
- Hahn, D. (2013). *Reading in German as a foreign language at undergraduate level: an investigation of learners' reading experience when reading texts in German for academic purposes*. Doctoral dissertation, University of Nottingham. Retrieved from <http://eprints.nottingham.ac.uk/14499/1/606279.pdf>
- Oxford, R. (1990). *Language learning strategies. What every teacher should know*. Boston: Heinle & Heinle.
-

Πιλοτικά μαθήματα γλωσσομάθειας του Κέντρου Διδασκαλίας Ξένων Γλωσσών από την οπτική των συμμετεχόντων φοιτητών: Αξιολογήσεις και προτάσεις

Γεώργιος Αγοραστός, Φερενίκη Καπετάνιου & Μαρία Παπαγεωργίου

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης

gagorast@lance.auth.gr, kfereniki@gmail.com, mparageo@lance.auth.gr

Στην παρούσα εισήγηση παρουσιάζονται τα αποτελέσματα των αξιολογήσεων από φοιτητές/ήτριες που παρακολούθησαν πιλοτικά μαθήματα Αγγλικής, Γαλλικής και Γερμανικής (α) για Ακαδημαϊκούς Σκοπούς και (β) γενικής γλωσσομάθειας επιπέδων A1 έως και B2, τα οποία διδάχθηκαν από τους εισηγητές. Μεταξύ άλλων, οι φοιτητές/ήτριες αξιολόγησαν τα παρακάτω: (α) τον βαθμό χρησιμότητας των γνώσεων που αποκόμισαν από τα μαθήματα αυτά σε σχέση με τις σπουδές τους, (β) την επάρκεια του διδακτικού υλικού, (γ) τη συμμετοχή τους στα μαθήματα και (δ) την επιθυμία τους για προσφορά των εν λόγω μαθημάτων γλωσσομάθειας σε μόνιμη βάση. Τέλος, εξετάζεται η υπόθεση ότι σε σχέση με τα τέσσερα προαναφερθέντα σημεία, τα μαθήματα Γλώσσας για Ακαδημαϊκούς Σκοπούς αναδεικνύονται ως περισσότερο χρήσιμα, αναγκαία και αποτελεσματικά εκ μέρους των φοιτητών, αν συγκριθούν με τα μαθήματα Γενικής Γλωσσομάθειας. Η διαφορά αυτή θα αποδίδεται στην πιο στοχευμένη εξοικείωση των φοιτητών με τις απαραίτητες μικροδεξιότητες σε ακαδημαϊκό περιβάλλον (Γαβριηλίδου, 2016), στη διδασκαλία αντίστοιχων στρατηγικών (Ριζούλη, 2013; Hahn, 2013) και στη χρησιμότητα των γνώσεων σε ακαδημαϊκά και μη ακαδημαϊκά (π.χ. επαγγελματικά) περιβάλλοντα (Γαβριηλίδου, 2016). Η αποδελτίωση των ερωτηματολογίων και η ανάλυση των πληροφοριών έγινε με το SPSS 24.

Βιβλιογραφία

- Γαβριηλίδου, Γ. (2016). Διεύρυνση δεξιοτήτων για ακαδημαϊκούς σκοπούς στη δεύτερη/ξένη γλώσσα: σχεδιασμός, υλοποίηση και αξιολόγηση προγράμματος γλωσσικής κατάρτισης. Δημοσίευτη διδακτορική διατριβή, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, Θεσσαλονίκη. Ανακτήθηκε από <http://hdl.handle.net/10442/hedi/37922>
- Hahn, D. (2013). *Reading in German as a foreign language at undergraduate level: an investigation of learners' reading experience when reading texts in German for academic purposes*. Doctoral dissertation, University of Nottingham. Retrieved from <http://eprints.nottingham.ac.uk/14499/1/606279.pdf>
- Ριζούλη Θ. (2013). *Η συμβολή των γνωστικών στρατηγικών της περίληψης και της γραφικής αναπαράστασης δομής κειμένου στη βελτίωση της κατανόησης και της χρήσης των στρατηγικών: ένα πρόγραμμα παρέμβασης σε Έλληνες φοιτητές στο μάθημα της Αγγλικής ως Ξένης Γλώσσας*. Δημοσίευτη διδακτορική διατριβή, Πανεπιστήμιο Μακεδονίας, Θεσσαλονίκη. Ανακτήθηκε από <http://hdl.handle.net/10442/hedi/29853>

Ταυτότητα – ετερότητα και φωτογραφία στη διδακτική ξένων γλωσσών

Chantal Dompmartin¹ & Ελένη Γκίνου²

¹Πανεπιστήμιο της Τουλούζης II, ²Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
chantal.dompmartin@univ-tlse2.fr, ginoueleni@gmail.com

Σκοπός της παρούσας έρευνας είναι να μελετήσει την ταυτότητα – ετερότητα στο πλαίσιο της διαπολιτισμικής επικοινωνίας και να καθοδηγήσει τους φοιτητές να συνειδητοποιήσουν στοιχεία πολιτισμικών διαφορών ανάμεσα στην κουλτούρα του άλλου και τη δική τους. Η προβληματική που τίθεται είναι αν το βλέμμα του θεατή της φωτογραφίας (στην προκειμένη περίπτωση το βλέμμα τω φοιτητών) θα μπορούσε να αποτελέσει ένα μέσο προσέγγισης “της ταυτότητας- ετερότητας, του διαλόγου ανάμεσα στο θεατή και στο φωτογραφούμενο πρόσωπο” (Γκίνου 2007: 1). Αν η φωτογραφία θα μπορούσε να υποκινήσει στοιχεία “πλατωνικής διαλεκτικής του Εγώ και ο Άλλος” (Γκίνου, 2002, II: 32). Για τον Bakhtine “Το να είσαι σημαίνει να επικοινωνείς, να είσαι για τον άλλον, μέσα από τον άλλον” (Todorov, 1981: 36).

Στην παρούσα έρευνα συμμετέχουν φοιτητές διαφόρων εθνικοτήτων του Πανεπιστημίου της Τουλούζης 2 Jean Jaurès, του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης, του Κέντρου Διδασκαλίας Ξένων Γλωσσών και του Πανεπιστημίου Paris 8, Saint Denis που μαθαίνουν τη γαλλική ως ξένη γλώσσα κατά τη διάρκεια του τρέχοντος ακαδημαϊκού έτους. Συγκεκριμένα, στους παραπάνω φοιτητές δόθηκαν φωτογραφίες πορτραίτων, φυλών πρωτόγονων της Αφρικής και τους ζητήθηκε μέσα από τον γραπτό λόγο να αναλύσουν τη σχέση του “εγώ” και ο “Άλλος” και το τι υποκινούν σε αυτούς οι συγκεκριμένες φωτογραφίες.

Η έρευνα βρίσκεται υπό εξέλιξη αλλά τα μέχρι τώρα αποτελέσματά δείχνουν (α) πως η δυναμική της φωτογραφίας μπορεί να αποτελέσει ένα μέσο συλλογισμού, που επιτρέπει τη σχέση με τον Άλλον αλλά και (β) πως μπορεί να αξιοποιηθεί στην εκμάθηση της δημιουργικής γραφής στη διδασκαλία της ξένης γλώσσας. Όπως προτείνει η De Carlo (1997), αυτό μπορεί να επιτευχθεί με διάφορες διδακτικές δραστηριότητες μέσα από έναν διαπολιτισμικό γνώμονα.

Βιβλιογραφία

Γκίνου, Ε. (2002). *La communication Interculturelle*, II. Πάτρα: ΕΑΠ.

Γκίνου, Ε. (2007). *Η αφρικανική φυλή Χίμπα με τη ματιά του φωτογράφου και του θεατή της Φωτογραφίας*. Ιωάννινα.

De Carlo, M. (1998). *L'interculturel*. Paris : Clé International.

Todorov, T. (1981). *Mikhail Bakhtine, Le principe dialogique*. Paris : Seuil.

Enhancing university students' communication skills in ESP by using oral presentations

Vassilia Kazamia & Smaro Christidou-Kioseoglou

Aristotle University of Thessaloniki

vkazamia@lance.auth.gr, schris@lance.auth.gr

Oral presentations are considered important for students in academic settings as well as in future careers. Giving a presentation is a task practiced at least once a week in engineering professional settings (Rinder, Sweeney & Tual, 2016). Furthermore, preparing and delivering an

oral presentation in an ESP university class enhances students' communication skills, facilitates their autonomy and promotes critical thinking (King 2002, Miles 2009). This paper describes the design and delivery of oral presentation courses at the schools of Geology and Chemical Engineering and reports on data collected from students which unravel their perceptions about their development as presenters. Moreover, it draws upon the experience the authors have gained from designing and teaching materials for oral presentations in ESP classes and addresses some of the benefits and the difficulties encountered.

References

- King, J. (2002). Preparing EFL learners for oral presentations. *Dong Hwa Journal of Humanistic Studies*, 4: 401-418. <http://ir.ndhu.edu.tw/bitstream/987654321/4403/1/4-401-418.PDF>
- Miles, R. (2009). Oral presentations for English proficiency purposes. *Reflections on English Language Teaching*, 8(2): 103-110. <http://www.nus.edu.sg/celc/research/books/reft/vol8/no2/103-110miles.pdf>
- Rinder, J., G. Sweeney & D. Tual (2016). A Framework for Language and Communication in the CDIO Syllabus. In *Proceedings of the 12th International CDIO Conference*. <http://www.language-unit.eng.cam.ac.uk/pdf1/AframeworkCDIO>
-

Teaching English for Forestry through the use of the aesthetic experience

Soultana Maglavera

Aristotle University of Thessaloniki

sultmag@lance.auth.gr

The aim of this paper is to highlight and promote the use of arts-based approaches to learning in ESP contexts (Kókkos, 2011; Davis-Manigualte, Yorks & Kasl, 2006; Efland, 2002; Eisner, 2002; Perkins, 1984). More particularly, the paper describes the ways in which these approaches were used in the context of an English for Forestry class conducted by the writer of the article at the Aristotle University of Thessaloniki. The teaching method I implemented is based upon the idea that the use of the aesthetic experience can trigger processes that substantially enhance the students' ability to assimilate and consolidate the specialized discourse of their scientific field (Christidou & Kamaroudis, 2016; Charpy, 2014; Alsop, Moreton & Nesi, 2013; Colb et al., 2008; Le Cor, 2001). In the course of the class described here, the students had to respond to an aesthetic stimulus relevant to the material under discussion. In order to do that, they followed a number of distinct but interrelated stages characterized by an inner affinity that was predicated upon the interaction of the study material with the aesthetic stimulus. In this specific case, I asked them to watch a clip from the film *The Impossible*, a 2012 English-language disaster film based on the events of the 2004 Indian Ocean tsunami. The stages included the students' reading of the material under discussion, their intense and free-spirited experiencing of the stimulus, the construction of texts (both narratives and scientific explanations) inspired by the stimulus, and finally, the sharing of their creative work with the rest of the class (Perkins, 1984). At the end of the class, I handed over a questionnaire asking the students to express their views on the overall impact the teaching practices used in class had on the construction of meaning and assimilation of the material. Most of them noted that the use of the stimulus significantly motivated them to use the relevant terminology in the specific filmic context. They also considered it an enjoyable as well as fulfilling experience they

would happily incorporate systematically in their classes. In addition, they pointed out that the stimulus stirred their imagination, encouraged them to create their own texts, and made them feel more confident when expressing their views concerning the issues in question. Finally, they admitted that the use of the aesthetic experience made them more creative in their interactions in class and more involved in the study of the English language in general.

References

- Alsop, S., E. Moreton & H. Nesi (2013). The uses of storytelling in University engineering lectures. *ESP Across Cultures*, 10: 7-19.
https://www.researchgate.net/publication/262876133_The_uses_of_storytelling_in_university_Engineering_lectures
- Charpy, J.-P. (2014). Medical thrillers: Doctored fiction for future doctors? *Journal of Medical Humanities*, 35/4: 423-434. <http://link.springer.com/article/10.1007/s10912-014-9305-5?no-access=true>
- Christidou, S. & S.E. Kamaroudis (2016). Seeking new paths by attempting avant-garde teaching methods through translation and creative writing for classes of English for Academic Purposes (EAP). The cases of the Schools of Engineering, Departments of Mechanical Engineering, Informatics and Telecommunications Engineering, and the School of Fine Arts, Department of Applied and Visual Arts, University of Western Macedonia. *International Journal of Language, Translation and Intercultural Communication*, 4/1: 110-120. <http://ejournals.epublishing.ekt.gr/index.php/latic/article/view/10341/10445>
- Colb, T.E. et al. (2008). *Teaching writing within forestry*. Papers delivered at the Seventh Biennial Conference on University Education in Natural Resources.
http://www.academia.edu/14632443/Teaching_writing_within_Forestry
- Davis-Manigualte, J., L. Yorks & E. Kasl (2006). Expressive ways of knowing and transformative learning. In E.W. Taylor (ed.), *Teaching for change. New Directions for Adult and Continuing Education*, 109: 27-35.
- Efland, D.A. (2002). *Art and cognition: Integrating the visual arts in the curriculum*. New York: Teachers College, Columbia University.
- Eisner, E. (2002). *The arts and the creation of mind*. New Haven and London: Yale University Press.
- Κόκκος, Α. και Συνεργάτες (2011). *Εκπαίδευση μέσα από τις τέχνες [Education through art]*. Αθήνα: Μεταίχμιο.
- Le Cor, G. (2001). La fiction à substrat professionnel comme médiation du milieu professionnel, étude de cas : The Hunt for Red October de Tom Clancy et son adaptation cinématographique. In *Asp*, 31-33: 215-226.
<http://asp.revues.org/1970;DOI:10.4000/asp.1970>
- Perkins, D. (1984). *The intelligent eye: Learning to think by looking at art*. Los Angeles: The Getty Education Institute for the Arts.
-

Challenges for an ESP practitioner: Remedies and classroom practices

Maria Matthaiou

Aristotle University of Thessaloniki
mat@lance.auth.gr

The presentation focuses on the specific role of an ESP instructor in a sensitive field of studies, that of the teaching of the ESP terminology according to the needs of particular disciplines each time, keeping pace with classroom demands. What is mostly emphasized here is the flexible role of such a teacher who, in addition to language teaching, should be aware of the special needs and particularities of the groups s/he teaches and so act accordingly (Dudley-Evans & St. John, 1998). What is also stressed are specific difficulties and challenges the teacher in question has faced in two of the AUTH schools she has been teaching so far, as well as solutions and classroom practices in order to solve the issues depending on specific strategic plans and the needs of particular groups of students (Basri, 2013; Islam, 2013). In addition, a questionnaire aiming to examine students' views regarding their readiness to study the content of an ESP course has been designed and administered to students of the Aristotle University. The findings of the questionnaire provide interesting and useful information regarding the role of the ESP teacher. Both teaching experience and knowledge of the demands of students' disciplines are necessary for an ESP instructor to satisfactorily accomplish his/her role.

References

- Dudley-Evans, T. & M.J. St. John (1998). *Developments in English for Specific Purposes. A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Islam, M. (2013). *The Differences and Similarities between English for Specific Purposes and English for General Purposes Teachers*.
<http://pu.edu.pk/images/journal/english/PDF/4%20ESP%20vs%20EGP%20Teacher%20Article%20after%20revision%2013-12-14.pdf>
- Saliu, B. (2013). Challenges for learners/teachers in the ESP course for legal studies. *SEEU Review*, 9(1): 1-8.

Η χρήση χιουμοριστικών κειμένων στη διδασκαλία και εκμάθηση της ιταλικής γλώσσας

Ελένη Παπαδάκη

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
rapadel@lance.auth.gr

Το χιούμορ είναι μια διαδικασία που μας κάνει να νιώθουμε ευχαρίστηση και χαρά (Ross, 1998) και ένα χρήσιμο εργαλείο στη διαδικασία της διδασκαλίας-μάθησης: (α) μειώνει το άγχος, χαλαρώνει, ενθαρρύνει και δημιουργεί ένα ήρεμο περιβάλλον (Rhem, 1998), (β) δίνει ζωή στην ομάδα (Sheinowitz, 1996), (γ) προσελκύει το ενδιαφέρον και την προσοχή των μαθητών, ακονίζει την αντίληψή τους, τους δίνει κίνητρα για μάθηση, ενεργοποιεί τη δημιουργικότητά τους (Bruner, 2002), (δ) βελτιώνει τη μνήμη, διευκολύνει την απομνημόνευση, μετατρέπει ένα θέμα ανιαρό σε περισσότερο ενδιαφέρον (Mawter, 2006). Η παρούσα έρευνα έχει στόχο τη μελέτη της χρησιμότητας των χιουμοριστικών κειμένων για

τους Έλληνες φοιτητές και φοιτήτριες που μαθαίνουν την ιταλική γλώσσα (επίπεδο A2) στο Κέντρο Διδασκαλίας Ξένων Γλωσσών (Κ.Δ.Ξ.Γ.) του Α.Π.Θ. Σε προηγούμενη έρευνα (Παπαδάκη, 2005), είχε επισημανθεί η έλλειψη χιουμοριστικών κειμένων στα διδακτικά εγχειρίδια της ιταλικής γλώσσας όλων των επιπέδων (που εκδόθηκαν από το 1990 ως το 2004) και διδάσκονταν στα ΑΕΙ, ΑΤΕΙ, στα Ιταλικά Ινστιτούτα και σε κεντρικά φροντιστήρια ξένων γλωσσών (Αθήνας, Θεσσαλονίκης). Είχε γίνει πρόταση για το πώς θα μπορούσαν να ενσωματωθούν στα εγχειρίδια και στο μάθημα της ιταλικής γλώσσας και η πρόταση αυτή έγινε πράξη στις τάξεις του Κ.Δ.Ξ.Γ. Τα αποτελέσματα της έρευνας θα ανακοινωθούν σε αυτήν την παρουσίαση που στόχο έχει να επισημάνει τον ιδιαίτερο χαρακτήρα των χιουμοριστικών κειμένων στο μάθημα γλώσσας και να ενθαρρύνει τους δασκάλους γλώσσας να χρησιμοποιήσουν τέτοιου είδους κείμενα στην τάξη.

Βιβλιογραφία

- Bruner, R.F. (2002). *Transforming Thought: The Role of Humor in Teaching*. [Internet] (10 pages). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=298761
- Mawter, J. (2006). Thinking Skills, Humorous Texts and Literacy. [Internet] (8 pages). *The National Journal of the Australian School Library Association*
<http://www.jenimawter.com/wp-content/uploads/Access-Article.pdf>
- Παπαδάκη, Ε. (2005). Χιούμορ: ένα χρήσιμο εργαλείο στη διδασκαλία και μάθηση της ιταλικής γλώσσας. Στο Ε. Λεονταρίδη & Κ.Σπανοπούλου (επιμ.), *Πρακτικά 1ου Διεθνούς Συνεδρίου "Η γλώσσα σε έναν κόσμο που αλλάζει"* (Αθήνα, 9-11 Δεκεμβρίου 2005). Διδασκαλείο Ξένων γλωσσών, Πανεπιστήμιο Αθηνών, 1: 410-14
- Rhem, J. (1998). Research Watch: Humor in the Classroom. *The National Teaching and Learning Forum*, 7: 10-2.
- Ross, A. (1998). *The Language of Humour*. London & New York: Routledge
- Sheinowitz, M. (1996). *Humor and Education*. [Internet] (6 pages).
http://mop.ort.il/ortmine/e-publish/ep9_1011.htm

Η επίδραση της γνώσης της πρώτης ξένης γλώσσας στην εκμάθηση της δεύτερης ξένης γλώσσας: Η χρήση των στρατηγικών εκμάθησης

Παναγιώτα Ποπότη

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
ppopoti@lance.auth.gr

Η επίδραση της πρώτης ξένης γλώσσας στην εκμάθηση της δεύτερης ξένης γλώσσας έχει αποτελέσει αντικείμενο έρευνας πολλών μελετών μέχρι σήμερα. Συγκεκριμένα, το ενδιαφέρον των ερευνητών έχει προσελκύσει η χρήση των στρατηγικών εκμάθησης που χρησιμοποιούν οι διδασκόμενοι κατά την εκμάθηση της δεύτερης ξένης γλώσσας (Böttger & Gien, 2014; Cohen, 1996; Eysenck, 2013).

Έχει διεξαχθεί μια περιορισμένου βεληνεκούς έρευνα σε φοιτητές του Α.Π.Θ. από διάφορα τμήματα οι οποίοι παρακολούθησαν μαθήματα αρχαρίων επιπέδου A1 για την εκμάθηση της Γερμανικής ως δεύτερης ξένης γλώσσας (Dornyei & Taguchi, 2010). Όλοι ήταν γνώστες της Αγγλικής ως πρώτης ξένης γλώσσας. Συντάχθηκε ερωτηματολόγιο με στόχο την διαπίστωση κατά πόσο επιδρά η γνώση της πρώτης ξένης γλώσσας, της Αγγλικής, στην εκμάθηση της

δεύτερης γλώσσας, της Γερμανικής. Το εξαγόμενο της έρευνας παρουσιάζει πολλαπλό ενδιαφέρον σε ότι αφορά στη διαμόρφωση και προσαρμογή του διδακτικού υλικού και της διδακτικής μεθόδου, ώστε να διευκολυνθεί και να ενισχυθεί η μαθησιακή διαδικασία για την αποτελεσματικότερη επίτευξη των στόχων του μαθήματος που αποβλέπουν στην εκμάθηση της δεύτερης ξένης γλώσσας.

Βιβλιογραφία

- Böttger, H. & G. Gien (2014). *The Multilingual Brain. Zum neurodidaktischen Umgang mit Mehrsprachigkeit*, Band 9 der Eichstätter Schriftenreihe Kontinuum des Lernens: Epubli Verlag.
- Cohen, A.D. (1996). *Second Language Learning and Use Strategies: Clarifying the Issues*. Minneapolis: Center for Advanced Research on Language Acquisition University of Minnesota.
- Dörnyei, Z. & T. Taguchi (2010). *Questionnaires in Second Language Research. Construction, Administration, and Processing*. New York: Routledge.
- Eysenck, M.W. (2013). *Βασικές αρχές γνωστικής ψυχολογίας*. Gutenberg.

Η Διδασκαλία της ρωσικής στο ΑΠΘ: «Γλώσσα και πολιτισμός - Μία ενότητα»

Δημήτρης Φωτιάδης

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
fotiadid@ad.auth.gr

Με σκοπό την άμεση εισαγωγή των ενδιαφερομένων φοιτητών στη Ρωσική γλώσσα, έχουμε ξεκινήσει εδώ και οκτώ χρόνια τη γνωριμία τους με το λεξιλόγιο, τη γραμματική και τη σύνταξη της γοητευτικής αυτής Γλώσσας, **συμπλέκοντας** —από την πρώτη στιγμή και προγραμματικά— με τη γλωσσική ύλη μερικά από τα πιο διαφωτιστικά, κατά τη γνώμη μου, στοιχεία από την Ιστορία της Γλώσσας, της Χώρας και του Πολιτισμού της (Ovsienko, 2005). Η γλώσσα παρουσιάζεται μέσα από το συγκείμενό της που είναι ο ίδιος ο πολύμορφος πολιτισμός που τη γέννησε. Με συμπλοκή, δεν εννοείται η απλή συμπαράθεση στοιχείων, συνοδευτικά μόνον και παρατακτικά. Τα ίδια τα φαινόμενα της γλώσσας, από τα πιο απλά ως τα συνθετότερα αναδύονται μέσα από μια τεχνική που παρουσιάζει και εξηγεί το γραμματικό μέσα από το πολιτιστικό και το αντίστροφο (Vagner, 2001).

Ότι δεν πρόκειται για εφαρμογή μιας γλωσσολογικής ή φιλολογικής μεθόδου με εξωτερική μόνον επένδυση με στοιχεία πολιτισμού, γίνεται φανερό από το πρώτο κιάλας μάθημα: δίνεται στους φοιτητές να καταλάβουν ότι γλώσσα και πολιτισμός (λογοτεχνία, θέατρο, μουσική, κινηματογράφος, επιστήμες, λαογραφία, ορθοδοξία κ.λ.π.), παράγονται ταυτόχρονα και αδιαίρετα από την ίδια ρίζα, που δεν είναι άλλη από τη ζωή ενός λαού άλλου με τη δική του ιδιομορφία —με τη δική του, δηλαδή, συλλογική εμπειρία που ζει σε μια φύση τόσο διαφορετική από τη μεσογειακή δική μας. Προσπάθεια γίνεται ώστε ακόμη και οι δυσκολίες και οι τεκτονικές διαφορές των δύο γλωσσών να μπορούν να «εξηγηθούν» μέσα από αυτό το πρίσμα (Karitonova, 2005).

Η συγκεκριμένη τεχνική, λαμβάνοντας υπόψη και τις ιδιαιτερότητες και τις δυσκολίες της Ρωσικής, σε βάθος οκταετίας, βρήκε αξιόλογη ανταπόκριση σε φοιτητές ανώτερων

προδιαγραφών, προερχόμενους από ποικίλες σχολές και υπόβαθρα. Κι αυτό αντικατοπτρίζεται στους διαρκώς αυξανόμενους ρυθμούς προσέλευσής τους.

Βιβλιογραφία

- Karitonova, T.I. (2005). *Metodika obucheniya russkomu yazyku kak inostrannomu (H μεθοδολογία της διδασκαλίας της Ρωσικής ως ξένης)*. Sankt-Petersburg: Zlatoust.
- Ovsienko, Y.G. (2005). *Russky yazyk dlya nachinayushikh (H Ρωσική γλώσσα για αρχάριους)*. Moskva.
- Vagner, V.N. (2001). *Metodika prepodavaniya russkogo yazyka (H μέθοδος διδασκαλίας της Ρωσικής γλώσσας)*. Vlados.

WORKSHOP

**Linguistic and cognitive deficits
in developmental and acquired language disorders**

Biliteracy in relation to narrative and cognitive skills

Maria Andreou¹, Christiane Bongartz², Jacopo Torregrossa³ & Ianthi Tsimpli⁴

^{1,2}University of Cologne, ³University of Hamburg, ⁴University of Cambridge
andreou3@gmail.com, chris.bongartz@uni-koeln.de,
jacopo.torregrossa@uni-hamburg.de, imt20@cam.ac.uk

Introduction. The paper investigates the extent to which biliteracy affects narrative production among bilingual children as compared to their monolingual peers. Narratives can be analyzed across two dimensions: macrostructure (the global organization of a story), and microstructure (concerning the management of language-specific form-function mappings, e.g., referring expressions (RE)). It has been widely claimed that biliteracy enhances executive functions and metalinguistic awareness (Bialystok, 2001). We intend to show whether this is reflected in a better performance in narrative production and in updating involved in the use of REs.

Method. The data come from 75 children: 25 Albanian-Greek (BilGreece M.A.= 10.2), 25 Albanian-Greek (BilAlbania M.A.= 10.4), and 25 Greek monolinguals (M.A.= 10.5). The bilingual groups differ in type of schooling: BilGreece attend monolingual Greek schools whereas BilAlbania a bilingual Albanian-Greek school. We used an adaptation of ENNI stories for retelling-elicitation (Schneider et al., 2006). Updating skills were assessed with a 2digit-back task in which the children had to determine if the currently presented digit matched the one presented '2'-trials back. We correlated the results of the updating task with the occurrence of ambiguities in the narratives.

Results and Discussion. The results show that in macrostructure and updating, BilGreece and monolinguals perform more poorly than the BilAlbania (macrostructure: ANOVA $F(2)=31.6$, $p=.021$, $p<.001$; updating: $F(2)=42.338$, $p=.015$; $p<.001$), while they do not differ from each other. The better performance in the updating task by BilAlbania children is reflected in their production of fewer ambiguities: the production of ambiguous forms differs across the three groups (ANCOVA; $F(2)=9.338$, $p<.001$), in that BilAlbania are less ambiguous than BilGreece ($p=.009$) and monolinguals ($p=0.21$). At the same time; BilGreece are more ambiguous than monolinguals ($p=0.18$).

Biliteracy seems to enhance cognitive performance (updating) and story-telling (character reference), which is reflected in narratives of greater complexity and cohesion.

References

- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. New York: Cambridge University Press.
- Schneider, P., D. Hayward & R.V. Dubé (2006). Storytelling from pictures using the Edmonton Narrative Norms Instrument. *Journal of Speech Language Pathology and Audiology*, 30: 224-238.
-

The contribution of language ability to Theory of Mind and narrative abilities in children with high functioning autism

Eleni Baldimtsi

Aristotle University of Thessaloniki

empaldim@enl.auth.gr

Introduction. Language seems to play an important role in Theory of Mind (ToM) (Astington & Baird, 2005) not only in children with typical development, but also in children with autism (Happé, 1995). In addition, language is considered to be a key determinant of narrative competence (Norbury & Bishop, 2003).

Method. To study this relationships, a battery of language tests targeting a variety of language skills, including expressive vocabulary, verbal intelligence and language production and comprehension was given to 24 Greek-speaking children with HFASD (Mean age: 9.6) and 24 typically-developing Greek-speaking children (TD) (Mean age: 9.7) matched in age, gender and expressive vocabulary (Vogindroukas, Protopapas, & Sideridis, 2009). ToM ability included a series of tasks that tapped mental state reasoning across the domains of beliefs, perceptions, desires and emotions (cognitive and affective-cognitive 1st and 2nd order ToM). Finally, children narrated stories to two wordless storybooks, which were analysed using micro-(i.e. narrative length, lexical diversity and syntactic complexity) and macro-(i.e. story structure, event content, comprehension questions) structure measures.

Results. The results supported our hypothesis. Children's with ASD Theory of Mind and narrative abilities have been related and predicted by their language abilities. More specifically, we expected—especially children's with HFASD—cognitive and affective-cognitive ToM competence would depend on their language abilities. This expectation held true by almost all ToM tasks—except second-order cognitive ToM tasks. In parallel, a close relationship was found between language and narrative performance, mostly on the narrative macrostructural level.

Discussion. In general, results revealed strong associations between language tests and measures of ToM and narratives in children with HFA. Implications for our understanding of ToM and narrative deficits and the role of language are discussed.

References

- Astington, J. & J.A. Baird (2005). *Why language matters for a theory of mind*. New York: Oxford University Press.
- Happé, F. (1995). The role of age and verbal ability in the theory of mind task performance of subjects with autism. *Child Development*, 66: 843-855.
- Norbury, C.F. & D.V.M. Bishop (2003). Narrative skills of children with communication impairments. *International Journal of Language & Communication Disorders*, 38(3): 287-313.
-

Compound processing in semantic variant of Primary Progressive Aphasia

Konstantina Kordouli¹, Christina Manouilidou², Kyrana Tsapkini³, Dionysia Kontaxopoulou⁴,
Stella Fragkiadaki⁵ & Sokratis Papageorgiou⁶

¹University of Patras, ²University of Ljubljana, ³John Hopkins University,
^{4,5,6}National and Kapodistrian University of Athens

konkordouli@gmail.com, Christina.Manouilidou@ff.uni-lj.si, tsapkini@jhmi.edu,
d.kontaxopoulou@hotmail.com, st.fragkiadaki@gmail.com, sokpapa@med.uoa.gr

We investigated the production and comprehension of compounds in the semantic variant of Primary Progressive Aphasia (PPA-s), a language impairment caused by neurodegenerative disease and characterized by word meaning breakdown in absence of grammatical difficulties (Mesulam, 2013). In stroke aphasia, recent studies report difficulties with grammatical rules but retained knowledge of the morphological structure (Semenza & Mondini, 2010, for a general review; Kordouli et al., in prep.), while in the agrammatic variant of PPA patients appear unaware of compound status and unable to use morphological rules (Kordouli et al., under review). Semantic PPA has not been examined in this respect.

Participants: Two patients diagnosed with PPA-s on the basis of neurological, neuropsychological and neuroimaging data and four healthy elderly controls participated in the study.

Stimulus set: 130 Modern Greek compounds, out of which 70 dependent (e.g., *ayrioyata* ‘wild cat’), 45 coordinative (e.g., *alatopipero* ‘salt&pepper’) and 15 exocentric compounds (e.g., *kokkinomalis* ‘redhead’) from all grammatical categories.

Procedure: Three tasks were conducted. *a) Naming by definition:* participants were given the definition and they had to utter the actual compound. *b) Simple Lexical Decision task.* *c) Lexical Decision with overt priming,* where the whole compound primed each constituent (e.g., *ayrioyata* > *ayria* vs. *ayrioyata* > *yata*).

Preliminary Results: Percentage of errors in naming task was 33.07% for PPA-s1 and 39.2% for PPA-s2. The performance of both patients was significantly impaired (PPA-s1 vs. controls: $x^2=34.9$, $p<0.001$, PPA-s2 vs. controls: $x^2=46.08$, $p<0.001$). Their errors were mostly substitutions (e.g., *krifovlepo* ‘secretely see’ instead of *krifokitazo* ‘secretely look’) and misorderings (e.g., *korfovuno* ‘topmountain’ instead of *vunokorfi* ‘mountaintop’). Data from lexical decision tasks are being analyzed.

Discussion: Initial findings indicate that PPA-s affect compound naming. The accurate results will be discussed within existing theory of compound processing and will be compared to those found in other language pathologies.

References

- Chiarelli, V., A., Menichelli & C. Semenza (2007). Naming compounds in Alzheimer’s disease. *The Mental Lexicon*, 2(2): 259-269.
- Kordouli, K., C. Manouilidou, S. Stavrakaki, D. Mamouli & P. Ioannidis (under review). The production of Modern Greek compounds in PPA-a: Evidence from errors in naming.

- Mesulam, M. (2013). Primary Progressive Aphasia, a dementia of the language network. *Dementia of neuropsychology*, 7(1): 2-9.
- Semenza, C. & S. Mondini (2010). Compound words in neuropsychology. *Linguistische Berichte Sonderheft*, 17: 331-348.
-

Investigating vocabulary knowledge in deaf and hard-of-hearing teenagers through Health Education

Evi Kyritsi & Ruth Kyrtata

Special Gymnasium - Lyceum for Deaf and Hard-of-Hearing Children

kyritsie@sch.gr, kyrtataruth@yahoo.gr

Research has shown that Deaf and Hard-of-Hearing (DHH) individuals have significant language difficulties (Musselman 2000). This has a negative impact on the emergence of literacy. As a result, even secondary school or university DHH students typically lag significantly behind their hearing peers with respect to reading and writing (Paul 2003).

This study aims to present data on vocabulary knowledge in DHH teenagers. The data was collected during a Health Education Programme on diet and nutrition. Testing was conducted by the authors of this paper. The following research questions were addressed: 1) Is the written vocabulary used for the Health Education Programme known to the students? 2) Which intervention methods could foster vocabulary learning? 3) What is the rate of the development of vocabulary knowledge in DHH teenagers? 4) What does vocabulary knowledge suggest about language skills and general world knowledge in DHH students?

Fourteen DHH teenagers, all of them students at a special school for DHH children, took part in the study. The tasks were based on material published by the Department of Nutrition and Dietetics at Harokopio University (<http://eyzin.minedu.gov.gr>). They related to food categories (e.g. fruit). Before each category was presented, knowledge of the written words included in that category was recorded individually for each participant. Following that, the material was presented to the whole group and a general discussion was held. At a later session, participants completed the corresponding written activities published on the same website. They also participated in our own activities, which aimed at further vocabulary consolidation (e.g. hangman, word guessing, scramble words). Finally, spelling and fingerspelling tasks were administered.

Results showed great variability among students in relation to vocabulary knowledge; for each food category there were students who knew many words and others who knew only a few of them. Incorrect responses are also very interesting. According to students' responses, *χυλοπίτες* (a type of noodles) are 'pies made of gruel' and also 'what usually happens to boys' (i.e. they get rejected); *βρώμη* (oat) means 'dirty' (*βρώμικος*). Finally, results indicate that repeated exposure to the same vocabulary activities can facilitate vocabulary development in deaf teenagers. This is in line with recent findings from English-speaking deaf preschoolers (Richels et al. 2016). The implications of these findings for deaf children's education will be discussed.

References

- Musselman, C. (2000). How do children who can't hear learn to read an alphabetic script? A review of the literature on reading and deafness. *Journal of Deaf Studies and Deaf Education*, 5(1): 9-31.

- Paul, P. V. (2003). Processes and components of reading. In M. Marschark & E.P. Spencer (eds), *Oxford Handbook of Deaf Studies, Language, and Education*. Oxford: OUP, 97-109.
- Richels, C.G., K.S. Schwartz, J.L. Bobzien & S.A. Raver (2016). Structured instruction with modified storybooks to teach morphosyntax and vocabulary to preschoolers who are deaf/hard of hearing. *Journal of Deaf Studies and Deaf Education*, 21(4): 352-361.
-

Prosody perception in verbal and non-verbal contexts: Insights from right-hemisphere damage

Marjorie Lorch & Ariadne Loutrari

University of London

m.lorch@bbk.ac.uk, aloutr01@mail.bbk.ac.uk

Although language is typically lateralised in the left hemisphere, regions in the right hemisphere appear to be critical to pitch processing (e.g., Hyde et al., 2008; Meyer et al., 2004; Warrier and Zatorre, 2004), thus raising questions about bilateral processing of speech prosody.

We present the case of a right-handed man, IB, with an extensive right hemisphere lesion. IB suffered an ischemic infarction of the right middle cerebral artery resulting in extensive damage in the right temporo-parietal cortex with some frontal extension. Three weeks post-stroke, IB's general neuropsychological functioning as assessed by a mini mental status examination did not reveal any deficits. His linguistic abilities were also preserved. His only impairment involved left-sided sensory-motor function.

We designed some novel tasks to assess his perception of speech prosody. Our first task assessed IB's ability to detect speech in a delexicalised context, involving semantically unintelligible speech with preserved prosodic structure. Sixty-four stimuli displayed rich prosodic inflection or lacked variation in pitch, loudness, pausing, and duration. His performance was very poor in comparison to neurotypical controls (n=24). This result cannot be attributed to the delexicalised nature of the stimuli, as he also exhibited compromised performance on an analogous task with preserved lexical content. By contrast, IB was found to perform well on a music prosody task which involved pairs of same-tune melodies that differed in terms of timing, loudness, and duration variation patterns, outperforming some controls. These findings suggest that IB's right hemisphere lesion affected processing of prosodic aspects of language, while sparing his ability to attend to prosodic cues in the music domain. This paper discusses the value of these findings and their implications for models of prosodic processing.

References

- Hyde, K.L., I. Peretz & R.J. Zatorre (2008). Evidence for the role of the right auditory cortex in fine pitch resolution. *Neuropsychologia*, 46: 632-639.
- Meyer, M., K. Steinhauer, K. Alter, A.D. Friederici & D.Y. von Cramon (2004). Brain activity varies with modulation of dynamic pitch variance in sentence melody. *Brain and Language*, 89: 277-289.
- Warrier, C.M. & R.J. Zatorre (2004). Right temporal cortex is critical for utilization of melodic contextual cues in a pitch constancy task. *Brain*, 127: 1616-1625.
-

Lexical and grammatical aspect in Mild Cognitive Impairment and Alzheimer's disease

Georgia Roubea¹, Christina Manouilidou², Anastasia Nousia³,
Stavroula Stavrakaki⁴ & Grigorios Nasios⁵

¹University of Patras, ²University of Ljubljana, ^{3,5}TEI Ipeirou, ⁴Aristotle University of Thessaloniki
georoubea@gmail.com, Christina.Manouilidou@ff.uni-lj.si, sialogo@gmail.com,
svoula@enl.auth.gr, nasios@ioa.teiep.gr

We investigated the ability of individuals with Alzheimer's disease (AD) and Mild Cognitive Impairment (MCI) to name verbs that vary with respect to their *lexical* and *grammatical* aspect. Lexical aspect concerns situation types with different temporal and semantic features, *activity* (*trexo* 'run'), *state* (*ksero* 'know'), *achievement* (*spao* 'break'), *semelfactive* (*χtipao* 'hit'), *accomplishment* (*χtizo* 'build') verbs. Grammatical aspect is divided to perfective (*elisa* 'I untied') and imperfective (*elina* 'I was untying'). While previous study revealed that AD patients preferred perfective instead of imperfective aspect (Fyndanis et al, 2013) the interaction of lexical and grammatical aspect has not been investigated. MCI and AD individuals have working and semantic memory limitations which affect their ability to complete demanding tasks, recall words and understand their semantic features (e.g. Adlam et al, 2006). These limitations are expected to interfere when confronted with verbs of diverse internal complexity. **Method:** picture-naming and sentence-completion tasks. **Participants:** three MCI individuals, one moderate-AD patient and four healthy controls. **Materials:** 100 verbs (20 for each situation type), 100 images and 100 source-sentence /target-sentence pairs. **Preliminary results:** both naming and sentence completion was impaired, with the AD patient being worse than the MCI. When it comes to *lexical aspect*, *semelfactives* were the most impaired followed by *accomplishments* and *states*. When it comes to *grammatical aspect*, in the sentence completion task, participants performed better in the perfective aspect. Also, they had difficulty completing the imperfective aspect of *semelfactive* and *accomplishment* verbs. In the naming task, no difference between perfective and imperfective was found. **Discussion:** Results suggest that the lexical aspect might affect the verbal production and process in pathological individuals and that semantic and working memory limitations might explain the tendency of participants to prefer the perfective aspect.

References

- Adlam, A.L.R., S. Bozeat, R. Arnold, P. Watson & J.R. Hodges (2006). Semantic knowledge in mild cognitive impairment and mild Alzheimer's disease. *Cortex*, 42(5): 675-684.
- Fyndanis, V., C. Manouilidou, E. Koufou, S. Karampekios & E.M. Tsapakis (2013). Agrammatic patterns in Alzheimer's disease: Evidence from tense, agreement, and aspect. *Aphasiology*, 27(2): 178-200.
-

Bilingualism effects in the linguistic complexity of the narratives of children with Specific Language Impairment and Autism Spectrum Disorder

Ianthi-Maria Tsimpli¹, Eleni Peristeri² & Maria Andreou³

¹University of Cambridge, ²Aristotle University of Thessaloniki, ³University of Cologne
imt20@cam.ac.uk, eperiste@enl.auth.gr, andreou3@gmail.com

Introduction. Language ability has been a defining area of interest in neurodevelopmental disorders, including Specific Language Impairment (SLI) and Autism Spectrum Disorder (ASD) (e.g. Terzi et al., 2016; Tsimpli et al., 2016). Though differences in certain aspects of syntactic development of monolingual children with SLI and ASD relative to TD children have been established in previous literature (e.g. Eigsti & Bennetto, 2009), what still remains unaddressed is the degree of syntactic complexity in SLI and ASD children's language production, as well as possible bilingualism effects on syntactic complexity. The goal of the present study is to offer a more fine-grained inspection of SLI and ASD children's narrative skills in relation to syntactic complexity measures.

Method. A total of 80 children participated in this study and were divided into four groups: 40 9-year-old Greek-speaking monolingual and bilingual children with HFA, 40 9-year-old Greek-speaking monolingual and bilingual children with SLI, and an equal number of age-matched typically-developing Greek-speaking monolingual and bilingual children. The bilingual children had Greek as their second language. Children's oral retellings were elicited by using a single picture story from the Edmonton Narrative Norms Instrument (ENNI; Schneider et al., 2005). Syntactic complexity measures included types of subordinate sentences (complement, adverbial, relative), verb diversity in subordination, diversity in connectives as well as rates of ungrammatical subordinate clauses.

Results and Discussion. Preliminary findings suggest differences in the linguistic complexity of the narratives of the children with SLI and ASD depending on the children's language experience (monolingual vs. bilingual), the type of the subordinates and the type of neurodevelopmental disorder. Adverbial clauses were found to be used at a greater rate by bilingual children with ASD relative to their monolingual peers with ASD, while complement clause use was enhanced for the bilingual children with SLI relative to the monolingual group with SLI. The results add to our understanding of the language profile of children with SLI and ASD, and offers new insights into how bilingualism affects syntactic complexity of the children.

References

- Schneider, P., R.V. Dubé & D. Hayward (2005). *The Edmonton Narrative Norms Instrument*. Retrieved from University of Alberta Faculty of Rehabilitation Medicine. website: <http://www.rehabmed.ualberta.ca/spa/eni>.
- Eigsti, I.M. & L. Bennetto (2009). Grammaticality judgments in autism spectrum disorders: Deviance or delay. *Journal of Child Language*, 19: 1-23.
- Terzi, A., T. Marinis & K. Francis (2016). The Interface of Syntax with 1100 Pragmatics and Prosody in Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 46: 2692-2706.
- Tsimpli, I.M., E. Peristeri & M. Andreou (2016). Narrative production in monolingual and bilingual children with Specific Language Impairment. *Applied Psycholinguistics*, 37: 195-216.

Comprehension of grammatical structures in German individuals with Down syndrome

Eva Wimmer, Bernadette Wittecy & Martina Penke

University of Cologne

ewimmer@uni-koeln.de, bwittecy@uni-koeln.de, martina.penke@uni-koeln.de

Down syndrome (DS), a genetic developmental disorder leading to mild to moderate mental retardation, is associated with noticeable problems in the comprehension and production of morphosyntax (see overview in Roberts et al., 2008). Thus, Down syndrome offers an interesting test case to investigate the relationship between cognitive and language development. Whereas most studies have focused on language production, detailed analyses of the syntactic receptive abilities of individuals with DS are still limited. We are going to present comprehension data from German children, adolescents and adults with DS to investigate (i) to what extent grammar comprehension is impaired in DS, (ii) how receptive syntactic skills develop over the life span, and (iii) how grammar comprehension is related to nonverbal cognitive development and phonological working memory.

In total, 58 individuals with DS participated in the study: 31 children and adolescents (chronological age (CA): 4;6–19;0 years) and 27 adults (CA: 20;8–40;3 years;). They completed standardized measures of language comprehension (TROG-D, broad array of grammatical structures; Fox, 2011), nonverbal cognition (SON-R, Tellegen et al., 2007) and phonological working memory (nonword repetition, number sequences).

The results of the TROG-D showed that the comprehension abilities of the majority of the subjects corresponded to those of 3- to 6-year-old preschool children. Difficulties increased with sentence length and grammatical complexity, but were also apparent in simple sentences. A comparison between children/adolescents and adults with DS suggests that at the end of adolescence a plateau is reached in the development of receptive language abilities and is maintained thereafter. Scores of grammar comprehension correlated positively with nonverbal mental age and measures of phonological working memory. We will discuss the relevance of these findings for the issue how receptive syntactic abilities are related to other cognitive skills.

References

- Fox, A.V. (2011). *TROG-D. Test zur Überprüfung des Grammatikverständnisses*. Idstein: Schulz-Kirchner-Verlag.
- Roberts, J.E., R.S. Chapman & S.F. Warren (eds) (2008). *Speech and Language Development and Intervention in Down Syndrome and Fragile X Syndrome*. Baltimore: Brookes Publishing.
- Tellegen, P.J., J.A. Laros & F. Petermann (2007). *SON-R 2,5-7. Non-verbaler Intelligenztest*. [Nonverbal intelligence screening]. Göttingen: Hogrefe.