

**19th International Symposium on
Theoretical and Applied Linguistics**

Abstracts

Department of Theoretical and Applied Linguistics
School of English
Aristotle University of Thessaloniki

3-5 April 2009

GENERAL SESSION

GENERAL SESSION

Probing the initial L2 state: a case study

¹Eleni Agathopoulou & ²Despina Papadopoulou

^{1&2}Aristotle University of Thessaloniki

¹agatho@enl.auth.gr & ²depapa@lit.auth.gr

In this presentation we report on findings from a beginner learner of Greek as a second language (L2). Our research question regards the nature of the initial L2 state within the Universal Grammar framework. There are mainly three theories that concern us here. According to Vainikka & Young-Scholten's (1994, 1996) 'Minimal Trees' hypothesis or Vainikka & Young-Scholten's (2006) 'Organic Grammar', only lexical categories, for example Verb, Noun and Adjective, exist at the very early state of interlanguage. On the other hand, in Schwartz and Sprouse's (1994, 1996) 'Full Transfer/Full Access' hypothesis, all categories from the learner's L1 are instantiated at the initial L2 state, which implies also grammatical categories, such as D(eterminer), I(nflection) and C(omplementizer). Last, Bhatt & Hancin-Bhatt's (2002) 'Structural Minimality' hypothesis postulates that only the grammatical category C is absent at the initial L2 state.

To probe these theories, we administered a battery of tasks to an Italian-English bilingual adult who had spent a short time in Greece at the time of testing. Specifically, our informant performed three oral production tasks (sentence repetition, story telling and picture elicitation) and three written tasks (grammaticality judgments, a cloze-test and a multiple choice test). The grammatical categories aimed at were the following: (a) articles, (b) nominal and verbal agreement, and (c) complementizers.

In the written tasks the informant's performance was quite successful regarding all investigated categories. Similar results were obtained from the oral production tasks, excepting some realizations of the C category. Also, there were problems with respect to gender agreement between nouns and adjectives; still, this occurred only in the picture-elicitation task, where there were no clues regarding the noun's gender.

Based on these results, we tentatively suggest that the grammatical categories D, I and C are instantiated in the very early interlanguage, which complies with the 'Full Transfer/Full Access' hypothesis. Last, considering variability of performance across tasks, we speculate on what type of test may better elucidate the elusive character of the initial L2 state.

References

- Bhatt R.M. & Hancin-Bhatt B. 2002. Structural Minimality, CP and the initial state in second language acquisition. *Second Language Research* 18(4): 348-92.
- Schwartz B.D. & Sprouse R.A. 1994. Word order and nominative case in non-native language acquisition: A longitudinal study of (L1 Turkish) German Interlanguage. In T. Hoekstra & B.D. Schwartz (eds), *Language acquisition studies in generative grammar: Papers in honor of Kenneth Wexler from the 1991 GLOW workshops*. Amsterdam: Benjamins, 317-68.
- Schwartz B.D. & Sprouse R.A. 1996. L2 cognitive states and the Full Transfer/Full Access model. *Second Language Research* 12(1): 40-72.
- Vainikka A. & Young-Scholten M. 1994. Direct Access to X' Theory. Evidence from Korean and Turkish Adults Learning German. In T. Hoekstra & B. D. Schwartz *Language Acquisition Studies in Generative Grammar*. Amsterdam: Benjamins, 264-316.
- Vainikka A. & Young-Scholten M. 1996. Gradual development of L2 phrase structure. *Second Language Research* 12(1): 7-39.

Introducing a foreign language at primary level: Benefits or lost opportunities? The case of Greece.

¹Thomai Alexiou & ²Marina Mattheoudakis

^{1&2}Aristotle University Thessaloniki

¹t_alexio@hotmail.com, ²marmat@enl.auth.gr

Foreign language instruction into Greek primary schools was introduced in 1987. Initially, this was implemented for the last three years of primary education, with most schools offering English. In 1991, English became the compulsory foreign language in all schools and more recently, in 2003, English has been extended to the last four years of primary education. The syllabus, as well as the textbooks used in primary schools are state-approved and followed by all state school teachers. An interesting and rather unique feature of the Greek foreign language education is that there is a thriving private sector of foreign language institutes which provides intensive foreign language tuition to students as young as 8 years old or even younger. Therefore, exposure to the English language may vary according to learners' background and often their parent's socio-economic status (Mattheoudakis & Alexiou, forthcoming). Due to several factors relating to students' tutorial schooling, e.g., differences in

GENERAL SESSION

the age of entry, differences in contact hours, lack of standardization in the services provided, and, of course, variability in the students' rate of learning, children's proficiency in English will vary widely and by the end of their primary school education, several of them may be holders of two or three language certificates (e.g. KET, PET or even F.C.E.) (Mattheoudakis and Nicolaidis, 2005).

Although Greek children's early start with foreign languages may be considered an advantage, this seems to be lost in their transition to secondary school. Pupils in their first year of secondary education are taught what they have already learned and are required to repeat work covered in previous years. Such total lack of liaison between primary and secondary sectors results in students' becoming demotivated and frustrated. Thus, secondary English language teachers are confronted with the dual challenge of restoring their motivation and of recognizing and building on their varied levels of knowledge (Cameron, 2003). This paper aims:

- (a) to explore the problems related to the lack of continuity and progression in foreign language education between the primary and secondary sectors in Greece and
- (b) to suggest an incremental scheme of teaching and learning which will recognize the idiosyncrasies of the Greek educational context and will capitalize on the benefits of the early start by providing differentiation at the secondary sector.

Realistic expectations and learning goals for the type, amount and methodology of teaching a foreign language at primary level are also discussed. An appropriate and properly tailored learning program should ensure and foster young learners' motivation and interest for the foreign language.

Idiomatic meaning and the structure of participles

¹Elena Anagnostopoulou & ²Panagiota Samioti

^{1&2}University of Crete

¹elena@phl.uoc.gr & ²yota@students.phl.uoc.gr

In this paper, we investigate how (non)-compositional meanings of complex words are assigned in syntactic models. Marantz (2001, appear) proposes that, when affixes attach directly to the root, idiosyncratic meanings may arise. When they attach outside category defining heads, the result is a meaning predictable from the meaning of the stem. We present evidence from Greek participles that category heads do not define domains for idiomatic meaning. What matters is functional structure licensing arguments (Borer 2003, 2008a, b).

There are two affixes constructing adjectival participles in Greek, *-menos* and *-tos*:

- (1) *vraz-o vras-men-os vras-t-os* "boiled"

Anagnostopoulou (2003) proposes the following typology:

- (I) *-tos* participles involve no implication of an event and no agentivity (no agent-oriented modification, no *by*-phrases and instruments)
- (II) *-menos* target state participles involve implication of an event (result oriented manner modification), but lack agentivity (no *by*-phrases)
- (III) *-menos* resultant state participles involve an implication of an event and agentivity.

Alexiadou & Anagnostopoulou (2008) suggest that a layer Asp (stativizer) is present with all three types. *-tos* participles involve root attachment of Asp.; *-men-*, in target states, is an exponent of Asp that attaches to vP (v is a verbalizer yielding event interpretation) and resultant state participles have Voice (licensing agent- and instrument-PPs and agent-oriented adverbs) in addition to v. Morphology provides independent support for the analysis that *-tos* attaches at the root cycle, while *-menos* attaches above little v (Alexiadou 2007).

Contrary to the root-attachment hypothesis, idiosyncratic meanings are not limited to *-tos* participles. *-menos* participles can be non-compositional as well:

- (2) *stri-menos jeros* lit. twisted man 'crotchety man' / **i zoi ton estripse* 'life twisted him'

What blocks idiomatic readings is the presence of manner adverbs, agents, instruments:

- (3) a. *kala/ prosektika stri-menos* only lit.
'well/carefully twisted'
- b. *stri-menos apo kapon/ me kati* only lit.
'twisted by someone / with something'

We conclude that little v does not define a domain for non-compositional meanings, but the presence of Argument Structure (AS) material is the source of predictability in meaning. This suggests that AS should be dissociated from the presence of verbalizing morphology (Borer 2003, Alexiadou 2007) and that the functional structure licensing AS blocks assignment of non-compositional meanings (Borer 2008a, b).

References

GENERAL SESSION

- Alexiadou, A. 2007. On the role of syntactic locality in morphological processes: the case of (Greek) derived nominals. To appear.
- Alexiadou, A. and E. Anagnostopoulou. 2008. Structuring Participles. In C. B. Chang & H. J. Haynie (eds.) *Proceedings of the 26th West Coast Conference on Formal Linguistics* 33-41.
- Anagnostopoulou, E. 2003. Participles and Voice. In A. Alexiadou, M. Rathert & A. von Stechow (eds.) *Perfect Explorations* 1-36. Berlin/ New York: Mouton de Gruyter.
- Borer, H. 2008a. Compounds: The view from Hebrew. To appear.
- Borer, H. 2008b. Notes for Late Insertion. Paper presented at WCCFL XXVII, UCLA.
- Borer, H. 2003. Exo-skeletal vs. endo-skeletal explanation: Syntactic projection and the lexicon. In J. Moore & M. Polinsky, eds. *The Nature of Explanation in Linguistic Theory*. Stanford: CSLI.
- Marantz, A. Phases and Words. Ms. NYU. To appear.
- Marantz, A. 2001. *Words and things*. Ms. MIT.

Vocabulary interaction among the three languages of trilingual children

¹Georgia Andreou & ²Foteini Anastasiou

^{1&2}University of Thessaly

¹andreou@uth.gr & ²rzc_foteini@hotmail.com

Trilingualism/ multilingualism is a field of study that has mostly emerged during the last decade and it keeps gaining ground. Its significance to our knowledge of language mechanisms is such that has attracted the interest of several subfields of linguistics, i.e. psycholinguistics, sociolinguistics, clinical linguistics, as well as neurolinguistics.

Greece has been a country that has welcomed a vast number of immigrants from different origins. Therefore, the immigrants' children, now living and being schooled in Greece, present a huge scientific interest since they speak their mother tongue (L1), Greek (L2) and English (L3). In most cases these children's languages are not typologically related, thus adding up an extra element to trilingual research.

Research in the field of trilingualism in Greece is rather scarce, if any. This study will focus on vocabulary interaction among the three languages of trilingual children in Greece. It will be held with children studying in minority Greek state schools.

The notion that multilinguals are nowadays more than bilinguals (Tucker, 1998) points us out the importance of knowledge on the choices multilinguals make when they speak or use one of their languages, the way they code switch and the methods they implement every time they need to orchestrate their speech. In our case these multilinguals/ trilinguals are even more interesting since they are young learners in all of their three languages and the data collected will help us to comprehend the interaction of the languages in an early stage.

We expect that our data will be of great help in future innovations that need to be done, as far as the Greek state school education system is concerned. The issue of trilingualism in Greek schools presents a new reality that needs to be addressed soon enough, since an efficient and productive education system has to be able to adjust to every new challenge.

Bibliography

- Tucker, G. R. (1998) *A global perspective on multilingualism and multilingual education* In J. Cenoz and F. Genesee (eds) *Beyond Bilingualism: Multilingualism and Multilingual Education* (pp. 3-15). Clevedon: Multilingual Matters.

Second Language (L2) learning by dyslexics

¹Georgia Andreou & ²Julie Baseki

^{1&2}University of Thessaly

¹andreou@uth.gr & ²juliepbaseki@hotmail.com

The study of foreign language learning for dyslexics that have found learning to read and write in their first language extremely problematic has been an under-researched area throughout the world.

According to Crombie (2000: 114) there are a number of problems associated with dyslexia that seem likely to affect the learning of languages. They include weakness in phonological processing, poor working memory, poor auditory discrimination, confusion over syntax, faulty auditory sequencing, poor self-esteem, difficulties with motor skill and automaticity, poor organizational skills, slow speed of information processing, difficulties in object naming and limited attention span.

GENERAL SESSION

Recent findings have demonstrated that students with language difficulties profit from a highly structured, multisensory, direct and explicit approach that helps them to see and understand how language is structured and provides ample opportunities for practice in a language-controlled environment (Mavrommati and Miles 2002, Ganschow and Sparks 2000). In fact this approach runs contrary to the current trend of implicit, 'natural', 'communicative' method of instruction (Krashen 1982) that has dominated foreign language instruction since 1980s.

It should also be mentioned that since research into problems dyslexics face has been mainly conducted among those whose first language is English it seems that some of the main features that we now associate with dyslexia seem to be particularly influenced by the very complex phoneme-grapheme correspondence of the English language. Therefore, further research is needed in order to explore whether dyslexic children learning in different alphabetic (and morphemic) systems face difficulties that reflect a common core (phonological) deficit or if their problems are so different (in different languages) that they should be taken into consideration in our concept of dyslexia and phonological processing as its main causal factor and core deficit.

References

- Crombie, M. A. 2000. Dyslexia and the Learning of a Foreign Language in School: Where Are We Going? *Dyslexia*: 6: 112-123.
- Ganschow, L. & Sparks, R. L. 2000. Reflections on Foreign Language Study for Students with Language Learning Problems: Research, Issues and Challenges. *Dyslexia* 6: 87-100.
- Krashen, S. 1982. *Principles and Practice in second language acquisition*. New York: Prentice-Hall
- Mavrommati, T.D. & Miles, T.R. 2002. A pictographic method for teaching spelling to Greek dyslexic children. *Dyslexia*: 8(2): 86-101.

The relevance of Relevance to the study of metacommunicative causality

Valandis Bardzokas

Aristotle University of Thessaloniki
valandis.bardzokas@gmail.com

There is a class of meaning that has so far received little attention in the pragmatic research of encoded cause. This type of causal meaning appears to have been put on the map in the relevant literature as a separate meaning category by Kalokerinos (2004). In fact, the specific notion is delimited under the label 'metacommunicative' along the lines of expressing a comment or justification on 'etic aspects' of the communicative act. For instance the metacommunicative function of *γιατί*, in the following example, lies in the marker picking up "elements of the communicative setting to justify not an illocutionary act but a higher-order act of communication" (Kalokerinos, 2004: 37):

(1) Ο Γιάννης την αγαπάει, γιατί δεν το άκουσες.

John loves her, because you didn't hear it.

We will argue that the view of metacommunicative aspects of meaning is neither necessary nor sufficient for rigorous descriptions of causality. For one thing, it seems to be insensitive to considerations of pragmatic input involved in determining the representational content of a causal sequence, as is the case, for example, in (2) coming from Kitis (2006: 238).

(2) Είχαμε, δηλαδή, τη χειρότερη θέα, γιατί η καλύτερη θέα έβλεπε στη Αγία Σοφία.

We had, that is, the worst view, because the best view was over St. Sophia.

The problem becomes evident to the extent that the notion at issue seems more relevant to accommodating issues of underspecification than the remaining proposed meaning categories in Kalokerinos's framework, i.e. non-modal (propositional) and modal (epistemic and non-declarative) cases of causal expression. Moreover, despite the seemingly differing subclasses of metacommunicative encoding that appear subsumed into the respective putative meaning category, there are reasons of economy to pursue a uniform treatment.

More specifically, we will put forward the claim that all cases thought of as metacommunicative are analyzable in the procedural terms stipulated in relevance theory at no extra cost. In the same vein, cases of underspecification, as in (2), are accounted for procedurally, too, in an economical fashion.

References

- Kalokerinos, A. 2004. The justifying connection, mostly in Greek. *Journal of Greek Linguistics* 5, 27-79.
- Kitis, E. 2006. Causality and subjectivity: The causal connectives of Modern Greek. In H. Pishwa (ed) *Language and memory: aspects of knowledge representation*. Mouton de Gruyter, 223-267.

GENERAL SESSION

Equivalence (?) in translation: exploring timelines

Christine Calfoglou

Hellenic Open University

xkalfog@otenet.gr; xkalfog@yahoo.gr

In this paper we present data drawn from a sizeable 'comparable bilingual' as well as 'parallel text' corpus (Bernardini *et al.* 2003) of Greek and English web-based European Union and history timelines. With a view to establishing translation equivalence, we adopt an iconicity orientation (Fischer & Nänny 1999, Tabakowska 1999, Ljungberg & Tabakowska 2007 among others) and explore the frequency with which iconic 'basic instance level' sequences (Firbas 1992) involving postverbal subjects, as in 'υιοθετείται ένα πρόγραμμα ...' or 'αρχίζουν οι συνομιλίες ...', occur in the Greek data, as well as the degree to which these sequences alternate with nominalizations like 'έναρξη των συνομιλιών ...' in Greek and, most importantly, in English, where the postverbal subject possibility is practically unavailable. Somehow by analogy to postverbal subject sequences of the type presented above, nominalised sequences are also hypothesized to be a more iconic alternative than their subject-initial counterparts, as in 'a programme ... is adopted' or 'talks begin', in the sense that they leave the 'juicy' information, in this case the 'of-phrase', last. It may thus be expected that in a timeline context free of presupposed information and thus licensing 'basic level instances', nominalizations will act as a dynamic alternative to subject-initial structures rhematising the semantically 'poor' clausal element. Data inspection, however, reveals a far from neat taxonomy, with nominalizations shared rather inconsistently between 'basic instance' and rhematic uses (the latter as in 'ακμή του Μινωικού πολιτισμού') and subject-initial structures holding sway in the English corpus, stylistic choices apart, which makes equivalence in translating timelines a hazy issue. It is suggested that the trends observed in each of the two languages, along with stylistic idiosyncrasies, need to be carefully considered in producing a translation output, which may entail a delicate trade-off between L1 faithfulness and L2 acceptability (cf. Calfoglou to appear). The multiplicity of variables co-determining 'basic instances' in the genre is discussed and the relevance of alternative forms of iconic arrangement, like that of the SVO narrative (Conradie 2001), in translating the genre are considered. Finally, attention is drawn to the potential (L1) bias of parallel texts and the importance of the insight gained via bilingual corpora.

The Greek NooJ module

¹Elina Chadjipapa, ²Eleni Papadopoulou & ³Zoe Gavriilidou

^{1&2}Universidad Autonoma de Barcelona & ³Democritus University of Thrace

¹elinaxp@hotmail.com, ²Eleni.Papadopoulou@uab.cat & ³zoegab@otenet.gr

NooJ (<http://www.nooj4nlp.net/>) is a linguistic development environment that includes large-coverage dictionaries and grammars, parses corpora in real time, and includes tools to create and maintain large-coverage lexical resources, as well as morphological and syntactic grammars in various languages (Silbeztein 1993). Recently new resources have been created concerning Greek language.

The purpose of this paper is to present the Greek NooJ Module, and to insist on its description from a theoretical and applied point of view. The theoretical framework of the present work is the *Lexicon-Grammar* (Gross M. 1975), the *Classes of objects* (Gross G. 1992) and the *Meaning-Text-Theory* (Mel'čuk 1997).

The Greek NooJ edition includes an electronic *dictionary* of approximately 33.800 entries (simple and compound words) and a series of *morphological* and *syntactic grammars* which are applied to a text.

a) Each lemma of our dictionary is considered as a lexical unit and it is annotated with its grammatical category, morphological property, semantico-syntactic feature, its semantic domain and, finally, with its class of object.

b) The morphological grammars included in the Greek NooJ module help for the automatic recognition of first and family names, the superlative and comparative degree of adjectives, the diminutives ending in *-άκι*, the participles ending in *-μένος*, the double accented verbs and nouns, the abstract nouns, the professions, the adjectives ending in *-ικός* and *-ακός*, the verbs with the prefix *ξανά-* and the contractions of preposition *σε* with articles. Further, syntactic grammars for the dates and the compound tenses of verbs have been constructed.

GENERAL SESSION

The above-mentioned dictionary and grammars are applied to a large coverage text, which was constructed of articles of the electronic newspaper *Έθνος*. The annotation structure of this corpus is presented, thoroughly, in the NooJ platform.

Future work will focus, on the one hand, on the extension of the macrostructure of the electronic dictionary and, on the other, on the addition of syntactic and morphological grammars that would improve the automatic recognition of texts.

References

- GROSS, G., 1992. *Forme d'un dictionnaire électronique. Actes du colloque La station de traduction de l'an 2000*. Mons.
- GROSS, M., 1975. *Méthodes en syntaxe*. Paris, Hermann.
- GROSS, M., 1995. *Quelques considérations sur les marques sémantiques d'un dictionnaire électronique. Lexiques-grammaires comparés et traitements automatiques*. UQAM, Montréal.
- MEL'ČUK, I., 1997. *Vers une linguistique Sens-Texte. Leçon inaugurale, Collège de France, Chaire internationale*.
- SILBERZTEIN, M. 1993. *Dictionnaires électorniques et analyse automatique de textes: le système INTEX*. Paris, Masson.

Prohibitive and hortative in Modern Greek: a Functional Discourse Grammar approach

Maria Chondrogianni
University of Westminster
chondrom@wmin.ac.uk

In this paper we are discussing Prohibitive and Hortative in Modern Greek and the way they are related to Subjunctive and Imperative, within the context of Functional Discourse Grammar (Hengeveld and Mackenzie 2008).

Functional Discourse Grammar is a typological based structural functional theory of language, organised in a top-down manner. The way an utterance is built is analysed through the operation on four components; in the *conceptual component*, the speaker's communicative intention initiates the utterance construction, in the *grammatical component* the utterance is formed, based on the Speaker's communicative intention, while additional information (e.g. knowledge about the world) affecting the utterance is added in the *contextual component*, and phonological, writing or signing elements become apparent in the *output component*. Focusing on the grammatical component, we encounter four levels, the interpersonal level (associated with pragmatics), the representational level (associated to semantics) the morpho-syntactic level (associated to morphology and syntax) and the phonological level (phonology).

We are particularly interested in the relationship between the interpersonal and the representational level; whereas grammatical moods, such as Subjunctive and Imperative, are clearly semantics driven, Prohibitive and Hortative point to a pragmatics-driven approach, part of the interpersonal level.

Imperatives and Hortatives are often considered under the wider umbrella of optatives (e.g. Auwera, Dobrushina and Gussev 2005). Imperatives and Hortatives both relate to the Speaker's expression of a wish about a future State of Affairs. If this State of Affairs does not depend on the Addressee, then we are dealing with a Hortative (ibid).

We explore whether, in Modern Greek, prohibitives, as in example (1), are expressed through a surrogate form of imperative or a negative subjunctive, or whether *μην* 'mhn' can be argued acting as a prohibitive marker when used independently i.e. when it is not preceded by the particle *να* 'na'.

1. Μην πατάτε το πράσινο.
Min patate to prasino.
NEG walk-2PL the green
Don't walk on the grass.

Although we consider Joseph's (2002) view that *μη* 'mh' and *μην* 'mhn' might be two distinct forms, the former being used independently while the latter being preceded by 'na', we tend to agree, through our research, with Auwera's (2006) view that in languages there is a preference for distinct prohibitive markers.

Hortative in Modern Greek is mainly introduced by the particle *ας* 'as', as in (2).

2. Ας μην πάμε στο πάρτυ.
As mhn pame sto party.
PRT NEG go-2PL to the party.
Let's not go to the party.

GENERAL SESSION

The particle 'as' introduces main clauses only, as opposed to the typical subjunctive particle *va* 'na' that introduces both main as well as subordinate subjunctives. We explore the distinct behaviour of 'na' and 'as', both in respect of their formal characteristics as well as of the differences in their use. We test whether 'as' can be associated to propositional uses only, whereas 'na' is related to a variety of behavioural uses.

Extreme case formulations in Cypriot Greek

Maria Christodoulidou

Frederick University Cyprus

pre.mc@fit.ac.cy

This article is concerned with Extreme Case Formulations (ECFs) (Edwards, 2000; Pomerantz, 1986) in spontaneous Cypriot Greek conversations. This study confirms the occurrence of ECFs in complaints as identified by Edwards (2000) Pomerantz (1986) but goes one step further to analyse the sequential and interaction work accomplished with ECFs in reporting "opposition-type stories" (Schegloff, 1984). In the conversations examined here, complaining is expressed with the narration of two-party "opposition-type" stories in which the teller is one of the two parties involved. In particular, "opposition-type" stories are reported using the BCBC format, B being the teller and C his/her opponent. Thus, that BCBC format tracks not only the alternation of the turns but also the alternation of positions. This formula turns out to have C's position be the one occupying the last turn (Schegloff, 1984). By "reproducing the "original" utterance or utterances, speakers can provide access to the interaction being discussed, enabling the recipient to assess it for himself. Supplying this kind of evidence is important when...a complaint is made about someone based on what they said" (Holt, 1996: 229).

Thus in the conversations examined in this paper the oppositional story has its punchline in the reporting of an ECF attributed to the third non-present party. One thing the recipient can do is to side with one or the other, that is, teller/protagonist or his/her opponent. Usually recipients side with tellers because this is how tellers choose their story recipients (Schegloff, 1984). In the cases here the reported ECF is responded to with a challenge taking the form of rhetorical question, extreme case formulation, idiomatic expression or ironic evaluation.

To sum up the extracts examined in this paper revealed the following pattern:

1. Opposition-type stories BCBC
2. Punchline: Reporting C's ECF
3. Recipient's slot: Challenging the ECF {by non-literal means: rhetorical questions, ironic evaluations, impossible descriptions, repetitions of C's ECF}

References

- Edwards, D. 2000. Extreme case formulations: Softeners, investment, and doing nonliteral. In *Research on Language and Social Interaction* 33, 4, 347-373.
- Holt, E. 1996. Reporting on talk: the use of direct reported speech in conversation. *Research on Language and Social Interaction* 29, 3, 219-245.
- Pomerantz, A. 1986. Extreme case formulations: A way of legitimizing claims. *Human Studies* 9, 219-230.
- Schegloff, E. A. 1984. On some questions and ambiguities in conversation. In J. M. Atkinson and J. Heritage (eds.), *Structures of social action: Studies in conversation analysis*, 28-52. Cambridge: Cambridge University Press.

Γλώσσα και ισχύς σε μια δίκη φόνου στην Κύπρο: η χρήση της Διαλέκτου και η εναλλαγή κώδικα

Γιώργος Β. Γεωργίου

Πανεπιστήμιο Κύπρου

giorgosv@otenettel.com

Σχεδιασμός/μεθοδολογία/προσέγγιση: Η εισήγηση αυτή αναλύει ζητήματα που έμειναν στην αφάνεια και σχετίζονται με τη χρήση της γλώσσας στο δικαστήριο (όπως το θέμα της χρήσης της διαλέκτου στο δικαστήριο, αλλά και το ίδιο το ζήτημα του εξουσιαστικού λόγου σε δομημένα, γλωσσικά περιβάλλοντα). Παρουσιάζεται μια μεμονωμένη δίκη φόνου (case study) και αναλύονται σημαντικές πλευρές της διάδρασης μεταξύ των συμβαλλομένων (δικαστή, μαρτύρων, δικηγόρων, κατηγορουμένων) ως προς τα υπό ανάλυση στοιχεία. Η προτεινόμενη ανάλυση βασίζεται στο μοντέλο

GENERAL SESSION

της Κριτικής Ανάλυσης Ομιλίας (Critical Discourse Analysis) και στην έννοια του εξουσιαστικού λόγου (the language of power).

Πολλές μελέτες έχουν διαπιστώσει ότι οι ακροατές αντιδρούν υποκειμενικά έναντι των ομιλητών, ανάλογα με τη διάλεκτο που χρησιμοποιούν.

Η γενική διαπίστωση ότι οι ακροατές προβαίνουν σε αξιολογικές κοινωνικές/ψυχολογικές κρίσεις σε σχέση με τους ομιλητές τεκμηριώνεται από πολυάριθμες μελέτες που διεξήχθησαν σε γλωσσικές κοινότητες, όπου ομιλούνται περισσότερες από μια γλώσσες.

Ανάλογοι συσχετισμοί έγιναν σε σχέση με τη γλώσσα και το νόμο. Διάφοροι ερευνητές έχουν εξετάσει το ρόλο της ποιότητας φωνής, το μήκος και τη συχνότητα των μικρών διακοπών, τα γλωσσικά ολισθήματα, τις παραλείψεις, τις επαναλήψεις κ.λπ., στις αντιλήψεις των ένορκων σχετικά με τη λήψη αποφάσεων.

Ιδιαίτερα ενδιαφέρονσα είναι η εργασία του O'Barr και των συναδέλφων του που κατάφερε να απομονώσει διάφορα στοιχεία της ομιλίας των μαρτύρων και να καταδείξει με ποιο τρόπο αυτά επηρεάζουν εκείνους που λαμβάνουν τις αποφάσεις, όπως είναι οι ένορκοι. Η διαπίστωση ότι όσοι καταθέτουν χρησιμοποιώντας ένα περισσότερο αφηγηματικό ύφος αξιολογούνται θετικότερα από αυτούς οι οποίοι καταθέτουν με ύφος αποσπασματικό θέτει διάφορα ερωτήματα σε σχέση με την αξιολόγηση του μάρτυρα. Χρησιμοποιώντας αυτό το πλαίσιο εξετάζονται εδώ οι συνέπειες στη χρήση της Κυπριακής Διαλέκτου.

Ευρήματα: Η εισήγηση εντοπίζει τη σχέση μεταξύ εννοιών όπως η ισχύς (power), η σύγκρουση (conflict) και η εναλλαγή κώδικα (code switching), όπου η χρήση της Διαλέκτου μπορεί να καταστεί ισχυρό εργαλείο τόσο από τους κατηγορούμενους, αλλά και από τους δικηγόρους σε μια γλωσσική διεκκυστική όπου ο ρόλος της Διαλέκτου μπορεί να ποικίλλει. Από τη μια να εκπροσωπεί τα χαρακτηριστικά του "ασθενούς" ομιλητή και από την άλλη να φέρει το στίγμα του αφανούς κύρους (covered prestige).

Αναφορές

Fairclough, N. (1989), *Language and Power* (London: Longman).

Gibbons, J. (1994), (ed.) *Language and the Law* (Harlow: Longman).

Gibbons, J. (2003), *Forensic Linguistics: An Introduction to Language in the justice system*, Blackwell Publishing.

Giles, H. and Powesland, P. (1975), *Speech Style and Social Evaluation* (London: Academic Press).

O'Barr, W. (1982), *Linguistic Evidence: Language, Power and Strategy in the Courtroom*. New York: Academic Press.

Building a bilingual lexical database for motion verbs in English and Greek: the rationale of a lexicographic project

Thomai Dalpanagioti

University of Athens

tdalpag@enl.uoa.gr

This paper reports the rationale of a lexicographic project (in progress) which aims to develop and implement a methodology for compiling a bilingual lexical database for English and Greek combining linguistic theory and empirical corpus research in a systematic manner. Drawing on Atkins (2002) and Atkins & Rundell (2008), the first methodological step towards this end is the construction of monolingual databases built independently for English and Greek, but coding the same formalized types of information. The inter-related, inter-compatible monolingual databases are compared and contrasted in a second level of analysis to create rich English-Greek and Greek-English databases which are particularly sensitive to the degrees of equivalence between the two languages. This methodology is put into practice by studying 10 polysemous English verbs of motion and their prima facie equivalents in Greek, namely, *walk/ περπατάω*, *run/ τρέχω*, *fly/ πετάω*, *crawl/ σέρνομαι*, *float/ πλέω*, *stagger/ παραπατάω*, *stumble/ παραπατάω*, *march/ παρελαύνω*, *dash/ ορμάω*, *gallop/ καλπάζω*; the first five pairs are basic-level manner of motion verbs while the last five ones are more specific (hyponyms of *walk/ περπατάω* and *run/ τρέχω*). Members of a single lexical set have been chosen because they are expected to pose the same kind of lexicographic problems and thus should be handled in the same way in a dictionary.

The main focus of this paper lies in presenting and illustrating the 2 template entries (a monolingual one and a bilingual one) created to ensure systematic and comprehensive coverage of the lexical units of the verbs and maintain consistency throughout the 38 databases (19 monolingual and 19 bilingual). The theoretical frameworks that inform the databases are frame semantics (Fillmore 1985, Fillmore & Atkins 1992), cognitive semantics (Lakoff & Johnson 1980), as well as the contextual theory of meaning and corpus linguistics (Firth 1957, Sinclair 1991 & 2003). The databases are also empirically motivated as they are corpus-driven; the "British National Corpus" accessed through the

GENERAL SESSION

“Sketch Engine” and the “Hellenic National Corpus” are used for English and Modern Greek respectively. Parts of the database entries will be selected to exemplify the templates and briefly present (a) the motivated and systematic treatment of polysemy and phraseology, and (b) the unified way of comparing and contrasting distributions of semantic concepts among different lexical units.

The implication of the study is that the constructed databases and their methodological design can serve as a model for the development of an extended bilingual lexical resource for the language pair English – Greek to be used (and re-used) by lexicographers writing various types of dictionaries.

References

- Atkins, B. T. S. 2002. Bilingual dictionaries: Present, past and future. In M.-H. Corréard (ed.), *Lexicography and Natural Language Processing. A Festschrift in Honour of B. S. T. Atkins*. Euralex 2002, 1-28.
- Atkins, B. T. S. & Rundell, M. 2008. *The Oxford Guide to Practical Lexicography*. Oxford: Oxford University Press.
- British National Corpus (BNC). 2008. <http://www.sketchengine.co.uk/auth/corpora/run.cgi/first_form?corpname=preloaded/bnc> (last access: 29-10-2008)
- Fillmore, Ch. 1985. Frames and the semantics of understanding. *Quaderni di Semantica* 6.2: 222-254.
- Fillmore, Ch. & Atkins, B. T. S. 1992. Toward a frame-based lexicon: The semantics of RISK and its neighbors. In A. Lehrer & E. F. Kittay (eds.), *Frames, Fields, and Contrasts*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 75-102.
- Firth, J. R. 1957. *Papers in Linguistics 1934-1951*. Oxford: Oxford University Press.
- Hellenic National Corpus (HNC). 2008. <<http://hnc.ilsp.gr>> (last access: 29-10-2008)
- Lakoff, G. & Johnson, M. 1980. *Metaphors We Live By*. Chicago and London: The University of Chicago Press.
- Sinclair, J. 1991. *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.
- Sinclair, J. 2003. *Reading Concordances. An Introduction*. London: Pearson Education Limited.

Pragmatic factors that determine main clause constituent order variation in Greek

Efrosini Deligianni

University of Lancaster

e.deligianni@lancaster.ac.uk, efrodelig@yahoo.co.uk

A recurring commonplace in descriptions of Greek word order is that all six logically possible permutations of the major clausal constituents [S V O] yield grammatical linearization patterns. This general observation seems to hold true for all historical stages of the language.

Nonetheless, there are two major arguments that point towards word order reorganization in Greek. First, Taylor (1994), Horrocks (1997: 59-60) and Atchison (2001: 162-64 & 195-96) among others have put forth the claim that word order change of the OV→VO type is attested in the history of Greek, which moves toward completion in the Hellenistic era. Furthermore, Dover (1960:10ft, 68) arrived at the conclusion, although tentative, that syntactic determinants of word order have emerged in Hellenistic Greek, which were irrelevant in Ancient Greek (AG). Second, the preponderance of SVO in main declarative clauses is uniformly agreed by all researchers in the field. Most importantly, Georgakopoulos et al. (2006), in collaboration with the research project D2 on *Typology of Information Structure* set out to empirically assess the claim that “...contemporary Modern Greek (MG) shifts towards a language type with rigid SVO word order, allowing for alternative word orders only to express topicalization or focus on a constituent”. Based on the above, this study asserts that there is a move towards syntacticization in MG. This can be empirically verified if an unmarked word order can be clearly identified, which is used in a variety of pragmatic contexts. Concurrently, all the alternative orderings are reserved for specialized pragmatic functions.

Greek is specially well-suited for diachronic study, due its long written history (8th c. AD. onwards). It is this continuous attestation which has rendered possible the compilation of a broadly representative corpus of historical narrative texts. It is comprised of text extracts of 300 clauses from five representative texts per historical period. Data analysis is placed within Knud Lambrecht's information structure (IS) theoretical framework (1986, 1987, 1994, 2000), as it is the most elaborate one to date. Lambrecht's analysis generates a taxonomy of declarative IS types. Their interrelationships have also been laid out explicitly by means of a circular representation in conceptual space. The interaction of three interrelated parameters was investigated: functional structure, which describes the actual order of elements in the clause (i.e. S-V-O), syntactic structure, and information structure.

The research hypothesis has been fully substantiated by data analysis. In AG, on the one hand, it is not possible to identify a single word order pattern as the unmarked one. SV(O) is restricted to shifted topic-comment clauses, a topic-comment subcategory. Besides, there is no direct mapping between syntactic constructions and pragmatic contexts. In MG, on the other hand, SV(O) has been ‘promoted’ to the status of the unmarked word order type. This is typically linked to topic-comment

GENERAL SESSION

clauses. It is also associated with other IS types, that is, it has a far wider distribution. Furthermore, there is a more direct correlation between syntactic configurations and pragmatic functions.

Is (Greek) linguistics an experimental science?

¹Gabereil Drachman & ²Angeliki Malikouti-Drachman

^{1&2}University of Salzburg

gabereil.drachman@sbg.ac.at

1. Contemporary sciences are invariably experimental-mathematical, that is, the theory rests on the notion of falsification by experiment and calculation. The question thus arises, how it is that linguistic theory is by the majority of theorists not assumed falsifiable in the above sense. In what follows we discuss such attempts in different areas of science, of course including Greek linguistics, and ask why our discipline rests on the intuitions of the individual linguist rather than experiment and calculation. What emerges is that the intuitional and experimental bases are equally hard to interpret, and that experimental results must be weighed in terms of the background theory assumed.

Take first a pair of success cases from the history of physics and chemistry. Early (C17) theories of the solar system - from Descartes' vortices to Newton's gravity, both highly abstract elements! Gravity proved the better (mathematical) predictor. Then, early (C.17-18) theories of chemistry -- from Stahl and Priestley to Lavoisier - moving from Phlogiston to Oxygen theories of combustion; we progress, via exact measurements, to a theory with 'fewer inconsistencies'.

2. Problem examples from linguistics, under advanced techniques.

In English – 1. English Past-tense in aphasia: from connectionism to syntax (Ullman 1999, vs. Embick-Marantz 2004). 2. Lexical semantics: eye-tracking experiments on coercion: Traxler et al. 2002. But contradicted in de Almeida 2004.

In German - Roehm & Haider 2008 identify ERP markers of ungrammaticality, wrt the V2-property of the German finite clause, and the distribution of verbal particles. But the supposed ungrammaticality- signatures also accompany certain grammatical structures!

In Greek - The rest of the paper discusses problem experiments from Greek: e.g. secondary stress in phonetics (Arvaniti 2008), scales in phonology (Drachman & Malikouti-Drachman 2006), (ir)regular Past in morphology (Stavrakaki & Clahsen 2008), and Past-tense interpretation under coercion in conditionals (Iatridou 2000).

3. Finally, we will tease out some positive and negative conclusions.

The semantics of verb forming suffixes in Modern Greek

Angeliki Efthymiou

Democritus University of Thrace

aefthym@eled.duth.gr

Based on a list of 3150 verbs extracted from Anastassiadis-Symeonidis (2002) *Reverse Dictionary of Modern Greek*, this paper examines the semantics of verbal suffixation in Modern Greek (MG), comparing the meanings of verbs formed by *-ízo* (e.g. *mavrízo* '(cause to) become black, blacken' < *mávros* 'black'), *-ázo/iázo* (e.g. *skoulikíázo* 'be wormy /wormeaten' < *skoulíki* 'worm'), *-óno* (e.g. *voutiróno* 'to butter' < *voútiro* 'butter'), *-évo* (e.g. *proedréro* 'to chair, preside' < *próedros* 'president'), *-éno*, (e.g. *vathéno* 'deepen' < *vathís* 'deep'), *-áro* (e.g. *flertáro* 'to flirt' < *flért* 'flirt') and the final combining form *-poió* (e.g. *aplopoió* 'simplify' < *aplós* 'simple'). Having analysed our data we can make the following claims:

1. In general, MG suffixes don't seem to select the same type of base.
2. When two suffixes attach to the same base, the meaning of the derivatives is not the same: (e.g. *xrisóno* 'cover with a layer of gold, gild' vs. *xrisízo* 'look like gold').
3. MG verb-forming suffixes can derive forms that overlap in meaning or function, but the domains in which two processes are actual rivals is rather small.
4. MG verb-forming suffixes and the final combining form *-poió* don't express the same range of related concepts, but seem to share a common causative meaning.
5. The meaning of the productive MG suffixes is more heterogeneous than the meaning of the less productive ones.

We will relate our findings to the data and hypotheses in Lieber (2004) & Plag (1999), who study the semantics of English word formation. Thus confronting our data with some recent findings and

GENERAL SESSION

hypotheses we hope to contribute to the elaboration of a general linguistic theory on the semantics in word formation.

References

- Booij G. & R. Lieber 2004. On the paradigmatic nature of affixal semantics in English and Dutch. *Linguistics* 42/2, 327-357.
- Charitonidis Ch. 2005. *Verb Derivation in Modern Greek*. Frankfurt: Peter Lang.
- Lieber, R. 2004. *Morphology and Lexical Semantics*. Cambridge: Cambridge University Press.
- Plag, I. 1999. *Morphological Productivity. Structural Constraints in English Derivation*. Berlin/N. York: Mouton de Gruyter.
- Ralli, A. 2005. *Morpholojia*. Athens. Patakis.
- Roger C. 2003. Derived change-of-state verbs in French: a case of semantic equivalence between prefixes and suffixes. *Acta Linguistica Hungarica* 50/1-2, 187-199.

Language Alternation in a Greek Supplementary School

Roxani Faltzi

University of Edinburgh

roxfaltzi@gmail.com

This paper reports on the findings of a research project which explored language alternation patterns in the Greek supplementary school in Edinburgh, UK. Supplementary schools remain under-examined especially regarding the actual interaction and the use of language alternation in the learning process. Previous studies have drawn data from mainstream bilingual classrooms focusing more on the functions of language alternation and less on its organisational patterns.

The present study has identified and explored language alternation patterns relying on a set of data drawn from over 25 hours of audio recorded lessons, which were collected from March 2007 until June 2007. Classroom interactions between bilingual in Greek and English pupils and the teacher were transcribed and then analysed based on Auer (1984, 2000) and Gafaranga's (1999, 2000, 2007) conversation analytic model. The key findings revealed that different organisational patterns of language alternation correspond to different functions. The results showed that when the main purpose of interaction was language practice, teacher and students adopted the Greek monolingual medium as a mean for their interaction. By contrast, when language alternation was used for the establishment of interpersonal relations, the speakers adopted the bilingual medium. I thus argue that a different orientation to language alternation, based on the context of interaction and the function it accomplishes, is essential for a better interpretation of language alternation in the supplementary classroom context.

This research is innovative firstly because it draws material from an under-researched institutional context and second because it brings a comparative dimension to the code switching studies by contrasting classroom language alternation in different sociolinguistic settings. It can also assist with educational management concerns, language policies and teaching pedagogies.

References

- Auer, P. 1984. *Bilingual Conversation*. Amsterdam: John Benjamins.
- Auer, P. 2000. A conversation analytic approach to code switching and transfer. In: Li Wei (Ed.), *The Bilingualism Reader*. London and New York: Routledge, 166-187.
- Gafaranga, J. 1999. Language choice as a significant aspect of talk organization: the orderliness of language alternation. *TEXT: An Interdisciplinary Journal for the Study of Discourse*, 19(2): 201-225.
- Gafaranga, J. 2000. Medium repair vs. other-language repair: telling the medium of a bilingual conversation. *International Journal of Bilingualism*, 4: 327-350.
- Gafaranga, J. 2007. Code-switching as a conversational strategy. In: Auer, P. & Li Wei (Eds.), *Handbook of Multilingualism and Multilingual Communication*. Berlin, New York: Mouton de Gruyter.

Finite complementation in the synchrony and diachrony of Greek and in other Balkan languages

¹Ioannis Fykias & ²Konstantinos Sampanis

^{1&2}University of Salzburg

¹ioannis.fykias@sbg.ac.at & ²konstantinos.sampanis@sbg.ac.at

This paper will utilize some theoretical and methodological insights of earlier and more recent syntactic research (B. Joseph (1983), A. Terzi (1992) G. Alboiu (2004) O. Tomić (2006)) in a detailed examination of the well known *sprachbund* syntactic phenomena associated with the lack of infinitival

GENERAL SESSION

clauses in some of the core Balkan languages (Modern Greek, Albanian, Bulgarian and Romanian). We will focus on some previously unnoticed or less studied differences among the particular finite constructions employed in each language. We will compare the finite (in the most cases) subjunctive clauses and some other alternative constructions involved considering factors like their exact Tense (T) or Aspect (Asp) specification, the nature and lexical content of the Complementizer (C), the interpretation of the empty categories used as subjects, the requirement on Tense-Agreement between matrix and complement clause (e.g. *consecutio temporum*) and the selection of the negation particle.

The goal of this approach is, on the one hand, to demonstrate how a cross-linguistic analysis of this particular kind (i.e. involving structural affinities due to belonging to the same “linguistic area”) can support us in providing a clearer and more adequate account of what is going on in another language of the *sprachbund* and, on the other hand, to sound a note of caution when we attempt to transfer syntactic accounts from one language to another. Finally, we will try to determine the (more abstract) level at which the languages or systems involved behave in a structurally similar or affine way.

Our findings will be then used in the investigation of competing structures in certain transitional periods of the history of Greek (e.g. *hina*-finite clauses or infinitival clauses as potential equivalent complements of a class of verbs in the Greek of the New Testament) and, at the same time, they will constitute a testing ground for the validity of the theoretical approaches attempted so far. We will offer motivation for necessary major or minor modifications and refinements.

References

- Alboiu, G. 2004. Shared Arguments in Control. *Toronto working Papers in Linguistics* 22: 53-74.
Joseph, B. 1983. The synchrony and diachrony of the Balkan Infinitive. A study in areal, general, and historical linguistics. Cambridge University Press,
Terzi, A. 1992. *PRO in Finite Clauses: A Study of the Inflectional Heads of the Balkan Languages*. Doctoral dissertation, City University of New York.
Tomić, O. 2006. *Mišeska*.

Inflectional classes and lexical representation in Distributed Morphology

Alexandra Galani
University of York
ag153@york.ac.uk

Data: *Greek:* Despite the fact that the verbal morphosyntax in Greek has been extensively discussed in the literature (cf. Hamp 1961; Koutsoudas 1962; Babiniotis 1972; Philippaki-Warbuton 1973; Ralli 1983; Rivero 1990; Joseph and Smirniotopoulos 1993), very little attention has been paid to (theoretical treatments of) conjugational classes (Ralli 1983).

Theoretical treatments: On the other hand and from a purely theoretical perspective, there have been attempts to account for conjugational classes in the literature. In the early stages, though, the majority of them has been mainly descriptive in nature and focuses on the Latin system. In the (relatively) recent literature, morpheme-based theoretical accounts of verb classification have been offered by Harris (1992) for Spanish, Oltra- Massuet (1999) for Catalan, Embick and Halle (2003) for Latin and Galani (2005) for Greek, whereas Murk (1997) offers an analysis of Estonian.

Issues: The core aim of these analyses is to identify the morphological units which are assigned to conjugations, the markers of class. Less or no attention has been paid onto the feature specification of these items. More specifically, these treatments do not provide a unified account of the items in which class features are represented and leave a number of interesting questions unanswered.

- a) What is the distribution of the morphological units which are assigned to inflectional classes?
- b) According to what principles class assignment is governed?
- c) How are classes distinguished?
- d) Can the number of possible classes be bound within a morphological system?
- e) Do inflectional classes play any other role in a system (such as agreement) or any other process of grammar?
- f) What is the connection between inflectional classes and word-and-paradigm as well as morpheme-based models?

Towards an alternative analysis: The aim of this paper is to answer precisely this type of questions within the context of a morpheme-based framework, that of Distributed Morphology (Halle and Marantz 1993). I first offer a comparative analysis of the accounts for Catalan, Latin and Greek -all formulated within Distributed Morphology- by Oltra-Massuet (1999), Embick and Halle (2003) and Galani (2005), respectively. I intend to draw attention to the language-specific requirements in each

GENERAL SESSION

case before providing a unified theoretical treatment of conjugational classes. I argue that the specification of theme vowels -the markers of class- can be seen in terms of abstract, binary features. Special attention is paid on to the exact properties and function of these features. This is shown to explain directly questions (a-c), whereas I move onto the predictions this theory makes for (d-e).

Consequences: In the final section of the paper, I compare the answers to the aforementioned questions given in word-and-paradigm models (cf. Matthews 1991) and Carstairs' (1983) morpheme-based approach and Distributed Morphology, as sketched here, focusing on economy considerations and the predictions made regarding the number of the possible conjugational classes within a system.

Doubling the double object clitic cluster: a Northwestern Greek Dialect

¹Alexandra Galani & ²George Tsoulas

^{1&2}University of York

¹ag153@york.ac.uk, ²gt3@york.ac.uk

Clitics in Standard Modern Greek have been extensively discussed in the literature, both in both mono transitive and ditransitive constructions (Anagnostopoulou 1994, Philippaki-Warbuton and Spyropoulos 1998, Joseph 1988, Alexiadou and Anagnostopoulou 2000, Philippaki-Warbuton, et al 2004, and references therein). In ditransitive cases, clitics precede the finite verb in the order dative-accusative only.

- (1) a. Tis to ipa.
Her-cl it-cl told-1SG.Pst
I told her
b. *To tis ipa.
It-cl her-cl told-1SG.PST
I told her

Terzi (1999) investigated double object clitics in imperatives in Standard Modern Greek and Cypriot Greek. In such constructions, clitics follow imperatives in either the dative-accusative or the reverse order.

- (2) a. Pite to mu
Say-2PL it-cl me-cl
Say it to me
b. Pite mu to
Say-2PL me-cl it-cl
Say it to me

In this paper we describe certain patterns of multiple clitic occurrence in imperatives in northwestern Greek dialects. The basic pattern consists of the repetition of one of the two clitics, in a way as to end up with a sequence of three clitics, either in the accusative-dative-accusative order or in the dative-accusative-dative one.

- (3) a. Pite to mu to
Say-2PL it-cl me-cl it-cl
Say it to me
b. Pite mu to mu
Say-2PL me-cl it-cl me-cl
Say it to me

The analysis suggested here takes this pattern of *multiple* occurrence of clitics to be an argument in favour of the existence of copies in the syntactic derivation. We argue that cliticisation involves movement of the clitic and adjunction to the IP level (we assume a bare phrase structure model whereby clitics are characterised as both maximal and minimal projections. Crucially though we argue that in these dialects more than one copy may be spelled out. This explains the fact that the order of clitics cannot be disturbed but raises important theoretical issues regarding linearisation and spell out. We propose an analysis along the lines of Nunes (2004) observing that the duplication is only possible only with enclisis. We suggest that the complex V+CL undergoes morphological restructuring and as a result the lowest copies are exempted from deletion (non pronunciation). The paper concludes with a consideration of the consequences of this approach for linearisation.

GENERAL SESSION

On the diachrony of 'Be + present participle' in Greek, Latin and Old English

Thanasis Giannaris
University of Athens
agiannar@phil.uoa.gr

In this paper I aim to provide a diachronic account of the so-called 'progressive' periphrasis in Greek, Latin and Old English. These constructions consist of a finite form of the verb 'be' plus a present participle (or the so-called first participle in Germanic languages), e.g:

(Ancient) Greek: *ēn didaskon* 'he was teaching'

Latin : *erat docens* 'he was teaching'

Old English : *wæs lærende* 'he was teaching'

The origins of these periphrases have been a matter of considerable controversy as well as their later development. It has commonly been assumed that external influence from some other language (a Semitic language for Greek, Greek itself for Latin and Old English through the successive translations of the texts of early Christianity) played a crucial role in their evolution. In this paper I will argue that this view is not adequate to account for the diachronic problems posed by the data of the three languages and, going beyond it, I will be focused on mainly two issues that have not been touched upon yet.

The first question to be addressed here concerns the diachrony of copula verb clauses and how they come to be connected with incipient or fully-fledged auxiliary verb constructions. Specifically, I will argue that this type of 'progressive' periphrasis did not spring from the general copula use of 'be' plus adjectival participle, as usually assumed, but from bi-clausal structures – I will call them subordinative periphrases - consisting of a non-copula (namely locative) 'be' form and a present participle adjoined to the matrix clause. The advantage of this view is twofold: (1) it offers a principled account of the origins of the construction in terms of grammaticalization; (2) it accords with the typological assumptions about the origins of grammatical forms in the realm of imperfective aspect as well as with the observation that auxiliary verbs tend to derive immediately from the locative source verb and not from the copula cognates (Devitt 1994).

The second issue pertains to the controversial semantics of the form as compared to a prototypical progressive gram like the one found in modern English (i.e. compatibility with stative predicates). The claim that it will be made is that the semantic interpretation of the periphrasis under investigation, apart from being the result of the strong pragmatic dependencies that are normally expected in a construction of nascent grammatical status, are also predicted by the properties of the assumed grammaticalization process, and on these grounds, this type of periphrasis should not be looked at as an equivalent of the modern English progressive. Going a step further, Be + present participle seems also to contradict the cross-linguistic pathway along which the imperfective aspectual meanings are prototypically developed (i.e. progressive > continuous > imperfective – Comrie 1976). The theoretical implication is that the way a construction would evolve along a grammaticalization scale is also dependent upon idiosyncrasies, which can influence the synchronic and diachronic distribution of meanings denoted by it (cf. Fischer 2007).

References

- Comrie, B. 1976. *Aspect*. Cambridge: CUP.
Devitt, D. 1994. *Copulas in cross-linguistic perspective*. SUNY.
Fischer, O. 2007. *Morphosyntactic Change*. Oxford: OUP.

Language awareness issues and teachers' beliefs about language learning in a Greek EFL context

¹Eleni Griva & ²Dora Chostelidou

¹University of Western Macedonia & ²Aristotle University of Thessaloniki

¹egriva@otenet.gr & ²chostelidou@yahoo.com

The impact of English as an International Language (EIL) and the growing demand for EFL courses have highlighted the need for a higher level of language sensitivity among EFL teachers and have established Language Awareness (LA) as an essential component in teacher education. Language awareness training programmes are considered multi-dimensional and need to focus on the roles of EFL teachers as language users, language analysts, and language teachers. The fact should be stressed that EFL teachers' awareness of themselves and of their learners' needs in the language learning process are regarded vital for the effective outcome of an EFL course.

GENERAL SESSION

The present study was designed and conducted with the aim to provide an account of the issues related to EFL teachers language awareness, beliefs, and misapprehensions. In particular, the basic objectives of the study were:

- to identify and record the EFL teachers' current views and beliefs about language awareness and determine how much agreement there is on the matter;
- to specify the EFL teachers' attitudes to teaching methodologies;
- to reflect on the EFL teachers' attitudes to teaching processes;
- to provide an account of issues related to students' development of the productive skills;
- to provide an account of issues related to students' development of the receptive skills;
- to record the EFL teachers' views on the strategies employed by their students in acquiring mastery of EFL.

Questionnaires, which were the basic research instrument, were distributed to a total of 150 EFL teachers employed in the public school sector in Northern Greece.

The data emanated from the study highlighted the significance of language awareness, which is metacognitive in nature. The participants acknowledged and were conscious of the need for language awareness in the EFL classroom and for training seminars closely related to the issues linked with personal conceptualization of language awareness and the need for reflection on teaching processes. Concluding, a proposal is made for developing teacher training courses in response to the EFL teachers' need for devoting more attention to aspects of teaching methodologies and class management. The need for training linked to the EFL teachers' establishment and maintenance of professional standards has been raised; It involves identification of the need for teacher knowledge of the language system, and of the importance of developing the four skills. It also includes awareness activities for teachers in order for them to be able to create and handle a wide range of opportunities for their students' language learning in an EFL classroom (Tsui, 2003).

The syntax of demonstratives. A parametric analysis.

Cristina Guardiano

Università di Modena e Reggio Emilia
cristina.guardiano@unimore.it

The contribution proposes an interpretation of the crosslinguistic syntactic behavior of the *demonstrative* elements within the nominal domain, in a parametric perspective. On the basis of the empirical evidence coming from a sample of Indo-European and non Indo-European languages (Longobardi&Guardiano 2008), I will show that the different configurations available are predictable on the basis of the setting of four syntactic parameters (and their interaction with other properties) that determine: the positions of demonstratives in the DP, their interpretation according to such positions, their co-occurrence with the (definite) article. The universal DP structure that I assume has been sketched and defined within the general framework of the 'DP hypothesis' (see for instance Bernstein 2001, Longobardi 2001, Longobardi&Guardiano 2008).

Introduction

Starting from the fact that 'all languages have *demonstratives*', I will propose a crosslinguistic definition of the category, based on the following criteria:

a) *Semantic features*. The semantic properties associated with the *demonstrative* elements belong to the 'definiteness sphere': demonstratives select referents that are available or deducible from the extralinguistic (*deixis*) or linguistic context (*locality*).

b) *Syntactic positions*. The languages of our database will be classified in a number of different 'types', according to two criteria:

- i) the position of the demonstrative with respect to the noun, adjectives, genitives and complements of the noun;
- ii) its co-occurrence with the definite article.

c) *Minimal comparison with other DP-constituents*. The semantic and syntactic properties of demonstratives will be minimally compared with two elements that are typically related to the 'definiteness/person' area, and to the D position: the definite article and the third person pronoun.

Basic position and movement

I suggest that the 'universal' position where the demonstrative is generated is in a 'low area' of the DP (where other 'definiteness' elements are presumably generated):

D Gen1 Adjs Dem Gen2 NP

The other configurations available are predictable as the consequence of:

GENERAL SESSION

- a) movement of the noun to the left of Dem (independently motivated);
- b) movement of Dem to the 'D area', i.e. to the left of D, for reasons of checking of either *deixis* or *locality*, or both;
- c) movement of the whole DP to the left of D (after Dem-movement to the D area).

Demonstratives and definite articles

The possibility for the demonstrative to co-occur with the (definite) article will be described as the consequence of a further property: in languages with *Strong D/Person* (Guardiano&Longobardi 2006), the demonstrative (when it is in the D area) can either license the third person feature in D (even if D is empty, i.e. when no definite article, that acts as the *default* third person operator, is visible) or not: in the first case the demonstrative and the article never co-occur (in the D area).

Parametric grid

	I.	II.	III.	IV.	V.	VI.	VII.
(1) \pm Strong Deixis	+	+	+	+	+	-	+
(2) \pm Strong Locality +1	+	+	+	-	?	0	-
(3) \pm DP over Dem +1	-	+	-	-	?	0	-
(4) \pm Person licensing Dem +1	+	+	-	-	-	0	+
	It	Heb	Hun	Grk	Ar	Ir / Wel	Sp / Rum

Developing academic skills by means of journal article abstracts in English for Specific/Academic Purposes teaching

Anna-Maria Hatzitheodorou
Aristotle University of Thessaloniki
ahatzith@enl.auth.gr

Fostering the academic literacy of university students is a major aim of English for Specific/Academic Purposes (ESP/EAP) instruction. This paper argues for the use of journal article abstracts as a means to develop the reading and writing skills of ESP/EAP students.

The paper reports on how Law students at Aristotle University of Thessaloniki were taught to identify the macro- and micro-structure of abstracts so that they could comprehend the content more effectively. Instruction drew on genre theory and, in particular, the rhetorical moves framework, which accounts for the organization of introductions in research articles (Swales 1990/2004 and Swales & Feak 1994/2004). This framework was adapted to be applicable to the organization of abstracts and three moves were discussed:

- Move I: Setting the scene or presenting the research space.
- Move II: Creating your own research space by indicating a gap in the field or by presenting a view that you are going to refute.
- Move III: Presenting your own side on an issue and giving the main thrust of your argument.
(Optional: Making suggestions for further research).

Students then practiced applying the framework to abstracts of articles in academic journals of their discipline in order to identify how ideas are developed in the macro-structure. The discussion on the micro-structure involved analyzing the lexical and syntactic choices preferred in abstracts (eg., reporting verbs, evaluative adjectives, passive voice, specific tenses, etc). Law students responded positively to this genre-oriented instruction and it seemed that their awareness of abstracts as academic text types was raised.

It is contended that the analysis of abstracts reported here can be implemented in other EAP/ESP classrooms. This implementation can contribute to a better understanding of how different disciplines construct journal article abstracts; more importantly, it can assist EAP/ESP students in functioning more competently in "the cultures of their disciplines" (Connor 2004).

A corpus study on intellectual demands in ELT classrooms: a cross-lingual perspective

¹Ane He, ²Elizabeth Walker & ³Lixun Wang
^{1,2&3}*The Hong Kong Institute of Education*
¹heane@ied.edu.hk, ²ewalker@ied.edu.hk & ³lixun@ied.edu.hk

This paper reports the results of a pilot corpus study on English classroom teaching discourse in Chinese-medium, junior secondary schools (S1-S3) in Hong Kong with a focus on the nature of intellectual demand placed upon students in the classroom. Intellectual demand is defined in this study

GENERAL SESSION

as thinking opportunities provided for students in the classroom, including recall and recognition, comparison, abstract reasoning, analysis etc. Intellectual demand cannot be observed directly. It is mediated through language use in teacher-student interaction in the classroom. A level of intellectual demand too far below the intellectual capacity of students in their L1 is considered a barrier to L2 development.

The pilot study explored the issue of intellectual demand from a cross-lingual perspective. This perspective was taken because empirical evidence has proved that literacy skills in the L1 and L2 are strongly related, and are manifestations of a common underlying proficiency (Cummins & Schecter, 2003). Cross-lingual transfer is likely to occur in developing academic language proficiency, which is of prime concern in the study context. Cross-lingual transfer occurs between languages of the same family, and between remotely-related languages such as English and Chinese (see Geva & Wang, 2001). While there is continued need for high English proficiency personnel in the high-tech economy in Hong Kong, the transferable proficiency possessed by students in their L1 such as higher order thinking skills etc. did not seem to be taken into consideration in English curriculums or classroom practice, which was a major impetus of the study. A question, therefore, arose – can Hong Kong's English language instruction take advantage of students' conceptual maturity in Chinese and use it for the benefit of their second language learning?

To undertake such a cross-lingual investigation, we used detailed classroom interaction data as a window to observe intellectual demand. Corpus approach (a computer-assisted database) was chosen to carry out the study because of its capacity in processing large amounts of data and also the acknowledged inadequacy of available observational schemes (Allwright & Bailey, 2002). A corpus with two small sub-corpora (one in English and the other in Chinese) was compiled for the pilot. The Chinese language sub-corpus was used as a benchmark for reference.

In this paper we report the results, dilemmas and challenges encountered in the pilot corpus study. Issues such as determination of levels of intellectual demands and using L1 reference data are raised. Audience feedback will be valuable to the on-going research process.

Chinese word inferiority effect: a test of Kao's model

**¹Chih-Wei Hue, ²Yu-Hsiang Tseng, ³Ching-Ching Lu,
⁴Chien-Hui Kao, ⁵Yu-Fu Chen & ⁶Yin-Wen Kou**

^{1,2,4,5&6}*National Taiwan University* & ³*National Hsinchu University of Education*
¹hue@ntu.edu.tw, ²r95227102@ntu.edu.tw, ³cclu@mail.nhcue.edu.tw,
⁴d92227011@ntu.edu.tw, ⁵r93227103@ntu.edu.tw & ⁶93702032@nccu.edu.tw

Character is the writing unit of Chinese, which is usually composed of a semantic and a phonological radical. A Chinese word usually consists of two syllables, or two characters. The characters in a text can be printed from left-to-right, right-to-left, or top-to-bottom.

Chinese word inferiority effect (WIE) refers to the phenomena that the probability that a reader fails to detect a pair of position transposed characters (PTCs) embedded in text is higher, when the targeting characters are a word than not a word (Hue, 1989). Different from the parafoveal-processing hypothesis Healy proposed to account for the English WIE (Hadley & Healy, 1991), Kao, Hue, Tseng and Lo (in press) argued that Chinese WIE occurs because of two reasons. First, when two PTCs are in parafovea, the visual information extracted from them is not sufficient to make detection because word is not reading unit of Chinese. Secondly, while the two PTCs are in fovea, their means can be integrated with that of their preceding characters before their visual information is fully processed.

The purpose of the present research is to test further Kao et al.'s idea. Experiment 1 was a normative study. From news papers, 120 sentences were selected. Each sentence is composed of 27 to 31 characters, and is written in two phrases. A key two-character word (noun) was selected from the second phrase of a sentence. A cloze test was developed using them, with the key words substituted by blank spaces. From the responses of 20 participants, the probability of response (or predictability) of the key word of a sentence was computed.

In Experiment 2, the fore mentioned sentences were used as the stimuli of a detection task, only that for some of the high and some of the low predictable target words, the positions of their constituent characters were transposed. In the experiment, the sentences were presented one at a time. When a sentence was presented, the participants were asked to detect a certain target item in it. There were two variables manipulated: type of target (a character containing of a particular radical VS. a pair of PTCs) and type of key word that embeds target (high VS. low predictability). The results

GENERAL SESSION

showed that the predictability of key word affected the probability of detecting PTCs, but not radicals. The general pattern of the results is in agreement with Kao et al's idea.

References

- Hadley, J. A., & Healy, A. F. 1991. When are reading units larger than letters? Refinement of the unitization reading model. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 17, 1067-1073.
- Hue, C.W. 1989. Word superiority and inferiority effect: A study of Chinese word recognition. *Chinese Journal of Psychology*, 31, 33-39.
- Kao, C. H., Hue, C. W., Tseng Y. H., & Lo M. (in press). Detection errors in proofreading Chinese texts: Evidence on reading units. *Chinese Journal of Psychology*.

Nominal Forms in Extra-Syntactic Constructions in Ancient Greek. The case of the Vocative.

Konstantinos Kakarikos

University of Athens

k_kakarikos@hotmail.com

TOPIC: modern approaches to case and morphology (Ralli 1998, 1999, 2000, 2005, Español-Echevarría & Ralli 2000, Spencer 2003) have pointed out the asymmetries which often exist between syntax and morphology. A typical example of this sort of asymmetry is illustrated in ancient Greek by the vocative case. More specifically, whereas other cases are usually defined as markers expressing the relationship of nouns to their governing heads (Blake 1993) the vocative refers to nominal forms which occur usually in extra-syntactic positions, showing no particular relations to any syntactic head. On the other hand, it is true that vocative forms do exist separately and are fully integrated to the inflectional system of the language. In this paper we investigate the role and formation of the vocative under the perspective of the Lexeme-based Morphology (Beard 1995) and the Feature theory.

STRUCTURES: the idiosyncratic character of the vocative is marked in various ways: (a) morphologically by its identification to the bare stem of the noun without a particular ending (i.e. *ὄρνις* vs. *ὄρνι*) and the usual co-occurrence of the particle *ὦ* (cf. *ὦ ἄνθρωπε*), (b) phonologically by the use of a different stress pattern involving a regressive accent (i.e. *Σωκράτης* vs. *Σώκρατες*), (c) syntactically by its occurrence in extra-syntactic positions, which are outside the main clause they attach to, but show agreement relations with the modifying adjective (e.g. *Διογενὲς... Ὀδυσσεύ*). In addition, vocatives are also characterized as speech-acts, which (in contrast to other cases) are associated with the non-expression of definiteness (Lyons 1999, Anderson 2007). In languages like ancient Greek this is expressed by the lack of definiteness markers (i.e. articles, deictics etc) in constructions with vocatives (1, 2), as opposed to structures with nouns used syntactically as arguments (3) or appositions (4, 5).

(1) *ᾠ δαιμόνιε, τί χρήμα πάσχεις, ὦ πάτερ;* (*Aristoph.Neb.86*)

(2) *Ἄνθρωπε, τί ποιεῖς;* (*Xen.Anab.2.2.7*)

(3) *Κλέων υπέφευγε τὸν πλοῦν* (*Thuc.4.28.3*)

(4) *Ὀδῆν δὲ με κικλίσκουσιν μήτηρ ἠδὲ πατήρ* (*Hom.Od.9.366*)

(5) *Ἡ καταφρόνησις τὸ ἐναντίον ὄνομα ἀφροσύνη μετωνόμασται* (*Thuc.1.122.4*)

DISCUSSION: the examination of the aforementioned structures reveals (a) the realization of the vocatives as idiosyncratic nominal forms from morphological, phonological and syntactic point of view and (b) the significant role of definiteness as the par excellence feature, which marks, beyond any other, the special status of the vocative. In view of these two points, we claim that both the vocative and the other cases are morphological forms of the same type and that their distinction is confined to the type of the grammatical features involved in their formation (i.e. vocative: -definite, -case function vs. other cases: +definite, +case function). Such a distinction does not dismiss the role of syntax. Syntax is still present in the sense it defines the terminal position of the vocative, with the exception that this is not related to a case function, but expresses a speech-act which aims at the identification the addressee and/or the modification of the sentence as a whole; the exceptionality of this role is responsible for its idiosyncratic (morphophonological and syntactic) image. This analysis has the benefit of being consistent first to the definition of morphology as an independent grammatical component controlling the asymmetries of the other components (i.e. syntax and phonology, lexicon and syntax etc) and second to the view that nominal forms are derived via morphological rules triggered by combinations of morphological features. Therefore, the description of the vocatives under this view leads to the re-definition of the asymmetry between syntax and morphology as an asymmetry between syntax and phonology, manipulated by the intermediacy of morphology.

GENERAL SESSION

Bilingual Lexical Access during Word Processing: Evidence from Albanian-Greek

Maria Kambanaros

TEI Patras

kambanarou@teipat.gr

Bilingualism is not a rare phenomenon. Grosjean (1982) estimates that over half of the world population is bilingual, and this is evident in multi-cultural societies such as Greece where an increasing proportion of the population is bilingual. Many of these individuals acquired Greek as a second language after migration to Greece. Two fundamental questions continue to dominate the literature are: (i) "How does a bilingual individual process the two or more languages that are available to him or her?" and (ii) "How are the two languages represented within the brain"?

Lexical access was investigated using a single-word lexical decision task in late bilingual Albanian-Greek readers to test the accuracy of the processing and representational accounts of bilingual processing, in particular the Revised Hierarchical Model (Kroll et al., 1994). The group was chosen due the large number of Albanian-Greek bilingual migrants residing in Greece and the anticipated high degree of fluency in the two languages in this group.

It is well documented that mature readers identify words with remarkable speed and accuracy. Much work has been carried out with regards to the influences from the first language on word recognition in the second language and vice-versa in bilingual readers. The aim of the study was to determine (i) the speed and accuracy of bilingual Albanian (L1) and Greek (L2) adult readers on single word lexical decision tasks in both their languages and (ii) the influence of psycholinguistic factors on performance. Albanian and Greek have differences in their alphabetic orthographies and lexical regularities.

Three groups of individuals participated in this study:

- (i) 30 bilingual Albanian (L1)-Greek (L2) participants with a mean age of 42.2 years,
- (ii) 30 monolingual Greek individuals with a mean age of 43.5 years and
- (iii) 26 monolingual Albanian speakers with a mean age of 40.8 years

All participants had normal hearing and vision, no neurological deficits, been educated in Albania, and been living permanently in Greece for more than 9 years.

In addition, a language case history was obtained from each participant regarding:

- when the languages were acquired,
- how they were learned,
- what language skills were acquired, and
- how the languages were used on a daily basis.

Stimulus material in the lexical decision task consisted of non-words, real words, and cognates, incl. verbs and nouns. Words were controlled for word frequency and word length across the two languages. In addition, age of acquisition and word imageability measures were collected for the stimulus items in both languages.

Participants were presented with these stimulus items individually via a computer screen and asked to press keys labelled Yes or No according to whether they judged each item to be a real word in their language after silently reading the target word appearing on the screen. Mixed-language test conditions did apply, and their decisions and the time taken to react were recorded. Results from the bilingual group was compared to those of monolingual readers and explained in relation to current models of bilingual word recognition.

Patterns of naming objects and actions in Cypriot Greek children with SLI and WFDs

¹Maria Kambanaros & ²Kleanthes Grohmann

¹TEI Patras & ²University of Cyprus

¹kambanarou@teipat.gr & ²kleanthi@ucy.ac.cy

It has been documented that children with (i) specific language impairment (SLI) and/or (ii) word-finding difficulties (WFD) are less accurate at naming pictures of common objects (nouns) than age-matched peers with normal language development (NLD). It is suggested that these lexical difficulties are related to a breakdown at the level of the phonological word form, that is, SLI/WFD children are unable to process this information successfully to retrieve the target word.

Nouns and verbs are highly variable in meaning. Verbs denote events i.e. what happens to things, including actions, while nouns typically denote entities such as people, animals and objects. Since verb processing requires an understanding of relational concepts whereas nouns are normally non-

GENERAL SESSION

relational and only need single object reference, verbs appear semantically more complex. Furthermore, a verb's central meaning is linked to two kinds of information: thematic role assignment and argument structure. The same verb often has multiple meanings when accompanied by different nouns making its underlying meaning less transparent compared to the noun.

So far, no picture-naming study involving SLI children has investigated the lexical category of verbs. Beyond reporting whether Cypriot Greek children with SLI/WFD are less accurate than age-matched peers on naming pictures of objects and actions, the aims of this study are:

1. to look for any grammatical word class effects in SLI and WFD naming performances
2. to examine naming errors with reference to psycholinguistic models of word processing
3. to determine whether error types differentiate children with SLI and WFD from peers
4. to determine effects of lexical/psycholinguistic variables on naming accuracies

Three groups of children have participated in this study so far: (i) five children diagnosed with SLI, (ii) twenty-five children with expressive language impairments incl. WFD and poor vocabulary development, and (iii) thirty six-year-old NLD children. Inclusion criteria included a monolingual Cypriot background, no history of neurological, emotional or behavioural problems, hearing and vision adequate for test purposes, normal performance on screening measures of non-verbal intelligence or as reported by school psychologist, normal articulation, and no gross motor difficulties.

The Greek Object and Action Test designed to assess verb and noun access and retrieval was used. Both the noun and verb subtests contain 42 items each. Stimuli are concrete nouns and verbs depicted by photographs showing the object or the action. The same sets of target items are included in tests for noun/verb comprehension and noun/verb production. All nouns are common nouns, not controlled for gender: 5 masculine, 16 feminine, 21 neuter. The internal word structure of verbs is [root + affix (+ affix)].

On the comprehension task, children were asked to point to the correct photograph from a set comprising the target object or action and the two semantic distractors for each target object or action. For word production, children were asked to name the object or action represented in the photograph. Two examples were provided before testing. The results of four subtests will be reported in this study: object/noun comprehension, action/verb comprehension, object/noun naming and action/verb naming.

Η ποικιλία [± λόγιο] στον ηλεκτρονικό λόγο: ανάλυση εμπειρικών δεδομένων από τη νεανική επικοινωνία

Μαρία Καμηλάκη

Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών
mariakamilaki@yahoo.gr

Δεδομένου ότι, τριάντα και πλέον χρόνια μετά τη γλωσσοεκπαιδευτική μεταρρύθμιση του 1976, η ενδοσυστηματική ποικιλία [± λόγιο] αποτελεί αναπόσπαστο στοιχείο της συγχρονικής φυσιογνωμίας της Ν.Ε. στα διάφορα επίπεδα ανάλυσης (φωνολογικό, μορφολογικό, συντακτικό, λεξιλογικό), γενικός σκοπός της παρούσας ανακοίνωσης είναι η διερεύνηση της συνύπαρξης των δύο γλωσσικών παραδόσεων με διακριτή προέλευση - της διαμορφωμένης μέσα από τη φυσική διαχρονική εξέλιξη δημοτικής και της λόγιας - σε ένα ιδιαίτερα δημοφιλές στις μέρες μας κειμενικό είδος, το *προσωπικό ηλεκτρονικό μήνυμα (e-mail)*. Η επιλογή του συγκεκριμένου κειμενικού τύπου οφείλεται αφενός στη μεγάλη δημοτικότητά του στην καθημερινή επικοινωνία σε ένα ευρύ φάσμα επικοινωνιακών καταστάσεων και αφετέρου στον υβριδικό χαρακτήρα του, που επιτρέπει στους ομιλητές να κάνουν ενδιαφέρουσες *εναλλαγές κωδίκων (code-switching)*, διαμορφώνοντας ένα νέο ύφος ηλεκτρονικής εγγραμματοσύνης, στο οποίο αξιοποιείται ο πλούτος της ελληνικής γλώσσας στο σύνολό του, τόσο σε δημόσια, όσο και σε λόγια στοιχεία.

Η ομάδα αναφοράς, στην οποία θα εξειδικεύσουμε το ενδιαφέρον μας, είναι οι νεαροί ομιλητές της Ν.Ε., ηλικίας 17-24 ετών, που έχουν διδαχθεί αποκλειστικά τη δημοτική σε όλες τις βαθμίδες της εκπαίδευσης. Λαμβάνοντας υπ' όψιν το γεγονός ότι το *νεανικό ιδίωμα (youth language)* συνιστά κατεξοχήν ριζοσπαστική και ανανεωτική κοινωνιόλεκτο, η οποία αντιτίθεται στις *πρότυπες (standard)* γλωσσικές ποικιλίες, η αποτίμηση της παρουσίας στοιχείων, δομών και φαινομένων, που αποτελούν κατάλοιπα του *διμορφικού* παρελθόντος της ελληνικής και φέρουν τα χαρακτηριστικά [+επίσημο]/[+πρότυπο], στη νεανική επικοινωνία γενικότερα αποκτά ξεχωριστό ενδιαφέρον, προκειμένου να προσδιορισθεί η θέση των λόγιων στοιχείων στις καθημερινές λεκτικές ανταλλαγές των νεαρών ομιλητών της ελληνικής γλωσσικής κοινότητας.

Η υιοθετούμενη προσέγγιση είναι εμπειρική και βασίζεται στην ανάλυση πρωτογενούς γλωσσικού υλικού, το οποίο συλλέχθηκε με ερευνητικό εργαλείο το ερωτηματολόγιο. Τις δύο ομάδες

GENERAL SESSION

υποκειμένων, που έλαβαν μέρος στην έρευνα, συγκρότησαν 1585 μαθητές και μαθήτριες της Γ' τάξης του Λυκείου και 420 φοιτητές και φοιτήτριες διαφόρων Α.Ε.Ι. & Τ.Ε.Ι.

Επιμέρους στόχοι του ερευνητικού μας σχεδιασμού είναι να εξετασθεί: α) το είδος των γλωσσικών μεταβλητών με λόγια συνιστώσα, που εμφανίζονται στον ηλεκτρονικό λόγο των νέων, β) οι ιδιαίτερες κοινωνιοπραγματολογικές (*socio-pragmatic*) λειτουργίες, που αυτές επιτελούν, γ) οι εξωγλωσσικές παράμετροι (ηλικία, φύλο, τόπος καταγωγής, μορφωτικό επίπεδο γονέων, κοινωνικοοικονομική κατάσταση οικογένειας), που καθορίζουν τη χρήση τους.

Sluicing and asymmetries in the CG wh-question formation

Antri Kanikli

University of York

ak569@york.ac.uk

This paper proposes an approach to sluicing based on the asymmetries exhibited in certain wh-questions in Cypriot Greek (CG). In particular, I suggest that in sluices, at least in CG, only the element occupying the specifier of CP may appear as a sluicing remnant.

CG displays two wh-formation patterns, the one is similar to the Standard Modern Greek (SMG) wh-pattern (1a) and the other includes *embu* (1b), which is reminiscent of wh-strategies occurring in French, Portuguese and Northern Italian dialects.

- (1) a. **Pcos** emilise? b. **Pcos** (**embu**) emilise? (2) **Inda** *('mbu) thelis?
who.NOM spoke.3SG who.NOM (is-that) spoke.3SG what.ACC (is-that) want.2SG
"Who has spoken?" "Who has spoken?" "What do you want?"

Intriguingly, the application of the *embu* strategy is compulsory in inanimate wh-arguments introduced by the dialectal *inda* (2), whereas it is optional in animate wh-arguments (1b).

A split-CP analysis in the framework of Rizzi (1997) is proposed for the peculiar *embu* wh-strategy. I argue, contra Grohmann, Panagiotidis and Tsipakou (2005), for a mono-clausal analysis of these wh-constructions, based on evidence drawn from the syntactic position of negation and sentential adjuncts, and the properties of *en* (non-inflection for tense, person and number). On the basis of this analysis, I re-examine the asymmetries occurring in *embu* wh-interrogatives. The different syntactic behavior of the dialectal inanimate and animate wh-arguments with respect to sluicing, is crucial to the account proposed for the asymmetry exhibited in between them. In particular, *'ndambu* (a contracted form of *inda* and *embu*) may appear as a sluicing remnant (4b), whereas in animate wh-arguments, a wh-word cannot co-occur with *embu* in sluicing constructions (3b). Sluicing is considered to involve IP-deletion (see among others Merchant (2001), Lobeck (1995); however, this stipulation is not always verified, as verbs, which typically raise to the C domain in interrogatives, are also being deleted in sluicing constructions. Thus, it is proposed that only the elements present in Spec,CP are eligible to be sluicing remnants in CG. In these terms, *'ndambu* is suggested to have been reanalyzed as a single wh-element, which occupies the Spec,CP; hence it is licensed to appear in sluices, whereas *embu* and the raised verbs, are being deleted.

- (3) a. PCOS? (4) a. *INDA?
who.NOM.SG what.
b. *PCOS EMBU? b. 'NDAMBU?
who.NOM.SG is-that what-is-that

Conclusion: This approach to sluicing, although it diverges from Merchant's account, is in accordance with the sluicing-COMP generalization stipulated by himself (2001) in order to account for phenomena, which contradict the idea of IP-deletion in sluicing. Furthermore, on the grounds that sluicing is a focalizing strategy, the suggested approach reflects current minimalist conventions, according to which an element in order to receive an interpretation by the interface levels, it must be located in an edge position (Chomsky 2002). Therefore, the sluicing remnant, which receives in the SC and PC the relevant focusing interpretation, is the one located in Spec,CP, an edge position.

GENERAL SESSION

Factors Affecting Chinese Compound Word Representation and Semantic Priming Effect^{*}

¹Chien-Hui Kao, ²Chih-Wei Hue, ³Ching-Ching Lu,
⁴Yu-Hsiang Tseng, ⁵Yu-Fu Chen & ⁶Yin-Wen Kou
^{1,2,4,5&6}National Taiwan University & ³National Hsinchu University of Education
¹d92227011@ntu.edu.tw, ²hue@nsc.gov.tw, ³cclu@mail.nhcue.edu.tw,
⁴seantyh@gmail.com, ⁵r93227103@ntu.edu.tw & ⁶93702032@nccu.edu.tw

In Chinese, the writing and the language unit are inconsistent. The writing unit of Chinese is character, whereas the language unit is word. Moreover, most Chinese words consist of two syllables, and thus are represented by two characters in writing. Using Chinese two-character words and related or associated character pairs as stimuli, two issues were investigated in this research. First, in a character priming experiment, the effect of associative and semantic relationship between prime and target character on a participant's response to the prime (i.e., semantic priming effect) was investigated. Secondly, whether or not two-character Chinese words are represented in mental lexicon was studied. In particular, the influence of associative and semantic relationship between a word's two constituent characters on the word's mental representation was investigated.

Employing a character priming task, the effects of four variables on semantic priming were studied in two experiments. In three of the four variables, semantic relationship (related VS. unrelated), level of association (high VS. low), and compounded meaning (meaningful word VS. meaningless concatenation) of a pair of prime and target character were manipulated. In the fourth variable, the percent of trials which might produce priming effect was manipulated (50% VS. 25%). The design of the two experiments is presented in Table 1.

The results of this research indicated the followings. First, when an experiment contains 50% priming trials, participants may detect that in certain trials, the prime and target are "related". As a result, they modify their response strategies, and produce priming effect. Secondly, it is the associative strength between prime and target that causes semantic priming effect, not semantic relatedness. Thirdly, a two-character word is normally not represented in mental lexicon, except that when the associative strength and semantic relatedness between the word's two constituent characters are low.

Table 1. The experimental conditions included in Experiment 1 and 2 of this research.

		Semantic related		Semantic unrelated	
		meaningful word	meaningless concatenation	meaningful word	meaningless concatenation (control)
Association	High	Exp1A; Exp1B Exp2A; Exp2B	Exp1A; Exp1B	Exp2A; Exp2B	Exp1A; Exp1B Exp2A; Exp2B
	Low	Exp1A; Exp1B Exp2A; Exp2B	Exp1A; Exp1B	Exp2A; Exp2B	

Exp1A and Exp2A: 50% of the experimental trials which may produce priming effect.

Exp1B and Exp2B: 25% of the experimental trials which may produce priming effect.

Comments on unsupervised morphology learning model: the case of Greek allomorphy

Athanasios Karasimos
University of Patras
 akarasimos@upatras.gr

The goal of Computational Morphology is to create programs, which can produce an output that matches as closely as possible the analysis that would be given by a morphologist. More specifically, the Unsupervised Morphology Learning Model (UML) accepts as input only huge corpora and tools for analysis, without the use of a lexicon and morphological (or phonological) rules for a particular language (Harris 1955, 1967, Hafer & Weiss 1974, Goldsmith 2001). Within this spirit, Goldsmith's Linguistica, an implemented model of Minimum Length Description, tries to group roots/stems that combine with the same suffixes, but the failure of the correct segmentation of the words into the right morphemes is due to the non use of rules, as well as to the occurrence of rare, special, and marked cases.

^{*} This study was supported by NSC 97-2631-S-001 -001.

GENERAL SESSION

Note that the problem is bigger in morphologically-rich languages, such as Greek, because of the presence of affix chains before or after a stem, and the structural combinatorial properties of derivational suffixes.

(1) koinonikotita	koin – on – ik – otita – Ø
‘sociality’	stem – suf – suf – suf – INFL
antiekpaideftikos	anti – ek – paid – ef – t – ik – os
‘anti-educational’	pref – pref – stem – suf – suf – suf – INFL

The aim of this work is to deal with the extended allomorphic behaviour of the Greek language on any level of word formation. After an attempt of the Two-Level Morphology Model to deal with allomorphy (Krieger, Pirker and Nerbonne 1993), the supporters of UML avoid treating allomorphic stems, or they import allomorphs as different morphemes. However, Greek allomorphy is very important for Greek morphology, and a very common phenomenon. For instance, nominal stems with allomorphy belong to 5 out of the 8 inflection classes (according to Ralli 2000, 2005, 2006), allomorphy characterizes prefixes [32%] and suffixes [87%], and determines the inflection of verbs:

(2) soma ~somat	soma	somat-a	
(noun)	‘body’	bodies	
pern ~pir ~par	pern-o	pir-a	(tha) par-o
(verb)	‘I take’	‘I took’	‘I will take’
yp(o) ~yf	ypo-stratigos	yf-ypourgos	
(prefix)	major-general	vice-minister	
dzi ~dzidh	taxi-dzi-s	taxi-dzid-es	
(suffix)	taxi driver	taxi drivers	

In this study, I will show why a UML model cannot deal successfully with the case of Greek allomorphy, and how it leads to the wrong segmentation of morphemes. As a solution, I will propose a set of allomorphic transformations, and some common regularities of allomorphy, which can be expressed by rules, and can assist a morphological parser in order to deal adequately with Greek words.

References

- Goldsmith, J. 2001. Unsupervised Learning of the Morphology of a Natural Language. *Computational Linguistics* 27, vol 2, pp. 153-196.
- Hafer, Margaret A. & Stephen F. Weiss. 1974. Word segmentation by letter successor varieties. *Information Storage and Retrieval*, 10:371-385.
- Harris, Z. 1955. From phoneme to morpheme. *Language*, 31:190-222. Reprinted in Harris 1970.
- Harris, Z. 1967. Morpheme boundaries within words: Report on a computer test. *Transformations and Discourse Analysis Papers* 73, Department of Linguistics, University of Pennsylvania. Reprinted in Harris 1970.
- Krieger H.U, Pirker H. & Nerbonne J. 1993. Feature-based allomorphy. Annual Meeting of the ACL, In: *Proceedings of the 31st annual meeting on Association for Computational Linguistics*, pp. 140 - 147.
- Ralli, A. 2000. A feature-based analysis of Greek nominal inflection. *Glossologia* 11-12, pp 201-228.
- Ralli, A. 2005. *Morpholojia*. Patakis Publ.
- Ralli, A. 2006. On the role of Allomorphy in inflectional Morphology: Evidence from Dialectal variation. *Advances of Language Studies* 1, pp 1-32.

L2 acquisition of English Present Perfect interpretations

Sviatlana Karpava
University of Cyprus
Svetik_bgu@hotmail.com

The present study investigates the role of L1 in the L2 acquisition of Present Perfect in terms of form and meaning interpretation possibilities. The primary goal is to determine whether transfer from mother-tongue, in which the Perfect has only a resultative reading and the Simple Past has both resultative and existential interpretations, influences the acquisition of the English Present Perfect by Greek-Cypriot pupils. Diagnostic tests suggested by Agouraki (2006) are employed in this study, based on the (in)compatibility of certain types of adverbials with existential, result perfect and simple past.

There are certain differences between the form, interpretation and frequency of the Present Perfect in English, Standard Modern Greek (SMG) and Cypriot Greek (CG). Standard Modern Greek (SMG) has two forms, Present Perfect A (formed with auxiliary *eho* ‘have’ and perfective participle) and Present Perfect B (*eho* ‘have’+ adjectival participle for transitive verbs and *ime* ‘be’+ adjectival participle for intransitive verbs). In SMG Present Perfect A is ambiguous between an existential reading and a resultative reading; Present Perfect B can only have the result reading, whereas past

GENERAL SESSION

tense can have a “definite” reading, an existential reading or a result reading. In CG there is no Present Perfect A, but just as in SMG, Present Perfect B can have only a result reading and the past tense can also have the same range of interpretations.

Nearly 400 pupils (age: 10-19 years old, primary school, gymnasium and lyceum) from government (Greek-speaking) and private (English-speaking) schools in Cyprus and government schools in Greece took part in the research, including a small number of native speakers as a control group. Their mastery of use and interpretation of present perfect was checked according to their performance in the forced choice judgement task. Furthermore the study tests the role of L2 input in different educational settings, in particular Greece and Cyprus. One of the aims of the study is to compare Greek-Cypriot children of similar age educated in government and private schools.

The results of this study suggest that the amount of L2 input plays a crucial role in L2 present perfect acquisition as there was revealed a certain difference between the test performance of government and private school pupils in Cyprus. The results show also that there is a certain effect of L1 on L2 present perfect acquisition, as there was found a difference between CG pupils and SMG pupils of the government schools in their test performance, and this difference is mainly due to the difference in meaning/interpretation rather than form of present perfect in CG and SMG.

Further study within the framework of the Interpretability Hypothesis (Tsimplici 2003; Hawkins and Hattori 2006), relevant to syntax-semantics and syntax-discourse interfaces, is needed for deeper understanding whether we deal here with transfer from L1 or difficulties in interpretability by L2 learners. Preliminary thoughts on this from a follow-up study will be presented in this talk.

Attachment preferences and corpus frequencies in Prepositional Phrase structures: a study in Greek

Kalliopi Katsika

Aristotle University of Thessaloniki

kkatsika@enl.auth.gr

A much debated issue in sentence processing is whether the interpretation of ambiguous structures is based on syntactic criteria (Frazier, 1987) or whether parsing is determined by the satisfaction of multiple constraints (MacDonald, Pearlmuter and Seidenberg, 1994). This study investigates the on-line processing of PP structures in Greek. Syntax-based models predict that the parser will initially interpret the PPs *me to maheri* and *me to luludhi* (in [1], [2]) as potential arguments of the V *ekopse*, and thus reanalyze the structure in [2] (Rayner, Carlson and Frazier, 1983). Constraint-based models assume that initial parsing decisions are formed on the basis of constraints such as lexically specific biases and attachment frequencies (Spivey-Knowlton and Sedivy, 1995).

Experiments 1 and 2 examined the acceptability and on-line processing of PP attachment structures. Four Greek Ps were inserted in the critical sentences (*me* [with], *se* [in], *ja* [for] and *apo* [from]) so as to investigate possible lexical effects of each P. The results revealed a significant VP attachment preference in both tasks. The effect of P was significant in the off-line acceptability task ($F(1,53)=17.918, p<.001, \eta^2=.504, F(2,28)=2.061, p<.02, \eta^2=.312$) but did not reach significance in the on-line self-paced grammaticality task ($F(1,44)=2.438, p=.077, \eta^2=.143, F(2,28)=1.453, p=.249, \eta^2=.135$).

Moreover, in order to examine the extent to which structural frequency may be a determining factor in native speakers' parsing preferences (Mitchell and Cuetos 1991), analyses of two types of corpora (written and spoken) were conducted. In the written corpus analysis, 32140 sentences were extracted from the 34 million-word ILSP corpus and were analyzed in terms of attachment of the PP. In addition, a small 327517-word oral corpus was created out of which 613 V-NP-PP sentences were analyzed. The results of the written and spoken corpus analysis seem to be more compatible with the off-line than the on-line psycholinguistic task results.

All in all, the results indicate that lexical and frequency information may affect parsing of PP sentences after initial processing of the V-NP-PP structure.

[1] O kipuros ekopse to kladhi me to maheri. (*VP Attachment*)

The-NOM gardener-NOM cut-PERF.3S the-ACC branch-ACC with the-ACC knife-ACC
“The gardener cut the branch with the knife.”

[2] O kipuros ekopse to kladhi me to luludhi. (*NP Attachment*)

The-NOM gardener-NOM cut-PERF.3S the-ACC branch-ACC with the-ACC flower-ACC
“The gardener cut the branch with the flower.”

References

GENERAL SESSION

- Frazier, L. 1987. Syntactic Processing: Evidence from Dutch. *Natural Language and Linguistic Theory*, 5, 519-559.
- MacDonnald, M.C., Pearlmutter, N.J. & Seidenberg, M.S. 1994. Syntactic ambiguity resolution as lexical ambiguity resolution. In: C. Clifton, L. Frazier & K. Rayner (Eds), *Perspectives on Sentence Processing*, (pp. 178-269). Hillsdale, N.J.: Lawrence Erlbaum.
- Mitchell, D. C. & Cuetos, F. 1991. The origins of parsing strategies. In C. Smith (Ed.), *Current issues in natural language processing*. Austin: Center for Cognitive Science, University of Texas.
- Rayner, K., Carlson, M. & Frazier, L. 1983. The interaction of syntax and semantics during sentence processing: Eye movements in the analysis of semantically biased sentences. *Journal of Verbal Learning and Verbal Behavior*, 22, 358-374.
- Spivey-Knowlton, M. & Sedivy, J.C. 1995. Resolving attachment ambiguities with multiple constraints. *Cognition* 55, 227-267.

Referential agreement in MG coordinate NPs

Despina Kazana
University of Essex
dkazan@essex.ac.uk

Gender resolution in coordinate noun phrases is interesting for a number of languages due to the existence of two resolution principles, the syntactic and the semantic one (Corbett (1983, 1991); Dalrymple and Kaplan (2000); Sadler (2006); Wechsler and Zlatic (2003)). A challenging issue is that not all languages follow the aforementioned distinction. An analysis of Modern Greek coordinate nouns showed that a group of patterns does not comply with the characteristics of these two principles. The aim of this paper is to prove that a third gender resolution principle is involved in MG coordinate phrases and examine whether the attested patterns are exemplified by the current agreement theories.

Two central theories of gender resolution have been proposed within the framework of Lexical Functional Grammar. Dalrymple and Kaplan (2000) propose a syntactic account of gender resolution using a set-based theory of feature resolution in coordinate constructions. GENDER is represented as a set-valued rather than an atomic feature while syntactic resolution is calculated by the simple operation of set union. The value of the GENDER feature of the coordinate phrase as a whole is the smallest set containing the values of the individual conjuncts. Wechsler and Zlatic (2003) propose the 'Elsewhere' principle, which combines syntactic and semantic gender resolution. Animate nouns display syntactic resolution, if the NP has a head with a gender value, or semantic resolution, if the NP lacks an inherent gender or lacks a head noun, having no inherent lexical gender feature, as in coordinate phrases. Inanimate nouns display syntactic resolution, following the constraint on inanimate aggregate discourse referents. The gender value of empty-genders (inanimates), which lack semantic correlates, is calculated if we remove the empty-gender features from the intersection of the gender features for group-denoting NPs with the semantic-gender (animates) features.

MG animate coordinate nouns follow semantic resolution according to which identical gender nouns resolve into the gender of the conjuncts, whereas mixed gender nouns resolve into masculine. MG inanimate coordinate nouns follow syntactic resolution in which identical gender conjuncts resolve into the gender of the conjuncts but mixed gender conjuncts resolve into neuter. A number of patterns, however, display alternative resolution results. In particular, animate nouns with f.pl+n.pl conjuncts may also resolve into n.pl and not only into m.pl, irrespective of the order of the conjuncts. Similarly, inanimate nouns with the gender combination m.sg+m.sg resolve into n.pl, apart from the m.pl resolution. Finally, an inanimate phrase with m.pl+f.pl nouns resolves mainly into m.pl as opposed to n.pl. The above cases confirm the existence of a third type of gender resolution principle which is referentially motivated. The agreeing element ('target') is morpho-syntactically determined by an implied noun that functions as the superordinate referent of the coordinate phrase.

Thus, I will show that MG data supports the recognition of an extra gender agreement principle but the present approaches are inadequate to exemplify such patterns. A further question to explore is whether any theory can adequately account for these referential agreement patterns.

References

- Corbett, G. G. 1983. Resolution rules: Agreement in person, number and gender. In G. Gazdar, E. Klein & G. K. Pullum, ed., *Order, concord and constituency*, pages 175–206. Dordrecht: Foris.
- Corbett, G. G. 1991. *Gender*. Cambridge: Cambridge University Press.
- Dalrymple, M. & Kaplan R. 2000. Feature Indeterminacy and Feature resolution. *Journal of Language* 76(4).
- Sadler, L. 2006. Gender resolution in Rumanian. In M. Butt, M. Dalrymple & T. H. King, eds., *Intelligent Linguistic Architectures: Variations on Themes by Ron Kaplan*, pages 437–454. CSLI Publications.
- Wechsler, S. & Zlatic L. 2003. *The Many Faces of Agreement*. CA: CSLI Publications.

GENERAL SESSION

Κατάκτηση του μαρκαρισμένου τύπου των αρσενικών ουσιαστικών σε σύμφωνο/φωνήεν (α)-ς στην ελληνική γλώσσα

Αγλαΐα Κοντολαΐμου
aglaiakon@yahoo.com

Παρουσίαση της πειραματικής έρευνας, που πραγματοποιήθηκε την Άνοιξη του 2008 σε 52 παιδιά, ηλικίας 2-4 ετών, στα πλαίσια διπλωματικής εργασίας του Μεταπτυχιακού Προγράμματος «Διδακτική Γλώσσας» του Παιδαγωγικού Τμήματος του Πανεπιστημίου Αθηνών.

Σκοπός του πειράματος είναι να εξετάσει τον βαθμό κατάκτησης του μαρκαρισμένου τύπου αρσενικών ουσιαστικών σε συχνά στην εμφάνιση αρσενικά ουσιαστικά και σε σπάνια που λήγουν σε Σύμφωνο(α)-ς και Φωνήεν(α)-ς.

Για τον σκοπό αυτό επιλέχθηκαν συχνότερα και σπανιότερα ουσιαστικά σύμφωνα με corpora καθώς και φωνηεντόληκτα ουσιαστικά με χαμηλή εμφάνιση δείγματος (low type frequency) και συμφωνόληκτα ουσιαστικά με υψηλή εμφάνιση δείγματος (high type frequency).

Τα αποτελέσματα της έρευνας αποδεικνύουν ότι τα παιδιά εμφανίζουν υψηλά ποσοστά επιτυχίας όταν η συχνότητα δείγματος των αρσενικών ουσιαστικών που λήγουν σε Σύμφωνο(α)-ς, είναι υψηλή (high type frequency) ενώ στα ουσιαστικά που λήγουν σε Φ(α)-ς και είναι χαμηλή η συχνότητα δείγματος (low type frequency), εξαιτίας της φωνηεντόληκτης κατάληξης, τα ποσοστά πέφτουν.

Η έρευνα πραγματοποιήθηκε σύμφωνα με το θεωρητικό πλαίσιο της Bybee (1995, 1999) που υποστηρίζει ότι το παιδί κατασκευάζει σχήματα ομαδοποιώντας βάσει των εκροών (output) και όχι των εισροών (input) τις αντίστοιχες καταλήξεις. Επομένως, η χρήση έχει αντίκτυπο στην μορφολογική αναπαράσταση, κάτι που δεν δέχεται το δυαδικό μοντέλο (dual mechanism approach) εκμάθησης της γλώσσας με κανόνες (Clahsen 1999).

Τα αποτελέσματα της έρευνας δικαιώνουν και την άποψη του Tomasello (2000) ότι το παιδί δεν μαθαίνει έναν κανόνα και τον εφαρμόζει με μιας σε όλες τις λέξεις, αλλά μαθαίνει πιο σταδιακά ανάλογα με τη συχνότητα χρήσης της λέξης (piece meal approach) σε αντίθεση με την διπολική προσέγγιση λεξικού και κανόνων (dual mechanism approach), αφού οι ίδιοι τύποι λέξεων κλίνονται διαφορετικά από τα παιδιά ανάλογα με τη συχνότητα εμφάνισης. Η κοινωνικο-πραγματολογική προσέγγιση του Tomasello υποστηρίζει ότι τα παιδιά μαθαίνουν μέσα από την διάδραση με τους ενήλικες. Οι λέξεις για τα παιδιά είναι ένα μέσο για να επικοινωνήσουν.

Με την έρευνα αυτή διαπιστώνεται ότι η κατάκτηση της μορφολογίας αλλά και της σημασίας του λεξιλογίου δεν είναι μόνο αποτέλεσμα γνωστικής διαδικασίας αλλά και αποτέλεσμα επικοινωνιακής, κοινωνικής διαδικασίας, ανάλογα με τις πραγματολογικές συνθήκες.

Antonym sequence in English texts

Natasa Kostic
University of Montenegro
kostic@ac.me

The paper deals with the reasons why antonymous pairs are used in a particular sequence within the sentence in English texts. Many authors assume that markedness is the main reason for asymmetrical distribution of antonyms. Unmarked member can be used neutrally, that is, without such specific semantic content as the marked item, and when both members are used in the same sentence in antonymic relation the unmarked member occurs first. The aim of this paper is to investigate all the factors that can influence antonym sequence in the sentence by analyzing sentences that feature chosen antonymous pairs. The analysis is based on sentences taken from a representative English electronic corpus (Cobuild on CD-Rom/Word Bank) and includes fifty antonymous pairs (adjectives, nouns, verbs, adverbs and prepositions) chosen for the purposes of this analysis. It reveals that the majority of pairs investigated prefers certain sequence in the sentence and that there are several criteria that influence why a particular antonymous pair favours a certain sequence. The results of the analysis suggest that once a sequence is established, it tends to become fixed. There are several criteria that can influence the preference of one sequence over another. The most dominant factor is positivity, or the tendency for pairs with one positive and one negative term to mention their positive term first (in cases in which such distinctions can be made – *top / bottom*, *rich / poor*, *love / hate*). Other factors are temporal sequence (when applicable – *first / last*), magnitude (more substantial antonym tends to precede the less substantial one – *tall / short*), idiomaticity (*black and white*), gender

GENERAL SESSION

(male / female) and word length (shorter antonyms precede longer antonyms – *directly / indirectly, easy / difficult*). As for the markedness criterion, the results show that, rather than actively determining antonym sequence, it is itself subject to the influence of other sequencing criteria. However, the factors that rule antonym sequencing are not rigid rules and it is possible to flout the dominant word sequence. Analyzing some sentences in which the dominant word order is reversed we uncovered two main reasons why this is possible. In the majority of cases the syntactic distance between antonyms is greater than usual, so flouting the convention is not so noticeable; or there appears to be a specific purpose in contexts where some rhetorical effect may be intended, in which case semantic and pragmatic conditions govern the choice of antonym which is to be mentioned first.

Pragmatic competence for intercultural communication: theory and pedagogy

Svetlana Kurteš

University of Cambridge
s.kurtes@googlemail.com

The paper will discuss some aspects of acquisitional pragmatics and possible ways of its didacticisation. More precisely, language teaching methodologies are increasingly acknowledging the fact that language learners, particularly those at more advanced stages of language proficiency, when attempting to decode the message and get its proper contextual meaning, need to develop the right level of sophistication not only in their linguistic competences, but also in the pragmatic and cultural competences (Bailey 2003). Such competences should sensitise the learners to the discursive and pragmatic layers of meaning of the message and enable them to decode its metaphorical and figurative levels – which can be very deeply culturally embedded – rather than interpreting the message only on the basis of its literary uses (Bailey 2003).

It will be reiterated that pragmatic principles underlying the rules of usage of grammatical structures, often quite neglected in traditional reference and descriptive grammars and other relevant pedagogical materials, need to be established and analysed in the socio-cultural context in which the examined instances were found to be naturally occurring. It will then be shown how the basic concepts of the Theory of Cultural Scripts (Goddard and Wierzbicka 2007; Wierzbicka 2006) can be introduced into the foreign language classroom. The main construct of the theory refers to “a technique for articulating cultural norms, values and practices using the [...] metalanguage of semantic primes as the medium of description” (Goddard and Wierzbicka 2007: 105). These norms change constantly, so “in every period there are certain shared understandings and shared cultural norms that find their expression in a community’s ways of speaking” (Wierzbicka 2006: 9). Perhaps most importantly, the cultural norms and values in the theory of cultural scripts are described “from within rather than from outside”, [...] from the point of view of those people who are the bearers of the postulated norms and values (and in their own language)” (Wierzbicka 2006: 24).

We shall conclude by illustrating how the basic principles of the Theory of Cultural Scripts could find their practical didactic and potentially auto-didactic application, helping the learners not only to improve their cultural fluency, but also gradually to develop relevant metacognitive strategies that will in turn ensure more successful and more autonomous language learning and learning in general (Kurteš, 2008).

References

- Bailey, R. 2003. Conceptual metaphor, language, literature and pedagogy. *Journal of Language and Learning*, 1:2; 59-72.
- Goddard, C. and Wierzbicka, A. 2007. Semantic primes and cultural scripts in language learning and intercultural communication. In F. Sharifian and G. B. Palmer (eds). *Applied cultural linguistics: implications for second language learning and intercultural communication*. Amsterdam: John Benjamins; 105-124.
- Kurteš, S. 2008. An investigation into the pragmatics of grammar: cultural scripts in contrast. In M. Pütz & J. Neff van Aertselaer (eds). *Developing contrastive pragmatics: interlanguage and cross-cultural perspectives*. Berlin: Mouton de Gruyter; 65-83.
- Wierzbicka, A. 2006. *English: meaning and culture*. Oxford: Oxford University Press.

GENERAL SESSION

The Phonetics and user-friendliness of free online dictionaries: an overview

Marianna Kyprianou

University of Cyprus

kyprianou.marianna@ucy.ac.cy

Since the appearance of electronic dictionaries, ways of obtaining dictionary information have changed. Paper dictionaries seem to be losing popularity among EFL (English as a Foreign Language) students over their electronic counterparts. The present survey was undertaken in this relatively recent area of lexicography and is in relation to the content and quality of online pronunciation dictionaries. It concerns the evaluation of free online dictionaries concerning the reliability of their phonetic content and their user-friendliness. Particular attention is placed on the visual as well as on the audio representation of English pronunciation of dictionary entries.

For the purposes of the current study, the following free online dictionaries were reviewed:

- a) Howjsay.com
- b) Cambridge Online Dictionaries
- c) Longman Dictionary of Contemporary English
- d) Merriam-Webster Online Dictionary
- e) The FreeDictionary.com
- f) Dictionary.com
- g) American Heritage Dictionary

The findings concerning the aforementioned free dictionaries viewed considerable variation concerning their usability features and their phonetic representation of words, both visual and auditory. The phonetic representation of words was of particular interest, and was further compared and contrasted with the content and quality of two well-known paper pronunciation dictionaries accompanied by CD roms that are commercially available (Jones 2006, Wells 2008).

Selected References

- Bowyer, T. 2006-8. *Howjsay.com: An English Pronouncing Dictionary with Instant Sound*. Available online at <http://www.howjsay.com>, accessed 10 December 2008.
- Bowyer, T. 2007. *A Phonetic Alphabet for Keyboards*. Available online at <http://www.fonetiks.org/ipa.html>, accessed 10 December 2008.
- Campoy, M. C. 2004. Computer-mediated lexicography: an insight into online Dictionaries. In Campoy, M. C. & Safont, P. (ed), *Computer-mediated Lexicography in the Foreign Language Learning Context*. Col·lecció "Estudis Filològics" 18. Castello, Spain: Publicacions de la Universitat Jaume, 47-72.
- Cambridge University Press 2004. *Cambridge Online Dictionaries Help*. Available online at <http://dictionary.cambridge.org/help/>, accessed 10 December 2008.
- Carr, M. 1997. Internet Dictionaries and Lexicography. *International Journal of Lexicography* 10(3), 209-230.
- De Schryver, G. M. 2003. Lexicographer's Dreams in the Electronic-dictionary Age. *International Journal of Lexicography* 16(2), 143-199.
- Jones, D. 2006. *Cambridge English Pronouncing Dictionary with CD-Rom*. 17th Edition. Cambridge: Cambridge University Press.
- Krajka, J. 2007. Online Lexicological Tools in ESP – Towards an Approach to Strategy Training. *Scripta Manent* 3(1), 3-19. Available online at http://www.sduitsj.edus.si/ScriptaManent/2007_1/Krajka.html, accessed 12 December 2008.
- Lan, L. 2005. The growing prosperity of on-line dictionaries. *English Today* 83, 21(3), 16-21.
- Longman Dictionary of Contemporary English with CD-Rom (LDOCE)* 2006. 4th revised ed. Longman.
- Merriam-Webster's Collegiate Dictionary with CD-Rom (MWCD)* 2006. 11th ed. Merriam Webster.
- Merriam-Webster 2008. *Merriam-Webster Frequently Asked Questions*. Available at <http://www.merriam-webster.com/info/faq.htm>, accessed 11 December 2008.
- Singh, S. P. 2003. Evaluation of Electronic Reference Sources. *DESIDOC Bulletin of Information Technology* 23(2), 43-47.
- Sobkowiak, W. 1999. Pronunciation in EFL machine-readable dictionaries. Poznan: Motivex. Abstract available online at <http://ifa.amu.edu.pl/~swlodek/abstract.htm#ABS13>, accessed 12 December 2008.
- Sobkowiak, W. 2002. The Challenge of Electronic Learners' Dictionaries. *Teaching English with Technology* 2(1). Available online at http://www.iatefl.org.pl/call/j_article7.htm#sob, accessed 12 December 2008.
- Wells, J. 2008a. John Wells's phonetic blog archive 1-14 February 2008: 04/02/08 entry on *Audio pronunciations on line* (commenting on howjsay.com). Available online at <http://www.phon.ucl.ac.uk/home/wells/blog0802a.htm>, accessed 10 December 2008.
- Wells, J. 2008b. *Longman Pronunciation Dictionary with CD-Rom*. 3rd Edition. Harlow: Pearson Longman.

GENERAL SESSION

Learning to perceive and produce the British English vowels via computer-based auditory training

Angelos Lengeris

University College London

a.leggeris@ucl.ac.uk

The perception and production of vowels in a second language (L2) is generally a difficult task. When both members of an L2 contrast are assimilated to a single first language (L1) category, learning is more challenging than cases where each member is assimilated to a different L1 category (Best, 1995; Flege, 1995). At the same time, it has been shown that L2 perception and production can improve via computer-based auditory training (with most studies focusing on consonant learning, see for example Logan *et al.*, 1991; Bradlow *et al.* 1997). With the exception of Iverson & Evans (2007) who trained German and Spanish native speakers' perception of English vowels but did not examine gains in production, research on vowel training has exclusively examined Japanese native speakers (e.g. Lambacher *et al.*, 2005; Nishi & Kewley-Port, 2007).

The present study investigated the effectiveness of auditory training on Greek speakers' perception and production of Southern British English vowels with the goal of expanding our knowledge on vowel training. Greek has a simple 5-vowel system with no "long-short" or "tense-lax" distinctions and Greek learners of English have difficulties with most English vowels especially when durational information is reduced (Lengeris & Hazan, 2007). Training consisted of a pre-test phase, a training phase, and a post-test phase. The pre- and post-phase assessed Greek participants' perception and production of English vowels (embedded in bVt words). During the training phase, participants received 5 sessions of High Variability Phonetic Training (HVPT: Logan *et al.*, 1991), consisting of an identification task with feedback using natural words spoken by multiple talkers covering the entire English vowel space.

The results showed that 5 sessions of training significantly improved the trainees' overall identification of English vowels (eighteen percentage points) and that improvement generalized to a new English speaker. Furthermore, auditory training had a positive effect on the trainees' production of English vowels. The relationship between gains in perception and production for individuals is discussed.

References

- Best, C. T. 1995. A direct realist view of cross-language speech perception. In W. Strange (eds), *Speech perception and linguistic experience: Issues in cross-language research*. Timonium, MD: York Press, 171–204.
- Bradlow, A. R., Pisoni, D. B., Akahane-Yamada, R. & Tohkura, Y. 1997. Training Japanese listeners to identify English /r/ and /l/: IV. Some effects of perceptual learning on speech production. *Journal of the Acoustical Society of America*, 101, 2299-2310.
- Flege, J. E. 1995. Second language speech learning theory, findings, and problems. In W. Strange (eds), *Speech perception and linguistic experience: Issues in cross-language research*. Timonium, MD: York Press, 233–277.
- Iverson, P. & Evans, B. G. 2007. Auditory training of English vowels for first-language speakers of Spanish and German. *Proceedings of the 16th International Congress of Phonetic Sciences*. Saarbrücken, Germany, 1625-1628.
- Lambacher, S. G., Martens, W. L., Kakehi, K., Marasinghe, C. A. & Molholt, G. 2005. The effects of identification training on the identification and production of American English vowels by native speakers of Japanese. *Applied Psycholinguistics*, 26, 227-247.
- Lengeris, A. & Hazan, V. 2007. Perceptual assimilation and discrimination of Southern British English vowels by native speakers of Greek and Japanese. *Proceedings of the 16th International Congress of Phonetic Sciences*. Saarbrücken, Germany, 1641-1644.
- Logan, J. S., Lively, S. E. & Pisoni, D. B. 1991. Training Japanese listeners to identify English /r/ and /l/: A first report. *Journal of the Acoustical Society of America*, 89, 874-886.
- Nishi, K. & Kewley-Port, D. 2007. Training Japanese listeners to perceive American English vowels: Influence of training sets. *Journal of Speech, Language, and Hearing Research*, 50, 1496-1509.

GENERAL SESSION

Comparison of the pragmatic abilities of the right and left-hemisphere damage subjects

¹Ching-Ching Lu, ²Hsin-Yi Huang, ³Wan-Jun Tang,
⁴Chih-Wei Hue, ⁵Chien-Hui Kao & ⁶Yu-Hsiang Tseng
^{1,2,3}National Hsinchu University of Education & ^{4,5,6}National Taiwan University

The different functions in the brain hemispheres have been mentioned in the literature for long. The pragmatic abilities of the right-hemisphere damaged patient are found impaired in many studies. For example, Bryan (1995) compiled the Right Hemisphere Language Battery and found that the right-hemisphere damaged patients did show difficulties in doing tasks.

However, Zaidel et al. (2002) adapted a Hebrew version of Right Hemisphere Language Battery (Bryan, 1995), and tested 27 right-hemisphere patients, 31 left-hemisphere damaged patients and 21 control subjects. They found that both the right-hemisphere damaged patients and left-hemisphere damaged patients got lower scores than the control subjects, but there were no statistical differences between the two brain-damaged subjects.

In our study, we adapted a Mandarin version and a Taiwanese version of Right Hemisphere Language Battery (Bryan 1988, 1989; Rowley, Bryan and Code 1989) and tested 4 right-hemisphere damaged patients, 5 left-hemisphere damaged patients, 195 Mandarin control subjects and 215 Taiwanese control subjects. The Battery consists of 6 pragmatic subtests: (1) Metaphor picture test, (2) Written metaphor test, (3) Appreciation of humor, (4) Context-inference test, (5) Emotional prosody test, (6) Dialogue-inference test. All of the brain-damaged patients are tested with the Mandarin and Taiwanese versions of WAB (Western Aphasia Battery). The Mandarin control subjects are tested with the Mandarin version of WAB and the Taiwanese control subjects are tested with the Taiwanese version of WAB.

The results show that all the right-hemisphere damaged patients got higher scores in the Mandarin and Taiwanese WAB tests than each left-hemisphere damaged patient. However, the two groups of the brain-damaged patients did not show significant differences in the pragmatic batteries, as found in Zaidel et al. (2002). Consulted with the MRI scans of each patient, it is found that the larger the lesion site of the patients got lower scores. But the location of the lesion site of the right-hemisphere also plays an important role.

Combining processing instruction and output-based production

Dimitrios Lysikatos

Aristotle University of Thessaloniki

dimitrios.lysikatos@yahoo.gr

The present study extends previous research (e.g. VanPatten and Cadierno 1993) and compares the relative effects of three types of instruction (i.e. Processing Instruction (PI), Traditional Instruction (TI), and Mixed Instruction (MI)) targeted to the acquisition of the English causative form by Greek learners. PI involves grammar explanation and input-based practice, TI grammar explanation and output-based practice, and MI grammar explanation and a combination of input- and output-based practice. One hundred and thirty-six classroom learners of English are assigned to one of four instructional treatments: PI, TI, MI, and No Instruction/control (NI). The subjects are categorized in (a) private school and (b) state school learners. Pretests and posttests include one interpretation and one production task. The data obtained are submitted to one-way ANOVAs (SPSS). Results confirm that (a) PI results in significant gains in production and interpretation (with exceptions), (b) TI offers significant gains mainly in production, and (c) MI guarantees success in both tasks.

**Από τον γλωσσικό σχεδιασμό στην γλωσσική πολιτική της πράξης.
Η Ελληνική Νοηματική Γλώσσα ως πρώτη γλώσσα στα ελληνικά σχολεία κωφών.**

¹Όλγα Μακρή & ²Αργύρης Ήργης
¹omakri@hotmail.com & ²airgis@in.gr

Στόχος της παρούσας εισήγησης είναι η διερεύνηση της «γλωσσικής πολιτικής της πράξης» όσο αφορά την Ελληνική Νοηματική Γλώσσα στα σχολεία των κωφών. Με δυο νόμους (Ν. 2817/2000 και

* This study was supported by NSC 97-2631-S-001 -001.

GENERAL SESSION

N. 3699/2008), η ελληνική πολιτεία ανεγνώρισε και προώθησε την Ελληνική Νοηματική Γλώσσα, ως πρώτη γλώσσα στα σχολεία των κωφών, δημιουργώντας ένα καινούργιο πλαίσιο πιστοποίησης, επάρκειας, γνώσης και χρήσης της.

Στην εισήγηση που θα ακολουθήσει, θα προσεγγίσουμε την Ελληνική Νοηματική Γλώσσα, όχι ως ένα παγιωμένο στατικό αντικείμενο της γλωσσολογίας, που αποτυπώνεται στα νοήματα, στις χειρομορφές, στις νοηματικές συντακτικές και γραμματικές δομές, αλλά ως μια διαρκή κοινωνική πρακτική, η οποία εμπεριέχει στάσεις, ιδεολογίες και πεποιθήσεις.

Θα προσπαθήσουμε να δείξουμε την ασαφή διαλεκτική σχέση που υπάρχει μεταξύ της δομής, χρήσης και της ιδεολογίας. Σε αντίθεση με τις άλλες λιγότερο χρησιμοποιούμενες γλώσσες στην Ελλάδα, η Ελληνική Νοηματική Γλώσσα βρίσκεται σε αύξουσα πορεία με «νοηματιστές» ακούοντες, κυρίως φοιτητές και εκπαιδευτές – δασκάλους κωφούς ενήλικες.

Παρατηρώντας την κοινωνική πρακτική αφηγήσεων των ακούοντων νοηματιστών καταδεικνύεται ότι η αύξουσα πορεία της Ελληνικής Νοηματικής Γλώσσας οφείλεται τόσο σε ιδεολογικούς, δομικούς όσο και σε πρακτικούς- επαγγελματικούς παράγοντες. Μέχρι και την νομική αναγνώριση της Ελληνικής Νοηματικής Γλώσσας (N. 2817/2000) κυρίαρχοι ήταν οι ιδεολογικοί λόγοι. Οι «ακούοντες νοηματιστές» υποστήριζαν ιδεολογικά την χρήση της, γιατί θεωρούσαν την νοηματική γλώσσα, ισότιμη έναντι της ελληνικής, προβάλλοντας το αίσθημα της αλληλεγγύης προς τους κωφούς, το οποίο το εξέφραζαν μέσα από την ενεργή συμμετοχή τους εντός της κοινότητας των κωφών. Οι ακούοντες νοηματιστές αντιδρούσαν σε κάθε κυρίαρχη λογική που θεωρούσε την νοηματική γλώσσα ακανόνιστη, δυσνόητη και εμπόδιο στην κοινωνική ανέλιξη. Με την αναγνώριση της Ελληνικής Νοηματικής Γλώσσας παρατηρούμε μια μετατόπιση από την ιδεολογική «στήριξη» στην δομική της χρήση, με την αύξηση των ευκαιριών να την μάθουν και να την καλλιεργήσουν. Η υποχρεωτική γνώση της (N.3699/2008) από τους μελλοντικούς επαγγελματίες στο πεδίο των κωφών, οδηγεί πολλούς στα τμήματα εκμάθησης της νοηματικής γλώσσας για λόγους επαγγελματικούς.

Translation and teaching English as a foreign language: sticking to old guns in modern times

Evangelia Manika

*State School EFL Teacher and Hellenic American Union Oral Examiner
manike66@otenet.gr*

The area to be investigated in this paper has to do with *translation* and particularly with the range of functions it can serve in the field of teaching English as a foreign language today. Taking into account that *translation* was indeed given a bad name due to the false goals it was called upon to serve in the past (learning about the language and not learning the language) the primary purpose here is not to restore it to its previous glorious position but to finally do it some justice. In this spirit, questions such as the following

- a) *Translation Vs Direct Method: why was translation banned from the classroom by the followers of the Direct Method? The fact that translation has ever since been overlooked has it really come to some benefit to EFL learners? If yes, to what extent and at what cost?*
- b) *What is the place of translation in EFL teaching today?*
- c) *What contribution, if any, can it make to the improvement of the learners' command of the foreign language?*

will be explored with a view to sweeping away all the misconceptions (i.e. *translation* in the service of wrong purposes) shaped so far, which led to its outright rejection from the EFL classroom. Its legitimacy as an effective didactic tool can be supported as long as certain requirements are fulfilled and it is indispensably and skilfully oriented towards the service of the right purposes, i.e. giving instructions, checking comprehension, developing useful learning strategies, eliciting language, presenting and reinforcing new language, practising grammatical structures and teaching vocabulary in context along with consolidating semantic relationships among lexical items. Particularly, the exploitation and strengthening of language will be pursued within a cognitive framework so as to ensure that more effective form-meaning connections (FMCs) with regard to specific English lexical items and their corresponding concepts can be made possible.

Given the multiplicity of the factors interfering in foreign language learning, then definitely, *translation* started as a friend that proved unreliable in the process. Still there are lessons to be learned and change this liability into an asset in the EFL classroom. It seems that a careful examination of the outward reasons for the sins of *translation* in the past can possibly reveal what is lacking inwardly in the area of teaching English today.

GENERAL SESSION

The organization of team collaboration in plurilingual professional settings and identities at work

Vassiliki Markaki

Lab Icar/CNRS, Lyon

Vassiliki.Markaki@ens-lsh.fr

This paper, based on an European project on plurilingual professional interactions, called PLURiTALKpro, - part of the DYLAN project (6th Framework)-, focuses on the use of plurilingual resources within international work settings. The variety of data we collected until now paves the way for a comparative analysis of different types of situations, all definable as work meeting situations, but different with respect to the number of participants, specific local activities, participation formats, level of formality vs. informality etc. In all these settings, the use of a particular language (vehicular or not) turns out to be accomplished with reference to specific needs and peculiar variables evolving with the context itself. Our paper explores the situated and endogenous linguistic diversity within professional meetings and the way in which it manifests a multiplicity of social and professional identities, displaying specific ways of talking and doing. To this end, we analyse different forms of communication, as the code-switching, the improvised translation, the adoption of a *linguae francae* (ELF or other), showing that speakers situatedly exploit all of the resources locally available. Our research task deals with audio and video recordings and focuses on participants' identities, as they are interactionally achieved in both context-shaped and context-renewing ways. Based on Conversation Analysis and Membership Categorization Analysis, our study aims at exploring the emergence, exhibition and claim of membership categories through various plurilingual practices at work as they are considered and scrutinized by participants themselves. These individual practices described in a fragment of data constitute also a locus of observation for the complex dynamics at the micro and macro levels; in this sense we'll show how a detailed study of the organization of plurilingual meetings reveals the way in which identities accomplished in "local places" and identities fulfilled in "global organizations" are intertwined within the work of managers being in charge of international meetings.

The effect of rhythm unit length on the duration of vowels in Serbian

¹Maja Markovic & ²Tanja Milicev

^{1&2}Novi Sad University

¹markovic_vuk@yahoo.co.uk & ²tanjamilicev@yahoo.com

The paper presents the results of two studies of the duration of vowels depending on the length of a rhythm unit in standard Serbian. The first was a pilot study conducted with the goal of finding out whether the number of unstressed syllables in one rhythm unit affects the duration of segments, especially of stressed vowels, in the Serbian language. The measurements were made on the recordings of two male speakers, who uttered words and phrases in isolation with a varying number of unstressed syllables. The results reveal a tendency towards the reduction of the duration of stressed vowels with the expansion of a rhythm unit. In the subsequent study these findings were tested in sentences with two stressed words and a varying number of intervening unstressed syllables. The results of this study also prove that the duration of vowels depends on the number of syllables in a rhythm group.

In both studies the materials were carefully selected so as to avoid the influence of factors other than rhythm, e.g. syllable structure, voicing value of the consonants, coda and onset consonant type etc.

Both studies were carried out in order to determine the nature of rhythm in the Serbian language and establish its typology in terms of the dichotomy between stress-timed and syllable-timed languages. The overall purpose of the research was to establish whether the information on vocalic length in relation to the rhythm unit length can be applied in speech synthesis for the Serbian language in order to improve the performance of the existing speech synthesizer.

GENERAL SESSION

The role of morpho-phonological salience in tense marking: a comparison between Greek and Cypriot-Greek SLI children

¹Maria Mastropavlou, ²Kakia Petinou & ³Ianthi Maria Tsimpli

^{1&3}Aristotle University of Thessaloniki & ²European University Cyprus

¹mariamst@gmail.com, ²kpetinou@cytanet.com.cy & ³imt@enl.auth.gr

The aim of this study is based on the hypothesis that morpho-phonological salience on [past] tense marking plays an important role in the development of the tense system in typical and SLI monolingual grammars. Based on previous empirical evidence (Mastropavlou 2006), we maintain that SLI children appear to perform better on past tense marking in Greek compared to English (e.g. Rice and Wexler, 1996), German (Clahsen and Dalalakis, 1999) and French (Jakubowicz, 2003) due to the combination of morphological (verb ending) and phonological (stress-shift / augment) changes associated with this tense feature in Greek. In particular, bisyllabic verbs that require a syllabic augment to carry the shifted stress in the past appear to be easier for SLI children than trisyllabic verbs, which require stress-shift alone.

In Cypriot Greek, the use of the stressed augment is obligatory with bisyllabic verbs. In trisyllabic (and other polysyllabic) verbs, however, the optional, unstressed augment is also pronounced, contrary to Greek, where no augment is required in these cases:

(1)	PRESENT	IMPERFECT	PRESENT	IMPERFECT
GR:	<i>fevgho</i> (=leave)	<i>éfevgha</i>	CY: <i>fevgho</i>	<i>éfevgha</i>
	<i>dhiavázo</i> (=read)	<i>dhiávaza</i>	<i>thkiavazo</i>	<i>ethkiávaza</i>

Furthermore, contractible verbs of the 2nd conjugation in *-ao* (e.g. *klotsáo-klotsó*) in Greek and Cypriot Greek differ:

(2)	GR:	<i>klotsáo</i> (=kick)	<i>klotsúsa / klótsaga</i>
	CY:	<i>klotsó</i>	<i>eklotsúsa / eklótsa(g)a</i>

Although both forms of the imperfect in (2) are available in Greek, the preference in the southern dialect is for *klótsaga* in informal contexts, whereas in Cypriot Greek the form *eklotsúsa* is extensively used given the use of the contracted final syllable in the present tense form.

We report results from one production task which aimed to elicit the imperfect of real and pseudo-verbs in Greek and Cypriot Greek. The participants were two groups of SLI children (8 Greek (GR/SLI) and 7 Cypriot Greek (CY/SLI)) and two groups of age-matched typically developing children (6 Greek (GR/TD) and 6 Cypriot Greek (CY/TD)). The results revealed the following:

- GR/SLI were significantly affected by all variables tested (augment, verb status, conjugation),
- GR/TD were affected by verb status and conjugation but not by augment,
- CY/SLI were had lower scores in contractible verbs in both real and pseudo verbs,
- CY/TD had no serious difficulties with contractible pseudo verbs,
- GR/SLI > CY/SLI on real verbs, but not on pseudo verbs.

These results better our understanding of the effects of morphophonological properties as compensation strategies implemented by SLI grammars to overcome deficiencies in tense marking. It is suggested that the generalized use of the (unstressed) augment in Cypriot Greek is more salient than the obligatory use of the stressed augment in Greek, since it acts as an unambiguous cue of the verb's phonological properties (bisyllabic, augment always stressed), while in Cypriot Greek the augment marks [past] independently of other phonological properties, triggering an increased number of overgeneralizations of the syllabic augment by both SLI groups. The error patterns observed strengthen the argument the co-occurrence of different morpho-phonological properties (+/-stressed augment, stress-shift, suffix) and their interdependence seem to constitute strong cues aiding acquisition by SLI children but also give rise to further differences between the two dialects. Finally, the contractible verbs appear to be the most problematic for CY/SLI children, which can be associated with the variety of alternative verb form outputs as well as the special status of these verbs in terms of lack of stress-shift to mark pastness in Cypriot Greek.

GENERAL SESSION

Discourse-organising nouns in American and Greek university students' argumentative essays: a contrastive study

Marina Mattheoudakis and Anna-Maria Hatzitheodorou

^{1&2}Aristotle University of Thessaloniki

¹marmat@enl.auth.gr, ²ahatzith@enl.auth.gr

Connectivity in written texts can be effected by nouns, which organise discourse and project the author's stance by referring to a proposition that either precedes or follows them. Several terms have been used to label those nouns; this paper will adopt the term "discourse-organising nouns" (cf. McCarthy 1991, Francis 1994).

Our aim is to investigate how argumentation is constructed through nouns in argumentative essays by Greek university students which are drawn from the Greek Corpus of Learner English (GRICLE). Two more corpora are used and these include: (a) the American collection of LOCNESS (Louvain Corpus of Native English Essays) and (b) the American collection of the PELCRA project (Polish and English Language Corpora for Research and Applications). Following Francis's (1994) categorisation, the study focuses on illocutionary (e.g. statement, point, argument), language activity (e.g. dispute, debate, controversy) and mental process nouns (e.g. idea, view, opinion).

Our findings seem to suggest that American students use more discourse-organising nouns than Greek students and incorporate them effectively in the overall construction of their argumentation. In the native corpora, these nouns have a clear cohesive function, connecting stretches of discourse (e.g. "Another problem with this argument..."). In addition, these nouns can be modified by adjectives (e.g. "this argument is strong") or a reference can be made to them (e.g. "A weakness in this argument..."). On the contrary, Greek students' use of those nouns is mostly restricted to refer to the prompt of the essay and provide agreement or disagreement with the topic (e.g. "I would argue that this statement is partially true"). Such findings point towards the need to raise learners' awareness of the multiplicity of functions that retrospective nouns perform in written texts. This awareness can assist students in producing coherent arguments and, therefore, enhance their writing competence.

The function of semantically motivated suffixes in gender inversion of Modern Greek derivatives

Elizabeth Mela-Athanasopoulou

Aristotle University of Thessaloniki

ema@enl.auth.gr

The main issue of this study is to show that semantically motivated suffixes, such as diminutives and augmentatives, for instance, may change the grammatical gender of nouns in highly inflected languages such as Modern Greek (hence MG). For example, a semantic marker of diminution (Melissaropoulou D. & A. Ralli 2008), say {-aki} of neuter (NTR) gender, attached to a stem of masculine (MSC) gender (by nature), will convert it into neuter, e.g. *andr(as)_{MSC}* 'man' (natural gender), plus the diminutive {-aki}_{NTR} will invert to *andraki_{NTR}* 'little man'. Similarly, *korits(i)_{NTR}* 'girl', feminine (natural gender), plus the augmentative {-aros}_{MSC} will become *koritsaros* 'big girl'. Also *aet(os)_{MSC}* 'eagle' masculine (natural gender), plus the diminutive {-opoulo}_{NTR} will turn into *aetopoulo_{NTR}* 'baby eagle'.

Moreover, other categories of semantically motivated suffixes capable of changing gender, such as the case of *-iera_{FEM}* or *-ieri_{MSC}* denoting a container and an agent respectively, as well as *-ia_{FEM}* standing for a fruit tree will also be investigated. The scope of the paper will be to show not only that, in MG, gender is inherent to the *stem* noun and not to the word (Ralli 1999 and 2002), but also discuss both natural and grammatical gender (normally shown formally by an inflectional suffix) as an inevitable consequence of gender inversion by means of the afore mentioned suffixes. The notion of agreement regarding the gender of the noun qualifiers, e.g. *ena_{MSC} isichos_{MSC} andras_{MSC}*, 'a quiet man' vs. *ena_{NTR} isicho_{NTR} andraki_{NTR}* 'a quiet little man', will also be thoroughly investigated as a result of gender inversion (Anastasiadi et al 2003).

Furthermore, particular attention will be paid on the fact that the natural/biological gender remains the same at least semantically –as it is inherent to the stem- despite the attachment of a different gender grammatical suffix, only when the latter is either a diminutive or an augmentative. In all other cases, where the gender is indicated by form only, and not by sex, i.e. it is not natural, it converts to the gender of the suffix, e.g. *tsai_{NTR}* 'tea' plus *-iera_{FEM}/container* will be *tsayiera_{FEM}* 'teapot'; *mil_{NTR}* 'apple' plus *-ia_{FEM}'fruit tree'* will be *milia_{FEM}* 'apple tree'.

GENERAL SESSION

References

- Anastasiadi-Simeonidi, A., Ralli, A. & Chila-Markopoulou D. 2003. *To genos*. Patakis, Athina.
- Aronoff, M. 1998. Gender agreement as morphology. In: *The Proceedings of the First Mediterranean Conference of Morphology*, Eds. Booij, G., A. Ralli, S. Scalise, University of Patras. pp. 7-18
- Booij, G. 2005. *The grammar of words: An introduction to linguistic morphology*. Oxford University Press, Oxford.
- Corbett, G. 1991. *Gender*. CUP, Cambridge.
- Corbett, G. 1998. Morphology and Agreement. In: *The Handbook of Morphology*, A. Spencer & A. M. Zwicky eds. Blackwell, Oxford
- Melissaropoulou, D. & Ralli, A. 2008. Headedness in diminutive formation: Evidence from Modern Greek and its dialectal variation. *Academiai Kiado. Acta Linguistica Hungaria – Journal Article. Vol. 55*, 183-204.
- Ralli, A. 1999. Gender in Greek Nouns. *Proceedings of the 4th International Conference on Greek Linguistics*, Nicosia, Cyprus.
- Ritter, E. 1993. Where's Gender? *Linguistic Inquiry*, Vol. 24, 4, Fall 1993.
- Roché, M. 2000. *Gender inversion in Romance derivatives with –arius*.

Interlanguage project: analyzing Japanese students' pronunciation of English proper names

¹Nilufer Misirli & ²Elizabeth Willingham

^{1&2}Minnesota State University

¹nilufer.misirli@gmail.com & ²eliz.willingham@gmail.com

This study focuses on Japanese-to-English language transfer error as it relates to pronunciation of proper names. Katrin Dohlus (2005) shows that it is not uncommon for non-native speakers of a language to use sounds from their first language to approximate sounds in their second language. Our study looks for this in the interlanguage of Japanese speakers of English. Using a four-part data collection tool involving a number of common English names, we investigated three hypotheses. Because Japanese has only one liquid, we expected that our subjects would have trouble hearing and pronouncing /l/ and /r/. On the other hand, we believed that our subjects would have an easier time saying names in which the pronunciation rules were similar to Japanese pronunciation rules – for instance, those that have a CVCV pattern or that contained only sounds found in Japanese. Our third hypothesis was that subjects would find it difficult to pronounce names that included consonant clusters.

Our three hypotheses were not universally supported. First, while our students did have difficulty with /l/ and /r/, we found that this depended on the placement of the sounds within words. Our second hypothesis was somewhat supported, but our subjects' pronunciations of English names that were similar to Japanese names still sounded "foreign" because of the equal length our subjects gave to each syllable. Our research also showed that a mix of familiar and unfamiliar sounds had the highest rate of correctness – better than either close equivalents or no equivalents. This implies that it may be easier to learn completely new sounds than to retrain use of similar sounds. Our third hypothesis was supported. Consonant clusters were extremely difficult, even for highly proficient speakers. The hardest names had the highest number of consonants per cluster. Though our hypotheses were supported to varying degrees, our analysis showed a number of factors creating a complex interlanguage system. We recognized patterns we were not looking for, including non-reduction of vowels, loss of diphthongs, consistency of syllable length, and spelling interference. These interlanguage pronunciation patterns can be explained by interference from the first language, in that Japanese lacks consonant clusters, gives syllables equal weight, and has only five vowels. The results have implications for teaching.

**Διδασκαλία της νεοελληνικής γραμματικής: έμφαση στον τύπο ή στο μήνυμα;
Μία εμπειρική έρευνα.**

Αθανάσιος Μιχάλης

Πανεπιστήμιο Αιγαίου, μέλος ΕΕΕΓ
michathan@rhodes.agean.gr

Πεδίο έρευνας της παρούσας εργασίας είναι η διδακτική της γραμματικής της νεοελληνικής γλώσσας ως μητρικής στο πλαίσιο των σύγχρονων μικτών αναλυτικών προγραμμάτων σπουδών (mixed-focus curricula), μέσω της εφαρμογής των οποίων επιδιώκεται η καλλιέργεια τόσο της ευχέρειας, όσο και της ακρίβειας λόγω (accuracy). Συγκεκριμένα, η εισήγηση διερευνά το σημαντικό ζήτημα της μεθόδου διδασκαλίας των μορφοσυντακτικών δομών και κανόνων, εστιάζοντας στο «δίλημμα»: μορφοκεντρικού τύπου διδασκαλία με έμφαση στους γλωσσικούς τύπους και κανόνες (focus on forms) ή αβίαστη

GENERAL SESSION

κατάκτηση των γραμματικών δομών και διαισθητική συναγωγή των αντίστοιχων κανόνων μέσω επικοινωνιακών δραστηριοτήτων (planned or incidental focus on form); Τη σπουδαιότητα του θέματος και την ανάγκη περαιτέρω διερεύνησής του τόσο στη μητρική, όσο και στην ξένη γλώσσα, αναδεικνύουν ειδικοί της εφαρμοσμένης γλωσσολογίας και της γλωσσικής παιδαγωγικής (Ellis 2002, Ellis 2006, Lightbown & Spada 2006, Hedge 2002 κ.ά.).

Στο πλαίσιο της εξέτασης του παραπάνω ζητήματος, ο γράφων διεξήγαγε παρεμβατικού τύπου εμπειρική έρευνα σύγκρισης διαφορετικών ομάδων στο 1^ο Πειραματικό Δημοτικό Σχολείο της Ρόδου κατά το πρώτο τρίμηνο του τρέχοντος σχολικού έτους (η παρεμβατικότητα της μεθόδου συνίσταται στον προκαθορισμένο τύπο διδασκαλίας που ακολουθήθηκε μετά από συνεννόηση του ερευνητή και των δασκάλων των τάξεων). Ερευνητικά υποκείμενα αποτέλεσαν οι μαθητές των δύο τμημάτων της Ε' και της ΣΤ' τάξης του συγκεκριμένου σχολείου.

Ειδικότερα, οι μαθητές ενός τμήματος της Ε' τάξης και ενός της ΣΤ' διδάχτηκαν ορισμένες γραμματικές δομές μέσω τυποκεντρικών διδακτικών μεθόδων: η διδασκαλία έδινε έμφαση σε συγκεκριμένους μορφολογικούς και συντακτικούς τύπους (intensive attention to forms) μέσω ελεγχόμενων προτασιακών και κειμενικών δραστηριοτήτων (controlled text manipulation / text creation), είχε κυρίως επαγωγικό (rule-discovery) και δευτερευόντως παραγωγικό (rule-presentation) χαρακτήρα, στοχεύοντας, ωστόσο, στην κατανόηση και τη σαφή διατύπωση των γραμματικών κανόνων με σκοπό τη συνειδητοποίησή τους από τους μαθητές (consciousness-raising), ενώ πραγματοποιείτο και άμεση ή έμμεση διόρθωση των λαθών τους (negative evidence). Αντίθετα, οι μαθητές των δύο άλλων τμημάτων παρακολούθησαν διδασκαλία ορισμένων γραμματικών φαινομένων (intensive and extensive distribution) μέσω αξιοποίησης αυθεντικού γλωσσικού υλικού (input without awareness-raising) και συμμετοχής σε μη ελεγχόμενες επικοινωνιακές δραστηριότητες (focused and unfocused tasks), χωρίς να επιδιώκεται η σαφής και συνειδητή συναγωγή κάποιου κανόνα, αλλά η κατάκτηση των γλωσσικών τύπων μέσω έμφασης στο περιεχόμενο των μηνυμάτων (focus on meaning).

Μετά το πέρας των διδασκαλιών οι μαθητές των τεσσάρων τμημάτων υποβλήθηκαν σε συγκεκριμένα τεστ με ασκήσεις παραδοσιακού και επικοινωνιακού χαρακτήρα με στόχο τον έλεγχο του βαθμού κατοχής των διδαχθεισών γραμματικών δομών και των επικοινωνιακών λειτουργιών τους, όπως και της συχνότητας και καταλληλότητας της χρήσης τους. Τα αποτελέσματα του τεστ έγινε απόπειρα να ερμηνευθούν βάσει συγκεκριμένων κριτηρίων και μεταβλητών με σκοπό τη διερεύνηση της συνάφειας της μεθόδου διδασκαλίας των γραμματικών δομών και λειτουργιών σε μαθητές – φυσικούς ομιλητές της διδασκόμενης γλώσσας και του βαθμού εκμάθησής τους. Τα αποτελέσματα της παραπάνω εμπειρικής έρευνας παρουσιάζονται, αναλύονται και ερμηνεύονται στην παρούσα εργασία.

Ισοδύναμες παροιμίες της ελληνικής και της αγγλικής

Αικατερίνη Μυτούλα

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
katem28@hotmail.com

Στο πλαίσιο μιας συγκριτικής εξέτασης των ελληνικών παροιμιών (στο εξής π.) στη διαχρονία, και με βάση για την εξέτασή μας τις νεοελληνικές (στο εξής νε) π., εντοπίσαμε σχέσεις που μας έδιναν τη δυνατότητα κατηγοριοποίησης του υλικού σε ενιαίες ομάδες για τις νε και τις μεσαιωνικές ελληνικές και αρχαίες π. Με βάση ένα corpus αρχαίων και μεσαιωνικών που σχηματίσαμε ειδικά για το σκοπό αυτό διαπιστώσαμε ότι σε πολλές περιπτώσεις μπορούμε να κάνουμε λόγο για σχέσεις ισοδυναμίας (equivalence) ή ισοδύναμες π. Η ισοδυναμία καθορίζεται με βάση την κατάσταση στην οποία αναφέρονται οι π., που έχει να κάνει με την περίπτωση χρήσης τους, όπως αυτή καθορίζεται από τα σχόλια που περιέχουν οι συλλογές ή τα σχόλια των εκδοτών των συλλογών ή των μελετητών για τις αρχαίες ή τις μεσαιωνικές π. αλλά και τη γνώση των αντίστοιχων νε. Διακρίναμε τις περιπτώσεις της *απόλυτης* (absolute) και *σχετικής* (relative) ισοδυναμίας. Με βάση το corpus μας διαπιστώσαμε ότι το πλούσιο υλικό μπορεί να κατηγοριοποιηθεί σε θεματικές-εννοιολογικές ομάδες. Οι εννοιολογικές αυτές ομάδες έχουν να κάνουν με τη βασική έννοια υπό την οποία θα κατατασσόταν η π. σε ένα εννοιολογικό σύστημα κατάταξης (πβ. Λουκάτος 1950-51 καθώς και τα Stichwörter, Hauptbegriffe, Reukes 1977). Στην παρούσα ανακοίνωση επεκτείνουμε το υλικό μας και στις αγγλικές π. (και ενδεχομένως και π. άλλων δυτικοευρωπαϊκών λαών) κυρίως σε νέες θεματικές-εννοιολογικές κατηγορίες (μεμονωμένες έννοιες ή δίπολα, όπως για παράδειγμα *γονείς-παιδιά*, *φτώχεια-πλούτος*, *φθόνος*, *αγάπη*, *χρήμη*, *χρόνος*, *υγεία-ασθένεια* κλπ.) (πβ. κοινή *πολιτισμική κληρονομιά*, Simeonidou-Christidou 2004). Τα αποτελέσματα της έρευνας θα είναι, πιστεύουμε, χρήσιμα και αξιοποιήσιμα σε σχέση και με άλλους ερευνητικούς και διδακτικούς χώρους και ζητούμενα αλλά και στη μετάφραση. Στη συνέχεια εστιάζουμε στα νεοελληνικά λεξικά και κυρίως στο ελληνοαγγλικό λεξικό Γωργακά (μόνο

GENERAL SESSION

το γράμμα α, Κέντρο Ελληνικής Γλώσσας, Θεσσαλονίκη 2005) και εξετάζουμε το θέμα της αντιμετώπισης της ερμηνείας - ερμηνεύματος της π. στη λεξικογραφική πράξη.

Βιβλιογραφία

- Kleiber G. 2000. Sur le sens des proverbes. Στο *La parole proverbiale, Langages* 139, Anscombe J.-Cl. (ed.), Paris, 39-58.
- Λουκάτος Δ. Σ. 1950-51. Ζητήματα κατατάξεως παροιμιών, Επετηρίς Λαογραφικού Αρχείου 6, 245-296. Στο Δουλαβέρας Αριστείδης, *Η παροιμιολογική και παροιμιογραφική εργογραφία του Δημ. Σ. Λουκάτου*. Αθήνα 1994 (Πορεία), σσ. 259-301.
- Μυτούλα Αικ. 2006. *Η νεοελληνική παροιμία: συγχρονική και διαχρονική προσέγγιση*. Διδ. διατρ., Θεσσαλονίκη (Κυριακίδης).
- Peukes G. 1977. *Untersuchungen zum Sprichwort im Deutschen: Semantik, Syntax, Typen* (Philologische Studien und Quellen H. 86). Erich Schmidt Verlag, Berlin.
- Simeonidou-Christidou T. 2004. *Métaphores voyageuses. Héritage culturel commun* (Διαδίκτυο).
- Sevilla Muñoz J. 2000. Les proverbes et phrases proverbiales français, et leurs équivalences en espagnol. Στο *La parole proverbiale, Langages* 139, Anscombe J.-Cl. (ed.), Paris, 98-109.
- Τσακνάκη Ο. 2005. *Προβληματική της παροιμίας στη μετάφραση: η χρήση της στη νέα ελληνική και η ηλεκτρονική επεξεργασία της*. Διδ. διατρ., Α.Π.Θ.

The use of nominal elements in L2 Greek

Myrto Nerantzi

Aristotle University of Thessaloniki
myrtoner@yahoo.com

The present paper investigates nominal elements in L2 Greek of Pontic-Greek immigrants from Georgia. Primarily, the study seeks to explore the use of the definite article and pronominal object clitics in L2 Greek and to define the status of clitic and definite article omission attested in the presentational data. Previous research has shown that the properties of these elements give rise to persistent acquisition problems (Tsimpli 2003; Marinis 2005). Accordingly, and in view of the absence of clitics and definite articles in L1 Russian, which is the language predominantly used before immigration, the prediction is that the use of these elements will not be target-like. The pattern of performance concerning these elements is further discussed in relation to the acquisition of the indefinite article, which is also unavailable in L1 Russian.

References

- Marinis, T. 2005. Subject-Object Asymmetry in the Acquisition of the Definite Article in Greek. In M. Stavrou & A. Terzi (eds.) *Advances in Greek Generative Syntax*. John Benjamins Publishing Company, pp. 153-178.
- Tsimpli, I.-M. 2003. Clitics and Determiners in L2 Greek. *Proceedings of the 6th Generative Approaches to Second Language Acquisition Conference, GASLA 2002*, pp. 331-339.

The development of Morphological Awareness in Greek: an exploratory study

¹Sousana Padeliadou & ²Kyriakoula Rothou

^{1&2}University of Thessaly

¹spadel@uth.gr & ²rothou@uth.gr

Purpose: The present study is part of a preliminary study on the development of morphological awareness in Greek. The main purpose was to explore the possible differences in the formation of derived suffixed words and in the segmentation of compounds among young children.

Method: Participants were 30 first graders (mean age 79,80 months), 33 second graders (mean age 90,45 months) and 40 third graders (103,30 months). They were native speakers of Greek and none of them had special educational needs. The children were asked to produce derived suffixed words to complete a sentence giving them the base word. Two types of derived words were tested: nouns (diminutives) and adjectives. The reliability for each grade was estimated using the Cronbach analysis and alpha ranged from 0,652 to 0,721 across the 3 grades. For the compounding the children were asked to decompose endocentric compounds with coordination relation into their constituents. Two types of compounds were tested: adjectives and verbs. The reliability for each grade was estimated using the Cronbach analysis and alpha ranged from 0,732 to 0,814 across the 3 grades.

Results: For all the grades there were no ceiling effects for none of the tasks. There were statistically significant differences between the 3 grades in the performance on the task of derivational morphology [$F(2,100)=6,017, p<.05$]. However, a post hoc analysis (Scheffe test) showed significant differences only between the Grade A and the Grade C. Regarding the performance on each category of derived

GENERAL SESSION

words there were statistically significant differences between the three grades in the production of derived adjectives ($p < .05$). Developmental differences were found only between Grade A and Grade B (Mann-Whitney test $p < .05$). For the derived nouns, there were not statistically significant grade differences (Kruskal-Wallis test $p > .05$). For the compounding, the analysis revealed that there were statistically significant differences between the three grades ($p < .05$). Further analyses revealed differences between the three grades. For the verb compounds the Kruskal-Wallis test found significant differences among the three grades, specifically between the Grade B and the Grade C (Mann-Whitney test, $p < .05$). Contrary to the verb compounds, the segmentation of the adjective compounds appeared to develop with each grade (Kruskal-Wallis test $p < .05$).

Conclusions: The analysis of the data provided support that the general ability to segment endocentric compounds with coordination relation developed with the grade/age. There was a developmental trend in the ability to decompose adjective compounds into the constituents. The ability to produce derived words seemed to be a quiet difficult task, as the performance was low and at Grade C there was a moderate performance. It seemed that the ability to derive adjectives from nouns was acquired at the Grade B and afterwards it did not vary significantly. The two tasks of morphological knowledge were found to be difficult for all the grades.

What categorisers do and how

Phoevos Panagiotidis

University of Cyprus

phoevos@ucy.ac.cy

In a framework where categorisation – the making of nouns, verbs and adjectives – is syntactic, the role of *categorisers* such as *n* and *v* in turning roots into nouns and verbs is essential (Marantz 1997; 2000; Harley & Noyer 1998; Arad 2003; 2007). In this talk, ignoring adjectives, I wish to address the following questions:

(1) What differentiates between the nominaliser and the verbaliser at LF;

(2) Why roots necessarily appear in the complement of a categoriser (cf. Baker 2003: 268).

A straightforward answer to (1) would be that each categoriser *n* and *v* bears a distinctive feature or feature value, call these [N] and [V]. In other words, even if we get rid of atomic nouns and verbs in the lexicon, we cannot eliminate the syntactic difference between them, a difference plausibly expressible in terms of features on the categorising heads *n* and *v*. This in turn begs the question of the actual difference between the [N] and the [V] feature; we can then conceive [N] and [V] as interpretable – and different – at the level of the interface with Conceptual-Intentional systems (LF). This is in line with Baker (2003: 293-294): category distinctions correspond not to *inherent* ontological properties of concepts but, rather, to *perspectives* on (concepts about) the world.

Understanding categorial features as imposing different interpretive perspectives, we can begin to address (2): why we cannot have bare roots inserted in the syntax, i.e. without them being in the complement of a categoriser. Note that roots are not *syntactically* exceptional: they merge with a number of elements and they project their own phrases (Marantz 2000; 2006; Harley 2006; 2007). However, if free roots are semantically impoverished / underspecified (Arad 2007: Ch. 3) or, even, of limited semantic consequence (Acquaviva 2008), their presence in a derivation would lead it to crash at LF.

This is where categorial features become important: they *close off* material associated with the root, by imposing an interpretive perspective for the conceptual systems to view it in and by signaling to the Conceptual-Interpretive systems to assign them a corresponding interpretation. In this respect, categorial features have a dual role, fitting for phase-edge features: a) phase-internally, they contribute (to) the interpretive perspective and b) they identify the whole phase externally (as 'nominal' or 'verbal'). Consequently, roots and their related material cannot be assigned a 'meaning' until they have combined with a categorial-feature bearing head: a categoriser (Marantz 2000; Aronoff 2007; Acquaviva 2008).

References

- Acquaviva, P. 2008. *Roots and lexicality in Distributed Morphology*. Paper given at the Fifth York-Essex Morphology Meeting (<http://ling.auf.net/lingBuzz/000654>)
- Arad, M. 2003. Locality constraints on the interpretation of roots: the case of Hebrew denominal verbs. *NLLT* 21: 737-778
- Arad, M. 2007. *Roots and Patterns: Hebrew Morpho-syntax*. Dordrecht: Springer.
- Aronoff, M. 2007. In the beginning was the word. *Language* 83: 803-830
- Baker, M. 2003. *Lexical Categories: verbs, nouns and adjectives*. Cambridge: CUP.
- Embick, D. 2000. Features, Syntax, and Categories in the Latin Perfect. *Linguistic Inquiry* 31: 185-230

GENERAL SESSION

- Embick, D. & Marantz, A. 2006. *Architecture and blocking*. Unpublished ms. University of Pennsylvania and MIT.
- Harley, H. 2006. The morphology of nominalizations and the syntax of vP. To appear in Giannakidou, A. & M. Rathert (eds.), *Quantification, Definiteness, and Nominalization*. Oxford: Oxford University Press.
- Harley, H. 2007. *The bipartite structure of verbs cross-linguistically, or Why Mary can't exhibit John her paintings*. Talk presented at the 2007 ABRALIN Congress in Belo Horizonte, Brazil, March 2007.
- Harley, H. & Noyer, R. 1998. Licensing in the non-lexicalist lexicon: nominalisations, vocabulary items and the Encyclopaedia. *MIT Working Papers in Linguistics* 32: 119-137
- Marantz, A. 1997. No escape from syntax: don't try morphological analysis in the privacy of your own lexicon. *U. Penn Working Papers in Linguistics* 4: 201-225
- Marantz A. 2000. *Words*. Unpublished ms. MIT.
- Marantz A. 2006. *Phases and words*. Unpublished ms. NYU.

Ανιχνεύοντας τις γλωσσικές στάσεις: η εφαρμογή της κριτικής ανάλυσης λόγου στη γλωσσική επιστολογραφία

Ελένη Πάντου-Κίκκου

Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών
ekpantou@phil.uoa.gr

Οι στάσεις απέναντι στη γλώσσα (ή γλωσσικές στάσεις) αποτελούν ένα από τα βασικότερα αντικείμενα διερεύνησης της κοινωνικής ψυχολογίας της γλώσσας (social psychology of language). Με τον όρο 'γλωσσικές στάσεις' εννοούμε τις υποκειμενικές αξιολογήσεις των ομιλητών απέναντι σε μια ή περισσότερες γλωσσικές ποικιλίες. Συγκεκριμένα, μέσω των χρησιμοποιούμενων γλωσσικών τύπων και της εν γένει γλωσσικής οργάνωσης ενός κειμένου (προφορικού ή γραπτού) 'οι ομιλητές μιας γλώσσας εκφράζουν τις προσωπικές τους απόψεις και ιδέες για τη χρησιμοποίηση, την αξία και τη λειτουργία της μιας ή της άλλης γλώσσας' (Τσιτσιπής, 2006). Η σημασία της μελέτης των γλωσσικών στάσεων συνδέεται κατά κύριο λόγο με το γεγονός ότι μέσα από τις γλωσσικές στάσεις αναδεικνύονται διαφορετικές οπτικές και ερμηνείες της γλωσσικής πραγματικότητας, οι οποίες παίζουν καθοριστικό ρόλο για τον προσδιορισμό της γλωσσικής αξίας, καθώς και για την εξέλιξη μιας ή περισσότερων γλωσσών.

Αντικείμενο της παρούσας ανακοίνωσης είναι η περιγραφή των στάσεων των ομιλητών απέναντι στην ελληνική γλώσσα, όπως 'αποτυπώνονται' στον ελληνικό Τύπο. Συγκεκριμένα, εξετάζουμε αφενός τη θεματολογία, αφετέρου τους γλωσσικούς τρόπους μέσω των οποίων (ανα)παράγονται οι γλωσσικές στάσεις των ομιλητών της ελληνικής σε επιστολές γλωσσικού περιεχομένου (γλωσσική επιστολογραφία), οι οποίες δημοσιεύονται σε 3 εφημερίδες ευρείας κυκλοφορίας (Νέα, Καθημερινή, Ελευθεροτυπία) σε δυο διαφορετικές χρονικές περιόδους (Οκτώβριος 2004-Οκτώβριος 2005 & Οκτώβριος 2007-Οκτώβριος 2008). Το θεωρητικό πλαίσιο βάσει του οποίου εξετάζονται οι γλωσσικές στάσεις πηγάζει από το θεωρητικό, κοινωνιογλωσσολογικό μοντέλο έρευνας 'Κριτική Ανάλυση Λόγου' (ΚΑΛ), βάσει του οποίου η γλώσσα αντιμετωπίζεται ως σημαντικός παράγοντας διαμόρφωσης της κοινωνικής πραγματικότητας ('η γλώσσα ως κοινωνική πρακτική') και παύει πλέον να θεωρείται στην παραδοσιακή της μορφή, ως απλή αντανάκλαση των κοινωνικών δομών ('η γλώσσα ως αντικατοπτρισμός της κοινωνίας').

Υιοθετώντας τη συγκεκριμένη κοινωνιογλωσσική προσέγγιση στην εξέταση του σώματος δεδομένων μας, παράλληλα με τη θεματική ανάλυση των γλωσσικών στάσεων, θα επιχειρήσουμε να δείξουμε τους σημαντικότερους γλωσσικούς μηχανισμούς (ρητορικά μέσα) μέσω των οποίων ο εκάστοτε επιστολογράφος δομεί με τέτοιο τρόπο το κείμενό του, προκειμένου να ισχυροποιήσει την άποψή του και να επηρεάσει τους αναγνώστες για την ορθότητα της γλωσσικής του θέσης. Μέσω της ανάλυσης των γλωσσικών επιστολών επιδιώκεται να αναδειχθούν μεμονωμένες ή επαναλαμβανόμενες στάσεις για ποικίλα γλωσσικά ζητήματα, να 'αποκαλυφθούν' εδραιωμένες γλωσσικές προκαταλήψεις, να περιγραφούν γλωσσικοί μηχανισμοί πρόωθησης των γλωσσικών στάσεων και εν τέλει να επιβεβαιωθεί ή όχι ο ισχυρισμός του Kress ότι 'κάθε κείμενο καθημερινό, αθώο και 'αβαβές' είναι τόσο ιδεολογικά διαποτισμένο όσο και ένα κείμενο που ενδύεται την ιδεολογική του τοποθέτηση φανερά' (1993:174).

GENERAL SESSION

Explicit vs. implicit pronunciation teaching to Greek children: the case of the acquisition of English vowels

Vaia Papachristou

Aristotle University of Thessaloniki

v_papachristou@yahoo.co.uk

The present paper reports on the findings of a pilot study regarding the effectiveness of pronunciation teaching to Greek private school students aged 9 and 16 years old. More specifically, it investigates the production of English vowels by Greek learners of English in an EFL context using two different teaching methods; an explicit and an implicit one.

Extensive research on first language acquisition shows that infant's ability to distinguish speech sounds of different languages, such as vowels, is lost by the end of the first year of their life, mainly due to exposure to the ambient language (Kuhl et al. 1992). On account of this initial mapping of the perceptual space, learning/mastery of a second or foreign language is difficult to attain; particularly, with reference to phonetic contrasts (Kuhl 1997). Flege's Speech Learning Model (SLM) and Eckman's Markedness (among others) are two theories of second language phonological acquisition which were used to explain how learners produce nonnative sounds and to what extent they can achieve L2 accuracy. The former distinguishes between "new" versus "similar" L2 sounds arguing that "new" ones (i.e. L2 sounds with no identifiable counterpart in L1) will be acquired more successfully than "similar" ones. The latter theory, Markedness, makes a distinction between "marked" and "unmarked" phenomena claiming that "marked" ones (for example, vowel length) will be more difficult to learn than "unmarked" ones. Based on these theories, various studies on second language phonological acquisition report that children as well as motivated adults can attain a native-like L2 accent through formal instruction. What is important in these studies is that their subjects are immigrants who learn English as a second language.

In contrast, the acquisition of pronunciation in the EFL context seems to be less successful and pronunciation teaching in EFL classrooms has been viewed as '... a luxury...' receiving little attention in many syllabuses (Goodwin, Brinton and Celce-Murcia 1994). To this aim, Greek monolingual learners of English of two different age groups (ten 9-year-old students/fourth grade of elementary school and ten 16-year-old students /first grade of senior high school) were recorded reading a list of sentences containing words with the English vowels. The English speech material was of the form /pVC/ or /bVC/ embedded into a carrier phrase "Say _ again" where V=/i, i:, e, a:, æ, ɛ, ɜ:, ɔ:, ɒ, u, u:/ and C=/t, d/. All vowels were analysed acoustically measuring their F1 and F2 formant frequencies and their duration. Students were recorded twice - before and after pronunciation tuition – so as to test whether pronunciation instruction was effective or not.

Regarding the actual teaching of the pronunciation of English vowels, 28 mini pronunciation classes were held (15 minutes each – 3 times a week) for a period of 3 months. Two different teaching methods were implemented, which resulted in having two different experimental groups both for elementary and senior high school levels; an explicit vs. an implicit one. The framework used was the one proposed by Celce-Murcia, Brinton and Goodwin (1996) moving from controlled and guided activities to more communicative ones. A control group of Greek learners of English who received no pronunciation instruction was also recorded. The Greek speech material was of the form /pVCV/ set in the carrier phrase "Λέγε _ πάλι" where V=/i, ε, ɛ, ɔ, u/ and C=/t, d/.

The hypotheses tested are:

- Greek learners are expected to have problems in perceiving and producing English vowels
- young students are expected to be more successful in attaining an accent-free L2 than older ones
- explicit pronunciation instruction is expected to have a positive effect on older learners' production of English vowels.

This study, being in progress regarding data analysis, seems to suggest that students' perception of English vowels is positively influenced by explicit pronunciation teaching. Pertaining to vowel production, although it seems to be more difficult for Greek students, it appears to be improved through explicit pronunciation tuition and practice. However, this is an impressionistic comment based on class observation and not a quantitative finding. Further data analysis and results will offer a clearer idea of the effects of explicit pronunciation teaching of English vowels to Greek learners of English.

GENERAL SESSION

On-line processing of Greek garden-path sentences: adults vs. children

¹Angeliki Papangeli & ²Theodoros Marinis

^{1&2}University of Reading

¹a.papangeli@reading.ac.uk & ²t.marinis@reading.ac.uk

This paper investigates how adults and children process garden-path sentences, such as: (1) *While she was eating(,) the pizza fell on the floor* and (2) *While she was sleeping (,) the pizza fell on the floor*. In (1) when punctuation is not present, readers/listeners process *the pizza* as the object of *eating*. Then, when they encounter the verb 'fell', they have to reanalyse 'the pizza' as the subject of 'fell'. This has been called 'garden-path' effect and it is assumed to arise from the parser's preference for the structurally simplest analysis. Garden-path effects do not arise with intransitive verbs, such as in (2), because readers make use of subcategorisation information of the verb. Similarly, garden-path effects should not arise when the sentences are read with natural intonation because prosody provides cues for the beginning of a new clause (Marslen-Wilson et al., 1992; Nagel et al., 1996) and prosodic information has been shown to be sufficient to reverse syntactic parsing preferences (Steinhauer et al., 1999). In English Traxler (2002), using a self-paced reading task showed that when punctuation was not present English 8- to 12-year-old children were garden-pathed. However, to date studies in the processing of garden-path sentences in Greek children using the moving-window paradigm have failed to show garden-path effects (Papadopoulou & Tsimpli, 2005). This could be due to differences in parsing between adults and children, or a garden-path effect that was masked by children's developing literacy. In the present study, to neutralise literacy effects, we used a self-paced listening task manipulating argument structure. Given that intonation provides cues for clause boundaries, Experiment 1 used flat intonation to eliminate those cues, and Experiment 2 used natural intonation to examine whether intonation cues reduce garden-path effects. An example of the 4 experimental conditions is given below:

(1) Transitive Sg, Object reading(TO)	Eno majireve while was-cooking	ta psaria the fish-pl	kaike burnt-herself-3sg	sto furno in the oven
(2) Transitive Pl, Subject reading(TS)	Eno majireve while was-cooking	ta psaria the fish-pl	kaikan burnt-3pl	sto furno in the oven
(3) Intransitive Sg, Object reading(IO)	*Eno etrehe *while was-running	ta psaria the fish-pl	kaike burnt-herself-3sg	sto furno in the oven
(4) Intransitive Pl, Subject reading(IS)	Eno etrehe while was-running	ta psaria the fish-pl	kaikan burnt-3pl	sto furno in the oven

25 Greek adults and 23 9;0 to 12;1 year-old Greek children participated in the two experiments. Natural prosody facilitated sentence processing; both adults and children showed higher accuracy and shorter RTs when prosodic cues were present (Exp. 2) than when they were absent (Exp. 1). Adults and children showed garden-path effects in the absence of prosodic cues (Exp. 1), but not when prosodic cues were present (Exp. 2). This is in line with Traxler (2002) and reflects sensitivity to prosodic and subcategorisation information. The lack of a garden-path effect in Papadopoulou & Tsimpli (2005) could be due to an effect of literacy caused by the reading task. Finally, both groups showed longer RTs in ungrammatical sentences involving number mismatch between subject and verb, indicating sensitivity to number marking and immediate processing of subject-verb agreement. Adults and 9-to-12 year-old children are sensitive to subcategorisation information of the verb and number mismatch in subject-verb agreement. In the absence of prosodic cues, children process garden-path sentences in a similar way with adults. Greek shows the same garden-path effects as English in both adults and children.

Exploring concessive connectives: evidence from Modern Greek grammars

Paschalia Patsala

Aristotle University of Thessaloniki

ppatsala@enl.auth.gr

This paper is intended to be a brief report of a study developed within the framework of a doctoral thesis exploring semantic and pragmatic insights into lexicography. It is intended as an introduction to a certain problematic related to concession and its linguistic realization, given that in order to examine *concession* in dictionaries, one should first study concessive connectives from a grammatical perspective.

GENERAL SESSION

Although the semantic relation of concession can be instantiated by different linguistic means, such as subordinating conjunctions, particles, adverbials, or even by the absence of specific markers, the present study will focus exclusively on subordinate concessive connectives.

More precisely, this paper first sets out to investigate the semantic relation of *concessivity* as presented in seven Grammars of the Modern Greek language published from 1970s onwards. Emphasis will be placed on the classification of adverbial subordinators expressing concessivity touching upon the distinction of clauses - mainly from a functional perspective - under categories proposed, such as *enantiomatikes* ('εναντιωματικές'), *endotikes* ('ενδοτικές'), *parahoritikes* ('παραχωρητικές'), *endotikes ipothetikes* ('ενδοτικές υποθετικές') etc. With the help of tree-diagrams, it will be shown that there is a strong disagreement among linguistics with respect to:

- (i) the various types of concessive clauses proposed in Modern Greek grammars,
- (ii) the concessive connectives used to introduce each of the above category of concessive clauses, and
- (iii) the semantic and syntactic features of concessive clauses introduced by the connectives under examination.

Finally, an attempt will be made to isolate a number of connectives to be further studied - distinguished on the basis of specific areas such as 'contrast', 'concession', and/or 'adversativity'.

Sounds Serbian? Acoustic properties of Serbian EFL students' speech

Tatjana Paunovic
University of Nis
tpaunovic@gmail.com

The research presented here aims at investigating certain acoustic properties of EFL students' pronunciation at the segmental and suprasegmental level, especially those that have been highlighted by previous research as problematic for Serbian EFL learners (Vuletic 1965, Djokic 1983, Paunovic 2003, Markovic 2007, Paunovic and Savic 2008). More specifically, the research focuses on vowel duration and vowel formant structure, especially the properties of the short centralized English vowels /ɪ, ʌ, ɒ, ʊ/ and the distinction /e/ vs. /æ/. At the suprasegmental level, the investigation focuses on students' pitch range, the F0/pitch level and F0/pitch movement within tone units and at tone unit boundaries, and special attention is paid to those acoustic cues that are used to signal information relevant for sentence and discourse focus, emphasis and contrast, and the discourse functions of intonation (Chun 2002).

The participants in this research are first- and second-year students at the English Department of the Faculty of Philosophy, University of Nis. The data gathering procedures include recording students' speech structured through a picture describing task and a reading-aloud task. The analytical procedures include the acoustic analyses of students' speech samples (Speech Filing System 4.7/Windows 2008) and a quantitative analysis of the data gathered through acoustic measurements.

The findings of this acoustic research may offer useful guidelines for Serbian EFL students' pronunciation instruction, but also for pronunciation assessment. Namely, despite the fact that 'native-like speech' has been replaced by more moderately set goals in EFL pronunciation teaching and assessment, with EFL students at the university level pronunciation is still seen as an important part of students' overall competence and is both taught (in specialized pronunciation or phonetics courses) and assessed as an element of their oral performance in oral exams. However, it is not always clear what specific elements of students' pronunciation assessment should be based on, and what specific problems should be addressed in pronunciation instruction and practice. Therefore, the findings of empirical acoustic investigations of segmental and prosodic properties of students' speech might highlight the areas that Serbian EFL students need to focus on.

Cultural bias in language testing

Pavlos Pavlou
University of Cyprus
ppavlou@ucy.ac.cy

The need for a cultural component in language teaching and learning has been established as part of the communicative competence model (Canale and Swain, 1980, Bachman, 1990) since it is found explicitly or implicitly in all the proposed components of the model. Some words, which are part of the

GENERAL SESSION

semantics sub-component of *grammatical competence* are, for example, specific to given cultures. It is also well known that rhetorical organization which is part of *textual competence* varies from culture to culture. The various functions of language, which are under *pragmatic competence* in the Bachman model, are carried out differently in different cultures. Finally, the understanding and using of cultural references is a separate category listed under *sociolinguistic knowledge*.

The issue of role of this cultural component in language testing is, however, problematic. The main aim of the vast majority of language tests, both local and international, is to establish the candidate's language proficiency in the language tested. All stakeholders in language testing understand and interpret this proficiency primarily as proficiency in the elements of the communicative competence model that are more clearly perceived as linguistic ones such as syntax, morphology, vocabulary, cohesion, coherence, etc. Being competent in the sociolinguistic aspects of a language can not be appreciated as such if the language user is not proficient on the clearly linguistic aspects of the language.

Standardized tests which are marketed internationally are addressed to an international audience without focusing on a group of test takers with a specific linguistic and cultural background in order to secure fairness among all test takers. Therefore, the cultural component of a test is usually Anglo-centric i.e. it focuses on the cultures of the speakers of the various native varieties of English. This feature may render a language test difficult in the sense that it prevents candidates from demonstrating their actual competence in the English (as a foreign) language since the cultural information that is being discussed is totally unknown to most language learners who do not dispose an in-depth knowledge of the Anglo-Saxon culture.

This paper discusses this issue and presents many examples from popular and lucrative international exams which can be considered as culturally biased to the extent that they undermine the main purpose of language testing that is to give an accurate picture of the linguistic competence of the language learner.

The role of stakeholder attitudes in CLIL implementation

¹Pavlos Pavlou & ²Sophie Ioannou-Georgiou

¹University of Cyprus & ²Cyprus Pedagogical Institute

¹ppavlou@ucy.ac.cy & ²sophiecy@yahoo.com

CLIL is a dual learning approach widely spread in Europe and actively supported by the E.U. In 2006 the Cyprus Pedagogical institute and the University of Cyprus have initiated a CLIL pilot programme (PROCLIL) in Primary and Preprimary Education in Cyprus which is funded by the EU Commission, which is currently in its second year. Cyprus is one of the very few European countries where there is virtually no experience with CLIL whereas there are many countries where CLIL has been employed in state and public education for many years.

As with every innovation, a degree of cautiousness exists amongst stakeholders such as learners, teachers, parents, policy makers among others. Attitudinal surveys carried out in the first year of implementation (2007) showed positive findings but also a cautiousness expressed by teachers and parents surveyed towards the acceptability of CLIL implementation by other members of the same stakeholder group as well as by other stakeholders. That is, despite their own positive attitudes they were concerned about others' attitudes, thus indicating concerns about the wider acceptability of CLIL implementation.

This led to a second round of surveys which included parents, teachers, students, headteachers and policy makers, the results of which will be presented in the present talk.

The talk describes the situation of foreign language teaching in Cyprus, with a focus on primary education, and outlines a suggested role for CLIL. It then describes the pilot programme currently implemented in Cyprus. Finally it focuses on the attitudinal aspect of CLIL implementation and presents the results of questionnaires and interviews which targeted all stakeholders' views and attitudes towards CLIL.

The results will inform countries or regions aiming to implement CLIL programmes. The results of this study can help educators and policy makers become aware of issues which should be targeted when embarking on implementing a CLIL programme.

GENERAL SESSION

Apologizing as a relative universal

Slavica Perovic

University of Montenegro

helenic@cg.yu

This account has been triggered by a frequently heard phrase in Montenegro which goes like this: “I never apologize”. The statement in itself implies either that apologizing is not a part of social register and consequently is not universal or that this particular feature of interpersonal communication in Montenegro has some other forms not always being obvious at face value.

The research had the form of a pilot investigation using a questionnaire with the aim of finding out, first, if people in Montenegro apologize or not, then, what phrase(s) of apologies they use, and finally, whether they discriminate between phrases of verbal compensation when applied to everyday situations i.e. “greasing the social wheel” (Lakoff, 2003) and situations when the harm or wrongdoing is such that a powerful redressive phrase has to be offered as compensation. Especially, it was important to find out if the offender had a feeling of contrition or regret and how (s)he coped with the abasement/mortification process of an apology while seeking forgiveness and undoing the harm. Apologizing is a face-threatening act (FTA) everywhere, especially in Montenegro, where the cultural script of a high to medium context society does not value any act that could humiliate or abase a person. The research showed that the extent of people’s apologies depended on the degree of FTA. If they considered it to be a part of everyday etiquette or if the compensating or “unelaborated, *sorry*-based unit” (J. D. Robinson, 2004) phrase had an illocution of low degree FTA they apologized routinely.

The compensating phrase had two semantic variants in Serbo-Croat whose pragmatic realizations depended on the sincerity principle and the degree of FTA. They read: “**I** apologize” and “**You** (apologize) forgive me”. Lexical semantics analysis shows that the truly relevant and sincere phrase is the first one, but the most frequent in the research was the second one because it bears lower FTA. The research also showed that the widespread phrase “I never apologize” had two realizations.

(1) (a) absence of speech act, (b) absence of any compensating act

(2) (a) absence of speech act, (b) presence of a compensating act

The compensating act could be crying, an apologetic touch, lip-biting, wringing of hands, shuffling of feet, a guilty look, buying a present – everything that in the given culture script could be taken as a sign of repentance and anything that could save face without verbally acknowledging the guilt. Not to say not to lose face.

In conclusion it can be said that the pragmatic realization of apologies sometimes overrates their speech act actualization. The variety of illocutions that the compensating phrase has, especially the choice of the compensating phrase, showed that apologizing in Montenegro is a normal part of the social register insofar as it is not face threatening. But the research also showed that even when people are very sorry they frequently do not say it. Being highly FTAs, apologies for Montenegrins are more power-related than politeness related. It turned out that the universality of politeness came second to the universality of power. In other words, much less FTA is performed when someone is impolite and does not apologize than if (s)he apologizes and that renders him/her powerless. The ultimate intention is not to demonstrate power but not to appear weak.

Neoclassical compounds in English revisited

Evanthia Petropoulou

University of Patras

evapetro@cc.uoi.gr

A distinct group of words in English consisting of bound elements of classical origin (i.e. Ancient Greek or Latin) has repeatedly drawn attention under the name of “neoclassical compounds”. This class of items has been the topic of much discussion and controversy, mainly due to the idiosyncratic character of their constituent elements and the constructions these enter. A number of different views (e.g. Bauer (1998), ten Hacken (1994), Warren (1990), Baeskow (2004) etc.) have been expressed about the morphological classification of these bound elements of classical origin, the most prominent of which being that of “affix”, “combining form”, or “bound stem”, each of which not only assigns these elements a different form (e.g. ‘-logy’, ‘-ology’, ‘-log-’), but also results in different analyses applied to the words that contain them, classifying them namely, as derivatives, compounds, blends etc.

GENERAL SESSION

Undoubtedly, all this confusion arises from the attempt first, to explain the reason why these words, although consisting of foreign elements, exhibit a rather high degree of productivity, and second, to clarify the idiosyncratic behaviour of their constituent elements which seem to transform continuously within the language, acquiring a different status.

However, a great amount of this confusion could be dispensed with, if we attempted to trace the formation of these words focusing on their inner structure and the nature of their elements. Starting off from the analysis adopted by Baeskow (2004) which recognizes a compound structure to words that contain non-native bound morphemes, we continue with identifying their prototypes and tracing their formation in the language of origin, by drawing a parallel with a specific category of compounds in Modern Greek that also involve bound stems (Ralli 2007). Our conclusion is that, contrary to what has been commonly argued, things are not as random as they may seem, concerning the structure of neoclassical compounds, as their formation obeys rules determined by the idiosyncratic features of their constituent elements.

References

- Baeskow, H. 2004. *Lexical Properties of Selected Non-native Morphemes of English*. Tübingen: Gunter Narr.
- Bauer, L. 1998. Is there a class of neoclassical compounds, and if so is it productive? In *Linguistics* 36 (3), pp. 403-422.
- Ralli, A. 2007. Greek Deverbal Compounds with bound stems. In F. Coles (ed.) *Southern Journal of Linguistics*.
- ten Hacken, P. 1994. *Defining Morphology: A Principled Approach to Determining the Boundaries of Compounding, Derivation, and Inflection*. Hildesheim: Olms.
- Warren, B. 1990. The importance of combining forms. In W. Dressler et al. (eds.) *Contemporary Morphology*. Berlin: Mouton de Gruyter.

Bidialectism, school language and its relation to reading achievement

¹Andrie Phili & ²Andreas Papapavlou

^{1&2}University of Cyprus

¹enp6fa1@ucy.ac.cy & ²andreas@ucy.ac.cy

Primary school experience is extremely interesting for Greek Cypriot bidialectal children since their everyday speech differs from the language they encounter in teaching material and the school setting. Beginner Greek Cypriot readers encounter inconsistencies between oral and written representations of phonological, morphosyntactic and lexical forms of Standard Modern Greek and the regional Greek Cypriot Dialect. These are two linguistically-related varieties of Greek and are both used interchangeably in Cyprus. Sociolinguistic research has shown that there is considerable variation between the two codes and a significant difference in dialect density in the frequency with which Greek Cypriot Dialect features are known and produced by children (Papapavlou & Pavlou, 1998; Tsiplakou, 2007). Hence, when Greek Cypriot children begin school, despite the fact that Standard Modern Greek is strictly enforced, there is a difference in their knowledge of dialectic features (for example, some phonological aspects of Standard Modern Greek are not obligatory in Greek Cypriot Dialect (Yiakoumetti, 2006). Research within the linguistic community of African Americans has shown that reading achievement has been associated with dialect differences between African American Vernacular English and Standard American English (Charity et al., 2004).

The present study aims to investigate how exposure to two dialects of Greek is related to reading development in bidialectal Greek Cypriot children. The level of bidialectism is expected to be a significant predictor for reading success. Hence, it is hypothesized that children's greater familiarity with SMG features may result in more successful early reading acquisition while balanced bidialectal children will be more efficient in sentence imitation including grammatical and phonological forms that are acceptable either in Standard Modern Greek or Greek Cypriot Dialect. To test this hypothesis, sentence imitation as well as the reading of first and second grade Greek Cypriot children will be tested and assessed. Evaluation of students' dialect density will take the form of an oral test. The understanding of the relation between bidialectism and reading development is essential in education and thus different teaching approaches to reading need to be explored. Literacy is, after all, the basis upon which all other learning is built on.

GENERAL SESSION

The role of input frequency in the development of L2 grammars

Panagiotis Polyzos
University of Essex
p_notis@hotmail.com

The role that frequency of forms in input might play in determining the development of knowledge in L2 learners has had a fairly low profile in generative theories of second language acquisition. The assumption in such work is that since the only function of input is to 'trigger' the fixing of particular options of grammatical representation that are given by innate knowledge (Universal Grammar), the only interest is whether L2 learners fail to acquire some properties of the L2 because the relevant triggering data is infrequent in input, or obscured because transferred properties from a learner's L1 lead the learner not to notice the relevance of evidence from the target L2. However, more recently, so-called 'usage-based' theories of second language acquisition (which deny that language learners have any innate linguistic knowledge) have suggested that frequency of forms in input determines exactly how properties of an L2 are acquired. For example, if an L2 learner of English used plural marking on nouns (*book-s*) more frequently than 3rd person present singular on verbs (*walk-s*), this is because plural marking on nouns is more frequent than 3rd person -s. This paper will assess what input frequency can and what it cannot account for in what we currently know about second language grammars ('interlanguage' grammars).

Difficulties EFL Arab learners encounter when acquiring modals

Aziz Thabit Saeed
University of Sharjah
aziz@sharjah.ac.ae

Modal auxiliaries constitute one of the major grammatical categories in English. Rarely would one find a speech situation in which modals are not used. Many studies have explored this subject including Halliday (1970), Quirk and Greenbaum (1973), Lyons (1977), Leech (1987), Kreidler (1999). Some of these studies have attempted a thorough account of modality, delineating the various uses of modal verbs and the kind of modality expressed by these verbs i.e. epistemic modality, deontic modality, etc. (see Leyons, 1977 and Kreidler, 1999, for instance). Other studies such as that of Leech's (1987) have attempted a detailed account of the uses of each modal verb in contextualized situations. However, very few studies, if any, have attempted to investigate EFL learners,' and particularly EFL Arab learners', acquisition of modals. This paper is a step in this direction. It attempts to investigate the extent to which University Arab learners of English have mastered modals at the levels of recognition and production. More specifically, the study seeks answers to the following questions:

1. How well can Arab learners of English select the proper modal to express a certain function?
2. What are the salient errors that these learners may commit in recognizing and producing modals?
3. What implications may such a study have to language teaching and learning, as well as writing textbooks?

To test the questions posed in the study, the author designed a questionnaire that comprises two versions, one assessing students ability to recognize the use of modals (recognition) and the other gauging students' ability to use them (production). The recognition part of the questionnaire comprised 40 multiple choice items where subjects were instructed to choose the best answer, whereas in the production part, the subjects were asked to fill in the gaps with appropriate answers from a list of options written on the top of the questionnaire. The 40 contextualized items in each version of the questionnaire attempted to test the major functions of modals: *possibility*, *ability*, *permission/offering*, *requesting*, and *suggesting /advising*. Each one of these functions or pairs of functions is represented by a number of tokens, characterizing it in different contexts. The questionnaire was distributed to 100 English major university students who had studied English for 12-14 years and who had scored 500 or more on the TOEFL.

The paper will present the findings of the study, discussing the performance of the subjects and the major causes of difficulty they encounter in the use of modals. It will also display the hierarchy of difficulty that is established based on these findings.

References

- Halliday, M. 1970. Functional Diversity in Language as Seen from a Consideration of Modality and Mood in English. In *Foundations of Language* 6. 322-361.
- Kreidler, C. 1999. *Introducing English Semantics*. London: Routledge.
- Leech, G. 1987. *Meaning and The English Verb*. (2nd edn). Longman: London and NY.

GENERAL SESSION

Lyons, J. 1977. *Semantics*. V2. Cambridge: Cambridge University Press.
Quirk, R. and S. Greenbaum 1973. *A University Grammar of English*. Essex: Longman.

Κριτήρια παρουσίασης και αξιολόγησης δίγλωσσων λεξικών

¹Αγγελική Σακελλαρίου & ²Άννα Αναστασιάδη-Συμεωνίδη
¹Κέντρο Ελληνικής Γλώσσας & ²Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
¹aggelikisakellariou@yahoo.gr & ²ansym@lit.auth.gr

Στην ανακοίνωση αυτή θα παρουσιάσουμε τα κριτήρια παρουσίασης και αξιολόγησης 32 συνολικά δίγλωσσων λεξικών με μία γλώσσα τη Νέα Ελληνική που καταρτίσαμε για το πρόγραμμα *Δίγλωσσα λεξικά* της Ηλεκτρονικής Πύλης του Κέντρου Ελληνικής Γλώσσας.

Τα κριτήρια διακρίνονται σε δύο κατηγορίες:

α) κριτήρια παρουσίασης των λεξικών συνολικά σε επίπεδο μακροδομής (αν υπάρχει πρόλογος και ποιο το περιεχόμενό του, αν υπάρχουν πίνακες συμβόλων φωνητικής μεταγραφής και συντομογραφιών, αυτόνομο τμήμα γραμματικής, αν είναι ενημερωμένη η μακροδομή για τη σύγχρονη μορφή της γλώσσας (π.χ. για όρους τεχνολογίας υπολογιστών) αλλά και για τις παλιές λέξεις, αν καταγράφεται το λεξιλόγιο ειδικών επιστημονικών πεδίων [ιατρικής, μουσικής κτλ.] και όρων πολιτισμικά εξαρτημένων (π.χ. *αγιασμός, μπατζανάκης* κ.ά.), αν δίνονται οι σύνθετες και οι παράγωγες λέξεις κ.ά. και

β) κριτήρια παρουσίασης των λεξικογραφικών λημμάτων σε επίπεδο μικροδομής (φωνητική μεταγραφή, ετυμολογία, γραμματικές και συντακτικές πληροφορίες, επαρκής απόδοση των σημασιών των λέξεων, απόδοση των πολλαπλών σημασιών των πολύσημων λέξεων, απόδοση των μεταφορικών σημασιών, πληροφορίες για το επίπεδο ύφους, παραδείγματα και τι είδους).

Ως σημείο αναφοράς και σύγκρισης μεταξύ των λεξικών δίνονται τα λήμματα του γράμματος Τ που πληρούν τα κριτήρια. Σε λεξικά με πολλά λήμματα κρίθηκε άσκοπο και ανοικονομικό όσον αφορά την παρουσίαση να παρουσιαστούν όλα τα λήμματα του Τ, οπότε σε κάποια κριτήρια δίνονται μόνο όσα λήμματα αρχίζουν από Τα-.

Ως λεξικό αναφοράς για την ελληνική γλώσσα χρησιμοποιήθηκε το λεξικό του Ιδρύματος Τριανταφυλλίδη, ενώ για τις άλλες γλώσσες έγκριτα μονόγλωσσα λεξικά.

Με βάση τα κριτήρια αυτά συμπεραίνουμε σε ποιο κοινό απευθύνεται πράγματι το λεξικό (μεταφραστές, ευρύτερο κοινό, ομιλητές της γλώσσας – πηγής ή/και της γλώσσας – στόχου), ποιες γλωσσικές δεξιότητες μπορεί να προάγει, ποια ειδικά πεδία καλύπτονται κ.ά. Επίσης γίνονται προτάσεις για τη βελτίωση επιμέρους σημείων των λεξικών.

Τέλος προτείνονται τρόποι για να αξιοποιηθούν αυτά τα κριτήρια ως σημεία αναφοράς κατά τη διδασκαλία του λεξιλογίου, αλλά και ως κατευθυντήριες γραμμές για την εξοικείωση των μαθητών με τη χρήση του λεξικού.

Locative Alternations in Modern Hebrew

Zehavit Segal

Ben Gurion University of the Negev
segalze@gmail.com

This paper examines the semantic and syntactic properties of a group of Hebrew verbs that express the semantics of *detaching* (1) and project the structure NP_{Ag} V NP_{stuff} PP_{loc} (=Agent, Stuff, Location). The challenging fact is that not all the verbs that allow this frame allow the alternant NP_{Ag} V NP_{loc} PP_{stuff}. Verbs of *detaching* can thus be divided into two subgroups: those that allow the alternation (2a) and those that do not (2b).

The study focuses on two main questions: a) what are the semantic properties that distinguish between the alternating verbs and the non-alternating verbs? b) what is the syntactic structure for each variant?

It will be shown that the verbs in each group encode different lexical information. The non-alternating verbs (Levin and Rappaport-Hovav's 1991 - *Remove* verbs) form a homogeneous group in which, I argue, all the verbs encode a scalar change. This scalar change must be specified for a change of location (COL). The verbs in the alternating group are further divided into two subgroups: the first encode an underspecified scalar change (ibid - *clear* verbs), and the second does not encode any change (ibid - *wipe* verbs).

Past work has offered a constraint on the formation of the VP (e.g. Goldberg, 1991; Levin and Rappaport-Hovav, 2008). I adopt this constraint, referring to it as the *Single Scalar Change Condition*

GENERAL SESSION

(SSCC). According to this condition, each VP can have only a single event of scalar change: If a verb is specified for the type of change, the entire VP must offer the same type of change. By this, *remove* verbs, which are specified for COL, can take only PP_{loc}, which further specifies the COL. It will be demonstrated that *stuff*-PP in the locative alternation offers a change of state (COS) specification. Thus, this phrase cannot be the complement of *remove* verbs (2b).

Syntactically, each variant has a distinct structure. As can be seen in (1) and (2) both *stuff*-PP and *locative*-PP are headed by the same preposition: *me-* ('from'). It will be shown that 1) *me-* has semantic content only when it heads the *locative*; otherwise it is a formal case marker. 2) *stuff*-PP is introduced by a null preposition, a Result head. This preposition must take a DP complement that is case marked by *me-*.

Null prepositions impose restrictions on syntactic operations (den Dikken, 1995; Landau, 2005; Landau, 2007). Following Landau (2007) I offer a PF constraint: the entity heading an EPP position (C, Top, Foc) must be locally satisfied (in its specifier or its complement) by a phonetically visible head. Since the head of *stuff*-PP (Result⁰) is null it cannot occupy EPP positions. This analysis is supported by the ungrammaticality of PP-fronting, scrambling (3) and pronominalization of Hebrew *stuff*-PP.

(1) a) Dan nika/nigev perurim me-ha-Sulxan (locative-variant)
Dan cleaned/wiped-3.sg.m crumbs from-the-table
'Dan cleaned crumbs from the table.'

b) ha-menahel gereš/ hoci et ha-yeladim me-bet-ha-sefer
the-principal drove-out/took-out-3.sg.m acc the-kids from-the-school
'The principal expelled/drove out/took out the kids from school.'

(2) a) Dan nika/ nigev et ha-Sulxan me-perurim (stuff-variant)
Dan cleaned/wiped-3.sg.m acc the-table from-crumbs
'Dan cleaned the table of crumbs'

b) *ha-menahel gereš/hoci et bet-ha-sefer me-ha-yeladim
the- principal drove-out/took-out-3.sg.m acc the-school from-the-kids

(3) a) dan pina me-ha-šulxan et ha-kelim
Dan cleared-3.sg.m. from-the-table acc the-dishes
'Dan cleared the dishes from the table.'

b) *dan pina me-ha-kelim et ha-šulxan
Dan cleared-3.sg.m. from-the-dishes acc the-table

References

- Goldberg, A. E. 1991. It Can't Go UP the Chimney Down: Paths and the English Resultatives. *BLS* 17: 368-378.
den Dikken, M. 1995. *Particles: on the Syntax of Verb-Particle, Triadic, and Causative Constructions*. New York Oxford, Oxford University Press.
Landau, I. 2005. The Locative Syntax of Experiencers.
Landau, I. 2007. EPP Extensions. *Linguistic Inquiry* 38:3: 485-523.
Levin, B. M., Rappaport Hovav 1991. Wiping the Slate Clean: A Lexical Semantic Exploration. *Cognition* 41: 123-151.
Levin, B. M., Rappaport Hovav 2008. Reflection on Manner/Result Complementarity. *Syntax, Lexical Semantics, and Event Structure*. D. M. R.-H. a. I. Edit, Sichel. Oxford, Oxford University Press.

Reduction patterns of /s + plosive/ clusters in monolingual Russian and monolingual Cypriot Greek children: a comparative study

Aljona Shelkovaya-Vasiliou
University of Cyprus
aljonasilk@mail.ru

The present study focuses on the patterns of acquisition of consonant clusters mainly in word-initial positions. The patterns of two groups of children, coming from different L1 backgrounds, have been examined over a period of 6 months. Both of the languages (Cypriot Greek and Russian) allow rich phonotactical structure, including clusters of falling sonority. The participants of the study are ten L1 Greek-Cypriot and ten L1 Russian – speaking children permanently living in their L1 environment aged 25 months at the beginning of the study. The recording sessions were conducted on a weekly basis. The participants of the study were given picture-naming tasks; repetitions were not taken into consideration.

Some studies have been concerned with whether children's consonant cluster reduction patterns may be explained by sonority (Pater & Barlow, 2003). Bearing in mind the fact that the English language like many other languages allows only rising sonority (with the exception of very few clusters

GENERAL SESSION

[sp], [st], [sk]), I decided to investigate the interdependence of sonority and cluster reduction on the basis of data from children who acquire L1 allowing falling sonority.

Although, the participants of the study show certain similarities in phonological development e.g. the tendency to retain the stop in /sC/ clusters (which seems to be in agreement with the findings in similar studies of Standard Greek - speaking children (Kappa, 2006)) there are still certain differences, which partially can be explained by the fact that the Cypriot Greek is not as rich as the Russian language in clusters of falling sonority.

References

Kappa, I. 2006. *On the acquisition of the syllabic structure in Greek*. John Benjamins

Pater, J. & Barlow, J. 2003. Constraint conflict in cluster reduction. *Journal of Child Language*. Vol. 30.

Greek state-school teachers' educational priorities: a preliminary review

Nicos Sifakis

Hellenic Open University

sifakis@eap.gr

The paper reviews the major priorities in the domain of in-service ESOL teacher education and training in Greece. All participants in the current research are state-school teachers who are currently beginning their postgraduate studies at the Hellenic Open University. I begin by reviewing current pre- and in-service teacher education practices in Greece and go on to report on a short-scale study of these state-school teachers' perceptions with regard to the ways in which they prioritize their own training needs. In particular, the paper focuses on two broad domains. The first domain regards teachers' perceptions about issues that are "traditionally" considered of central concern, such as those that are related to teaching methodology, class management, language skills instruction, learner assessment, etc. The second domain focuses on teacher's perceptions about "non-traditional" issues, such as global English/English as a Lingua Franca, intercultural competence, the native/non-native speaker dichotomy, the use of technology in teaching, etc. I provide a critical understanding of these issues with reference to a number of parameters, such as years of teaching experience, teacher self-confidence and professional and social status, and conclude by discussing implications for academically-oriented teacher education programmes.

Ο μη συνοπτικός τύπος και ο επιρρηματικός προσδιορισμός διάρκειας «για Χ ώρα»

Αθηνά Σιούπη

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης

sioupi@del.auth.gr

Εισαγωγή: Στην Αγγλική οι προτάσεις στον εξελισσόμενο τύπο («progressive») είναι καταστασιακές είτε χαρακτηρίζονται ως *ατελικές* (*διαδικασίες*) είτε ως *τελικές* (*γεγονοτικές*), όπως δείχνουν τα παραδείγματα (1α, β) από την de Swart (1998): (1) α. *Sue was writing letters* (*ατελική, διαδικασία*), β. *Sue was writing a letter* (*τελική, γεγονοτική*). Σύμφωνα με τον Parsons (1990:171) "changing an event verb to the progressive form requires that it be treated as a state verb; the sentence in question thus requires for its truth that the event in question hold, not that it culminate". Στην ελληνική, στην οποία υπάρχει διάδραση ανάμεσα σε λεξική (Smith 1991/1007, Krifka 1989, 2001/2 μ.ά.) και γραμματική όψη (Comrie 1976, Μόζερ 1994, Horrocks & Stavrou 2003, 2007 για την Ελληνική μ.ά) «ο εξελισσόμενος τύπος δεν διαφοροποιείται μορφολογικά από τον μη εξελισσόμενο» (Μόζερ 1994:44) και αναφέρεται στη διάκριση *συνοπτικός μη-συνοπτικός* (συνοπτικός τύπος: *έτρεξα, αγάπησα, έτρεξα ένα χιλιόμετρο*, μη-συνοπτικός: *έτρεχα, αγαπούσα, έτρεχα ένα χιλιόμετρο*).

Στόχος της ανακοίνωσης αυτής είναι να διερευνηθεί αν και στην Ελληνική ο μη συνοπτικός τύπος με διαφορετικές ρηματικές κατηγορίες (*επιτεύξεις, τελειώσεις, καταστάσεις, δραστηριότητες*) σε συνδυασμό με τον επιρρηματικό προσδιορισμό διάρκειας «για Χ ώρα» προσδίδει καταστασιακή ανάγνωση. Συγκεκριμένα, θα υποστηρίξω ότι ο μη συνοπτικός τύπος μιας *επίτευξης*, μιας *τελείωσης* και μιας *δραστηριότητας* όταν εμφανίζεται με τον επιρρηματικό προσδιορισμό «για Χ ώρα» αποκτά θαμιστική ερμηνεία και η πρόταση αναλύεται σημασιολογικά ως καταστασιακή.

Ανάλυση: Ο επιρρηματικός προσδιορισμός διάρκειας «για Χ ώρα» είναι μετατροπέας άποψης (type shifter) και αναφέρεται σε *διαδικασίες*. Η πρόταση (2) *η Άννα έσπαγε ένα βάζο για εβδομάδες* εμπεριέχει ένα ρήμα που ανήκει στην κατηγορία *επιτεύξεις* στην οποία μπορεί να αποδοθεί και θαμιστική ερμηνεία. Η σημασία της πρότασης με τη θαμιστική ερμηνεία αναπαρίσταται στο (2'), όπου

GENERAL SESSION

s είναι μία μεταβλητή για καταστάσεις, c και o είναι μεταβλητές κορύφωσης («culminations») και αντικειμένου («object») και HOLD και REAL είναι κατηγορήματα που εκφράζουν τη σχέση «ο κάτοχος του» ('the holder of') και «η πραγμάτωση του» ('a realization of') αντίστοιχα (πρβλ. Dölling 2000, 2001 για τη γερμανική):

(2') $\exists s$ [HOLD(anna, s) & $\forall c$ [REAL(c,s) \rightarrow $\exists o$ [VASE(o) & BREAK(c) & PAT(o,c)]] & FOR_WEEKS(s)]

Σύμφωνα με την (2') η (2) αναφέρεται στην κατάσταση της Άννας η οποία πραγματώνεται από την Άννα σπάνοντας ένα βάζο.

Τελειώσεις όπως: (3) η Άννα διάβαζε ένα γράμμα για ένα μήνα μπορούν να αναπαρασταθούν ως εξής (3'):

(3') $\exists s$ [HOLDER(anna, s) & $\exists o$ [LETTER(o) & $\forall e$ [REAL(e,s) \rightarrow (o) & READ(e) & THEME(o,e)]] & FOR_ONE_MONTH(s)]

Σύμφωνα με την (3') η Άννα είναι αυτή που βρίσκεται σε μια (θαμιστική) κατάσταση s τέτοια, σύμφωνα με την οποία ένα γράμμα o είναι θέμα κάθε γεγονότος διαβάσματος e το οποίο πραγματώνεται μέσα από την κατάσταση s.

Δραστηριότητες όπως: (4) η Άννα έτρεχε για πέντε χρόνια έχουν επίσης καταστασιακή ανάγνωση, όπως φαίνεται στο (4'):

(4') $\exists s$ [HOLD(anna, s) & $\forall p$ [REAL(p,s) \rightarrow RUN(p)] & FOR_FIVE_YEARS(s)]

Σύμφωνα με την (4') η Άννα βρίσκεται σε μία (θαμιστική) κατάσταση s που διαρκεί πέντε χρόνια, και της οποίας η πραγμάτωση γίνεται μέσα από τη διαδικασία του τρεξίματος p.

Τέλος, θα αναλυθούν προτάσεις που εμπεριέχουν καταστασιακά ρήματα (*κοιμόταν για ώρες*).

Challenging the interplay between trainee teachers' beliefs about and attitudes towards lesson planning

Areti-Maria Sougari

Aristotle University of Thessaloniki

asougari@enl.auth.gr

Previous research has highlighted the strength of teachers' beliefs on their teaching and professional development. Richards and Lockhart (1994) maintain that beliefs are formed gradually, consisting of subjective and objective norms. Social psychology and particularly the work of Ajzen (1991) offer insights into the inter-relationship of beliefs, attitudes and actions. By looking closely into these interconnections we can understand how trainee teachers can be helped in their quest for discovery of their teaching abilities and the unraveling of what may prove to be helpful in their teaching practice.

In an attempt to detect changes in the belief systems of prospective teachers, this paper elaborates on trainee teachers' potential beliefs about a certain course of action in relation to lesson planning prior to their engagement in a practicum but also presents the same teachers' beliefs about lesson planning-related beliefs at the end of their teaching practice. Their attitudes towards lesson planning are also retrieved so as to come to a better understanding of the trainee teachers' predispositions towards lesson planning in order to ensure more automated actions in their future practice. Furthermore, the lesson plans developed throughout the teaching practice course are examined, while looking for consistencies between reported beliefs and actions taken.

Throughout the teaching practice, an attempt is made to inculcate in trainee teachers the need to inquire and question their practice, to ponder upon successful instruction-giving and appropriate selection of activities, and to challenge their belief systems. Thus, the insights drawn from this study illuminates what happens when trainee teachers are called to put into practice what they have been taught, how they perceive their own teaching practice and whether points highlighted in their questionnaires are indeed incorporated in their lesson plans.

Perspectives on international students' opportunities for academic speaking in lectures, seminars and oral presentations in the context of English-speaking universities

Eleni Spapi

elnsp@hotmail.com

Academic speaking is an area in the field of English for Academic Purposes (EAP) that has been less investigated by the research community compared to the other academic skills - reading, writing and listening (Fowerdew and Peacock, 2001). Nevertheless, in the last years and especially after the 1980s, more and more researchers have started focusing on academic speaking and contributing to the development of the field. Much of the interest has been in the variety of spoken genres that can be

GENERAL SESSION

encountered in many academic settings, such as speaking in lectures, seminars and tutorials or giving oral presentations.

Non-native-speaking students studying in English-speaking universities are confronted with a new academic reality in which they are required to be active participants. This means they should develop all the necessary language skills in order to accomplish their studies. The present study views the international students' linguistic experience in the light of EAP and attempts to identify the opportunities they have to speak academically in their university contexts and more specifically, in lectures, seminars and oral presentations. The research for this study was held at a British University and data were drawn from four sources: interviews with students and academic tutors, observation of oral presentations, analysis of BASE (British Academic Spoken English Corpus) lectures and seminars and finally, distribution of questionnaires. Results indicate the reasons which might determine the amount of students' talk, the difficulties they usually face when they speak academically and the way they make use of written materials when they give oral presentations. As a matter of fact, a very close connection has been observed between academic spoken and written discourse in cases where students have to combine oral speech with written data. Implications for pedagogy and suggestions for future research are also provided.

Heteroglossic voices in the Greek children's literature of Eugene Trivizas: implications for language teaching in the context of dialect and register awareness projects

Anastasia Stamou

University of Western Macedonia
astamou@uth.gr

Literary texts in general and novels in particular constitute a par excellence source for sociolinguistic inquiry on linguistic variation. By combining the mode of writing (narrator's voice; monological parts) with that of speech (characters' voice; dialogical parts), novels often mix together standard with nonstandard (e.g. regional dialects, low-prestige sociolects) linguistic varieties (Taavitsainen & Melchers 2000). By making characters speaking a geographical or social dialect, the author is able to sketch their portrayal disclosing their regional and/or social differences. Bakhtin (1981, 1986) sees the novel as particularly "polyphonic" by weaving together the voices of the author, the narrator, the characters and the reader. Nonstandard speech voiced by one or more of a novel's characters typically stands in contrast to the others' voice speaking mainly the standard, conveying worldviews that are also sharply distinct from the mentality of standard variety framing the others' voice. In this way, the novel becomes in Bakhtinian terms "heteroglossic", namely, it encodes the competing sociolinguistic resources (centrifugal forces) which exist in a linguistic community and which struggle against a single dominant perspective (centripetal force).

By seeing the linguistic varieties (sociolects, registers) drawn upon in the children's books of Eugene Trivizas as heteroglossic voices, I examine how these voices converse with each other in the text, with the aim to consider how linguistic variation could be exploited for raising children's dialect and register awareness. The analysis reveals that Trivizas's texts are particularly heteroglossic, mixing often together formal with informal registers and creating what is known as "register humor" (Attardo 2001).

Most sociolinguistic studies of literature consider to what extent literary texts represent linguistic varieties in an accurate way in both linguistic (e.g. vocabulary, phonology) and sociolinguistic terms (e.g. who uses them, in which situation etc.) (e.g. Poussa 2000; Wack 2005). In this study, I show that even literary texts which represent linguistic varieties in a non-conventional and stylish way for producing humorous effects can be exploited for language teaching, since their representation also resides in sociolinguistic evidence. Specifically, I propose that Trivizas's texts -enjoying so much popularity among Greek parents and children- can be used for teaching different varieties of a language in terms of what sociolinguistic rules are broken rather than followed in order to serve the author's stylistic purposes.

GENERAL SESSION

Past tense production by Greek speaking patients with Parkinson's disease

¹Stavroula Stavrakaki, ²Zoe Katsarou, ³Sevasti Bostantjopoulou & ⁴Harald Clahsen
^{1&3}Aristotle University of Thessaloniki, ²Hippokration Hospital, Thessaloniki & ⁴University of Essex
¹svoula@auth.gr, ²zoekatmd@otenet.gr, ³bostkamb@otenet.gr & ⁴harald@essex.ac.uk

This study aims at testing the hypothesis that dysfunction of basal ganglia and frontal lobe circuits in Parkinson's Disease (PD) affects the procedural brain memory and, in particular, grammatical rules (Ullman et al. 1997), by studying the production of past tense forms by Greek-speaking patients with PD. Current studies of the past tense in PD revealed controversial results with respect to the patients' ability to produce regular and irregular past tense forms. On the one hand, some researchers suggest that PD patients are performing better on irregular than regular past tense forms (Ullman et al. 1997) whilst others report no impairments in the regular past tense (Longworth et al. 2005; Penke et al. 2005). As far as Greek-speaking PD patients are concerned, Terzi et al. (2005) found that they produced high correctness scores for regular and irregular verbs of existing verbs and showed no dissociation between regular and irregular past tense formation.

In this study, we tested 27 non-demented patients with PD recruited from the 3rd Neurological Clinic of the University of Thessaloniki and 30 normal controls matched to PD patients on chronological age and years of education. The patients were classified into different stages according to the Hoehn & Yahr scale (Hoehn & Yahr 1967) while their kinetic symptoms (akinesia included) were assessed by the Unified Parkinson's Dementia Rating Scale (UPDRS) (Fahn et al. 1987) and their mental abilities were assessed by the Dementia Rating Scale (DRS) (Mattis 1988).

The experimental task was an elicited production task supported by pictures and designed to elicit sigmatic and non-sigmatic past tense forms.

The experimental material consisted of

- (i) Existing sigmatic and non-sigmatic verbs
- (ii) Sigmatic and non-sigmatic novel verbs rhyming with sigmatics and non-sigmatic verbs
- (iii) Novel non-rhymes that do not allow 'analogical' recall of sigmatic and non-sigmatic forms

The results indicated that PD patients showed high level of correct performance on the production of existing sigmatic and non-sigmatic forms and provided no evidence for a dissociation between regular and irregular inflection, a finding that is in line with Terzi et al. (2005). Furthermore, the patients produced a high number of sigmatic responses for sigmatic and non-sigmatic rhymes, similarly to the control participants. By contrast, whilst some patients showed the same performance as control participants in the non-rhyme condition with a clear preference for sigmatic forms, other patients underused sigmatic forms relative to the control group. The patients in this latter subgroup were all at an advanced stage of PD (levels 3 and 4 on the Hoehn & Yahr scale) and showed high levels of akinesia (levels 3 and 4). Thus in our sample deficits in past-tense production as measured by the production of sigmatic forms in the non-rhyme condition appear to be restricted to advanced stages of PD.

The Event Paradox

Alexandros Tantos

University of Konstanz

alexandros.tantos@uni-konstanz.de

The aim of this talk is to present and analyze a paradox which arises through the use of complex events as the denotation of causative verbs. According to the majority of event-based theories in the syntax-semantics interface, (a.o. Hale and Keyser 1993, Pustejovsky 1995, Kratzer 1996, Alsina 1996, Levin and Rappaport 1999, 2005, Ramchand 2008) complex events consist of at least two parts of the same ontological status, namely events. This kind of analysis is based on more semantically-oriented theories of algebras of events. These theories assume the domain of events is well-defined and is closed under certain operations, one of which is the operation of summation. The structure of complex events is also assumed to play a decisive factor for the projection of arguments of causative verbs to syntax. This common strategy of summing events related to each other with causation is questioned relatively easily when it comes to the study of contexts with more than one sentences, when the discourse inference is based on implicit lexical semantic knowledge. The focus will be on a subclass of Greek transitive causative verbs, the break class of Levin's (1993) class of change of state verbs. These are the Greek verbs σπάζω, πελεκώ, ραγίζω, βροντοκτυπώ, συντριβώ, θραύω, σχίζω, θρυμματίζω, τσακίζω, κροταλίζω.

GENERAL SESSION

Asher and Lascarides (2003) among others attempt to formalize the interaction between discourse and lexical semantic knowledge. For instance, in (1), the denotation of the causing part of the verb σπράζω (=break) in the first sentence is elaborated on by two verbs that denote two different events, namely σπρώχνω (=push) and πέφτω (=fall). In (1), there is no conjunction and therefore, there is no indication as to how the two sentences comprise a coherent discourse.

- (1) Ο Γιάννης έσπασε το ποτήρι. Έσπρωξε το τραπέζι και αυτό έπεσε.
John broke the glass. He pushed the table and (then) it fell.

Two apparently irrelevant events in the second sentence, the pushing and the falling, are able to pick out the causing part of the verbal denotation. The question that emerges then is: what is the status of the causing sub-event? Should we assume that a sub-event is decomposed into other events arbitrarily? Is there any criterion for identifying parts of the breaking with the pushing of the table and the falling of the glass events? The paradox that appears here is that one event can be identified with arbitrarily many parts and that it stands in straightforward contradiction of its own status; namely that it is a term with ontological integrity.

I suggest that events should not be rejected altogether under the light of these questions, but that summation of their parts with the same ontological status is not the right way to proceed. It has been noticed throughout the literature (a.o. Davidson 1967, Kamp and Reyle 1993, Higginbotham 2000) that there is no theory that can provide clear identity and identification criteria for saying whether the sum of the two events, of the pushing of the table and falling of the glass can be identified with the causing of the breaking. A way out of the paradoxical situation comes when one recognizes the fact that the verb denotes an event, but that its parts are not of the same status. Since there is no clear-cut criterion for identifying parts of an event, I assume that the parts of an event are conceptual construals. Their main purpose is to pick parts of the spatiotemporal continuum that can be thought of as causing the breaking in a specific context. For this analysis I will use the discourse-sensitive strategy of Asher and Lascarides (2003) in order to demonstrate the advantages of using discourse entities or labels of information implied by a verb and that are available for discourse inference.

References

- Alsina, A. 1996. *The Role of Argument Structure in Grammar*. CSLI Publications.
Asher, N. 1993. *Reference to Abstract Objects in Discourse*. Kluwer Academic Publishers.
Asher, N. and Lascarides, A. 2003. *Logics of Conversation*. Cambridge University Press.
Davidson, D. 1967. The Logical Form of Action Sentences. In N. Rescher (ed.), *The Logic of Decision and Action*. University of Pittsburgh Press, reprinted in Davidson, 2001a.
Hale, K. and Keyser, J. 1993. On argument structure and the lexical representation of syntactic relations. In K. Hale and J. Keyser (eds), *The View from Building 20*, MIT Press.
Higginbotham, J. 2000. On events in linguistic semantics. In J. Higginbotham, F. Pianesi and A. C. Varzi (eds), *Speaking of Events*. Oxford University Press.
Kamp, H. and Reyle, U. 1993. *From Discourse to Logic: Introduction to Model-theoretic Semantics of Natural Language, Formal Logic and Discourse Representation Theory*. Kluwer Academic Publishers.
Kratzer, A. 1996. Severing the External Argument from its Verb. In J. Rooryck and L. Zaring (eds.), *Phrase Structure and the Lexicon*. Dordrecht: Kluwer.
Levin, B. and M. Rappaport Hovav 1999. Two Structures for Compositionally Derived Events. *Proceedings of SALT 9*. Cornell Linguistics Circle Publications.
Levin, B. and M. Rappaport Hovav 2005. *Argument Realization*. Cambridge University Press.
Pustejovsky, J. 1995. *The Generative Lexicon*. Cambridge: MIT Press.
Ramchand, G. 2008. *Verb Meaning and The Lexicon: A First Phase Syntax*. Cambridge University Press.

Impact of a high-stakes English exam on teachers and students' perceptions, attitudes and practices

Dina Tsagari

Hellenic Open University
tsagari@otenet.gr

High-stakes language examinations have important consequences on the curriculum, teaching and learning. They are often used as instruments that can leverage educational change. The First Certificate in English (FCE by Cambridge ESOL) is a well-known language exam that is administered widely in private language institutions in Greece. Its designers are interested in strengthening the relationship between teaching and testing by attempting to bring FCE in line with recent developments in the fields of linguistics and applied linguistics so as to have a positive influence on what happens in the classroom.

This paper explores the relationship between the intentions of the FCE exam designers and the teachers and students who are preparing for the exam. It presents findings of teachers and students'

GENERAL SESSION

perceptions and attitudes in relation to the exam itself, their teaching situations and classroom practices. The paper will report findings that show that the relationship is not a strong one and what exam designers expected did not actually take place in the classroom. During the presentation, detailed reference will be made to the innovative research data collection process that was employed to investigate this relationship in the present educational context. Finally, the paper will identify areas in which the exam has the strongest impact on and the outside factors that intervene in the process. It will conclude by making recommendations to exam designers and teachers who are preparing for high-stakes language exams.

The acquisition of person case constraint on Greek

¹Vina Tsakali & ²Kenneth Wexler

¹University of Crete/University of Ioannina & ²Massachusetts Institute of Technology

¹tsakali@phl.uoc.gr & ²wexler@mit.edu

This study investigates the developmental properties of *Person Case Constraint* (PCC). The PCC affects combinations of weak (clitics, weak pronouns, agreement markers) direct and indirect objects prohibiting 1st or 2nd person direct objects in the presence of an indirect 3rd person object (Perlmutter 1971, Kayne 1975, Bonet 1991, Adger and Harbour 2003, Anagnostopoulou 2003, 2005 among others). More recent research of pronominal elements has revealed that the restrictions on the clusters of phonologically weak direct-indirect object come in two versions, i.e. the weak version and the strong version. The strong version of the PCC prevents 1st and 2nd person direct objects from co-occurring with indirect objects of any person, that is 1st, 2nd or 3rd (1)-(2), while the weak version of PCC allows combinations of 1st and 2nd indirect and direct objects in the absence of 3rd person in the cluster.

- (1) Su/mu ton sinestise
CL-GEN.2SG/ CL-GEN.1SG CL-ACC.3SG introduce-PST.3SG
“She introduced him to you/to me”
- (2) *Tu/Su/Mu me/se sinestise
CL-GEN.3SG/CL-GEN.2SG/CL-GEN.1SG CL-ACC.1SG/CL-ACC.2SG introduce-PST.3SG
“She introduced me/you to him/to you/to me”

Greek has been claimed to be a language that exhibits only the strong version of PCC (Anagnostopoulou 2005). However there are some very specific instances where clitics clusters of direct-indirect objects seem to escape the constraint as in (3). These are instances of Imperatives where the clitics follow the verb and the order of the clitics is not fixed as with Indicatives ((1)-(2)). Example (3) has two readings: it can either mean ‘send them to us’ or ‘send us to them’. Note that in (3) both clitics can be either genitive or accusative due to Case syncretism.

- (3) Stile mas tus
(a) send-IMPER.2SG CL-GEN.1PL CL-ACC.3PL
(b) send-IMPER.2SG CL-ACC.1PL CL-GEN.3PL
“Send them to us”/ “Send us to them”

However (3) becomes unambiguous in the reverse order of the clitics as in (4).

- (4) Stile tus mas
send-IMPER.2SG CL-ACC.3PL CL-GEN.1PL
“Send them to us”

The present study aimed to test children’s knowledge of PCC on Greek. The experimental data obtained via grammaticality judgment tests on 17 different conditions (including instances of indicatives, imperatives and ambiguous structures as in (3)). The data come from two groups of typically developed children. The first group consisted of 19 children (ages 4;2-4;10), and the second group was consisted of 23 children (ages 5;1-5;9). The experimental data show that children of both groups have adult like performance on instances of indicatives, while they exhibited chance performance on structures like (3). Moreover there seem to be a developmental maturation as younger children of first group perform worse (20%) on some instances of imperative.

We argue that developmental data support syntactic and not morphological analyses of PCC. Following Anagnostopoulou 2005, we assume that the constraint arises when two objects enter a feature checking relation with one and the same functional head, namely transitive *v*. In these configurations, high indirect objects move to transitive *v* first, followed by movement of direct objects. Thus, indirect objects check person on transitive *v*, and direct objects can only check the remaining number features of *v* resulting in a person restriction.

GENERAL SESSION

Teaching English to Greek young learners of English: a comparative study on form-focused instruction in Primary School

Danae Tsapikidou
Cambridge University
dt321@cam.ac.uk

This study is a quasi-experiment about the comparative benefits of teaching grammar to young Greek EFL learners aged 10-11 in a contextualized linguistic environment using either an explicit, structural, rule-based approach or a communicative, implicit, task-based approach to grammar instruction. More specifically, this study investigated the proficiency gains of learners who performed different communicative tasks with an implicit grammar focus – on the English Simple Past tense- compared with the gains achieved by learners who were given traditional grammar tasks in the same linguistic context – the children’s film and storybook *Curious George*. The combination of the two approaches was investigated for potential additional benefits. The class year was investigated in relation to the outcomes of an implicit versus an explicit approach to grammar teaching. Using a pre-post test design, it was showed that through targeting specific structures in contextually and pragmatically familiar language, there are equally favourable learning gains from the structural and task-based approach to grammar instruction and that a combination of the two approaches produces the best results. The class year did not correlate with learning gains of either the implicit or explicit approach to grammar teaching, whereas grammatical scaffolding provided in communicative task work influenced accuracy in oral production.

Can pronunciation be taught? Teaching English speech rhythm to Greek students.

Eleni Tsiartsioni
Aristotle University of Thessaloniki
eltsiart@enl.auth.gr

According to Couper (2006), there has been surprisingly little exploration of the effectiveness of pronunciation teaching by researchers and as a result teachers have had little guidance on how to teach pronunciation or if they should teach it at all. This study attempts to address the issue of whether foreign language pronunciation can be successfully taught, by investigating the effectiveness of teaching features of the English speech rhythm to Greek students of 10, 13 and 16 years old.

Modern Greek has been traditionally described as a language with syllable-timed rhythm (Mackridge 1985), however, according to Dauer (1983), Greek is located somewhere between prototypical stress- and prototypical syllable-timed languages displaying characteristics of both. English, on the other hand, is a prototypical example of stress-timed languages, due to its syllable structure, vowel reduction and stress placement. An interesting, therefore, question is whether and to what extent a suprasegmental feature, such as speech rhythm, can be acquired by speakers whose native language belongs to a different rhythmic class.

In this study 36 Greek students of English of three age groups (12 students of 10 years old/ 4th year of Primary School, 12 students of 13 years old/ 1st year of Junior High School and 12 students of 16 years old/ 1st year of Senior High School) were recorded reading an English text. Recordings were made twice, before and after the teaching intervention which consisted of 50 pronunciation lessons embedded in the regular English language lessons at the public school. 25 of these lessons were devoted to teaching features of the English speech rhythm, i.e. strong and weak forms, vowel reduction and the production of schwa. The teaching approach adopted was that proposed by Celce Murcia, Brinton and Goodwin (1996), who suggest five stages of pronunciation teaching moving from controlled to free activities. A control group of 36 students (12 of each age group), who received no particular pronunciation training and followed the regular school programme, was also recorded. Additionally, data from native Greek and native English children were obtained on their L1. The recordings were analysed acoustically with the use of waveforms and digital spectrograms and subsequently a Pairwise Variability Index (PVI) was computed. Proposed by Grabe and Low (2002), the PVI is a metric which examines a language’s speech rhythm by computing the vocalic and intervocalic variability index in a long stretch of speech.

The study aims at answering the following questions:

1. Is pronunciation teaching effective in a foreign language environment?

GENERAL SESSION

2. Does age play a role in the acquisition of pronunciation in a classroom environment? For example, are students of younger age more favourably predisposed to acquiring FL pronunciation, as happens in naturalistic second language settings?

The results suggest that pronunciation teaching can be effective in a foreign language environment; in particular, the present study reports an improvement in students' speech rhythm production, with the 10- and 13 -year-old students displaying greater improvement than the 16-year-old ones.

Αξιολόγηση της εγκυρότητας δομής του Κρατικού Πιστοποιητικού Γλωσσομάθειας της αγγλικής γλώσσας

Μαρία Τσομπάνογλου

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης
mariatsompanoglou@yahoo.co.uk.

Η εγκυρότητα αποτελεί το θεμέλιο λίθο της γλωσσικής, αλλά και κάθε είδους αξιολόγησης. Γι' αυτό το λόγο κάθε «σοβαρό» μέσο γλωσσικής αξιολόγησης οφείλει να παρουσιάσει μια ικανοποιητική απόδειξη της εγκυρότητάς του από όσο το δυνατόν περισσότερες πηγές, αν θέλει τα αποτελέσματά του να έχουν ισχύ.

Στόχος του άρθρου είναι η αξιολόγηση του Κρατικού Πιστοποιητικού Γλωσσομάθειας του επιπέδου B2 για την αγγλική γλώσσα (ΚΠΓ) βάσει ενός σύγχρονου μοντέλου αξιολόγησης της εγκυρότητας δομής συστημάτων πιστοποίησης γλωσσομάθειας –και γενικότερα μέσω γλωσσικής αξιολόγησης– το οποίο στηρίζεται τόσο στην εφαρμοσμένη γλωσσολογία όσο και στην ψυχομετρία. Σύμφωνα με το μοντέλο αυτό, η έρευνα εγκυρότητας ενός τεστ εστιάζεται στην *εγκυρότητα δομής* του (construct validity), η οποία «αντιμετωπίζεται» ως μια *συγκεντρωτική έννοια* (unitary concept) που αποτελείται από επιμέρους είδη εγκυρότητας, και συγκεκριμένα: α) *θεωρητική εγκυρότητα* (theory-based validity), β) *εγκυρότητα περιεχομένου* (content validity), γ) *εγκυρότητα βαθμολόγησης* (scoring validity), δ) *εγκυρότητα κριτηρίου* (criterion-related validity) και ε) *εγκυρότητα συνέπειας* (consequential validity). Η νέα αυτή πολύπλευρη διάσταση της *εγκυρότητας δομής* ενός τεστ απαιτεί τη συλλογή μιας σειράς αποδείξεων, καθεμία από τις οποίες στοχεύει και σε μια διαφορετική της πλευρά.

Αρχικά διερευνήθηκε η *θεωρητική εγκυρότητα* του ΚΠΓ τόσο μέσω λογικής επιχειρηματολογίας, όσο και εμπειρικά. Η εξέταση του θεωρητικού πλαισίου του ΚΠΓ, το οποίο διατυπώνεται ξεκάθαρα στις προδιαγραφές του, απέδειξε ότι είναι σύμφωνο με το σκοπό του τεστ επιβεβαιώνοντας έτσι τη λογική του βάση. Η θεωρητική εγκυρότητα του ΚΠΓ επιβεβαιώθηκε και εμπειρικά, μέσα από μια σειρά ποσοτικών μεθόδων ανάλυσης της εσωτερικής του δομής. Ο έλεγχος της εσωτερικής δομής του ΚΠΓ έγινε τόσο μέσω της παραγοντικής ανάλυσης, όσο και μέσω του ελέγχου των συντελεστών συσχέτισης των αποτελεσμάτων στο ΚΠΓ τόσο μεταξύ των εξεταστικών ενότητων, όσο και μεταξύ της κάθε ενότητας και του τελικού αποτελέσματος. Στις παραπάνω μεθόδους χρησιμοποιήθηκαν τα αποτελέσματα στο ΚΠΓ όλων των υποψηφίων στις εξεταστικές περιόδους του 2003β και 2004α.

Για τον έλεγχο της *εγκυρότητας περιεχομένου* του ΚΠΓ αναλύθηκε μέρος του περιεχομένου του βάσει του μοντέλου επικοινωνιακής γλωσσικής ικανότητας του Bachman (1990). Την παραπάνω ποιοτική ανάλυση ακολούθησε η διερεύνηση της *εγκυρότητας βαθμολόγησης* (scoring validity) του ΚΠΓ. Πιο συγκεκριμένα, οι δύο «αντικειμενικές» εξεταστικές ενότητες του ΚΠΓ εξετάστηκαν ως προς το βαθμό *εσωτερικής τους συνέπειας* (internal consistency), ενώ στις άλλες δύο «υποκειμενικές» ενότητες εξέτασης εξετάστηκε ο βαθμός αξιοπιστίας των κριτών. Εδώ χρησιμοποιήθηκαν τα αποτελέσματα στο ΚΠΓ όλων των υποψηφίων του 2004α.

Για την εξέταση της *εγκυρότητας κριτηρίου* και συγκεκριμένα της *σύγχρονης εγκυρότητας* (concurrent validity) του ΚΠΓ αναλύθηκαν οι συντελεστές συσχέτισης μεταξύ των αποτελεσμάτων ενός δείγματος 124 υποκειμένων στο ΚΠΓ και σε δύο τεστ-κριτήρια, το QPT (Quick Placement Test) και το FCE (First Certificate in English). Ο έλεγχος ολοκληρώθηκε με μία ακόμη ποσοτική ερευνητική μέθοδο, το *Σχέδιο Πολλαπλών Δεξιοτήτων-Πολλαπλών Μεθόδων* (Multitrait-Multimethod Design). Τέλος εξετάστηκε η *εγκυρότητα συνέπειας* του ΚΠΓ μέσω της διερεύνησης των συνεπειών της χρήσης των αποτελεσμάτων του.

Ο έλεγχος των διαφορετικών αυτών πλευρών εγκυρότητας δομής του ΚΠΓ –τόσο μέσω ποιοτικών όσο και ποσοτικών ερευνητικών μεθόδων– οδήγησε στην επιβεβαίωση του συνολικού *επιχειρήματος εγκυρότητάς* του (validity argument).

GENERAL SESSION

L1 transfer in L2 learning: compound forms in the speech of Turkish learners of Greek

Marina Tzakosta

University of Crete/ Greek State Scholarships foundation

martzak@gmail.com

Greek compounding has been extensively dealt with theoretically (cf. Pάλλη 1999, Nespor & Ralli 1996, Ralli 2005); however, little has been said regarding compound formation in second language learning (L2). In this study, we evaluate the capacity of Greek native speakers and Turkish learners of Greek to form compound words placing emphasis on a) their internal structure, b) their headedness, c) the relation holding between the compound elements and d) the status of the linking vowel. In an off-line task, 40 native speakers of Greek (age range: 18-58 years), had to form a) existing compounds (test 1) and b) morphologically possible but semantically vague compounds (test 2). The same test was distributed to Turkish learners of Greek (age range: 10-12 years).

Native speakers exhibit a high degree of variation in the formation of endocentric compounds (1a). Therefore, the syllable receiving stress and the inflectional suffix vary. In case the second compound constituent retains its inflectional suffix, a syllable of the second compound member receives stress. If the second compound member does not retain its inflectional suffix, the linking vowel is stressed. Variation is also attested in compounds of different classes, i.e. $[[\text{stem}+\text{stem}]+\text{deriv.Suff.}]$ and $[\text{stem}+\text{word}]$ forms (cf. Nespor & Ralli 1996, Ralli 2005), which are used interchangeably (1b). Apparently, the two compound classes are not recognized as distinct. Additionally, the head of the word is often ambiguously perceived. In (1c) the actual head appears either at the left or right edge of the word, depending on whether the head has been perceived as the head of the word or not (cf. Jarema et al. 1999, Kehayia et al. 1999, Tsapkini et al. 1999). Head misperception leads to semantic ambiguity. Finally, the linking vowel appears in environments where it could be phonologically prohibited (second example in (1d)). Variable forms appear more systematically in test 2 compared to test 1. Obviously, variation in test 1 is restricted by mnemonic mechanisms which drive compound formation.

L2 data display equivalent patterns of variation. However, compounding in L2 is clearly influenced by L1 word formation mechanisms. Therefore, compound heads are ambiguously perceived not only in exocentric but also in endocentric compounds (2). A related outcome of Greek L2 is that Turkish learners prefer two-word compounds to one-word compounds. Additionally, given that linking vowels do not appear in Turkish compounds, Turkish learners exhibit variable forms with and without linking vowels (examples in 2a, 2c). Moreover, stress may shift beyond the trisyllabic window, given that trisyllabicity is not respected in Turkish (first example in 2c). Statistically, $[[\text{stem}+\text{stem}]+\text{deriv.Suff.}]$ forms are more prevalent in L2. This prevalence is theoretically founded in that Turkish compounds lack inflectional suffixes.

In sum, the degree of variation in compound formation is determined by the extent to which mnemonic mechanisms are activated. Mnemonic knowledge, which prohibits variation in the formation of existing words, is minimized in the formation of non-existing words. Variation in L2 compound learning is additionally driven by mechanisms active in the learners' L1.

- (1) a. ασχημ-ο-πούλ+ι vs. ασχημ-ό-πουλ+ο 'ugly bird–NEUT.NOM.SG.' (Test 1)
b. βαρι-ό-σκαλ+α vs. βαρι-ο-σκάλ+α 'heavy staircase–FEM.NOM.SG.' (Test 2)
c. κρεατ-ό-ρυζο vs. ρυζ-ό-κρεας 'meat rice–NEUT.NOM.SG.' (Test 1)
- ↓ ↓
head head
- d. νερ-∅-έμπορος vs. νερ-ο-έμπορος 'water seller–MASC.NOM.SG.' (Test 2)
- (2) a. βαρι-∅-σκάλα vs. βαρι-ο-σκάλα vs. σκαλ-ό-βαρο 'heavy staircase–FEM.NOM.SG.' (Test 2)
b. κρε-ό-ρυζ+ο vs. κρε-ο-ρύζ+ο/-ι 'meat rice–NEUT.NOM.SG.' (Test 1)
c. νερ-ό-έμπορος vs. νερ-∅-έμπορος vs. εμπορ-ό-νερος 'water seller–MASC.NOM.SG.' (Test 2)

Exploring the influence of the interview as a research method on the construction of identities in narrative

Dorien Van De Mieroop

Lessius / KULeuven

dorien.vandemieroop@lessius.eu

Narratives are an important means by which individuals make sense of their lives and by which they perceive and construct identities. On the basis of social constructivist insights, this self is regarded as

GENERAL SESSION

being 'continually shaped and reshaped through interactions with others and involvement in social and cultural activities' (Wetherell & Maybin, 1996, p.220).

Furthermore, not only is this self diverse and ever-changing, narratives in which these selves occur are also 'versions of reality' (Ochs & Capps, 1996, p.21) that are closely linked to their contexts. This relation is extremely intricate, since although the time of the story that is narrated is clearly situated in the past, the time of narrating is obviously in the present and therefore also strongly linked to that specific contemporary context. Typical elements that can influence life stories are social and political changes that have taken place between the time of the narrated and the present.

In this presentation, I discuss a narrative that focuses on the Second World War. Since there is a time span of approximately sixty years between the time of the narrated and the present, it is fairly logical that the narrator has reflected on his past and that this mental process influences the way he constructs his identity in his story. As Linde observes, such a time lapse 'creates the occasion for self regard and editing' (Linde, 1993, p. 105). As one of the most important functions of this reflexivity, she discerns the establishment of 'the moral value of the self'. People [...] want a good self, and a self that is perceived as good by others.' (Linde, 1993, p. 122).

Taking all these elements into account, I propose to integrate another element as an additional dimension in the analysis, namely the interview style. This is not only an important aspect of the contemporary context, but it focuses also on the fact that narratives, and consequently the identities within them, are being co-constructed. As Holstein and Gubrium observed, interviewers are always involved in the construction of meaning that is generated in interviews. Because 'both parties to the interview are necessarily and unavoidably active', meaning is 'actively and communicatively assembled in the interview encounter' (2003, p. 68). By analysing the way the interviewee positions himself in relation to the questions of the interviewer, the influence of the interview style on the construction of identity is being scrutinized.

References

- Holstein, J.A. & Gubrium, J.F. 2006. *Postmodern interviewing*. Thousand Oaks, CA: Sage.
Linde, C. (1993). *Life Stories: The Creation of Coherence*. Oxford: Oxford University Press.
Ochs, E. & Capps, L. 1996. Narrating the self. *Annual Review of Anthropology*, 25, 19-43.
Wetherell, M. & Maybin, J. 1996. The distributed self: a social constructionist perspective. In R. Stevens (Ed.), *Understanding the self* (pp. 219-279). London: Sage.

Pronominal choice and identity in the academic writing of Italian students of English

Carla Vergaro
University of Perugia
vergaro@unipg.it

This paper reports a study on the expression of identity in the academic writing of Italian students of English. That academic writing conveys a representation of the self together with content is something that research has emphasized. Indeed, the issue of authorial stance, namely how much writers feel themselves to be not just writers but also authors with the authority to say something, has attracted and has been the topic of much research. A rather obvious way of claiming authorial presence is to use first person reference and the corresponding determiners. However, not only is the *I* emerging from the text by its very nature plural, but different genres are associated with differing degrees of *I*-ism, and these expectations and conventions vary from culture to culture and from period to period. In the context of academic writing, the task of acquiring genre conventions that require authors to position themselves in the text in a certain way, is particularly difficult for L2 students because, being at the same time under the influence of their own culture, both genre and cultural conventions might be operating. In this paper I explore the expression of identity in the academic writing of Italian students of English by focusing on the use of first person pronouns *I*, *we*, *me*, and *us* and their respective determiners. Indeed, although the issue of identity in writing has been the focus of much research in recent years, less attention has been paid to students as authors, much more so to EFL Italian students. The study – based on an analysis of a corpus of 30 essays, each of about 4,000 words in length – shows that cultural and genre conventions are intertwined in a complex way in a heteroglossic space in which a reconstruction of the self takes place. This process is fruitfully explained by recurring to the heuristic of intercultural – not contrastive – rhetoric and to the post-Kantian philosophy notion of 'thirthing'.

GENERAL SESSION

Synchrony in diachrony: the interpretation and analysis of <w> in Mycenaean Greek

Jeroen Vis

University of Amsterdam

j.vis@uva.nl

In historical linguistics it is very common to interpret the data by means of diachronic reconstructions. In this paper I will claim that a detailed knowledge of the synchronic grammatical system is at least as important and provides important additional evidence for the interpretation and analysis of a language. In order to support this claim, I will present a case study from the phonology of Mycenaean Greek (± 1250 B.C.), more specifically, the phonotactics of the labial glide <w>. This topic is of special interest for two reasons: a) Mycenaean raises interpretational questions due to the sparse sources and its unique orthographic system by means of syllabograms and b) the phonotactics of glides is an issue of the ongoing debates in generative phonology (cf. Levi 2004, among others).

Based solely on diachronic reconstructions, the consonant transcribed as <w> is usually interpreted as the semivowel [w] (cf. Ventris & Chadwick 1972 [1956] among others). However, syllabic phonotactics suggest a different interpretation. In Mycenaean orthography, all onset consonants are written, whereas the coda consonants are omitted (Steriade 1982, Vis 2008). Given the spelling of the words at (1), the segment <w> participates in the formation of the tautosyllabic clusters <wl>, <wr> and <nw> (see 1a-c), whereas the <rw> and <lw> sequences are heterosyllabic (see 1d-e). These data indicate that the consonantal strength of the segment <w> is in between that of the nasal [n] and the liquids [l] and [r]. As a result, the segment should better be interpreted as an approximant [ɥ].

The interpretation proposed above of <w> as an approximant [ɥ] implies an asymmetry between the coronal segment [j] being considered as a semivowel and the labial segment [ɥ] being thought of as an approximant. A closer look at the data, however, reveals that the labial and coronal sonorants systematically display asymmetric phonotactics. In avoiding hiatus, for example, the language exhibits several processes (see the examples in (2a-b) adopted from Vis 2008). Considering the result of these processes, underlying /u/ remains an autonomous segment realized as [u] or retains its mora as a second part of a bimoraic diphthong [Vw]. Underlying coronal /i/ appears as a secondary articulation [ʲ] or as the second part of a monomoraic diphthong [Vʲ], respectively. Thus, it can be concluded from these data that as an innate feature the labial sonorants are stronger and more consonantal than the coronal ones (see van der Torre 2003 for similar conclusions for Dutch).

To sum up, the knowledge of synchronic phonotactics contributes to the interpretation and analysis of the glide [ɥ] in Mycenaean Greek. Syllabification leads to a more accurate interpretation of the glide as an approximant [ɥ], which is in harmony with the rest of the data, as the comparison between labial and coronal sonorants shows.

Examples:

Phonetic transcription	Orthographic transcription	Translation	Input	Output	Translation
1.a.[urinos]	wi-ri-no	skin of an ox	2.a./ksenua/	[ksenua]	foreign (n. pl.)
1.b.[ulo:ma]	wo-ro-ma	edge of cloth	2.c./ouk ^w e/	[owk ^w e]	nor
1.c.[sp ^h e:nuenta]	pe-ne-we-ta	with wedges	2.b./hikk ^w ia/	[hikk ^w a]	charriot
1.d.[koruos]	ko-wo	boy	2.d./dohelois/	[dohelo's]	slave (dat. pl.)
1.e.[kaluandros]	ka-wa-do-ro	'man's name'			

Selected references:

- Levi, S. V. 2004. *The representation of underlying glides: a cross-linguistic study*, diss. University of Washington.
Ventris, M. & J. Chadwick 1972 [1956]. *Documents in Mycenaean Greek*, Cambridge: University press.
Steriade, D. 1982. *Greek prosodies and the nature of syllabification*, diss. MIT, Cambridge MA.
Vis, J. 2008. *Ζητήματα από τη φωνολογία της Μυκηναϊκής Ελληνικής*, diss. University of Crete.
van der Torre, E. J. 2003. *Dutch sonorants: the role of place of articulation in phonotactics*, diss. Universiteit Leiden.

Retronymy or when technology meets language

George J. Xydopoulos

University of Patras

gjxydo@upatras.gr

In this paper I discuss the sense relation of retronymy. Pairs of terms like those in (1) below and their equivalents in other languages are known as retronyms (see e.g. Fromkin *et al.* 2003: 185):

GENERAL SESSION

(1) *watch* > *analog watch*, *mail* > *snail mail*, *weapon* > *conventional weapon*, etc.

There has been very little discussion of the phenomenon in the literature and of the structure and function of the mechanism that creates retronyms. All available analyses more or less agree that in pairs like the ones in (1) above a general term (first member of the pair) is renamed to become more specific (second member of the pair) because of the appearance of a new term that is coined in order to name a new invention or discovery, conceptually related to the old one (see e.g. Ahmad & Collingham 1996: 762-763, Anastasiadi-Symeonidi 2001: 68-69, Xydopoulos 2008: 164-165):

(2) digital watch >> watch >> analog watch

As shown in (2), the invention of “watches that display time in digits” led to the coinage of the term *digital watch*. The new term is the reason, or else the (retronymy) instigator, for *watch* to become more specific with the addition of a modifier that will differentiate it from the new term (i.e. *analog* as opposed to *digital*).

In this paper, expanding on the available analyses, I view retronymy as a subcase of hyponymy and oppositeness relations, on the basis of Cruse 1986: 136 ff analysis of hyponymy and incompatibility, and make the following claims:

- I understand the two members of the retronymic pair, like in (1) above, as representing the hierarchical relation of the superordinate and the subordinate term in hyponymy (cf. taxonymy).
- The new term, the so-called “retronymy instigator” is coined in such a way as to be incompatible with the modified old term.
- Both the modified old term and the new term are co-hyponyms of the, hypernymic, old term which, in its turn, has become an autohyponym.
- Retronyms appear in the source-language (mostly in English) and are transferred to other languages as loanwords/calques.

Finally, on the basis of these claims I understand the (recurring) mechanism that creates retronyms as involving three phases that can be described as follows:

- (a) Creation of a hyponym to name a new concept on the basis of its basic difference with the old concept: e.g. *digital watch*: “type of display” as the basic difference (cf. retronymy instigator) from *watch*.
- (b) Transformation of the old term into an autohyponym: e.g. *watch* (meaning either “any watch” (generic) or “analog watch” (specific)).
- (c) Modification of the old term is modified with the addition of an antonymic adjective (referring to the basic difference) to create a new incompatible co-hyponymic term: e.g. *analog watch*.

Key references

- Ahmad, K. & Collingham, S. 1996. Renewable Terminology. In M. Gellerstam *et al* (eds.) *EURALEX '96: Proc. I-II, Part II - Papers submitted to the Seventh EURALEX International Congress on Lexicography in Göteborg, Sweden*. Göteborg: Göteborg University, Sweden, 759-771.
- Anastasiadi-Symeonidi, A. 2001. Rebaptism. In *Hellenic Language and Terminology 3^d Conference Papers*. Athens: Hellenic Society for Terminology, 63-77
- Cruse, A. 1986. *Lexical Semantics*. Cambridge: Cambridge University Press.
- Fromkin, V., R. Rodman & Hyams, N. 2003. *An Introduction to Language* (7th Edition). Boston, MA: Thomson.
- Xydopoulos, G. J. 2008. *Lexicology: Introduction to the analysis of the word and the lexicon*. Athens: Patakis.

The status of Russian as an intracommunal language within the Pontic Greek community in Cyprus

Dionysios Zoumpalidis

University of Cyprus

denispace@hotmail.com

The status of a particular language can be seen in terms of the frequency it is used for communication purposes within a particular speech community. The status of the Russian language within the Pontic Greek community in Cyprus is rather vague today. The majority of Pontic Greeks, who grew up and lived in the area of Caucasus, in Russia as well as in other parts of the former Soviet Union, have Russian as their dominant language since it was the language of administration and education. Having moved to Cyprus in early 1990s, Pontic Greeks started learning Standard Modern Greek (SMG), and to a lesser extent the Cypriot Greek dialect, as in their majority they identify themselves as “Greeks”. The formal education in Cyprus, where the language of instruction is SMG, presents an opportunity to younger Pontic Greeks to learn SMG as a second (or even as a first) language.

The present paper investigates the current status of the Russian language as it is reflected in interactions among Pontic Greeks who live permanently in Cyprus. Russian, which is seen as a

GENERAL SESSION

minority language in the linguistic context in Cyprus, is examined in terms of the attitudes Pontic Greeks hold towards it. Likewise, the examination of the social networks within the community in question, provide a clearer sociolinguistic picture with regard to the current status of the Russian language. The preliminary results indicate that the status of the Russian language is not well established as some Pontic Greeks avoid Russian altogether whereas others use it systematically in their mundane interactions. The attitudes that Pontic Greeks hold towards the Russian language seem to correlate with age as well as with the geographical provenance of Pontic Greeks.