

24th International Symposium on Theoretical and Applied Linguistics

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



2-4

October 2020

Book of Abstracts

Invited Speakers

Ghada Khattab

Enric Llurda

David Marsh

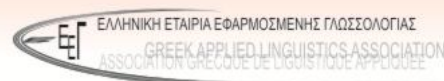
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ΕΛΛΗΝΙΚΗ ΕΤΑΙΡΙΑ ΕΦΑΡΜΟΣΜΕΝΗΣ ΓΛΩΣΣΟΛΟΓΙΑΣ
GREEK APPLIED LINGUISTICS ASSOCIATION
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Preface

The Organizing Committee of the 24th International Symposium on Theoretical and Applied Linguistics (ISTAL 24) welcomes you to this virtual event in order to abide by the Covid-19 restrictions on travelling and gatherings.

We were honored to receive many high quality submissions. We thank all scholars who submitted their work and chose ISTAL 24 as the forum for their research. We owe a special debt to the abstract reviewers. We hope we have succeeded in putting together an interesting conference program.

We heartily thank our invited speakers, Ghada Khattab, Enric Lllurda, David Marsh, Kiki Nikiforidou and Ianthi Maria Tsimpli.

We also thank the members of the Department of Theoretical and Applied Linguistics for their assistance, and especially our technician Tasos Paschalis for invaluable help and support on a wide range of technical and organizational issues. Special thanks go to our sponsors: The Research Committee of the Aristotle University of Thessaloniki and the Greek Applied Linguistics Association.

We hope you will find ISTAL 24 scientifically stimulating and useful for your professional endeavors.

September 2020

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PLENARIES

Loud and clear? A re-evaluation of input properties of child- and foreigner-directed speech in bilingual contexts

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In this talk I examine various types of input in bilingual phonological contexts, focusing on three properties which are crucial for learning but which also require us to revisit certain assumptions we make about the nature of input to bilinguals and L2 learners: quantity, variability, and accommodation. With respect to quantity, I present data from the acquisition of voicing by Arabic-English bilingual children growing up in the UK focusing on the importance of 'sufficient' input for the acquisition of complex phonological features. Specifically, I examine the role of input in the acquisition of the aerodynamically demanding prevoicing for Arabic voiced stops and the resulting changes in bilingual children's production patterns which cannot be ascribed to age-gradation alone (e.g. Khattab, 2002b; 2003). Moving on to variability in the input, I examine the multiple native and non-native varieties that bilingual children of immigrant families are exposed to, challenging the notion of 'target' for a particular phonological feature (e.g. Khattab, 2002a, 2007; Khattab & Al-Tamimi, 2013, 2015). I also demonstrate that, far from filtering out the foreign-language properties of their L2 parents' speech, bilingual children develop different registers and employ these for convergence and divergence strategies (e.g. Khattab, 2009, 2011, 2013). I then turn the spotlight to an unusual case of foreigner-directed speech (FDS), that of input to foreign-domestic helpers in Arabic-speaking countries. I demonstrate that, far from using the typically reported hyper-articulated features in other types of FDS, speech to live-in domestic helpers does not seem to exhibit simplifications or exaggerations, regardless of the Arabic proficiency of the domestic helper (e.g. Al-Kendi & Khattab, 2019). I offer reflections on this, building on recent advances in the study of child- and foreigner-directed speech.

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An applied linguistic perspective on language tensions in a multilingual higher education environment

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The political dimensions of language, particularly in contexts and situations where more than one language share the same social space, have a direct impact on individuals' lives. Political battles around which languages should be promoted and how different languages should be accommodated in educational systems have been recurrent in territories where languages co-exist and compete for usage in different domains.

A case in point is Catalonia, now an officially bilingual region within the officially monolingual Kingdom of Spain. The languages competing for public space are Catalan and Spanish, but English is nonetheless getting increased attention and is becoming a third party in that environment as the global lingua franca. Language policy is decided at the level of education but also at the level of public use by agents who are often unaware of applied linguistic research. Moreover, language policy from the bottom-up is enacted by individuals who take decisions on their use of languages based on attitudes towards language, language use, and the roles of each language in any given context. Such attitudes are mediated and greatly affected by a socially predominant monolingual bias and standard language ideology.

Another linguistically political issue is the massive acquisition of English as an additional language and its role as the global lingua franca. The last twenty years have seen tremendous interest in the impact and consequences of English as a lingua franca in communication and in English language teaching, and the consequential challenge to native speaker models. A further question from this body of research appeals to the use and teaching of other languages. A majority of voices in applied linguistics accept the

legitimacy of non-native English because of its lingua franca status. Yet, does this status apply to other languages even when no lingua franca status is accorded to them? Take the case of Catalan, for instance, a language that is threatened by Spanish, a powerful international language that is constantly pushing Catalan towards an increasing convergence with Spanish at all levels: phonological, lexical, morphological and syntactical. Is an attitude of resistance necessary in the Catalan community of speakers? Or should a pragmatic approach to language as an evolving entity flowing with the flux of new speakers be incorporated? This has been a persistent debate in Catalan linguistic fora: resistance vs. evolution. And this debate has different possible answers depending on whether we put on a political or a purely linguistic hat. Can we, linguists, look down on political ideology when our political selves are at stake? To what extent can we claim neutral analytical skills when we are all totally immersed in our own political environments?

I will reflect on these issues and will discuss my own research on nativeness in second language learning and teaching, the challenge of English as a lingua franca to pre-existing models of language teaching, and the attitudes towards Catalan, Spanish and English in the context of Catalonia.

The Case of Content and Language Integrated Learning (CLIL)

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There are times when innovation comes before investigation, when practice precedes research. This is true of education as with other facets of our lives.

In some cases, educational innovation is deceptive, short-lived and without genuine merit. In others the emergence of an innovative practice may follow a long veritable and yet eclipsed development trajectory.

This presentation describes some aspects of the development trajectory of one emergent practice that has impacted on the status quo of how languages are taught in some environments.

Adopting a slightly different perspective to other presentations at ISTAL 24, it provides a personal commentary on the inception and present status of Content and Language Integrated Learning (CLIL).

The term CLIL, as with Linux, originated in Finland 30 years ago. Each of these share characteristics. Both undermine normative power structures and discipline-specific conventions. The origins of each replicate the principles of the open-source software movement as in grass-roots professional development, promotion of ethics, accessibility and adaptability. Both act as a form of primary operating system (as in a form of software that keeps everything together and sits underneath other applications). And, finally, in their own ways each have emerged as forms of signature pedagogy.

The presentation positions CLIL as a form of integrative learning practice. Establishing interdisciplinary learning which draws on traditionally separate subject content, CLIL is not a stand-alone innovation specific to the learning of additional languages. It is similar to

other integrated educational practices which have emerged over the past decades ostensibly to meet the intellectual and practical needs of the increasingly digitally astute young people of the world in which we now live.

Polysemy in the era of constructions

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In this talk I approach lexical and grammatical polysemy in a constructional perspective, where the role of both *form* and *context* is seriously upgraded. Early work on polysemy focused on identifying and relating the meanings of an expression while keeping its form relatively constant, e.g. see 'vision, cognition', *may* 'deontic, epistemic, speech act; similarly, contextual properties co-occurring with a sense have been largely ignored. In contrast, constructional frameworks definitionally place equal focus on the form and meaning pole of constructions, the latter conceived broadly as including both semantic and discourse-pragmatic properties (e.g. text type, discourse setting/genre). I argue that an adequate analysis of all types of polysemy indeed requires representations of each sense that include morpho-syntactic, pragmatic and discursive features; such gestalts of information, relevant to speakers' knowledge, can only be captured in terms of lexical or grammatical constructions.

To this end I present three case studies ranging from lexical to semi- to purely grammatical polysemy, relying on corpus-derived data and frequency analysis. Drawing on recent work (Georgakopoulos, Lincke, Nikiforidou, & Piata, to appear), I first discuss the polysemy of the Ancient Greek verb *baínō* (βαίνω); even in this case of, seemingly, purely lexical polysemy both form and context turn out to be highly relevant, with individual senses of the verb strongly correlating with particular morphological forms, syntactic position and discourse settings, pointing to the need to formalize them as lexical constructions. I then turn to the family of semi-schematic *ela* (έλα) challenging constructions (including *ela*, *ela tora*, *ela de*) in Modern Greek (Nikiforidou, Marmaridou, & Mikros, 2014). Corpus-based analysis shows that the polysemy of these *ela* forms necessitates reference to specific formal (e.g. sentence-initial, turn-initial position, absence of plural forms, intonational - fall and rising - contours) and discourse-pragmatic features (e.g. *ela tora* responds to preceding speech-act of complaint or accusation, *ela de* echoes preceding challenge); these formal and pragmatic requirements are appropriately rendered in the form of constructions that contain formally-defined as well as lexically-specified slots. The final case study of the subordinator *pu* (που) really defies traditional polysemy analysis since the meanings involved amount to syntactic functions (i.e. relativizer, complementizer, adverbial connective). Nevertheless, such functions are shown to inhere in particular constructional configurations, defined by syntactic and discourse-pragmatic features and related to each other in terms of transitional contexts in diachrony and synchronic variation (Nikiforidou, 2015); such transitional constructions point to a

general, schematic *pu* construction that may realistically capture the polysemy of a syntactic pattern.

I conclude that constructional approaches provide a principled way of representing all knowledge relevant to speakers' ability to encode idiomatically and a realistic way of dealing with lexical, semi-schematic, and grammatical polysemy.

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Multilingualism in underprivileged contexts

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Much research in multilingualism and its effects on cognition and language ability has focused on individuals in western societies. Socioeconomic status, language of education and language prestige have been identified as some of the factors that appear to influence bi/multilingual individuals'-linguistic and cognitive profile although most research on the role of bilingualism on cognition has not capitalized on such factors. I will focus on multilingualism in India, one of the most linguistically diverse countries in the world (UNESCO, 2009). Linguistic variation across Indian speakers is vast and includes variation in the number of home languages used, societal/community languages, official medium of instruction in schools and actual language practices in the classroom. As language is the primary vehicle of education and learning, variation in any of the above measures of multilingualism can affect the language experience of the school child and have knock-on effects on the development of school skills (basic and higher literacy and numeracy), or cognition. Focusing on the data from 1200 children from urban primary schools in Delhi and Hyderabad and from rural areas in Patna, all from deprived or severely deprived socioeconomic backgrounds, I will try to disentangle how language experience and linguistic diversity in the child's immediate environment (school, family, community) affect school skills and cognitive abilities. Participants attend government primary schools in slum vs. non-slum urban areas of Delhi and Hyderabad, or town vs. rural areas in Patna, as part of a four-year, large-scale research project (MultiLila). They were assessed on mathematical reasoning, word, sentence and text reading, as well as non-verbal IQ, inhibition and complex working memory skills. Children attend English-medium or regional

language medium schools (Hindi or Telugu), meaning that their assessment, textbooks and language used in the classroom is the official medium of instruction. Although the language of textbooks and assessment match the official medium of instruction, language practices in the classroom include language mixing with English-only input ranging from zero to 40%, in English-medium schools. Taking into account the child's home language(s) and the extent to which they are used in the classroom I will present the participants' performance on linguistic, reasoning and cognitive skills. Results indicate a significant effect of multilingualism and linguistic diversity in the cognitive and school skills of children from underprivileged socioeconomic background.

MultiLila is led by the University of Cambridge (Tsimpli) and a strong consortium of partners that includes the University of Reading, UK, Jawaharlal Nehru University, Delhi, The English and Foreign Languages University, Hyderabad, the British Council and the National Institute of Mental Health and Neuro Sciences, Bangalore. The project is funded by the ESRC (Economic and Social Research Council) and DfID, UK under the umbrella of the Global Education Challenges.

For more information about the project visit <https://www.mam.mml.cam.ac.uk/>

GENERAL SESSION

L2/L3 Acquisition of the English indefinite article in Cypriot Cyprus and Jordan

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This study aims to examine the L2/L3 acquisition of the English indefinite article: *a(n)* before (non) specific noun phrases (NP)s by L1 speakers of Palestinian/Jordanian-Arabic (PJ/A) and Cypriot-Greek (CG). This study was motivated by the bi(dia)lectal situations in both Jordan and Cyprus as well as by the status of English in both countries. The widespread use of English in Cyprus has a semi-official (*semi de facto*) status that is related to the presence of the British in Cyprus (Buschfeld, 2013). In Jordan, English is used for communication (*lingua franca*) between the Jordanians and the foreigners in academic/governmental institutions (Alomoush, 2015).

In this study, we had four groups of adult/teenager (male/female) participants: an English control group (n=27); L2 PJ/A group (n=91) residing in Jordan, and L2 CG (n=93) and an L3 PJ-CG-E group (n=52) residing in Cyprus. A set of L2/L3 acquisition hypotheses was tested. Data were obtained by a forced elicitation task (FCET) and a grammaticality judgment task (GJT).

The results showed that the L2/L3 groups' performance was influenced by the bi(dia)lectal situations in Jordan and/or Cyprus. More specifically, the ANOVA results followed by the Sheffe post hoc tests on both tasks revealed that the performance of the L2 CG (and L3) group(s) regarding specific NP contexts was significantly better than of the L2 PJ group. This could be to a negative L1 transfer from PJ/A as it lacks the indefinite article and a facilitative transfer from L1 CG. This being the case for both English and CG that have the indefinite article. Also, pairwise statistical analysis showed that L2 PJ group has the evidence of fluctuation. However, the L2 CG and L3 groups' symmetrical performance in using *a(n)* before (non-)specific NPs suggests that the L3 group had more influence from their L2 CG than their L1 PJ/A. The results of the L2 groups lend (i) support to the Full Transfer/Full Access Hypothesis (Schwartz & Sprouse, 1996) as the groups' performance was significantly increasing with the increase of English proficiency level; but (ii) partial support to the Fluctuation Hypothesis (Ionin et al., 2004) as the L2 CG showed evidence of proficiency effect but not fluctuation. Furthermore, the results of the L3 participants were in line with the Scalpel Model of the Third Language Acquisition Hypothesis (Slabakova, 2016) because transfer was proved to be selective, it was based on the increase of their L2 Greek proficiency level with the decrease of their L1 Arabic proficiency level. Contrary to expectations, the Pearson correlation coefficient indicated that the status of English in Cyprus had no positive significant effect on the performance of the L2 CG and L3 groups on both tasks.

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Συγκατασκευή ψηφιακού κειμένου και διεπίδραση σε περιβάλλον κειμενογράφου

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Η συνεργασία μιας ομάδας για τη δημιουργία ενός κειμένου αποτελεί σήμερα μια ιδιαίτερα διαδεδομένη πρακτική, είτε σε ακαδημαϊκά είτε σε επαγγελματικά πλαίσια. Με τα ψηφιακά μέσα που διατίθενται, η συνεργασία αυτή μπορεί να πραγματοποιηθεί πλήρως εξ αποστάσεως, με τα μέλη της ομάδας να ανταλλάσσουν αρχεία κειμένου (π.χ. μέσω e-mail, φόρουμ, υπηρεσία στο νέφος) και μέσα στα αρχεία αυτά να τοποθετούν σχόλια, προσθήκες και διορθώσεις, ώστε σταδιακά να συγκατασκευαστεί το τελικό κείμενο. Σε αυτή την περίπτωση, το ψηφιακό περιβάλλον που χρησιμοποιείται για την ανταλλαγή των αρχείων και, κυρίως, το περιβάλλον του κειμενογράφου λειτουργούν ως ένας χώρος διεπίδρασης της ομάδας.

Παρότι στη βιβλιογραφία η διεπίδραση με ευρύτερο στόχο τη συνεργασία στα ψηφιακά πλαίσια έχει αποτελέσει αντικείμενο μελέτης (πρβλ. τον όρο *Computer Supported Collaborative Learning*) (Stahl, 2006), δεν εντοπίζονται μελέτες που να εστιάζουν στη διεπίδραση εντός του κειμενογράφου ή στην πορεία συγκατασκευής ενός ψηφιακού κειμένου. Στόχος της παρούσας έρευνας είναι να παρουσιάσει έναν τρόπο προσέγγισης της ψηφιακής διεπίδρασης αυτού του είδους, μέσα από ένα ενδεικτικό παράδειγμα ανάλυσης. Το παράδειγμα προέρχεται από τη συνεργασία μιας ομάδας εκπαιδευτικών, οι οποίοι, στα πλαίσια επιμορφωτικών δραστηριοτήτων, ανταλλάσσουν σε ένα φόρουμ αρχεία κειμένου, εντός των οποίων συζητούν γύρω από τα ζητούμενα της δραστηριότητάς τους.

Αρχικά, παρουσιάζονται οι δυνατότητες που παρέχουν τα συγκεκριμένα ψηφιακά μέσα (φόρουμ και κειμενογράφος), οι οποίες αντιμετωπίζονται όχι αυτόνομα αλλά ως μέρος του σύνθετου πλέγματος που διαμορφώνει οποιαδήποτε πρακτική, ακολουθώντας την κοινωνιοτεχνική προσέγγιση (Herring, 2007). Στη συνέχεια, αναλύεται με σχεδιαγραμματικό τρόπο η πορεία συγκατασκευής του κειμένου, όπως αναδεικνύεται μέσα από τα μηνύματα του φόρουμ και την ανταλλαγή αρχείων της ομάδας, ώστε να

παρουσιαστεί η περιπλοκότητα αυτής της κατασκευής και ο μη γραμμικός της χαρακτήρας. Μεγαλύτερη έμφαση θα δοθεί στη διεπίδραση που πραγματοποιείται εντός του κειμενογράφου και στο πώς αυτή δομείται. Μέσα από εργαλεία της Ανάλυσης Συνομιλίας (Yule, 2006), επιχειρείται να δοθεί απάντηση στο πώς γίνεται κατανοητή μια συνεισφορά, πώς πραγματοποιείται η εναλλαγή συνεισφορών (μεταξύ των συνομιλητών ή με το κείμενο που κατασκευάζεται), τι είδους σχήματα διεπίδρασης εντοπίζονται, τι ρόλους αναλαμβάνουν τα μέλη της ομάδας και, τελικά, πώς νοηματοδοτούνται τα ψηφιακά μέσα και οι δυνατότητές τους. Από την ανάλυση προκύπτει ότι στον κειμενογράφο αλλάζει ο *χρονοτόπος* της διεπίδρασης (Wegerif, 2007), καθώς οι συνεισφορές εξαρτώνται σε μεγάλο βαθμό από τη χωρική και όχι τη χρονική τους τοποθέτηση, ενώ το είδος των πρακτικών καθορίζει τις επιλογές των συμμετεχόντων ως προς το πώς αξιοποιούν τις δυνατότητες που τους δίνει το ψηφιακό περιβάλλον.

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Metathesis in Calabrian Greek: A window into syllable structure

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This paper investigates local and long-distance metathesis phenomena attested in Calabrian Greek (CG) and identifies the implications for the syllable structure of the dialect, and more specifically for the restrictions on complex onsets.

In CG, two types of metathesis are found. First, in the varieties of Rochudi and Galliciano, the order of the segments of the cluster /ps/ is inverted in both initial and medial positions (1a–b); in contrast to the variety of Bova, where /ps/ becomes a geminate [tts] (1a'–b') (Rohlf, 1950; Karanastassis 1984-1992, 1997) (examples are from Karanastassis, 1984-1992).

- | | | | | | |
|-----|----|----------------|----------|------------------|---------------------|
| (1) | a. | spiló | ‘tall’ | < psiló | a'. ttsiló |
| | b. | anespío | ‘nephew’ | < anepsío | b'. anettsío |

CG also exhibits long-distance liquid metathesis (Rohlf, 1950; Blevins & Garret, 2004; Coffman, 2013). Due to the limited number of examples concerning /l/, here we will focus mainly on rhotic metathesis. As shown below, CG /r/ migrates exclusively from a **non-initial complex onset** to the **stem-initial onset**.

- | | | | | |
|-----|----|----------------------|-----------------|--|
| (2) | a. | krapísti | ‘halter’ | *kaprísti , * karpísti < kapístri |
| | b. | prandemméno | ‘married’ | < pandremméno |
| | c. | a- pránde sto | ‘unmarried’ | *rapánde sto < a-pándrestro |
| (3) | a. | keró | ‘weather’ | *kreó |
| | b. | éxendra | ‘type of snake’ | *réxenda , *éxrenda |
| | c. | xórto | ‘grass’ | *xróto |

As it has been described in previous works (Rohlf, 1950; Blevins & Garrett, 2004; Coffman 2013), /r/ metathesis fails to apply when the phonotactics of the dialect disallow it (see **mávro** ***mrávo** ‘black’, **xarádra** ***xraráda** ‘fissure’) or when the initial onset is already complex, e.g. **plevró** ‘rib’, **ttsofráta** ‘lizard’ (Bova). However, little emphasis has been put on the /r/ migration next to initial sC clusters, such as the [sp] that results from /ps/ in Rochudi and Galliciano:

- | | | |
|-----|----|--|
| (4) | a. | sprofáta ‘lizard’ (cf. ttsofráta) < psavráða |
| | b. | sprixó ‘cold’ (cf. ttsixró) < psixró |

Another exception that so far has not been identified is the idiosyncratic behavior of medial /tr/, that cannot be targeted by metathesis, as illustrated in (5), unless it is preceded by /s/ (6).

- | | | | | | | | | |
|-----|----|----------------------|----------------|-----|----|-----------------|------------|----------|
| (5) | a. | fitría ‘bud’ | *fritía | (6) | a. | krapísti | < kapístri | ‘halter’ |
| | b. | pétra ‘stone’ | *préta | | b. | prástiko | < pástriko | ‘clean’ |

We propose an analysis within Optimality Theory (Prince & Smolensky, 1993) that accounts for both metathesis phenomena in CG. Along the lines of Zoll’s (1996) analysis of positional markedness, we posit that, first, complex obstruent+liquid (CR) onsets are licensed in CG, but only in stem-initial positions, hence the long-distance metathesis given the appropriate phonological environment. With respect to the –immune to metathesis– /tr/, we postulate that /tr/ in CG is splittable in medial positions (e.g. Scheer & Ségéral, 2005); that is, on condition that the preceding coda position is not occupied by another consonant, /tr/ is syllabified as [Vt.rV] (cf. [Vs.trV]).

On the other hand, obstruent clusters are preferably avoided in onset positions overall. In light of this assumption, /ps/ is inverted in order to be syllabified as [Vs.pV] in medial positions. Concerning the initial position, we join a long line of research (see Goad, 2011 for an overview) in defining s in initial sC clusters as appendix; in other words, an <s>C onset counts as simplex, hence the non-blocking of metathesis resulting in <s>CR sequences, in contrast to *CCR.

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Intonational meaning compositionality revisited

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Research on the intonation of Greek wh-questions has shown that they are typically uttered with one of two tunes, autosegmentally represented as L*+H L-!H% and L+H* L-L% (Baltazani, Gryllia, & Arvaniti, 2019). Questions with the rising tune (!H%) are interpreted as information-seeking; questions with the flat tune (L%) may be non-information seeking, carrying implicatures of a negative type (Baltazani et al., 2019). Since these tunes differ in terms of both their pitch accent and boundary tone, they are ideal for testing the question of whether the pragmatic meaning of tunes is compositional, determined by independent contributions of the pitch accent and boundary tone, or holistic, determined by the tune overall.

Previous research addressing this question has shown that peak accents make an independent contribution to the interpretation of questions even when the boundary tone cannot be heard (Arvaniti & Gryllia, 2019). The present experiment explores the question of whether the contribution of the boundary tone to interpretation is analogous to that of the accent. The experiment used the betting paradigm for maximum comparability with Arvaniti and Gryllia (2019). Specifically, participants heard a wh-question and were asked to bet up to €100 on one of two follow-up utterances indicating the pragmatic intent of the question as information or non-information seeking. This is illustrated in (1).

- (1) Question: *Πότε θα βρεθούμε με τη Μελίνα;*
Information-seeking follow-up: *Την έχω πεθυμήσει.*
Non-information seeking follow-up: *Όλο το λες αλλά δεν το κανονίζεις.*

The stimuli were based on 32 wh-questions, 4 from each of 8 talkers (4 F, 4 M); half were originally produced with the L*+H L-!H% tune, and half with the L+H* L-L% tune. The original questions were manipulated so they ended either with flat F0 (F), i.e. L%, or in a rise reaching the middle of the question's pitch range (R), i.e. !H%. This set up yielded 64 stimuli (32 questions x 2 endings). To minimize the effect of the pitch accent, the signal from the onset of the question and up to the end of the first content word following the wh-word (*βρεθούμε* in (1)) was high-pass filtered (5 KHz, 12 dB attenuation). This removed F0 information in the first half of the question and thus the possible contribution of the pitch accent to the interpretation of the question's meaning. The original 32 questions were used as controls presented as two final experimental blocks to avoid priming. The reported results are based on 58 participants (46 F, 12 M, \bar{x} age = 36.39, SD = 9.3). The hypothesis was that H stimuli would lead to higher bets on information-seeking follow-ups, while F stimuli would lead to higher bets on non-information seeking follow-ups. It was also anticipated that controls would lead to stronger bets than manipulated stimuli.

As predicted, participants placed significantly higher bets on information-seeking follow-ups after R stimuli and controls, than after F stimuli and controls. Results were stronger for controls than stimuli with the same boundary tone, while among the stimuli themselves results were stronger when the *base* and tune matched (e.g. when the

utterance used to create a R stimulus was a question with the L*+H L-!H% tune); mismatches led to uncertainty.

The results support the view that the pragmatic interpretation of tunes is compositional, with each tonal event separately contributing to pragmatics. They also illustrate the role of additional cues (such as timing cues evident in the base) to the interpretation of tunes.

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Attitudes of second-generation immigrant native English speakers vs. native English speakers towards foreign accents

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Many previous studies have examined the interrelationships between native language (L1) and second language (L2) speakers. One line of research has looked at L1 speakers' attitudes towards L2 speakers focusing on university students' perception towards teaching assistants. Students' perceptions towards the accent of their instructors were found to strongly predict the ratings they assigned to them (e.g. Rubin & Smith, 1990; Kang & Rubin, 2009). In a recent study, Subtirelu (2015) showed that, in US universities, mathematics instructors with Asian last names were evaluated significantly lower for 'Clarity' and 'Helpfulness' than their colleagues with US last names on RateMyProfessors.com.

The current study extends previous research by examining listeners' attitudes towards unspecific non-native speakers. Two groups of listeners were compared, second-generation immigrant native English speakers (SGINES) and native English speakers (NES). Both groups were British citizens who had grown up in the southeast of England and were attending a southeastern university. SGINES had at least one first-generation immigrant parent; NES' parents were both native English speakers. Fourteen participants were recruited in total, 7 for each group (aged 18-26 years old). An online questionnaire was administered to both groups. The questionnaire contained four audio clips of International varieties of accented English (Thai, Albanian, Pakistani and Italian), as well as a (native) Southeast English variety for control reasons. Participants were asked to evaluate the clips along a 5- point Likert scale on 'approachability', 'friendliness', 'intelligibility', and 'attractiveness'. Participants were also asked to indicate how strongly they identified themselves with Britain.

The results showed that: (a) SGINES socially identified with Britain less than NES; (b) SGINES rated more favourably foreign accents than NES did; and (c) the two groups shared implicit biases towards accents (e.g. Italian was, overall, the most favourable accent, Albanian was the least favourable one, and Thai and Pakistani were in between). The results are discussed in light of the Social Identity Theory (Tajfel & Turner, 1979), homophily (Lazarsfeld & Merton, 1954) and exemplar models of speech perception (Johnson, 1996).

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Placeholder expressions and linguistic underdeterminacy

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Even though they are widely used in everyday informal conversation across languages, placeholder expressions (also known as 'lexical fillers' or 'vacuous expressions'), such as "thingy", "what-d'you-call-it", as well as certain uses of "stuff" or "do", etc., have been generally understudied. In the relevant literature, placeholder expressions are usually discussed under the general rubrics of vagueness or deixis. A careful assessment, however, reveals that neither of these classifications can do full justice to the ways in which the relevant expressions can be used. On the one hand, while the use of "thingy" in (1) is strictly speaking deictic, the use of "you- know-what" in (2) cannot be classified as such, at least in the sense that determining the expression's referent does not directly depend on who is speaking to whom, the time and place of the utterance or the immediate physical environment:

- (1) *Can you bring me the thingy over there?* (when one points to a tool in the shed)
- (2) *Did you manage to get the you-know-what?* (when someone talks to their partner in the presence of a conservative family member and uses “you-know-what” to refer to condoms)

On the other hand, classifying placeholder expressions under vague language may be reasonable in cases such as (3), where the speaker may be taken to remain non-committal about some particular referent, but seems to also not apply in instances where the relevant expressions are used with a very specific referent in mind, as in (4) and (5):

- (3) *We kissed and then we did stuff.* (speaker refers to sexual intercourse, but not willing to give further information)
- (4) *I forgot to bring the what-d’you-call-it.* (speaker is unable to retrieve the right word)
- (5) *I can’t get on an airplane, you know, because of that thing.* (Speaker refers to fear of flying, but is embarrassed to utter it)

What I will propose in my talk is that the optimal way of describing placeholder expressions is by classifying them as a special kind of referential indexical (Hanks 2005) that transcends and overrides the traditional categories of (person, time, etc.) deixis. In this respect, their reference resolution is typically arrived at through the pragmatic operation of saturation, since their contextual enrichment is obviously linguistically-mandated. If this approach is correct, it can be seen to carry important implications for the on-going debate between minimalists and contextualists. For one, being genuinely semantically underspecified, placeholder expressions would need to be incorporated in Cappelen and Lepore’s ‘Basic Set of Context Sensitive Expressions’ (2005), inevitably extending it over and above Kaplan’s original list of true demonstratives, since placeholder expressions cannot, arguably, be straightforwardly accounted for using the original Kaplanian analysis. Then, placeholder expressions can be added to the list of phenomena that directly support the linguistic underdeterminacy thesis (Carston, 2002), not only at the propositional but also, and more crucially, at the lexical level, as they often call for reference resolution on the basis of encyclopaedic knowledge.

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Developmental and cognitive effects in the oral narratives of young Greek EFL learners

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In child L2 research, oral narratives have often been employed to investigate aspects of language development in terms of complexity, accuracy and fluency as well as other aspects of microstructure and macrostructure. Additionally, complexity and fluency have been shown to be affected by cognitive factors, such as updating, an executive function of working memory (Andreou, 2015). Research in this area, however, has involved mainly bilingual children, while it seems rather scarce regarding children learning a non-native language exclusively through instruction (cf. Zhao & Murphy, 2017). The current study attempts to partially fill this gap.

We investigated sentence complexity (subordination), character introduction and maintenance of character reference, as well as fluency in terms of words produced per minute in a story- retelling picture-based task administered to 30 fourth grade and 30 sixth grade L1 Greek children learning English in a state primary school in Greece. The children had had English language instruction for 5 hours per week in the first two grades and for 8 hours in the older grades and their level of English proficiency ranged from A1 to B1 level, according to a proficiency test for young learners. In the first task, the children were individually asked to listen to and retell two stories each. The stories were based on two of the picture sequences (A2 and B3) in the Edmonton Narrative Norms Instrument (ENNI) (Shneider, Hayward, & Dubé, 2006). We also administered a working memory updating task (N-Back task/2 back digits) to explore the relation between memory updating ability and L2 English development (e.g. Kormos & Safar, 2008).

Results show a statistically significant effect of updating on language proficiency, on use of subordinate clauses and on fluency. Compared with fourth graders, sixth graders generally produced more relative clauses, fewer subject resumption errors, fewer errors in character referencing, and more words per minute, all of which point to developmental effects. We discuss our results in relation with those from studies with bilingual children and child foreign language learners (e.g. Bret Blasco, 2017).

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Truth-conditional pragmatics: The case of lexical modulation

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As standardly conceived in truth-conditional pragmatic theory (Carston, 2002, 2016; Recanati, 2004, 2010), lexical adjustment can be effected by a pragmatic process of lexical modulation or ad hoc concept construction. While this process is claimed to be accommodated univocally, it is basically viewed as falling into two distinct types: narrowing and broadening. In the current presentation, we take issue with this two-directional approach to ad hoc concept construction. We argue that it is based on a problematic line of argument as well as terminological misapplication, detracting from transparency and parsimony. Moreover, we argue that it has unfavorable implications for theoretical assumptions that are well-established in pragmatic theory. In this light, the dual view of ad hoc concept construction is taken to rest on shaky grounds and needs to be replaced by a more coherent or integrative type of view that drops the distinction between narrowing and broadening alongside their synonymous terms.

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Morphology and semantics of superlative elements: Is there a connection?

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The main question that is addressed in this talk is whether the morphological make-up of superlative elements is connected to their interpretation. It is well known that several languages systematically employ the same particle in order to convey an epistemic and a concessive meaning, viz. English at least (Nakanishi & Rullmann, 2009). Greek employs two particles to give rise to an epistemic interpretation, *tulachiston* and *ligotero*. However, only *tulachiston* can additionally induce a concessive interpretation.

The first question that arises is whether it is incidental that in both Greek and English it is the same particle that gives rise to an ambiguity. Our answer will be negative. A further question is what makes *tulachiston* different from *ligotero*, so that only the former can convey a concessive meaning. In order to answer this question, I will start from the observation that both Greek particles at first sight, seem to bear superlative morphology; they consist of the definite article *to* ('the') and are followed by a comparative form, a common way of forming superlatives cross-linguistically (Bobaljik, 2012). There is a crucial difference, however, which seems to matter for their semantic behaviour. While *ligotero* is followed by the regular comparative form of the Modern Greek adjective *ligos* i.e. *ligotero*, *tulachiston* consists of the suppletive Ancient Greek-based superlative form of *ligos*, *elachiston*. Based on this I will explore the role of the superlative morphology behind the backdrop of a prominent theory of the morphology of superlatives, Bobaljik's (ibid.) theory. Based on a research accomplished on the diachrony of the elements in question, I will argue that they differ in their underlying structure: *ligotero* is a regular superlative, morphologically transparent to all native speakers, while *tulachiston* is an obsolete superlative type from ancient Greek, non-transparent to native speakers. Following Bobaljik (ibid.), this implies that the abstract representation of *ligotero* contains an instance of the comparative morpheme and therefore qualifies as a regular superlative. On the other hand, the particle *tulachiston* shares the same properties of so-called absolute superlatives/elatives. Deviating from Bobaljik (ibid.), I will claim that elatives also contain a morpheme that expresses comparison, yet different than in regular superlatives.

The proposal to be submitted will account for the fact that only *tulachiston* licenses a concessive interpretation. I will suggest that more generally only absolute superlatives can trigger a concessive interpretation, while regular superlatives and comparatives cannot do so. The proposed analysis of elative forms is mainly based on Greek, but the connection between the semantics of elative forms and concessive elements should hold cross-linguistically.

Moreover, the above-mentioned facts will be also explored under a semantic approach of Jespersen cycle (Kiparsky & Condoravdi, 2006). Regular superlative elements of Ancient Greek convey a concessive meaning in Modern Greek; in parallel, a new type has been introduced to express the regular meaning. This can be seen as an instance of a semantic shift of the forms in Ancient Greek, while the need to denote a regular superlative led to the formation of a new type (def. article + comparative). It will be argued that this change

shows commonalities with the well-known cycle in Negation (Jespersen, 1917). Supportive evidence will be provided from other languages (i.e. Latin, Spanish, English among others).

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Απόψεις φοιτητών/τριών ως μέσο αξιολόγησης του Προγράμματος Σπουδών της Τουρκικής Γλώσσας: Η περίπτωση του Τμήματος Μεσογειακών Σπουδών του Πανεπιστημίου Αιγαίου

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Η Τουρκική είναι μία γλώσσα με επικοινωνιακή δυναμική ιδιαίτερα στην Ελλάδα, η οποία ως γειτονική χώρα έχει συνδιαλλαγές διαφόρων τύπων μαζί της. Μέσα σε αυτά τα πλαίσια, η διδακτική της Τουρκικής είναι ίδια με τη διδακτική που επιτάσσουν οι σύγχρονες προσεγγίσεις της εφαρμοσμένης γλωσσολογίας για οποιαδήποτε ξένη γλώσσα. Αναλυτικότερα, χρησιμοποιείται μία ποικιλία διδακτικών μεθόδων (Επικοινωνιακή Προσέγγιση, Γραμματικοσυντακτική Προσέγγιση, Μέθοδος Πρότζεκτ), μία πληθώρα διδακτικών μέσων (νέες τεχνολογίες, οπτικοακουστικά), υπάρχουν πολλά και χρήσιμα διδακτικά εγχειρίδια και αρκετές πιστοποιήσεις από διαφορετικούς φορείς, ανάμεσα στους οποίους συγκαταλέγεται και το Ελληνικό Υπουργείο Παιδείας με το Κρατικό Πιστοποιητικό Γλωσσομάθειας.

Η επιλογή του θέματος έχει διττό προσανατολισμό: από τη μία θα διερευνηθεί σε επίπεδο γλωσσολογίας και εφαρμοσμένης διδακτικής ο βαθμός γλωσσικής επάρκειας που αποκτούν οι φοιτητές/τριες κατά τη διάρκεια της φοίτησης τους στο ΤΜΣ, αλλά και οι ατομικές αντιλήψεις απέναντι στο κατά πόσο οι ίδιοι/ες νιώθουν επικοινωνιακά αποτελεσματικοί, προκειμένου να εμπλακούν σε μία επικοινωνιακή κατάσταση με φυσικούς/ές ή μη ομιλητές/τριες της Τουρκικής.

Πολύ σημαντικό παράγοντα συνιστά και η διερεύνηση της διαπολιτισμικής επικοινωνιακής επίγνωσης, η οποία δεν σχετίζεται μόνο με τη γνώση των πολιτισμικών στοιχείων του τουρκικού πολιτισμού αλλά περιλαμβάνει και την έννοια της διαπολιτισμικής ενσυναίσθησης, απέναντι στο άλλο, ανεξάρτητα από το γλωσσικό, κοινωνικό, φυλετικό, θρησκευτικό, και οικονομικό υπόβαθρό του. Πιο συγκεκριμένα, η έρευνα θα διερευνήσει τις στάσεις και τις αντιλήψεις των φοιτητών/τριών του ΤΜΣ

αρχικά απέναντι στον Τουρκικό λαό, ως εκφραστή μίας διαφορετικής γλωσσικής και πολιτισμικής κουλτούρας και στη συνέχεια απέναντι στον τρόπο που αντιμετωπίζουν και βιώνουν τη διδακτική διαδικασία της εκμάθησης της Τουρκικής Γλώσσας στα πλαίσια του πανεπιστημίου.

Στόχοι της έρευνας:

- Το εννοιολογικό περιεχόμενο της εφαρμοσμένης διδακτικής της Τουρκικής Γλώσσας καθώς και της έννοιας της διαπολιτισμικής επικοινωνιακής επίγνωσης.
- Η διερεύνηση του βαθμού στον οποίο η ανώτατη πανεπιστημιακή εκπαίδευση συμβάλλει στην ενίσχυση της γλωσσομάθειας και της γλωσσικής επάρκειας μίας μη συνηθισμένης ξένης γλώσσας, όπως τα Τουρκικά.
- Η διερεύνηση των στάσεων και των αντιλήψεων των φοιτητών/τριών απέναντι στη διδακτική προσέγγιση, την ίδια τη γλώσσα και τον πολιτισμό της.
- Η διερεύνηση του βαθμού της διαπολιτισμικής επικοινωνιακής επίγνωσης.
- Ο εντοπισμός των παραγόντων που επηρεάζουν, είτε θετικά είτε αρνητικά την μαθησιακή πορεία των φοιτητών/τριών.

Μαθαίνεται η ξένη γλώσσα; Το παράδειγμα της γερμανικής ως ξένης γλώσσας στους φοιτητές Γερμανικής Φιλολογίας

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Το ζήτημα, με το οποίο ασχολείται η παρούσα ανακοίνωση, θεματοποιήθηκε αρχικά βάσει της εμπειρικής παρατήρησης, ότι τα χαρακτηριστικά αλλά και οι συνθήκες συγκεκριμένων ομάδων χρηστών *Ξένων Γλωσσών* προσομοιάζουν με την συνθήκη της διαδικασίας *κατάκτησης* της γλώσσας.

Το έναυσμα για την έρευνα έδωσε μια συγκεκριμένη ομάδα χρηστών της *Γερμανικής ως Ξένης Γλώσσας*, που αποτελείται από φοιτήτριες και φοιτητές του Τμήματος Γερμανικής Γλώσσας και Φιλολογίας του Εθνικού και Καποδιστριακού Πανεπιστημίου Αθηνών και διαμορφώθηκε σύμφωνα με χαρακτηριστικά που σημειώνονται παρακάτω: (α) η γερμανομάθεια των συμμετεχόντων θεωρείται ότι είναι κοινό κεκτημένο, καθορισμένο από τυποποιημένες δοκιμασίες αναφοράς (Πανελλαδικές εξετάσεις κ.α.), (β) οι συμμετέχοντες έρχονται σε επαφή με τη *Γερμανική ως Ξένη* μέσα στο ίδιο θεσμικό περιβάλλον, το ακαδημαϊκό, (γ) μέσα στο περιβάλλον αυτό οι συνθήκες επαφής με τη Γερμανική Γλώσσα είναι ευνοϊκές: οι συμμετέχοντες διδάσκονται διαφορετικά ακαδημαϊκά αντικείμενα στα Γερμανικά, έρχονται σε επαφή με φυσικούς ομιλητές, έχουν περισσότερες κοινωνικές και πολιτισμικές προσλαμβάνουσες γλώσσας απ' ότι μαθητές εκτός αυτού του περιβάλλοντος, (δ) οι συμμετέχοντες έχουν πολλαπλά κίνητρα που ευνοούν την *κατάκτηση* (συναισθηματικό, προσωπικό, επαγγελματικό κ.α.).

Η παρατήρηση της ως άνω ομάδας οδήγησε στην διατύπωση κεντρικών ερωτημάτων, όπως: (α) Ποιοί παράγοντες ορίζουν άλλοτε την εκμάθηση κι άλλοτε την κατάκτηση μιας Ξένης Γλώσσας; (β) Μπορεί η εκμάθηση μιας Ξένης Γλώσσας να εξελιχθεί σε κατάκτηση, υπό την προϋπόθεση συγκεκριμένων συνθηκών ταυτότητας και περιβάλλοντος;

Συγκεκριμένα παραδείγματα, τα οποία εξήχθησαν με τη βοήθεια ποιοτικών και ποσοτικών ερευνητικών εργαλείων, και αφορούν τόσο στις ταυτότητες όσο και τις γλωσσολογικές ικανότητες των συμμετεχόντων, θα παρουσιαστούν για να χρησιμεύσουν στην διερεύνηση και συγκεκριμενοποίηση των παραπάνω ερωτημάτων.

Borders between plagiarism and the use of information in the academic writing of trilingual students

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Writing an academic text supposes, amongst other challenges, knowing how to make a strategic use of the information that has been gathered in the reading process prior to its composition. Managing others' speech, gathering ideas, reproducing theories, etc. are skills that the university student must master during his academic training. Otherwise, the misuse and mismanagement of sources can lead to plagiarism, one of the most common problems in scientific texts (Ochoa & Cueva, 2014). Plagiarism is also a problem that is witnessed in all languages and that takes place in an interdisciplinary way. Hence, it is essential to know the difficulties that lead students to reproduce wrongly the information they have, even knowing the existence of a citation system. In this study we have analyzed 100 conference proceedings carried out by trilingual students. These texts were created for a fictional students' conference within the framework of a project-based subject. Generally, there is a tendency towards the reproduction of ideas in a literal way despite referencing their authorship, ignorance of the ways of incorporating text literally and poverty of resources to paraphrase. The results obtained allow developing activities to provide university students with strategies to facilitate the efficient use of sources and avoid, by extension, accidental plagiarism.

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Minority languages in the Integrated Treatment of Languages: Teachers' perspectives

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The Integrated Treatment of Languages (ITL) seeks to generate a consensus syllabus among teachers to create an educational context that favors the transfer of knowledge from one language to another. This integrated teaching also allows the development of the multilingual and multicultural competence of the students involved. Hence, it is helpful in educational contexts such as that of the Basque Autonomous Community in which Spanish, Basque - a minority language - and other languages such as English or French coexist. In this framework, the current research examines Primary Education and Secondary Education language teachers' perspectives regarding the advantages and disadvantages of the aforementioned approach: training, infrastructure, teacher role, etc. Among other objectives, we seek to know the perceived impact ITL can have on strengthening and protecting a minority language. To this end, we analyze the interventions of 60 teachers who participated in a deferred focus group during a training course in ITL. From the analysis of their contributions and concerning the minority language, it is inferred preoccupation about the role given to Basque and it is considered that this language, compared to Spanish or English, can be seen in inferiority of conditions. It is also noted that some teachers appear to question the benefits of applying the ITL in environments where students do not master the minority language. We will reflect on the attitudinal and didactic implications of these bias in the framework of linguistic normalization and continuous teacher training.

To trust or not to trust? 'False friends' and true enemies in EFL

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The current study aims at exploring Greek learners' awareness of English lexical items that bear sheer orthographic and phonetic resemblance to Greek words, defined as 'false friends.' Researchers have described them as words in different languages which share certain linguistic attributes except for semantic equivalence. Based on literature, lexical items morpho-phonological resemblance between two different languages do not function consistently as a facilitating factor in the L2 learning process; on the contrary, they may also impede learners' progress.

In an attempt to examine whether this very likeness constitutes a hindrance in foreign language learning when these items lack semantic correspondence, we have designed a questionnaire and a test based on a sample set of English-Greek false friends, which were administered to 63 Greek adult learners of English (31 women and 32 men). Adult students of a Higher Education institution in Greece were invited to participate in this research project, where a stratified random sampling technique was implemented. The students recruited came from four different departments: Business Administration and Economics, Computer Science, English Studies, and Psychology. Forty lexical items selected from the 'English-Greek Dictionary of False Friends' (2005) were incorporated in two written tasks that participants were invited to complete. In the present study, the impact of the subjects' L2 proficiency level was also investigated as a variable that might affect the EFL learners' performance in the written tasks.

The two research questions which were formulated in an attempt to add some insights into the 'false friend EFL' area of study are the following:

- (1) Do Greek learners of English decode Greek-English 'false friends' when they encounter them within or outside linguistic context?
- (2) Does the level of English language proficiency affect participants' awareness of Greek-English false friends?

The analysis of participants' performance has revealed rich information regarding the degree of respondents' familiarity with false friends. Results also provide evidence as to the imperative need of raising L2 learners' awareness on 'false friends' since these can become extremely misleading in terms of their definition and, thus, actual usage. However, based on findings high L2 proficiency level did not prove to be a consistently facilitating factor. The current project adds up to the work conducted on false friends in an EFL environment, and it could be of great use to linguists, foreign language instructors, learners of foreign languages, or anyone who is interested in Second Language Acquisition issues.

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Εισάγοντας την εννοιακή γνώση (conceptual knowledge)
στη διδασκαλία του λεξιλογίου μιας Γ2/ΞΓ

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Στόχος της εργασίας αυτής είναι η παρουσίαση, η ένταξη και η περιγραφή της εννοιακής γνώσης (conceptual knowledge) στη διδασκαλία του λεξιλογίου μιας δεύτερης/ξένης

γλώσσας (Γ2/ΞΓ). Το λεξιλόγιο κατέχει πλέον πρωταγωνιστικό ρόλο στη γλωσσική διδασκαλία (Read, 2004). Κατά την εκμάθηση του λεξιλογίου, παράλληλα με τα συνήθη γλωσσικά λάθη εμφανίζονται και τα αντίστοιχα εννοιακά, τα οποία υποδηλώνουν την αδυναμία των διδασκομένων να χρησιμοποιήσουν με ορθό τρόπο τις έννοιες της γλώσσας-στόχου (Danesi, 2016). Η εννοιακή γνώση είναι εμφανής σε όλες τις πτυχές της *λεξικής ικανότητας* (lexical competence) και αναφέρεται στην ορθή χρήση και την κατανόηση των εννοιών μιας Γ2/ΞΓ (Danesi, 2008). Ερευνητικά δεδομένα συνηγορούν υπέρ του σημαντικού ρόλου της εννοιακής γνώσης στην ανάπτυξη της επικοινωνιακής ικανότητας των διδασκομένων μια Γ2/ΞΓ (Danesi, 2008). Η καλλιέργεια της εννοιακής γνώσης είναι εφικτή μέσω της *μη κυριολεκτικής ικανότητας* (figurative competence), δηλ. την ικανότητα χρήσης της μη κυριολεκτικής γλώσσας (π.χ. μεταφορά, μετωνυμία, ιδιωτισμοί βασισμένοι σε μεταφορές και μετωνυμίες κ.ο.κ.). Η μη κυριολεκτική ικανότητα αποτελείται από τρεις υπο-ικανότητες, τη *μεταφορική* (metaphorical competence), την *ιδιωτισμική* (idiomatic competence) και τη *μετωνυμική* (metonymic competence) (Galantomos, 2019). Η ανάπτυξη και των τριών δεξιοτήτων συνδέεται με υψηλά επίπεδα επάρκειας στη Γ2/ΞΓ (Danesi, 1993; Denroche, 2015; Yorio 1989). Σε αυτό το πλαίσιο, συνιστάται η ανάπτυξη της μη κυριολεκτικής ικανότητας να επιδιώκεται από τα αρχικά επίπεδα γλωσσομάθειας και ειδικότερα το Α2. Λαμβάνοντας υπόψη τα προαναφερθέντα, στην παρούσα εργασία θα αναλυθεί ο ρόλος της εννοιακής γνώσης στην ανάπτυξη του λεξιλογίου μιας Γ2/ΞΓ και θα παρουσιαστούν περιγραφητές εννοιακής γνώσης για κάθε επίπεδο του ΚΕΠΑ σε συνδυασμό με ό,τι προβλέπεται για τη λεξιλογική ικανότητα.

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Form-focussed instruction: An alternative grammar syllabus proposal

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As a reaction to the compartmentalized way in which the foreign language, and grammar in particular, is usually treated in foreign language coursebooks and syllabi generally, I propose sensitizing English language teachers to unification possibilities, which would involve the joint treatment of apparently disparate phenomena on the basis of content. My proposal draws primarily on Burgess's (1994) discussion of 'mind maps' or 'ideational frameworks' as a way of charting human experience, as reflected in the flow of ideas and relationships among them in the three major discourse types – narratives, descriptions and idea or expository texts – and is based on the perception of grammar as cognitively determined (Bielak & Pawlak, 2013; Holme, 2012; Langacker, 2013) and, thus, semantically driven, dynamic (Larsen-Freeman, 2003) and motivated (Calfoglou, 2017). Treating ideational frameworks as a core component of grammar teaching also helps accommodate in grammar instruction broader social expectations, inherent in the above taxonomy. I discuss the benefits accruing from the meaningful treatment of grammar, providing examples in relation to English grammar specifically and presenting data demonstrating learners' positive response to and reception of the semantically driven teaching of grammar. On the basis of these arguments, I suggest creating an alternative syllabus accommodating this semantically based grouping of grammar forms and addressing the seminal issue of sequencing in language instruction.

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Electronic storybooks: Investigating their effectiveness to foster young EFL learners' Multiple Intelligences

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Gardner's Multiple Intelligences (MI) theory (2011) has long been a source of inspiration for educators worldwide (Chen, Moran, & Gardner, 2009) due to the fact that it acknowledges learner differences in terms of strengths or weaknesses in assimilating and consequently displaying new knowledge. As both these processes are highly dependent on the symbol systems the learners and required to interact with, it is imperative for teachers to vary their methods of presentation of new information as well as allow for diverse ways of learner demonstration of understanding, that is provide multiple 'entry points' to the subject matter (Gardner, 2011; Armstrong, 2018; Baum, Viens, & Slatin 2005) so as to accommodate the full gamut of intelligence types their learners possess to a greater or lesser extent. Such MI-informed practices focus on each learner maximizing his/her full potential.

Based on the premise that one's MIs are not static but rather can be improved with instruction and experience (Gardner, 2011), a case study was conducted in a sixth grade of a Greek state primary school seeking evidence on whether electronic storybooks can serve as a tool for the promotion of young EFL learners' MIs as well as the reinforcement of their weaker intelligences. To that end, an entry questionnaire which profiled the twelve learners was administered and a parallel syllabus was designed around five e-storybooks. During the implementation phase, diaries were kept by both the teacher and the learners which, along with a post-intervention questionnaire, provided a combination of qualitative and quantitative data regarding attitudinal or behavioural change as well as ameliorated skills of metacognition. The findings corroborate the initial hypothesis as the evidence gathered attests to adequate stimulation of the totality of the learners' MIs as well as significant development of previously underdeveloped skills.

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Context norms and multiword expressions: The case of feel blue and see red

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This study is the first attempt in the literature to define the semantic prosody (context properties) of extended lexical units (ELUs) according to the psycholinguistic variables ‘valence’ (emotional positivity), ‘arousal’ (excitement, mood-enhancement), and ‘concreteness’. The object of investigation are the verbal phrases *feel blue* (unambiguous idiomatic ELU, without a literal counterpart) and *see red* (ambiguous ELU, idiomatic or literal).

In Sneffjella and Kuperman (2016) the range of semantic prosody is confined from five content words before to five content words after a core lexical unit. The statistical application of valence, arousal, and concreteness ratings obtained through crowdsourcing (Warriner, Kuperman, & Brysbaert, 2013; Brysbaert, Warriner, & Kuperman, 2014) to the 7 billion token USENET corpus (Shaoul & Westbury, 2013) resulted in numerical context norms for English words. Sneffjella and Kuperman (2016) show that words tend to favour the company of words with similar affective (valence, arousal) and sensorimotor (concreteness) connotations.

The present study applies the results in Sneffjella and Kuperman (2016) to ELUs. The numerical valence, arousal, and concreteness representations of *feel blue* and *see red* were obtained by using the crowdsourcing platform Amazon Mechanical Turk (60 interviews with 60 US citizens). The context values were detected by using the Corpus of Contemporary American English (COCA) and the News on the Web (NOW) corpus. In the analysis, multiple one-sample t-tests were conducted between the context values obtained from the corpus analysis, the averaged context norms of constituents (Sneffjella & Kuperman, 2016) and the mean values of representations.

The results clearly show that both *feel blue* and *see red* have negative representations while showing up in positively valenced contexts. In the idiom *feel blue* and the idiomatic counterpart of *see red*, there are no significant differences between the averaged context norms of constituents (Sneffjella & Kuperman, 2016) and the context values obtained from the corpus analysis – notably *for all three variables*. This salient pattern suggests that, for the embedding of idiomatic ELUs in the respective contexts, the context norms of constituents are relevant and not the representation values of these ELUs.

Overall, semantic prosody is independent of ELU representations and interpretative, at the same time. ELUs are associated to “typical scenarios in the everyday world” (Stubbs, 2009, p. 133) at the interface of their representation and their semantic prosody. For instance, *feel blue* (ELU with negative valence) typically shows up in positively valenced contexts while evoking the pragmatic scenario ‘comforting’, ‘provision’, etc. A neutral or negatively valenced context points to a scenario of ‘emotional rejection’, etc.

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Effects of type of bilingualism on the acquisition of Greek and German voiced stops

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The acquisition of the voicing contrasts by bilinguals is a well-studied area in phonetic literature. A key factor has been reported to be the age onset of bilingualism and the majority of studies support the advantage of early exposure to the L2 (MacKay, Flege, Piske, & Schirru, 2001). Previous literature provides evidence of L1 interference in late bilingualism (Flege & Eefting, 1987) and monolingual-like stop productions in early bilingualism (exposure to the L2 by the age of 4: MacLeod & Stoel-Gammon, 2009, by the age of 6 : Antoniou, Best, Tyler, & Kroos, 2010). Though, there are studies where cross-language interference is evident even in simultaneous bilingual data (Fowler, Sramko, Ostry, Rowland, & Halle, 2008; Sundara, Polka, & Baum 2006). This study investigates the effect of age onset of bilingualism on the voiced stops of Greek-German bilingual children (aged 8-12). All the bilinguals of the study were early bilinguals; 14 were simultaneous and 7 sequential (exposure to L2 at the age of 3 or 4). The VOT of word-initial /b,d,g/ was measured and voiced stops were categorized as prevoiced or short-lag stops. Using chi-square analysis, simultaneous bilinguals' percentage of prevoiced stops was compared to that of sequential bilinguals and then the percentages of the two bilingual groups were compared to those of Greek and German monolingual peers.

The results support that the type of bilingualism (simultaneous vs. sequential) is a significant factor influencing voiced stop acquisition. In the L2 (German), sequential bilinguals produced voiced stops that showed more interference from the L1 (Greek) in comparison to simultaneous bilinguals, as their voiced stops had significantly higher prevoicing percentages.

As for bilinguals' ability to produce monolingual-like stops, despite the early exposure to the L2, both simultaneous and sequential bilinguals produced voiced stops that were

significantly different to those of their monolingual peers. This cross- language interference was bidirectional, with more short-lag Greek stops and more prevoiced German voiced stops in comparison to the respective monolinguals. Our results show that bilingual voicing systems are susceptible to cross-language interference irrespectively of the onset age of bilingualism but the degree of interference is directly related to it.

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Students' perceptions of EFL teachers' classroom-based assessment practices in Greek secondary education

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Over the past decade, research in language assessment has in effect of educational policy reforms broadened its scope of inquiry to encompass issues related to assessment in classroom settings (Bachman, 2007). Acknowledging the complexity of the implementation of evaluating EFL students' language use and development, context-specific assessment formats rather than one-size-fits-all type measurement have been introduced (Turner, 2012).

Classroom-based assessment (CBA) concerns the full spectrum of assessment practices, including all types of assessment which comprise an integral part of instruction and are designed and used internally to collect information about the students' language learning development (Purpura, Liu, Tsutagawa, & Woodson, 2014). CBA, as opposed to large-scale standardized assessment, necessitates a non-threatening learning environment which promotes collaborative learning, treats the learners as unique persons, considers their strengths, and aims at guiding the learning process (Finch, 2012).

Both research paradigms, the quantitative and qualitative ones, were adopted to highlight the students' perspectives concerning assessment practices in secondary education. Questionnaires (N=285) and Interviews (N=105) with EFL learners at the third grade of junior high schools in both urban and rural areas in Northern Greece were used to address the following research objectives: a. to explore the EFL students' perceptions concerning assessment; b. to identify the methods of classroom-based assessment employed in the context considered; c. to record the extent to which the students' performance in assessment is used to improve learning. Data processing took place employing both descriptive and inferential statistics.

The findings revealed that the EFL students showed considerable awareness of the importance of assessment in providing a record of their progress in EFL language learning. Regarding the impact of assessment practices on EFL students' learning, it was recorded that a considerable part of the students heavily emphasized the importance of the two term tests for which they were willing to prepare and study rather than their daily classes during which their performance did not matter, thus, ignoring the formative nature of assessment. Moreover, it was indicated that good assessment means fair and transparent assessment that considers the students' needs and their use of the target language. Concluding, it can be said that only a part of the EFL students perceived the purposes of classroom-based assessment, namely to develop, improve and enhance the learning of the target language while even fewer acknowledged the role of their EFL teachers to address these purposes.

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Pause location, what does it mean
for second language learner oral fluency?

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The main aim of this paper is to better understand oral fluency in second language speakers and how fluency is impacted by increases in the cognitive complexity of tasks,

specifically through an examination of the number and location of pauses during speech production. The research questions posed were:

- 1: How does the increased cognitive complexity of language tasks affect L1 and L2 speakers' oral fluency as measured through a comparison of the quantity of breakdowns at the middle and at the end of clauses?
- 2: What do these differences between L1 and L2 speakers' oral fluency reveal about the cognitive processing demands and stages of speech production being impacted when losses of fluency occur?

For this research project speech samples of 80 participants' performance on two narrative tasks were recorded: 40 English first language speakers and 40 Korean participants who speak English as a second language at an intermediate level. Each participant performed two tasks differentiated by the level of cognitive complexity (operationalised through the chronological/random order of information) required to transact the task. The data was recorded, then automatically coded for pauses and breakdowns in speech using the software Praat. It was hypothesized that pauses occurring 'within a clause' (Skehan et al., 2016) are evidence of difficulties at the formulation stage of speech production and with microplanning (Levelt, 1999) while pauses occurring 'between clauses' provide evidence of problems during conceptualization and macroplanning.

The results of the study show that the second language speakers evidenced a statistically significant, increase in the ratio of pauses at the mid-clause level when performing the cognitively more complex version of the tasks. This is due to the increased cognitive demands of the task which meant the second language speakers' lacked the attentional resources to transact the more complex task while at the same time attempting to produce fluent speech. The first language speakers on the other hand were unaffected by the levels of cognitive complexity due to their increased levels of automaticity in speech production and they did not pause more frequently at the mid clause level. Pauses at the end clause were largely unaffected by the level of complexity for both first and second language speakers.

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Investigating clitics in adult L2 Greek

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According to the Interpretability Hypothesis (IH, Tsimpli and Dimitrakopoulou, 2007), post-childhood L2 learners have access to the principles and operations of UG but cannot learn abstract features of lexical items which lack semantic content and are uninterpretable at the Logical Form (LF) of the language faculty if these features do not exist in the L1 (e.g. ϕ -features). No learnability problems are anticipated regarding interpretable features (e.g. the features of definiteness and person).

Greek clitics are deficient unstressed monosyllabic elements that are morphophonologically similar to definite determiners. According to Philippaki-Warbuton (1998) and Tsimpli and Stavrakaki (1999) clitics have formal features ([definiteness], [case], [ϕ -features]) but lack semantic ones except 1st and 2nd person clitics, which have an interpretable [person] feature and genitive possessive clitics, which carry the interpretable feature of [possession]. Previous studies with highly proficient adult L2 learners have shown particular vulnerability regarding 3rd person compared to both 1st-2nd person object clitics and genitive possessive clitics (Dimitrakopoulou, Kalaintzidou, Roussou, & Tsimpli, 2004; Tsimpli, 2003; Tsimpli & Dimitrakopoulou, 2007; Karpava, 2014; Parodi & Novakovic's, 2014).

In the present study we further investigate the IH with respect to L2 Greek accusative object and genitive possessive clitics in oral data produced by 20 L1 Georgians, 20 L1 English and 26 L1 Albanian adults who had lived in Greece for a long time and were first exposed to Greek after puberty. Georgian and English do not have clitics while Albanian does. In order to explore developmental effects too, we further divided the participants into two groups of Greek language proficiency (intermediate and advanced/very advanced) based on results from oral interviews analysed across four categories of band descriptors. Data were collected through three types of oral tasks: free discussion, picture description and giving instructions. Results indicate L1 as well as developmental effects in the production of 3rd person accusative object clitics, yet not in the production of either 1st-2nd accusative object clitics or genitive possessive clitics. Both the L1 Georgian and the L1 English groups performed significantly worse than the L1 Albanian group. These findings seem to lend support to the IH.

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Investigating teachers' beliefs and practices towards the explicit teaching of speaking strategies in the Greek EFL context

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The presentation's main objective is to present a study conducted in the Greek EFL context in order to explore EFL teachers' beliefs and practices towards the teaching of speaking strategies in the Greek educational context and examine the factors which affect their teaching practices as far as communication strategies are concerned. In addition, the study aims to investigate teachers' attitudes towards the teaching materials they use and explore the extent to which these materials fulfill their learners' oral strategic needs. In order to investigate these issues, quantitative as well as qualitative research methods were used. In detail, a questionnaire and a semi-structured interview were administered so as to shed light upon the questions of this thesis. The results of the research revealed that teachers' attitudes towards speaking strategies are positive and that they acknowledge their contribution to their learners' oral improvement. However, teachers' practices reveal that they do not integrate the teaching of communication strategies into their teaching practices to the expected extent. In addition, teachers' attitudes are rather negative towards the materials they use while their answers seem unsure as to whether speaking strategies can be explicitly taught. Finally, teachers' views on the factors which might affect the teaching of speaking strategies reveal that, among others, the most important factors are time constraints, emphasis on conventional practices, the size of the class, teachers' inadequate training, mixed ability classes, constraints on completing the assigned materials, lack of materials, learners' motivation issues and the learners' level. In essence, it is hoped that this presentation will shed some light on teaching practices regarding speaking strategies in the Greek EFL context and will put forward insightful pedagogical implications, despite the study's limitations, which are primarily associated with the small sampling population and any shortcomings that may arise from the research methods employed. Therefore, it is hoped that the research will pave the way for further large-scale research as well as encourage studies that will include in-depth analyses, such as classroom observations and comparative studies of teachers' practices after attending teacher

education programs regarding communication strategies, in the hope of initiating pedagogical innovation.

Immersion vs non-immersion educational settings: Comparing their effects on students' cognitive skills

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This study aims to compare the effects of two types of bilingual education on young learners' cognitive development. The study was conducted in an American charter school in Delaware which runs in parallel two types of foreign language programs: (a) the Foreign Languages in Elementary Schools (henceforth FLES) program, and (b) the Dual Language Immersion (henceforth DLI) program. With regards to the former, it covers all grades (KN to 12) and exposes students to two hours of Greek language instruction daily. As for the DLI, the school is implementing the partial immersion type of education, where 50% of instruction is provided in Greek; the core academic content is split by subject area between the Greek and the American teachers. Given the differences between the two programs as regards the length of daily exposure to L2 Greek, we aimed to examine the effect of the two different bilingual settings on learners' cognition. 56 students in total participated in the study: 28 immersion and 28 FLES students, 13 from Grade 1 and 15 from Grade 2 in either setting. Their mean age was 6 years: 6 months and 7 years: 5 months, respectively. The study was conducted in September 2019 and employed three executive function tests in order to examine students' attention, inhibitory control, and the updating function of working memory. Additionally, we compared the groups' language performance in both L1 English and L2 Greek, based on their results in a standardized English test and a non-standardized Greek language test. The results indicated few significant differences between the two groups. The immersion groups in both Grade 1 and Grade 2 scored significantly higher in the test that combats interference in memory, exhibiting thus firmer inhibition and an enhanced updating function of working memory, skills which are both very important for one's academic performance. Additionally, although both the DLI and FLES groups performed significantly better in Grade 2 in all the sub-parts of the L1 standardized test, in the DLI data the differences were significantly higher. This may indicate that the amount of FL contact (partial immersion vs FLES) can enhance learners' metalinguistic awareness to a different degree. The results are encouraging; given the limited time overall learners have been exposed to L2 Greek.

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Cue-reliance during L2 vowel perception: Evidence from Russian learners of English

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Unlike infants, adult speakers often struggle to perceive the acoustic differences of two contrastive second language (L2) sounds and therefore fail to produce these sounds with a native-like manner (Polka, 1995; Flege, MacKay, & Meador, 1999). Such a difficulty is usually attributed to the development of their first language (L1) phonetic units which force them to attune to phonetic invariants that are only useful in their L1. Traditional categorization tasks are often used for the examination of L2 learners' sound perceptual patterns, however, not much attention has been paid on *cue-reliance* during speech perception; that is, whether learners rely on spectral or temporal features to perceive sounds. The present study aims to investigate the cue-reliance of Russian learners of English during the categorization of L2 sounds to their L1 phonological system. Russian phonological system consists of 5 (or 6 for some researchers) vowels: /i e (ɨ) a o u/, while English (Received Pronunciation) consists of 11 monophthongs: tense /i: u: ɜ: ɔ: ɑ:/ and lax /ɪ ʊ e æ ʌ ɒ/, which differ both spectrally and temporally. We employed 28 Russian adult speakers who were learning English as a second language and were involved in computer-based assimilation tasks. Participants were listening to an English word containing one of the 11 target English monophthong vowels and they were instructed to match them with the most similar vowels of their L1; by clicking on one of the orthographical labels (one for each Russian vowel) on the script. Then, they had to rate how good or bad exemplars the

English vowels were to the already assimilated native categories. The findings showed that Russian learners assimilated one or more English vowels to a spectrally close Russian phonological category (e.g., English /i:/, /ɪ/ to Russian /i/). Also, most of the L2 vowels that fitted better to Russian phonological categories had more close durations with that Russian categories than other vowels that were bad exemplars. For example, the English vowel /i:/ which was better exemplar of the Russian /i/ compared to the English /ɪ/, had more close duration (131 m/s) with the Russian /i/ (129 m/s) than with the English /ɪ/ (93 m/s). Therefore, learners used both the spectral the temporal criterion to assimilate vowels to their L1 phonological categories. This leads to the conclusion that L2 sound categorization might be a matter of L1-L2 category *spectral* and *temporal* matching regardless of whether there are or no temporal distinctions in the learners' L1. Speech perception studies should take into account the duration of L2 vowels when forming predictions about the categorization of L2 segments.

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Cultural identity, accent and EFL pedagogy: EFL teachers' perspectives and practices

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The complex relationship among cultural affiliation, identity and L2 pronunciation learning and teaching has been acknowledged in the recent EFL literature (e.g., Baker, 2011; Derwing, 2003; Jenkins, 2007; Kramsch, 1999). The investigation of the above interplay seems of essential importance among EFL teachers in Greece, due to scarcity of similar research on the Greek teaching context (Georgountzou & Tsantila, 2017).

Responding to the above need, the present research seeks to provide answers to: a) the extent to which Greek teachers of English feel a strong attachment with their Greek cultural identity (CI), b) the connections they make between CI and English language accents and c) the way their attitudes towards English accents (standard native or not) imbue their teaching practices.

Research findings were collected quantitatively and qualitatively. First, a 3-part, 5-point Likert scale, semi-structured questionnaire was distributed to EFL in-service teachers of Greek schools from the public and private sector. Each part of the questionnaire investigated the three areas above respectively, whereas part 3 also consisted of open-ended questions. Furthermore, semi-structured interviews were conducted with a number

of teachers willing to further participate in the study. Initial findings indicate that Greek EFL teachers tend to dissociate their CI from standard native-like English pronunciation although a good number of them seem to be more tolerant towards integrating non-native English accents in their teaching practices, in contrast to previous research (Sifakis & Sougari, 2005). Given the Greek changing scene and based on research results, we suggest that the Greek EFL teachers: a) critically reflect on and reconsider their hitherto corrective pronunciation tactics focusing on intelligible and comprehensible oral discourse, and b) enrich the existing materials by including speakers coming from diverse multilingual backgrounds thus indicating tolerance to the multiplicity of English accents. This way, EFL teachers will empower learners become effective and confident communicators who lay priorities when conversing in English feeling free, at the same time, to reveal their own identities.

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From interviewing to arguing: Argument sequences in Greek TV news interviews

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The news interview is prototypically organized around a series of question-answer sequences, with interviewers asking questions and interviewees answering them (Clayman & Heritage, 2002; Heritage & Greatbatch, 1991). By restricting themselves to the act of

questioning, journalists shield themselves against accusations of bias, and maintain a position of 'formal neutrality' or 'neutralistic stance' (Clayman & Heritage, 2002, pp. 120).

However, examination of 10 news interviews, broadcast between 2011 and 2013 on Greek television stations, shows that questioning is not the only action journalists perform during news interviews. They also initiate arguments. Within the framework of conversation analysis, this presentation seeks to a) investigate how, in the context of the news interview, argument sequences emerge, develop and come to an end (i.e., how arguing is interactionally managed and negotiated by participants), and b) discuss the implications of this practice for the institutional role of journalists.

As my analysis reveals, in the sequential environment following a question-answer sequence, interviewers, rather than proceed to the next question, often deploy assertions, through which they convey their personal opinion on the topic under discussion and express their disaffiliation with the views put forward by interviewees. Most commonly, these assertions initiate extended argument sequences, with the participants engaging in the exchange of personal views, thus 'disrupting' the prototypical question-answer format of the interview.

These findings suggest a reconfiguration of traditional institutional roles: interviewers do not hesitate to adopt more personalized interviewing styles, foreground their own agency and openly agree/disagree with interviewees. In a growing adversarial context (Hutchby, 2011; Montgomery, 2011; Patrona, 2011), such a practice seems to point to a redefinition of the terms on which news interviews are conducted.

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Humorous children's songs as socio-political commentary in the Greek radio show *Edo Lilipoupoli*

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As the decade of the 1970s began to wind down, things in Greece seemed to be slowly moving in a more liberal political direction. After the fall of the 7-year military junta (1967-1974), people were excited with the idea of a fresh start and the dawning of a new era in the latest history of the country. The first democratic election in the fall of 1974 signalled the transitional period of the so-called *Metapolitefsi*, known as the regime-change in Greece. During this transitional era, even though the country remained affected by the former socio-political situation, people were already experiencing the fleeting glimpses of a free life.

At the beginning of 1975 the prize-winning Greek composer Manos Hadjidakis took over the artistic direction of the Third Programme of the Greek National Radio. Hadjidakis sought administrative autonomy and financial independence for the Third Programme, which he eventually managed to secure. According to him, the reorganisation of the Third Programme aimed at establishing an active relationship with the listening audience, with the overall objective that radio should play a more central role in the cultural life of Greece. At the same time, the programme sought to broaden its audiences by producing shows that covered a wider range of tastes. The focus of the Third Programme shifted, therefore, from broadcasting exclusively classical music to including a wider range of musical styles, such as contemporary and avant-garde, traditional and folk music, offering at the same time a variety of thematic shows on film, theatre, literature and poetry. It was particularly keen to revive the educational role of radio, as expressed in the famous motto "Education-Art-Information," which became the motto of the Hadjidakian Third Programme. Hadjidakis attached great importance to the freedom of his staff to take initiatives.

The majority of children's songs in Greece till roughly the mid 1970's present a very restricted horizon when issues on thematic or aesthetic are brought into discussion. A rather progressive step in Greece was made with the children's radio show of the Third Programme named *Edo Lilipoupoli*, around the end of 1977. This experimental approach focused on the children's music-aesthetical and social education and aspired towards the cultivation of imagination, creativity and critical thinking. Over time, humorous elements were artfully integrated into the music and prose of the radio-dramatic structure of show and thanks to its humorous orientation this initially children-targeted radio show eventually gained an adult audience as well.

In this presentation I have chosen one notorious character of the show along with his song, as a typical example of the humorous kind. On a first analytical level I will introduce the character by focusing on the most significant linguistic and paralinguistic features of his speech within the prose and dialogues of the show, as well as on the lyrics of the chosen song. I will continue my analysis further by focusing on the connection between lyrics and music, based on one hand on the historical, sociocultural and pragmatic context of the lyrics and on the other on the music-aesthetical references of the composition.

My aim is to provide further understanding and interpretation of the song on the grounds of its indirect socio-political references and innuendos as they result from this particular setting, with the scope to ascribe it a commentary function, in the sense of a “critical dispute”. Based on Bergson’s thesis that “[o]ur laughter is always the laughter of a group”, I will try to answer the general but very pertinent sociological question “Who laughs at whom?”, exploring at the same time how this laughing critique is put into music.

An investigation of the teachers’ beliefs, perceptions and assessment practices in English language teaching

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The role of assessment in a learner-centred environment is considered significant for both learners and teachers, as assessment is interwoven with teaching and learning. Thus, the purpose of the presentation is to explore the beliefs, perceptions, and practices of EFL teachers in the Greek educational context about assessment. More specifically, it examines the methods and types of traditional and alternative assessment that teachers, working either in the private or in the public sector, employ in order to assess students, as well as the degree to which alternative forms of assessment and communicative testing are used, as opposed to more traditional practices. To achieve this, the extent of the teachers’ familiarity with alternative assessment practices, third generation testing, and testing criteria was examined.

The research methodology followed included a large-scale survey with both quantitative and qualitative research procedures aiming at achieving high validity and reliability of the results. It was carried out by a means of a questionnaire that was administered to a hundred and twenty EFL teachers, in conjunction with structured interviews conducted with a sample of respondents. The results of the research revealed that almost all the participants use traditional tests to assess their students and despite the fact that an overwhelming majority is aware of the alternative methods and the benefits they offer, yet they fail to employ them.

On the basis of these research findings, this presentation hopes to offer some useful insights into the benefits of alternative assessment, which correlate with metacognition, reflection and self-directed learning. On the contrary, traditional summative testing seems to be inadequate, since, by emphasizing grading, it can overlook the students’ real needs and increase their de-motivation with a negative washback effect on learning. Considering this, assessment in public and private language schools in Greece seems problematic and action needs to be taken to promote the teachers’ professional development in alternative assessment and communicative testing. An assessment instrument, based on the data and constructed on specific criteria, could urge teachers to reflect on their assessment methods and serve as a guide to promote the use of alternative assessment and authenticity in teaching, learning and assessing in a foreign language classroom.

Αναζητώντας τη γλωσσική ποικιλότητα στα σχολικά εγχειρίδια της Γλώσσας του Γυμνασίου: Πορίσματα ποιοτικής ανάλυσης

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Η ανάλυση σχολικού βιβλίου αποτελεί επιστημονικό υποπεδίο το οποίο έχει κινητοποιήσει την παιδαγωγική σκέψη, στοχεύοντας κυρίως στη διερεύνηση της ιδεολογίας και της παιδαγωγικής ιδιαιτερότητας του εν λόγω μαθησιακού πόρου (Κουτσογιάννης, 2017). Επιπρόσθετα, αναγνωρίζοντας το ρόλο της γλώσσας στη διαμόρφωση της κοινωνικής ταυτότητας του ατόμου (Οικονομάκου & Γρίβα, 2013) σκοπός της παρούσας εργασίας είναι να ανιχνεύσει την ανάδειξη της γλωσσικής ποικιλότητας στα σχολικά εγχειρίδια της Νεοελληνικής Γλώσσας του Γυμνασίου με στόχο την ενίσχυση της κοινωνιογλωσσικής ενημερότητας των μαθητών.

Ειδικότερα, αξιοποιώντας την ποιοτική Ανάλυση Περιεχομένου μέσω του μεθοδολογικού εργαλείου του Mayring (Μπονίδης, 2004) συγκροτήθηκε το σύστημα των εξεταζόμενων υποκατηγοριών με κριτήριο τον χρήστη της γλώσσας: α) γεωγραφική ποικιλία / διάλεκτοι, β) κοινωνική ποικιλία (Γούτσος, 2012) αποσκοπώντας στη συνδιερεύνηση του δηλούμενου και άδηλου περιεχομένου του υπό μελέτη υλικού. Εφαρμόζοντας συνακόλουθα τη σύζευξη πρότυπης δόμησης και δόμησης περιεχομένου επανεξετάστηκαν οι ανωτέρω υποκατηγορίες με βάση την αντίστοιχη θεωρία.

Η αποδελτίωση κατέδειξε ότι, ενώ τα εξεταζόμενα σχολικά εγχειρίδια έχουν γραφτεί με βάση τις σύγχρονες αρχές της επικοινωνιακής προσέγγισης της γλώσσας, αυτό δεν επαρκεί να αναιρέσει την κυρίαρχη ιδεολογία στον χώρο της εκπαίδευσης, σχετικά με την επικυριαρχία της επίσημης γλώσσας σε βάρος της γλωσσικής ποικιλότητας. Τα ευρήματα επιβεβαιώνουν έρευνες σχετικά με το «γλωσσικό έλλειμμα» των μαθητών που σε μεγάλο βαθμό εκκινεί από την ύπαρξη μιας φυσικά κατακτημένης ποικιλίας διαφορετικής από την κυρίαρχη και η οποία δη-μιουργεί γλωσσική ασυνέχεια στη «γλώσσα του σπιτιού» και τη «γλώσσα του σχολείου» (Τσιπλάκου, 2007). Η μελέτη ολοκληρώνεται με τη διατύπωση προτάσεων για την ενσωμάτωση της γλωσσικής ποικιλίας στην ελληνική εκπαίδευση. Στη βάση αυτή η γλωσσική ποικιλία μπορεί να μετασχηματιστεί σε εργαλείο για την οικοδόμηση επίγνωσης και κριτικών στάσεων α-πέναντι στις παραμέτρους που ρυθμίζουν την εμφάνισή της, όπως η επικοινωνιακή περίσταση και οι κοινωνιογλωσσικές ταυτότητες των συμμετεχόντων

Βιβλιογραφικές αναφορές

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Examining the impact of students' socio-economic status on their attitudes towards foreign language learning and language choices

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The aim of the present research¹ is to determine the extent to which the socio-economic status (SES) of the students who pursue undergraduate studies in the fields of Theology, Philosophy, Civil Engineering, Foreign Languages, Informatics, Law and Mathematics at Aristotle University of Thessaloniki affects their attitudes towards foreign language (FL) learning and defines their FL choices. Many studies have established a direct link between the students' SES and their learning motivation and learning outcomes (Burstall, Jamieson, Cohen, & Hargreaves, 1974; Carr & Pauwels, 2006; Gayton, 2010; Wright, 1999). In this context, it was considered important to examine the role of Greek students' SES in their FL preferences and attitudes towards FL learning. What is more, we will also focus on the impact of the current economic state of Greece on the students' language attitudes and language choices thus trying to map the interrelation of the students' socio-economic status and the socio-economic situation in Greece and their effect on the students' attitude and motivation. Through this prism, we would like to establish whether students' language preferences and choices are need-driven and directly related to their SES and whether the impact of students' SES is statistically significant across various attitudinal and motivational variables.

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Modern Greek as an L2: Bridging the gap between Modern and Ancient Greek grammatical features The case of participles

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Modern Greek Grammar “has retained much of the cumbersome grammar of the ancient language” (Newton, 1960, p. 124) such as noun declensions i.e. φίλος [fílos] or το άλας [álas] (David, 1824, p. 19). However, Modern Greek grammar can be considerably challenging, especially at an advanced level, since it includes a number of fossilized features such as expressions or declensions not easily learned by students of Modern Greek as a foreign language. The present study focuses on participles and aims at examining the way in which participles, as a grammatical category bridge Ancient and Modern Greek and how they can be taught to non-native students of Modern Greek. The participles will be examined based on previous studies which investigate the role of Ancient Greek as a means of exemplifying grammatical phenomena in Modern Greek. Taking into consideration the findings, the present study will analyze the way in which participles are presented in Modern Greek grammars, in an attempt to point out the difficulties students and teachers encounter. Additionally, didactic proposals for teaching participles to non-native students of Modern Greek are provided in order to facilitate their acquisition.

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An attempt at unveiling the mystery of the perfect – by analyzing it as a device to counterbalance the impact of other grammatical entities

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There can hardly be any serious objection today to the assertion that the perfect is a mystery. Despite countless attempts in linguistics to define its meaning and functions in and across languages in the course of many decades, the results of the analyses invariably end up inadequate and the *raison d'être* of the perfect remains a puzzle. The paper argues that the *raison d'être* of the perfect must not be sought in its “meaning” but in certain “functional dependencies”, taking into account a number of investigations carried out by three researchers at different times. First, research done between 40 and 20 years ago showed that there is an inverse dependence across languages of markers of boundedness, whereby a language features either aspect in verbs or articles in NPs, or identical nominal markers, as in the case system of Finnish. Languages featuring markers in both verbs and nouns within this framework are defined as hybrid. Second, research done two decades ago on three Proto-Germanic languages demonstrated how the gradual loss of the system of verbal aspect triggered the development of a definite article. Third, research two decades ago on Modern English showed that the *raison d'être* of the English progressive is to eliminate the temporal boundedness of NP referents. Fourth, earlier research had shown that the function of the Bulgarian imperfect is broadly identical to that of the English progressive and is used to eliminate the temporal boundedness of NP referents triggered by the definite article. Fifth, recent research established a link between the existence in Bulgarian of witnessed verb forms, on the one hand, and the perfect and the renarrative, on the other. The perfect, alongside the renarrative, serves to eliminate non-grammaticality within a semantico-syntactic schema with a high prevalence and importance – X said that [content of that]. Sixth, the same link was established for Montenegrin, where the same non-grammaticality is observed, again eliminated by the perfect (though the Montenegrin perfect is, in essence, a preterit). Seventh, to the above, recent research on the English sequence of tenses (SOT) phenomenon can be added, establishing that the *raison d'être* of English SOT is to prevent the elimination of non-cancelable content. Thus a generalization based on the results of the research described above can be made to the effect that the existence of many, or maybe even all, grammatical entities in a language is neither accidental/haphazard, nor can be the result of some magic (God-given). Grammatical entities in a language emerge and then exist in order to offset the impact of other grammatical entities, or, phrased somewhat differently, grammatical entities in a language hang together. This is the main thesis of the paper and its plausibility is strongly supported by the recent discovery that the function of the Bulgarian perfect is to eliminate non-grammaticality. This happens in sentences such as *X kaza, che Y pristigna ‘X said that Y arrived’ that are “grammaticalized” by the perfect: X kaza, che Y e pristignal ‘X said that Y has arrived [lit.]’. Of course, it can hardly be maintained that this “grammaticalizing function” underlies the whole or most of the *raison d'être* of the perfect. But as the existence of the function is beyond any doubt, it indicates

that a correct and promising investigation of the perfect would be the establishment of what and which grammatical entities it forms dependencies with, rather than an analysis of its “meaning”. For example, it is common knowledge that the perfect is systematically found in languages featuring articles – whether both the definite and the indefinite, or the definite article only (cf. the modern Germanic and Romance languages, Bulgarian, Greek, Albanian), and markers of boundedness in nouns (cf. Finnish), and to be absent in languages lacking articles (Slavic languages without articles). Therefore, the paper offers arguments and suggestions for the presence of the perfect in a given language to be functionally linked to participants in situations (verb arguments) rather than to the tense (temporal) or lexical semantics of the verb.

Students’ positive emotions and emotion regulation strategies in the EFL classroom

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The Positive Psychology approach includes positive emotions, such as language enjoyment, satisfaction, and engagement (Dewaele & MacIntyre, 2014, 2016) instead of focusing only on learners’ deficits which create negative emotions, such as anxiety, shyness, or fear. It has been argued (MacIntyre & Gregersen, 2012) that positive emotions broaden a learner’s perspective thus offering more opportunities to engage with the new language, whereas negative emotions restrict the range of potential language input. Good teacher-learner relations, class solidarity and friendship may reduce negative emotions, thus leading to positive learning outcomes, whereas learner competitiveness, fear of failure, looking for perfection, feelings of dissatisfaction from the course and/or the teacher or boredom, may most probably intensify negative emotions and limit learning outcomes (Dewale & MacIntyre, 2014).

In this paper we investigate emotions and emotion-regulation strategies when students deal with three classroom scenarios: *having one-to-one tutorials*, *working in groups*, and *grammar rule repetition*. 106 university students (59 majoring in Foreign Languages and 47 students of English for Academic Purposes-EAP majoring in economics or informatics) participated in the study. The instrument used is the scenario-based *Managing Your Emotions (MYE)* for Language Learning questionnaire, (Gkonou & Oxford, 2016, version 4.1, in Oxford 2017, p. 317) which incorporates elements of both quantitative and qualitative methods. The preliminary analysis of the data indicated that despite the positive emotions students express in such scenarios, they have not experienced them as much as they would wish to in their classrooms. Results are discussed in relation to frequency and quality of the emotions experienced in such scenarios as well as to the implications these may have for language teachers employed in public or private EFL classroom settings.

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Multicultural approaches to non-intercultural schools: Philologists' views and attitudes in schools in the center of Athens

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The increasing influx of migrant and refugee waves in Greece in recent decades and its transformation into a multicultural country has shifted the country's educational policy towards intercultural education even more strongly in recent years.

Substantial reforms were therefore needed in order to adequately and decisively tackle the issue of multilingualism in the classroom (Papadopoulou, 2009). Although the increased linguistic and cultural diversity of the school classes necessitates a redefinition of education, recent research has shown that small steps have been taken to improve it, as the education system has in many cases been characterized by tendencies to assimilate minority groups into dominant groups, despite what they say on a theoretical level (Griva & Stamou, 2014).

The present study attempts to present teachers' views and attitudes towards students of diverse cultural backgrounds in mixed classes in central Athens. Teachers' perceptions of 'others' are of particular interest, as they often determine the attitudes they follow when teaching in multicultural classes (Chatzidaki, 2012; Vratisalis & Skourtou, 2000). Given the new multicultural reality, one would assume that teachers have the appropriate intercultural readiness and competence to transform the classroom into a place of expression for all students abandoning stereotypical views and discriminating against them (Zaga, Kesidou, & Matthaoudakis, 2015). But is this really the case? This research could be the trigger to launch a further exploration of the issue with the aim of ultimately improving interventions.

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Escape (class)room: An ideal board game genre for EFL

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This proposal probes into the merged area between language pedagogy, CLIL, young and adult learners and educational technology, and centers on weaving multi-genres board games (both physical and digital ones) in language teaching. Grounded in the communicative approach to foreign language pedagogy, we trace the development of modern board games and introduce them to the teaching of all four language skills (e.g., reading, writing, speaking and listening; plus vocabulary and grammar) within a constructivist learning framework.

As Martinson and Chu (2008) strongly support, games are effective tools for learning because they provide students with an entertaining environment in which they can explore, discover and make various decisions without the risk of failure. Playing board games teaches young and adult students how to strategize, consider alternatives, cooperate and think flexibly, which are crucial components in language learning. Specifically, board games create a constructivist classroom environment, where students

and their learning are central; they also allow the growth of creativity, independence and higher order thinking, and reinforce learning through many of Gardner's multiple intelligences.

Furthermore, the cooperative games stimulate interactivity and allow the students to work as a team and to work collaboratively towards a common goal; on the other hand, competitive games provide several stimuli to acquire not only linguistic knowledge. All-genres of modern board games are language independent (a game without text) or language dependent (a game with texts). In this proposal, we will present a board game genre, the escape room-like games and its selection criteria for presenting or eliciting language and some templates of integrating or creating a specific game (Unlock!, Exit, Deckscape, Escape the Room etc.; Boschetto, 2019). We will provide data from 31 subjects (as teachers and as students) that have been tested with *Unlock!* Boardgame. We propose that this genre can be used to teach a specific language skill, grammar or vocabulary (e.g., speaking via board game streaming presentation or writing with reviewing or commenting in a forum) —usually in CLIL context. We will also provide several and extensive examples and we will elaborate a concrete theoretical (board) gaming approach (Karasimos & Zorbas, 2019) for language teaching and learning.

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Digital storytelling with scratch: Exploring media creation with emphasis on writing skills and coding literacy

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Digital storytelling comprises an educational tool which can inject new life into the field of English Foreign Language teaching (EFL). With new technologies ceaselessly emerging, the age-old practice of storytelling can obtain a new dimension. The present study aimed to implement a digital storytelling project using Scratch, a widely popular coding application designed for children aged 8-16. The study was conducted with eighteen sixth-grade learners in a technologically-equipped rural primary school and the focus of the research

was centered upon learners' improvement of writing skills as well as the promotion of their coding literacy. The project followed the three stages of a multi-thematic digital story project, namely, preparation, implementation, and evaluation, while the research tools employed were pre-and post- questionnaires, classroom observation and learners' portfolios. Learners got emotionally attached with a powerful story topic and, in their attempt to convey the story's intended message, practiced both writing and coding skills. Leveraging the power of coding, a skill unconsciously being promoted at extracurricular activities hovering around schools, and pairing it with the traditional practice of storytelling yielded quite encouraging results. According to the findings, the integration of a coding application in a digital storytelling project proved a highly engaging and powerful learning experience, whilst traditional storytelling obtained a novel format, thus availing itself of the new technologies constantly arising. By and large, the use of coding in the digital storytelling project did not aim at generating future coders but aspired to transform learners into producers of digital creations instead of passive consumers. With the story being in the foreground and the digital medium in the background, there was an attempt to equip learners with essential skills, such as critical thinking and problem-solving, in order to function as autonomous learners in the digitized era of the 21st century.

Συγκριτική μελέτη των μεγεθυντικών επιθημάτων -one και -αρος, -άρα της ιταλικής και της νέας ελληνικής εντός των εκφωνημάτων

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Η συγκριτική μελέτη των παραγωγικών επιθημάτων, παρουσιάζει ποικίλα και ενδιαφέροντα χαρακτηριστικά τα οποία δεν έχουν ακόμα μελετηθεί επαρκώς στο σύνολό τους, παρόλο που τα τελευταία χρόνια έχει εκπονηθεί ικανός αριθμός εργασιών που επικεντρώνεται, κυρίως, σε μορφολογικές και σημασιολογικές περιγραφές (βλ. Ράλλη, 2005, σ. 146). Πιο συγκεκριμένα, τα μεγεθυντικά επιθήματα, ενώ έχουν επικρατήσει με τον όρο αξιολογικά (evaluative suffixes) (βλ. Grandi, 2002), για κάποιους μελετητές (βλ. Bauer, 1997, σ. 538) αυτός ο όρος επιτρέπει πολύ περισσότερες λειτουργίες από το να αποτελεί απλώς ένα δείκτη του μεγέθους ή της θετικής/αρνητικής στάσης (βλ. Ευθυμίου, 2003). Κατά συνέπεια, κρίνεται αναγκαία η διερεύνηση περικειμενικών συνθηκών, στις οποίες λόγω των μεγεθυντικών εμφανίζονται, κυρίως, σημασίες που ενέχουν ερμηνείες πραγματολογικές (βλ. Efthymiou, 2015). Σε αυτές τις περιπτώσεις η μορφολογική εφαρμογή του μεγεθυντικού σχηματισμού αφορά σημασίες που σχετίζονται με το εκφώνημα, το οποίο αποτελεί ανεπανάληπτο φυσικό γεγονός που παράγεται από συγκεκριμένο ομιλητή και φαίνεται να είναι πλήρως εξαρτημένο από την κατάσταση επικοινωνίας (βλ. Βελούδης, 2005, 38-39).

Με βάση τη γνωστή θεωρητική ανάλυση της Μορφοπραγματολογίας των Dressler και Merlini Barbaresi (1994) τα μεγεθυντικά εμφανίζουν τόσο το σημασιολογικό

χαρακτηριστικό [μεγάλο] όσο και το γενικό μορφοπραγματολογικό χαρακτηριστικό [πλασματικό] που προέρχονται από την αξιολόγηση του ομιλητή. Επομένως, η παρουσία της πλασματικότητας δημιουργεί εκ των πραγμάτων μια περιοχή ασάφειας και είναι αναγκαίες οι εξηγήσεις σε συζητήσεις με διεπίδραση/αλληλεπίδραση προκειμένου να προσδιοριστεί με σαφήνεια ένα εκφώνημα στο οποίο η ερμηνεία του περιεχομένου του παραμένει ανοικτή και διαπραγματεύσιμη.

Σε αυτό το πνεύμα, στόχος της συγκεκριμένης εργασίας είναι αφενός να διερευνηθεί η αλληλεπίδραση μεταξύ των χαρακτηριστικών [μεγάλο] και [πλασματικό] προκειμένου να κατανοήσουμε κατά πόσο οι μορφοσημασιολογικές προσεγγίσεις διαδραματίζουν ένα ρόλο που επαρκεί για μια συστηματική αντιμετώπιση των ομαλών χρήσεων για πραγματολογικά αποτελέσματα, αφετέρου η παρούσα εισήγηση επιδιώκει να αναδείξει τη στρατηγική χρήση των υπό εξέταση μεγεθυντικών επιθημάτων, εντός των ορίων του εκφωνήματος, μέσω των γλωσσικών περιστάσεων, των γλωσσικών πράξεων, των ρυθμιστικών παραγόντων, των στάσεων από τους αλληλεπιδρώντες, κ.λπ., δηλαδή σε όλες εκείνες τις περιοχές που υπερβαίνουν κατά πολύ τη μορφοσημασιολογία.

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The effect of self-esteem and learning styles on Vocabulary Learning Strategy use by ESP learners

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Interest in the affective domain of SLA has grown steadily over the years since affective variables became incorporated in SLA models in the pioneering work of Gardner and Lambert (1959). Among the range of affective factors investigated, the two that have generated the most solid traditions of inquiry are the constructs of motivation and anxiety

while much less has been written about the role of self-esteem in the foreign language (FL) learning process, despite its recognized importance in educational psychology as a critical factor in children's academic and social development. In contrast, L2 language learning styles has been the subject of a considerable amount of research that have established a direct link between learning styles, success in language learning (e.g. Andreou. et al., 2008; Hamideh, et al., 2019; Lau, et al., 2019) and successful use of Language Learning Strategies (Ehrman, et al., 1989; Chamot, 1987; Oxford, 2003).

Capitalizing on the essential role of individual difference on effective L2 vocabulary strategy use, this study seeks to investigate the extent to which frequency and range of vocabulary strategy use is determined in an ESP context by degree of self-esteem and type of learning style as reported by first- and second-year undergraduate students. The study employs three quantitative measures for data collection, i.e. (a) an adapted ESP Vocabulary Learning Strategy (VLS) questionnaire with items for each of the four key vocabulary strategy groups, according to Schmitt's (1997) VLS taxonomy, i.e. (i) Discovery, (ii) Consolidation, (iii) Cognitive and (iv) Metacognitive strategies, (b) Hassan's (2001) Foreign Language Self-esteem questionnaire for self-esteem ratings and (c) Cohen's et al. (2001) Learning Style Survey for students' self-reported learning styles.

The study adopts an exploratory approach in an attempt to shed some light on the possible association between self-esteem and vocabulary learning strategy use among ESP students that adopt different learning styles and preferences. It is thus expected that results of the study will offer valuable empirical insights into the interconnection of self-esteem and learning style on L2 vocabulary strategy use in an ESP context along with major pedagogical implications for ESP teaching practitioners, researchers and educators alike.

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ELF awareness in the ESOL classroom: The relevance of task-based language teaching

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The research that has been carried out in the past 25 years on the role of English as a lingua franca (ELF), namely as the preferred language of communication among speakers of different linguacultural backgrounds, has offered a fresh way of perceiving effective communication involving non-native speakers. It has shown, for instance, that a skilled user of the language in international contexts is “no longer someone who has ‘mastered’ the forms of a particular native variety” as has been traditionally perceived (Jenkins, 2011, pp. 931-932) but, rather, someone who has developed the “capability to put linguistic resources to pragmatic use” in ELF interactions (Seidlhofer & Widdowson, 2018, pp. 28).

On this basis, in the area of ESOL pedagogy and teacher education, the notion of “ELF awareness” (e.g. Sifakis, 2019) has been recently developed as a possible framework for integrating ELF in the classroom to the extent that this is appropriate and relevant to each particular teaching situation. Developing the learners’ ELF awareness in this sense involves helping them raise, first, their awareness of language and language use in ELF contexts and beyond, including their own experiences, perceptions and potential assumptions as non-native users of English. Second, it involves enhancing their capacity to identify and review the origins and aftermath of their perceptions and assumptions (for instance, about the notion of the ‘linguistic error’) and, in this way, empowering them to think and act in a more reflective and autonomous way not only as users of the language but as individuals in general.

To date, there have been surprisingly few studies describing in detail ELF-aware classroom practices. Drawing on my own experience as an ESOL teacher, I discuss in this paper how ELF awareness could be developed through task-based language teaching (TBLT), which is usually criticized in the ELF literature for illustrating a native-speaker-oriented view of teaching and learning (e.g. Seidlhofer & Widdowson, 2018). After presenting the main tenets of ELF awareness as briefly mentioned above, I discuss the fundamental principles of TBLT, including the nature of a ‘task’, the traditional, yet, at times, misleading dichotomy between ‘focus on meaning’ and ‘focus on form’ and the role of authenticity and reflectivity in the task-based classroom, highlighting their relevance to the development of ELF awareness. Then, I present three ELF-aware tasks I have designed

and taught in my own teaching situation, a 6th Grade state school classroom in Crete, Greece. The tasks integrated a sequence of steps focusing on raising the learners' awareness of language and language use in ELF interactions, as well as their awareness of their views and presuppositions, including their sources and potential consequences, within a real-life ELF communicative environment created in the classroom. The paper makes the case that, when viewed from an ELF-aware perspective, TBLT may provide a coherent methodological framework for developing the learners' communicative capability in ELF and sense of themselves as true owners of English.

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Imperative questions and questioning imperatives

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The Issue: In Modern Greek (MG), as in other languages (see Sadock & Zwicky, 1985 on clause type combinations, and Stegovec, 2017, 2019 for discussion on Slovenian), there seems to be a ban on true imperative questions. This means that MG true imperatives cannot be used in polar (yes/no) or information-seeking wh-questions in out-of-the-blue contexts in order to propose a future action or ask for permission, as in (1):

1. *Klise tin porta? *Pja porta klise?
 close-2SG.IMP the door-ACC which door-ACC close-2SG.IMP
 *'Close the door? Which door close?'

Data: The data in (1) become grammatical via a rising prosodic contour (see also non-directive echo questions; Vlachos, 2012; Roussou, Vlachos, & Papazachariou, 2014) and both true and surrogate imperatives can be used in the form of a question (see Kaufmann & Poschmann, 2013 for similar data in German):

2. A: Klise tin porta!
 B: "Klise tin porta?" ↗ Apokliete!
 close-2SG.IMP the door-ACC be.out of the question-3SG
 'Close the door? This is out of the question / no way!'
3. A: Klise tin porta!

- B: "Na *klisis / kliso tin porta?" ↗ Apokliete!
 SUBJ close-2SG/ close-1SG the door-ACC be.out of the question-3SG
 '*You should/ I should close the door? This is out of the question / no way!'

The answers employed by interlocutor B in (2) and (3) scope over the directive act in its entirety, as (s)he questions the fact that a command was issued on behalf of A.

However, an interesting pattern arises in terms of person specifications and their marking. Even though in (2), B uses the true imperative in the form of a direct quotation 'echoing' the previous utterance (including the 2nd person value employed by interlocutor A), in (3) a person shift from 2nd person to 1st person must take place in order for the sentence to be grammatical as a questioning of A's command to B.

Analysis: In a series of recent publications, Stegovec (2017, 2019, forthcoming) unifies the limitations on imperative questions and issues pertaining to the embeddability of imperatives and subjunctives, using the term 'perspectival control'. Adopting his definition of directive speech acts as acts where '*the Speaker attempts to make an individual or group individuals ensure that the non-modal content of the utterance is realized*' (Stegovec, 2019, p. 54), I claim that in cases like (2B) and (3B) an individual questions a directive act and a perspectival shift takes place, but there are different options available when it comes to its realization:

i) In cases using true imperative questions, like (2B), the imperative verb moves to the C-domain (see Rivero & Terzi, 1995). As a result, true imperatives cannot be negated and clitics follow them. Morphologically, imperatives exhibit 2nd person inflection only. It is argued that the 2nd person in this case is a kind of discourse-agreement, i.e. agreement with the Addressee. In (2) imperative agreement is maintained in means of a quotation and perspectival shift cannot be overtly realized via a specialized 1st person suffix (i.e. a 'quasi'-2nd person is used, but B is still the one supposed to bring the imperative about, not A).

ii) Subjunctive imperatives, on the other hand, make use of the full inflectional paradigm associated with indicative/finite forms. This property manifests in the imperative question in (3). Note that the verb in these cases does not move to C but stays in I. This kind of agreement is associated with the grammatical function of the subject and includes all possible discourse participants / person values (1=Speaker(s), 2=Addressees and 3=Other Participants), with person features linked to discourse participants in a more transparent way. In (3), 1st person agreement is linked to the Speaker of (3B) (see Potsdam, 1996/1998) and the 2nd person (Addressee) agreement is blocked, as the Speaker has the means to overtly realize the shift.

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Αυτο-/Ετερο-επιμέλεια: «Μην αγχώνεσαι» κ.ά.

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Η έννοια της ετεροεπιμέλειας περιγράφεται από την Jefferson (1984, 2015) στην ανάλυση της αλληλουχίας αφήγησης δεινών ως κίνηση της/του παραλήπτριας/τη της αφήγησης προς τη σταδιακή απαγκίστρωση από την τρέχουσα αλληλουχία δια της εισαγωγής δευτερεύοντος θέματος, το οποίο όμως συνδέεται με την/τον αφηγήτρια/τή. Στην παρούσα μελέτη, και στο πλαίσιο της εθνομεθοδολογικής Ανάλυσης της Συνομιλίας και της Θεωρίας του Προσώπου, εξετάζεται μια ομάδα συνομιλιακών συνεισφορών –με κύριο αντιπρόσωπο τη φράση «μην αγχώνεσαι/στε»– οι οποίες, εκ πρώτης όψεως, αποτελούν έκφραση ενδιαφέροντος προς τη/τον συνομιλήτρια/τή ως ετεροεπιμελητικές ή αλληλέγγυες κινήσεις (Bilmes, 2014· Lindström & Sorjonen, 2013· Kupetz, 2014), στον βαθμό που αναφέρονται σ' αυτήν/αυτόν. Ο χαρακτήρας των κινήσεων αυτών διερευνάται σε σχέση με τη λεξική, συντακτική και σειριακή δομή τους καθώς και με την ευθυγράμμιση τους (Lee & Tanaka, 2016· Steensig, 2013), σε μία σειρά από αλληλουχίες όπως η αιτίαση, παράκληση, συμβουλή (Maynard & Schelly, 2017· Shaw, Potter, & Hepburn 2015· Stommel & te Molder, 2018). Η ανάλυση αυθεντικών περιστατικών από τη νεοελληνική καθημερινότητα –τα οποία έχουν συλλεχθεί από ποικίλες πηγές (συνομιλίες μεταξύ γνωστών και αγνώστων, τηλεοπτικά προγράμματα προφορικού λόγου και ριάλιτι σόου, μέσα κοινωνικής δικτύωσης κτλ.)– αναδεικνύει τον αμφιλεγόμενο κοινωνικό χαρακτήρα τους, καθώς συχνά επιστρατεύονται ιδιωφελώς ως αυτοεπιμέλεια (Kuroshima & Iwata, 2016· Weatherall & Keevallik, 2016).

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Presentation and evaluation of teacher training and development programs for foreign language teachers in the Greek educational context

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The educational systems worldwide are constantly undergoing profound changes. The Greek educational system is striving to evolve and withstand the challenges of the new educational era. The creation of an optimal educational environment that promotes foreign language (FL) learning has always been a priority for the Greek educational system despite all its inadequacies and deficiencies. Further improvements and progress in FL learning request that teachers receive adequate in-service training that will enable them to correspond to the demands of a more-advanced educational reality. Sufficient and

effective teacher training leading to teacher development constitutes a fundamental prerequisite that ensures achieving higher educational standards (European Commission, 2013).

The present research is based on the concepts of teacher education, training, and development. The core purpose of this paper aims to investigate FL teachers' approach to the significance of teacher training, as well as their evaluation of the effectiveness of in-service training (INSET) programs organized in the Greek context by both public and private sectors. Moreover, this research focuses on exploring the main characteristics of the current training programs and on identifying teachers' beliefs, needs, preferences, and suggestions. To this aim, a mixed-methods approach was employed involving both quantitative (207 questionnaire responses) and qualitative (16 interviews) research tools. The benefits and the main characteristics of INSET training along with factors determining the need for further training and a presentation and thorough insight of the INSET programs organized in the Greek educational context concerning FL teachers will be further analyzed. Teachers' evaluation, challenges, and suggestions regarding their training will lead to conclusions concerning the evolution of training programs to encourage teachers' professional development, self-awareness, and education. Provided teachers' aspects and recommendations involving INSET programs are taken into consideration, FL teachers will be more successfully trained to respond to the constantly changing demands of the students and of the whole educational system leading to a most successful FL teaching that will include all students and entail more innovative, practical and updated learning procedures, practices and methodology.

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Παραδειγματική ομοιομορφία υπό την πίεση της γλωσσικής επαφής

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Στην Κατωιταλική ονοματική κλίση όλα τα αρσενικά ονόματα κλίνονται σήμερα σύμφωνα με ένα ενοποιημένο κλιτικό παράδειγμα για όλα τα κελιά του πληθυντικού τους αριθμού (-i), παρότι μέχρι πρόσφατα η πλειοψηφία αυτής της ομάδας ουσιαστικών σχημάτιζε το υποπαράδειγμα του πληθυντικού σύμφωνα με τουλάχιστον δύο διακριτές κλιτικές τάξεις (πίνακας 1).

	KTi	KTii
Ενικός	Xos	Xas/is
ΟΝ. ΠΛΗΘ.	Xi	Xes
ΑΙΤ.ΠΛΗΘ.	Xus	Xes
ΓΕΝ.ΠΛΗΘ.	Xon	

Πίνακας 1: Οι δύο προηγούμενες διακριτές κλιτικές τάξεις για τον πληθυντικό των αρσενικών ονομάτων της Κατωιταλικής.

Αυτή η μεταβολή έχει αντιμετωπιστεί από τη βιβλιογραφία (ενδεικτικά Melissaropoulou, 2017) ως περίπτωση άμεσου δανεισμού (direct borrowing) του κλιτικού επιθήματος -i από τα ρομανικά συστήματα (romance) για τα οποία το κλιτικό πρότυπο των σε -i ονομάτων αποτελεί την πλέον παραγωγική κλιτική τάξη.

Με αυτή τη συμβολή, ερευνώ (α) τους μηχανισμούς (αναλογία, παραδειγματική ισοπέδωση, επανάλυση) μέσω των οποίων επετεύχθη αυτή η γλωσσική αλλαγή και (β) τις αιτίες του φαινομένου, αποδίδοντάς το στην συνέργεια ενδογλωσσικών και εξωγλωσσικών παραγόντων. Στην πρώτη κατηγορία εντάσσω παράγοντες όπως η τάση του συστήματος να δημιουργεί δομές στις οποίες κάθε σημασία/λειτουργία αντιστοιχεί σε μία μόνο μορφή (Hock, 1991; Hock & Joseph, 1996), ενώ στην τελευταία παράγοντες όπως η έντονη γλωσσική επαφή (Thomason, 2001).

Υποστηρίζω ότι ενώ η αρχική αιτία της γλωσσικής μεταβολής είναι ενδογλωσσική, γεγονός το οποίο μεταξύ άλλων ενισχύεται και από την παρουσία του ίδιου φαινομένου και σε διαλέκτους της ελληνικής οι οποίες βρέθηκαν σε μακροχρόνια γλωσσική απομόνωση (πχ. Τσακωνικά), ωστόσο η εντονότατη γλωσσική επαφή της Κατωιταλικής με τα ρομανικά συστήματα συνεισέφερε καθοριστικά στην πλήρη επικράτηση και γενίκευση του φαινομένου μόνο στην Κατωιταλική και όχι στις υπόλοιπες ελληνικές διαλέκτους.

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Vowel height as sonority level: A cross-linguistic investigation of vowel reduction phenomena

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In this paper we investigate two unstressed vowel reduction processes, namely *vowel raising* (VR) and *vowel deletion* (VD), which are attested (disjunctively or conjunctively) in a wide range of languages/varieties including Northern Greek dialects (NG), Bulgarian, Russian, European/Brazilian Portuguese, Catalan, and Lebanese Arabic (see, e.g., Crosswhite, 2000, 2001; Mascaró, 2002; Gouskova, 2003; Barnes, 2006; Coetzee, 2006; Lengeris et al., 2016). In NG, for instance, the unstressed mid vowels /e, o/ surface as high ([i, u]) and the unstressed vowels /i, u/ delete, e.g. /peði/ → [piði], /vuno/ → [vnó] (see Hatzidakis, 1905; Kontossopoulos, 1994; Trudgill, 2003; Topintzi & Baltazani, 2012; Kainada & Baltazani, 2014, a.o.).

Our aim is to highlight two important aspects of these phenomena that usually go unnoticed. First, they are both related to sonority: according to the sonority hierarchy for vowels (Kenstowicz, 1994), it seems that in unstressed positions medium-sonority (i.e. mid) vowels, surface as low-sonority (i.e. high) ones, and low-sonority vowels delete, while on the other hand stressed vowels, i.e. vowels pronounced with additional sonority, are always realized faithfully. Second, both processes are non-categorical, given that they display extensive variation across geographical areas and do not apply uniformly in all cases (e.g. Lengeris et al., 2016). This means that in most cases there is not a single grammatical output but rather multiple ones with different probabilities to emerge.

With a view to capturing the interrelation among vowel height, sonority, stress, and probability of (faithful) realization, we propose a unifying analysis for the two processes within the framework of *Gradient Harmonic Grammar* (Smolensky & Goldrick, 2016), according to which certain phonological elements are not fully present in the underlying structure due to their diminished *Activity Level* (AL), which lowers their probability to be realized faithfully. Departing from the original model and building on relevant subsequent work (Zimmermann, 2018; Amato, 2019), we extend the notion of gradience to the surface level, suggesting that segments may be partially realized, i.e. pronounced with an AL lower than the one that is typically required. For instance, assuming that phonological elements are typically realized with an AL=1, we contend that an AL of, e.g., 0.6 is adequate to trigger a ‘partial realization’, which, crucially, is interpreted by the phonological grammar as a ‘weakened’ version of the underlying segment.

Applying the above model to the analysis of VR and VD in NG, we make four basic assumptions: (a) The vowels of the NG dialects are unspecified for height and bear only the features [±back] and [±round]; for instance, the underlying representation of both /i/ and /e/ is /V_[−back, −round]/. The difference between the two lies in their underlying AL, which is proportional to their sonority level: /i/ is represented as /V_[−back, −round]0.4/, whereas /e/ as /V_[−back, −round]0.6/. (b) Prominent positions, such as stressed nuclei, entail an enhancement of the underlying AL; this translates into an addition of 0.2 AL (see also Faust & Smolensky 2017). (c) The required AL threshold in order for a vowel to surface is 0.6; any vowel with an AL<0.6 is silenced. (d) If provided with an input vowel that is not specified as

high, mid, or low, the phonological grammar relies on the AL of the segment in order to assign a height value: vowels with $0.6 \leq AL < 0.8$ are interpreted as [high]; vowels with $0.8 \leq AL < 1$ are realized as [mid]; and, finally, vowels with $AL = 1$ are pronounced as [low]. The analysis is shown to account for similar cases of vowel reduction attested in other languages.

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Investigating stem allomorphy in Greek and Arabic by means of lexical frequency

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The paper focuses on *stem allomorphy* and, in particular, on the phonological alternations that are attested at the right edge of certain nominal stems in (Standard) Greek and Modern Arabic dialects. Some indicative examples are given in (1-2), where we observe two different forms for each noun, one ending in *-a* (1a, 2a) and one ending in *-at* (1b-c, 2b-c):

- | | | | |
|-----|----------------------------|-----|---|
| (1) | <i>Greek</i> | (2) | <i>Sudanese Arabic</i> (Hamid, 1984, p. 89) |
| a. | xroma 'color' | a. | mudar:isa 'teacher F.' |
| b. | xromat-a 'colors' | b. | mudar:isat-a 'her teacher F.' |
| c. | xromat-ik-os 'color (ADJ)' | c. | mudar:isat-na 'our teacher F.' |

The relevant literature offers three main types of analyses one could follow in order to account for the above data: (a) a *stem-listing* analysis (e.g. Booij, 1997; Ralli, 2005; Bermúdez-Otero, 2012), which postulates multiple stem entries for each noun, with every entry bearing inherent morphosyntactic features, e.g. *xroma*-SG ~ *xromat*-PL; (b) a *readjustment* analysis (e.g. Halle & Marantz, 1993; Embick & Halle, 2005; Harley & Tubino Blanco, 2013), according to which for each root/stem there is a single underlying representation that may undergo phonological reshaping in certain morphosyntactic environments (e.g. $\sqrt{xroma} \leftrightarrow xroma / _Num[-pl], \leftrightarrow xromat$ elsewhere); (c) a purely phonological account that could take the stem-final /t/ to be either epenthetic (e.g. Mackridge, 1985) or floating (e.g. Lowenstamm, 1996; Faust, 2014; Scheer, 2016); in either case, the stem-final /t/ emerges in order to yield a phonologically preferable output (i.e. in order to resolve hiatus or to serve as an onset consonant).

All three types of analyses face empirical and/or theoretical problems. Stem-listing for instance, by assuming multiple underlying representations, entails a heavy load for the mental lexicon. On the other hand, readjustment analyses, which are more promising in that respect, do not discuss the phonological motivation of the attested alternations. Finally, previous phonological approaches, whether SPE-style or autosegmental, are not able to account for non-optimizing patterns, namely for cases where the emergence of a particular allomorph results in a phonologically marked structure (for example, a closed syllable, as in 2b–c).

We propose an alternative analysis based on Smolensky and Goldrick's (2016) *Gradient Harmonic Grammar* model (see also Zimmermann, 2018; Hsu, 2019; a.o.). More specifically, first, we take the stem-final /t/ to be part of the underlying representation (i.e. /xromat-/ , /mudar:isat-/). Second, to account for its ghost-like behavior, we put forth the hypothesis that this /t/ is “weak” as a segment, namely it has a partial degree of presence in the underlying structure. This partial presence of /t/ is formalized by means of a numerical value called *Activity Level* (AL). Assuming that “strong” segments, i.e. segments that are never silenced, have an AL equal to 1, the AL of a “weak” segment like /t/ is somewhat lower (e.g. 0.7). Due to this phonological “deficiency”, /t/ is not always realized; instead, it surfaces only when it is deemed preferable, i.e. more cost-effective, by the phonological grammar.

In order to determine the exact value of the AL of /t/ in the two languages, we use the lexical frequency of the two stem variants (i.e. with and without -t), as reported in two written corpora: the *Hellenic National Corpus* of *Institute for Language and Speech Processing* (hnc.ilsp.gr) and the Arabic corpus of the *Leipzig Corpora Collection* database (cls.corpora.uni-leipzig.de). We take the AL value to be equal to the fraction of the count of the stem variants ending in -t over the overall count of the relevant stem tokens.

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Some things you just cannot share: On Schneider's Law, geminates and syllables

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Schneider (1966) was the first to observe a type of consonant reduction in CC-sequences in three dialects of Inuktitut. This phenomenon was later called Schneider's Law (henceforth SL) and was interpreted as a ban on syllable-adjacent geminates (G) (Dresher & Johns,

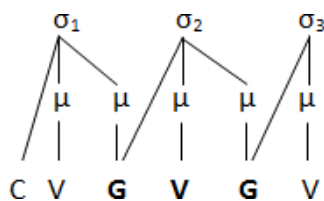
1995). The same prohibition was then recognized to exist in Dogrib (Jaker, 2012). What happens in these languages is that successions of Gs which violate SL lead to the degemination of the second G (1b).

(1) Labrador Inuttut (Rose et al. 2012)

- a. *No SL application*: /nunak-kkut/ → [nunakkut] *[nunakut] “through/across the land”
- b. *SL application*: /illu(k)-kkut/ → [illukut] *[illukkut] “through the house”

We claim that SL is the result of excessive syllable markedness derived from the marked nature of Gs. Gs are rendered as marked elements for two reasons; cross-linguistically, Gs always imply singletons, but not the other way around (Maddieson, 1984). But also crucially, medial Gs are represented in a flopped structure (Hayes, 1989; Davis, 1999) that straddles syllable boundaries and is itself marked since it violates various other constraints (Keer, 1999). When two Gs appear consecutively as in (2), they end up “sharing” a single syllable (here σ_2) that now bears a marked segment at each of its edges. Thus, both the onset and the coda of this “super-marked” syllable σ_2 are occupied by Gs.

2)



We consequently re-interpret SL as the result of a high-ranking constraint $*_{G\sigma G}$ = “A syllable cannot host (parts of) geminates at both its edges”. We further claim that SL is actually more widespread, attested elsewhere as well. Trukese and Japanese are two cases in point. In previous literature, the degemination exhibited was attributed to an Obligatory Contour Principle (OCP) effect targeted on geminates (Davis & Torretta, 1998; Muller, 1999; Topintzi, 2010; Ito et al., 2017). The employment of OCP-GEM however is both debatable and unsatisfactory; it is debatable, because it typically calls for a dissimilatory *featural* effect, which is unlike the case here. It is unsatisfactory because it wrongly predicts that SL should apply over any string of two Gs within a word. Instead SL affects immediately consecutive Gs only.

Both problems are resolved by $*_{G\sigma G}$. We offer analyses of the data above couched within the Optimality Theory framework and examine how the core proposal is adjusted to each language. Thus, we: i) consider the importance of regressive assimilation in Inuktitut, ii) show how two Gs can eventually co-occur in Japanese and iii) how initial Gs in Trukese fit in the definition of SL without having a “flopped” structure.

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Διδασκαλία της περίληψης: Μετάβαση από παραδοσιακές σε κειμενοκεντρικές θεωρήσεις

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Η πύκνωση κειμένων συνιστά μία από τις βασικές δραστηριότητες στις οποίες εμπλέκονται εδώ και πολλές δεκαετίες οι μαθητές στο πλαίσιο της γλωσσικής διδασκαλίας τόσο στην Ελλάδα όσο και σε διεθνές επίπεδο. Αυτό συμβαίνει, διότι η πύκνωση κειμένων αποτελεί απαιτητική διαδικασία επεξεργασίας, ανάλυσης και σύνθεσης πληροφοριών, με στόχο τη διάκριση των ουσιωδών στοιχείων ενός κειμένου από τα επουσιώδη. Επομένως, πρόκειται για προσληπτικού χαρακτήρα δραστηριότητα μέσω της οποίας επιδιώκεται η καλλιέργεια της κριτικής σκέψης των μαθητών.

Στην ελληνική δευτεροβάθμια εκπαίδευση, η περίληψη διδάσκεται μέσω παραδοσιακών διδακτικών προτύπων: συγκεκριμένα, οι μαθητές καλούνται να συναγάγουν από κάθε παράγραφο του κειμένου την κεντρική της ιδέα (κυρίως, με βάση τη θεματική της περίοδο) και, στη συνέχεια, να δομήσουν τους νοηματικούς άξονες των παραγράφων σε ενιαίο κείμενο, το οποίο αποτελεί σύνοψη του αρχικού.

Στην παρούσα μελέτη, αρχικά, διερευνάται η δυνατότητα του παραδοσιακού προτύπου να αξιοποιηθεί αποτελεσματικά σε κάθε περίπτωση κειμενικής σύνοψης. Αυτή η ερευνητική απόπειρα πραγματοποιείται μέσω επεξεργασίας της δομής των παραγράφων των κειμένων που έχουν δοθεί στους μαθητές για περίληψη στο πλαίσιο των εισαγωγικών εξετάσεων για τα ανώτατα εκπαιδευτικά ιδρύματα.

Στη συνέχεια, προτείνεται η διδασκαλία της πύκνωσης κειμένων μέσω συγκεκριμένου κειμενοκεντρικού προτύπου. Η διαμόρφωση του προτύπου αυτού στηρίζεται κυρίως στη θεωρία του κειμενικού μοντέλου πρόσληψης λόγου (text model of reading comprehension) (Grabe & Stoller 2002): βάσει του μοντέλου αυτού, ο αναγνώστης ενός κειμένου επεξεργάζεται διαδοχικά τα κειμενικά εκφωνήματα και αναλύει τη νοηματική σχέση κάθε νέου εκφωνήματος με το προηγούμενο (με άλλα λόγια, προσπαθεί να διαπιστώσει αν κάθε νέο εκφώνημα συνιστά προσθήκη νέας πληροφορίας, αναδιατύπωση, επεξήγηση ή επέκταση της προηγούμενης, αιτιολόγηση, ανάλυση ή εξειδίκευση της πληροφορίας που προηγήθηκε). Με τον τρόπο αυτό σχηματίζεται το νοηματικό δίκτυο του κειμένου (network of meanings) μέσω του οποίου αναδεικνύεται ο σημασιολογικός ιστός του (το σύνολο των ουσιωδών πληροφοριών, αυτών που προσθέτουν νέα στοιχεία στις προηγούμενες και παραμένουν στην ενεργό μνήμη του αναγνώστη ως περίληψη του κειμένου που αναγνώστηκε). Ο σημασιολογικός ιστός του κειμένου διαχωρίζεται από το φορτίο των περιφερειακών πληροφοριών (δηλαδή αυτών που αποτελούν επεξηγήσεις, παραφράσεις ή αιτιολογήσεις των προηγούμενων).

Επιπρόσθετα, για τη διαμόρφωση του συγκεκριμένου διδακτικού προτύπου αξιοποιήθηκαν στοιχεία από το μοντέλο γλωσσικής ανάλυσης κειμένου (linguistic discourse model), βάσει του οποίου εξετάζεται η παρατακτική και η υποτακτική σύνδεση σε επίπεδο κειμένου (Polanyi, 2001, 2015), από τη θεωρία του ουσιαστικού – κελύφους (Κουτσουλέλου, 2014· McCarthy, 1991), όπως και από τη θεωρία αναγνωστικής κατανόησης (Giasson, 2014).

Η αποτελεσματικότητα του κειμενοκεντρικού προτύπου διδασκαλίας της πύκνωσης κειμένου εξετάζεται σε σύγκριση με το παραδοσιακό: ειδικότερα, σε ορισμένα τμήματα της δευτέρας τάξης πειραματικών λυκείων της Αθήνας (πειραματική ομάδα) διδάχθηκε το κειμενοκεντρικό πρότυπο και σε άλλα τμήματα της ίδιας τάξης (ομάδα ελέγχου) διδάχθηκε η περίληψη βάσει του παραδοσιακού μοντέλου. Μετά το τέλος των διδασκαλιών, οι μαθητές και των δύο ομάδων αξιολογήθηκαν βάσει συγκεκριμένου κριτηρίου ως προς την ικανότητά τους στη σύνοψη κειμένων. Στην παρούσα εισήγηση επιχειρείται η παρουσίαση, η ανάλυση και η ερμηνεία των αποτελεσμάτων αυτής της διερεύνησης

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Language needs analysis and materials development for adult refugees and migrants in Greece through the CoE Toolkit

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The Council of Europe has developed a toolkit to support member states in their efforts to respond to the challenges posed by unprecedented migration flows. It has been produced as part of the project Linguistic Integration of Adult Migrants (LIAM) of the Council of Europe's major Programme on language policy. The main purpose of this study is an informal implementation of some tools of the CoE Toolkit for Language Support for Adult Refugees in Greece, related to needs analysis. The participants, teachers and/or volunteers involved in language education in the Greek context (and students in the LRM Postgraduate Programme of the Hellenic Open University) were asked to design their own thematic unit, a two-hour lesson/session, for a specific population of refugee or migrant

adult students, material that will cater for the unique needs of the given population, in terms of language level, cultural values and everyday needs. It was suggested to them to approach/trace the above needs based on the relevant tools provided by the CoE Toolkit, Tools 24-30 <https://www.coe.int/en/web/language-support-for-adult-refugees/needs-analysis>:

- Tool 24 - Identifying refugees' most urgent needs
- Tool 25 - Finding out what refugees can already do in the target language and what they need to be able to do
- Tool 26 - First steps in the host country language
- Tool 27 - Refugees' linguistic profiles
- Tool 28 - Finding out more about refugee's own linguistic resources and capacities
- Tool 29 - What are the most important things to learn? The refugees' point of view
- Tool 30 - Observing situations in which refugees need to use the target language

The findings, firstly address the selection, implementation and thus piloting of the Needs Analysis Tools provided by the CoE Toolkit and secondly they present the communicative situations and functions on which the material, the language support activities and the scenarios designed were based. The seven tools suggested and implemented helped the teachers-students to understand the needs of the adult refugees and prepare the language support activities accordingly but they have also served as a set of guidelines regarding Needs Analysis field.

The Greek [r] in word final position: An acoustic and electropalatographic study

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Rhotics exhibit phonetic variety within and across languages (Lindau, 1985; Ladefoged & Maddieson, 1996). A series of recent acoustic and electropalatographic studies examined the Greek rhotic in intervocalic and in phrase initial position, and also in positions preceding or following a consonant (e.g. Baltazani & Nicolaidis, 2013; Nicolaidis & Baltazani, 2014). These studies have revealed that the Greek rhotic is a complex segment consisting of a tap accompanied by a vocalic element, a realization also found in clusters in several Spanish dialects, as well as in French and Hamburg German (Bradley, 2001; Romero, 1996; Recasens & Espinosa, 2007; Savu, 2014). The vocalic element was especially long, on average 50ms, for singleton /r/ in phrase-initial position (Baltazani & Nicolaidis, 2013). The question whether a similar realisation occurs in word-final position has not been explored so far.

To explore this question, we designed a production experiment using acoustic and articulatory (EPG) data with the rhotic in word-final position. The speech material consists of words with a Vr# sequence (V= [i, e, a, o, u]) in two stress conditions (stressed and

unstressed) and a VCr# sequence (V= [i, e]), only in stressed position. These words were uttered in four prosodic conditions (utterance-final (UF), utterance-medial before a vowel (UMV), utterance-medial before a consonant (UMC), utterance-medial but phrase-final (PF)), embedded in different carrier phrase per prosodic position: UF = [I leksi ine _.] 'the word is _'; UMC = [to _ ine spania leksi] 'the _ is a rare word'; UMC = [to _ pai sto telos] 'the _ is final'; PF = [I maria ipe _ , pernodas apo tin avli] 'Mary said _ while passing the yard'. Acoustic and EPG data were simultaneously recorded from Greek speakers repeating the speech material five times. For the acoustic analyses, we measured the duration of the constriction phase of the rhotic and of the vocalic interval, and F1, F2 formants at the midpoint of the vocalic element. Articulatory analyses included examination of the place and degree of constriction of the rhotic as well as variability due to context and speaker.

Preliminary results show the presence of a vocoid after the rhotic constriction at the end of the word in all prosodic positions. The constriction typically had shorter duration than the vocoid. The formant structure at the vocoid mid-point tends to be similar to that of the neutral vowel (schwa), with additional influence from the neighbouring vowel. EPG data show variation in the place of articulation of the rhotic due to context. In addition, production varies from fully constricted to more open articulations.

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Indexicality and the interactional construction of identity in narratives of “return” migration

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This study investigates narrative accounts of 'return' migration told by second-generation bi-ethnic Greeks (Greek Americans in their majority) who have migrated to Athens as adults. Based on a corpus of 12 ethnographic interviews about the linguistic and cultural experience of their 'returns', we focus on participants' recounting of their relocation to their parents' homeland as an experience of cultural assimilation and conflict, authenticity and hybridity. Narrative discourse has proven to be a fruitful locus for this area of inquiry because it allows speakers to construct and negotiate alignments and disalignments between Self and Other by adopting interactional positions in discourse. In line with current work on discourse and identity, we view identity as the product of discursive performance through a variety of linguistic devices.

Employing the frameworks of positioning (Davies and Harre, 1990; Bamberg, 1997) and stance (Dubois, 2007) we examine how bi-ethnic Greeks discursively navigate multiple overlapping and at times contradictory lingual, cultural, and national identities in their stories of return migration, and in doing so, how they take positions of authentication/denaturalization, and authorization/delegitimation (Bucholtz & Hall, 2005). More specifically, we address the following questions: How do return migrants construct identity positions of themselves vis-à-vis (1) other members of their immigrant community; (2) native Greeks; and (3) the interviewer? How are positioning devices employed and how are they negotiated during the interview in the construction of their cultural and national identities?

Our primary analytical focus is indexicality as a central process in the creation, enactment and ascription of identities (De Fina, Schiffrin, & Bamberg, 2006). In this paper, we are looking at the use of pronoun shifting, code-switching and double voicing as micro-level devices of positioning within the storyworld and the interactional context of the narrative (Bamberg, 1997). The guided interviews provided the interactional framework within which participants narrated their early experiences as children of immigrant parents in the foreign land, their efforts to cultivate and maintain intra-ethnic group affiliations, as well as their problematic and often painful experience of settling in the parental homeland.

Return migrants constitute an understudied group, especially from a sociolinguistic perspective, and we argue that understanding the complex positioning of identities among this group may provide unique insights into the broader ideologies that mediate hybrid and hyphenated identities in general.

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«Μορφή-με-σημασία» vs «μορφή-μετά-σημασία»: Ένα πείραμα κεκαλυμμένης μορφολογικής προτεραιοποίησης στην κοινή νεοελληνική

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Ο ρόλος της σημασιολογικής διαφάνειας (ΣΔ) κατά τα πρώιμα στάδια της οπτικής αναγνώρισης λέξεων συνιστά σημείο αντιπαράθεσης στο πεδίο της μορφολογικής επεξεργασίας. Αφενός, η προσέγγιση «μορφή-μετά-σημασία» αξιώνει διαδικασίες πρώιμου μορφο-ορθογραφικού τεμαχισμού για κάθε λέξη με επιφανειακή μορφολογική δομή, ανεξάρτητα από τη σημασία της (Rastle & Davis, 2008). Αφετέρου, η προσέγγιση «μορφή- με-σημασία» υποστηρίζει ότι μορφο-ορθογραφικές και μορφο-σημασιολογικές διαδικασίες προχωρούν παράλληλα και αλληλεξαρτώμενα, ήδη από τα πρώιμα επεξεργαστικά στάδια (Feldman κ.ά., 2015). Μάλιστα, στο πλαίσιο της δεύτερης προσέγγισης, προβλέπονται όχι μόνο πρώιμες, αλλά και διαβαθμισμένες επιδράσεις της ΣΔ (Jared κ.ά., 2017).

Στην παρούσα ανακοίνωση, εξετάζουμε τη ΣΔ στα μετονοματικά παράγωγα της κοινής νεοελληνικής, διερευνώντας τυχόν διχοτομικές ή διαβαθμισμένες επιδράσεις της ΣΔ στην πρώιμη μορφολογική επεξεργασία. Γί αυτό, πραγματοποιήσαμε ένα οπτικό, χρονομετρικό πείραμα λεξικής απόφασης με κεκαλυμμένη προτεραιοποίηση. Στο πείραμα συμμετείχαν 48 φοιτητές του ΑΠΘ, τυπικοί φυσικοί ομιλητές της κοινής νεοελληνικής. Ενενήντα ζεύγη προτεραιοποιητών-στόχων κατανεμήθηκαν σε τρεις ισάριθμες πειραματικές συνθήκες με κριτήριο τον βαθμό ΣΔ (αδιαφανής συνθήκη, π.χ. *σκαλίζω-σκαλί*· ημιδιαφανής συνθήκη, π.χ. *ψειρίζω-ψείρα*· διαφανής συνθήκη, π.χ. *χτενίζω-χτένα*). Προτεραιοποιητές και στόχοι ταιριάστηκαν στις 3 πειραματικές συνθήκες ως προς αρκετές εξωγενείς μεταβλητές (λ.χ. μήκος λέξης, λημματική / λεξική / διγραμματική συχνότητα, μέγεθος μορφολογικής οικογένειας). Για κάθε στόχο επιλέχθηκε ένας κατάλληλος προτεραιοποιητής ελέγχου (μορφολογικά, ορθογραφικά και σημασιολογικά άσχετος με τον στόχο, π.χ. *ασπρίζω-χτένα*). Οι σχετικοί προτεραιοποιητές και οι προτεραιοποιητές ελέγχου διαμοιράστηκαν σε δύο καταλόγους, προκειμένου κάθε συμμετέχοντα να εκτίθεται σε όλες τις πειραματικές συνθήκες και σε όλους τους στόχους, αλλά να βλέπει κάθε στόχο μόνο μία φορά. Επιπλέον, κάθε κατάλογος περιλαμβάνει 90 ζεύγη λέξεων-μη λέξεων (π.χ. *σαστίζω-σαστί*, *τσιρίζω-*

φρούκο) και 180 ζεύγη διασπαστών προσοχής (π.χ. αγκάθι-πούδρα, αγώνας-δαφές), ώστε οι συμμετέχοντες να μην μπορούν να προβλέψουν τις αποκρίσεις τους για τους στόχους.

Οι αναλύσεις των χρονομετρικών δεδομένων έδειξαν στατιστικά σημαντική προτεραιοποίηση και στις τρεις συνθήκες ΣΔ, αλλά ίδιο μέγεθος προτεραιοποίησης μεταξύ των τριών συνθηκών. Δηλαδή, δεν παρατηρούνται επιδράσεις ΣΔ, αλλά η προτεραιοποίηση οφείλεται στο ορθογραφικά κοινό θέμα μεταξύ προτεραιοποιητή και στόχου. Συνεπώς, τα αποτελέσματα συνηγορούν σε μια διαδικασία πρώιμης μορφο-ορθογραφικής επεξεργασίας, όπου οι μορφολογικά (ψευδο-)επιθηματοποιημένες λέξεις τεμαχίζονται με βάση την επιφανειακή μορφολογική δομή και όχι με βάση τη σημασία (προσέγγιση «μορφή-μετά-σημασία»).

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Idiomatic reduplicative imperatives in Greek

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The sentences in (1a-c) involve a **Reduplicated Imperative (RI)** form which does not have directive force and its understood external argument is not restricted to the addressee. The RI is interpreted as a manner/cause modifier of the main predicate which conveys a *result* state and the “imperative” agent matches the agent of the main event. Crucially, reduplication is necessary in order to get this interpretation; otherwise the sentences are not acceptable.

- (1) a. **Pes, pes** ton epise telika. √ *By talking to him about this all the time, she convinced him.*
b. **Fae fae** glika pahina. √ *By eating sweets all the time, I got fat.*
c. **Pida pida** pano kato, idrosan. √ *By jumping up and down, they sweated.*

In this work, we analyse the RI in (1) as a reduced finite form which denotes a property of individuals following Portner's (2004) approach to imperatives. Crucially, however the individual is not restricted to the addressee of the utterance but is bound by the

perspectival holder of a sentence which usually (but not always) corresponds to the subject. The number/person features of the understood external argument do not trigger agreement on the imperative verbal form which always appears with the “2nd singular” *imperative form*. We take this as evidence for the singular imperative form to lack number-person agreement (similarly to *nonfinite gerunds* in Greek), as opposed to 2nd plural imperative which crucially is not licensed as a reduplicative imperative even if the understood subject is 2nd plural (2b):

- (2) a. Pes pes, ton pisate telika ton baba sas ee?
 b. *Pite pite, ton pisate telika ton baba sas ee?
 ‘By asking him all the time, you(pl) finally convinced your father eh?’

Similarly, a negated imperative in which the *suppletive 2nd singular form* is used is also not licensed in this construction, suggesting that only the *default imperative form* can serve as a minimal form because it lacks person/number agreement features.

*Min tros, min tros adinatisa pali. ~ ‘By not eating, I lost weight...’

Given the lack of person/number agreement, we argue that the RI is a reduced finite form which only has *aspect* and modifies the *result state* of the main verbal predicate (e.g. *convince, get fat, sweat*). Crucially, RIs (contrary to gerunds (3b)) cannot modify predicates which lack a result state, as shown in (3a). (3c) is grammatical because the main predicate involves a *result state*.

- (3) a. *aku(je) aku(je) musiki, magirevi. vb. akugontas musiki magirevi.
 Intended: ‘By listening to music, he is cooking’
 c. vaku(je) aku(je) musiki, kufathike.
 ‘By listening to music, he got deaf.’

Reduplication is analysed as an exponent of aspect conveying a *repeated, incremental action*, which relates with the fact that RIs only modify predicates involving a result/change of state. Notice that it is possible to have two different verbs but still preserving a repetition inference:

- (4) a. Grapse – svise to halase to tetradio.
 b. Pigene-ela me zalises.

To some extent, a minimal approach (Portner, 2004) gives us the possibility to account for the appearance of imperatives in non-directive environments. The difference with canonical imperatives is that RIs do not involve a mood-head whereas canonical imperatives merge with a mood head carrying a [+IMP]-feature (imperative), which is responsible for both the addressee restriction and the directive semantics (cf. Zanuttini et al., 2012).

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Preverbal subjects, CLLD and inverse scope in Greek: An experimental study

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The status of preverbal subjects in Greek has been a long-standing debate. Broadly, we distinguish two approaches:

- A. Preverbal subjects occupy an A-position in the T-domain, assuming some sort of ϕ -agreement (Sifaki 2004, Roussou and Tsimpli 2006, Spyropoulos and Revithiadou 2007).
- B. Preverbal subjects are located in the left periphery, usually analysed as an instance of Clitic Left Dislocation (CLLD) (Philippaki-Warbuton 1985, 1989, Tsimpli 1990, Horrocks 1994, Anagnostopoulou 1994, Alexiadou & Anagnostopoulou 1998, Kontzoglou 2013).

The two approaches make different predictions for the availability of inverse scope. Inverse scope is expected if the preverbal subject is moving to an A-position but not if it is CLLD-ed. However, there is no agreement among linguists for the availability of inverse scope (Kontzoglou 2013).

In this work we present experimental evidence that inverse scope is available with preverbal subjects in Greek in contrast with CLLD-ed quantifiers which can only take wide scope. We tested inverse scope with *kapjos* 'some' and *kathe* 'every' in three different configurations:

- i. *Experiment#1*: SVO-sentences with broad-focus intonation (30 participants)
- ii. *Experiment#2*: VSO-sentences with broad-focus intonation (25 participants)
- iii. *Experiment#3*: CLLD-ed sentences with either the subject or the object (27 participants)

In all experiments we used a truth judgment (TVJ) task. The participants heard the sentence and then a picture appeared on the screen. There were four conditions depending on the position of the quantifiers (1a vs. 1b) and the scope-picture (surface vs. inverse) [6items/condition].

- (1) a. Kapjo pedaki eftiakse kathe kastraki. b. Kathe gineka skupizi kapjo hali.
 some child made every castle Every woman is sweeping some carpet



Cond1. $\exists > \forall$ -Surface **Cond2.** $\forall > \exists$ -Inverse **Cond3.** $\forall > \exists$ -Surface **Cond4.** $\exists > \forall$ -Inverse

We found availability of inverse scope in Exp1 and Exp2 (Mean Acceptance (MA): 60% and 73% accordingly but no significant difference). On the contrary, inverse scope acceptability is very low with CLLD-ed quantifiers both in subject and object position (MA: 13% and 11%). Surface scope acceptability is high across all experiments, around 90% [for the stat-analysis we ran glmer/R].

The results suggest that *default*-SVO in terms of inverse scope availability patterns with VSO rather than CLLD-ed subjects and raises questions for the analysis of *default*-SVO. We argue that preverbal subjects in *default*-SVO, are different from CLLD-ed subjects which are based generated in a high position (Iatridou 1995; Alexopoulou and Kolliakou 2002; Anagnostopoulou 1994; Alexiadou and Anagnostopoulou 1998). Preverbal subjects in *default*-SVO are derived by movement which is crucially not triggered by an EPP-feature (or φ -agree) but rather involves δ -feature agreement in the sense of Miyagawa (2017) which are located at T (Tsakali et. al 2019).

In this way, we are able to account for the mixed properties of preverbal subjects; on the one hand sharing certain properties with topicalized subjects (Tsimpli 1990, Horrocks 1994, Alexiadou & Anagnostopoulou 1998, Kontzoglou 2013) and on the other hand exhibiting properties related with A-movement (Sifaki 2004, Roussou and Tsimpli 2006, Spyropoulos and Revithiadou 2007).

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“I am not afraid of language, language should be afraid of me”: A transnational study on investigating communication strategies of young language learners

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Strategic competence is generally neglected in language teaching contexts despite its usefulness lying in the learners' verbal performance. The employment of communication strategies (CSs) (Selinker, 1972) could be argued to represent the manifestation of strategic competence on the part of the user. Although there is no universally accepted definition of these strategies, also mentioned as “systematic language phenomena” (Dörnyei & Scott, 1997, p. 174), they seem to be vital when dealing with actual communication problems or in the attempt to avoid them before being encountered, in order for the communication channel to remain open.

This particular study, which has been a part of a broader one, aimed at investigating communication (compensatory) strategies employed by young language students using English as a means of communication. The subjects of this study consisted of 25 Greek students, 26 Albanian students, 30 Cypriot students and 25 Bulgarian students being at the age of 10 years old.

In an attempt of the research team to record the strategies, the students were invited to participate in discussions which were related to situations of everyday life (e.g. shopping at the super market, going to school, etc) while the researchers recorded the dialogues with each student individually. A combination of quantitative and qualitative analysis was used in order for the researchers to register for differentiations in the strategic use on the basis of a) the gender and b) the cultural background of the students.

Following the analysis and the processing of the data, various findings have emerged. In particular, there were no statistically significant differentiations based on the gender of the students while statistically significant associations were spotted on the basis of their cultural background.

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The effect of strategy instruction on strategy use in Read+Watch-to-Write (RW2W) tasks

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Explicit integrated strategy instruction has long been documented to have effective learning outcomes (Cumming, Lai, & Cho, 2016) in many EFL contexts. In English for Academic Purposes (EAP) contexts tasks tend to be more cognitively and metacognitively demanding for the students and, thus, explicit strategy instruction (SI) would render beneficial learning outcomes. Integrated writing tasks involving reading or a combination of reading and audio input are authentic tasks used in a number of language tests of academic English competence (i.e. TOEFL iBT). They are challenging tasks because they engage more than one learning modality (reading, listening, writing), so learners would benefit from explicit instruction on strategies that increase efficiency in tackling such assignments. Yet, despite the resurging interest in integrated writing assessment, the inclusion of audio-visual/video material renders it more problematic (Feak & Salehzadeh, 2001) and relatively underexplored. The present paper is part of a larger project conducted in the University of Macedonia investigating the effect of SI on various types of integrated tasks. The present paper explores the effect of SI on the strategies used in a reading+watching-to-write (RW2W) integrated writing task. The participants were 83 second-year EAP students from the Departments of Economics, Business Administration, and Accounting. The instrument used was an adapted integrated strategies questionnaire (Papadopoulou, Kantaridou & Machili in press) divided into pre-, while- and post-writing sections to follow the writing process of students. The paired-sample t-test on the data indicated statistically significant differences in 22 items of the 34 questionnaire items. The differences were more pronounced in the while and post-writing sections indicating effectiveness of the SI on the students' cognitive and metacognitive strategy use. The specific SI implemented will be presented in detail and implications for the incorporation of explicit SI for EAP contexts will be discussed.

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Grammatical aspect in Heritage Greek: Does cross-linguistic influence play a role?

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Child acquisition of verbal aspect in Greek has been extensively investigated in various bilingual groups. This is the first study to test verbal aspect in adult (second generation) heritage speakers of Greek, born and raised in Germany (HSs-Germany) and the US (HSs-US), in production [1] and comprehension. **Goal:** The main goals are to investigate a) cross-linguistic influence and b) the overgeneralizing aspectual patterns (if any). **Experiment 1:** In an elicited production task, 90 participants were recruited: 26 HSs-Germany, 33 HSs-US, and 31 Native Speakers (NSs) in Greece (age range: 18-36). Participants had to orally produce the target form (*imperfective continuous, imperfective habitual, perfective*). **Experiment 2:** In an online speeded grammaticality judgement task, which has been employed successfully with similar groups of participants [2], 96 participants were recruited: 32 HSs-Germany, 24 HSs-US, and 40 NSs. They had to make a grammaticality judgement under a response deadline (2,000 milliseconds) in a 2x2 within-subjects (*GrammaticalityxAspect*) design, where half of the imperfective items denoted a habitual interpretation and the rest half a continuous interpretation. **Results:** In Experiment 1, HSs-US were significantly less accurate (Figure 1) across all three conditions. In Experiment 2, HSs were overall below chance levels in both ungrammatical conditions (Figure 2). However, HSs-Germany performed similarly to NSs (as in Experiment 1) in all grammatical conditions (and no difference between perfective-imperfective). HSs-US performed less accurately a) in the grammatical perfective condition (significantly) and in the grammatical imperfective condition (marginally), and b) in both the habitual and continuous interpretation of imperfective (Figure 3) compared to both NSs and HSs-Germany (as in Experiment 1). The response time analysis also revealed a processing penalty in all vulnerable (in accuracy) conditions. Previous bilingual education was also a reliable predictor in both production and comprehension. **Discussion:** The current findings do not support cross-linguistic influence of verbal aspect in adult Greek HSs. Crucially, HSs-Germany (even those without/with low education in Greek) pattern like NSs in most of the conditions, although their dominant language does not encode aspect morphologically. The results also fail to find an overall advantage towards the perfective form (+marked morphologically). Furthermore, both tasks reflect that, numerically (not statistically), habitual is more accurate than continuous. This may be related to the optionality in the use of Greek perfective vs. continuous, when an event can be seen either in its unfolding

duration (with continuous imperfective) or as complete (with perfective) [3]. On the other hand, habitual is not involved in such optionality. Thus, we argue that Greek verbal aspect of HSs in the US is vulnerable. This is in line with Russian verbal aspect of HSs in the US [4]. However, Greek HSs-US performed at chance only in ungrammatical conditions. In grammatical ones as well as in production, they do (still) retain aspectual distinctions (above chance), although to a much lower extent compared to HSs-Germany (and NSs). When inaccurate, the overgeneralizing form varies [4, 5, 6], perhaps because of certain idiosyncratic properties of the verbs [4].

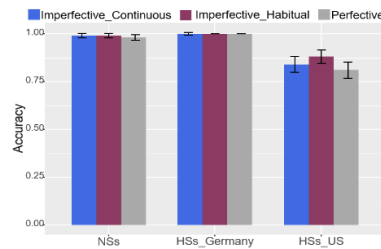


Figure 1. Accuracy in Experiment 1

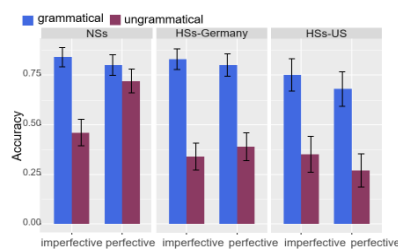


Figure 2. Accuracy in Experiment 2

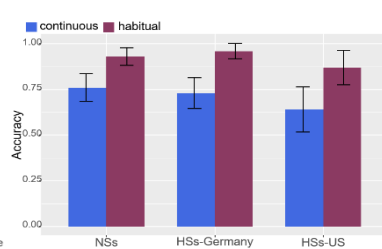


Figure 3. Imperfective Experiment 2

Bilingualism effects on the social and affective responses of children with Autism Spectrum Disorder: Evidence from a virtual game of social exclusion

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Children with Autism Spectrum Disorder (ASD) have impairments in social and communication skills (American Psychiatric Association, 2013). Such deficit has been reported to bring difficulty with children's attending to social stimuli, as well as with understanding the meaning of social cues in interactive contexts (Mundy & Newell, 2007). On the other hand, recent studies have shown bilingualism to compensate for a number of autism-related weaknesses in several aspects of cognition, including the construction of coherent narrative schemas, global processing (Baldimtsi et al., 2016), and set-shifting skills (Gonzalez-Barrero & Nadig, 2017), yet, our knowledge of bilingualism effects on ASD children's social and affective functioning remains limited. The current study aims at filling this gap by investigating 50 bilingual and 50 monolingual ASD children's (along with age-matched typically-developing (TD) monolingual and bilingual children's) social cognition performance in a virtual Cyberball game (Williams et al., 2000) that has been designed to assess social cognitive appraisals of exclusion/ostracism. During the Cyberball task, the participant views an avatar that is either included (inclusion condition) or ostracized (exclusion condition) by three other avatars controlled by the experimenter. To assess social responding, the Needs Thread Scale (namely, belonging, self-esteem, meaningful existence, control), as well as participants' self-reports of Mood (i.e. feeling good, bad, friendly, hostile, angry, pleased, happy, sad) on a rating scale of 1 'not at all' to 5 'very

strong' were used after playing Cyberball. According to the results in the inclusion condition, the self-reported Need threat did not differ across the four groups, except for bilingual children with ASD who experienced less threat, compared to their monolingual peers with ASD, on the control need scale ($p=.005$). In the exclusion condition, monolingual children with ASD reported significantly greater threat than the rest of the groups across all four Needs ($p<.04$). Inclusion and ostracism appeared to modulate overall Mood in TD monolingual and bilingual children, as well as in bilingual children with ASD, with the three groups reporting reduced and elevated levels of distress in the inclusion and the exclusion condition, respectively. On the other hand, monolingual children with ASD failed to interpret appropriately their emotional state, reporting elevated levels of both distressful and non-distressful emotions in both inclusion and exclusion ($p<.03$). The overall results indicate that bilingualism has a positive impact on ASD children's social responsiveness and understanding of affective content found in emotion words.

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Code switching in heritage speakers of an endangered language: The case of Vlach Aromanian speakers in Greece

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The study examines the profile of bilingual speakers of a heritage language, a variety of Vlach Aromanian (VA) spoken in Northwest Greece who are also speakers of Standard Modern Greek (SMG), along with their language practices in spontaneous speech production. VA is a morphologically rich language with earlier studies in other varieties of VA (Katsanis & Dinas, 1990; Campos, 2005) reporting that nominal endings are inflected for *phi*-features, case and definiteness with the definite article appearing enclitic to the noun.

Attributive adjectives are also inflected for *phi*-features and case, and usually follow the head noun while the definite article is reduplicated enclitically on the adjective (see 1):

- (1) Om-lu bun-lu
 man-the^{SIGN-MASC-NOM} good-the^{SING-MASC-NOM}
 'The good man'

Crucially, VA is in danger of disappearing with the state of endangerment varying from definitely to severely endangered depending on the variety (e.g. Atlas of Europe's endangered languages). This study examines a variety of VA in Greece that has never been investigated before. A background questionnaire examining language practices across the life span was employed in order to profile our speakers. It included questions on age of onset (AoO) of exposure to both languages, home language practices, current language use and literacy in SMG, since VA is a spoken language only. Our bilingual speakers (N=60) are grouped as follows: (a) sequential bilinguals who were exposed first to VA (L1) then to SMG (L2) with AoO to the L2 at the pre-school or school age, (b) simultaneous bilinguals of VA and SMG with exposure from birth (2L1s) and (c) sequential bilinguals who were exposed first to SMG (L1) and then to VA (L2) with an AoO at the pre-school age. Heritage language ability and code alternation practices (Fairchild & Van Hell, 2017; MacSwan & McAlister, 2010) were investigated by means of spontaneous production speech in VA via six 30-minute dialogues between speakers within each group. Code-switching is found to be significantly more frequent in groups (b) and (c) than in group (a). Additionally, all groups adopt a practice of integration of morphosyntactic features of VA on SMG bases, irrespective of the existence of a VA word (example 2) with groups (b) and (c) adopting this strategy significantly more frequently.

- (2) epistat-lu,
 caretaker-the^{SIGN-MASC-NOM}
 'The caretaker'

Finally, the production of more complex language at the level of macro-structure (i.e. embedding) by groups (b) and (c) compared to group (a) is discussed as an effect of literacy in Greek, which also shows a cross-linguistic transfer of literacy skills in bilingual populations (Roberts, 1994).

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Metacognitive reading strategy use and its relation to performance in a Greek EAP context

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The present study investigates the metacognitive awareness and frequency of use of reading strategies for academic material as reported by Greek English for Academic Purposes (EAP) students in the University of Macedonia. It also explores the relationship between reading strategy use, reading comprehension performance and overall academic performance as measured in CEFR levels of linguistic competence. Finally, the study examines the relationship between strategy use and gender. 381 second and fourth semester university students fairly equally distributed in relation to gender participated in the study.

The self-report instrument used in the study for the measurement of metacognitive awareness and reading strategy use was the SORS (*Survey of Reading Strategies*; Mokhtari & Sheorey, 2002), originally adapted for ESL and EFL high school and university students handling academic texts from the *Metacognitive Awareness of Reading Strategies Inventory* (Mokhtari & Reichard, 2002) and translated into Greek. Three strategy categories are identified in the SORS: Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies. The reliability of the instrument was checked with the Cronbach α test of internal consistency. Students' comprehension performance and overall academic performance was measured with the TOEFL ITP test.

Results indicate that problem solving strategies are used more frequently by Greek university students, followed by global strategies while support strategies are used least frequently. Regarding the relationship between reading strategy use and reading comprehension performance, statistically significant differences were found between the different language level students, indicating that support strategies decline as students' level of competence increases while problem-solving strategies are used more frequently by B2 level students in comparison to B1 ones. Regarding the relationship between reading strategy use and overall academic performance, it was found that C1 level students differ significantly from B1 and B2 level students in their frequency of reading strategy use in all reading strategy categories. Additionally, C1 level students differ from B2 level ones in the global strategy category. Finally, significant differences in strategy use by gender were identified as female participants tended to use more problem-solving and support strategies in relation to male participants.

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English (non)-finiteness: Morphology and syntax

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1. Goal: English has a very limited set of morphological distinctions in its verbal system. Take for example the verb *open*: the form *open* can be construed as finite (1a) or non-finite (1b); *opened* can be construed as finite (2a) (past tense), or non-finite (2b) (participle):

- | | | | | |
|-----|----|--------------------------|----|--------------------------------|
| (1) | a. | I <i>open</i> the door | b. | I want to <i>open</i> the door |
| (2) | a. | I <i>opened</i> the door | b. | I have <i>opened</i> the door |

The form *open* can also be the imperative (*Open the door!*), or the subjunctive (*I request the he open the door*). Accordingly, the form *opened* can also correspond to the passive participle (*The door was opened*) or a verbal adjective (*an opened box*). English then seems to exhibit a very high degree of syncretism (Pinker, 1999).

The present paper argues that a) the form *open* is the bare stem throughout, which can be further inflected by *-ed*, and b) the +/-finite specification is defined syntactically. While the bare stem is unmarked, the *-ed* form is marked for perfective aspect.

2. Empirical evidence: According to Eide (2016) the *open* – *opened* distinction is one between [–past] and [+past] respectively. The [–past] specification gives rise to the present and the infinitive, while the [+past] yields the preterite and the participle. Eide’s analysis has the advantage of unifying different functions under the same form, thus eliminating homophony. At the same time, a problem arises with respect to the *-ed* form embedded under different auxiliaries, that is *have* (perfect tense) and *be* (passive voice), as in (3):

- | | | | | |
|-----|----|-------------------------------|----|--|
| (3) | a. | I <i>have opened</i> the door | b. | The door <i>is/was/has been opened</i> . |
|-----|----|-------------------------------|----|--|

What (3a) shares with the past tense in (2a) is reference to the past (I *opened* the door – I have *opened* the door). However, this is not always the case in the passive construction. As (3b) shows, the past tense specification is a property of (or in combination with) the auxiliary.

On the basis of these (and more) examples it is argued that the *-ed* form is not specified for past, but for perfective aspect. Differences between the two structures in (3) will be shown to follow from the properties of the selecting auxiliary (see also Collins, 2005; Stowell, 2008). More precisely, *have* is a transitive verb, not affecting the argument structure of the embedded participle (which retains its transitivity), while *be* is an unaccusative and affects the argument structure of the participle (elimination of its external argument, promotion of the internal argument) (see Manzini & Savoia, 2007, 2011).

Regarding the bare stem, it is argued that its characterization as +/-finite also depends on the syntactic context. In a matrix clause, finiteness is derived by the projection of the subject. In other contexts, it is construed as non-finite when embedded under *to*, as in (1b), or directly under a modal (I should/could/must *open* the door). In the latter case, the two verbs form a single event and share their argument structure. The lack of any tense (or

aspect) specification also accounts for the fact that these forms can receive a modal (imperative or exclamative) reading in a matrix context:

- (4) a. *Open* the door! b. Me *open* the door?! Never!

This distribution has further implications for the role of the subject and its realization (null or overt in accusative in (4a) and (4b) respectively).

3. Extensions: The above account extends to one more verbal form, namely the *-ing* in (5):

- (5) a. John is *opening* the door b. John's *opening* the door/of the door.

The *-ing* form is characterized as a (present) participle in (5a) but as a gerund in (5b). Reuland (1983) unifies all uses, arguing that *-ing* is finite (Arg) inflection, while Lee (1987) takes *-ing* to be nominal (as in participles). Based on these approaches, it will be argued that there is indeed a single *-ing* (nominal) whose different functions are also determined syntactically, affecting the realization of its subject as well as of its object (as is also the case with the *-ed* form in (3)).

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Enhancing EFL learners' speaking skills through video-based activities on Edmodo

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The English Language has long been an integral part of the Greek public and private education. This is clearly depicted by the fact that the last years TEFL starts from the early years of children's education. The skills that young learners are called on to develop are reading, listening, speaking and writing; not all skills are given the same importance, though. More specifically, speaking is still taught by the book and is mainly teacher-oriented with students parroting fixed dialogues rather than expressing themselves. This is so because teachers continue to approach this skill in an obsolete way, despite their willingness to familiarize learners with English as early as possible. Consequently, speaking seems to be neglected and this may be due to the fact that learners are not tested in this skill until they sit for a certification exam. The classroom of the 21st century, though, has given a new dimension to teaching as it places students at the center of the learning process through collaborative tasks that sharpen their interest and develop their autonomy.

New technologies, and especially Web 2.0 tools, play also a great role in developing 21st century skills, as they enable teachers to use them as support materials in the teaching process. As a result, they motivate learners and make teaching more exciting, helping teachers disengage from outdated models of learning. This shift from traditional to modern teaching results in teachers' professional development, as Web 2.0 tools prove to be a means of creating and sharing knowledge. An educational platform which can serve as a meaningful community of practice among teachers is Edmodo and its choice is not accidental; its capabilities enable teachers not only to upload and view material, but also to communicate through posts or chat groups, contributing in this way to knowledge construction and online learning. Video, on the other hand, is the main support material on which the researcher was based in order to create three innovative lesson plans for each level (A1-C2) according to Common European Framework for Languages Reference.

Therefore, the aim of the researcher is divided into two principal axes. The first one is to share the video-based material designed to colleagues from all over the world so as to introduce them to new approaches in teaching speaking, as well as motivate them to create their own lesson plans in the future. The second one is to familiarize them with Edmodo and show them how this platform can turn into an online community of practice. These two axes constitute the general purpose of this paper which is to make both parts included in the teaching process think outside the box and enjoy the speaking section.

Measuring foreign language learning aptitude of intellectually gifted students

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Foreign language learning aptitude predicts the rate at which a person may successfully master a foreign language (Carroll, 1973). Despite research on young learners' aptitude (Alexiou, 2005) and gifted university students (Dai & Renzulli, 2008; Feldhusen & Moon, 1992), as yet no studies have included school aged gifted students. The aim of the current study is to assess the level of foreign language learning aptitude of intellectually high ability students through the use of a devised test. 120 students (50 males, 70 females), aged between 12 and 17 years old, attending Centre for Talented Youth (CTY) Greece participated in this study. CTY Greece is attended by highly able and motivated students from second to eleventh grade, offering three – week summer courses. CTY students are regarded as intellectually gifted, based on scores from two tests developed and scored by the Johns Hopkins University Center for Talented Youth: The School and College Ability Test (SCAT) and the Spatial Test Battery (STB) which measure verbal, quantitative and visual-spatial reasoning respectively.

The participants were administered the test consisting of five parts, each measuring specific cognitive skills related to foreign language learning aptitude. Specifically, the test measures memory abilities associated with word and meaning relationships, rote memory and recognition, analogy, and understanding of a wide range of syntactic structures. An EFL vocabulary size test-X-Lex (Meara, Milton, & Lorenzo-Dus, 2003) was also administered in order to categorise students into levels of proficiency.

The test was computer based and lasted approximately 20 to 25 minutes. The reliability analysis indicated that all instruments of measurement were reliable ($\alpha = .87$). Results show that gifted students who obtained high scores in the EFL vocabulary size tests also performed very well in the cognitive tasks, indicating medium to high language aptitude profiles. Gender differences also emerged from these results. Findings of the current study may offer important insights to English language teachers; therefore, implications for educational practices will be discussed.

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Creating teaching material based on “Peppa the Pig” TV Series: A corpus study

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In the field of language teaching and education, corpora provide examples, which are the basis for materials used to exemplify the language, aiming to produce learners who are able to communicate effectively and competently (O'Keeffe, McCarthy, & Carter, 2007). They do so by providing encouraging acquisition of the target features; thus learners engage in actual language use and in a variety of registers, which leads to more targeted learning (Bennet, 2010).

Syllabi designed with corpora assist teachers in identifying their students' needs about language, while engaging them in actual language use (Bennett, 2010). Thus, the students' motivation and the learning effect are increased (Johansson, 2010). Teaching through corpora additionally offers opportunities to develop autonomous learning strategies and raises the learners' language consciousness (Bernardini, 2002). Alexiou's (2018) study offered a corpus based linguistic analysis of the vocabulary in “Peppa the Pig” episodes, suggesting that the language used is repetitive and to a great extent highly frequent.

The aim of this study was to create teaching materials based on “Peppa the Pig” TV Series, by analyzing the subtitles of 17 episodes, selected based on the exploitability of the language, as well as to introduce an alternative to traditional teaching practices. Corpus analysis was carried out using AntConc4 (Anthony, 2005). Eight learner-centered lesson plans were created to teach the target vocabulary through the use of concordance lines at low level classes (Pre A1). The corpus created was exploitable from the perspective of grammar, vocabulary and values. Teaching observations revealed that learners were fully engaged and they enjoyed the lesson. Therefore, implications about using corpora in the classroom and creating corpora based teaching materials will be discussed.

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Procedural and declarative knowledge: Their relevance for theory and practice in SLA

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There are different views on the relationship between declarative and procedural knowledge, in particular the possibility of using declarative knowledge in second language teaching and research. Some scholars claim that declarative knowledge (explicit teaching of rules) leads to procedural knowledge (e.g., Anderson, 1983; DeKeyser, 1995, 1997; Johnson, 1996). Others suggest that there is no relation between the two (Paradis, 2004), or that there is only “a weak interface between procedural and declarative knowledge” (Pienemann, 2015, p. 137). Findings that L2 grammars can develop without explicit rules (e.g., Klein & Perdue, 1992; Meisel, Clahsen, & Pienemann, 1981) support the latter suggestion. In this study (Son, 2018), I investigated the issues concerning the different types of knowledge and the kind of results achieved with the explicit teaching of rules on the one hand and a communicative orientation of language teaching (COLT) (Spada & Fröhlich, 1995) on the other hand by studying a number of Grade 5 English lessons in a number of Swedish and Vietnamese primary school classrooms. The preferred answer to this question would lead to different methods not only in research but also in language teaching with two main methods in the classroom worldwide: Communicative Language Teaching, and Focus on Form(s). Results show that most of the Swedish learners were able to produce third person singular -s, (grammatical knowledge) but could not describe the rule (cf. Malmberg et al., 2000; Källkvist & Petersson, 2006). The opposite result was found among the Vietnamese learners, who were often able to give the rule but did not produce 3-sg-s. Thus, no correlation was found between procedural and declarative knowledge, in line with what has been suggested in earlier research (R. Ellis, 2008; Macrory & Stone, 2000; Seliger, 1979). This has implications for language teaching, and the results of this research may contribute to a better understanding of the L2 acquisition of grammar.

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Does out-of-school learning have any impact on young language learners' linguistic knowledge and lexical repertoire?

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The out-of-school exposure to a foreign language has been found to enhance the development of lexical and grammatical knowledge of that language (e.g., Kuppens, 2010; Lindgren & Muñoz, 2013; Rohde, 2010; Sundqvist, 2009, 2011). In this study (Son, 2018), we investigated whether out-of-school exposure to English as a foreign language has an impact on the learning outcomes in a group of 44 Vietnamese children (grade 5, 11-12 years old) (with a comparison group of 33 Swedish children).

A demographic questionnaire (inspired by Dörnyei, 2003) and a test of the children's procedural and declarative knowledge of English third person singular -s were distributed to the children. The results show that the out-of-school exposure was significantly correlated with the Vietnamese learners' lexical repertoire, but not with their procedural and declarative knowledge. The implications on second language learning and teaching will be discussed.

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Γλωσσικά υβρίδια στον βαλκανικό χώρο

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Πολλές είναι οι ελληνικές δάνειες λέξεις που εμπλουτίζουν τις άλλες βαλκανικές γλώσσες και ενισχύουν την εκφραστική τους δύναμη. Ιδιαίτερο ενδιαφέρον παρουσιάζει η παραγωγική εξέλιξή τους. Ύστερα από τη φωνολογική και τη μορφολογική προσαρμογή τους πολλά από τα ελληνικά δάνεια συνεχίζουν την πορεία τους και συμμετέχουν σε περαιτέρω διαδικασίες παραγωγής και σύνθεσης. Έτσι πολλές από αυτές τις λέξεις σχηματίζουν γύρω τους μεγάλους κύκλους παραγώγων και συνθέτων.

Η προσοχή εδώ θα εστιαστεί στην αναλυτική παρουσίαση επιλεγμένων μετονοματικών και μεταρρηματικών ουσιαστικών με κοινές βάσεις ελληνικής προέλευσης σε τρεις βαλκανικές γλώσσες - την αλβανική, τη βουλγαρική και τη ρουμανική. Λόγω του χαρακτήρα τους (υβριδικοί σχηματισμοί που αποτελούν συνδυασμό ελληνικών και γηγενών στοιχείων) τα παράγωγα εξετάζονται σε δύο άξονες: 1) διαχρονικά όσον αφορά την ετυμολογική προέλευση της βάσης και 2) συγχρονικά ως προς τα γηγενή παραγωγικά επιθήματα.

Η ανακοίνωση αυτή αποτελεί μέρος μιας ευρύτερης μελέτης, σκοπός της οποίας είναι να αναδείξει τον βαθμό παραγωγικότητας των πλήρως ενταγμένων ελληνικών δανείων στις εν λόγω βαλκανικές γλώσσες μέσω απεικόνισης και ανάλυσης των παραγώγων τους.

Η συλλογή υλικού βασίζεται στους τυπωμένους τόμους του Ετυμολογικού Λεξικού της Βουλγαρικής Γλώσσας (БЕР), καθώς και σε μελέτες που επικεντρώνονται στο θέμα των ελληνικών δανείων στις επιμέρους βαλκανικές γλώσσες.

Η συμμετοχή των προσαρμοσμένων δάνειων ρημάτων από την ελληνική γλώσσα στην διαδικασία σχηματισμού λέξεων των άλλων βαλκανικών γλωσσών αποτελεί απόδειξη για την πλήρη αφομοίωσή τους και συμβάλλει στη γλωσσική ανανέωση δημιουργώντας σημασιολογικές διαφορές σε πολλές πλευρές της καθημερινής ζωής. Τα παράγωγα ουσιαστικά με κοινές βάσεις ελληνικής προέλευσης ανήκουν σε διάφορες κατηγορίες και αποτελούν μόνο ένα μικρό μέρος του λεκτικού εκφραστικού πλούτου που άφησαν οι ελληνικές λεξικές μονάδες στις γλώσσες αυτές.

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Linguistic complexity and language change: Evidence from the diachrony of English

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Linguistic complexity has ignited strong disagreements among scholars and its measurement certainly constitutes an intricate task. In this study we examine diachronic complexity change by focusing on the grammaticalization paths of the extensively studied *gonna*, *gotta* and *wanna* constructions of Modern English in the period 1810-2000 (Traugott & König, 1991 i.a.) and we distinguish between two types of complexity. The first is structural (static) complexity that is defined as the ratio between form and meaning parts of a construction and is calculated using a metric system proposed by Piperski (2014). The second is dynamic complexity and is defined as structural complexity divided by the entrenchment degree of a construction per time. Entrenchment degree is taken to be proportionate to type frequency -given that type frequency contributes to productivity (Bybee & Thompson, 1997) and higher productivity leads to higher entrenchment (Langacker, 2008). For the estimation of frequencies, a corpus-based study is conducted using CoHA.

On the basis of the results of this study, we argue that grammars do not necessarily tend to simplification (Trudgill, 2011) or complexification (McWhorter, 2001) diachronically. They appear to evolve in cycles, whose beginning and end points are determined by a process of creation of new grammatical forms out of older ones (e.g. *gonna* from *going to*) that have already become more entrenched. New grammatical formants are structurally complex at the time of their emergence, as form-meaning ratios

increase at the initial stages of grammaticalization (e.g. in the case of *going to*: *go*, *-ing* and *to* all mark the category *Future*), but their processing becomes gradually simpler as they gain in productivity and entrenchment. Moreover, we argue that the rate in which productivity increases is not random but follows a well-known statistical distribution: the logistic distribution, often called Piotrowski's law (Altmann, 1983). Thus, dynamic complexity –defined as inversely proportionate to entrenchment- must follow an inverse logistic distribution. That is: high in the beginning and then decreases exponentially until approaching a limit -a schema corresponding to the well-known sigmoid curve, observed in numerous examples of language change. The logistic curve proves to be a good fit for our data.

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Interrogative C heads crosslinguistically: Towards a uniform analysis of support strategies in interrogative clauses

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Cartographic proposals have linked the role and syntactic function of overt C heads in interrogatives to a structured CP layer which hosts specific functional heads, disregarding additional ones (Pollock, 1989; Rizzi, 1997; Cinque, 1999). However, A'-movement in languages, within and outside Romance, displays further functional, or rather “support”, C heads which are required crosslinguistically. This contradicts the idea of the perfectly structured CP layer and assumes a greater gamut of variation in the left periphery. The

present research proposal evaluates the syntactic properties of overt interrogative C heads crosslinguistically.

This work focuses on the definition of the properties of overt interrogative C heads in genetically distant varieties and presents them both as systematic and tied to a precise syntactic need. This analysis is established by looking at the cases of support strategies in English, Monnese, and Yiddish, among others. To wit, *do*-support in English, *fa*-support in Monnese (Beninca & Poletto, 2004), as well as *tsi*-support in Yiddish (Diesing, 1990, 2005) provide the means for this analysis to be established. Their different, yet common, linguistic background may yield the answer to the questioning of the CP layer.

Even though C head variation has been extensively discussed, studies have failed to provide a universal analysis of C heads in interrogatives due to the focus of current theories on empirical phenomena in varieties which share a genetic relationship; mainly Romance. As a result, theories in line with cartographic proposals are incapable to provide a concrete explanation of *support* C heads in varieties outside Romance. What the present work proposes is that the CP layer constitutes a richer area which accommodates a separate structural portion for *support* elements, and even others, which can coexist with topic and foci elements, among others.

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Children's understanding of Not...OR, AND, Neither...NOR

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Background: Previous research on the development of the logical operators *OR* and *AND* has revealed that the understanding of the disjunctive operator *OR* deviates from the target language at an early developmental stage, while the comprehension of the conjunctive operator *AND* does not display any significant difference to the adult command of it. The observed deviation regarding *OR* has been to a certain extent attributed to children's strict semantic computation, ignoring pragmatic principles that give rise to the adultlike exclusive inference of *OR*, which requires access to scalar implicatures. Within this

tradition, it has been shown that children's interpretation of *OR* in Downward Entailing (DE) environments, i.e. in contexts in which the exclusive inference does not arise, is comparable to adults' performance (e.g. Paris, 1973; Braine & Romain, 1981; Noveck, 2001; Gualmini et al., 2001; Chierchia et al., 2004; Singh et al., 2015 a.o.).

The study: In the current study we focus on a potential correlation in the development of the two operators (in the spirit of Tsakali, 2019) and we extend the investigation of children's understanding of disjunction in correlation to conjunction by including both simple and complex forms of disjunction under the scope of the negation as in (2) and (3) (cf. Paris, 1973):

- (1) Toagorikrataipagotokebanana. → **CONDITION 1: SIMPLE CONJUNCTION** [$A \wedge B$]
'The boy is holding an ice-cream and a banana'
- (2) To agori den kratai ute pagoto ute banana. → **CONDITION 2: NEITHER...NOR** [$\sim(A \wedge B)$]
'The boy is holding neither an ice-cream nor a banana'
- (3) To agori den kratai pagoto i banana. → **CONDITION 3: DE_OR<NEG** [$(\sim A \wedge B), (A \wedge \sim B), (\sim A \wedge \sim B)$]
'The boy is not holding an ice-cream or a banana'

Example (3) is a DE environment allowing *OR* to be interpreted inclusively, i.e. being true in all three cases in which: a) the boy is holding only an ice-cream, b) the boy is holding only a banana, and/or c) the boy is holding none of the two. We contrast (3) to (2) since the latter is only true when 'the boy is holding neither a banana nor an ice cream', i.e. it has the truth value of a negated conjunction and we furthermore contrast (2) to (1) since the understanding of CONDITION 2 presupposes the development of CONDITION 1. Our main attempt is to investigate whether the obligatoriness of the inference in (2) would play a role in the acquisition of the exclusive interpretation and to establish whether previous findings regarding the understanding of *neither...nor* (Paris, 1973) would be replicated in other languages.

Methodology & Findings: We used a picture matching task (in the spirit of Chierchia et al., 2004; Singh et al., 2015 and Tieu et al., 2015 a. o.) in which children had to select which picture depicts what the puppet was guessing about what happened. Prior to this task, children were also asked to describe each picture and they were also tested for their comprehension on Negation. Participants who produced more than one error on the negation task were excluded. Preliminary results from 15 Greek monolingual children (mean age 6;5) show that children perform highly on all three conditions; CONDITION 1 showed a 90% rate of correct responses; similarly, CONDITION 2 exhibited a correct rate of 90% and CONDITION 3 displayed a rate of 87.5% correct answers. Adults' performance was 100%, 100% and 97.5% correct for each of the three conditions respectively. However, despite the difference being relatively small between the two groups (i.e. children and adults), one-way-ANOVA statistical analysis revealed a significant difference between them for CONDITION 1 and CONDITION 2, i.e. for *AND* and *negated_AND*. This finding is not surprising if we think that the meaning of (2) comprises the meaning of (1) and it shed further light on the development of conjunction and how *AND* may affect the development of exclusive interpretation of *OR*. Lastly, our findings do not corroborate previous results regarding the *neither ... nor* condition (Paris, 1973) according to which

children's correct responses were not higher than 45%.

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Investigating the use of the French article system in FFL written production: A learner corpus study

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The present study dwells on the French Determiner System and, specifically, on the use of definite, indefinite and partitive articles of the French language by Greek-speaking users/learners. It is based on a learner corpus which allows qualitative and quantitative empirical investigations. Articles in French have posed several theoretical problems and, many decades ago, started to attract the scientific interest of linguists and grammarians who were willing to give definite answers on their functions and complexity (Dubois, 1965; Grevisse, 1993; Gross, 1977; Guillaume, 1919; Kleiber, 1983, 1990; Martinet, 1979; Salkoff 1973). Additionally, comparative studies or studies in the domain of FFL demonstrate their importance.

The overt presence of a determiner system in Greek may facilitate the use of the French article system, nevertheless, differences in both systems may affect the appropriate use. The aim of the study is to explore: (i) the errors produced by the FFL learners in activities of written production due to the inaccurate use of articles and (ii) whether there are differences regarding the type and frequency of errors generated by basic, independent and proficient users, according to the scale of Common Reference Levels (Council of Europe, 2001, 2018), in written compositions.

Our study is based on a learner corpus composed of writing data. Written composition activities produced by candidates who participated in national foreign language examinations (Kratiko Pistopiitiko Glossomathias (KPG) in French, have been collected in a corpus, enriched in an ongoing basis, which maintains a balance in the representation of proficiency levels (A1-C2) certified, types of writing tasks, types of texts candidates are asked to produce, and communicative contexts to which they are asked to respond using the foreign language. Greek is the common language of all test takers. It is worth noting that the candidates taking the KPG exams differ in their age group, literacy level and the way they choose to prepare for the exams. They also come from different regions and educational environments.

The findings of the study can provide help to language instructors and learners of FFL, curriculum designers, course designers and authors of novel teaching material adapted to the specific needs of learners whose first language is Greek but also conclusions that may be generalized to other foreign language learners' groups in benefit of the development of language competences.

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Comprehension skills and bilingualism effects in children with Developmental Language Disorder and Autism Spectrum Disorder

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Language comprehension requires the integration of linguistic information with contextual and background world knowledge. Factors such as word frequencies and local semantic associations, but also top-down expectations generated from prior semantic, syntactic, and pragmatic context enable the comprehender to inferentially derive a coherent interpretation of the input. Studies on the comprehension skills of typically-developing (TD) monolingual children illuminate complex relationships between narrow language components, i.e. phonological awareness, vocabulary and syntactic skills, as well as inferential mechanisms underlying the derivation of coherent meanings in reading comprehension (Kim, 2016). The present study addresses the contribution of language to the comprehension ability of monolingual and bilingual children with Developmental Language Disorder (DLD) and Autism Spectrum Disorder (ASD) who display fundamental deficits in morpho-syntax and pragmatics, respectively (Leonard, 1998; Happé & Frith, 2006). Eighty 11-year-old, Albanian-Greek bilingual children with DLD and ASD, eighty age-matched monolingual children with DLD and ASD and an equal number of age-matched TD Greek monolingual and Albanian-Greek bilingual children were tested on reading and listening comprehension tasks. The reading comprehension test (Test of Reading Performance in Greek; Sideridis & Padeliadu, 2000) includes four expository texts in order of ascending difficulty regarding subject matter, vocabulary level, grammatical and syntactic complexity. Comprehension questions target textually explicit, textually implicit and scriptually implicit comprehension skills. The listening comprehension test (Cain & Oakhill, 1999; adapted in Greek by Chrysohoou, 2007) includes 4 passages of ascending difficulty and measures children's memory of explicit facts, inferencing of implicit information, interpretation of non-literal expressions and comprehension monitoring for

inconsistencies. Children were also assessed on language ability and non-verbal intelligence. Results show that both reading and listening comprehension were differentially affected across monolingual and bilingual children with DLD and ASD. Monolingual children with ASD performed considerably worse than both monolingual and bilingual children with DLD in questions that tapped onto inferencing skills, while bilingual children with ASD outperformed their monolingual peers with ASD. The bilingualism effect was less robust for children with DLD whose performance differed from monolingual children with DLD only in texts of low morphosyntactic complexity. We consider the role of language ability and non-verbal intelligence in order to highlight the comprehension differences between the groups as an effect of their partly distinct language and cognitive profile.

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On the washback effects of national, high-stakes examinations: A longitudinal case study from Greece

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This paper examines the types of language testing and assessment adopted by the annual national examinations for the purposes of university entrance in Greece. The study seeks to tease apart the reasons behind student underachievement in the language tests. To this effect, we adopt a mixed methods approach combining:

(a) Document analysis of national curricula and examination papers from 2000 to date. The purpose of the analysis is twofold: to assess the tests themselves in terms of consistency, clarity of objectives and validity and to assess whether the stated curricular objectives of cultivating genre/critical literacy and style and register awareness (MoE, 2011) are borne out in the textbooks and the examination papers. We explore the reasons

for potential mismatches via a critical discourse analytic approach to ideological aspects of language and literacy learning in the Greek context.

(b) An analysis of 161 practice test papers by 12 focal students, produced during their final year at school. The analysis aims to gauge improvement in terms of language skills over that period by analyzing systematically sentence and text length, text structure, coherence and cohesion, genre and register appropriateness, content, grammar, lexis and spelling; these are explored with text analysis tools (e.g., the *D- formula*; Mc Kee, Malvern & Richards, 2000), and also qualitatively through ratings by experienced assessors.

The results from the document analysis suggest that the assessment criteria produced by the Ministry of Education are at best vague and generic (e.g., contextual, stylistic and lexical appropriateness, relevance of content, grammatical correctness). As evidenced by the content and form of the test items, the criteria implicitly adopted for assessment actually target the ‘correct’ production of pseudo-genres with specific content and ideological agenda; a single, ‘formal’ register is expected (indexed by the use of archaic morphology, subordination in the syntax, formal fixed expressions and vocabulary) and emphasis is placed on the ‘correct’ production of paragraph structure. The data suggest a dramatic mismatch between the curricular goals of genre / critical literacy and the assessment criteria. Crucially, despite teaching to the test, progress in the language skills of the students examined in this study was only random. We suggest that this is ultimately an aspect of the washback effect (Tsagari & Cheng, 2017), as the criteria covertly implemented for examination preparation target a very narrowly defined subset of linguistic skills, presented out of context and taught via repetition, without honing (critical) metalinguistic awareness.

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The effect of exposure to authentic input on the pronunciation of Greek EFL students

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Introduction: Previous research has provided a variety of factors that affect the degree of foreign accent within the L2 and the FL context such as the degree age of acquisition, amount of L1 and L2 use, motivation and other psychosocial factors (Shumin, 2002; Piske

et al., 2001). In particular, Flege and Mac Kay (2011) reviewed several studies and found that the amount and quality of input can affect significantly one's accentedness. The present study investigates the effect of differential exposure to authentic materials with data from Greek learners of English while aiming to add to the current knowledge on the contribution of input to pronunciation in EFL settings. **Method:** A total of seventy-six subjects (38F/ 38M, Mean age: 10.51, *SD*: 0.7) took part in the study separated into three experimental and one control group. Group A participated in a weekly authentic material enhanced lesson as an additional part of the regular school English lessons at school and was exposed to additional after school authentic audiovisual materials in the form of animated films. Group B participated only in the weekly authentic material enhanced lessons at school while Group C was only exposed to additional after school authentic audiovisual materials. Group D, the control group, attended the regular English lessons at school. All of the participants were recorded at the beginning (T1) and at the end (T2) of a twenty-week teaching intervention program and their speech was rated for degree of foreign accentedness by twelve native English speakers. **Results:** All of the experimental groups presented a statistically significant improvement in their accent towards the more native-like end of the scale. Group A showed the greatest improvement, followed by Groups C and B. **Discussion:** The results show that both and especially the combination of exposure to authentic English materials during the English lesson at school and after school contribute to the attainment of a closer to native-like pronunciation, confirming their positive effect indicated by previous L2 bibliography (Flege & Fletcher, 1992; Flege & Liu, 2001; Moyer, 2004). Furthermore, although not statistically different, there was a tendency for input at an informal context (Group C) to result in greater improvement compared to input at the formal context of school (Group B), a finding that paves the way for future research including different combinations of various types of input.

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Conjunctive *wh*-clauses as nominal complements

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Claim: In discussing *wh*-questions, Ross (n.d.) distinguishes between two types of *wh*-clauses: *Disjunctives* (DWH) and *Conjunctives* (CWH). The answer to DWH is neither known nor fixed and their denotation is a set of propositions that implicate the operator "or". DWH are the typical type of *wh*-questions discussed by Hamblin (1973) and Karttunen (1977). On the other hand, the answer to CWH presupposes exhaustiveness, and their

denotation is a set of propositions that implicate the operator “and”. Concentrating on CWH and abstracting away from DWH, we provide evidence from Greek and argue that CWH are the *wh*-counterparts of Adger & Quer’s (2001) *yes/no Unselected Embedded Questions* (UEQ). So, the treatment of UEQ by Adger & Quer extends naturally to (Greek) CWH: just as UEQ, CWH are a kind of nominal complement; that is, CWH are headed by a nominal element Δ , which is interpreted as a generalized quantifier (GQ) and is semantically sensitive to specific structural licensors.

Data: Under typical patterns of clausal complementation (e.g. Karttunen, 1977; Lahiri, 2002; Dayal, 2016), the predicate *pistevo* ‘believe’ in (1) is *uninterrogative* (or, *anti-interrogative*, for that matter), as it typically s(emantically)-selects propositions (*that*-clauses; cf. (1a)) and not questions (cf. (1b)).

- (1) a. *Pistevo oti o Tsitsipas tha kerdisi to kipelo*
 believe.1SG that the.NOM Tsitsipas will win.3SG the.ACC cup.ACC
 ‘I believe that Tsitsipas will win the cup.’
 b. **Pistevo pjos tha kerdisi to kipelo*
 believe.1SG who.NOM will win.3SG the.ACC cup.ACC
 ‘*I believe who will win the cup.’

However, if *pistevo* is embedded under certain structural environments, a *wh*-clausal complement becomes possible, (2) demonstrates (for reasons of space we do not provide full glosses):

- (2) a. *Dhen pistepsa pja ine i kataghoghi tu Jorghu*
 b. *Dhen tha pistepsis pja ine i kataghoghi tu Jorghu*
 c. *Mono i Maria pistepse pja ine i kataghoghi tu Jorghu*
 d. *Kanenas dhen pistepse pja ine i kataghoghi tu Jorghu*

In (2a), *pistevo* is embedded under a negative quantifier *dhen* (not), in (2b), under future modality, in (2c), under the focus operator *mono* ‘only’ (mono), and in (2d), under the negative polarity item *kanenas* ‘nobody’. In all cases, the *wh*-clauses have a ‘conjunctive’ reading in that there is total information over ‘George’s origin’. These structural environments that license CHW also license UEQ.

Analysis: Extending Adger & Quer’s (2001) account of UEQ to CWH, we argue that CWH are complements to a determiner (Δ) which translates to a generalized quantifier, and whose presence is licensed when appropriate structural environments occur; hence, it is a polarity item. Being a GQ, Δ along with its clausal complement (CWH) LF-raises to a position c-commanded by the licensor in the matrix clause. Thus, the trace left behind by the raised CWH (which is a question of type $\langle t, t \rangle$; intensions aside) translates to a proposition/individual of type $\langle t \rangle$ (Heim & Kratzer, 1998). This type is the right kind of semantic complement for proposition-selecting predicates like *pistevo*. This analysis of CWH also explains quite naturally an otherwise unexplained, yet crucial, observation by Ross: the predicates that s-select CWH also s-select *that*-clauses. In short, CWH provide further support to a traditional line of theorizing which has treated some instances of

clausal complementation as instances of nominalization (e.g., Rosenbaum, 1967; Kiparsky & Kiparsky, 1971).

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Implementing story-based instruction to develop Greek EFL young learners' multiple intelligences

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The aim of the study was to examine the impact of story-based instruction on developing Greek EFL young learners' multiple intelligences. The study adopts the quasi-experimental design. In particular, 3rd grade students of two primary schools in the region of Halkidiki participated in this study, one as a control and the other as an experimental group. The students of the experimental group were taught to develop their multiple intelligences via story-based instruction designed by the researchers. The students of the control group were taught in a rather traditional framework. The study includes both qualitative and quantitative data. Namely, the Multiple Intelligences Questionnaire was administered to the students of both the experimental and control groups before and after the teaching intervention to investigate if there was any change in the development of students' multiple intelligences. Additionally, the researcher conducted semi-structured interviews with the students of the experimental group to further explore their views on story-based teaching. The findings of the study revealed that the interpersonal, verbal/linguistic, logical/mathematical, kinesthetic and naturalistic intelligences were most developed in the control and experimental students, while the musical, visual/spatial and intrapersonal intelligences were less developed when compared to the rest before the teaching intervention. Moreover, the results indicated that the students of the experimental group

improved several of their intelligences after the story-based instruction, while the students of the control group did not show any improvement. The findings of the study suggest that EFL primary school students are expected to develop different types of intelligences and that implementing story-based instruction can be conducive to developing students' intelligences as long as the educators are trained to do so.

Training for CLIL with MOOC: The case of the course of the Erasmus+ CLILprime project

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MOOCs have been the latest development in the field of distance education, marking about a decade of existence, and the latest trend in the provision of training courses. The potential to offer training regardless of the area of residence of participants, the absence of prerequisites in previous knowledge and the fact that they are offered free of charge, have led many to support that MOOCs are democratizing education (Lewin, 2012). Their popularity has attracted the attention of academics and professionals, who look at MOOCs as a way to offer and receive, respectively, training and update skills in an area. Their popularity lies in their flexible mode of delivery since they adjust to the modern pace of life and make use of familiar technology.

The Erasmus+ project Promoting CLIL Implementation in Europe has delivered a MOOC course concerning CLIL implementation in an effort to share understandings from bibliography and expertise of the educators involved in the project with fellow professionals. It has been the concerted effort of five European schools of different contexts and the School of English of the Aristotle University. The course aims to provide introductory training to pre- and in-service teachers who are interested in the CLIL Approach and have had no training during their studies.

The structure of the course and of each module have attempted to create an environment of collaboration and discussion among professionals, where academic information meets practice and personal experience. Participants are presented with a video presenting the main theoretical points of each topic and is followed by a reflection question which they are asked to answer in brief posting their note on an electronic board for other participants to see and perhaps comment on. Several of the modules include videotaped extracts from CLIL lessons to showcase the practice of theoretical issues raised. Each module also includes the mandatory reading of an academic paper and ends with a quiz. The final module aims to promote personal application of knowledge acquired and personal experience of participants as well as reflection on colleagues work and peer assessment.

The course was offered from 1st July 2019 and ended on 26th August. 202 pre- and in-service colleagues registered to the course and 42 received a certificate of completion. Another 20 participants reached the last step without taking the last module that required

the submission of a personal lesson plan and the peer assessment of two others submitted by peers. Participants who completed the course filled in questionnaires providing feedback on this effort.

Without considering MOOCs as a panacea in training, feedback from participants point to the fact that MOOCs can help when innovations are introduced to the educational system but little training is provided.

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POSTERS

Error analysis with the use of the Spanish Learners' Greek Corpus (SLGC)

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In Spain and Latin America, there is a significant number of Greek language learners as in Greece, many Greek learners of Spanish. However, despite the two-way interest between these two languages, to our knowledge, there are few linguistic studies to examine the two languages together.

This paper explores the errors which appear in written productions by Spanish learners of Modern Greek. A dynamic monolingual learner corpus (SLGC) has been constructed for the aim of this research. The corpus consists of 314 all-levels written productions by Spanish candidates in the Greek language certification exams organized by the 'Center for the Greek language' in various exam centers in Spain and Latin America.

The theoretical framework adopted by the present research is congruent with the principles of the interlanguage analysis on the study and interpretation of errors.

As regards methodology, the corpus is being processed with the use of adequate tools, computational error analysis practices are followed, while tools are drawn from Corpus and Computational Linguistics. The computational processing and quality analysis of the learner corpus according to the theoretical framework adopted, extracts the errors, which are then categorized according to certain criteria to be didactically used.

More specifically, the steps followed during the coding process are a) the compilation and digitalization/transcription of texts, b) the categorization according to their level, exam center, and genre, c) the processing of the annotation scheme, d) the manual annotation of errors, and e) the statistical analysis.

For the annotation, we used the free software UAM Corpus Tool, which allows us to manually annotate multiple texts using the same annotation scheme, based on the error taxonomy we created to fulfill the needs of our research.

The SLGC project is useful to provide data on Spanish learners' interlanguage and contribute to linguistic research and improvement in the curriculum design of teaching Greek as L2.

Nominal inflectional allomorphy in Albanian: A morpho-phonological overview

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In Theoretical Morphology, interest in the topic of stem allomorphy has been renewed by Mark Aronoff's (1994) work, which led to novel descriptions of inflectional and derivational

phenomena in work by Booij (1997), Pirrelli & Battista (2000a, 2000b), Stump (2001), among others. Despite these morphological advances, neither allomorphy nor phonological research has been scrutinized in Albanian.

The paper aims to suggest a theoretical framework accounting for Albanian's nominal inflectional allomorphy. In such an attempt, the present work has run into a variety of inconsistencies while grouping the nominal data. The inconsistencies are attributed to the morphological 'wealth' of the aforementioned type of allomorphy in Albanian and the problematics arisen in the endeavor to phonologically theorize this grammatical phenomenon. The phonological plethora spotted in the allomorph inventory makes it hard, and significantly problematic, to find consistent patterns. Thus, we entertain the idea of adopting a lexical and/or diachronic approach when interpreting this issue, once there are some drawbacks noticed if one attempts to treat it otherwise, especially through phonology. Data with different allomorphic alternants carrying the same meaning, such as the masculine nouns *shkëmbe-shkëmbinj* 'cliff(s)' and *pëllumb- pëllumba* 'pigeon(s)' stress the complexity of the situation.

We view these nominal allomorphs as products of a diachronic process due to the intense language contact that the Albanian language has undergone throughout the years. The paper stresses the allomorph perplexity in nominal inflection when it examines the plural number of Albanian nouns and the notion of definiteness and indefiniteness in Albanian, which, again, show no easy ways of organizing allomorphy patterns. Yet, we will try to provide some concrete patterns to describe and categorize the allomorphic behavior. Finally, the investigation asks for further multidisciplinary approaches to the topic of Albanian allomorphy, so as to have a more completed understanding of the notion.

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Unravelling the relation between motivation and the implementation of learning strategies in foreign language learning

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Relevant research has highlighted the importance of motivation and the implementation of appropriate learning strategies in order to achieve successful learning outcomes. Motivation in foreign language learning is a key affective variable and an important personality trait that spurs learners to achieve English language attainment by directing their behavior to learning goals. Learning strategies constitute an important mental-behavioral factor that promotes foreign language learning by means of a repertoire of tools employed so as to suit learners' targets in the process of foreign language attainment.

The aim of the present study is to explore the relation between motivation and learning strategy use and delve into the relation between motivation and learning strategy factors that affects language attainment in different levels of education. The participants of the study are 862 Greek learners of English (380 6th grade primary school and 482 3rd grade lower secondary school learners) at the two thresholds of primary and lower secondary levels of education. The data collection tool used for the purposes of the study is a questionnaire which makes use of a motivation scale and a learning strategy scale based on the theoretical backdrop of the L2 motivational self system and the Strategy Inventory for Language Learning (SILL) respectively.

The statistical analysis of the findings reveals that strong correlations exist between motivation and learning strategy use for the total sample. The total scores of motivation and learning strategy use show a linear relationship. Correlations are particularly strong between the ideal L2 self and cognitive strategies, between instrumentality-promotion and memory, cognitive, and metacognitive strategies, and between the L2 learning experience and memory, metacognitive, and social strategies. Motivation scores and learning strategy use scores are higher for primary school learners, as they show higher levels of motivation scores and higher levels of scores in the frequency in learning strategy use.

Results unveil aspects of motivation within the L2 learning environment beyond learners' personal desires and needs, and show a strong correlation between motivation and learning strategy components. It is evident that motivation needs to be sustained, particularly for lower secondary school learners who tend to show a decline in motivation and learning strategy use.

Native language grammar competence as an indicator of L2 grammatical proficiency: The case of Serbian students learning Greek as a foreign language

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According to Cummins' (1978) Linguistic Interdependence Hypothesis, first language (L1) knowledge can be positively transferred during the process of second language (L2) acquisition, as long as it is sufficiently developed before the extensive exposure to the L2 in an educational environment (Kinch, 2011). In case they are beginners, language learners rely on their L1 or other languages they know to make hypotheses about the new language (Larsen-Freeman, 2014). The aim of this paper is to investigate whether there is a correlation between the native language grammar competence and the achievement of a high level of proficiency in grammar of the second language, Modern Greek, in our case. More explicitly, the study will attest whether good knowledge of Serbian grammar of a group of first year Serbian students, who study Greek as a foreign language at the Faculty of Philology of the University of Belgrade, is going to lead to a good level of grammatical proficiency in Greek, at a beginners' level. For this reason, two corresponding tests on grammatical constructions in each language - in Serbian and in Greek- will be distributed to a group of first year students, who are supposed to have achieved an A2 level according to the Common European Framework of Reference for Languages (CEFR), having completed their first semester of studies. Moreover, the results of the two tests will be juxtaposed with the score the students had achieved in the individual Serbian language entrance exam, which they had to take prior to their enrollment at the Department. It is expected that the findings will show a correlation between native language grammar competence and L2 grammatical proficiency.

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‘Clean’ as an adjective in two binomials

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The paper considers two binomials containing *clean* as one of the conjuncts in a coordinated structure, i.e. *clean and tidy* and *nice and clean*. The research relies on the data found in The British National Corpus, where both the binomials and the key word *clean* itself are searched for. Several steps are undertaken to achieve the goal of revealing some issues about *clean* as an adjective. Firstly, the type of nouns (e.g. animate vs. inanimate; proper vs. common), that co-occur, are examined in terms of preferences according to the corpus. Secondly, the fact of spoken vs. written context frequency is noted. Finally, the conclusions drawn by other authors on the topic, especially those concerning ir/reversibility of the two binomials are taken into account. The results from the processed data also confirm that there are definite strong and mild preferences. All the procedures are done for the sake of applying the results in teaching English as a foreign language. Getting a better idea about binomials on the whole, as an example starting from those considered in the paper, is argued to assist enriching vocabulary with structures that would help learners sound a bit closer to native speakers.

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Temporal conjunctions in bilingual acquisition: A case for age of onset?

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This study contributes to the discussion of the role of Age of Onset (AoO) for bilingual acquisition by examining the comprehension of temporal conjunctions in a group of Greek-German school-aged children, whose AoO for German ranges from birth to age 11;7. Research on temporal conjunctions in bilingual acquisition is lacking. In monolingual acquisition, comprehension of *before* and *after* in structures such as (1) has been reported to emerge late, after age 6 (English: de Ruiter et al. 2018; Finnish: Pyykkönen/Järvikivi 2012; Greek: Papakonstantinou 2015). In general, *before* emerges earlier than *after*; iconic structures (i.e., the linear clause order follows the sequence of events, 1a for *after*, 1b for *before*) have been found to be understood better than non-iconic ones (1a for *before*, 1b for *after*) in English and Finnish.

- (1) a. **After/before** she put the plate on the table, she opened the window.
b. She opened the window **after/before** she put the plate on the table.

As part of a larger project, we are investigating which factors determine bilingual children's comprehension of temporal conjunctions. Following recent proposals regarding timing in acquisition (Schulz/Grimm 2019; Tsimpli 2014), several findings are expected. First, since temporal conjunctions are mastered late in monolingual acquisition, they should not be a case for AoO, i.e. AoO should not predict performance in German. Second, Length of Exposure (LoE) to German should be a significant predictor of performance in German. Third, as in monolingual acquisition, sentences with *before* should be understood better than sentences with *after*. 52 typically developing children, residing in Germany and receiving instruction in both languages, were tested on their comprehension of temporal conjunctions in Greek and German (before: *prin/bevor*, after: *afú/nachdem*). Typical development was ensured via the *Parents of Bilingual Children Questionnaire* (PABIQ; Cost Action IS0804 2011). Children's general language abilities were assessed with the German and Greek LITMUS sentence repetition tasks (German: Hamann/Abed Ibrahim 2017; Greek: Chondrogianni et al. 2013). Background information about each child's language experience was obtained via PABIQ. The children had a mean age of 9;10 (range: 6;0 to 12;11,) and a mean AoO of 3;8 (range: 0;0 to 11;7). Each child performed the Greek and the German version (with the order counterbalanced) of a newly developed sentence-picture matching task containing 12 *before* and 12 *after* items. Each complex sentence encodes two separate events e1 and e2, such that the orders e1_e2 and e2_e1 are equally likely and a 'natural' order cannot be inferred from world knowledge. The subjects of matrix and subordinate clause are always identical to ensure coherence as in (1), and both predicates appear with past tense (German: present perfect, Greek: aorist). In half of the items, the temporal clause precedes the main clause (1a), and in the other half it follows the main clause (1b), resulting in half of the items being iconic and half of them non-iconic. In a practice phase, all children have to name the actions on separate

picture cards to make sure that they understand the predicates and the pictures.

In this paper, we will present results on the predictive role of AoO and LoE for performance in German and examine the effects of iconicity on comprehension. Preliminary analysis shows a strong positive correlation of performance with LoE and better understanding of iconic sentences for both conjunctions.

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Acquisition of word-initial fricatives by Greek-speaking children

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The present study investigates the acquisition of Greek fricatives, namely [f, v, θ, ð, s, z, x, ɣ, ç, ʝ], in word-initial position. Thirty Greek-speaking children participated in a word-repetition test producing words beginning with fricatives found across all possible vocalic environments. Apart from the typical consonant-vowel structure examined to account for the order of acquisition of the target phonemes, consonant clusters were also processed in order to investigate whether they also adhere to the acquisition order and if other variables like contiguity or sonority affect their production. The results indicate an earlier acquisition of voiceless fricatives, both as singletons and in consonant clusters, whereas regarding their order bilabial fricatives were acquired first followed by the acquisition of dorsal and alveolar fricatives.

Overall, the results of this study indicate that there are some developmental patterns found commonly across different languages, but also there is evidence suggesting that cross-linguistic as well as individual variability should be acknowledged in the process of phonological acquisition.

Teaching and learning English online

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The paper investigates the views that educators and students hold towards teaching and learning English in Greece through exclusively synchronous online courses. Three main research questions are addressed, namely the factors influencing educators' and learners' decision to turn to online courses, their attitude towards online English language courses, and the biggest fears and difficulties that online EFL students and teachers need to overcome. A quantitative research was conducted in which 93 online EFL learners and 56 online teachers answered two different questionnaires.

Students support that their place of permanent residence and the easy access are factors that have dramatically affected their choice of online courses. Teachers value the convenience factor even more than the potential for professional development.

A Mann-Whitney test indicated that the level of satisfaction with online courses is greater for students than for teachers ($U = 1921.5$, $p = 0.003$). Only teachers' data indicated a statistically significant association between their familiarization with technology and their satisfaction levels. Another Mann-Whitney test showed that the increase in motivation due to choosing online education is greater for students than for teachers ($U = 2128$, $p = 0.036$). Instructors emphasize their need for specialized training in order for online courses in Greece to improve. This is the second most popular suggestion made by students as well. Although the respondents recognize the effectiveness of online courses, answers about the possibility for online EFL instruction to replace traditional learning were inconclusive.

The main difficulty indicated by the majority of students relates to technical issues, while teachers consider the excessive screen time as the biggest restraint. Distance does not constitute an issue of concern for either group. Teachers report fears of exposure and deception, while students have concerns about the quality of the courses.

The value of the research lies on its innovative nature as to the researcher's knowledge no similar one has been made on this field. The findings highlight the appreciation that learners and instructors show towards this new educational environment, as well as the shortcomings that need to be dealt with in order for online EFL/ESL courses to improve. One major implication is that as synchronous online EFL/ESL instruction starts spreading, universities should consider including relevant training courses in their curriculums. Such an initiative would increase participants' confidence and trust in the process.

Online assessment of English for Specific Purposes (ESP)

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The presentation is about a preliminary study on the online assessment of English for Specific Purposes (ESP). The focus is on online as a possible future form of language testing. The main target of the study is to uncover the intriguing question of validity of online assessments. The study is new; it started in September 2019 as a part of a PhD research topic.

A positive outcome of the study would indicate an optimistic and dazzling future in a number of aspects for not only language assessors but for future candidates as well. The main influence of future aspects is intended to be a base online setup which could be used worldwide for online tests.

Beside the principal aim of the study, other issues of online assessment will be taken into consideration to gain a complete picture of ESP testing. These areas include ability, context, discourse, competence, tasks, test developing, technology and the list goes on. In order to achieve this, the study involves not only the theoretical but also the real, first-hand empirical side of testing from the point of view of examiners and examinees as well. Material and methods include surveys, needs analysis and trial versions of online tests. Surveys will not only question future candidates but also assessors in order to find perspectives of needs and wants as well. Surveys will be carried out in the beginning of February 2020 focusing on the candidates' and assessors' wants and needs. Candidates will include volunteering students and instructors of the Medical School of the University of Pécs in an estimated number of more than 300 students. In this context, the presentation focuses on the possible questions, techniques and approaches of the issue of online assessment.

Δοκιμασίες φωνολογικής ενημερότητας σε παιδιά τυπικής ανάπτυξης και παιδιά με μαθησιακές δυσκολίες: Μία ανάλυση με βάση την θεωρία της Ηχητικότητας (Sonority Theory)

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Αυτή η μελέτη διερευνά εάν η θεωρία της ηχητικότητας μπορεί να εξηγήσει την πορεία της ανάπτυξης των μεταφωνολογικών δεξιοτήτων στα Ελληνόφωνα παιδιά. Για το σκοπό αυτό, σαράντα παιδιά τυπικής ανάπτυξης από 5,4 έως 7 και είκοσι έξι παιδιά 6,4 έως 7,10

ετών διαγνωσμένα με ειδικές μαθησιακές δυσκολίες, πραγματοποίησαν την μεταφωνολογική διεργασία της διαγραφής αρχικού φωνήματος συλλαβών δομής CCV. Εφαρμόζοντας την Αρχή της Ηχητικότητας (Serkirk, 1984) και την Αρχή της Ηχητικής Ιεραρχίας (Steriade, 1984) στα πενήντα δύο συμφωνικά συμπλέγματα της ελληνικής, προέκυψαν πέντε διαφορετικές κατηγορίες συμπλεγμάτων (πίνακας 2), με βάση την απόσταση που απέχουν τα δύο σύμφωνα στην κλίμακα της Ηχητικότητας (πίνακας 1). Συνολικά, οι επιδόσεις των παιδιών τυπικής ανάπτυξης ήταν σύμφωνη με τις προβλέψεις της Θεωρίας της Ηχητικότητας. Τα παιδιά του νηπιαγωγείου και της πρώτης δημοτικού, μπορούσαν να αντιληφθούν πιο εύκολα τα σύμφωνα όταν η ηχητική απόσταση μεταξύ των συμφώνων ήταν μεγαλύτερη και η απόδοσή τους ήταν χαμηλότερη όταν η απόσταση των συμφώνων που αποτελούσαν το σύμπλεγμα ήταν μικρότερη (Αρχή της Ηχητικής Απόστασης). Όπως προβλεπόταν, τα παιδιά με μαθησιακές δυσκολίες έκαναν περισσότερα σφάλματα σε όλες τις κατηγορίες συμπλεγμάτων, ωστόσο, η απόδοσή τους δεν φαίνεται να τηρεί την θεωρία της ηχητικότητας. Δεδομένης της αλληλεξαρτώμενης σχέσης της φωνολογικής ενημερότητας και της αναγνωστικής ευχέρειας (Goswami & Bryant, 1990), τα ευρήματα της παρούσας μελέτης μπορούν να συμβάλλουν στην συστηματοποίηση των κλινικών αρχών αξιολόγησης και παρεμβάσης στις μεταφωνολογικές δεξιότητες των παιδιών, οι οποίες συχνά αποτελούν το επίκεντρο των υπηρεσιών που παρέχονται από λογοθεραπευτές και ειδικούς παιδαγωγούς.

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A 5-Point Sonority Scale	
Phoneme Type	Sonority Index
Vowels	5
Liquids	4
Nasals	3
Fricatives	2
Stops	1

Πίνακας 1: Κλίμακα της Ηχητικότητας

Sonority distance	3	2		1		0			-1
Cluster type	Stop Liquid	Stop Nasal	Fricative liquid	Fricative Nasal	Stop Fricative	Stop	Fricative	Nasal	Fricative Stop
	pl	pn	fl	θn	ps	pt	fθ	mn	ft
	pr	tm	fr	zm	pç	kt	vð		sp
	bl	kn	vl	xn	ts		vç		st
	br		vr	çn	dz		sf		sk
	tr		θl		ks		sθ		xt
	dr		θr				sx		
	kl		ðr				zv		
	kr		sl				zç		
	gl		xl				xθ		
	gr		xr				çð		
			çl						
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Πίνακας 2: Κατηγορίες συμπλεγμάτων βάσει της ηχητικής απόστασης

Η χρήση πολυτροπικών κειμένων στην ανάπτυξη δεξιοτήτων αφηγηματικού λόγου στο πλαίσιο διδασκαλίας της Νέας Ελληνικής ως δεύτερης/ξένης γλώσσας

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Στη σύγχρονη εποχή, λόγω της ευρείας χρήσης της εικόνας, των συμβόλων κάθε είδους και των νέων τεχνολογιών που έχουν εισέλθει και στο χώρο της εκπαίδευσης και δη της διδακτικής, εντοπίζεται ένα αυξανόμενο ενδιαφέρον και για τα άλλα σημειωτικά μέσα πέρα του γραπτού λόγου. Τα κειμενικά είδη αυξάνονται με την εξέλιξη της τεχνολογίας και εισάγουν νέες διαστάσεις-οπτικοακουστικές, εικονικές κ. ά.- στο μέσο του λόγου (Γεωργακοπούλου & Γούτσος, 1999). Στο πλαίσιο αυτό έχουν ενταχθεί στη διδασκαλία τα «πολυτροπικά κείμενα».

Η διδασκαλία των πολυτροπικών κειμένων στοχεύει στην απόκτηση της δυνατότητας να λειτουργούν οι μαθητές σε διάφορα περιβάλλοντα και καταστάσεις επικοινωνίας, χρησιμοποιώντας όχι μόνο κείμενα γραπτού και προφορικού λόγου αλλά και μη γλωσσικά κείμενα, όπως εικόνες, σχεδιαγράμματα, χάρτες (Μητσικοπούλου, 2001).

Περνώντας στο χώρο της διδασκαλίας της Νέας Ελληνικής ως δεύτερης / ξένης γλώσσας επισημαίνεται ότι όλο και περισσότερο γίνεται χρήση των «πολυτροπικών» κειμένων. Η πολυμορφική παρουσίαση του γλωσσικού υλικού έχει οριστεί ως αναγκαία συνθήκη για την κατάκτηση της δεύτερης γλώσσας (second language acquisition) σύμφωνα και με τις αρχές των επικοινωνιακά προσανατολισμένων μεθοδολογικών προσεγγίσεων (Χαραλαμποπούλου, 2009).

Η παρούσα ανακοίνωση αφορά στην αξιοποίηση των πολυτροπικών κειμένων (κόμικς, διαφήμιση κ.ά.) στο πλαίσιο ανάπτυξης αφηγηματικού λόγου από ενήλικες μαθητές που διδάσκονται τη Νέα Ελληνική ως δεύτερη / ξένη γλώσσα. Παρουσιάζονται, λοιπόν, δραστηριότητες οι οποίες αξιοποιούν τα πολυτροπικά κείμενα με σκοπό την ανάπτυξη δεξιοτήτων τόσο κατανόησης όσο και παράγωγης αφηγηματικού λόγου με γνώμονα τα

βασικά στοιχεία της αφήγησης, τη συνοχή και τη συνεκτικότητα, στοιχεία τα οποία βρίσκονται σε συνεχή αλληλεπίδραση, προσδιορίζουν την οργάνωση των νοημάτων των ιστοριών και απαιτούν διαφορετικούς τρόπους χειρισμού της γλώσσας (Halliday & Hasan, 1976).

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Το μοντέλο βιωματικής μάθησης του Kolb: Μια πρόταση εφαρμογής στη διδασκαλία της Νέας Ελληνικής ως δεύτερης/ξένης γλώσσας

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Πολλές συζητήσεις και έρευνες έχουν γίνει πάνω στο θέμα του πώς μαθαίνει ο μαθητής, του λεγόμενου «μαθησιακού τρόπου». Στο πλαίσιο αυτό η παρούσα ανακοίνωση εμβαθύνει στο μαθησιακό τρόπο των ενήλικων μαθητών της Νέας Ελληνικής ως δεύτερης / ξένης γλώσσας παρουσιάζοντας μία διδακτική πρόταση βασισμένη στη θεωρία του κύκλου μάθησης του Kolb.

Ο Kolb (1984) διαμόρφωσε ένα μοντέλο βιωματικής μάθησης με την κεντρική του ιδέα να συνοψίζεται στη θέση ότι όσο πιο συχνά στοχαζόμαστε την εμπειρία τόσο αυξάνονται οι πιθανότητες για βελτίωση των επιδόσεών μας. Η θεωρία του Kolb δομείται σε τέσσερα στάδια: α) βίωση συγκεκριμένης εμπειρίας β) αναστοχαστική παρατήρηση γ) αφηρημένη εννοιοποίηση δ) ενεργός πειραματισμός. Οι μαθητές καλούνται να εστιάσουν σε μία συγκεκριμένη εμπειρία, στοχάζονται κριτικά, σκέφτονται πώς η νέα γνώση μπορεί να οδηγήσει σε σχηματισμό νέων εννοιών και τέλος προχωρούν σε πειραματισμό. Σύμφωνα με τον Kolb ο μαθησιακός κύκλος μπορεί να έχει ως αφετηρία οποιοδήποτε από τα παραπάνω τέσσερα σημεία. Η θεωρία αυτή στοχεύει στη μείωση των παραδοσιακών μεθόδων διδασκαλίας, όπως η εισήγηση, και στην αύξηση της χρήσης βιωματικών μεθόδων στις οποίες επίκεντρο της εκπαιδευτική - διδακτικής διαδικασίας είναι ο μαθητής.

Η παρούσα ανακοίνωση, λοιπόν, γίνεται στο πλαίσιο διδασκαλίας της Νέας Ελληνικής ως δεύτερης / ξένης γλώσσας και συγκεκριμένα αφορά στην οργάνωση μίας διδακτικής

πρότασης για το Α επίπεδο γλωσσομάθειας. Σκοπός είναι οι μαθητές να εμπλακούν ενεργά και με βιωματικό τρόπο στη διδασκαλία γλωσσικών και επικοινωνιακών στοιχείων της ελληνικής. Οι προς διδασκαλία στόχοι, ακολουθώντας τις αρχές της επικοινωνιακής προσέγγισης, επιδιώκουν την εμπλοκή των μαθητών με τις επικοινωνιακές λειτουργίες, τα λειτουργικά στοιχεία, το λεξιλόγιο και τη γραμματική στο πλαίσιο καλλιέργειας προσληπτικών - παραγωγικών δεξιοτήτων αναφορικά με συγκεκριμένη θεματική ενότητα.

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Evaluating the listening activities of the 4th Grade primary school coursebook in Greece

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The purpose of this small-scale research is to evaluate the listening activities of the coursebook of English, prescribed for Grade 4 in state primary schools in Greece. Taking into account the literature latest trends regarding young learners and second language learning, coursebook evaluation and listening as well as the particular learning circumstances in Greek state primary schools, the research reached certain assumptions concerning the effectiveness of the listening activities of the specific textbook. The method of the checklist, based on recent theories, was adopted and used to evaluate the activities. Through the checklist, a coursebook external evaluation was carried out, followed by an internal evaluation of the listening activities. The conclusions drawn regarded the following aspects: Learning-related criteria, Affective involvement of students, Topics and structure of the listening activities, Instructions, illustrations and design, Authenticity, pronunciation and culture and Teachers' needs and local criteria. The evaluation showed that listening activities do not always attend to learners' and teachers' needs. This research helps teachers of the specific coursebook to understand and, thus adjust to their students' and their own needs, as it offers a detailed evaluation of its listening activities. It also shows the need for further evaluation concerning the English coursebooks in Greek state primary schools.

ELF awareness in practice: The ENRICH Continuous Professional Development Course

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Over the past 25 years, the function of English as a lingua franca (ELF), namely as a means of communication among speakers of different linguistic backgrounds, has been the subject of vigorous debate in the field of theoretical and applied linguistics. That debate has yielded many insights, such as the idiosyncrasies of ELF, the competences that are necessary in ELF interactions, the gravity of stakeholder attitudes and the complex links between ELF and EFL. More recently, in the area of ESOL pedagogy and teacher education, the notion of “ELF awareness” (e.g. Sifakis, 2019) has focused on the need to empower teachers to integrate ELF in their classrooms to the extent that this is appropriate and relevant to their own context. ELF awareness in this sense goes far beyond awareness of ELF to encompass an awareness of all parameters surrounding using, teaching and learning English nowadays, including one’s own deep convictions as a teacher and as an individual in general.

To date, there has been a dearth of teacher education programmes that fundamentally incorporate the ELF awareness perspective. This poster presents an original Continuous Professional Development (CPD) Course targeted at ESOL teachers with an overt ELF awareness orientation. The Course is at the core of ENRICH, an EU-funded (Erasmus+/2018- 2021) project that involves teacher educators from Greece, Italy, Norway, Portugal and Turkey. The project focuses on enhancing teacher competences as regards integrating ELF in multilingual classes and it has been set up in three main phases. These phases involve: a) conducting a thorough exploration of the views, attitudes, practices and needs of English language teachers and learners across Europe, b) designing, piloting and implementing in the partner countries and beyond an innovative ELF-aware CPD Course based on the findings and, finally, c) creating a comprehensive and user-friendly Handbook accompanying the Course, for all interested parties worldwide. The first phase of the project was completed in February 2019, having involved 1,215 participants in total. The second phase is currently underway, while the third phase is expected to end in August 2021.

This poster is divided into four sections. At the first one, a brief introduction is provided, delineating the main aims and phases of the project as clarified above. At the second section, key findings from the first project phase are presented, illustrating the significance of the ENRICH Course in terms of teachers’ and learners’ most widespread views, attitudes, practices and needs. The third section focuses on the layout and various components of the Course. This adopts a blended-learning methodology (involving self-study and a series of contact sessions with mentors) and incorporates 30 sections in total on using, teaching and learning English, prompting the participants to practically, albeit reflexively, engage, among others, with task-based learning, CLIL, ICT, translanguaging, linguistic diversity and the notion of ‘small cultures’, in view of ELF. It ultimately asks them to develop, teach and evaluate ELF-aware lessons that are context-sensitive and further invites them to share these lessons with their colleagues in contact sessions with mentors and in the Course’s

forum, thereby encouraging constructive dialogue within physical and virtual, local and transnational, communities of interest. At the fourth section, the impact that the Course has had on participants is discussed, with reference to the various kinds of changes they have noticed themselves in the way they perceive their professional role nowadays.

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THEMATIC SESSION

Topics in Cognitive Linguistics:
Figuration, applied cognitive linguistics, constructions,
cognitive poetics, emotions and culture specificity

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The aim of the theme session is to discuss central “islands” of the Cognitive Linguistics framework and attempt to build “bridges” between them. One island is figurative language, metaphor and metonymy in particular; these are central cognitive mechanisms deeply entrenched in speakers’ conceptualization. They are reflected in verbal and non-verbal ways. Teaching conceptual metaphors in foreign languages aims to facilitate the acquisition of areas of grammar. Grammatical constructions, coherent patterns of any type, (string of words or morphemes, clauses, phrases, complex lexemes) exhibit semantic and pragmatic potential. Cognitive poetics is another island that employs cognitive linguistics tools to analyse literary works. The language of emotion concepts is figuratively expressed to a large extent, its function in discourse is investigated and it certainly draws from the culture within which it is expressed.

The proposed theme session includes ten abstracts investigating the following topics:

- Figurative language in political discourse: verbal and multimodal metaphors (three papers)
- Application of the cognitive linguistic framework to foreign language teaching and to teaching metaphor so as to raise EFL learners’ metaphor awareness (two papers)
- Constructions and their pragmatic effects (one paper)
- Cognitive poetics (one paper)
- Language of emotions in discourse in a culture-specific framework (three papers)

The double definite noun phrase construction in Greek: An interactional perspective

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This paper examines non-deictic uses of demonstrative phrases in person reference in Greek talk-in-interaction (*Corpus of Spoken Greek*) drawing on CA-informed Interactional Linguistics and Construction Grammar. Demonstrative phrases are tokens of the double definite noun phrase construction, that is, definite noun phrases preceded or followed by the nominal demonstratives *αυτός/αυτή* or *εκείνος/εκείνη*. Following Goldberg (1995), constructions are defined as conventional, stored form-function pairings at varying levels of complexity and abstraction. Demonstratives are used to create a joint focus of attention in communication (Diessel, 1999) and they have deictic and non-deictic uses (Levinson, 2004). This paper targets two non-deictic uses of demonstrative phrases in Greek: the *recognitional use* (Himmelmann, 1996) whereby speakers use demonstratives to draw on specific knowledge shared by interlocutors due to common ground, and the *evaluative use* whereby speakers use demonstratives to introduce a semi-active referent (Chafe, 1987) who is assessed negatively or positively. The analysis shows that demonstrative phrases are pragmatically marked practices for initial reference to third person (Stivers, Enfield, & Levinson, 2007) that allow speakers to create a focus on a known referent and foreground the relevance of the referent in the action being performed. Some preliminary remarks are offered about the ‘functional potential’ of the double definite noun phrase construction in Greek and how the interactional features of this construction can be formalized in a Construction Grammar fashion (Fried & Östman, 2004; Wide, 2009).

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Conceptual metaphor in “the Melian Dialogue”

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The claim that metaphor is not just a linguistic phenomenon, but a cognitive mechanism that occupies a central position in shaping our “thinking and acting” within the world, dates back to Lakoff & Johnson’s seminal book *Metaphors we live by* (1980, p 4). In the forty years following its establishment, Conceptual Metaphor Theory (henceforth CMT) has known many extensions to a variety of genres; political discourse has had its fair share within CMT (Lakoff, 1991, 2003; Musolff, 2004; among others) and still flourishes to this day (Burgers, Konijn, & Steen, 2016; Musolff, 2016; Atanasova & Koteyko, 2017; among others). This study examines the presence of conceptual metaphor in a piece of political discourse from a forgone era, “The Melian Dialogue”; this is essentially the name given to the pre-war negotiations between the Athenians and the Melians as were passed down to us in the fifth book of the Thucydidean *Histories* (Ἱστορίαι in Greek). Considering that the balance of power heavily leans on the Athenians’ side I expect them to dominate the dialogue and impose the systematic metaphor around which the whole discourse revolves (Gibbs & Cameron, 2008, pp. 71-72). By the looks of it we’re dealing with a case of a metaphor scenario (Musolff, 2006, p. 23) that proposes understanding and treating life in terms of commerce or, simply put, LIFE IS COMMERCE. Interestingly enough this conceptualization of life is tightly connected to “Realpolitik” whose avid supporters are the Athenians. Classical Athens not only lives by its political culture but also talks in terms of it.

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The eye and the hand in Solomos' *The Cretan*: A cognitive linguistic approach

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Dionysios Solomos' poem *The Cretan* is a complex poem which expresses intense emotions about the loss of the beloved person, the family, the comrades, and the homeland. The figurative language of the poem includes conceptual metaphor, metonymy, metaphonymy, simile, blending, synaesthesia. Two parts of the body that are used reflecting the embodied mind are the *eye* and the *hand*. The metonymies, metaphonymies, and similes of the eye showcase instances of conceptual blending, for example, the cause of tearing is more multifaceted than just a manifestation of sadness. As far as the hand is concerned, it is used in a blend which displays the different functions and abilities of the hand through time, and gives us a glimpse of the hero's past in his homeland, where he often fought against the enemies. The hand acts as a person in the past, which sees, has will, and likes to fight, while in the present it is an object and the hero begs with it. Also, the hand, receives the divine woman's tear and through this contact it becomes very powerful, and it helps the hero swim more quickly in order to reach the shore after the shipwreck. In the present, it has saintly/magic attributes, since whenever the Cretan suffers from his frenzies remembering the night of the storm, he puts his hand on his head and it calms down immediately. The analysis of the poem through the theoretical framework of cognitive poetics, offers some new insights, since it uses tools from cognitive linguistics in order to analyse literary works.

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Marrying frame semantics with task-based learning

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The paper aims to make a contribution to recent discussions of the application of Frame Semantics to foreign language teaching. The pedagogical potential of this cognitive linguistic theory has not yet been fully explored. Only a handful of studies have approached language teaching from a Frame-Semantic perspective by pointing out benefits in terms of vocabulary consolidation (Xu & Li, 2011), by describing pedagogically attractive resources (Boas & Dux, 2013), or by proposing FrameNet-based activities for vocabulary, grammar and metaphor (Jódar-Sánchez, 2019; Esbrí, 2014; Friberg Heppin & Friberg, 2012). What is obviously missing from the existing literature is a comprehensive methodological framework for applying Frame Semantics to language teaching. To narrow this gap, this paper proposes integrating Frame-Semantic theory with Task-Based Learning methodology, and presents an illustrative lesson plan.

More precisely, we first briefly introduce Frame Semantics (Fillmore, 1985) and summarize proposals for its use in the context of foreign language teaching. We then outline the Task-Based Learning framework (Willis, 1996) and explain why it seems to be compatible with Frame Semantics. However, the paper is not restricted to a theoretical discussion of the meeting points between Frame Semantics and Task-Based Learning; rather, a sample lesson plan is offered. The lesson plan addresses B2/C1 EFL learners and aims to raise metaphor awareness. This example demonstrates that the proposed integrated approach can enhance vocabulary acquisition by promoting the conceptual and contextual grouping of lexical items.

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Different political party, different political concerns?

A corpus-based study on metaphor use in the Greek parliament

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The study seeks to answer whether the use of metaphors in parliamentary debates can unveil the agenda of the MPs in Greece, and if the prioritization of particular topics is a reflection of the politicians' ideology. Interest has been shown to metaphor ever since antiquity, but it was Lakoff and Johnson (1980) who revolutionized metaphor studies, by introducing Conceptual Metaphor Theory and establishing metaphor primarily as a matter of thought. There is also substantial research on how metaphor is employed in political discourse, highlighting its significance not only in the understanding of how politicians think, but also shedding light in the way they use it as a persuasive device to form their profile and achieve their goals (e.g. Charteris-Black, 2014; Musolff, 2016). Naturally, there are relevant studies examining metaphor within the parliament, focusing on its employment, but also on any differences related to the politicians' background, as for example culture, gender and political affiliation (e.g. Koller & Semino, 2009; Stamatović, 2017). For the purpose of the research, a corpus of 5.848.525 words was compiled, by using all the speeches that were delivered in the Greek parliament in 2018. By overlaying Lakoff's moral politics (2002) to the Greek politics, the domain of HEALTH/ILLNESS was chosen as the source domain of the metaphorical expressions considered in the study. Specifically, the words *εξυγι**, *εξυγι**, *θεράπ** and *θεραπ** (=heal/treat in Greek) were used as keywords to be entered in AntConc (Anthony, 2018). After advising MIPVU (Steen et al., 2010), 8 lists were created (one for every political party being in the parliament in 2018), with each one containing the metaphorical expressions that had the examined keywords as the source domain, and a variety of concepts (i.e. their political agenda) as the target domain. In this way, it is noticed that the system of economy is a major concern for all the Greek MPs, and that although metaphor can reveal the politicians' topics of interest, as well as particular ideological differences, the final picture is more complex.

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Eros and Psyche: A metaphoric reinterpretation

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The present paper aims at revisiting the myth of Eros and Psyche through the lens of the Cognitive Linguistics framework and, more specifically, the Conceptual Metaphor Theory (CMT). In particular, a number of Serbian university students are asked to provide their interpretation of two concepts and their interaction, namely that of Eros and Psyche, based on the respective ancient Greek myth; both concepts being linked to the domain of LOVE. The story of Eros and Psyche constitutes a well-known myth. Eros, son of Aphrodite, represented passion and desire and he was depicted as a winged youth with an arrow. Psyche, a beautiful woman, symbolized the human soul. In the story, Eros and Psyche fell in love and they had to overcome various obstacles in order to be together in eternity. The participants, after having read the myth, are requested to write a short paragraph using figurative and non-figurative language in order to project their own understanding of i) these concepts ii) how these concepts are linked and iii) their relation to the domain of LOVE. In particular, the goal is to examine how students conceptualize them and how they would actually describe them. An attempt will be made to examine whether students would use metaphoric language and/or other figures of speech. Their responses will be studied employing the Conceptual Metaphor Theory (CMT) and consulting relevant studies on the conceptual domain of LOVE. Overall, the goal is to find out the way this myth could trigger the depiction of Eros and Psyche.

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Greece in crisis: Multimodal metaphors in political cartoons

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Metaphors have received quite the scholarly attention ever since 1954's Max Black's *Metaphor* followed by Andrew Orthony's *Metaphor and Thought* in 1979 and the seminal publication a year later by Lakoff and Johnson *Metaphors we live by*. The work on metaphor has mainly delved into the systematicity of the existence of conceptual metaphors in linguistic form while the corresponding visual representative has been left in the backlight. Recently, though, researchers have shifted their attention to the non-verbal manifestation of conceptual metaphors or to the combination of both verbal and non-verbal realizations analyzing (1) visuals and language, music, or sound (see e.g. Forceville, 1996 on advertising; El Reffaie, 2003 on political cartoons), (2) language and gestures (see e.g. Müller & Cienki, 2008) and (3) language and music (see e.g. Zbikowski, 2009) to name just a few. Ultimately, the need to bring forward the non-verbal manifestations of metaphors seems to be unavoidable providing ample fertile ground for scholar research. After all, 'the human conceptual system does not and cannot limit itself in language only' (Forceville, 2016, p. 242). In light of this turn in metaphor research and in an effort to identify the conceptualization and multimodal manifestation of GREECE in political cartoons tackling the economic crisis, this presentation will venture to shed light on the multimodal metaphors evoked in my corpus of cartoons as these are defined in Forceville and Urios-Aparisi (2009). My goal primarily is to add to the scholar work on Conceptual Metaphor Theory and show how the linguistic modality combined with the omniscience of the visual input in the specific genre, not only evokes conceptual metaphors but through this analysis, I intend to determine the frequency with which certain source domains are employed in my corpus and whether this frequency is further determined by the modality used each time.

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Spatial metaphors and the framing of trauma

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The presentation explores the emergence of spatial metaphors (Lakoff & Johnson, 1980) in the construction of in-group empathetic perspective-taking. The initial research mainly combines theoretical insights from Conceptual Metaphor Theory (Lakoff & Johnson, 1980) and Discourse Dynamics approaches to metaphor (Gibbs & Cameron, 2008) and is based on a constructed corpus of 15 written interactions in a support e-forum. The analysis involves the identification of metaphorical language and its function in discourse based on Metaphor Led Discourse Analysis (Cameron et al., 2009) and a subsequent quantitative procedure indicating the predominance of spatial and motion metaphors in the expression of the emotional experience, cf. *I fell into the gap, I broke into a million pieces, I crumble, I am sinking, dragged down into this swamp, I was turned upside down by this thing, my heart is shaking*. The goal thus is to show how these spatial metaphors form systematic metaphors in discourse (Cameron, 2003), importantly differentiated in specific manners from conceptual metaphors, and how metaphor activity –the adoption, development, transformation and contrasting of linguistic metaphors– leads to the emergence of an empathetic perspective-taking (re)framing of negative memories. A dynamic view of both metaphor and empathy is adopted in order to designate how these are emergent phenomena, dependent on the flow of emotive discourse (Cameron, 2011).

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Conceptual metaphor theory in English language teaching: Developing EFL learners' metaphor awareness

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Metaphor permeates language and plays a crucial role in shaping human cognition, understanding and reasoning. According to the Conceptual Metaphor Theory (CMT), conceptual metaphors are motivated and experientially grounded, since they arise from human bodily experience and metaphorical expressions are instantiations of these conceptual metaphors (Lakoff & Johnson, 1980). For example, metaphorical expressions such as *be at a crossroads*, *go through a lot in life* and *overcome something* reflect the conceptualization of the abstract domain of LIFE (target domain) in terms of the more concrete domain of JOURNEY and instantiate the conceptual metaphor LIFE IS A JOURNEY (Kövecses, 2010).

Recent studies focusing on the effects of metaphor awareness on the acquisition of metaphoric language revealed that metaphor awareness facilitates and enhances L2 learners' vocabulary acquisition and retention (Boers, 2000; Littlemore & Low, 2006; Littlemore, 2009). This finding implies that in order to comprehend and decode metaphors, L2 learners need to become aware of the semantic motivation underlying metaphors (Boers, 2000).

The purpose of the present study is to examine the effects of a cognitive linguistic based approach to teaching metaphor and raising EFL learners' metaphor awareness. The main argument motivating the study is that metaphor awareness through explicit teaching of the CMT can increase learners' proficiency in the foreign language. The research focuses on the application of CMT in teaching metaphor to EFL learners attending the second grade of junior high school. Learners were randomly divided into two groups. The experimental group received CMT-based metaphor teaching, whereas the control group received traditional metaphor instruction. The CMT will be introduced and employed as an invaluable tool which will help learners comprehend and decode metaphorical expressions. A key element of the suggested approach is the importance of gaining a better insight into what motivates the speakers of a language to conceptualize and talk about one domain in terms of another domain. The effects of the suggested metaphor awareness approach on learners' understanding, interpretation and learning of metaphors will be measured through a variety of activities.

Overall, this presentation aims to shed more light on the benefits of applying Conceptual Metaphor Theory in the English classroom and draw EFL teachers' attention to the importance of raising learners' metaphor awareness. The findings of the study carried out in a secondary school context will be presented and discussed in detail. Within this context, the pedagogical implications of metaphor awareness to EFL learners will be thoroughly addressed and discussed and a variety of teaching suggestions and activities will be provided with the aim to foster learners' metaphor awareness and promote vocabulary acquisition.

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The role of figurative language of romantic love in Modern Greek What does twitter reveal?

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One of the most fundamental claims of Conceptual Metaphor Theory (Lakoff & Johnson, 1980) is that emotion concepts are metaphorically structured due to their abstract nature. Thus, the use of figurative language (metaphor and metonymy) to speak about, structure and conceptualize emotions is necessary and abundant. On the other hand, there are scholars who support a less radical thesis about the role of figurative language: the metaphor is partially responsible for structuring emotion concepts (Sausiuc, 2013), enriching their existing non-metaphorical structure (Sausiuc, 2013) and serving the need of expressivity (Foolen, 2012; Theodoropoulou, 2012). In this paper, I attempt to put these claims to the test, studying naturally-occurring language data. More specifically, I examine linguistic expressions of Modern Greek that contain the word 'έρωτας' ((romantic) love) in a corpus of 600 expressions extracted from twitter, adopting a corpus-based approach to metaphor and metonymy (Markert & Nissim, 2003; Deignan, 2005; Stefanowitsch, 2006; Tissari, 2017) and a methodology which combines inductive and deductive reasoning. The quantitative and qualitative analysis of the data give the chance to delineate the range of appearance of figurative language of romantic love in twitter and to reexamine its precise role in emotion talk (Bednarek, 2008). Overall, the presence of non-figurative expressions and the analysis of both figurative and non-figurative expressions reinforce the less radical thesis about the role of figurative language in the domain of emotions.

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