

# 25<sup>th</sup> International Symposium on Theoretical and Applied Linguistics

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## Book of abstracts

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## **Preface**

The Organizing Committee of the 25th International Symposium on Theoretical and Applied Linguistics (ISTAL 25) welcomes you to a face to face conference after two years in the city of Thessaloniki!

We were honored to receive many high quality submissions. We thank all scholars, who submitted their work, for choosing ISTAL 25 as the forum for their research and we owe a special debt to the abstract reviewers. We hope we have succeeded in putting together an interesting conference program.

We heartily thank our invited speakers, Mary Baltazani, Eulàlia Bonet, Janet Enever, Martin Hilpert & Sandie Mourão. We are also grateful to the workshop organizers of our Symposium. Our thanks go to Thomai Alexiou for organising the workshop on “Introducing English in pre-primary education: The EAN Project”, George Androulakis for organizing the workshop on “Current Trends in Language Learning with Refugees”, Thomi Dalpanagioti for organizing the workshop on “Applications of Cognitive Linguistics”, Kyriaki Kourouni and Konstantinos Stampoulis for organizing the “Wikipedia translation workshop”, and Katerina Nicolaidis and Anna Sfakianaki for organizing the workshop on “Phonetic/phonological aspects of typical and atypical speech development with emphasis on Greek”.

We also thank the members of the Department of Theoretical and Applied Linguistics for their assistance, and especially our technician Tasos Paschalis for his 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, the Faculty of Education of the Aristotle University of Thessaloniki, the Greek Applied Linguistics Association, and Monochromia (Print & Copy shop). Last, we warmly thank our student volunteers, whose help is most appreciated.

We hope you will find ISTAL 25 both scientifically stimulating and socially enjoyable.

May 2022

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Abstracts are arranged alphabetically based on the Greek alphabet: Α, Β, Γ/Σ, Δ/Τ, Ε, ΖΖ, Φ, Γ, Η, Θ, Ι, Κ, Λ/Λ, Μ, Ν, Ξ, Ο, Π/Ρ, Ο, Ρ/Ρ, Σ/Σ, Τ, Υ, Φ, Υ, V, W, X, Y, ΖΖ, Ψ, Ω.

# PLENARIES

## Language contact effects on the intonation of Greek regional varieties

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Contact-induced linguistic influences are determined by the history of social relations among populations, including economic, political and demographic factors. Long term interactions between populations create multi-ethnic and multilingual communities, which in turn lead to the emergence of contact varieties (Sankoff, 2001). It is well known that cross-linguistic contact may impact all levels or aspects of language, with its effects on lexicon and morphology being well documented (see e.g., Thomason, 2001; Clyne, 2003). However, investigation of the prosodic aspects of language contact is a generally understudied area, even though insights from such research are urgently required to deepen our understanding of resultant language change.

Recently interest on prosodic variation in synchronically bilingual speakers has increased, but the effects of language contact on the diachronic development of intonation are less well studied. Some evidence is emerging that prosodic characteristics may persist in a recipient language for decades or even centuries after the cessation of contact. This talk will concentrate on some tunes in the intonation of Greek regional varieties whose speakers have a history of cohabitation with speakers of Venetian Italian or Turkish. The shape of the f<sub>0</sub> contours in the regional varieties of Greek are compared to the corresponding tunes in both Standard (Athenian) Greek and their respective donor languages. Standard Autosegmental–Metrical analysis is combined with statistical modelling of f<sub>0</sub> curves using Functional Data Analysis. The robustness of contact effects over time will be traced through comparisons of speech corpora spanning a century.

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## The morphology-phonology interface and the distinction between underlying and surface-only allomorphy

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This talk will be devoted to phonologically conditioned allomorphy (PCA) and some of the issues it raises for the morphology-phonology interface. When the differences between the allomorphs can be attributed to the regular phonology of the language a single exponent is inserted and all the differences are derived in the phonology component. These cases fall under what we can term surface-only allomorphy. The cases of interest here will be those in which, at least at first sight, there is underlying allomorphy and therefore competing exponents. Depending on their scope and predictability these cases can be classified into three types: (a) those in which the selection is fully conditioned by phonology, also known as optimizing cases; (b) those in which the selection is partially conditioned by phonology, where one of the allomorphs is preferred (a default) while the other has a phonologically restricted and optimizing distribution; (c) those in which the selection of either allomorph is non-optimizing but still reference must be made to phonological information in their context of exponence. I will review different types of analyses of representative cases of the (a) and

(b) types with a special focus on those that are framed in Optimality Theory and are based on a multiple-input approach. These cases represent a challenge for models based on strict modularity, which have tried to reduce them to surface-only allomorphy. A reduction from underlying to surface-only allomorphy has also been proposed for alleged cases of outward looking allomorphy. It will be shown that, although this reduction from underlying to surface-only allomorphy is desirable, it is only feasible for cases in which one of the allomorphs is a subset of the other allomorph. The consequences for the mapping relations between morphology and phonology will be discussed.

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## **Politics, multilingualism and the Reading Wars – taking first steps to reading in English as a foreign language**

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According to Papp (2020) ‘literacy teaching needs to be sensitive to the development of first language literacy, to the differences between first language and English in the relationship between spoken and written forms, and to the learners’ knowledge of spoken English’. Yet, much of the support offered by contemporary English language coursebooks falls short of offering children and their teachers sufficient support for such learning. Relating Papp’s claim to the debates around the teaching of reading in English as an L1 – often described as the *Reading Wars* - I will critically examine the nature of these differences and how they might affect the process of becoming a reader in English. Relating this evidence to contemporary patterns of economic and political migration across Europe I highlight the implications for teachers working in increasingly multilingual environments where children bring experiences of varied engagement with print to the context of beginning to read in English within the early years school environment. In conclusion, I draw on Borg’s (2006) work on teacher cognition as a framework for stimulating further debate around key elements of cognition that today’s teachers may need if they are to be fully equipped as skilled teachers of reading in English.

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## **Life is too short for long words: Studying English clippings in language use and in the laboratory**

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This talk addresses the morphological word formation process that is known as clipping. In English, that process yields shortened word forms such as *lab* (<< *laboratory*), *exam* (<< *examination*), or *gator* (<< *alligator*). Existing work (Davy, 2000; Durkin, 2009; Haspelmath & Sims, 2010; Don, 2014) characterizes clipping as a highly variable phenomenon, arguing that it is difficult to predict how a given source word will be shortened. Recently however, the

view that clipping is unsystematic or unpredictable has been empirically challenged (Lappe, 2007; Jamet, 2009; Berg, 2011; Alber & Arndt-Lappe, 2012; Arndt-Lappe, 2018). This talk continues that line of research and presents new empirical insights. Specifically, the talk will report on new results that have been obtained on the basis of a newly-compiled large database of English clippings, and through experimental, psycholinguistic methods. The studies take into account variables that include phonological, morphological, syntactic, and semantic distinctions, along with corpus-based measurements of type and token frequency, as well as distribution.

Earlier research on clippings has emphasized the importance of factors such as the principle of least effort (Zipf, 1949), the recoverability of the source word (Tournier, 1985), and phonological factors such as stress and syllable structure (Lappe, 2007). While the individual influence of these factors on clipping has been recognized, their interaction and their relative importance remains to be fully understood. Addressing this research gap, this talk presents two sets of results. The first of these is based on a multivariate analysis of factors that reveal systematic patterns in the formation of clippings. On the basis of such a multivariate analysis, it is discussed what underlying factors are implicated in the clipping process and how these factors interact. The second set of results is based on experimental studies in which speakers of English are prompted to choose between clipping alternatives, or to propose a clipping of their own on the basis of a source word.

The empirical studies allow a precise assessment of the phonological, semantic, and frequency-related factors that are at work in clipping formation. The overall conclusion is that clipping has been unjustly characterized as an unpredictable word formation process. Not only are clippings formed on the basis of systematic patterns, but these patterns also reflect functional pressures that act on the speaker and the hearer.

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## **Integrating early foreign language initiatives: Making a case for collaborative practices**

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English has become widespread in early childhood education in Europe and is typified by initiatives involving specialist teachers of English visiting settings for short periods of time a week. This keynote is structured around a study I undertook in Portugal which involved visiting and interviewing pre-primary practitioners and itinerant teachers of English to identify how collaborative practices can result in integrating early English initiatives. I will give a brief overview of the relevance of integrating an early language learning (ELL) initiative and collaborative practice. I will then describe four of the settings I visited which represent a continuum of 'disintegration' to 'integration', according to six core themes of collaboration. I will suggest that successful ELL initiatives depend upon administrative support and guidelines that foster collaborative practices which involve communication between professionals, mutual trust, common goals, and joint responsibility for outcomes and decision making. I will conclude by highlighting that ELL requires more robust policymaking, and training which alerts pre-primary practitioners to their pro-active role in ELL and collaborative practices.

# **GENERAL SESSION**

## Σχεδιασμός και ανάπτυξη της Ταχύρρυθμης επιμόρφωσης εκπαιδευτικών Ξένων Γλωσσών στην εφαρμογή της εξ αποστάσεως εκπαίδευσης (Τ4Ε)

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Το έργο «Ταχύρρυθμη επιμόρφωση εκπαιδευτικών στην εφαρμογή της εξ αποστάσεως εκπαίδευσης (ολιστική προσέγγιση)» (Τ4Ε) σχεδιάστηκε για τις επείγουσες ανάγκες επιμόρφωσης όλων των εκπαιδευτικών στην εξ αποστάσεως εκπαίδευση λόγω της πανδημίας και ένας από τους βασικούς στόχους του ήταν η δημιουργία ενός κοινού κώδικα επικοινωνίας μεταξύ των μελών της εκπαιδευτικής κοινότητας ώστε να είναι κατανοητές οι έννοιες και οι προδιαγραφές της σύγχρονης και της ασύγχρονης εκπαίδευσης καθώς και τα πλεονεκτήματα και τους περιορισμούς τους. Επιπρόσθετα, δόθηκε έμφαση στον σχεδιασμό, στις αρχές μάθησης, στα εργαλεία και στους πόρους, ώστε να ενδυναμωθούν οι ψηφιακές δεξιότητες όλων των εκπαιδευτικών.

Στην παρούσα εργασία αναλύονται, οι επιλογές που έγιναν από την ομάδα σχεδιασμού και συγγραφής που καθόρισαν τη φυσιογνωμία της Δράσης Δ2 του επιμορφωτικού προγράμματος για τους εκπαιδευτικούς των Ξένων Γλωσσών. Οι επιλογές αυτές αφορούν το περιεχόμενο, τη δομή, τον τρόπο παρουσίασης της πληροφορίας, τις διδακτικές προσεγγίσεις, τα εργαλεία που χρησιμοποιήθηκαν και τους περιορισμούς στο υπάρχον πλαίσιο εργασίας.

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## The socio-emotional impact of online education on university students and professors during the COVID-19 pandemic

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The present paper investigates the emotional impact that online education during the pandemic has had on university students and professors during the Covid-19 pandemic. 83 Greek university students and 31 university professors took part in a quantitative research answering two different questionnaires. The findings showed that both groups were struggling to balance their personal lives with their university/work life. Correlations were found between long hours of online classes and students' low satisfaction levels and professors' increased feelings of being overwhelmed. Loneliness was reported by both groups, though no association was found between students' turned-off cameras and their professors' increasing loneliness. Finally, even though the reactions towards online education amidst the pandemic varied, both groups were positive towards the idea of a blended curriculum in the future.

## Building synergies between SLA and LCR: The case of gender

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The present paper exploits a methodological convergence where the study of acquisition of gender in the second language (L2) is triangulated by corpus and experimental data. In particular, the findings of a previous experimental work on gender in Greek as L2 are complemented by data coming from Greek Learner Corpus II, a new resource for L2 learning investigation, which currently contains 300 thousand words of written and spoken learner production. This way second language acquisition (SLA) research is informed by learner corpus research (LCR) a synergy that is quite promising in the field of applied linguistics (Tracy-Ventura & Paquot, 2021; Granger, 2021; Lozano, 2021, a.o.).

With respect to the feature that is explored, i.e. gender, we are interested in the role of lexical and syntactic congruency (Hopp & Lemmerth, 2016) when a partial overlap is instantiated between L1 and L2. To this end, Russian (L1) and Greek (L2) form an interesting pair since:

- a. both languages realize gender and classify nouns into one of three gender classes,
- b. nouns in the two languages do not necessarily share the same gender since gender marking is arbitrary in both languages,
- c. the two languages instantiate a partial overlap with regards to the syntactic means for gender realization. While Russian and Greek deploy postnominal suffixes to express gender in nouns (1a-b), Greek can additionally exploit prenominal determiners (1c). Finally, both languages mark gender on adjectival suffixes (2a-b).

- (1) a. kn'ig-a  
book-FEM
- b. vivli-o  
book-NEUT
- c. to vivli-o  
the.NEUT book-NEUT
- (2) a. krasn-aja knig-a  
red-FEM book-FEM
- b. kokin-o vivli-o  
red-NEUT book-NEUT

Besides the findings that will be presented during the talk, a number of critical issues are raised when corpus data (i.e. the present study) are being contrasted to experimental data on the basis of the same structure. Precisely, we discuss the role of the nature of data (naturalistic vs. experimental), the sample size (corpus vs. experiment), the type of processing (off-line vs. on-line) and the task-type (production vs. comprehension).

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## **An alternative assessment challenge: Assessing young EFL learners through Drama**

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Current language assessment literature pays particular attention to alternative assessment and the close connection between teaching and assessment (McNamara, 2000; Popham, 2018). Therefore, there has been a call for methods that provide constant support, allow for students' individual characteristics and needs, are conducive to the learning process but also foster all skills (Griva & Kofou, 2017; McKay, 2006). In the same line, a considerable amount of literature has recommended alternative assessment as the most apt assessment method for young EFL learners (Ioannou-Georgiou, 2003; Nikolov, 2006). On the other hand, drama has been successfully used as an instructional tool in the EFL/ESL classroom and particularly in young learners' classes (Kao & O'Neill, 1998), as it uses language in context (Maley & Duff, 2005), and makes learning meaningful and amusing (Mordecai, 1985).

Considering the above, this paper aims at investigating the potential implementation of dramatization as an alternative form of assessment in Primary Education. In order to yield data, a questionnaire and a follow up action research were used. The questionnaire was completed by 164 teachers. Also, seventeen A1 level students participated in the follow up action research. The findings unveiled a mismatch between Greek EFL teachers' positive attitudes towards alternative assessment and dramatization and their mainly traditional assessment practices. Moreover, students' overall positive stance towards assessment through dramatization might provide teachers with valuable insight concerning drama-based assessment practices and prompt them to integrate it in their classes, either exclusively or combined with other assessment techniques. It could be suggested that training in the relevant fields be a possible first step towards a change in teachers' actual assessment practices. To that end, a toolkit with sample practical activities connected to the A1 UCFL (Unified Curriculum for Foreign Languages) descriptors was designed in order to provide additional assistance towards this goal as well.

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## Cognitive flexibility skills in preschoolers with autism

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The deficit in cognitive flexibility, i.e. the ability to adapt cognitive behavior to changing contexts, is one of the most prominent characteristics of pre-adolescents with autism (e.g., Kaland et al., 2008). Inflexibility may manifest in limited interests and increased susceptibility to the effects of misinformation either through inefficient inhibition of non-target information (Kornblum & Lee, 1995) or deficient recall of correct information (Peristeri et al., 2020). Whether deficits in cognitive flexibility emerge early on in autistic children's development is not well understood. Children's Color Trails Test (CCTT) is a recently developed test for attention shifting and cognitive flexibility in children, which is fast and easy to perform (Konstantopoulos et al., 2015). The current study investigates the performance of 6 year-old children with autism in the CCTT, and determines potential relationships between the CCTT, and phonemic and semantic fluency tests that have also been claimed to tap into cognitive flexibility (Rende, 2000). The study's participants included 200 typically-developing (TD) children from Greece and Cyprus (Mean age: 6;4, *SD*: 0.3, Age range: 6;0-6;9 yrs.) and 36 age-matched children with high-functioning autism (Mean age: 6;7, *SD*: 0.4, Age range: 6;0-7;2 yrs.). For the CCTT, dependent variables included the time for completion, number of color and number sequence errors, number of near-misses and number of prompts. Regarding verbal fluency, the semantic task used the animal, fruit and object categories, while the phonemic task asked children to recall as many words as possible that start with the Greek letters "x", "s" and "a". The analyses of the CCTT data revealed that the autistic children were significantly slower than their TD peers (114 sec > 51 sec; *SE* = 3.24, *p* = 0.03) at completing the part of the task that tapped into divided attention and sequencing (i.e. the CCTT2), while the groups' performance speed was comparable in the part of the task that measured sustained attention but not flexibility (i.e. the CCTT1; 92 sec ≈ 64 sec; *p* = .313). There was also a group effect in the color sequence errors of the CCTT2, since the autistic children tended to connect circles in a wrong color sequence significantly more frequently than the TD group (0.28 > 0.16; *SE* = 0.04, *p* = 0.017). The autistic children have also scored lower than their TD peers in the phonemic fluency (9.8 words < 13.1 words; *p* < 0.003), and in the semantic fluency task that targeted objects (5.8 words < 8.7 words; *SE* = 0.32, *p* = 0.046). Crucially, the performance of the autistic group in the CCTT2 was found to be significantly partially mediated by the children's performance in the semantic (object) (*p* = .008) and phonemic fluency tasks (*p* < .013). The findings suggest that the CCTT – and especially the CCTT2 subtest that taps into divided attention and cognitive flexibility - is an effective method to test cognitive flexibility in preschoolers with autism, and that the mechanisms underlying CCTT and verbal fluency may be common in nature.

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## Accommodated assessment of reading comprehension for students with specific reading disability in English as a foreign language

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In the past few years, the number of students with specific reading disability has been steadily increasing in Greek schools, leading to new practices as regards inclusive education and representative assessment. One of the most challenging courses for Greek students is the English language course. Due to the fact that English is phonologically non-transparent, decoding, fluency and comprehension are severely affected resulting in the underperformance of students with specific reading disability. Reading comprehension is a complex procedure demanding the automaticity of various skills such as decoding (Helland & Kaasa, 2005), fluency, strategies implementation and self-regulation techniques (Dermitzaki, Andreou & Paraskeva, 2008). Assessing reading comprehension in the same way for all students can lead to results that are not representative of their performance (Andreou, Athanasiadou & Gana, 2019), consequently a number of accommodations has been suggested.

In the current study, the software Rewordify was used for the creation of accommodated reading texts. Rewordify allows teachers to process reading texts in terms of vocabulary. Depending on the level of difficulty the teacher chooses, a number of challenging words, selected according to corpora, are rewordified (an English equivalent appears for these words).

The aim of the study was to evaluate if the performance of the students with specific reading disability has improved in the accommodated in comparison to the non-accommodated reading comprehension test. Ten students with a diagnosis of specific reading disability and of B2 level in the English language (according to the scale of the Common European Framework for languages) participated in the study. Students were divided into two even groups. One group completed the reading comprehension test

without any accommodation while the other group completed the same reading comprehension text under the accommodated form.

The results of the study showed that there was a statistically significant difference between the two groups concerning their performance in the accommodated and the non-accommodated form. Students with specific reading disability performed better in the accommodated form. However, the restricted number of participants in our study does not allow generalization of our findings. Therefore, more research with larger samples is needed in order to replicate our results and support the aforementioned findings.

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## The complexity of Greek language teaching abroad: Insights from an ethnographic study on neomigrant teenagers living in Australia and Germany

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The contemporary global linguistic landscape with the predominance of English as an international language, the fast and unpredictable mobility of people, the ensuing complex conditions of language use and, finally, young people's growing use of ICTs have questioned the notions of language(s), native speaker, and first/second/foreign language and have challenged classifications that have prevailed for decades in relation to language teaching (e.g. first, second or heritage language teaching) and the development of teaching material. In this broader context, informed by theoretical understandings from the New Literacy Studies (Barton, 2007) and the contemporary sociolinguistics tradition (Blommaert, 2010), this paper draws on preliminary insights from an on-going ethnographic research project on the literacy practices of Greek new migrants living in Australia and Germany (15 cases from each country), to support the idea that the reality of Modern Greek language teaching abroad is much more complex than that described in traditional literature concerning heritage language teaching. In fact, the paper will highlight the significance of a range of aspects, such as the local reality and context in which young new migrants reside, the particularities of the local education system, the role of English in different localities, their parents' ideologies regarding language teaching and use, the framing of language use and the local discourses around language, identity and migration, as important parts of a complex nexus (Scollon & Scollon, 2004) that should be accounted for in any effort to design, propose and implement language teaching programs and materials.

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## The H\* ~ L+H\* contrast in English and Greek

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In Greek, H\* and L+H\* have been shown to be phonologically distinct: H\* is realized as high F0 and marks new information, while L+H\* is realized as rising F0 and marks contrastive information [1]. As this conclusion is based only on controlled, scripted data [1], it remains an open question whether the distinction is robust in spontaneous speech. In English, there has been a long debate about whether H\* and L+H\* are distinct accents (see [2] for a review). The present study uses Functional Principal Component Analysis (fPCA) to examine and compare the Greek and English accents and shows that while the Greek contrast is robust in both scripted and spontaneous speech, the differences in British English are minimal in both styles.

The data were elicited from 8 speakers of Standard Southern British English (SSBE) and 8 speakers of Standard Greek; they all produced both scripted and spontaneous speech. F0 curves were normalized by speaker and submitted to fPCA; see [1] for details. The analysis window was the prosodic word, and the onset of the stressed syllable of the accented word was used for *landmark registration* (which in fPCA lines up and warps F0 curves of different durations). PCA captures the dominant modes of curve variation [1, 3], with PCs contributing to the shape of each input curve. In fPCA, the relative contribution of each PC is reflected in its coefficient or score, and such scores can be statistically analysed to understand differences between accentual categories. Here, the scores of the first three PCs were modelled using lme4 in R ([4, 5]). The difference between the H\* and L+H\* F0 curves was clear in Greek but not in English, as illustrated in Fig. 1.

In conclusion, for Greek our results replicated [1] and showed that they hold in spontaneous speech, supporting the existence of a phonological contrast between H\* and L+H\*. For English, on the other hand, our results point to – at best – a very subtle difference between the accents. This finding suggests a weak contrast that is not part of all SSBE speakers' accent inventory. Finally, our results demonstrate the validity and robustness of fPCA for intonation analysis and its ability to capture phonological distinctions.

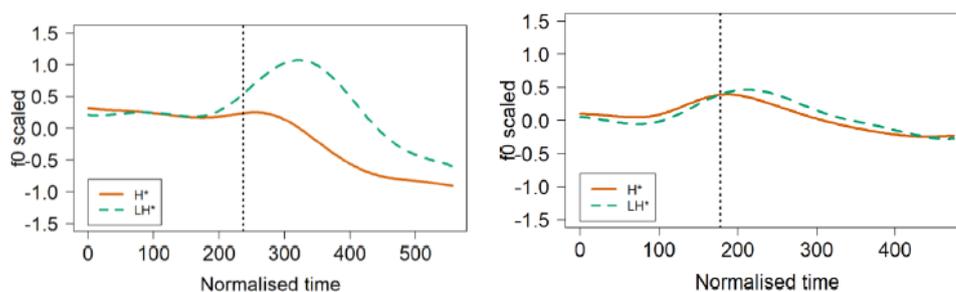


Figure 1: Averaged, smoothed, and normalized curves of H\* and L+H\* in Greek (left) and English (right) [these are not fPCA outputs but contribute to interpreting fPCA outcomes]

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## #metooGr: The emergence of a social movement on Greek Twitter

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With over 15 years of presence in the global public sphere, the #MeToo social movement has set the goal of sensitising people on issues of (sexual) harassment, intimidation and power abuse. Following its rapid development, the participatory web has gradually been rendered the most common means for the dissemination of this message, with social media networks currently being at the core of the movement's action (Hosterman et al., 2018). Following Olympic Champion Sophia Mpekatorou's public disclosure of her experience of sexual assault, which was committed by a high-ranking official of the Hellenic Sailing Foundation when she was 21 years of age, 2021 witnessed the wider establishment of this social movement in Greece too (Καραγιάννη & Παναγιώτου, 2021). This led to a domino of revelations exposing harassment and power abuse in multiple arenas, most notably the entertainment industry. As a result, the hashtag #metooGR often featured as a trending theme on Twitter, showcasing the vivid interest of Greek social media users on this matter.

In this talk, we attempt to map the public dialogue surrounding this topic, by assessing how it was reflected on Twitter during the first 10 months of 2021. Having collected all tweets with the relevant hashtag, we have investigated their content using corpus linguistic tools (Baker, 2006), with a view to identifying the keyword and collocation patterns that are most prominent in this context. Using this as our springboard, we identify the main linguistic means and discursive strategies that underlie the dissemination of attitudes both in support and in opposition of the Greek MeToo movement on Twitter, where, in line with the affordances of social media discourse, we note a marked use of derogatory language and

sarcasm respectively on both sides of the equation. At the same time, while the majority of tweets were found to be in support of the movement, our automated analysis also allowed us to isolate tweets that appear to question and belittle it. Adopting a critical discourse analytic perspective (KhosraviNik & Unger, 2016), we additionally analysed this subset through a more qualitative lens, with the aim of identifying its underlying argumentation patterns. To this end, we implemented tools from argumentation theory, and more specifically the Argumentum Model of Topics (Rigotti & Greco, 2019), in order to expose the argumentative topoi and hidden premises that underlie social media commentary that resists the movement.

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## Subject inversion and null subjects in L2-Italian

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**Introduction.** The Interface Hypothesis (Sorace, 2005) argues that phenomena like subject inversion (VS) that lie at the syntax-discourse interface are vulnerable in L1-attriters and L2 near native speakers, while Montrul & Polinsky (2011) and Rothman (2009) among others argue that this holds also for Heritage speakers. In this paper, we build on previous research on answering strategies in Italian (Belletti & Leonini, 2004; Belletti, Bennati & Sorace, 2007; Caloi, Belletti & Poletto, 2018) and investigate the production of VS and null subjects in Italian by Italian Heritage speakers, Attriters and L2-learners who have Belgian Dutch as their majority language. We first examine whether there is any relation between the use of subject inversion and null subjects. We then investigate whether subject inversion is affected by the type of verb and finally we test the predictions put forth by the Interface Hypothesis. **Participants.** We tested a total of 121 participants [Level A n=20(9M, 11F; age range 20-27), Level B n=21(6M, 15F; age range 20-27), Level C n=21(3M, 18F, age range 20-27), Heritage speakers n=19(9M, 10F; age range 20-27), 20 Attriters(10M, 10F; age range 40-60), and as a control group 20 native speakers of Italian(11M, 9F; age range 20-27 years old)]. All Heritage speakers were born in Flanders, Belgium while attriters have been living in Flanders for the past 20-30 years. **Materials.** To elicit responses, we used the same videos (n=18) as Belletti & Leonini (2004). Participants were asked to watch the videos and then answer a narrow new information focus *wh*-question (e.g. *Who called?*) using a full sentence. The verb of the question varied; it was existential, transitive or intransitive.

Participants were also asked to describe what happened in the videos they watched. **Results.** The control group used VS orders to answer the *wh*-questions. Level A and B speakers used SV orders for transitive and intransitive verbs; however, level B speakers used significantly less SV orders for both transitives [Est.=1.670, S.E.=0.564,  $p<0.05$ ] and intransitives [Est.=1.528, S.E.=0.572,  $p<0.05$ ]. Level C speakers used significantly less SV orders than level B speakers for transitives [Est.=-0.725, S.E.=0.311,  $p<0.05$ ], while they used significantly more VS for intransitives [Est.=2.454, S.E.=0.319,  $p<0.05$ ] patterning with the control group. Heritage speakers and attriters used VS for intransitives being similar to the control group. For transitives, heritage speakers showed a different pattern using passive structures and SV orders. Moreover, Level A speakers used lexical subjects (49.8%) showing a different pattern from the other groups, while native speakers of Italian used empty subjects (95.3%). **Conclusions.** Level A speakers have difficulties in licensing a null subject in preverbal position as well as in producing VS in transitives and intransitives. Level B speakers produced null subjects in preverbal position showing that they have acquired the ‘pro-drop’ parameter, however, they also produced SV orders showing a transfer effect. Level C speakers produced VS orders in intransitives showing native-like behaviour, while they showed transfer effects for transitives.

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## Teachers’ knowledge and skills for online English language teaching: The interface between theory and practice

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The paper focuses on English language teaching online. It discusses teachers’ knowledge and skills in online teaching in three distinct settings across Asia: India, Malaysia and Taiwan.

The paper is underpinned by the Technological Pedagogical and Content Knowledge (TPACK) framework (Mishra and Koehler, 2006), and considers more recent discussions around this, including Mishra’s own suggested update (Mishra, 2019).

It describes a qualitative study based on open-ended questionnaires and interviews with teachers and teacher trainers in the three settings. The settings were deliberately chosen for their varied degrees of access to technology and technological resources outside the classroom, allowing the study to place more emphasis on context, as emphasised by Mishra (2019).

The findings of the study shed light on the extent to which teachers' knowledge and skills gained in using technology within the classroom have been beneficial in assisting them in moving into a fully online environment during the Covid19 pandemic. Recommendations are made in terms of preparing teachers to deliver classes English language classes online.

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## **“Proper” Spanish unfolded: Spanish heritage language learners’ linguistic ideologies**

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Heritage language students arrive to the heritage language classroom with preconceived notions of language use, with several studies suggesting heritage language (HL) speakers maintain a negative perception of their own linguistic abilities (e.g., Bowles, 2011; DeFeo, 2015; Leeman et al., 2011; Pino, 2001). Previous studies mention a lack of prestige that heritage speakers award their own language use (e.g., Bowles, 2011; DeFeo, 2015; Leeman et al., 2011; Pino, 2001) or study attitudes of code-switching (Guzzado Tamargo et al., 2019; Rangel et al., 2015), but none have focused on heritage language learners (HLLs) attitudes towards varieties of the heritage language. To fill this gap in the research, I investigate the attitudes of Spanish heritage learners (SHLs) towards four varieties of Spanish: Mexican, Peninsular, Puerto Rican, and U.S. Heritage (bilingual) varieties. These four were chosen because they maintain assumed ideologies or represent large populations in the U.S.

Speakers of Spanish as a heritage language (SHL) participants first self-rated their proficiency in reading, writing, and speaking Spanish, then disclosed their linguistic and cultural connections to the language (DeFeo, 2015). Participants completed four listening tasks, similar to a matched- guise test (De la Zerda Flores & Hopper, 1975; Lambert et al., 1960; Rangel et al., 2015) in which they rated four personality traits using a 6-point scale according to the audio-recordings of different varieties of Spanish. Preliminary results indicate that SHL learners prefer the Mexican Spanish variety, representing the variety to which they most connect linguistically and culturally. The Puerto Rican variety, on the other hand, received the lowest ratings in this study. An implication of this research is that understanding SHL language ideologies can inform SHL pedagogy addressing linguistic prestige awarded or denied to certain varieties of Spanish in the US.

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## Η σημασία της φωνολογικής επίγνωσης στη διάκριση της δυσλεξίας σε Έλληνες μαθητές πρώτων και τελευταίων τάξεων δημοτικού

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Η φωνολογική επίγνωση έχει συνδεθεί διεθνώς με τη διάκριση της δυσλεξίας, με τον μεγαλύτερο όγκο δεδομένων να προέρχεται από έρευνες που έχουν διεξαχθεί σε αδιαφανείς ορθογραφίες. Στόχος της παρούσας έρευνας ήταν να εξετάσει τη δυνατότητα διάκρισης μαθητών με δυσλεξία που μαθαίνουν ανάγνωση σε μια διαφανή ορθογραφία, όπως είναι η ελληνική, με βάση συγκεκριμένες δεξιότητες φωνολογικής επίγνωσης. Στην έρευνα επιχειρήθηκε να αναδειχθεί η σημασία των διαφορετικών δεξιοτήτων φωνολογικής επίγνωσης στον εντοπισμό των μαθητών με δυσλεξία ανάμεσα σε βασικές γλωσσικές δεξιότητες που συνδέονται με τη δυσλεξία, όπως είναι η ταχεία κατονομασία και η μορφολογική επίγνωση. Στην έρευνα συμμετείχαν συνολικά 278 μαθητές Β' και Ε' τάξης (Β' τάξη: 103 τυπικοί αναγνώστες και 57 φτωχοί αναγνώστες, Ε' τάξη: 64 τυπικοί αναγνώστες και 54 μαθητές με δυσλεξία). Σε όλους τους συμμετέχοντες χορηγήθηκαν τέσσερις δοκιμασίες φωνολογικής επίγνωσης, τρεις δοκιμασίες μορφολογικής επίγνωσης και δυο δοκιμασίες ταχείας κατονομασίας. Η φωνολογική επίγνωση εξετάστηκε σε φωνημικό επίπεδο ως προς την ανάλυση, τη σύνθεση και την αφαίρεση, αξιοποιώντας ερωτήματα με σύνθετη φωνολογική δομή. Η μορφολογική επίγνωση εξετάστηκε ως προς την κλίση, την παραγωγή και τη σύνθεση και η ταχεία κατονομασία με τη χρήση ψηφίων και αντικειμένων. Για την ανάλυση των δεδομένων αξιοποιήθηκε η ανάλυση καμπυλών ROC, η οποία εξετάζει

την ακρίβεια με την οποία κάθε μια ανεξάρτητη μεταβλητή κατατάσσει ορθά έναν μαθητή στην κατηγορία της δυσλεξίας. Σύμφωνα με τις αναλύσεις, στη Β΄ τάξη οι πιο ισχυρές ανεξάρτητες μεταβλητές ως προς τη διάκριση των φτωχών αναγνωστών αναδείχθηκαν κατά σειρά η φωνημική σύνθεση και η φωνημική ανάλυση, με ικανότητα ορθής κατάταξης 87% και 84%, αντίστοιχα. Ισχυρός αναδέχθηκε και ο ρόλος της παραγοντικής μορφολογίας, η οποία φάνηκε να διακρίνει ορθά κατά 83% έναν μαθητή στην κατηγορία των φτωχών αναγνωστών. Στην Ε΄ τάξη, τα ευρήματα διαφοροποιήθηκαν από αυτά της Β΄ τάξης. Στην τάξη αυτή, η ταχεία κατονομασία ψηφίων σημείωσε το υψηλότερο ποσοστό ορθής κατηγοριοποίησης (80%), με τη φωνημική απαλοιφή σε λέξη και ψευδολέξη να αναδεικνύονται οι δεύτερες κατά σειρά ισχυρότερες μεταβλητές διάκρισης των μαθητών με δυσλεξία, με ικανότητα ορθής κατάταξης 76%. Συνολικά, από τα αποτελέσματα επιβεβαιώθηκε η διαγνωστική ικανότητα της φωνολογικής επίγνωσης στη διάκριση της δυσλεξίας στις πρώτες και τις τελευταίες τάξεις του δημοτικού ακόμη και σε μια διαφανή ορθογραφία.

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## Are L2 learner-writers knowledge-builders?

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Bereiter & Scardamalia (1987) have introduced the knowledge-telling vs. knowledge-transforming distinction to point to the fact that L2 learner-writers can act as knowledge-builders, depending on their competence level and the genre they are dealing with. The idea of knowledge generation in L2 writing is further underlined in Galbraith (1999, 2009), who argues for ‘knowledge-constituting’ processes in spontaneously articulated thought, “as it emerge(s) during text production” (1999, p. 4). Against the background of these theoretical concepts, this paper explores the novice and expert L2 learner-writer knowledge-building potential within expository and narrative texts produced on the basis of an ideational framework (Burgess, 1994). The underlying assumption is that, if evidence in favour of deeper thought processes among less advanced learners in both typically knowledge-telling and other genres in planned writing is adduced, the theoretical distinctions referred to above may need to be revised. The output explored is derived from two distinct learner groups, lower secondary and postgraduate. The evidence obtained through qualitative analysis of L2 writing suggests that non-expert L2 writers may also be capable of knowledge creation, in the form of commenting, connecting or elaboration (cf. Calfoglou, 2021), that planned writing also allows for creativity, which is not deterministically related to the genre, as well as that knowledge-telling may persist well into advanced linguistic and cognitive competence levels, all of which may breathe new life into writing instruction.

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## Context awareness in word recognition: The case of English non-spaced compounds

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In recent years, there has been a considerable focus regarding the interface of lexical meaning and emotion (for a review of relevant studies, see Citron et al., 2016 and Yao et al., 2016). By means of online interviews with native speakers of English, Warriner et al. (2013) and Brysbaert et al. (2014) compiled datasets containing *representation norms* for English words. These norms referred to the semantic variables ‘valence’ (positivity), ‘arousal’ (excitement, moodenhancement), and ‘concreteness’. In Snefjella and Kuperman (2016) the application of representation norms to the 7 billion token USENET corpus (Shaoul & Westbury, 2013) resulted in *context norms* of valence, arousal, and concreteness. Each context referred to an array of five content words before to five content words after a target word.

The present paper describes the effects of the above mentioned norms on lexical-decision and naming. The objects of study are over 2000 non-spaced compounds of English taken from the LADEC database (Cagné et al., 2019).

In the analysis the forced-entry method of regression was used. In the lexical-decision and naming models, the representation and context norms were used as the main variables of interest. Word frequency and word length were used as controls. The reaction times for the compounds from the English Lexicon Project (Balota et al., 2007) and the British Lexicon Project (Keuleers et al., 2012) were used as dependent variables.

The results showed that latency-reducing representation valence for the compound co-occurred with latency-increasing context concreteness for the second constituent. It is concluded that context awareness is relevant in compound-word recognition. The effects detected are interpreted as evidence for dual- and multiple-route models of morphological processing.

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## **Ever changing working and living conditions of substitute EFL teachers: Do they affect their stances and professional development?**

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The severe economic crisis experienced in Greece over the last decade, the minimal appointments of EFL permanent teachers, the constantly escalating number of EFL teachers retiring and the introduction of the English lesson in all grades, from nursery to senior high schools, have led to a continuously growing number of EFL substitute teachers who are employed every year in both primary and secondary education (Greek Ministry of Education, 2020).

EFL substitute teachers' professional development, that is all their learning experiences along with all their consciously planned teaching practices which ultimately determine the quality of education in a classroom, can be influenced by various factors (Day, 2000). These factors can be either personal or be related to EFL substitute teachers' family, school environment, colleagues, headteachers and administrative authorities (Sidiropoulou-Dimakakou, 2006).

In this vein, a study was conducted to explore the actual working and living conditions of EFL substitute teachers and the exact ways these conditions influence their professional development prospects and their stances towards their own job. A mixed method approach was implemented, combining a questionnaire answered by 81 EFL substitute teachers and an interview of 6 EFL substitute teachers (Roberts-Holmes, 2016). The findings corroborated the initial hypothesis according to which EFL substitute teachers' working and living conditions are volatile. Furthermore, it was found that the above conditions gradually have negative repercussions on their attitudes towards their job. Additionally, their professional development prospects are affected in both positive and negative ways.

The researchers suggested appropriate programs which can ameliorate the EFL substitute teachers' teaching capacity and living conditions in order to empower them to get smoothly integrated in the school units, decrease their financial problems and foster their professional development.

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## Frequency determines the stability of morphophonological patterns

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A corpus-based analysis points to **an interaction** of type and token frequency in conditioning the selective elimination of consonant mutations (palatalizations) in Polish morphophonological patterns. Neither type nor token frequency **alone** can explain the attested behavior. A low-frequency and a high-frequency pattern are analyzed: agent nouns in *-ist-a* and diminutives in *-ek*. The type frequency of words in *-ek* in the *pITenTen* corpus is 7.6 times higher than the type frequency of words in *-ist-a*.

(1)		<i>mutations</i>		<i>no mutations/vacillations</i>
<i>-ist-a</i>	[s]	tɛɲis 'tennis'	tɛɲiɕ-ist-a	---
	[t]	flet 'flute'	fletɕ-ist-a	bɔnapartɛ      bɔnapart-ist-a
<i>-ek</i>	[k]	krɔk 'step'	krɔɕ-ɛk	---

Diminutives in *-ek* show stable mutations of velars. Agent nouns in *-ist-a* present a more complex picture. The coronals [s z n] show mutations. The coronals [t d r] show mutations in some agent nouns, but not in others. In yet other derivatives with [t d r], both variants are attested, e.g. [alt] 'alto' > [alt-ist-a] ~ [altɕ-ist-a]. Three questions arise:

- (i) How do we account for the asymmetry in the treatment of the two groups of coronals? Crucial to the analysis is the fact that, while all of the mutations of coronals respect IDENTPlace, mutations of [t d r] incur an additional violation of IDENT[±strid]. Patterns are represented with schemas (Construction Morphology; Booij, 2010). For example, [...t] ↔ [...tɕ]ist requires that a base-final [t] in the base word corresponds to a base-final [tɕ] in the derivative in *ist-a*. The ranking of schemas is a function of their **type frequency** (TF=number of words), [...t] ↔ [...t]ist (TF=33) is ranked above (is more important than) [...t] ↔ [...tɕ]ist (TF=20).
- (ii) Why do some words with base-final [t d r] show mutations before *-ist-a*, while others do not? A non-parametric Mann-Whitney test shows that on average, the words with mutations are more frequent than the words without mutations, U = 356.00, z = -2.308, p < .05. I extend the dual-route model of lexical access (McQueen and Cutler, 1998; Hay, 2003) and propose that some words in *-ist-a* are accessed via the whole-word route, while others via the decomposed route. The choice depends on their absolute **token**

**frequency** (TnF; e.g. [fletɔ-ist-a] TnF=96, [bɔnapart-ist-a] TnF=29). The greater stability of high-frequency words than comparable low-frequency words is linked to their strong mental representations and a constraint promoting the use of stored representations, USELISTED (Zuraw, 2000).

- (iii) Why are words in *-ek* phonologically stable, as opposed to words in *-ist-a*, which exhibit variation? It is shown that an element that is crucial in an explanatory analysis of phonological stability of patterns is their **type frequency**. Schemas representing less frequent patterns are outranked by IDENT constraints and are thus more likely to be modified than those representing more frequent patterns. This analysis has important, verifiable predictions. When type frequency is high, token frequency should play no role. When type frequency is low, token frequency may play a role. These predictions are confirmed. Diminutives in *-ek* are stable regardless of their token frequency. The behavior of agent nouns in *-ist-a* varies: low-frequency words are unstable, while high-frequency words are stable. In order to be psychologically adequate, theories of phonology and morphology must be equipped with appropriate tools to accommodate various frequency effects.

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## Nonword repetition in two different L2 instructional contexts in Greece and the US

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Nonword repetition (NWR) involves the ability to perceive, store, recall and accurately reproduce phonological sequences. These same abilities seem to play a role in word and morpheme learning, in both L1 and L2.

The aim of the study was to examine the degree of accuracy attained over time in NWR by two cohorts of students in similar L2 instructional contexts, one in Greece and one in the US. We aimed to investigate whether the length of nonwords, their phonological similarity to learners' L1, and students' language experience (as this is defined by the time spent in the bilingual program, i.e., 1 or 2 years), contribute to learners' task performance. The study took place in a Greek primary state school and a Charter K-12 school in the US. Greek students received intensive instruction in L2 English while American students attended a dual language immersion program in L2 Greek. 52 students from grade 1 (26 Greek, 26 US) and 60 students (30 Greek, 30 US) from grade 2 completed NWR tasks in both languages and recalled Greek-like and English-like items.

Based on previous findings, we expected to find a word-length effect on participants' performance, i.e., a better recall of shorter than longer nonwords. Also, we expected to find more accurate nonword recall in the task involving phonological sequences bearing similarity with participants' L1. The Greek group was expected to perform better in the recall of Greek nonwords than English ones while the US group was expected to be more accurate when recalling English-like items than Greek-like ones. Regarding length of bilingual instructional experience, we expected 2nd graders to perform better than 1st graders in both educational contexts, due to the longer time overall spent in the program.

The results confirmed our hypotheses: the longer the nonwords, the more difficult the task of accurate reproduction proved to be for the participants; Greek children produced Greek-like items more accurately than English-like ones while, interestingly, they performed equally well in the recall of English nonwords. Conversely, American students produced English-like items more accurately than Greek-like ones. Finally, regarding the length of instructional experience in these bilingual settings, results indicate that the US students improved performance in both NWR tasks from grade 1 to grade 2 while Greek students further improved in the recall of English nonwords in grade 2.

The present study contributes to research as it cross-examines performance in NWR in two different languages (Greek, English) by two different student populations attending bilingual education in L2 Greek and L2 English, in the US and Greece respectively. The implications of the study inform our understanding of the relationship between information processing of novel phonological material and language learning.

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## Antipassive prefixation in Paraguayan Guarani: Typological features and comparison with noun incorporation

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Paraguayan Guarani is assumed to lack an antipassive (Dryer & Haspelmath, 2013; Heaton, 2017, 2020). We provide evidence from literature, internet sources, sociolinguistic

interviews, and elicitation for an analysis of the verbal prefixes *poro-* and *mba'e-* as antipassive (1, 2).

1. *a-poro-juka*

1SG.ACTIVE-ANTIPASSIVE.HUM-kill  
'I kill (people).'

2. *a-mba'e-jogua*

1SG.ACTIVE-ANTIPASSIVE.NONHUM-buy  
'I buy (things).'

We show that *poro-/mba'e-* prefixation has the following properties typical of antipassives cross-linguistically (Heaton, 2017): alternation with less marked transitives; backgrounded generic, non-specific, or unknown patient; subjects are agentive; syntactically intransitivizing. It also has the following properties shared by some antipassive types but not universal: exclusion of overt direct object or oblique patient; compatibility with telic, atelic, habitual, and episodic interpretations; compatibility with perfective and imperfective aspect; dedicated, non-syncretic markers; general application with transitive predicates and high productivity.

Since *mba'e* 'thing' is also an independent word, *poro-/mba'e-* prefixation has been previously analyzed as noun incorporation (NI: Velázquez-Castillo, 1995). We argue against this analysis since none of the following properties present in Guaraní NI are shared by *poro-/mba'e-*: NI arguments can be manner complements, comitatives, and even subjects; NI can have non-compositional semantics; NI predicates can co-occur with the transitivizing causative *mbo-*; NI yields transitive predicates; NI has reduced productivity in the modern language. To capture this connection, we propose instead that *mba'e-* became an antipassive prefix via grammaticalization.

To conclude, this is the first antipassive analysis proposed for any Tupi-Guaraní language. Paraguayan Guaraní is, moreover, another language showing a rare pattern where antipassive markers are not syncretic with other voice or aspect markers, in agreement with Heaton (2017, 2020) and contra Polinsky (2017).

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## Rules and exceptions *versus* rules with no exceptions at all: The case of *be+ing* (a.k.a. the *progressive*) in the grammar of English

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Most grammar books have always been happy with the “rule and exceptions” approach that seems to be another fact of life. Many language students struggle with rules which at first seem to work and then do not, and yet everyone seems to accept that nothing can be done. To take but one example, it is common teaching practice to say that a number of verbs “do not take the *progressive*” – e.g. *agree, apologize, average, believe, cost, know, mean, need, remember understand, want* etc. for reasons not always stated clearly. The lists of such verbs will vary from one book to the next. But what if those verbs did appear in sentences in the *progressive*? And they do. Is each occurrence to be considered an exception? Or is there an alternative approach to the matter? There is. The question of the *progressive* is one of the founding pillars of the linguistic framework known as “Meta-operational grammar” which excludes any extralinguistic parameters in its approach, thus keeping actions at bay to understand how the grammar of languages functions. Using authentic everyday occurrences taken from conversations, adverts, announcements of all kinds, films, news bulletins etc. we shall prove that there is no such thing as “verbs not (usually) used in the *progressive*” and shall propose suitable explanations as to what *be+ing* sentences convey exactly. The point of our presentation will be both theoretical and pedagogical. Only after it has been clearly understood by teachers can a particular chapter be taught properly. When faced with such sentences as “*I am not arguing with him, I am agreeing with him.*” many students will be tempted to say that mistakes have been made when in fact there is absolutely nothing wrong with such a sentence. What is at stake is an overall understanding of a more general opposition which characterizes the grammar of English, that of *simple* versus *progressive*:

He wears a coat / he is wearing a coat  
He wore a coat / he was wearing a coat  
He has worn a coat / he has been wearing a coat  
He had worn a coat / he had been wearing a coat

And with modals:

He should wear a coat / he should be wearing a coat  
He will wear a coat / he will be wearing a coat  
etc.

To fully grasp how the whole system functions one needs to look into grammar and not into actions. Such concepts as *status* and *orientation* – verb oriented and subject oriented sentences – will be used. They constitute part of the linguistic tools used in Meta-operational grammar.

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# Unmarkedness driven *reduction* in child Greek L1: Patterns determined by Sonority Distance

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In this case study, we investigate the *reduction* patterns in the realization of rising and falling/reversed sonority consonantal sequences (CS) in the disordered phonological system of a Standard Modern Greek (SMG) L1 child (age: 4;10) with Developmental Language Disorder. Our dataset is drawn from Giannakaki (2020). *Reduction* of both rising and falling sonority CS is the dominant pattern (over 80%) in the child's grammar. The data indicate that the child has yet to acquire complex syllable structures (e.g., complex onsets, extrasyllabic adjuncts). Target CS are not faithfully realized in word-initial/internal and (un)stressed position at this stage.

We propose that the *reduction* is driven by *unmarkedness*. CS markedness is in reverse proportion to the Sonority Distance (SD) between C1 and C2 (e.g., Gierut, 1999). We assume numerical values increasing from the least sonorous (voiceless STOPS=1) to the most sonorous (LIQUIDS=8) segment (building on Steriade (1982)) (cf., the *Sonority Scale* for SMG, Kappa (1995): /p, t, k/</f, θ, x/</v, ð, ɣ/</s/</z/</m/</n/</l, r/). In our dataset, *reduction* of both rising and falling target onset sequences follows two different patterns, determined by the SD between C1 and C2 (building on Gierut (1999)), i.e. C2 minus C1:

- (i) When the absolute SD between C1 and C2 is relatively larger, namely in well-formed clusters with  $SD > 4$ , e.g., /pli.dí.ri.o/ → [pi.dí.ri.o] 'washing-machine' ( $SD = 7$ ) and in falling sonority CS with  $SD = -3$  (negative as C2 is less sonorous (=smaller value) than C1; cf., Gierut (1999)), e.g., /má.ska/ → [má.ka] 'mask', CS are reduced to *the less sonorous segment*.
- (ii) When the absolute SD between C1 and C2 is relatively smaller, namely in rising sonority CS with  $1 \leq SD < 4$ , e.g., /psa.lí.ði/ → [sa.lí.ji] 'scissors' ( $SD = 3$ ), and in falling sonority CS with  $SD = -2$ , e.g., /po.ðó.sfe.ro/ → [po.jó.se.ro] 'football', the segment with the *unmarked* CORONAL Place of Articulation (PoA) (either C1 or C2) is preserved.

We frame our analysis within Optimality Theory (Prince & Smolensky, 1993). The *reduction* in (i) results from the interaction of Faithfulness and Markedness constraints for Manner of Articulation (MoA). Meanwhile, in (ii), the segment with the *unmarked* PoA is preserved, as a result of the interaction of Faithfulness and Markedness constraints for PoA.

The data in (i), (ii) imply that the child's *reduction* strategies are motivated by markedness originating from SD, instead of cluster well-formedness (e.g., Kappa, 2002), or input frequency (e.g., Tzakosta, 2007), which drive *reduction* patterns in typical phonological acquisition in SMG. A high SD between the members of a CS results in the preservation of the less sonorous segment, while a small (more marked) SD results in the realization of the segment with the unmarked PoA. We claim that SD determines what segment is realized in CS *reduction*, in this grammar, and the emergence of patterns is not decided by whether sonority is rising, or falling.

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## Το γλωσσικό λάθος στη δεύτερη/ξένη γλώσσα: Η οπτική των διδασκόντων/ουσών

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Η συμβολή του γλωσσικού λάθους στη διδασκαλία της δεύτερης/ξένης γλώσσας (Γ2) οδήγησε πολλούς ερευνητές στην εκτενή ανάλυση και κατηγοριοποίησή του. Αντίστοιχο ενδιαφέρον έχει παρατηρηθεί και στην ελληνική γλώσσα (ενδεικτικά Αναστασιάδη-Συμεωνίδη κ.ά., 2008· Αντωνοπούλου κ.ά., 2006). Ωστόσο, η ύπαρξη πλήθους ερευνών δεν είναι ικανή παράμετρος ώστε να οδηγήσει από μόνη της στη σωστή αξιοποίηση του λάθους στην καθημερινή διδακτική πρακτική. Υπό το πρίσμα αυτό και με δεδομένη την περιορισμένη έρευνα στον εν λόγω χώρο (ενδεικτικά Ήργης & Μακρή, 2007· Ράπτη, 2002), η παρούσα έρευνα μελετά την ψυχολογική διάσταση σε συνδυασμό με την παιδαγωγική και διδακτική αξιοποίηση του γλωσσικού λάθους των διδασκόμενων την ελληνική ως Γ2, όπως αυτή ανακύπτει μέσα από τη μελέτη των απόψεων ικανού αριθμού εκπαιδευτικών της ελληνικής επικράτειας.

Για την εξαγωγή όσο το δυνατόν αξιόπιστων συμπερασμάτων συλλέχθηκαν τόσο ποσοτικά όσο και ποιοτικά δεδομένα, με τα εργαλεία συλλογής τους αντίστοιχα να αποτελούν ένα ερωτηματολόγιο κλειστού τύπου και συνέντευξη. Αναφορικά με το ερωτηματολόγιο, οι ερωτήσεις –42 συνολικά– χωρίζονται στους εξής θεματικούς άξονες: (α) ορισμός του γλωσσικού λάθους, (β) η άποψη των εκπαιδευτικών σχετικά με το γλωσσικό λάθος των ξενόγλωσσων μαθητών της ελληνικής, (γ) η συμβολή της ανάλυσης και κατηγοριοποίησης του γλωσσικού λάθους των ξενόγλωσσων μαθητών στη διδακτική και μαθησιακή διαδικασία, (δ) διδακτικές προσεγγίσεις για τη διαχείριση του γλωσσικού λάθους των ξενόγλωσσων μαθητών στον προφορικό και στον γραπτό λόγο. Αντίστοιχα, η συνέντευξη εστιάζει σε τέσσερις θεματικούς άξονες, ίδιους με αυτούς του ερωτηματολογίου.

Η ανάλυση των ερωτηματολογίων (93 έγκυρα) πραγματοποιήθηκε με τη χρήση του στατιστικού πακέτου SPSS, εφαρμόζοντας το τεστ ανεξαρτησίας χ<sup>2</sup>. Τα δε δεδομένα που συλλέχθηκαν από τις συνεντεύξεις είχαν κυρίως επεξηγηματικό ρόλο, ως προς τα αποτελέσματα του ερωτηματολογίου. Από τα αποτελέσματα προκύπτει ότι οι Έλληνες εκπαιδευτικοί της πρωτοβάθμιας εκπαίδευσης έχουν αρχίσει να αντιλαμβάνονται την

ωφέλιμη διάσταση της αξιοποίησης του γλωσσικού λάθους των ξενόγλωσσων μαθητών στη διδακτική και μαθησιακή διαδικασία. Τα αποτελέσματα της παρούσας έρευνας αναμένεται να συμβάλουν στην περαιτέρω αξιοποίηση του λάθους στη διδακτική διαδικασία.

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## **Differences in young learners' lexical co-construction in an oral or written collaborative task**

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Considering that collaborative tasks are increasingly common in many Primary and Secondary schools, research on how learners can benefit from them is necessary. Most studies have focused on analysing students' production of Language-Related Episodes (LREs), where learners pay explicit attention to and co-construct the language they are using (Swain & Lapkin, 1998). Although they have found a positive effect of LREs on L2 development, they have been carried out with adults and have mainly examined grammatical LREs. Therefore, an in-depth analysis of *lexical* LREs in young learners' interaction is of paramount importance, given their role in students' lexical development and the need for research in this population (García Mayo, 2018; Murphy & Evangelou, 2016). Additionally, task modality needs to be considered since previous studies have found significant differences in students' attention to form between oral and oral+written tasks (Niu, 2009), although such studies have usually employed different tasks for the oral and written modes, or a similar task with different instructions or phases.

To fill these gaps, this paper analyses the production of 40 learners of English from Grades 4 and 6 in Primary Education after completing the same storytelling task in pairs, either in oral or in written form. The nature of the task was controlled by using the same 6 wordless prompts and the same instructions for all participants, unlike previous studies. After transcribing students' interaction, lexical LREs were identified, counted and classified in

terms of type and resolution, and results were quantitatively compared between the oral and the written groups in each grade.

Results show that, although both groups in Grade 4 produced a similar amount of lexical LREs the oral group produced more LREs searching for new words than the written group, whereas participants in the written group seemed to divide their attention between meaning and form since they produced fewer LREs searching for new words but more LREs focused on pronunciation/spelling than the oral group. In terms of resolution, the oral group left more LREs unresolved. In contrast to Grade 4, the written group in Grade 6 produced significantly more lexical LREs than its oral counterpart. In particular, this group produced significantly more LREs searching for new words in addition to more LREs about pronunciation/spelling. Moreover, the written group also achieved significantly higher rates of correct resolution.

In conclusion, a change in the modality of the task seems to have some significant effects on the production of lexical LREs as well as a differing impact in Grades 4 and 6, which has important implications as regards the use of oral and written collaborative tasks for vocabulary learning with young learners at different maturational points.

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## Bilingual mental lexicon & processing: The interplay of language and cognition

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The aim of the study is to explore the function of the mental lexicon in bilingual developing grammars. Specifically, we examine the effect of sentential context on lexical ambiguity resolution in Greek speaking monolingual children and Albanian-Greek speaking bilingual children. Context and word frequency are factors that can contribute diversely to lexical processing depending on the child's age (Booth et al., 2006; Khanna & Boland, 2010), however, the role of them has not been examined in L1 and L2 Greek. To this aim, we systematically assessed sentence context effects in homonym meaning activation in 40 monolingual and bilingual children aged 10 to 12 years old ( $M: 10;8$ ,  $SD: 0;5$ ) using a cross-modal priming paradigm. Primes were sentences biasing towards the first, second, or neither meaning of a sentence-final homonym and visual targets were related to either the first or the second meaning of the homonym. The homonyms, control items and visual targets were selected with the use of three preliminary tests; one to identify a list of 30

homonyms with a high frequency first meaning (M: 74,8%) and a low frequency second meaning (M: 38,4%), the second test to select the most frequently associated target words to each meaning and the third task to verify that homonyms and control words were of similar frequency. We additionally administered (a) the Raven's Progressive Matrices Test as a measure of basic cognitive functioning for non-verbal intelligence, (b) the Digit Span Backwards Recall of the Wechsler Adult Intelligence Scale (WAIS) as a measure of verbal working memory, and (c) the Nonverbal Stroop Card Sorting Test as an inhibitory control measure. Verbal working memory and inhibitory control were employed to examine whether the use of sentential context for lexical ambiguity resolution relates to bilingualism and/or cognitive processing capacity. For the linguistic profiling of our bilingual participants, we also administered a background questionnaire adapted from Mattheoudakis, et al. (2016) to quantify language input indexes for the L1(s) and L2 along with a standardized test for productive vocabulary skills in Greek, namely the Crichton Vocabulary Scales. The data analysis showed (a) processing differences due to bilingualism, (b) children's processing times affected by cognitive skills, and (c) visual word recognition skills of bilinguals related to their linguistic profiling.

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## Multilingual practices driving bilingual lexical and grammatical development: Evidence from the majority and minority language

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The aim of the study is to examine lexical and grammatical development in bilingual children in relation to early childhood input in both L1s and current language practices in the family and educational context. Research has showed that both quantity and quality of input impact on grammatical growth with input quantity in particular explaining a great degree of variation in the overall development of grammatical abilities (Chondrogianni & Marinis, 2011). However, most studies tend to test only the majority language and not the minority language of bilingual children. To address this limitation and add explanatory value to the investigation of bilingual language development we are examining development in both languages. Specifically, to assess lexical growth we employ a standardized expressive vocabulary test in Greek (Vogindroukas et al., 2009) and a similar vocabulary test in Albanian (Kapia & Kananaj, 2013) and to measure grammatical development we use a Sentence Repetition Task in both Greek (Gr-SRT) and Albanian (Alb-SRT). The SRT task was developed

within the COST Action following the guidelines outlined in Marinis and Arnom-Lotem (2015). The Gr-SRT examines eight types of structures (32 items), while the Alb-SRT 10 type of structures (60 items). The tests were administered to 58 Greek-Albanian bilingual children (F: 38, M: 21) aged 7;9 to 10;6 years old (M: 9;2 SD: 0;6) residing in Greece. Background information was collected on a number of input variables, such as age of onset of exposure to each language, home language strategies, literacy development in both L1s, language preferences for oral communication and hours of instruction in each language (Mattheoudakis et al., 2016). The results show that (a) vocabulary development in both languages is positively affected by support of literacy in the minority language and (b) there is positive transfer between majority and minority grammatical systems since higher attainment in one language was strongly associated to higher attainment in the other language.

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## Η έκφραση της πιθανότητας, της αβεβαιότητας και εικασίας στην Ισπανική και Ελληνική γλώσσα\*

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Πώς θα μπορούσε να εκφραστεί η πιθανότητα, η αβεβαιότητα και η εικασία στην Ισπανική και Ελληνική γλώσσα; Μπορεί να συμβεί με τον ίδιο τρόπο; Ποιες μπορεί να είναι οι ομοιότητες και ποιες οι διαφορές; Για να απαντηθούν τα παραπάνω ερωτήματα έγινε μια προσπάθεια προσέγγισης της λειτουργίας των χρόνων του μέλλοντα της οριστικής έγκλισης στα Ισπανικά και τα Νέα Ελληνικά. Ποιοι θα μπορούσαν να είναι οι λόγοι που ώθησαν το ερευνητικό μας ενδιαφέρον στον συγκεκριμένο τομέα; Ενδεχομένως, η παγκοσμιοποίηση και η επιτακτική ανάγκη πλέον της εκμάθησης ξένων γλωσσών καθώς και η διαπίστωση ότι η ισπανική γλώσσα κερδίζει συνεχώς έδαφος στις προτιμήσεις των Ελλήνων σπουδαστών. Η Ελληνική και η Ισπανική παρουσιάζουν ομοιότητες σε επίπεδο φωνητικής, φωνολογίας, σύνταξης και σημασιολογίας, ωστόσο το πεδίο της γλωσσολογικής έρευνας ανάμεσα σε αυτές τις δύο γλώσσες είναι ακόμη παρθένο. Επιλέξαμε το πεδίο του ρηματικού παραδείγματος, το οποίο αποτελεί ένα από τα κατεξοχήν πεδία στα οποία εντοπίζονται

λάθη κατά την εκμάθηση της Ισπανικής από Έλληνες σπουδαστές, και ειδικότερα το πεδίο των αποκαλούμενων «μελλοντικών χρόνων». Λαμβάνοντας υπόψη το γεγονός ότι οι χρόνοι δεν παρουσιάζουν μόνο χρονικά γεγονότα αλλά έχουν την ικανότητα να εκφράσουν μη χρονικά περιεχόμενα και να μεταφέρουν μηνύματα πέρα από συγκεκριμένα χρονικά πλαίσια, αναζητήθηκε στο πεδίο των μελλοντικών χρόνων η μελέτη των μηχανισμών μέσω των οποίων οι παραπάνω χρόνοι εκφράζουν πιθανότητα, αμφιβολία και εικασία. Για παράδειγμα: “¿Qué hora es? No tengo reloj. Serán las 3., Τι ώρα είναι; Δεν έχω ρολόι. Θα είναι 3.”, “Estará con sus amigos (= probablemente está con sus amigos), Θα βιάζεται (=μάλλον βιάζεται), γι’ αυτό έφυγε τόσο γρήγορα.” Ο στόχος μας είναι η επεξήγηση των ομοιοτήτων και των διαφορών που παρουσιάζουν οι χρόνοι του μέλλοντα και της υποθετικής στην οριστική έγκλιση στα Ισπανικά και στα Νέα Ελληνικά αντίστοιχα. Για το σκοπό αυτό, στηριχθήκαμε στη θεωρία της χρονικότητας, όπως προτάθηκε για τα Ισπανικά από τον Veiga (2008) και εν συνεχεία τροποποιήθηκε και εξελίχθηκε σε επόμενα έργα (μεταξύ άλλων Veiga, 2012, 2013, 2015· Leontaridi, 2019), προσαρμόζοντάς την ταυτόχρονα στη δομή του ελληνικού ρηματικού παραδείγματος. Η γλωσσολογική ανάλυση παρουσίασε ότι οι συμπτώσεις στις κατηγορίες της χρονικότητας και της χρονικής μετατόπισης που χαρακτηρίζουν τις δύο γλώσσες καθιστούν δυνατή την παραδοχή συστηματικών παραλληλισμών, τόσο σε σχέση με τις «ορθές» όσο και τις «μετατοπισμένες» χρήσεις των εν λόγω ρηματικών τύπων.

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## Motivation predictors of EAP performance in Greece

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The L2 Motivational Self System-L2MSS model of motivation (Dörnyei, 2005, 2009) has been the dominant theory for English language learning in the globalization era. However, research on L2MSS in the Greek higher education setting is scarce.

The present study seeks to investigate the predictors of English language achievement (perceived and current) based on L2MSS variables: ideal L2 self, ought-to L2 self, instrumentality promotion and instrumentality prevention (Taguchi et al., (2009) questionnaire). 359 Greek university students reported their English language competence based on the certificates they hold and took the TOEFL ITP test of academic English competence. Preliminary analysis of the questionnaire data with Principle Component Analysis revealed that the internal structure of the questionnaire remains stable in the Greek version and the reliabilities of the factors are high (Cronbach  $\alpha > .70$ ).

Results indicated that self-perceived competence and academic English performance significantly correlated with each other and with instrumentality promotion and ideal L2 self. On the contrary, ought-to L2 self negatively and significantly correlates with academic performance. Multiple regression analysis revealed that ideal L2 self was a significant predictor of self-perceived competence and academic English performance. The results are discussed in relation to the Greek university context and teaching implications are suggested. (124wrđ)

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## Key lifelong competences at school: A comparison of the FL curricula of European and Greek State schools

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The demands of 21st-century life are multifaceted, necessitating knowledge on a vast inventory of fields for an individual to constitute an efficient and adequately equipped member of the new global society. It is why competences, which are defined as a combination of knowledge, skills, attitudes and values appropriate to the context (European Commission, 2018, p.1), come to the forefront.

The present study aims to explore key lifelong competences –as set by the Council of the European Union– in the foreign language (FL) curricula of European schools and Greek state schools via a thorough analysis of the structure and goals of the curricula and a comparison between the two contexts. Furthermore, it endeavours to explore the incorporation of lifelong key competences in the Greek foreign language classes and depict the contemporary educational reality in this context. It also looks into potential constraints across the path of incorporation as well as Greek EFL teachers' beliefs on the issue.

For this reason, quantitative research was carried out, in which ninety-five (95) EFL teachers who teach both in Primary and Secondary Greek State Schools have participated by answering a questionnaire including 18 items. They are divided into four sections: a) demographic data, b) academic background, c) opinions on current curriculum and familiarity with key lifelong competences, and d) integration of key lifelong competences in the teaching practice. The research data was processed using descriptive and inferential statistical analysis.

The comparison with the European School curricula and the findings from the questionnaire indicated that Greek EFL teachers use a multitude of competence-related practices in their classrooms, with the Integrated Foreign Language Curriculum (IFLC) providing them with the theoretical basis necessary to make a successful start. However, limited class time and lack of funding to create innovative learning environments comprise the major practical constraints that prevent them from further implementing key lifelong learning competences.

It should be noted that training on different competences and a gradual complete immersion of the entire educational system in their principles could present the stepping stone to the incorporation of competences in the Greek EFL classrooms, shaping successful future citizens.

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## Competitive derivational suffixes: Introducing allofixes

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Several studies (Drachman, Kager & Malikouti-Drachman, 1995; Πάλλη, 2005) presented a few pairs of suffixes or prefixes, which are divided into two groups: (a) the pairs of suffixes with a different form, but they have almost the same semantical meaning, they are combined with the same-type bases and they usually appear in the same morphological environments, and (b) the pairs of suffixes associated with the same-type bases, but they always appear in different morphological environments due to some phonological properties and restrictions. Most of the suffixes pairs of group (a) co-occur and are combined with the same bases due their appearance in different historical phases of a language. Additionally, the suffixes pairs of group (b) are mistakenly considered as allomorphs (Drachman, Kager & Malikouti-Drachman, 1995).

In this research paper, we will present and analyse both suffix pairs categories. Nevertheless, the main aim of the analysis is to identify competitive suffixes that do not appear in the same morpho-phonological environment. For these pairs, the term *allofix* is introduced. Allofixes are defined as two suffixes that are different entries in the morpheme lexicon, with a different phonological shape and properties, but they have similar (almost identical) semantic properties, and they appear in different morphological environments, mainly because of morphological - and often phonological - restrictions. The allofixes are especially derivational (and inflectional) suffixes that are in complementary distribution (-σιμ(ο) vs. -μα, -ένι(ος) vs. -ιν(ος), -ίζ(ω) vs. -άρ(ω)). Nevertheless, there are very few exceptions due to different historical periods of the language and dialectal variations (-ως vs. -α, -τάτ(ος) vs. -ίστ(ος)). Following the phonological restrictions by Μαλικούτη-Drachman and Drachman (1989) as well as Drachman, Kager and Malikouti-Drachman (1995) and mainly some morphological constraints, such as the blocking constraint (Aronoff, 1976; Πάλλη, 2005; Booij, 2005), we will expand the analysis and justification of allofix presence on phono-morpho-semantic grounds taking some ideas from the properties of allomorphy (Karasimos, 2011).

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## **“Curing the Limbo” for adult refugees living in Athens: Lessons learned from an action-research based language learning project**

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Following a UNESCO report (UNESCO, 2018, p. 6) on education in the context of forced displacement that argues that “one-size-fits-all policy solutions pose grave risks for educational outcomes”, this paper presents the challenges encountered in the process of designing, implementing, evaluating and redesigning a Greek and English language program for the purposes of an innovative refugee integration project called *Curing the Limbo*. The project, which was implemented by the City of Athens with the strategic partnership of the NKUA, adopted a holistic approach to refugee integration into the urban fabric of Athens aspiring to come up with a well-orchestrated inclusion strategy, that involves mutual accommodation and change on the part of both the migrant and host society (Dragonas, 2021; Ager & Strang, 2008; Council of Europe, 2004).

A total of 350 Arabic, Farsi and French speaking refugees enrolled in the program were free to design their own “menu of options” and decide to engage in whichever activity (Greek and English language learning classes; audiovisual expression and creativity workshops; ICT classes; training in cultural mediation), responded to their individual interests and learning needs. Language learning stood at the heart of all our initiatives and represented the critical stabilizing force and the “safe haven” (Magro, 2007, p. 2) for this particular group.

Taking the above into account and given that action research is an appropriate methodological framework in integration projects (Alidou & Glanz, 2015, p. 41), in this paper we explore the challenges encountered and the crucial decisions that were made and tested in the design and implementation of a Greek and English language program for the purposes of the *Curing the Limbo* project, such as the development of an appropriate and flexible language curriculum framework, the reinforcement of learners’ motivation in sustaining class attendance, the emergency remote learning (ERT) adjustments required during the first lockdown, and, the design of a blended learning approach in the subsequent period.

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## Developing HEI students' four Cs of 21st century learning through intercultural communication courses

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In recent year, there is an evident shift emerging reflected in the current discourse on the education Higher Education Institutions' (HEI) are focusing on and providing. This focus is moving away from the limited scope of enquiry and scientific rigour. The goals and objectives are now slowly being set to also prepare students and to equip them with a cluster of productive skills to face the challenges of the global society. There is an evident need for HEIs to implement well-planned intercultural communication stand-alone courses and/or seminars, which actively integrate the "Four Cs" of 21st century learning, namely: Communication, Collaboration, Critical Thinking, and Creativity. HEIs ought to seek to leverage the power of intercultural communicative competence development to support and enhance students' (inter)cultural awareness and competences, but also to cultivate these four Cs. In essence, such intercultural communication courses can create an environment where transformative, experiential, and interactive learning can take place thus equipping the students with the necessary skills to face their current and future social and professional challenges. This presentation provides a theoretical framework -within an HEI context- through which an intercultural communication course can systematically integrate the four Cs. Moreover, some practical considerations are discussed and some teaching suggestions and examples are provided.

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### **The CEF agribusiness professional profile: An insight into their communicative needs**

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Designing a course for agribusiness professionals can be a challenge for an English language teacher. To address this, a Common European Framework (CEF) Professional Profile has been developed. This profile is based on a thorough research of the agribusiness entrepreneurs communication needs through text analysis, interviews and narrative accounts, adopting therefore the methodology introduced by Huhta et al. (2013). The profile defines the context for language use in situations the learners are likely to be engaged in. It gives insight to the overall system workplace communication functions enabling thus the practitioner to find materials that increment the linguistic competence required in workplace contexts. Its contents are understood as a formulation of a map of communication and are directly related to authenticity and specificity in ESP materials selection and design. So far, no profile for Agribusiness professionals has been developed so the present research fills in a gap in the CEF Professional Profiles in ESP literature.

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## **“When good intentions backfire”: Contrasting views of teachers and students about translanguaging in Japanese higher education**

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This study explores views and practices of translanguaging--the use of learners' first language (L1) as resources for learning and/or as a pedagogic strategy--in Japanese higher education. Sixty-seven L2 learners of English were recruited from a Japanese university and they were interviewed about their perspectives on language teachers' use of translanguaging in an English-medium instruction (EMI) setting. For comparison purposes, data from eight English teachers were additionally collected from the same institution. Transcribed interview recordings were analyzed using thematic analysis to identify salient themes related to the reasons for supporting or opposing the practice. Based upon earlier studies investigating L2 learners' general perceptions and demands of EMI courses (e.g., Carson & Kashihara, 2012; Lee & Lo, 2017; Norman, 2008), the potential impacts of “past experience of international communication using English as a lingua franca (ELF)” and “L2 proficiency” on learner attitudes were evaluated. The results indicated that while all faculty participants support and (wish to) implement translanguaging both in and out of the classroom, approximately two-thirds of the student participants hold a negative view of teachers' translanguaging. Students' attitudes were shown to correlate strongly with past experience of ELF communication but not with target language proficiency. The findings are discussed in relation to why teachers' decision to translanguage needs to be context-driven and how/what translanguaging techniques can be put into practice in a way that helps maximize L2 learners' communicative potential.

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## Intersubjectivity and Korean general extender *-ko kulay* ‘and stuff’

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Studies examining “general extenders (hereafter GE)” such as *and stuff (like that)* have mostly concentrated on Indo-European languages. Turning to a typologically distinct language, this study investigates the Korean GE *ko kulay* ‘and stuff (like that)’ which consists of *ko* ‘and’ and *kulay* ‘do/be like that’. The study analyzes its frequency and discourse-pragmatic functions in 128 natural conversations, drawing on the frameworks of grammaticalization and (inter)subjectification.

Korean being an SOV language, its GE, which comes at the end of a sentence, contains the demonstrative predicate *kulay*. Despite of the structural difference, *ko kulay* shares many functions with English *and stuff*. For instance, *X-ko kulay* ‘X and stuff’ implies that there are “unstated more” instances of the same category belonging to X. The speaker can use it **only when** s/he assumes that the hearer can infer the “unstated more” based on their shared knowledge and experience. Hence it can function as a marker of invited solidarity (signaling “I know you know what I am saying because we understand each other”) and often collocates with *canha* ‘you know’. GEs in other languages (including *and stuff*, which often collocates with *you know*) also carry this function (“intersubjectivity” Cheshire, 2007). Furthermore, similar to GEs in other languages, *ko kulay* expresses intensity (e.g., *and everything*), hedging, and downgrading (e.g., *and shit*).

In addition, *ko kulay* can denote repetition and the speaker’s criticizing stance. Below, A criticizes B who dropped her phone.

A: Why did you drop your phone-*ko kulay* ‘and stuff?’

This use of marking criticism is conventionalized with *ko kulay*, and in this use, it no longer implies “unstated more” (intersubjectification). Summarizing, *ko kulay* encodes meanings of repetition and downgrader (“a lot in quantity so insignificant”) as well as of intensity and criticism (“chaotic”).

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## Greek L1 attrition in Germany: Bio-social and proficiency insights

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First language attrition (L1A) “refers to a gradual decline in native language proficiency among migrants” (Schmid, 2011) and depends on language input and use, social and affective factors (e.g. Yilmaz & Schmid, 2017), cultural context and linguistic and non-linguistic attitudes. L1A may concern phenomena relevant with morphosyntax, phonological and phonetic systems, pragmatics or vocabulary (see articles in Schmid & Köpke, 2013). Although there has been research on the L1A of various immigrant populations, to our knowledge, the current study is the first one to focus on the L1A of Greek immigrants in Germany.

We obtained our data from 66 Greeks (41 female and 25 male) who had an average length of residence in Germany 16.23 years (SD = 9.70) and had lived there (Munich, Nuremberg and Augsburg) for at least 7 years. They had all emigrated from Greece after the age of 17 (average age at migration= 26.18 years; SD=7,76). Their mean age was 42.41 years (SD = 9.50) and still lived in Germany at the time of the study. All participants were administered a sociolinguistic questionnaire and a motivational-attitude questionnaire translated and adapted in Greek from the respective tools originally developed by Monica Schmid (see <https://languageattrition.org/resources-for-researchers/>). The participants also took a cloze test and a reading comprehension test of C1 proficiency level in Greek and German. Initially the tests and the questionnaires were administered in loco, and then online due to COVID-19 restrictions.

A previous analysis of our data from the L1 and L2 proficiency tests (Klein et al., 2021) indicated a significant gap between Greek and German scores and underlined the need to re-examine the C-test results. In the current presentation we will discuss results obtained by using a different approach that allowed us to divide the the participants' errors into grammatical, lexical and collocational categories. To this purpose we employed the coding system suggested by Monica Schmid (see <https://languageattrition.org/resources-for-researchers/coding-your-data/coding-the-c-test/>) in order to further distinguish correct, partially correct and incorrect answers.

We will discuss the results from the reanalysis of the C-test in relation with L1 attrition predictors from the questionnaires, i.e. L1&L2 use, attitudes and motivation.

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## Speechreading in hearing and hearing-impaired Greek-speaking adults

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**Background:** Speechreading is a major source of speech-related information for hearing people but also for people with speech, language and hearing difficulties (Mohammed et al., 2006). Drawing on evidence from various lines of research, Woodhouse et al. (2009) argue that speechreading is an integral part of speech processing. Speechreading skills have been investigated for English-speaking hearing and deaf children (Kyle et al., 2013) and adults (Mohammed et al., 2006) and a strong link has been demonstrated with important literacy

skills, such as phonological awareness and single word reading (Buchanan-Worster et al., 2020). There has been no previous research into speechreading in Greek-speaking individuals.

**Aim:** The aim of this study is to investigate speechreading in Greek-speaking hearing and hearing-impaired adults. To this end, a new test designed to be appropriate for hearing and hearing-impaired people was administered, which assessed speechreading ability at the levels of words and sentences.

**Methodology:** Participants were ten hearing and ten hearing-impaired university students. The test included a video-only condition and a video-with-pictures condition. In the first condition, participants saw silent video clips of a female speaker and they had to name what the speaker said. Once all the stimuli were shown, the second condition followed. Participants were shown the same silent video clips at the top of a screen and below it an array of four pictures. They were asked to indicate the picture that matched what the speaker had said. There were two tasks assessing speechreading ability for words (disyllabic and trisyllabic) and two tasks assessing speechreading ability for sentences. In the latter two tasks, target words of the wordspeechreading tasks were included in the sentences.

**Results:** The results showed superior speechreading ability for words and sentences of the hearing-impaired participants compared to the hearing participants. In the latter group, there was significant variability in individual performance. In all cases, performance was almost at ceiling in the video-with-pictures condition. A qualitative analysis of erroneous responses showed that these were not random but shared phonological and visual characteristics with the target response (e.g. /ke'le θ i/ – /ε'lefi/). In some cases, participants answered by making reference to features of the target word that they thought they had recognized (e.g. /'ksistre/: something with /t/ and /r/).

**Conclusions:** The results on speechreading in Greek-speaking individuals are in agreement with the literature on other languages showing that speechreading ability is better in hearingimpaired adults compared with hearing adults. Results are discussed in relation to implications for clinical practice.

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# Syntactic properties in parental linguistic input of a Greek-speaking child with ASD: Results from a naturalistic intervention approach

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**Background:** Research with typically developing children has shown that maternal input is a critical factor in child language development (Naigles, 2013). Moreover, a number of studies have investigated the effect of both maternal and paternal input on child language development (Anderson et al., 2021). What is particularly relevant in the context of the current study is that research data has also shown significant interactions between parental input and language ability in children with Autism Spectrum Disorder (ASD) (Bang & Nadig, 2015; Flippin & Watson, 2015; Naigles, 2013; Haebig et al., 2013a, 2013b). To date, most of these data are from English-speaking ASD children, while studies on parental input and language skills in ASD children who speak a language other than English have been scarce (Bang & Nadig, 2015).

**Aim:** The aim of this study was twofold: a) to investigate the characteristics of maternal and paternal input in the case of a minimally verbal Greek-speaking child with ASD; b) to examine potential effects of this input on the child's linguistic development over a six-month period. The study was part of a larger naturalistic intervention project on the attachment patterns of children with ASD and their parents.

**Methodology:** A 4-year-old minimally verbal boy with ASD was video recorded in seven free play interactions with his mother and seven free play interactions with his father. For each parent the procedure consisted of two baseline sessions followed by five intervention sessions. Data coding and analyses focused on sentence structure in both parent and child language.

**Results:** The results show that parents used mainly simple linguistic structures consisting of main clauses and only few subordinate clauses, which typically make descriptions more complete. The most frequent types of parental utterances were statements, imperatives, direct questions and exclamations. As regards child language, an improvement was observed in verbal and communicative skills as suggested by (a) greater ability to focus and point at things, (b) less stereotypical movements, and (c) more syllables that sounded like real words already produced by his parents.

**Conclusions:** It is concluded that parents of children with ASD need guidance on their communication with their child and that minimally verbal children could benefit from targeted language intervention programs.

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## **The effect of input enhancement on the development of third person possessives by young EFL learners**

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A key concern in Instructed Second Language Acquisition (ISLA) research and pedagogy is how learner attention can be directed to linguistic forms during L2 learning communicative tasks. The quantity and the quality of input in foreign language contexts is not usually enough for learners to pay attention to relevant target forms and some type of intervention is necessary. Research has shown that input enhancement (IE) facilitates the noticing of the targeted L2 forms, leading to cognitive processes that benefit L2 learning (Lee & Révész, 2018; Smith, 1991). However, very few studies on IE have had children as participants. This longitudinal study investigated the extent to which IE in model texts could have an effect on the development of third person possessive pronouns (*his/her*) among young EFL learners. This target construction was selected because Spanish EFL learners have been reported to have difficulties with it.

The participants were 60 11- to 12-year-old Spanish children forming a total of 30 pairs from three EFL classes randomly assigned to a control group (CG), a treatment group (TG) and a long-term treatment group (LTG). The groups were engaged in two four-stage collaborative writing cycles of 3 weeks each separated by four months. The task involved (a) spontaneous noticing of linguistic problems while writing a picture-based story (Stage 1), comparison of their texts with a native-speaker model (Stage 2)/self-correction of the students' own texts, (c) rewriting of their original output (Stage 3) and (d) delayed post-test (Stage 4). The CG, which self-corrected their own texts, was not exposed to IE, the TG was only exposed to it during the two cycles and the LTG benefitted from this technique during the two writing cycles and the period in-between. For the treatment groups, the targeted construction was underlined in the model texts provided at the comparison stage.

The total number of possessive pronouns used in each text was calculated and coded. Chi-squared tests were conducted to compare proportions and to examine the effects of IE on the within- and across-cycle gains. The results revealed statistically significant differences between the treatment groups and the CG after the first treatment in Cycle 1 and between the LTG and the other two groups in Cycle 2 after a sustained exposure to IE. Therefore, IE seems to be a useful pedagogical tool to facilitate the children's noticing of third person possessives. Methodological and pedagogical implications will be discussed.

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## Re-contextualizing the official framework for refugee education in Greece: Identifying the gaps between guidelines and implementation in Mainstream and Reception Classes

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Over the last years, the efforts to provide educational support to children with refugee experience challenged several educational systems in Europe, including Greece. The young learners' diverse sociolinguistic, cultural and educational experiences revealed the necessity to redefine and redesign the educational context and process in order to comply with the newcomers' heterogeneous learning needs (Crul et al., 2019; Koehler & Schneider, 2019). Aiming to successfully integrate the emergent and escalated heterogeneous student population in Primary Education, the Ministry of Education and Religious Affairs in Greece established the enrollment of children with refugee experience to preparatory language courses within the official school context, by expanding the function of Reception Classes (RC) in parallel to their attendance in Mainstream Classes (MC) (Ministerial Bulletin no. 131024/Γ1/8-8-2016; Governmental Gazette 2687/τ.Β'/29-8-16). The paper discusses findings from a case study, conducted from mid-February to mid-July 2021 in the region of Tripolis (Arcadia) with seventeen (17) teachers of MC and RC regarding the implementation of the official guidelines, and more specifically: a) the conditions under which culturally and linguistically diverse students enroll in Primary education and, b) the official curricula regarding refugees for MC and RC, respectively.

Regarding the first axis, research results imply that the linguistic and educational capital of the newcomers are not prioritized leading, thus, to communicative and learning gaps for both educators and students. Moreover, MC teachers, complying with the demands of the mainstream monolingual curriculum framework, tend to use more "teacher-centered" methods and focus mainly to facilitate children's adaptation to the Greek school context. On the contrary, attendance to RC, grounded namely on the students' level of proficiency in the Greek language in conjunction with their linguistic and educational experiences, seems to support group homogeneity and facilitate their active participation in the learning process. Additionally, the "Open Curriculum Framework for teaching the Greek Language in RC (ZEP I) of Primary Education with refugee students" seems to facilitate the use of more "learner-oriented" approaches, focusing namely on second language learning. Based on the research findings, the paper discusses the need to re-contextualize the official context of refugee education in Greece with the aim to improve the operating framework of Mainstream and Reception Classes in terms of the implementation of the official guidelines regarding the enrollment criteria and curriculum within the school context.

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## The effect of explicit strategy instruction on effective use of sources in synthesis writing

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Source-based writing is becoming more prevalent in academic writing assignments and in tests of academic English competence especially in English as a foreign language (EFL) contexts (e.g. TOEFL iBT). This, in turn, has spawned much research into the strategies students use. Yet, despite the strong interest shown by both English for academic purposes (EAP) teachers and researchers alike, problems in effective use of sources particularly in adequate paraphrase and verbatim still persist especially for EFL students. Studies into the effect of explicit strategy instruction (SI) on students' overall writing performance have been promising, yet the effect on the more problematic aspects of writing like adequate paraphrase and citation as well as their use of relevant strategies is still scarce and warrants further investigation.

Against this backdrop, this paper examines the effect of explicit SI on students' use of paraphrase and citation and use of associated strategies in an integrated writing task using a written source and a video component. We conducted explicit SI intervention accompanied by a self-report strategy questionnaire for one semester in a Greek EAP course. The success of the intervention is indicated in the students' substantial improvement in their scores in the citation and verbatim scales (especially for the intermediate and advanced levels) and in their improvement of paraphrase and editing strategies. The study also highlights the value and feasibility of the use of video in synthesis writing in EFL contexts.

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## Repairables:

### A panorama of Modern Greek speakers' (socio)linguistic concerns

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This paper explores the sociolinguistic concerns of Modern Greek speakers as displayed in instances of self-/other-repair. Within ethnomethodological Conversation Analysis & Membership Categorization Analysis, repair has been defined as a mechanism that deals

with problems in speaking, hearing and understanding talk, which are not necessarily ‘errors’ of grammar, syntax, etc., as some obvious instances of those might go unnoticed while normatively flawless utterances might be corrected by participants. Repair involves the phases of initiating the process, by locating the problematic item, and (occasionally) solving the problem, by replacing the culprit. It can be carried out by the same or different participants and in different positions within the sequence, self-initiated self-repair being preferred over other options, such as other-initiated self-repair and other-initiated other-repair. Repair organization is crucial to maintaining and restoring intersubjectivity or mutual understanding, besides serving as a linkage between micro and macro. The data for this study has been culled from various unscripted television programs as it has been mostly collected during the coronavirus quarantine periods, but also because television is a valuable source as it provides an informative window on, and contributes to, civic life. The assortment comprises numerous cases of repair in terms of phonology, morphology, syntax, misnaming, hedging, reformulation, register, category choice, politeness. Since anything can be treated as ‘repairable’, the particular choices point to the sociolinguistic awareness of speakers, who exercise their grammatical and social competence in talk in interaction. In the case of the speakers of Modern Greek, the relevant instances illustrate troubles pertaining to correct speech, semantic accuracy, prestigious variants, borrowing, normative interactional behavior. In short, the whole gamut of current sociolinguistic concerns of the community, which remains in the throes of its diglossic past while struggling with foreign influences and its own 21st century evolution.

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## Πολυγλωσσική επικοινωνία στο νηπιαγωγείο: Δυνατότητες και περιορισμοί του Νέου Προγράμματος Σπουδών

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Μία από τις βασικές διαστάσεις του νέου προγράμματος σπουδών για τη διδασκαλία της γλώσσας στην προσχολική εκπαίδευση είναι η προώθηση της πολυγλωσσικής επικοινωνίας με στόχο την αναγνώριση της ισοτιμίας των γλωσσών και των πολιτισμών που μπορεί να συνυπάρχουν σε μια τάξη. Πρόκειται για ένα νέο στόχο, ο οποίος φαίνεται να είναι απόρροια των σύγχρονων κοινωνικών μεταβολών καθώς και της εκπαιδευτικής πολιτικής της Ευρωπαϊκής Ένωσης, που προωθεί ένα πολυγλωσσικό μοντέλο διδασκαλίας. Στην παρούσα εργασία εξετάζεται η υποεπάρκεια της πολυγλωσσικής επικοινωνίας και συζητούνται οι επιμέρους γνώσεις που επιδιώκονται να κατακτηθούν από τα παιδιά καθώς και οι προτεινόμενες δραστηριότητες. Με δεδομένο ότι α) δεν είναι εφικτό ούτε οι εκπαιδευτικοί ούτε τα παιδιά να μιλούν και να κατανοούν όλες τις διαθέσιμες γλώσσες της τάξης, β) τα παιδιά προσχολικής ηλικίας δεν έχουν κατακτήσει πλήρως το γραπτό κώδικα και γ) το νηπιαγωγείο παίζει ένα καθοριστικό ρόλο στην προετοιμασία των παιδιών για τη συμβατική διδασκαλία του γραμματισμού στο δημοτικό σχολείο, το πρόγραμμα αυτό εγείρει μια σειρά προβληματισμών ως προς την εφαρμογή πρακτικών πολυγλωσσίας στην προσχολική εκπαίδευση. Κατ' επέκταση, η νέα αυτή διάσταση δημιουργεί μια ένταση μεταξύ της παραδοσιακής αντίληψης για τη σημασία της γλώσσας του σχολείου και της «νέας» αντίληψης για την αξιοποίηση της διαφορετικότητας και των πολλαπλών πόρων και τρόπων νοηματοδότησης.

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### Exploring the challenges in the context of formal refugee/migrant language education in Greece through teachers' eyes

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Contemporary societies are a complex environment characterized by cultural and linguistic heterogeneity and exchanges between languages and cultures because of the globalization, people's relocation and the recent refugee crisis, which inevitably results in the contact of different languages and cultures in the school context. The present study intended to probe into the challenges that language teachers faced in Reception Classes (RC) and Reception Facilities for Refugee Education (RFRE) in the region of Central Macedonia as well as their suggestions with the aim to improve refugee/migrant language education. The data were collected through semi-structured interviews, which were conducted with 15 primary and secondary teachers working with refugees/migrants in formal educational settings. According to the findings of the study, teachers faced a number of challenges related to students' linguistic, cultural background, and the lack of proper teaching material. Overall, the findings highlighted the need for teacher education to help them cope with student diversity and apply a plurilingual approach of education considering all student linguistic and

cultural repertoires with the aim to include all student multiple identities in the learning procedure and cultivate respect and openness to otherness.

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## **“Conversations on culture”: Technology-mediated task-based peer teaching for learners of English and Modern Greek as foreign languages**

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The paper discusses a task-based, peer-teaching program between the Aristotle University of Thessaloniki Center for Foreign Language Teaching and the University of Michigan, Ann Arbor Modern Greek Program. “Conversations on Culture” is a program that takes place twice during every academic year since it was first piloted in 2012. The program connects learners of English as a FL (Aristotle University) with learners of Modern Greek as a FL (University of Michigan) at the intermediate level. Students interact in asynchronous and synchronous modes in groups and pairs to explore cultural topics in comparative ways using their native language as instructors/culture specialists and the FL, (English and Modern Greek, respectively) as investigators/interviewers. The topics are pre-determined based on student input. The program is based on the “5Cs” framework (communications, cultures, connections, comparisons, and communities; see: *Foreign Language Learning Standards for the 21st c*) and modeled after the intercultural project “Cultura-MIT” (<https://cultura.mit.edu/>). It incorporates task-based language teaching (TBLT) and implements a fully task-based driven format (Long, 2015), although the overall foreign language curricula both at Aristotle University and the University of Michigan are not fully task-based driven. The paper presents the program, the ways in which this kind of technology-mediated task-based peer teaching is integrated in two significantly different foreign language curricula at Aristotle University and the University of Michigan, and the impact of the program in student motivation and performance.

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## **Mood in factive contexts**

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Analysis of mood in formal semantics pursued the idea that Subjunctive occurs in those sentences whose interpretation requires the consideration of *p*-worlds (i.e. worlds where *p* is

true) together with  $\neg p$  worlds. This explains a large amount of data, but the occurrence of Subjunctive in sentences describing facts is still an intriguing matter. In European Portuguese, these contexts include: argument clauses of factive predicates (1), complement clauses of predicates expressing necessary or sufficient condition (2), concessive clauses (3):

- (1) a. lamento que {\*est<sub>IND</sub> / esteja<sub>SUBJ</sub>} a chover  
 'I am very sure/confident that he will get the job'  
 b. é normal que eles {\*est<sub>IND</sub> / estejam<sub>SUBJ</sub>} tristes  
 'It's normal that they are sad'  
 c. surpreende-me que {\*est<sub>IND</sub> / esteja<sub>SUBJ</sub>} a chover  
 'I'm surprised that it's raining'
- (2) a. foi preciso que {\*chegou<sub>IND</sub>/chegasse<sub>SUBJ</sub>} abril para que {\*choveu<sub>IND</sub> / chovesse<sub>SUBJ</sub>}  
 'it took April for it to rain'  
 b. bastou que {\*choveu<sub>IND</sub> / chovesse<sub>SUBJ</sub>} um pouco para o trânsito ficar caótico  
 'it only took a little rain for the traffic to become chaotic'
- (3) temos um carro, embora {\*tem<sub>IND</sub> / tenha<sub>SUBJ</sub>} pouca gasolina  
 'We have a car, although it's low on gas.'

An analysis of these constructions will be provided, showing that the meaning of all of them leads to the consideration of  $\neg p$  worlds, and, thus, the selection of Subjunctive, but for different reasons. Concerning (1), three subclasses of predicates will be distinguished. Predicates of the form  $x V \text{that } p$ , such as *lamentar* ('to regret'), involve a bouletic ordering; predicates of the form *be ADJ that p* (e.g., *be normal / strange / fair*) are associated with an ordering introduced by the adjective (e.g., *normal / strange* introduce a stereotypical ordering, *fair* introduces a deontic ordering, ...). These are the cases accounted for by a comparison semantic analysis (Villalta, 2008; Giannakidou & Mari, 2021, a.o.). As for predicates of the form *that p V x*, such as *to surprise* or *to irritate*, the claim will be made that they are Subjunctive rulers because the verb expresses a causal relation between the denotation of their arguments. The meaning of these predicates leads to consider  $\neg p$  worlds and, therefore, to the selection of Subjunctive, because A causes B means that if A were not the case, all the rest being the same, B would not be the case (Lewis, 1973; Salmon, 1998, a.o.). Likewise, counterfactual reasoning also explains the selection of Subjunctive by the predicates in (2). To say that *p was necessary for q* means that *p* and *q* hold in *w*, and every  $\neg p$  world similar to *w* is a  $\neg q$  world (i.e., if *p* were not the case, then *q* would not be true); *p was sufficient for q* means that *p* and *q* hold in *w*, and there is at least one  $\neg p$  world similar to *w* which is a  $\neg q$  world (i.e., if *p* were not the case, *q* might not be true). As for (3), a comparison between (the semantically close) concessive clauses, where Subjunctive occurs, and adversative clauses, where Indicative is obligatory, will be conducted, the following Context Change Potentials being proposed:

Given a context *c*, propositions *p* and *q*, such that *p* implicates *r* and *q* implicates  $\neg r$ ,

- (4)  $c + (p \text{ but } q) = c'$ , such that  $c' \in [[p]]$  &  $c' \in [[q]]$  &  $c' \in [[\neg r]]$

(*c'* contains only worlds where the implicature that follows from *q* holds  $\rightarrow$  Indicative)

- (5)  $c + (p \text{ although } q) = c'$ , such that  $c' \in [[p]]$  &  $c' \in [[q]]$  &  $(c' \cap [[\neg r]]) \neq \emptyset$  (*c'* contains at least one world where the implicature that follows from *q* does not hold  $\rightarrow$  Subjunctive)

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## Αφηγηματικές ικανότητες παιδιών με Παιδική Απραξία της Ομιλίας

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Η Παιδική Απραξία της Ομιλίας (ΠΑΟ) χαρακτηρίζεται ευρέως ως μία διαταραχή που επηρεάζει τον κινητικό προγραμματισμό της ομιλίας. Μπορεί να εμφανιστεί τόσο ως ιδιοπαθής διαταραχή, δηλαδή ως μία διαταραχή που περιορίζεται στο κινητικό έλλειμμα της ομιλίας, ή ως ένα ακόμα σύμπτωμα μιας νευροσυμπεριφορικής ή γενετικής διαταραχής. Τα κύρια χαρακτηριστικά της ΠΑΟ περιλαμβάνουν ασυνεπή σφάλματα στην παραγωγή λέξεων, δυσκολίες στην άρθρωση πολυσύλλαβων λέξεων και ασυνήθιστη προσωδία (ASHA, 2007). Έρευνες, όμως, δείχνουν ότι η ΠΑΟ μπορεί να επηρεάζει τη γλωσσική ικανότητα ευρύτερα, ενώ σύγχρονες μελέτες συνδέουν τις δυσκολίες παραγωγής λόγου των παιδιών με προβλήματα στις κοινωνικο-γνωστικές τους ικανότητες. Σκοπός της παρούσας έρευνας είναι να μελετήσει τις γλωσσικές και κοινωνικο-γνωστικές ικανότητες των παιδιών όπως αυτές παρουσιάζονται στις αναδιηγήσεις τους.

Πιο αναλυτικά, οι αφηγηματικές ικανότητες 20 παιδιών προσχολικής ηλικίας (4 με 6 ετών) με ιδιοπαθή ΠΑΟ και 20 τυπικά αναπτυσσόμενων παιδιών, ίδιου φύλου και παρόμοιας ηλικίας με τα παιδιά με ΠΑΟ, εξεταστήκαν με τη χρήση δύο ιστοριών του εργαλείου LITMUS MAIN (Gagarina κ.ά., 2012). Οι συμμετέχοντες έβλεπαν στον υπολογιστή, ανά δύο, τις έξι εικόνες κάθε ιστορίας ενώ παράλληλα άκουγαν την ηχογραφημένη φωνή μιας ηθοποιού να αφηγείται την ιστορία. Αμέσως μετά έπρεπε να αναδιηγηθούν την ιστορία, βλέποντας ξανά τις εικόνες, και να απαντήσουν σε συνολικά 10 ερωτήσεις κατανόησης. Προκειμένου να ελεγχθεί αν ο τρόπος με τον οποίο παρήγαγε η ηθοποιός την ιστορία θα μπορούσε να επηρεάσει την κατανόηση και τη μνήμη των παιδιών, κάθε ιστορία ειπώθηκε με δύο διαφορετικούς τρόπους (έντονη vs. επίπεδη προσωδία), ενώ κάθε παιδί άκουγε τη μία εκδοχή κάθε ιστορίας.

Τα αποτελέσματα έδειξαν ότι οι δύο ομάδες παιδιών είχαν παρόμοια επίδοση ως προς το λεξιλόγιο (λέξεις περιεχομένου και λειτουργικές λέξεις), το μέσο μήκος εκφωνήματος και τη χρήση δευτερευουσών προτάσεων (επιρρηματικών, αναφορικών και συμπληρωματικών) (γλωσσικές ικανότητες). Δυσκολίες, όμως, φάνηκαν στην ομάδα των παιδιών με ΠΑΟ στην αναγνώριση των σκέψεων και των συναισθημάτων των πρωταγωνιστών της ιστορίας (κοινωνικο-γνωστικές ικανότητες), οι οποίες ήταν εμφανείς τόσο στις αναδιηγήσεις τους όσο και στην επίδοσή τους στις ερωτήσεις κατανόησης. Τέλος, ενώ τα τυπικά αναπτυσσόμενα παιδιά φάνηκε ότι επωφελήθηκαν από την έντονη προσωδία, η επίδοση των παιδιών με ΠΑΟ δεν είχε διαφορά ανάλογα με τα προσωδιακά χαρακτηριστικά των ιστοριών.

Η έλλειψη διαφορών στη γλωσσική ικανότητα των δύο ομάδων είναι πιθανό να οφείλεται στη μικρή ηλικία των παιδιών. Η αδυναμία της ομάδας με ΠΑΟ να κατανοήσει τα συναισθήματα και τις προθέσεις των πρωταγωνιστών συνάδει με τα ευρήματα άλλων ερευνών οι οποίες δείχνουν ότι λόγω των προβλημάτων ομιλίας τα παιδιά είναι πιο διστακτικά στην επικοινωνία τους με τους συνανθρώπους τους, γεγονός που περιορίζει την κοινωνικο-γνωστική τους ανάπτυξη. Τέλος, θα μπορούσε να θεωρηθεί ότι υπάρχει κάποια

σύνδεση ανάμεσα στο ρόλο της προσωδίας και την κοινωνικο-γνωστική ανάπτυξη δεδομένου ότι τα νευροτυπικά παιδιά σε αντίθεση με τα παιδιά με ΠΑΟ διέφεραν στην επίδοσή τους στις δύο συνθήκες παρουσίασης των αφηγήσεων, κάτι που χρήζει περαιτέρω διερεύνησης.

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## **Pedagogical aspects using a digital dictionary of poetic neologisms**

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In the present study we deal with the research of the pedagogical elements that can be obtained from the use of a digital dictionary with poetic neologisms. Creating and using a specialized dictionary – which is specifically based on literature – is an interesting aspect of lexicography, as in the pure pedagogical process, at any level of education, the students approach literature through language and language through literature.

In particular, following the principles for the creation of a specialized dictionary for poetic neologisms, as described by Mathioudakis (2021), we are going to deal, as a case study, with the vocabulary of the epic poem ODYSSEY by Nikos Kazantzakis, which is a thematic continuity of Homer's Odyssey. Kazantzakis as a wordmonger, an amateur linguist, who abhors the common and hackneyed word, boxes in his epic more than 5,000 neological undictionaried words potentially poetic neologisms (Mathioudakis, 2020) – in mostly compound and multicomound words (Mathioudakis & Karasimos, 2014) –, highlighting in an exceptional way both his idiosyncratic character that is undoubtedly reflected in the vocabulary and characteristics of ODYSSEY and his personal literary stamp, his individual stylistic imprint.

Firstly, for the creation of a specialized dictionary we rely on modern theories of specialized lexicography (Fuertes-Olivera & Tarp, 2014, etc.) – with the use of new technologies in the case of dictionary development in a digital environment. According to Tarp & Gouws (2019), in the modern lexicography contextualization and personalization is a major issue, as the lexicographers were often unfulfilled dreams who introduce a new lexicographical practice, even in environments such as literature. Secondly, we followed traditional and modern theories for the approach of modern Greek speech and modern Greek neology, two axes equally important in order to be able to outline – as closely as possible – the pedagogical extensions on the modern Greek language using a dictionary, and in fact a specialized dictionary related to literature and its inventive words.

The phenomenon of poetic neology is a timeless issue which develops and transforms according to the needs of each era. New words are constantly synthesized morphologically (or even existing words change meaning) in order to satisfy the linguistic sense of each author, poet or novelist. In direct contrast, there is a need to create specialized dictionaries and / or glossaries to record idiosyncratic literary formations, as they are part of our daily

lives, while they can be an unexplored field of study, revealing linguistic and stylistic elements for a literary text, but also highlighting elements of our own language and its mechanisms, especially at the level of production and composition. And of course, the use of these specialized dictionaries can be useful both in the reading experience and in the educational process, as a dictionary is a tool of knowledge but it can also become a special method of a pedagogical game.

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## Investigating teacher beliefs, attitudes and practices as regards the inclusion of refugee and immigrant children in Greek state schools

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This paper presents data on the beliefs, attitudes, and reported practices of primary and secondary school teachers with respect to the education of refugee and immigrant children. Given: a) the impact that these can have on bilingual teaching practices and b) the contradictory findings reported in recent research (Gkaintartzi, Kiliari & Tsokalidou, 2015; Gkaintartzi et al., 2019; Won, 2020), similar data are expected to shed more light on the issue and provide us with important feedback for future seminars. The 56 informants of the study were public school teachers in the Prefecture of Epirus and participated in a series of online seminars on bilingual education organized by the information service “Me2glosses” and the Prefectural Directorate of Education of Epirus during the school year 2020-2021. After the completion of the seminars, an online questionnaire was administered to the informants; this included questions on use and maintenance of student minority languages, bilingual identity and profile, monolingual and bilingual student differences, factors that boost bilingual language development and teaching practices that could help bilingual children with a refugee and immigrant background.

The results showed that teachers generally encourage the use of the mother language of the students within the classroom and are of the opinion that student minority languages should be maintained. Specifically, almost 84% of the informants respond that the Greek

state should support refugee and immigrant children's mother tongues, while only 16% think that mother tongues should be supported by student families only. Teachers report enhanced language skills for students with literacy skills in the mother language (72%), while they identify early age of onset of exposure to the Greek language (50%), positive attitudes towards the host country (30%) and motivation (30%) as the characteristics which are more strongly associated with academic success. Interestingly, the regular use of the mother tongue is also considered as a factor that boosts academic performance (17%). As regards teaching practices, most informants (84%) report that they differentiate their teaching to meet their bilingual students' needs mainly through adaptations in the vocabulary and grammar and in the texts they use. Lastly, teachers provided positive feedback as regards the usefulness of the seminar reporting that both the theoretical and practical issues covered provided valuable information for their classes.

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## Η τουρκική ως Γ2: Η κατάκτηση των τουρκικών Ονοματικών Συνταγμάτων Ad tamlaması από ελληνόφωνους ενήλικες

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Ο όρος ad tamlaması χρησιμοποιείται ευρέως στις τουρκικές γραμματικές ως όρος-ομπρέλα για να περιγράψει ένα φαινόμενο της τουρκικής Ονοματικής Φράσης (ΟΦ), το οποίο είθισται να διδάσκεται με ενιαίο τρόπο και το οποίο αναφέρεται γενικά σε τρεις μορφές ονοματικών συνταγμάτων, συγκεκριμένα α) O1-(n)In O-(s)I(n) (Μορφή 1), β) O O-(s)I(n) (Μορφή 2) και γ) O O-(y) (Μορφή 3). Η παρούσα εργασία προσπαθεί να απαντήσει στο ερώτημα αν η φαινομενική μορφική ομοιότητα των 3 κατηγοριών μπορεί να συσχετιστεί με μια αντίστοιχη ευκολία στη διαδικασία κατάκτησής τους. Ο σκοπός του συγκεκριμένου άρθρου είναι διττός. Από τη μια να σκιαγραφήσει τις μορφο-συντακτικές διαφορές των 3 μορφών ύστερα από την υποβολή τους σε 12 κοινά μορφολογικά και συντακτικά κριτήρια. Τα αποτελέσματα θα οριοθετήσουν το βαθμό συνθετότητας και αναλυτικότητας που χαρακτηρίζει την κάθε μορφή. Σε ένα δεύτερο επίπεδο, στοχεύει να δείξει τις δυσκολίες που οι 3 μορφές αυτές παρουσιάζουν κατά την κατάκτησή τους από ελληνόφωνους ενήλικες που μαθαίνουν την τουρκική ως ξένη. Η μέθοδος που χρησιμοποιήθηκε είναι η Ανάλυση λαθών σε γραπτά τεστ. Τα αποτελέσματα θα δείξουν ότι η αναλυτική και μη συνθετική μορφή συνταγμάτων, όπως είναι τα O-(n)In O-(s)I(n), προηγείται στη σειρά

κτάκτησης συγκριτικά με άλλες πιο συνθετικές και μη αναλυτικές μορφές, όπως είναι τα O O-(s)I(n) και τα O O-(y). Επιπλέον, θα φανεί ότι η σειρά κατάκτησης των 3 μορφών ΟΣ είναι ίδια ανεξάρτητα από εξωτερικά παραμετρικά χαρακτηριστικά όπως το επίπεδο γλωσσομάθειας του δείγματος και η μορφή των ασκήσεων. Από διδακτικής σκοπιάς, προσπαθούμε να ανατρέψουμε τις φαινομενικά αληθείς αλλά παραπλανητικές υποθέσεις της παραδοσιακής προσέγγισης, οι οποίες γενικά προωθούν τη διδασκαλία των 3 μορφών σε αλληλοσύνδεση μεταξύ τους. Προτάσσουμε αντ' αυτών μια διαφοροποιημένη και ανεξάρτητη διδασκαλία των 3 μορφών η οποία θα τονίζει τα ιδιαίτερα σημασιο-συντακτικά χαρακτηριστικά του κάθε τύπου.

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## **Challenging essentialist beliefs about teacher gender in U.K. primary school classrooms**

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Essentialist gendered paradigms argue that there are differences between the traits women and men possess caused naturally by biological sex. Such principles are often inaccurate, and have led to discriminatory attitudes, which is when essentialism becomes potentially damaging. The view that women and men behave 'differently' caused by their biology presents a naturalist view that is a dangerous one. This is a salient political issue with global applicability across different geopolitical landscapes. And although what is seen to be 'suitable' behaviours for both sexes is often subject to socio-cultural variation dependent on geographical location, what is globally consistent is that gender politics is closely linked to

cultural ideologies, and this in turn is often tied to primary school teaching being marked for gender— people associate the term ‘primary school teacher’ with ‘women’s’ work.

The different skills and characteristics attributed maintain the patriarchal status quo, that gender inequality is ‘natural’, and that men are natural leaders and women born followers. Such worldwide beliefs are utilised to justify occupational segregation by sex, and gender inequalities within the workplace, with such ‘differences’ are often marked by language. Because of gender stereotyping and the marked linguistic term of ‘primary school teaching’, men often report to feel deterred from entering what society deems as ‘women’s work’. This trend is evident in countries worldwide. So, the problem persists that too few men enter primary school teaching due to essentialist gendered beliefs about the job itself (that is only suitable for those with female characteristics). To overcome this gender imbalance, attempts have been made to recruit more men. But this is often done by carving a masculine niche into the role to make it more suitable for men. To recruit male teachers, the need for certain ‘masculine’ characteristics that they can supposedly bring are promoted, and with this, damaging stereotypes are advocated.

To change real-life practice (i.e., recruiting more men and women into non-traditional work roles), such beliefs instead must be challenged. Yet attempts at such change has been subject to much resistance on a global scale. This paper aims to tackle stereotypes of essential gendered behaviour which have led to certain discriminatory beliefs about one gendered occupation in particular, primary school teaching.

Twelve teachers (6 male, 6 female) in 3 U.K. primary schools video recorded their classroom teaching for 2 full days, collecting over 150 hours of classroom discourse. This data was transcribed and then analysed qualitatively using the theory of Interactional Sociolinguistics within a social constructionist framework to code the various strategies these teachers employ when performing classroom management (e.g.s mitigation and collaborative styles vs. direct and competitive styles) manually using NVivo 12 software to store and collate the data analysis.

This paper outlines key empirical findings from this applied discursive analysis of male and female teachers’ classroom discourse to shift how we think about the performance of this profession as gendered to gender neutral to change our cognitive representations of the occupation as a ‘feminine’ one. Such data can act as an aid to challenge persistent gender essentialist beliefs which have led to bias about certain jobs and the people we think are suitable to perform them. We must address the damaging role that gender beliefs can have in preventing men’s equal representation in what is thought to be ‘women’s’ work to tackle the gender imbalance in primary schools that exists not only in the U.K but also in other geopolitics contexts.

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## **There is no such thing as suppletion in Modern Greek**

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In Standard Modern Greek, there are three verbs which are considered to display aspect conditioned stem suppletion: (a) *vlep-o*, *idh-a*, *dh-o* (see.1sg.impfv, saw.1sg.pfv, see.1sg.pfv), (b) *le-o*, *ip-a*, *p-o* (say.1sg.impfv, said.1sg.pfv, say.1sg.pfv), (c) *tro-o*, *e-fagh-a*, *fa-o* (eat.1sg.impfv, ate.1sg.pfv, eat.1sg.pfv). In this talk I argue that the two etymologically unrelated stems in each of (a-c) are in fact distinct roots with distinct form-meaning

associations, rather than parts of the same paradigm. Each of the two roots (in what is standardly considered one single verb's paradigm) has its own defective inflectional paradigm and the two paradigms of each pair are near-complementary but in fact not totally complementary, as one would expect in true cases of suppletion.

Researchers such as Postma (1993), Barbiere (2007) and Kayne (2020) challenge the standard view that regular forms are blocked by the (more frequent in one's input) irregular forms. Instead, it can be argued that the regular forms are (often cross-linguistically) ruled out for principled reasons and the irregular/suppletive forms only partly function as substitutes of the missing forms. Notably, *vlep-*, *le(gh)-*, *tro(gh)-* are incompatible with the perfective affix *-s-* and *vlep-/tro(gh)-*, in particular, are also incompatible with perfective nonactive portmanteau affixes/endings such as *th(-ik-)*. I propose that this incompatibility has something to do with intrinsic aspectual properties of the respective roots.

Apart from visually perceived objects/events, *vlep-* can also take clausal complements denoting future events, in which none of the participants is visually perceived. This is possible with *vlep-* but not *idh-* (1). In other contexts *vlep-* but not *idh-* +*oti* roughly means 'sense'.

- (1) Dhen ton vlep/evlepe / \*idhe na pernai sto panepistimio  
 Not him sees/saw.impfv/saw.pfv to pass to-the university  
 '(S)he does/did not foresee him getting admitted to uni.'

If *vlep-* denotes a mental *state* ('to be picturing something mentally, with or without visual stimuli'), whereas *idh-* is eventive, its incompatibility with perfective aspect is expected, especially if inchoative readings are also ruled out (cf. *kser-o*, *\*kser-is-a* etc.). Equally little noticed is the compatibility of *idh-* with imperfective morphology in non-active forms, when more conscious/volitional readings are intended:

- (2) To thema idh-on-ete / \*vlepete dhiaforetika sti Galia tu 90  
 The subject see-v-nonact.3sg/see-nonact.3sg differently in France of-the 90  
 'The subject in seen (=treated/examined) difference in France in the 90s.'
- (3) To pullover mu ine xalja, dhen vlepete/\*idhonet  
 The jumper my is ugly not see-nonact.3sg  
 'My jumper is ugly, it is not to be seen.'

Similar pairs are possible with 'suppletive' and 'regular' imperfective non-active forms of *eat*. Middle readings like in (3) are only possible with regular *trog(-ome)*, while *fagh(-on-ome)* is almost exclusively reciprocal. Also, 'regular' non-active forms of *say* denote activities, while 'suppletive' ones are necessarily treated as punctual, as a rough equivalent of 'to be uttered'.

- (4) Legh-onde/\*ip-on-onde anoisies ja poli ora / Afta ipononde poles fores  
 Say-nonact.3pl/say-v-nonact.3pl nonsense for much time/They are-said many times

All 'regular' imperfective forms have the verbaliser *-on-* in common, the unavailability of which in active forms is also to be explained, along with a few other loose ends. Having a way to explain all unavailable forms amounts to concluding that no suppletion is really involved.

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## The grammaticalization of *edin* ‘one’ in Bulgarian

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**1. Issue and aim.** The numeral *one* undergoes a cross-linguistically consistent path of grammaticalization, roughly following the next stages: *numeral* > *indefinite determiner* > *indefinite article* [1]. Bulgarian *edin* ‘one’ is argued to have entered the stage of the indefinite article [2]. However, the analysis proposed by [2] looks at the grammaticalization of *edin* ‘one’ from a semantic point of view. Since a complete analysis of the syntax of *edin* is still missing, this paper aims at providing a **syntax-based model of this grammaticalization path**, exploring the different functions *edin* may take on and the corresponding structural positions it occupies. The overall mapping of these positions traces a perfect linguistic cycle (cf. Figure 1).

**2. Numeral.** Following Cinque’s hierarchy [3], I take the cardinal *edin* to be merged below the DP, in the **specifier** (given its adjectival nature) of a functional projection labelled **NumP**. In fact, *edin* may be preceded by demonstratives and cannot be freely inverted with an adjective, unlike other numerals (1)-(2), as its specifier position blocking the movement of an AP across it.

**3. Indefinite determiner.** *Edin* can mark specific indefiniteness (3). I propose that in this function *edin* surfaces in the **specifier of the DP**, the position in which referential items (e.g., pronouns) check their [+referential] feature and in which the whole nominal expression is interpreted at LF [4]. In fact, in these cases *edin* can also be substituted by indefinite pronouns.

**4. Indefinite article-like functions.** *Edin* has assumed some functions typical of indefinite articles (though it is not a fully-fledged indefinite article yet [2]): it can have reference to kind in generic contexts (4) and can surface in predicative position (5). I argue that in such instances *edin* is realized as the **head D** (the *locus* associated with articles), being a mere marker of Case features [4].

Examples: (1) *Dve(-te) moi prijateli./ Moite dve prijateli.* Gl: two(-the) my friends / my-the two friends ‘My two friends/Two friend of mine’; (2) *Edin(-ijat) moj prijatel/ \*Mojat edin prijatel.* Gl: one(-the) my friend/\*my-the one friend ‘A friend of mine’; (3) *Tja iska da se omâži za edin rusnak.* Gl: she wants *da* refl marry prep one Russian ‘She wants to marry a certain Russian man.’ [2]; (4) *Edna žena vinagi e prava.* Gl: one woman always is right ‘A woman is always right.’; (5) *...to e edno načalo.* Gl: this is one beginning ‘...it’s a beginning.’ [SketchEngine, 563309381]

**5. The cycle of *edin*.** The model proposed above reflects a perfect linguistic cycle (Figure 1), in which the two main Economy principles proposed in [5] intervene: (i) **Late Merge Principle (LMP)**, and (ii) **Head Preference Principle (HPP)**. *Edin* starts out as a numeral in SpecNumP; according to LMP, it starts being merged directly higher in the structure (in SpecDP), obtaining a specific indefinite reading. Later, HPP causes *edin* in SpecDP to be reanalyzed as the head D. In this way, complying with Economy principles, the overall

number of interpretable features in the whole grammaticalization path is reduced. More in-depth research is needed to collect data from different languages to verify whether this model of grammaticalization of the numeral ‘one’ may hold cross-linguistically.

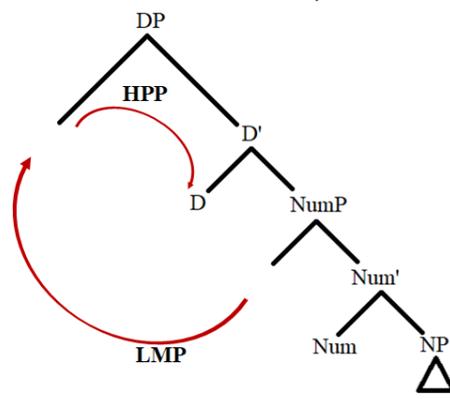


Figure 1. Schematic representation of the cycle of edin

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## The contribution of morphological awareness in monolingual and bilingual reading processes

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The theoretical framework of Lexical Quality Hypothesis (LQH) (Perfetti & Hart, 2002; Perfetti, 2007) points to the influence of lexical and sublexical representations of words in the reading processes. The investigation of the impact of morphological awareness assessed within and across languages relates to the assumptions of LQH. The present study examined the contribution of morphological awareness in reading comprehension across languages with different alphabetic orthographies (regular vs irregular).

Three groups of children have been employed. The target group has been a sample of 52 bilingual children (L1 English, L2 Greek) aged 9-12 years who have been compared to two groups of monolinguals (English, Greek) of the same age.

The (meta)linguistic measures included phonological awareness, morphological awareness, vocabulary and oral language (narrative skills). Two reading measures (word

reading and reading comprehension) had also been used. Age and Raven's Coloured Progressive Matrices score were the control variables.

The results consistently indicated that morphological awareness predicted reading comprehension for both monolinguals and bilinguals. A second set of models tested whether the predictive value of independent variables was retained after accounting for the effects of word reading. The pattern of results did not change even after the inclusion of word reading in the models.

Developmental aspects explain part of the variability in the outcome variable. Overall, the results showed the independent contribution of morphological awareness to reading comprehension even after the effects of word reading had been controlled. The correlational study confirmed the contribution of morphological awareness in reading comprehension across languages in line with the universality hypothesis regarding the underlying processes of reading. The implications for reading models and consequences for reading instruction are discussed.

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## **Η σημασία της αναγνωστικής ευχέρειας και η αξιολόγησή της μέσω της σιωπηρής ανάγνωσης**

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Για την αξιολόγηση της αναγνωστικής ικανότητας και ειδικότερα των αναγνωστικών δυσκολιών, οι έρευνες στρέφονται συχνά προς τη διερεύνηση της αναγνωστικής ευχέρειας και της κατανόησης. Η αξιολόγηση της αναγνωστικής ευχέρειας γίνεται κυρίως στις πρώτες τάξεις του δημοτικού και διεθνώς, αρκετά σταθμισμένα τεστ, τα οποία είναι επικεντρωμένα σε αυτό. Η ευχέρεια είναι συνδεδεμένη κυρίως με την προφορική ανάγνωση, εφόσον χαρακτηρίζεται από την ακρίβεια, την ταχύτητα και την προσωδία. Αντίθετα, η αξιολόγηση της σιωπηρής ευχέρειας δεν έχει εξεταστεί στον βαθμό που χρειάζεται, αφού δεν βασίζεται σε παρατηρήσιμες συμπεριφορές και δεξιότητες. Ωστόσο, όπως διατυπώνεται στην υπάρχουσα βιβλιογραφία, όσοι μαθητές δυσκολεύονται κατά την προφορική ανάγνωση, δυσκολεύονται εξίσου και στη σιωπηρή ανάγνωση.

Τα τελευταία χρόνια έχει υπάρξει ερευνητικό ενδιαφέρον για τις σχέσεις της προφορικής και σιωπηρής ανάγνωσης, με την κατανόηση. Εντούτοις, δεν υπάρχουν σαφή ερευνητικά πορίσματα για τη σχέση μεταξύ προφορικής και σιωπηρής αναγνωστικής ευχέρειας. Ιδιαίτερα στην ελληνική αρθρογραφία, δεν έχουν διεξαχθεί αντίστοιχες έρευνες σε καμιά σχολική βαθμίδα. Με βάση την ανασκόπηση της σχετικής βιβλιογραφίας, σκοπός της συγκεκριμένης έρευνας ήταν η αξιολόγηση της προφορικής και της σιωπηρής αναγνωστικής ευχέρειας, η αξιολόγηση της αναγνωστικής κατανόησης των μαθητών και των μαθητριών της Γ' Γυμνασίου, και η διερεύνηση των μεταξύ τους σχέσεων. Πιο συγκεκριμένα προέκυψαν τα ακόλουθα ερευνητικά ερωτήματα: αν υπάρχει διαφοροποίηση στην επίδοση των μαθητών, όταν η αξιολόγηση της σιωπηρής αναγνωστικής ευχέρειας διεξάγεται έντυπα ή ηλεκτρονικά, αν η κατανόηση επηρεάζεται από την προφορική και τη σιωπηρή αναγνωστική ευχέρεια των μαθητών και αν υπάρχουν συγκεκριμένοι κειμενικοί παράγοντες που επηρεάζουν την αναγνωστική ευχέρεια των μαθητών.

Για την αξιολόγηση της σιωπηρής αναγνωστικής ευχέρειας και της κατανόησης δημιουργήθηκε μια κλίμακα, η οποία αποτελεί την ελληνική προσαρμογή του του TOSCRF (Hammill, Wiederholt, & Allen, 2006). Η προσαρμογή πραγματοποιήθηκε βάσει των

γραμματικών και συντακτικών κανόνων που ακολουθήθηκαν στο πρωτότυπο, της αύξουσας σειράς λέξεων και της δυσκολίας του λεξιλογίου. Για το εν λόγω εργαλείο δημιουργήθηκαν δύο διαφορετικές φόρμες (Form A και Form B) εξισωμένες ως προς την έκταση, τη δυσκολία και τον αριθμό των επιμέρους μερών του λόγου. Η μία φόρμα παρουσιάζεται σε έντυπη και η δεύτερη σε ηλεκτρονική μορφή.

Σύμφωνα με τα ευρήματα της έρευνας, η αξιολόγηση της σιωπηρής αναγνωστικής ευχέρειας, εφόσον μπορεί να προβλέψει την κατανόηση και σχετίζεται άμεσα με την αποκωδικοποίηση, υποδεικνύεται ως ένας γρήγορος και αξιόπιστος τρόπος αξιολόγησης, που μπορεί να διεξαχθεί άμεσα, ομαδικά, έντυπα ή/ και ηλεκτρονικά, δίνοντας περαιτέρω πληροφορίες για την ανάγνωση των μαθητών.

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## **The effectiveness of modern board games in teaching Greek as L2 to adult learners**

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The important role of communicative competence in language learning highlighted the need for the use of task-based or content-oriented activities within the foreign language instructional context. Several studies have recently focused on such activities and in particular on the use of games (Yaccob & Yunus, 2019; Peters, 2015; Petrovic, 2007); their findings have attracted researcher's interest as they have underlined the positive effects they seem to have on the development of language proficiency (Lan, Van & Huyen, 2019; Bush, 2015; Nguyen & Nga, 2003). Some of these studies have examined the effect of games on learners' language development, competency and motivation in learning an L2 (Stavy, Subon & Unin, 2019; Tuan, 2012; Marzano, 2010), while others have focused on students' and teachers' attitudes towards their use in language classrooms (Reyes-Chua & Lidawan, 2019; Lawrence & Lawrence, 2013; Hamzah & Dourado, 2010). However, what has not been adequately researched is the impact of board games on adult students and their systematic integration and use within the language curricula (Phuong & Nguyen, 2017).

In this study, we aim to present two different types of modern board games which have been adjusted for teaching Greek as a foreign language at the level B1 (according to CEFR). The games were used to teach vocabulary, grammar and promote interpersonal communication according to the syllabus of the School of Modern Greek (2010). The study will compare the use of board games with conventional activities and tasks so as to evaluate their effectiveness as a tool for language instruction and assessment of adult learners' language performance.

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## Variation in the comprehension of case by Greek-speaking heritage language children

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This study investigates how the interplay of transparent and non-transparent case-marking cues with grammatical gender, length of exposure and lexical proficiency affect the acquisition of case morphology in children with Greek as their heritage language (HL). Previous studies have shown that children who acquire a heritage language comprehend case by integrating case-marking cues (Meir, Parshina & Sekerina, 2020; O’Shannessy, 2011; Pléh, Jarovinskij & Balajan, 1987) or by not using case-marking cues and resorting to word order interpretation strategies (Chondrogianni & Schwartz, 2020; Janssen & Meir, 2019; Kim, O’Grady & Schwartz, 2017). Specifically, in the Chondrogianni and Schwartz (2020) sample of HL Greek-speaking children in the US some adopted a case comprehension strategy from their HL (integration of case) whereas some other from their societal language (use of word order).

Thirty-six 5- to 9-year old Greek-speaking monolingual in Greece and thirty 5- to 11-year-old HL Greek-speaking children in the UK were administered an offline Truth-Value Judgement Task (adapted from Chondrogianni & Schwartz, 2020), measuring performance on case comprehension in sentences with canonical (e.g.,  $I_{FEM.NOM}$  fokia $_{FEM.NOM}$  deni ti $_{FEM.ACC}$  hina $_{FEM.ACC}$ . “The seal is tying the goose.”) and non-canonical (e.g.,  $Ti_{FEM.ACC}$  fokia $_{FEM.ACC}$  deni  $i_{FEM.NOM}$  hina $_{FEM.NOM}$ . “The goose is tying the seal.”) word order. The results indicated that (a) the Greek-speaking monolingual children outperformed the HL Greek-speaking heritage children in the non-canonical sentences, (b) gender comprehension predicted case comprehension, (c) all of the UK HL Greek-speaking children adopted to an extent an HL-related case comprehension strategy, and (d) exposure and proficiency accounted for different case comprehension strategies between the UK and the US HL Greek-speaking children.

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## **Ο σχεδιασμός του μαθήματος της πρότυπης νεοελληνικής γλώσσας: Διερεύνηση των εμπειριών, των πρακτικών και των απόψεων των εκπαιδευτικών**

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Οι σύγχρονες γλωσσοπαιδαγωγικές προσεγγίσεις εστιάζουν στον επαναπροσδιορισμό του ρόλου του δασκάλου και του φιλόλογου, οι οποίοι νοούνται ως βασικοί σχεδιαστές του μαθήματος της πρότυπης γλώσσας στη σχολική εκπαίδευση, καθώς έχουν τη δυνατότητα να συμβάλουν στη δημιουργία και την αξιοποίηση των κατάλληλων μαθησιακών και διδακτικών προϋποθέσεων στη σχολική αίθουσα: αυτό επιτυγχάνεται με την επιλογή και την οριοθέτηση στόχων, διδακτικού περιεχομένου, διδακτικού υλικού, μεθόδων διδασκαλίας και αξιολόγησης (μοντέλο Tyler) ή με τον εντοπισμό διδακτικών προβλημάτων και την οργάνωση των μεθόδων επίλυσής τους μέσω της αξιοποίησης των γνώσεων και των εμπειριών του (μοντέλο Yinger). Σε αυτό το πλαίσιο, ο εκπαιδευτικός καλείται να προσαρμόζει ανάλογα τον σχεδιασμό και τις μεθόδους της γλωσσικής διδασκαλίας με τρόπο κριτικό και σύμφωνα με τις μαθησιακές ανάγκες και τα χαρακτηριστικά των μαθητών του, με βάση το εκάστοτε μακροπολιτισμικό και μικροπολιτισμικό συγκείμενο.

Τα παραπάνω στοιχεία συνιστούν παράγοντες βάσει των οποίων ο εκπαιδευτικός δεν ευθυγραμμίζεται πλέον με το πρότυπο του «εκτελεστή» αλλά με το πρότυπο του «διαμορφωτή» της διδακτικής πράξης. Ωστόσο, ακόμη και στη σύγχρονη περίοδο, παρατηρείται ένα αξιοσημείωτο ποσοστό εκπαιδευτικών οι οποίοι αποφεύγουν, συνειδητά ή λιγότερο συνειδητά, τον μακροπρόθεσμο σχεδιασμό της διδασκαλίας του γνωστικού αντικειμένου της πρότυπης γλώσσας στην αρχή κάθε νέου σχολικού έτους, όπως και τον μεσοπρόθεσμο στην αρχή κάθε τετραμήνου (ή άλλου χρονικού διαστήματος, όπως σε κάθε νέα διδακτική ενότητα) αλλά και τον βραχυπρόθεσμο πριν από κάθε μάθημα.

Σκοπό της παρούσας μελέτης αποτελεί η διερεύνηση του βαθμού στον οποίο οι εκπαιδευτικοί της πρωτοβάθμιας και της δευτεροβάθμιας εκπαίδευσης πραγματοποιούν σχεδιασμό του μαθήματος της πρότυπης νεοελληνικής γλώσσας σε συγκεκριμένες φάσεις του σχολικού έτους και της μορφής που λαμβάνει ο συγκεκριμένος σχεδιασμός. Ειδικότερα, η παρούσα έρευνα επιχειρεί, με τη χρήση ημιδομημένου ερωτηματολογίου και ημιδομημένης συνέντευξης, να αναδείξει:

- i τις εμπειρίες των εκπαιδευτικών της πρωτοβάθμιας και της δευτεροβάθμιας εκπαίδευσης σχετικά με τον τρόπο με τον οποίο σχεδιάζουν το μάθημα της πρότυπης νεοελληνικής γλώσσας,
- ii τις πρακτικές σχεδιασμού του συγκεκριμένου γνωστικού αντικειμένου τις οποίες υιοθετούν και εφαρμόζουν (συμπεριφοριστικά ή εποικοδομιστικά στοχοθετικά πρότυπα, μορφές εκπαιδευτικού υλικού, μοντέλα αξιολόγησης), και
- iii τις απόψεις τους σχετικά με τις μεθόδους που συντελούν στη βελτίωση της διδασκαλίας του μαθήματος και την ενεργοποίηση του ενδιαφέροντος και της συμμετοχής των μαθητών (αν πρόκειται, βάσει του προτύπου του Zahoric, για μεθόδους βασισμένες στη διερεύνηση της γλωσσικής κατάκτησης, τις προσωπικές τους θεωρήσεις για τη γλωσσική εκπαίδευση και τις εκπαιδευτικές τους εμπειρίες).

Η ανάλυση των αποτελεσμάτων της έρευνας και η παρουσία της πραγματοποιείται στο πλαίσιο της παρούσας εισήγησης.

## Γλωσσικές ιδεολογίες και πρακτικές των φιλολόγων της δευτεροβάθμιας εκπαίδευσης: Ιδεολογικές συνιστώσες της μονόγλωσσης κουλτούρας

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Η ανακοίνωση περιλαμβάνει μέρος από τα δεδομένα μιας ευρύτερης έρευνας με αντικείμενο τις γλωσσικές ιδεολογίες που περιβάλλουν τις διδακτικές πρακτικές των φιλολόγων της δευτεροβάθμιας εκπαίδευσης, με αποτέλεσμα την παραγνώριση της κοινωνικοπολιτισμικής θέσης των μαθητών/τριών μέσα στην τάξη. Ειδικότερα, επιχειρεί να αποτυπώσει τις μονόγλωσσικές ιδεολογίες που προάγουν και φυσικοποιούν την επιβολή της πρότυπης γλώσσας ως κυρίαρχης στη γλωσσική διδασκαλία (Rosa & Burdick, 2016). Σε ένα πρώτο στάδιο χαρτογραφούνται οι γλωσσικές ιδεολογίες που εδραιώνουν τα πρότυπα της αρχαίας και της νέας ελληνικής, ενώ στη συνέχεια η μελέτη επικεντρώνεται στη θέση των άλλων-πέρα από την επίσημη- γλωσσών στο σχολείο, ώστε να καταστήσει ορατές ιδεολογικές όψεις του ζητήματος που προάγουν τον μονόγλωσσικό προσανατολισμό ως ιδανικό στο σχολικό πλαίσιο (García & Li Wei, 2014· Τσοκαλίδου, 2017). Για την επίτευξη των στόχων της η έρευνα συνδυάζει θεωρητικά το πεδίο των γλωσσικών ιδεολογιών (Silverstein, 1979· Kroskrity, 2016) με τον χώρο της γλωσσοδιδασκτικής και των γραμματισμών (Gee, 2015). Ως προς τη μεθοδολογία, επιλέγεται η ποιοτική έρευνα μέσα από ένα επιλεγμένο δείγμα 19 φιλολόγων και με βασικό εργαλείο τις ημιδομημένες συνεντεύξεις. Η έρευνα εντάσσεται στην ευρύτερη εθνογραφική παράδοση με έμφαση στην ερμηνεία του λόγου των υποκειμένων. Για την αρχική κωδικοποίηση των δεδομένων αξιοποιούνται εργαλεία από το απαγωγικό μοντέλο της θεμελιωμένης θεωρίας, ενώ στη συνέχεια αναλύονται με την κριτική ανάλυση λόγου (Fairclough, 2010). Στα ευρήματα αναδύονται λόγοι που χαρακτηρίζονται από υβριδικότητα, καθώς αντλούνται από γλωσσοδιδασκτικές προσεγγίσεις αντικρουόμενες μεταξύ τους και ως επακόλουθο αναδεικνύεται η συνθετότητα της σχολικής πραγματικότητας.

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## To nominalize or not to nominalize? Writing choices in medical texts for laypeople

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Languages for Special Purposes (LSPs) are known to be characterized by a series of features on the morphosyntactic level. According to Garzone (2020, p. 78), the most important one is likely to be nominalization, i.e. a process “whereby any element or group of elements is made to function as a nominal group in the clause” (Halliday & Matthiessen, 2004, p. 69). This phenomenon was studied by Halliday also in the framework of the “grammatical metaphor” (cf. *inter alia* Halliday & Matthiessen, 1999, pp. 227-296). These scholars point out that nominal groups are less explicit than their corresponding clauses (ibid., p. 231). Also Scarpa (2008, pp. 41-44), in her volume about specialized translation, delves into this feature of LSPs: she states that it is due to both stylistic and functional reasons, since it is aimed at achieving concision and allows conceptual richness as well as a compact and synthetic syntax. However, the nominal style is widely recognized by linguists as cognitively more demanding than the verbal one. This certainly leads to diverging needs between technicality and comprehensibility, which emerge clearly in simplified texts, such as those for non-experts in a certain field. The purpose of the present contribution is to analyze the nominalization-verbalization dichotomy in one of these text types pertaining to the medical domain, i.e. layperson summaries of clinical trials, which aim at making information available to a wide audience. The analysis will be carried out on a corpus of texts in English, the source language, as well as on their target texts in German and Italian; by so doing, the Translation Universals of Simplification and Explicitation (e.g. Mauranen & Kujamäki, 2004) will be put to the test, as well.

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## Lexical and print exposure effects in object naming in young Greek-speaking adults

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Psycholinguistic theories have made significant progress characterizing the time course of major perceptual and cognitive operations that contribute to object naming in language-unimpaired individuals (e.g. Levelt, Roelofs & Meyer, 1999; Rapp & Goldrick, 2000). A major missing piece in standard models of lexical accessibility is an account of individual variation in the time course of lexical access and production. We investigated the time course of object naming in 35 Greek-speaking young adults (Mean age: 27;7 years;months, *SD*: 4.01, Age range: 19-36 yrs.) by examining speed of lexical access, which we indexed as the latency of the effects of lexical factors (frequency, word length, age of acquisition (AoA), imageability) and extra-linguistic factors, such as years of education and exposure to printed language (Author Recognition Test (ART); Magazine Recognition Test (MRT); Stanovich & West, 1989), during an online picture-naming task created with the PsychoPy Builder software. Picture naming accuracy was also analyzed. Examination of predictors of naming latencies showed that AoA accounted for significant variance in the participants' response latencies ( $R^2=.96$ ,  $p < .001$ ). Linear mixed-effects models have also revealed significant three-way interactions between ART, MRT and age for low-imageability items ( $SE = 0.33$ ,  $p = 0.016$ ), and lexical items with later AoA ( $SE = 0.36$ ,  $p = .011$ ), which suggests that older participants with high print exposure had faster lexical access to low imageable words or/and words acquired later in life as compared to younger participants with low print exposure levels. No significant interactions were found for the naming accuracy data. The results suggest that language experience is associated with enhanced ability to access lexical knowledge, and that the quality of lexical representations as reflected in print exposure may compensate for lexical retrieval difficulties in young individuals. Our ongoing collection of electroencephalogram (EEG) data from the same participants will provide additional insight into understanding the neural dynamics that are at play during object naming, as well as the extent to which EEG correlates of picture naming are modulated by individual differences in print exposure.

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## The preverb *κατα-* from Ancient to Modern Greek

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The prefix *κατα-* is a rather frequent preverb in Ancient Greek (Liddell-Scott-Jones: 1,175%, 1.388/118.102 words), whereas its proportion decreases in Modern Greek (AKN: 0,491%, 244/49.626 words). The purpose of this paper is to give a full account of the verbs prefixed by *κατα-* in Ancient Greek and their diachronic evolution. The main issues discussed will be the following:

- a) Its meanings can be divided into two basic axis: (i) the verticality, where the preverb is opposed to *ἀνα-*; (ii) the abstract malefactive meaning, where it is opposed to the benefactive *ὑπερ-* (Luraghi, 2005; Revuelta, 2014).
- b) Its compound verbs exhibit a rather restricted and regular number of predicate frames (quantitative and qualitative valency). My purpose in this paper is to formalize those regular predicate frames from a constructionist and cognitive point of view (Goldberg, 1995; Talmy, 1985).
- c) The paper researches the similarities and differences between the preverb *κατα-* and the preposition *κατά* (Luraghi, 2003).
- d) The diachronic development from Ancient Greek (satellite-framed) to Modern Greek (mainly verb-framed) constitutes an important factor taken into account and exhibits parallels in other languages (Mateu & Acedo-Matellán, 2013; Talmy, 1985).
- e) The description of the Greek data is parallel to that provided for other languages like German (Dewell 2011) or English.

The data are mainly taken from a corpus made up by Aeschylus, Aristophanes, Demosthenes, Euripides, Herodotus, Lysias, Plato, Sophocles, Thucydides and Xenophon (more than 2 million words). Additional information has been taken from other corpora (TLG) and lexical works (e.g. LSJ).

The final purpose of this paper is to collect and formalize all the information available about *κατα-* scattered in dictionaries and lexical works and to transfer it from its present place in lexicography to the grammatical component of the linguistic description of Greek. The preverb has to be understood as a regular means of word formation.

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## On the development of discourse markers from elliptical structures

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Discourse markers (DMs) develop from various source lexemes and constructions and carry diverse and often multiple functions largely depending on the contexts in which they occur. Korean has one group of DMs that developed from sentential fragments through ellipsis (EDMs), i.e., those that were morpho-syntactically incapable of standing alone. This structural characteristic is evident in the fact that they are still marked with such morpho-syntactic trappings as an ADN(ominal) (thus a noun modifier) or an ACC(usative) case marker (thus a verbal argument), as illustrated in (1) and exemplified in (2) with (1a), taken from a corpus (DEC: declarative, BEN: benefactive, PROM: promissive, POL: polite):

- (1) a. *ilen* < *ile-n* [be.like.this-ADN] ‘this kind of’  
 b. *celen* < *cele-n* [be.like.that-ADN] ‘that kind of’  
 c. *mwusun* < *mwusu-n* [what-ADN] ‘what kind of’  
 d. *weyn* < *\*wey-n* [why-ADN] ‘of what reason/cause’  
 e. *wen* < *weyn* < *\*wey-n* (= (1d) above)  
 f. *mewl* < *mwusu-l* [what-ACC] ‘what (object/theme argument)’  
 g. *weynkel* < *\*wey-n-ke-l* [why-ADN-thing-ACC] ‘what (object/theme argument)’

(2) [A and B are art high school students. As B turns around A’s pallet falls onto B’s white slippers and stains them.]

- A: *ilen!! coysongha-mta. takk-atuli-lkey-yo*  
 DM be.sorry-DEC clean-BEN-PROM-POL  
 ‘O, no (lit. ‘this kind of’)! I’m sorry. I will wash (them) for you!’  
 B: (frowns looking down his slippers stained with colors.)

The EDM *ilen* in (2), literally ‘this kind of’, is used to express A’s surprise about her mistake and embarrassment for the damage it caused. Despite its morphology of syntactic dependence it is now used as a syntactically independent form resembling an interjection. All EDMs carry the properties characteristic of DMs in meaning, structure, prosody, function, etc. In terms of discursive functions, EDMs cut across discourse domains such as interaction management, information management, and interlocutor management. Their most prominent function is signaling surprise, a function derived from the structural ellipsis, i.e. the speaker is, or pretends to be, unable to complete the utterance by being overwhelmed by the event or state of affairs. Surprise, an inherently subjective emotion, is further extended to intersubjective and interactive domains.

A diachronic and synchronic analysis of these EDMs presents a number of interesting issues in the study of DMs and grammaticalization. For instance, a DM function is not only

derivable from the source lexemes but also from the structures themselves (i.e. ellipsis); the diverse EDM functions are often correlated with their characteristic prosodies; and their development displays directionality in terms of positionality, i.e. from clause-internal to peripheral positions, and of conceptual domains, i.e., from textual to subjective and to intersubjective domains. Drawing upon the data from historical and contemporary data, this paper presents the developmental paths of EDMs in Korean and discusses their theoretical significance in grammaticalization studies.

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## Bare reference to kinds, number and transitivity

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**Introduction.** Krifka (2003, para. 4.4) proposes that kind-referring bare plurals are degraded as direct objects (DOs) because bare NPs can be kind-referring only as topics. We argue that the degradation in (1) is due to Transitivity (Hopper & Thompson, 1980), and that topicality is irrelevant to the degradation in (2) of the post-copular kind-referring bare plural.

- (1) Shockley invented {the transistor, ?transistors}. (Krifka et al., 1995, ex. 112c)  
 (2) My favorite animal is ?dogs.

**DOs.** Krifka's proposal is stated for bare NPs, which misses the observation that kind-referring bare uncountable singulars are not degraded as DOs, (3).

- (3) The Americans invented gum. (cf. Krifka et al., 1995, ex. 112a)

To maintain the appeal to topicality, one could posit that bare singular DOs are easier to parse as topics than bare plural DOs, but this is ad-hoc. We therefore argue that (1) is due to Transitivity (Hopper & Thompson, 1980), a cluster of properties including (4) which are predicted to pattern together (ibid., ex. 9) (O = object).

	<i>high Transitivity</i>	<i>low Transitivity</i>	
(4) a. affectedness of O	O totally affected	O unaffected	(H&T 1980:ex.1)
b. number of O	O singular	O plural	(H&T 1980:ex.2)
c. definiteness of O	O definite	O not definite	(H&T 1980:ex.2)

The transistor kind is totally affected by the inventing action in (1), thus Transitivity correctly predicts singular definite DOs to be better than plural non-definites. Also, definite generics in English cannot be built on (unmodified) uncountable nouns like *gum* (Lyons, 1999, para. 9.3.2), so the optimal way for (3) to adhere to Transitivity is via bare *gum*.

**Copulas.** (2) is corroborated by (5), the frequency of copular clauses in the English Web Corpus 2020 where one NP is kind-referring and the other consists of a pronoun or proper name possessor followed by *favorite animal*. Pre-copular kind-referring bare plurals are significantly more frequent than post-copular ones;  $\chi^2(2, N = 335) = 191.69, p < .00001$ .

		bare plural	indefinite singular	definite singular
(5) a.	pre-copular	103	3	20
b.	post-copular	17	109	83

The form of the pre-copular NP affects the form of the post-copular kind-referring NP; 108 self-reported native monolingual English speakers completed the sentences in (6) (36 each).

- (6) a. My favorite kind of animal...                      b. A favorite kind of animal of mine...  
 c. One of my favorite kinds of animals...

The post-copular kind-referring NP was a bare plural significantly more in (6c);  $\chi^2(2, N=108)=36.5921, p<.00001, (7)$ .

(7) a.	singular	(definite/indefinite)	<sup>(6a)</sup> 34	<sup>(6b)</sup> 30	<sup>(6c)</sup> 12
b.	bare plural	(singular/plural <i>be</i> )	2	6	24

Topicality predicts (6b) to pattern with (6c), as there is equal less pressure to parse the pre-copular NPs as topical compared to (6a), but (6b) is closer to (6a). We therefore propose that the post-copular NPs in (6) should be singular under partial index agreement (Van Eynde et al., 2016), but they are frequently plural in (6c) due to plural attraction (Häussler 2012).

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## Teaching English to deaf/hard of hearing students in primary education: A suggested syllabus

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Deafness has an effect on the learning of a language which may be the sign language as deaf and hard of hearing students' L1 on the one, and the official spoken and written language as their L2, on the other. Their differences in structure and syntax hinder the learning of the officially spoken and written language being taught at school and specifically the

development of deaf and hard of hearing students' (D//HH) phonological awareness. This difficulty has as a result the production of erroneous language in terms of vocabulary, grammar or syntax. One can thus understand how challenging and frustrating the teaching of the English language as an L3 can be for this group of students.

This presentation attempts to shed light on those successful strategies and techniques to be applied by teachers so that learners can develop certain receptive and productive skills such as reading or writing in L3. The main goal of this talk is to present a syllabus which is the outcome of a study aiming at shedding light on the way D//HH Greek students can learn in the framework of an EFL classroom at a public primary school. The particular syllabus, which has been empirically developed, is addressed to Pre-A1 to A level students and is based on: a) the National Curriculum for the Foreign Languages in primary education for general schools, b) the Common European Framework of Reference for Languages, and c) the ECML (European Centre for Modern Languages) Prosign project.

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## **Self-image as a predictor of teachers' self-efficacy**

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In the educational context teachers' beliefs about their own effectiveness underlie many important instructional decisions and affect the amount of effort the teachers invest in class as well as the goals they set for their students and themselves. These beliefs have to do with their knowledge and skills and how they can use them appropriately to bring a positive change in their students' lives, the goals they set for themselves and their students and the effort they invest in class to achieve these goals and to keep their students engaged and motivated (Gavora, 2010; Gibson & Dembo, 1984; Tschannen-Moran & Woolfolk Hoy, 2001). Teachers' Self-efficacy comprises three dimensions: self-efficacy for classroom management, for instructional strategies and for student engagement (Tschannen-Moran & Woolfolk Hoy, 2001).

In this paper, we present the findings from an online survey conducted among 951 English language teachers who teach in Greek primary and secondary state schools. The aim of the study was to delve into the Self-efficacy beliefs of English language teachers in order to explore the factors that have an impact on each of the three dimensions of teachers' Self-efficacy. To be more specific, we attempt to find the impact teachers' sense of confidence on their knowledge and skills (self image) have on their classroom management self-efficacy, their self-efficacy about their students' engagement and their self-efficacy about their instructional strategies they apply in class. Based on the results of our analysis we present the most important predictors of teachers' Self-efficacy.

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## Λεξική βαρύτητα, συμφραστικές ακολουθίες & τυποποιημένος λόγος στο ελληνικό σώμα κειμένων μαθητών II

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Ένα από τα πιο ενδιαφέροντα φαινόμενα είτε στη διδασκαλία είτε στην εκμάθηση μιας δεύτερης/ξένης γλώσσας είναι η αποτύπωση των γλωσσολογικών αρχών που διέπουν την χρήση στερεοτυπικού λόγου από μαθητές και μαθήτριες μιας δεύτερης/ξένης γλώσσας. Ακολουθώντας την αρχική προσέγγιση των Αναστασιάδη και Ευθυμίου (2006), Χιώτη (2010) και Μαρκαντωνάτου (2017) η στερεοτυπικότητα οριοθετήθηκε βάσει γλωσσολογικών κριτηρίων και εν συνεχεία δημιουργήθηκε ένα λεπτομερές πλαίσιο επισημείωσης του στερεοτυπικού λόγου των μαθητών και μαθητριών είτε πρόκειται για παραγωγή σωστών δομών είτε για λανθασμένων. Επιπλέον, σύμφωνα με τις Αναστασιάδη και Ευθυμίου (2006) ο στερεοτυπικός λόγος δεν εξαντλείται στην πραγματολογική διάστασή του, αλλά είναι απαραίτητο να ιδωθεί και από μια λεξικολογική και μορφοσυντακτική οπτική γωνία.

Η παρούσα ανακοίνωση στοχεύει στην ανάλυση και την επεξεργασία των χαρακτηριστικών του στερεοτυπικού λόγου, όπως αυτά παρουσιάζονται στις γραπτές παραγωγές μαθητών και μαθητριών της ελληνικής ως δεύτερης/ξένης γλώσσας στο Ελληνικό Σώμα Κειμένων Μαθητών/Μαθητριών II (ΕΣΚΕΙΜΑΘII). Το ΕΣΚΕΙΜΑΘII είναι το μεγαλύτερο Σώμα Κειμένων Μαθητών και Μαθητριών για τα ελληνικά ως ξένη/δεύτερη γλώσσα και αποτελείται από περίπου 300.000 λέξεις, ενώ εμπλουτίζεται συνεχώς με νέες γραπτές και προφορικές παραγωγές.

Αρχικά, αφού παρουσιαστούν τα βασικά χαρακτηριστικά του ΕΣΚΕΙΜΑΘII, στην παρούσα ανακοίνωση επιλέγουμε μια διαφορετική προσέγγιση για τη χαρτογράφηση του στερεοτυπικού λόγου των μαθητών και μαθητριών της ελληνικής ως ξένης/δεύτερης γλώσσας, όπως αυτή περιγράφηκε από τη μέχρι τώρα βιβλιογραφία. Συγκεκριμένα, χρησιμοποιώντας τη στατιστική γλώσσα προγραμματισμού R για τον υπολογισμό του στατιστικού δείκτη λεξικής βαρύτητας (lexical gravity), όπως αυτός αρχικά παρουσιάστηκε από τους Daudaravicius και Marcinkevičienė (2004) και εξελίχθηκε από τους Gries και Mukherjee (2010), θα παρουσιάσουμε μια σειρά μοτίβων της διαγλώσσας (Granger, 2019· Raquot & Granger, 2012· Wray, 2002) τα οποία προέκυψαν από τις γραπτές παραγωγές του ΕΣΚΕΙΜΑΘII. Ο δείκτης λεξικής βαρύτητας επιτρέπει στον ερευνητή να ανιχνεύσει τις ιδιωματικές φράσεις (collocations) όχι μόνο βάσει συχνότητας εμφάνισης, όπως συμβαίνει με άλλα εργαλεία στατιστικής ανάλυσης (Daudaravicius & Marcinkevičienė, 2004), αλλά και βάσει ποικιλίας του γλωσσικού περιβάλλοντος εμφάνισης της εκάστοτε λέξης/δομής.

Τέλος λαμβάνοντας υπόψη τα αποτελέσματα της λεξικής βαρύτητας, επισημαίνονται και κατ' επέκταση ταξινομούνται τα μοτίβα ακολουθώντας τις κατηγορίες του στερεοτυπικού λόγου, λ.χ. ιδιωτισμοί (*σε πιάνει πονοκέφαλος*), λεξικές συνάψεις (lexical collocations) (*παιδικός σταθμός*), λεξικά συμπλέγματα (lexical bundles) (*από την άλλη πλευρά*), την καταλληλότητα ως προς το ύφος, τη σημασιολογία, τη φωνολογία και τις μορφοσυντακτικές δομές που εμφανίζονται. Ως αποτέλεσμα προκύπτει μια αντιπροσωπευτική περιγραφή και ανάλυση του στερεοτυπικού λόγου στη διαγλώσσα των μαθητών και μαθητριών ως ξένης ή δεύτερης γλώσσας.

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## **A primary education digital tools guide to assist EFL acquisition and teacher development**

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The Covid-19 Pandemic forced all the academic community to turn to online teaching and learning, revealing teachers' unreadiness and, in many cases, lack of digital skills and knowledge of technology, which impede successful educational integration (Haydn & Barton, 2008) and students' language acquisition. It is assumed that lack of digital competence runs in parallel with stress and lack of confidence while using digital tools (Baker & Smith, 2019).

In this context, teachers do not only need to update their teaching methods and strategies, but also develop their digital competence in order to develop professionally and empower 21st century learners. To that end, the European Framework for the Digital Competences of Educators (DigCompEdu), comprises an institutionalized and scientifically based approach to measure teachers' digital competence (Caena & Redecker, 2019).

Taking all the above into account, the present study aims, first, to investigate in-service Primary EFL teachers' readiness to employ Web 2.0 tools in their teaching, and second, to propose a guide, through which digital tools integration could enhance teachers' self-confidence and digital competence and advance their professional development. Thus, a mixed-method approach was followed, consisting of a questionnaire survey, in which 134 in-service EFL teachers participated, a teaching guide including activities for all grades and levels of competence in Primary Education, designed in line with the questionnaire findings, and a focus group discussion, as a 'sequential explanatory design', consisting of three experienced in-service teachers who used the aforementioned guide and integrated digital tools in their classes.

The participating teachers stress the importance of digital tools use and express their readiness to attend Web 2.0 tools development courses as part of their professional development. Moreover, they believe that the proposed guide incorporates various digital tools throughout the Primary Education syllabus, encourages experimentation, and assists continuous professional learning. Therefore, it could represent a *hands-on tool* that responds to teachers' request for Web 2.0 tools integration in the syllabus, and it could be also used as teacher training material to encourage experimentation, peer-observation and reflection in teacher development programmes.

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## Adult exclusivity interpretation on *complex* and *simple-OR*: Evidence from Greek

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**The topic:** Disjunctive particles have been argued to differ cross- and intra-linguistically as to whether they are obligatorily exclusive or not (Szabolcsi, 2001; Aloni, 2016). The current study is the first systematic study on the differences between the disjunctive operators in Greek, showing that what is traditionally categorized as exclusive disjunction can be interpreted inclusively. In addition, experimental evidence provide evidence that Greek speakers do not perceive one or the other type as obligatorily exclusive.

**The empirical picture:** Greek has three forms conveying disjunction: a) the form *i*, b) the complex form *ite-ite*, and c) the complex form *i-i*. The forms *ite-ite* and *i-i* are typically grouped together as obligatorily exclusive elements (similarly to English ‘either-or’) and are contrasted to the simple form *i*, which is taken to be compatible with both an exclusive and an inclusive interpretation (similarly to English ‘or’) (Veloudis, 1994). However, Greek *ite-ite* is cancelable (1a), unlike what has been reported regarding *either-or* in English (1b), patterning with the simple disjunction *i* (2a) and *or* in English (2b).

- (1) a. I JLo tha episkefti **ite** ti Mikono **ite** tin Kriti to kalokeri, √ ke isos ke ta dio.  
 b. JLo will visit **either** Mykonos **or** Crete in the summer, # and possibly both (islands).
- (2) a. I JLo tha episkefti ti Mikono **i** tin Kriti to kalokeri, ke isos ke ta dio.  
 b. JLo will visit Mykonos **or** Crete in the summer, and possibly both islands.

Moreover, *ite-ite* may receive a rather ‘conjunctive’ interpretation in examples like (3).

- (3) Sti Skiro ida **ite** poli moderna ktiria **ite** ta palia paradosiaka.  
 In-the Skyros see.PAST.PERF.3SG **DISJ** very modern buildings **DISJ** the old traditional  
 ‘In Skyros, I saw very modern buildings or the traditional ones’.

Example (4) shows that *ite-ite*, similarly to *i*, when coordinating subjects allows both 3SG and 3PL agreement on the verb. The 3PL agreement favors the interpretation that *both Jianis and Petros may have eaten the strawberries*.

- (4) {O Jianis i o Petros} / { **ite** o Jianis **ite** o Petros } efag-e/efag-an tis fraules.  
 the John or the Petros **DISJ** the John **DISJ** the Petros ate.PAST.3SG/3PL the strawberries  
 ‘(Either) John or Petros ate the strawberries.’

The data in (1)-(4) suggest that *ite-ite* in Greek is not perceived as an obligatorily exclusive operator. It is possible to reach the exclusive meaning by exhaustifying over the stronger conjunctive alternative (cf. Fox, 2007; Chierchia et al., 2012; Spector, 2014).

**Experimental study:** We ran an online questionnaire (Gorilla platform; Massonnié et al., 2018) on 40 adult speakers so far (partial replication of Sauerland & Nicolae, 2016 study), testing the acceptability of an inclusive *ite-ite*-interpretation and comparing it to an inclusive interpretation of simple-*i*. The study included 16 critical items (8 regarding *i=OR* and 8 regarding *ite-ite=EITHER-OR*) and participants were asked to judge (using a Likert scale rating from 1 to 7) how likely it is that the first sentence (i.e. *O Vasilis efere sti Meri luludia i sokolata gia ta genethlia tis*, 'Bill brought Mary flowers or chocolate for her birthday') suggests the second sentence (i.e. *O Vasilis den efere sti Meri ke luludia ke sokolata gia ta genethlia tis*, 'Bill didn't bring Mary both flowers and chocolate for her birthday').

**Results:** We found no significant effect of the disjunction type ( $p=.972$ ); adults' interpretation of *ite-ite* displayed similar rates to the inclusivity of simple-*i* (cf. Sauerland & Nicolae, 2016).

In view of the current experimental data, we argue that the disjunctive operator *ite-ite* is not obligatorily exclusive in Greek (comparable to simple-*i*) and that adult speakers show a tendency to assign either an exclusive or an inclusive meaning regardless of the disjunction type. These findings indicate that the strengthening mechanism employed in reaching the exclusive-meaning (Fox, 2007; Chierchia et al., 2012; Spector, 2014) is not imposed by the lexical item alone (cf. Szabolcsi, 2004; Aloni, 2007 i.a.) and it is possibly facilitated by intonation (cf. Szabolcsi, 2002; Gotzner, 2019 for Scalar Implicatures). An ongoing follow up study examines both the intonation effect and the comparison between *ite-ite*, *i-i* and *i* forms.

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## Chinese as the 'other' language or 'seeking for the same and keeping the different': A first attempt to analyse CI at AUTH Greek learners' of Chinese motives and challenges

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Chinese learning and teaching within the context of Greek Universities is a very new area of study and one that, we believe, will grow very fast, within the world context of the expansion and development of China, and therefore its language and culture, into a dominant economic power. We believe that the Confucius Institute at the Aristotle University of Thessaloniki is, currently, the most active academic centre in Greece that teaches and promotes the Chinese language and culture to AUTH students and citizens of Thessaloniki and beyond.

Within the fluid context of defining languages and language competencies, beyond numbering but in the light of language cooperation and translanguaging (Tsokalidou, 2017), Chinese at CI AUTH is taught to Greek students through English and references to Greek, with the purpose of both augmenting meaning and building on student involvement. After two years of closely following our students' efforts to learn Chinese, while appreciating its special charm, and after personal efforts to make connections between Chinese, English and

Greek, we will present our first findings concerning the challenges and special features of Chinese that make it a popular language among our students. We will first present the results of the views of our students who have been studying Chinese for two consecutive years, then results coming from a group of beginners in Chinese and we will place our first findings in the broader context of developing materials that cater for the needs of Greek-speaking students of Chinese. Our theoretical premises will be translanguaging strategies (Garcia & Li Wei, 2014) and efforts to compare features of Chinese and Greek (Chen, forthcoming; Chen & Tsokalidou, 2021) as both are important means of promoting the communication between teachers and students, while encouraging the smooth transition and exchange between all the languages that are involved.

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## Exploring L2 receptive vocabulary learning and working memory in Greek kindergarten’s EFL learners

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The teaching of English as a foreign language (EFL) is implemented in kindergartens across various European countries. Since September 2020, the teaching of English has been piloted in 58 state kindergartens in Greece. Some studies focused on examining the teaching aids and how to select appropriate materials for teaching kindergarten students, but no studies have investigated vocabulary learning and whether the early English language teaching (EELT) affects kindergarten students’ working memory (WM) in Greece. Therefore, this study is the first study to investigate: i) the teaching strategies deployed for the L2 vocabulary teaching of students attending a Greek kindergarten and learning English for 7 months, ii) how the L2 English receptive vocabulary of Greek kindergarten learners is affected, based on native speakers’ age equivalent norms, and iii) whether EELT affects WM, compared to a Greek monolingual control group not learning English, matched on age, socioeconomic status, and non-verbal intelligence. Classroom observations were conducted to investigate the teaching strategies used for the teaching of L2 vocabulary at kindergarten level and analysed through content analysis (CA). The children completed the BPVS3 standardized test which measures English receptive vocabulary. They also completed a computerized WM task; a forward digit span task. Two main categories of teaching strategies were identified; the strategies used during online teaching and face-to-face teaching. The teaching strategies observed were videos, flashcards, realia, the Total Physical Response (TPR) method, songs, and games. The results from the BPVS3 test revealed that the majority of students did not

obtain an age equivalent norm, which was expected, as the age equivalent norms of BPVS3 concern native speakers of English and the period of L2 learning was short. Additionally, the findings revealed that early exposure to English positively affected children's WM skills. These results inform the debate surrounding the benefits that may occur from introducing an L2 at kindergarten settings and suggest that early exposure to an L2 may result in advantages in cognition.

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## **Teaching English to very young learners through art**

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Teaching very young learners is one of the most challenging, yet, most rewarding things in the field of TEFL. Teaching kindergarten students and first graders focuses on teaching the language by creating experiences. This paper is about teaching English to very young learners (5-7 years old) through Art. The paper explores some of the key characteristics, needs and strengths of the very young learners and the way some Art forms can be used in order to teach English to them. It focuses on how teaching very young learners through Art, means exposing students to authentic paintings instead of flashcards, turning them into live works of Art, having them create individual and group Art projects and exposing them to performing arts, while learning and producing the target language. Finally, the paper shows how Art places the children in the centre of the learning procedure, giving them reasons to use the language and engaging them meaningfully in the learning procedure.

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## **How Dutch youths use English in social media messages: A corpus analysis of code-mixing in computer-mediated communication**

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The English language has become pervasive in education and society in the Netherlands. Moreover, it has become an online lingua franca (Warschauer et al., 2010) and “typical of international chat culture” (Hilte, 2019, p. 66). This perceived ‘intrusion’ of English into Dutch has caused concerns (Appel & Noordervliet, 2019). Although English is a manifest aspect of oral youth language – as reflected in online written messages – our research shows that it has in no way replaced the Dutch language. This paper presents a large-scale corpus analysis, delving into the use of English in informal computer-mediated communication by Dutch youths. From these social media messages, consisting of 392,169 words in total, all codemixings with English were extracted and manually coded in relation to their linguistic form and communicative function. Code-mixing refers to the use of elements from a second or foreign language (in this case, English) in one's first language (here, Dutch). We studied

both the amount and manner of code-mixing in our corpus. It contained 7,528 English elements, divided into the categories of words, interjections, textisms (typical of ‘digi-talk’; Verheijen, 2017), phrases, and sentences.

We argue that the concept of ‘manifold code-mixing’ is necessary to truly comprehend the complexity and multifunctionality of code-mixing. Manifold code-mixing consists of four pathways: discourse framing (the use of English discourse markers, such as interjections and textisms, in dialogue), insertion (the input of English single words, mainly content words, within Dutch utterances), alternation (the switch between Dutch and English phrases and full sentences, including function words and English syntax), and integration (the adaptation of English to the Dutch language on different linguistic levels, morphological and/or orthographic). These different modes of code-mixing each have their own properties and driving forces, relate to the SUPER-functions of textisms (speechlike, understandable, playful, expressive, reduced; Verheijen, 2018), and reveal Dutch youths’ high proficiency in English. We have applied this distinction between the four pathways to the coded English elements in our corpus of Dutch youths’ CMC. Manifold code-mixing transcends mere borrowability patterns and presents a sophisticated sociolinguistic analysis of code-mixing.

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## From the *Gruffalo* to the *Colour Monster*: Multimodal companions for preschool and young learners

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Different estimates regarding early vocabulary uptake and speaking production in L1 and L2 are found in literature (Alexiou, Roghani & Milton, 2019; Biemiller & Slonim, 2001; Milton & Alexiou, 2009; Nation & Warning, 1997, among others). When it comes to English as a foreign language (EFL), research has shown that foreign language learners after five years of EFL learning know only 1,000-2,000 word families (Nation, 1990; Milton & Alexiou, 2009). On the other hand, Szpotowicz (2012) presented that after four years of learning English, children are ready to engage in oral interaction in a semi-controlled task and produce answers and questions in English.

This paper presents a small-scale case study that investigated the influence of two literature books (*The Colour Monster* by Anna Llenas, *The Gruffalo* and *The Gruffalo's Child* by Julia Donaldson) in English and Greek as a foreign language (EFL) vocabulary acquisition and speaking production. To that aim, Greek preschoolers and young learners were engaged in several project-based lessons with a set of different inputs and activities based exclusively on these books (texts, sound books, songs, videos, board games, electronic games and interactive applications) and then they discussed the plot and the heroes with their teacher in Greek and in English. Explicit teaching of the English language and vocabulary was included in these books related to colours, feelings, and forest animals. Following that, the children were tested in a child-friendly way in order to measure the receptive English vocabulary they were exposed and to evaluate their effort to understand and express their feeling. The aims of the present study are: (a) to determine the size of the vocabulary contained in these books; (b) to examine whether the vocabulary is frequent and appropriate for a beginner learner of English; and (c) to investigate whether the multimodal inputs contain some repetition to support speaking and listening. Results indicate the significant contribution of these children literature books in EFL students' receptive vocabulary, speaking production and listening comprehension, and an amplitude of formulaic language in the books and plenty repetition of it.

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## Embedded root phenomena in Modern Greek

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This presentation contributes to the study of Embedded Root Phenomena (ERP; Emonds, 1970) by investigating the embedded distribution of Topicalization and (several types of) Left Dislocation in Modern Greek, a language that has not been explored in the ERP literature. In

brief, we show that the Greek versions of Contrastive Left Dislocation (CLD; a hitherto unreported counterpart of Germanic CLD) and Hanging Topic Left Dislocation (HTLD; described in Anagnostopoulou, 1997) display the characteristic restricted distribution of ERP, while Clitic Left Dislocation (CLLD) and Topicalization do not. To account for this pattern, we propose an analysis based on the Truncation account of ERP (Haegeman, 2006). Finally, we argue that this pattern is not amenable to an Intervention account (Haegeman, 2012).

Exploring the embedded distribution of Greek CLD, we observe the following contrast. CLD is acceptable, if slightly degraded, in complement clauses introduced by the predicates in (1), while it is completely unacceptable in complement clauses introduced by the predicates in (2). This contrast is not only fairly robust, but it is also consistent with Hooper and Thompson's (1973) description of the distribution of ERP in English. Checking in the same environments, we find that Greek HTLD displays the same pattern, while CLLD and Topicalization display unrestricted embedded distribution (the latter in contrast to English Topicalization).

- (1) ?o Nikos ipe / pistevi / diapistose pos ti Maria, mono afti ebistevete o Janis  
 the Nikos said/ believes / realized that the Maria, only her trusts the Janis  
 'Nick said/believes/realized that Maria, only her John trusts'
- (2) \*o Nikos arnite pos / lipate pu ti Maria, mono afti ebistevete o Janis  
 the Nikos refuses that / is-sorry that the Maria, only her trusts the Janis

Given the Greek data, we propose an analysis based on the Truncation account of ERP (i.e. parts of the left periphery are missing in some embedded environments, thus affecting the distribution of left peripheral phenomena; Haegeman, 2006). Specifically, we suggest that (i) the locus of CLD and HTLD is at a higher structural position than the locus of CLLD and Topicalization, and (ii) in Greek the truncation mechanism targets a position between the two loci, such that it removes the former but not the latter in the relevant embedded contexts. Thus, truncation constrains the embedded distribution of Greek CLD/HTLD, but not of CLLD/Topicalization. Furthermore, we propose that there is cross-linguistic variation with respect to the parts of the left periphery that are affected by truncation. In particular, we suggest that truncation in English targets a position below the locus of Topicalization, thus constraining the embedded distribution of both Topicalization and HTLD in that language.

Finally, we argue that the Greek data is not amenable to an Intervention account (i.e., the relevant parts of the left periphery are not missing but made inaccessible due to intervention effects caused by the movement of an operator; Haegeman, 2012). Anagnostopoulou (1997) shows that the left dislocated phrase in Greek HTLD consistently fails movement tests (connectivity effects, binding effects, sensitivity to islands, weak crossover effects, licensing of parasitic gaps). We show that the same tests strongly suggest that the left dislocated phrase in Greek CLD undergoes movement. Thus, the Intervention account fails to capture the fact that Greek CLD and HTLD pattern together with respect to their embedded distribution.

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## **L2 acquisition of the Greek perfective non-past forms: Evidence from Russian-speaking adults**

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The current research investigates the L2 acquisition of the perfective non-past in Greek by L1 speakers of Russian. This Modern Greek verb form that morphologically combines non-past tense and perfective aspect has been also called ‘dependent’ (Holton et al., 1997), since it cannot stand alone and requires one of the verbal particles (subjunctive *na*, optative *as*, future *tha*,) or a particular connective (e.g., conditional or temporal conjunctions), in contrast to other finite verb forms in Modern Greek. Though the perfective non-past also exists in Russian as a grammatical category, it is strikingly different, as it can stand independently and is normally interpreted as future (Malchukov, 2009), exploiting the ‘prospective strategy’ in terms of De Wit (2017).

The current study focuses on how the constructions where the ‘dependent’ in Modern Greek may be found without the particles are acquired by adult Russian-speaking learners. Specifically, the research is concentrated on the constructions after the temporal conjunctions *όταν* ‘when’, *άμα* ‘when’, *μόλις* ‘as soon as’, *αφού* ‘after’, *πριν* and *προτού* ‘before’, in which the dependent may either appear without a particle or may be optionally preceded by the future particle *θα* (or, in the case of *πριν* and *προτού*, by the particle *να*). The aim of the study is to analyze the perfective non-past production after the temporal conjunctions under consideration among adult Russian-speaking learners of Modern Greek. The Russian equivalents of the Greek temporal conjunctions use the perfective non-past. The only exception concerns *before*-clauses, which permit the use of finite perfective non-past forms, but also can be transformed into infinitive constructions if the subject is co-referential with that of the main clause.

Hence, the study aims to explore the difficulties faced by Russian learners of Greek at various levels; the problems they encounter while using the Greek ‘dependent’ forms after the particular temporal conjunctions may be related to the level of L1 impact and transfer at different levels of language proficiency. The analysis is based on a number of written essays, a forced-choice task, and a cloze task, where the participants were asked to fill in the gap using the appropriate verb form.

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## The GAEFL: Argument construction in Greek adolescent EFL writing

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Writing is a complex skill that poses considerable difficulty to both first and second language writers. Second language writing research has focused mainly on college level students leaving the area of adolescent second language writing relatively underdeveloped. The present study addresses this research gap by examining the argumentative writing of Greek adolescent students, aged 12-16, in English as a Foreign Language (EFL). The participants, 350 Greek adolescent students attending 4 different state schools and private foreign language institutions, completed the Quick Oxford Placement Test (UCLES, 2001), a brief questionnaire aiming to help us create a learner profile, and wrote essays on controversial topics. Students' handwritten essays were transcribed and saved as word documents and a learner corpus of 100,000 words (more than 500 essays in total) was compiled using the Sketch Engine (Kilgarriff et al., 2014). The study aims to examine the quality of students' arguments and relate it to their age, second language proficiency, and the type of essay prompt. In particular, the following research questions are addressed:

- a) How do Greek EFL students use the argument elements of thesis, data, warrant, and opposition?
- b) To what extent do the variables of age, second language proficiency, and type of essay prompt influence the use of argument elements and the overall quality of Greek adolescent EFL students' arguments?

Qualitative analysis was performed in order to investigate the production of arguments in students' essays. An adaptation of Toulmin's (2003) model of argument structure was used as a guide to both identify the elements of *claim*, *data*, *warrant*, and *rebuttal* and to assess the overall quality of students' arguments. Statistical analyses were performed using the SPSS software ver. 27 (IBM Corp. 2020). Findings showed that age, proficiency level, and the type of essay prompt influence the quality of arguments and the use of Toulmian elements. Opposition was used neither frequently nor efficiently, a finding that has important implications for argumentative writing instruction.

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## How 'similar' and 'different' relate to learning English as a foreign language?

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Lado's (1957) original proposal that it will be easy for learners to acquire when a second language (L2) sound is similar to the learner's first language (L1) but difficult only when L2 and L1 are different has been challenged over the years. Flege (1995) in his Speech Learning Model (SLM) claims that similar L1-L2 sounds are those which cause the most difficulties. The study reported on used two varieties of the same language, Chinese, or two closely related languages, Mandarin and Cantonese. This comparison turned out to be useful in highlighting the effect of differences and similarities. It involved 34 Harbin Mandarin and 31 Guangzhou Cantonese learners of English as a foreign language in China aged between 14 and 22 who were at three different proficiency levels to look at whether these effects change as learners' English phonology develops. They read a list of 138 words which targeted 12 English consonants and 12 vowels. Their oral production data were analysed in terms of what is similar vs. different between L1s/varieties and L2. Results indicated that although criticism of Lado's original ideas is justified (Whitman, 1970; Lightbown and Spada 2006), these ideas are still supported and can be useful in foreign language teaching, especially for working with learners whose English is at low and intermediate levels. At the advanced level, Flege's SLM is an appropriate explanation for persistent errors.

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## British English and American English: Which do Mandarin and Cantonese foreign language learners prefer?

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Received Pronunciation (RP) and General American (GA) are nowadays the dominant varieties in teaching English as a foreign language (Trudgill & Hannah, 2017). Traditionally, RP has predominated in Europe. Within Europe as well as elsewhere, learners' attitudes, when surveyed, tend to mention both varieties; see Starks and Paltridge (1996), McKenzie (2004), Zhang and Hu (2008), Xu, Wang and Case (2010), and Zhang (2010). In recent decades, due in part to entertainment and to social media, GA has come to dominate (McArthur, 2001).

Less research has been conducted to explore which English variety foreign language learners actually speak and even less has considered learners' native language variety and whether certain linguistic characteristics make it easier for a speaker of a given variety to produce on one of the two varieties. The study reported on looked at L1 speakers of Mandarin and Cantonese to answer these questions.

Data were collected from 34 Harbin Mandarin speakers and 31 Guangzhou Cantonese speakers aged between 14 and 22 in China who read a list of 12 words which distinguished

consonants and vowels in British vs. American English. Oral data indicate that, as Griner (2014) mentions, Chinese speakers mixed the RP and GA in their production, though Mandarin participants tended to produce more GA and Cantonese participants more RP features. Where rhotacization distinguishes RP and GA and Mandarin but not Cantonese has an /ɹ/-suffixation phenomenon there were no differences. Participants also responded to a questionnaire answer to which indicated that although they could not distinguish RP and GA, they tended to speak an English variety similar to their variety of Chinese.

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## **Language ownership in English-medium instruction UAE higher education context**

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The United Arab Emirates puts tremendous effort into protecting the Arabic language and reinforcing its position as the country's language of constitution and national identity (Cook, 2017; Salama, 2018). At the same time, however, the use of English in the UAE has become widespread as the preferred lingua franca in the complex linguistic landscape of a society in which more than 85% of the population is expatriated from over 100 different countries. This situation has created a relationship of conflict between the two languages (Al-Issa & Dahan, 2011; Al-Issa, 2017; Kennetz & Carroll, 2018; Hopkyns, Zoghbor & Hassall, 2020). The country's higher education system is built on English-medium instruction (EMI) which, alongside the worldwide adherence to the native-like norms that accompany English as a global language (Zoghbor, 2014, 2018) appears to reduce the opportunities for Arab students to take ownership of English.

This presentation discusses the issue of Arab-English language distance by focusing on the negotiable space between the two languages in the UAE and the impact of this in the EMI context. Data are triangulated from self-reflections by 40 Emirati students (10 males and 30 females) and interviews with five female students and four faculty members on maths and science courses where English is used as the medium of instruction (MOI). The findings show that EMI is considered a form of multilingual education. Arabic was considered to have a positive impact in the students thinking and can be used in teaching while the significant role of English in their education and future careers is simultaneously emphasised. The presentation draws conclusions about how multiple competences and hybridity, can help Arab students exercise ownership of English, reduce their linguistic and cultural insecurities, and retain their identity while learning in an EMI context.

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## **Profiling secondary school EFL learners' based on their L2 learning motivation**

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Understanding L2 learning motivation has been at the forefront of applied linguistics research given its relation to L2 learning achievement. In recent years, the topic has witnessed renewed interest due to the emotional dimension of the L2 learning experience, a key component of Dörnyei's (2009) L2 Motivational Self-System. While there have been many studies establishing correlational and cause-effect relationships between different motivation-related variables, few have focused on exploring potential subgroups of L2 learners. This is unfortunate given that such research can form the basis of pedagogical intervention. Thus, the aim of this study is to explore students' dispositions as to their L2 learning motivation and to investigate group-related differences. We conducted a large-scale questionnaire study (N = 1152) involving secondary school EFL learners from all over Hungary. The data were subjected to combined cluster analysis. The results showed that there were four latent subgroups underlying our sample in terms of L2 motivation. The members of the first group were more internally motivated, the second group was the least motivated, the third was the most motivated, and the students of the fourth group had the most ambivalent learning experiences. We found significant differences among the members of the four groups with respect to their emotional experiences. Our study sheds light on the importance of the L2 classroom context when it comes to L2 learning motivation. The pedagogical implications of our study include both the sustainment of L2 learners' L2 vision as well as the fostering of a positive classroom atmosphere.

# POSTERS

## **Global competence in higher education teacher training programmes: A tool for investigation**

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This presentation focuses on the newly-emerged notion of 'global competence' and presents part of research which aimed at exploring the degree to which this notion is reflected in the design and content of the initial teacher training program of the English Department of the National and Kapodistrian University of Athens (PPDE). Global competence is defined by the Organization for Economic Co-operation and Development<sup>1</sup> (OECD, 2008) as the capacity 'to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development'. The paper intends to present the tool used in order to investigate whether the aforementioned programme incorporated the notion of global competence, either implicitly or explicitly. The tool is a checklist including several themes related to global competence as derived from the literature, such as computer and media literacies, understanding different cultures, values, beliefs, being adaptable according to the various communication circumstances and cooperating with others. This tool can be used as a guide for future programme developers who aim at training preservice or in-service teachers into how to help their students to be globally competent. This presentation ends by stressing the fact that the incorporation of global competence in higher education programmes is a topic that future research should address.

<sup>1</sup><https://www.oecd.org/pisa/pisa-2018-global-competence.htm>

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## **Το ακαδημαϊκό λεξιλόγιο στα δημόσια έγγραφα και η διδασκαλία του στην ελληνική γλώσσα ως δεύτερη**

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Η παρούσα εισήγηση εστιάζει στη διδασκαλία του ακαδημαϊκού λεξιλογίου των δημόσιων εγγράφων στην ελληνική ως δεύτερη γλώσσα, με στόχο την κοινωνική ενδυνάμωση των μεταναστών και των προσφύγων που διαμένουν στην Ελλάδα. Στο θεωρητικό μέρος εξετάζεται το λεξιλόγιο, οι στρατηγικές κατάκτησης και διδασκαλίας του και οι διδακτικοί σκοποί και μέθοδοι. Μετά τη θεωρητική ανάλυση ταξινομούνται οι ελληνικές δημόσιες υπηρεσίες και τα δικαιολογητικά τους και διερευνάται η θέση του λεξιλογίου των δημόσιων συναλλαγών στα ελληνικά διδακτικά εγχειρίδια, τα οποία αναδείχθηκαν ως τα ευρύτερα χρησιμοποιούμενα μετά την κατάρτιση και την εφαρμογή σχετικού ερωτηματολογίου σε κοινό εκπαιδευτών/-τριών της ελληνικής ως δεύτερης γλώσσας. Το πρακτικό μέρος περιλαμβάνει μια ενδεικτική πρόταση διδασκαλίας του ακαδημαϊκού λεξιλογίου των δημόσιων εγγράφων στην ελληνική ως δεύτερη γλώσσα, η οποία βασίζεται στο παιχνίδι ως

διδασκαλική τεχνική. Τέλος, καταγράφονται τα πορίσματα της πιλοτικής διεξαγωγής της ενδεικτικής διδασκαλίας, η οποία έλαβε χώρα τον Ιούνιο του 2020.

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## **On the reliability of Kent Bach’s IQ test: The case of content and discourse markers**

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Bach (1999) argues that the conventional type of implicature is a theoretical artifact of linguistic and philosophical semantics. As such it ‘throws a monkey wrench’ (Bach, 1999, p. 327) into the distinction between ‘what is said’ and what is implicated, and, thus, needs to be removed.

From Bach’s point of view, the distinction between semantic and pragmatic meaning becomes clearer and, in this sense, the specifications of ‘what is said’ can be straightforwardly determined; and the so-called ‘indirect quotation (IQ)’ test proves purposeful to this end. In fact, an utterance’s semantic content can be determined subject to successful application of the IQ test to the utterance.

The current presentation aims to unveil the problems besetting the reliability of Bach’s IQ method. More specifically, it will be argued that the implementation of this test lets in both semantic and pragmatic elements of meaning. Ultimately, this defeats the purpose of a clear view of the distinction between semantic/pragmatic aspects of interpretation.

Moreover, the presentation will offer a critique of Bach’s IQ proposal from the point of view of connectives. The study of connectives has standardly informed research on the

division of semantic/pragmatic labor. Following in this tradition, Bach's gamut of connectives under investigation looms large. Interestingly, his investigation deemphasizes the case of *because*, one of the typically applied connectives in causal expression.

In this sense, the present work intends to make up for this partiality. In doing so, it addresses the following question: can the case of *because* be adequately accommodated by Bach's system of meaning analysis?

Importantly, granted the range of interpretations the particular connective may receive, i.e. content, epistemic, speech-act interpretation (Sweetser, 1990), can his system enable an adequate and comprehensive account of the marker's full range of contextual application? As will be shown, there seem to be a couple of challenges facing Bach's proposal in this respect.

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## Διδακτικές προτάσεις για την καλλιέργεια των δεξιοτήτων κατανόησης γραπτού και προφορικού λόγου μέσα από το γλωσσικό υλικό «Γνωρίζω τον τόπο μου – Μιλώ για τον δικό μου»

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Η κατανόηση γραπτού λόγου στηρίζεται στην ανάγνωση και στην κατανόηση των λέξεων από τις οποίες αποτελείται το κείμενο (Ψάλτου-Joycey, 2008). Είναι μια σύνθετη γνωστική διεργασία όπου ενεργοποιούνται διάφορες νοητικές και γλωσσικές διεργασίες και αξιοποιούνται οι προγενέστερες εμπειρίες, οι γνωστικοί πόροι και οι γλωσσικές δεξιότητες (Γρίβα & Ντίνας, 2017). Για την επιτυχή κατανόηση οι μαθητές, στη μητρική τους γλώσσα, χρησιμοποιούν υποσυνείδητα στρατηγικές μάθησης, στην ξένη γλώσσα όμως, δυσκολεύονται να τις χρησιμοποιήσουν αυθόρμητα και για αυτό ο εκπαιδευτικός πρέπει να τις ενσωματώνει στη διαδικασία κατανόησης του κειμένου (Ψάλτου-Joycey, 2008). Κατά την κατανόηση προφορικού λόγου αντίστοιχα εμπλέκονται φυσικές-σωματικές και ψυχολογικές-διανοητικές διεργασίες (ό.π.) Η κατανόηση βασίζεται στις γνώσεις του ακροατή για το γλωσσικό σύστημα, τις προϋπάρχουσες γνώσεις του και το περιβάλλον της αλληλεπίδρασης (Vandergrift & Goh, 2009). Για την επιτυχή κατανόηση οι μαθητές θα πρέπει να εξασκούνται ώστε να αξιοποιούν άμεσα όλες τις πληροφορίες και να κατανοούν επαρκώς μεγάλο μέρος των πληροφοριών που προσλαμβάνουν (Ψάλτου-Joycey, 2008). Σκοπός της συγκεκριμένης εργασίας είναι να παρουσιαστούν διδακτικές προτάσεις για την καλλιέργεια των δεξιοτήτων κατανόησης γραπτού και προφορικού λόγου μέσα από το γλωσσικό υλικό «Γνωρίζω τον τόπο μου – Μιλώ για τον δικό μου». Το συγκεκριμένο υλικό αποτελείται από εννιά κύριες θεματικές ενότητες και τρία παραρτήματα. Απευθύνεται σε ενηλικούς πρόσφυγες που διαμένουν στα κέντρα φιλοξενίας της Περιφερειακής Ενότητας Σερρών και μαθαίνουν την ελληνική ως δεύτερη σε επίπεδο Α. Στο γλωσσικό υλικό οι εκπαιδευόμενοι καλούνται να κατανοήσουν αυθεντικά/ημιαυθεντικά κειμενικά είδη, γραπτά ή προφορικά και να ολοκληρώσουν σχετικές ασκήσεις διαφορετικού βαθμού

δυσκολίας. Στην εργασία παρουσιάζεται μια ποικιλία από αυτές τις ασκήσεις και αναφέρονται διδακτικές προτάσεις για την αξιοποίησή τους με στόχο την καλλιέργεια ικανών διαπολιτισμικών ομιλητών.

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## **Duo-platform academic language socialization of adult L2 learners during the pandemic: A case study**

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Language socialization, according to Duff (2010), is “the acquisition of linguistic, pragmatic and other cultural knowledge through social experience and is often equated with the development of cultural and communicative competence” (Duff, 2010, p. 427). During this process, the social practice or interaction between participants is *in* and *through* language for the purpose of seeking membership in a community of practice (Wenger, 1998). The present study was guided by this theory in analyzing the process of online language socialization. The significance of the present research is that against the backdrop of the pandemic, the online discursive data from Microsoft Teams and WeChat combined language socialization with online learning together, while most existing research concentrates on classroom interaction or reality socialization. This attempt is in line with the future trend of distance learning and online communication.

This study adopts language socialization perspective to explore how students socialized through online chatting in a distance course in a British university in September 2020. The participants were 13 adult students from three different countries. The analysis is based on an English for Academic Purposes (EAP) course which moved to online learning due to the coronavirus pandemic. The platforms were Microsoft Teams and WeChat. This research employs discourse analysis via chat history to examine how participants interact or socialize into the goal community in and through language.

The findings showed that participants socialized and co-constructed the goal community together within these two platforms or visual communities (Teams: macro-community; WeChat group: micro-community) and were gradually becoming a member of an invisible academic community which was complying with the objectives of EAP course. This process was not fixed but changeable and continually adjusted according to the specific discourse context. The expert-novice relationship shifted continually during the whole language socialization and the boundary of the community (whether Teams, WeChat group or EAP

course) was penetrable and social practices influenced mutually, which showcased that individual's interaction was multidirectional. These findings align with Talmy (2008)'s viewpoint that language socialization is a dynamic and bidirectional or multidirectional process.

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## The interface between morphology and phonology in Attic: Coalescence without coalescence and non-concatenative morphology

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The connection between morphology and phonology is well established, but at the same time it constitutes a controversial subject: how much and what kind of morphological information can phonology 'see'? We contribute to answering this question by examining two cases at the interface between morphology and phonology in the Attic dialect of Ancient Greek: contracted verbs and the formation of nominative singular of third declension nouns ending in /n/, /l/, /r/ (Oikonomou, 1996). Adopting *Colored Containment* theory (Van Oostendorp, 2006; Revithiadou, 2007; Zimmermann, 2017), we challenge the analysis of contraction as coalescence of two phonological elements (e.g., Aoki, 1974; de Lacy, 2002; Kiparsky, 2003); on the contrary, it is claimed that the underlying uncontracted sequence is integrated underneath a common syllable nucleus, which predictably dominates two or three moras and is always characterized by the distinctive features [+round], [-ATR] and secondarily [+low]. The later, when present underlyingly, remain phonetically visible via their spreading to a phonetically visible root node (e.g. /dɛlo-ɛɛte/ → /dɛlɔ́te/ 'δηλώτε'). As for the nominative singular of the aforementioned subclass of third declension nouns, it is indicated that it is embedded within *Generalized Nonlinear Affixation* (Bermudez-Otero, 2012; Bye & Svenonius, 2012) and constitutes an epiphenomenon of a truly concatenative affixational process. Concretely, the morpheme in force consists of a mora and a [-ATR] distinctive feature, which turns the last vowel of the stem into a bimoraic, open one (e.g. /pater-/ → /patɛ́r/ 'πατήρ').

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## Compositional and not compositional aspects in Italo-Romance qualitative binominals

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This work aims to analyse complex noun phrases of the qualitative binominal kind (*an N of an N*) in two different Italo–Romance languages, namely Italian and Apulian. The principle of compositionality – even if it represents a good working hypothesis for syntactic analysis – faces several challenges re linguistic expressions such as idioms, whose meaning is not yielded compositionally (s. Szabò, 2008). The data under analysis here are particularly interesting for two main reasons. The former pertains to the nature of the preposition, and whether it is *a priori* specified element depending on the syntactic embedding (1 from Apulian).

- |    |    |                                  |             |             |                 |       |                    |
|----|----|----------------------------------|-------------|-------------|-----------------|-------|--------------------|
| 1) | a. | l-ui                             | 'dʒ:ənj-əi  | də-l:-ai    | tʃit-ai         | towai | <i>Qualitative</i> |
|    |    | DEF-M.SG                         | genius-M.SG | of-DEF-F.SG | girlfriend-F.SG | your  |                    |
|    |    | 'that genius of your girlfriend' |             |             |                 |       |                    |
|    | b. | l-ui                             | 'dʒ:ənj-əi  | də-l:-aj    | tʃit-aj         | towaj | <i>Genitive</i>    |
|    |    | DEF-M.SG                         | genius-M.SG | of-DEF-F.SG | girlfriend-F.SG | your  |                    |
|    |    | 'your girlfriend's genius'       |             |             |                 |       |                    |

Two main working hypotheses are found: Den Dikken (2006) posits two different derivations, one for binominal qualitative *of* and one for genitive *of*. On the other hand, Kayne (1994) posits a unitary derivation for both instances of the preposition. The second reason pertains to the problem of the overall interpretation of the phrase, i.e. an intersectional interpretation of the predicate and the subject of the predication, and the focus/topic subdivision in the phrase (Villalba, 2007): the interpretation depends on the

marked order of the predicate with respect to the subject. Given that N1 is a predicate and usually an adjectivized noun or a nominalized adjective and that in Italo–Romance only a few adjectives can precede a noun, cases in which the predicate precedes the noun can be considered as marked order. Even though the case of the preposition might seem a challenge for compositionality, it will be shown that proper characterization of such an element confirms that compositionality can still account for instances such as those of binominal qualitatives.

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## Changing trends and attitudes towards online assessment

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The presentation aims at eliciting insight into the results of ongoing research regarding evolving trends and attitudes towards online assessment of English and other languages. The focus pinpoints *online* as one of the most trending forms available during the global pandemic. The study was first initiated in 2019 in which its main target was to reveal the intriguing question of students' and assessors' attitudes towards online assessment.

The research questions the attitudes towards the latest trends, possible online task types, their advantages and disadvantages through an in-depth experimental process currently undergoing implementation.

Material and methods include surveys, needs and wants analysis and thorough investigations regarding candidates' and assessors' attitudes towards online tests. The examined test tasks include various online tests drafted in both English and Hungarian by student volunteers at the Medical School of the University of Pécs, Hungary. Over 400 respondents from more than 28 countries participated in the surveys.

The results show the pandemic's impact which brought the slumbering online world of assessing roaring alive, fully operational and now bears phenomenal relevance in today's global education.

Undeniably, the results can be used as a perspective in a vast array of contents.

The survey hypothesized the generation of the 21st century expect everything readily available online, however, questions whether they are ready for this challenge are lurking in the background.

## Coordinating versus embedding in TD and SLI: Evidence from Cypriot Greek

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**Background:** Previous research findings on typical language development (hence: TD) have shown that coordinate structures emerge earlier than the subordinated ones (Lust et al., 1980; Lust et al., 1999). However, it remains an open question why children often deviate from the target language in either misinterpreting the type of coordination or by avoiding using it. Moreover, it remains an open question what are the exact mechanisms the child uses in interpreting the semantic and syntactic properties of the coordinator (Lust et al., 1980). With respect to subordination, previous studies indicate that complement clauses precede the development of adverbial and relative clauses (Bloom et al., 1980; Dromi & Breman, 1986, a.o.).

**Our study:** To the best of our knowledge, no direct comparison has been reported regarding the development of coordination in comparison to subordination by examination of the same group of children. We thus focused on structures (1)-(4) relying on data from 22 Cypriot Greek TD-children and 16 children with SLI in a story retelling task (*BUS-story*; Renfrew, 1997). Both TD- and SLI-children are divided into two age groups (see Table (1)).

- 1) Simple coordination with *ke* ('and'),
- 2) Contrasting coordinators with *ala, omos* ('but')
- 3) *Na* ('to') and *oti* ('that') subordinating clauses
- 4) Adverbial clauses

The **main question** raised in our study is twofold, namely, a) whether the development of subordination and coordination emerge independently and, b) whether there are certain linguistic properties/principles and grammatical constraints, the development of which affect both subordination and coordination, preventing children from performing adult-like with respect to both. According to our findings (Table 1), Young-SLI children show significantly lower use on contrastive coordinating and in all subordinating structures, while these significances disappear in the comparison between Old-SLI and Old-TD children. Moreover, the use of both coordinating and subordinating structures exhibits an age effect for both population, which we argue that it goes beyond the level of MLU and is linked to the development of referential properties in coordination with dependencies without crossing (Friedmann & Costa, 2010), as in subject-drop availability, and the development of the semantic properties of the coordinators (i.e. *and* versus *but*). We argue that the structural and/or the feature complexity (Mastropavlou & Tsimpli, 2011) in subordination show comparable patterns to the development of coordination. Most importantly our findings suggest that the development of coordination can attribute considerable implications for both theoretical and language clinical studies. The integration of research findings helps in developing a more informed and evidence-based intervention planning in language therapy.

Table 1: Overall findings and significances between groups

	<b>Young SLI (N=9;mean5;6) 7Male+2Fem</b>	<b>Young TD (N=10;mean5;8) 6Male+4Fem</b>	<i>P-values</i>	<b>Old SLI (N=7;mean7;8) 3Male+4Fem</b>	<b>Old TD (N=12;mean7;10) 6Male+6Fem</b>	<i>P-values</i>
<i>ML U</i>	3.39 (0.70)	4.70 (1.24)	0.013*	4.64 (1.14)	5.24 (1.31)	0.479
	<i>Mean occurrence</i>	<i>Mean occurrence</i>		<i>Mean occurrence</i>	<i>Mean occurrence</i>	
Coordinator -( <i>and</i> )	1,7 (SD 1,567021)	3,7 (SD 1,828782)	0.5	4 (SD 2)	5,083333 (SD 1,729862)	0,1282 3
Coordinator -( <i>but</i> )	0,4 (SD 0,843274)	1,5 (SD 1,840894)	0.0318*	0,428571 (SD 0,786796)	1,666667 (SD 0,778499)	0,0626 0
<i>na/oti</i> - clauses	1,6 (SD 1,349897115)	3,6 (SD 1,173787791)	0.0009*	3 (SD 1,63299316)	3,583333333 (SD 1,083624669)	0,2119 1
Adverbial clauses	0,2 (SD 0,421637)	0,7 (SD 0,948683)	0.0459*	1,285714 (SD 1,253566)	1,416667 (SD 1,240112)	0,4145 0

# **THEMATIC WORKSHOP**

**Introducing English in pre-primary education:  
The EAN Project**

*Workshop organizer*

**Thomaï Alexiou, Aristotle University of Thessaloniki**

As of September 2021, and according to the new educational policy in Greece, EFL is introduced in all Greek pre-primary schools through a funded project called 'EAN'. This innovative project aims at supporting the introduction of English in pre-primary education by providing training schemes for educators and developing specially designed educational CLIL scenarios for pre-primary learners. One of the major pillars of EAN is the active cooperation between EFL and pre-primary teachers. The project has generated a pedagogical framework regarding EFL in the early years that is tailored to the new pre-primary curriculum using appropriate early EFL methodology to create and inspire quality-learning experiences in order to promote children's holistic development in a meaningful way.

The workshop will cover different aspects and thematic areas of introducing English to pre-primary education and will also present the experiences of EFL teachers, pre-primary teachers and Education Coordinators from the EAN project.

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## **“Nothing happens until something moves”: Presenting the EAN project**

***Thomai Alexiou***

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This is a presentation of the EAN project, a journey that started in September 2021 when EFL was introduced in all Greek pre-primary schools. The main and most innovative features of the EAN project will be presented and ways of systematically supporting and supervising the project will be discussed. More specifically, the presentation will focus on various outputs of the project but also the training of EFL and pre-primary teachers, as well as that of the Education Coordinators, which was realised through a MOOC course. Preliminary results stemming from the evaluation of the training together with the results regarding the tracking of progress of the new pedagogical framework will be analysed. Finally, the presentation provides an overview of the scheme in place to monitor the use of educational scenarios that have been created.

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## **Better you will feel, if you eat a healthy meal**

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The specific co-teaching CLIL scenario on “healthy diet” is in tune with what pre-primary students are expected to be taught in English (L2) according to the thematic areas covered in their mother tongue (L1) through the pre-primary curriculum. It is inspired by the CLIL shower approach, so it is designed to last less time per session and be covered in 4 to 5 teaching hours. It has been tailored to aid the young learners' needs and it has the flexibility

to undergo changes, in order to offer quality learning to students with various intelligences and learning styles by enhancing them to familiarize naturally in a holistic learning approach with the L2. According to Tomlinson, “the goal of a differentiated classroom is maximum student growth and individual success”. Consequently, the scenario embraces individuals’ uniqueness and allows learners to be involved at their own pace in the process of L2 learning, through gradual, multistructured exposure at the safety of co-teaching. Learners can link what they have already heard with the newly received input. This way, what is kept in the learner’s working memory updates what is already stored in the long-term memory and new knowledge is easier to be learned, memorized and retrieved because strong connections are built between previous and new information. Brainstorming, chunks, TPR activities, storytelling, sequencing, tailored e-games for feedback, role taking, miming, vivid narration, crafting are some of the ways used in the specific scenario aiming not only to reinforce children’s natural curiosity for learning but also to regulate the limited attention span of children, as well as their natural spontaneity and distraction. Since learners do not learn in linear ways, the scenario’s main target is to help all students achieve the teaching goals as naturally as possible, always in harmony with the curriculum in their L1.

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## **Η αξιοποίηση της κούκλας στην εκπαιδευτική διαδικασία: Πρακτικές εμπύχωσης και χρήσης στο πλαίσιο εφαρμογής του προγράμματος EAN**

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Κούκλα ορίζεται κάθε παιχνίδι που αναπαριστά συνήθως μια ανθρώπινη φιγούρα, ένα πρόσωπο και προορίζεται κυρίως για τα παιδιά. Η κούκλα είναι η «σπίθα» που παρακινεί τους μαθητές στην ενεργή συμμετοχή τους, προσελκύει την προσοχή σε μεγαλύτερο βαθμό από ότι μπορεί ένας “απλός εκπαιδευτικός”, γιατί δημιουργεί μια ψευδαίσθηση ζωής μαγεύοντας τα παιδιά με το ζωντάνεμά της.

Η κούκλα αποτελεί ένα εκπαιδευτικό εργαλείο που επιτρέπει την ταυτόχρονη εκπαίδευση και ψυχαγωγία και διευκολύνει τη μάθηση των παιδιών. Τα θετικά αποτελέσματα από τη χρήση της κούκλας σε διάφορα εκπαιδευτικά περιβάλλοντα αναδεικνύονται μέσα από πολλές μελέτες στις οποίες διαπιστώνεται ότι η χρήση της κούκλας συμβάλλει θετικά τόσο στη γνωστική όσο και στη κοινωνικοσυναισθηματική ανάπτυξη των παιδιών. Επιπλέον, επισημαίνεται η θετική επίδραση της στη μάθηση της δεύτερης γλώσσας.

Στο εργαστήρι αυτό θα αναφερθούμε στις θεωρητικές αρχές που πλαισιώνουν τη χρήση της κούκλας και θα εστιάσουμε στη σημασία της εμπύχωσης ως διαμεσολαβητικής πράξης σε διαφορετικά μαθησιακά περιβάλλοντα. Η εισήγηση θα εμπλουτιστεί με βιωματικές πρακτικές εμπύχωσης της κούκλας στην καθημερινή εκπαιδευτική πρακτική δίνοντας έμφαση στη σύνδεση τους στο πλαίσιο εφαρμογής του προγράμματος του EAN.

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## **“EAN...εγώ ήμουν εσύ or If I were you ...”: Unpacking teachers’ emotions in the EAN project**

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Current theorising about educational reforms and implementation of innovations highlights the role of teachers’ emotions and the way they affect their professional sense of self or identity. In such contexts, teachers’ emotions can vary from confidence and enthusiasm to disappointment, insecurity or even anger. These emotions can also affect teachers’ cognition and shape their decisions and actions in their daily practice. The EAN project has revolutionized language learning in pre-primary education and has triggered several changes regarding the teaching of English to very young learners in the Greek educational context. One such change is the simultaneous presence of EFL and pre-primary teachers in the classroom and the compelling need for cooperation between them so that the successful implementation and the sustainability of the EAN project can be guaranteed. This presentation, first, aims to illustrate both kindergarten and EFL teachers’ emotions as they are depicted in the fora of training sessions and/or posts in social media groups. Second, it aims to demonstrate how teachers’ communities of practice can become safe spaces for sharing emotions and practices. Last, it aspires to show how this approach can lead to an on-going developmental process where practitioners act as independent teacher-learners and as peer-mentors who share their practices, reflect on them and exchange views in an emotionally-safe environment, thus shaping a bottom-up educational reform.

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## **Sneezy the Snowman goes to kindergarten: A soft CLIL scenario**

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The presentation is a soft CLIL scenario that was implemented in the 16<sup>th</sup> Sykies Kindergarten for the EAN program. The main goal is to present and practice the winter clothing vocabulary and the activities were devised a way that covers all aspects of the children’s development according to the thematic fields of the new kindergarten curriculum: Child and Communication (winter clothing vocabulary: hat, scarf, gloves, coat, revision of numbers and colors). Child, Self and Society (empathy, involvement, action for help, we help out our friends, we share our clothes). Child and Science (the ice melts when it meets something hot), Child and Body Creation and Expression (we learn new body movements: sneezing, shivering, freezing, melting). The method used is Total Physical Response. The materials used are very easy to find: a laptop and a projector, flashcards, hoops, the children’s own clothes, their coloring materials, a handout and the preparation time is kept to the minimum. The scenario can be printed and used as guiding notes for a smooth and funny lesson. The estimated time is two teaching periods. Firstly, two songs and a Peppa Pig episode are used to revise vocabulary already known (numbers and colors) and initiate the new one (winter clothing vocabulary: hat, scarf, gloves, coat). Then the read-aloud-story video is presented and explored accordingly followed by five fun activities which aim to imprint the desired vocabulary into their muscle memory and enforce positive social behavior. Finally, a calm

individual assessment activity is chosen during which the children are given a handout each and are asked to find the desired vocabulary items among others and color them with the color dictated by the teacher. The use of L1 can be completely avoided throughout the process, maximizing the desired language input.

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## **Games as tools in promoting an effective learning environment in pre-primary CLIL classrooms**

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“Play is for the child, from the moment of birth, the natural way of learning and development... In a Pre-Primary Education curriculum, emphasis should be given to play, since this is the main medium for the holistic development of the child.” ([Cyprus Pre-Primary Education Curriculum](#), 2020).

Games used in the classroom context promote the development of social skills and enhance the learning environment by increasing the interest and motivation of the children.

Making the important connection with the child's home and school environment, games are a stress free, relaxed, and fun way to learn. As games encourage students to interact and communicate, they create a meaningful context for language use.

They can respond to a variety of different learning styles / intelligences of pupils, they succeed in whole class participation, offering natural and effortless opportunities to repeat language without forcing the pupils to produce language but instead allowing them to participate through language.

Games may be used in all stages of learning, for the introduction of new topics, for repetition and practice of language concepts, for evaluation and consolidation.

The workshop aims to explore the idea of games as a successful technique to promote effective learning in Pre-Primary CLIL classrooms.

Participants will have the opportunity to look at an overview of the current theory on the importance of games in Pre-Primary education and become familiar with a variety of interactive games that are being used in Pre-Primary CLIL classrooms.

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## **Nursery rhymes in early English language learning: An underused resource**

***Sandie Mourão***

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What do you know about nursery rhymes, early childhood education and language learning? They're all connected, but how? In this hands-on workshop, I will look at a little bit of theory to support some very practical, hopefully, even inspiring ideas for how to bring nursery

rhymes into your pre-primary English sessions. The workshop will be structured around six topics:

1. Why use rhymes?
2. Selecting and presenting rhymes
3. Experiencing rhymes
4. Rhyme sequences
5. Four stages for using rhymes
6. A tip and a warning

You will leave with an understanding of the importance of planning for nursery rhymes in your pre-primary English sessions and a range of practical ideas to help you feel confident to put your planning into action.

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## Η προσέγγιση STEAM στο νηπιαγωγείο

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Η παρούσα εργασία περιγράφει την προσέγγιση STEAM στο Νηπιαγωγείο, με τίτλο: «Φτιάχνω το σκεπή του δικού μου σπιτιού». Σκοπός της είναι να καταδείξει πως στο χώρο του Νηπιαγωγείου μέσα από το παιχνίδι έχουν ήδη δημιουργηθεί οι προϋποθέσεις για την εφαρμογή της επιστήμης αφού τα παιδιά καλούνται να εντοπίζουν προβλήματα, να αναζητούν λύσεις και να αναπτύσσουν δεξιότητες μηχανικού σχεδιασμού και όλα αυτά μέσα από τη χρήση της μητρικής και αγγλικής γλώσσας.

Η διδακτική πρόταση έχει τη δομή του σχεδίου εργασίας καθώς το θέμα αντλείται από τις άμεσες εμπειρίες των μαθητών/τριών και τους παρέχει τη δυνατότητα για κατασκευή μοντέλων και τη διερεύνηση ερωτημάτων που έχουν νόημα για αυτούς/ές. Επεκτείνεται γύρω από έναν κεντρικό άξονα που συνδέει τα τέσσερα πεδία της επιστήμης, της μηχανικής, της τέχνης, της τεχνολογίας και των μαθηματικών και αξιοποιεί τη μέθοδο Project Zero του πανεπιστημίου Harvard (2016): see –βλέπω, think - σκέφτομαι, wonder - αναρωτιέμαι. Υλοποιείται σε τέσσερις κύριες φάσεις:

- α) στον σχεδιασμό της δράσης με δραστηριότητες που αξιοποιούν τη λογοτεχνία, την κούκλα ζωάκι που εισάγει τα παιδιά στο προς διερεύνηση θέμα αξιοποιώντας λέξεις κλειδιά στην αγγλική γλώσσα, τη χρήση web 2.0 εργαλείων και την αξιοποίηση της προσέγγισης Project Zero (Harvard, 2016) με καταγραφή των σκέψεων των παιδιών σε τρεις στήλες σχετικά με αυτά που βλέπουν, σκέφτονται, αναρωτούνται και ομαδοποίησή τους με λέξεις στην αγγλική γλώσσα
- β) στην έρευνα πεδίου κατά την υλοποίηση της οποίας παρουσιάζεται περισσότερο και πιο ρεαλιστικό πληροφοριακό υλικό στα παιδιά σχετικά με την κατασκευή σκεπών μέσω διαδραστικού βίντεο με σημεία στα οποία στην προφορική διήγηση αξιοποιούνται και οι δύο γλώσσες, παρουσιάζονται υλικά κατασκευής στεγών καθώς και η μέθοδος μηχανικού σχεδιασμού με το μοντέλο που αξιοποιεί πέντε φάσεις: 1) ρωτώ για το πρόβλημα, β) φαντάζομαι λύσεις, γ) σχεδιάζω, δ) δημιουργώ και ε) αποδεικνύω (Purzer & Douglas, 2018)

- γ) στις δραστηριότητες ολοκλήρωσης που περιλαμβάνουν αξιολόγηση της όλης πορείας με ανοιχτού τύπου ερωτήσεις ή και ερωτηματολόγια με τη χρήση της κλίμακας Likert, και τέλος
- δ) στις δραστηριότητες επέκτασης με ζητήματα που προκύπτουν από τα ενδιαφέροντα των παιδιών.

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## **EAN brings us closer: Developing a cooperation culture to support teachers**

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The recent social, economic and political developments, especially during the last three years, have caused significant changes in the field of education, affecting the role of teachers, the teaching methods and tools, as well as the content and the objectives of teaching. As a result, educational coordinators are called upon to respond to these emerging needs, through their guiding, transformative and formative role in ways that enhance innovation and teacher autonomy, with the ultimate goal of upgrading educational practices.

The present work reflects the framework and the actions of three Educational Coordinators (two in the area of EFL and one in Pre-school Education) in order to meet the needs of English teachers in the introduction of English to kindergartens (E.A.N. program) through the creation of a collaborative culture and the development of reflection processes that characterize a learning community.

These collaborative actions are divided into: a. actions that took place during the pilot application of the programme b. actions that took place during the generalization of the program. The success of the cooperation between the involved educational coordinators within the E.A.N. context has led to further collaborations aiming at strengthening the English teachers in both Primary and Secondary Education.

The aim of this presentation is to explain the framework and the actions of the three educational coordinators as another example of good practices for the motivation, support and guidance of teachers within the E.A.N. context, with the hope of creating the basis for more collaborative networks among all those involved in the program.

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## **A CLIL project on diversity based on the EAN project**

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In this workshop, we will present how a CLIL project was designed, implemented and assessed in our kindergarten class. This project is aligned with the EAN principles and includes some of the activities suggested in the EAN scenarios.

In kindergarten, young children are taught essential skills which prepare them for primary school but also values and attitudes which will form the basis of who they become and how they relate to others and the world around them. In this specific CLIL project, which lasted over a period of five weeks, the educators (kindergarten teachers and English teacher working together) focused on the theme of diversity so as to raise awareness and enhance values and healthy behaviours.

We will begin with a brief overview of how the kindergarten teachers incorporated this theme into the classroom and then we will explore the way in which this theme was addressed in the EFL kindergarten setting, while using English as frequently as possible. We will review the techniques and activities that were used to ensure the students' active participation, while exposing them to the English language and providing opportunities for age-appropriate vocabulary building. Short extracts from video-recordings will also be presented to give a clearer insight into how this project was implemented. Finally, we will explain how this project was assessed both in terms of content and language as well as in other areas of development (cognitive, physical, social, cultural).

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## **We are going on a bear hunt: Introducing English in kindergartens in a rural area**

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This paper aims at presenting two good practices in a rural kindergarten in Thessaly. The objectives of these practices were: encourage children to listen actively and understand the general meaning of stories, participate actively through play, learn repetitive chunks of everyday language and use it themselves in appropriate conditions, become aware of aspects of a different culture. The theoretical background is based on the characteristics of the children's age as well as the way they are learning.

In these two scenarios we will present how the combined use of stories, games and artistic creations as well as the cooperation with the main kindergarten teacher can have a positive effect in the way children become aware and learn the foreign language.

More specifically we would like to present two good practices: the use of the story "We're going for a bear hunt" and the use of Peppa Pig figures.

Both practices correlate with the general programme of the kindergarten as well as its philosophy that dictates learning by discovering and playing, learning the language while using it and learning interactively. Moreover it takes into account the differences of children who may not be ready to talk yet and respects each child's individual rhythm. Both of them also address issues of multicultural learning (Alexiou & Kokla, 2019). In both scenarios the collaboration of both educators is necessary.

To design these two scenarios we took into account how stories and play can spur the imagination, keep children physically active, include repetitive chunks of language and help children learn without being explicitly taught.

The outcomes of these two practices are increased motivation, positive attitudes towards the foreign language and its culture as well as acquisition of lexical chunks and phrases.

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## **Target language only? CLILing with hygiene routines with very young learners**

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Within the European Union, communication in foreign languages is considered to be an essential attribute of European citizenship. As a result, the age of onset for foreign language learning has increasingly been lowered across many European countries. As traditional foreign language teaching methods have proved to be rather ineffective, Content and Language Integrated Learning (CLIL), combining subject matter and language, has been emerging as a promising field in second language acquisition.

The introduction of English into the Greek pre-primary school (EAN project) has been a major challenge as the developmental characteristics of very young learners call for a holistic approach to learning through interdisciplinary connections and cross-thematic unification. Hence, within the new curriculum for pre-primary education, English has been fully

integrated methodologically and thematically. English educational scenarios have been created in the context of “soft” CLIL, which is more language-focused as opposed to “hard” CLIL, in which content takes precedence.

Can the “soft” CLIL approach be applied through the use of the Target Language only? As reports show that teachers make extensive use of the L1, a proposal is being made suggesting active involvement of motivated pre-schoolers with the English teacher using the foreign language entirely. In other words, the aim of this presentation is to highlight teacher strategies for maximal use of the TL to the very young learners’ benefit. That is illustrated through an educational scenario which was implemented with a kindergarten class in the pilot phase of the EAN project. Daily hygiene habits and routines were introduced among other topics through chants, songs, videos, games and lots of fun activities via the complete use of English as a vehicle of natural communication. The children’s, fellow teachers’ and parents’ positive response seemed to embrace the endeavor.

# **THEMATIC WORKSHOP**

**Current Trends in Language Learning  
with Refugees**

*Workshop organizer*

**George Androulakis, University of Thessaly**

Knowledge of the language of the host society is considered to be a key factor for the social, cultural, and professional integration of people with migrant and refugee background. Countries in the European Union have put in place incentives to promote language learning among this population. However, national and European reports systematically mention the low effectiveness of language courses offered to migrants and refugees. Several studies point to the need for a task-based approach and for more intercultural and multilingual pedagogy, able to take into account cultures and languages of migrant and refugee learners [see Beacco et al. (Eds.), 2017, *The linguistic integration of Adult Migrants*. Strasbourg: Council of Europe); But how can these requirements be put into practice? In order to be able to share good practices in the near future, researchers from different European countries present, in this Thematic Workshop, critical analysis on existing language teaching and learning approaches in their country, and offer insights about innovative practices.

The Thematic Workshop is composed of six papers; four of them were submitted at the same time of the workshop itself, and two more papers have been selected through the general Call of the ISTAL Conference.

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## **Exploring creativity and translanguaging for an effective language education with adult refugees**

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This paper presents some of the findings and outcomes of recent research and education projects, run by GLMLab of the University of Thessaly, that focused on language teaching and learning for adult refugees in Greece. These projects constitute research-based and community-based efforts for providing alternative, quality language education for newly arrived immigrants and refugees in Greece, that is in a very challenging context of economic and social crisis for the society of reception.

Two common axes of the design and implementation of these projects, funded by European and national sources, were the exploration of translanguaging and creativity. The benefit of using linguistically diverse resources, and the multilingual repertoires of adult refugee students arouse from the very first stages of the needs-analysis process in the field. As a consequence, the teaching materials took a multilingual turn, and guidelines to teachers were given so that translanguaging techniques are used in the language learning settings.

Furthermore, in a framework of critical pedagogy and multiliteracies, the combination of linguistic and artistic expression was highlighted, and the potential of creativity was explored. In fact, recent GLML's projects clearly displayed that communication boundaries in multilingual learning groups can more easily be crossed when learners' creativity is protected and stimulated.

## **Toward a better integration of newly arrived migrants: Case study of a linguistic and integrative support system in Lille**

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This paper presents the results of an experiment done in Lille (France), in order to improve the teaching and learning of French to newly-arrived adults migrants and unaccompanied minors (project led by the University of Lille and supported by the local authorities, 2019-2020): during 16 weeks, 45 learners benefited from 160 hours of French lesson, 30 hours of professional workshop, and a possibility of social, legal and psychological support. The purpose of this integrative system is to address some key problems well known in the integration process of newly arrived migrants: language courses weakly focused on social and professional integration, a lack of intercultural approach of the language and the host society, the segmentation of integration pathways which undermines the learning capacities of migrants (see for example, *Integration of young refugees in the EU : good practices and challenges*, European Union Agency for Fundamental Rights, 2019 ; *Intégration linguistique des migrants adultes : politique et pratique. Enquête du Conseil de l'Europe*, 2014). We present here an impact study of our experimental school by answering the following question: What is the impact of an integrated system on the linguistic skills and on the experience of integration into a new society?

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## **Refuteach: An action-research project exploring language learning and teaching in migratory contexts**

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*Refuteach* is an action-research interdisciplinary project that explores innovative language teaching for students from migratory contexts, with a focus on pedagogical practices and materials. We design tailored courses for this specific group of learners with the aim of (1) addressing the crises of meaning and pedagogical expectations that refugees feel with traditional materials, and (2) offering intercultural support tools and training for teachers to foster and strengthen spaces of empathy within the classroom.

This paper will present the design, implementation, and assessment of an English A1 course for refugees and asylum seekers. Three research instruments were used: (1) a battery of pre-tests for the students, which evaluated their initial proficiency level and needs, and post-tests, which assessed their final proficiency level and experience; (2) a series of questionnaires and interviews for the volunteer teachers, which enquired about their experience delivering the course and suggestions to improve it; and (3) a classroom observation system, which focused on the teachers' performance and the classroom dynamics and interactions. These instruments allowed us to assess quantitatively and qualitatively the effectiveness of the language course and the teachers' training. The results presented will be relevant for language teachers and researchers working with this group of learners.

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## **Distance language teaching and learning among refugee students during COVID-19 in Greece: Practices, challenges and possibilities**

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This presentation outlines a small scale qualitative study which aimed to investigate language teaching practices, experiences and challenges regarding distance language teaching and learning with refugee students in Greece during the first wave of the COVID-19 pandemic. The study was conducted through open-ended online questionnaires, which were completed by 27 participant teachers, teaching students with a refugee/migrant background in their classes and implementing distance teaching during the first COVID-19 school closure (March-May 2020). Through the teachers' perspectives, we attempt to initially map aspects of the context of distance teaching and learning among refugee students as it was implemented during the first lockdown and highlight the teaching practices employed, the challenges and changes involved both for the teachers and the students. The findings provide insights into the ways teachers and students responded to and experienced distance education, discussing the challenges as well as the possibilities involved. Implications are drawn for issues of access and inclusion in distance teaching and learning among refugees and about the ways learning 'lessons' from the pandemic could contribute to and inform the development of effective, equitable and inclusive language teaching/learning approaches and practices supporting refugees and migrants.

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## **Language “training” in language cafés for migrants**

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The present study discusses pedagogical practices that are enacted in language cafés for newcomers to Sweden. These cafés are promoted by non-profit organizations (e.g., churches, libraries and the Red Cross) to aid the social integration of migrants and to provide them with an arena for “language training”. The study is part of a larger project in which ethnography and conversation analysis have been adopted to explore the material and social ecology of the cafés, together with the emergent pedagogical practices and the language learning behaviors accomplished by the participants. The dataset consists of approximately 62 interviews with volunteers and organizers, 130 hours of video-recordings in 13 cafés, and fieldnotes from more than 80 visits in 14 cafés. Typically, each café has a Swedish-speaking coordinator and volunteers, who usually are not language teaching professionals; in some cases, there is also a facilitator whose task is that of solving understanding problems and acting as a cultural mediator. The cafés are quite heterogeneous in their organization, in their participation frameworks (e.g., with cafés working as whole groups versus cafés where small group work is privileged) and in the kind of activities that are implemented during each session. Although the language cafés analyzed in this study aim to provide informal meeting places, they are either organized as

classrooms or have elements of classroom-like activities, such as form-focused exercises, reading and theme-based discussions, while informal conversations are less frequent. In this paper I will illustrate a sample of the activities conducted in the café sessions. I will then show video-clips displaying how the pedagogically-oriented interaction unfolds, with a specific focus on the affordances for participation for the visitors and on the treatment of the emergent objects of learning. The clips will thus illustrate the immanent pedagogies with which teaching and learning are actualized in the cafés. Overall, this study shows how participants implement “language training” in the informal setting of language cafés. More specifically, the study evidences the pervasiveness of vocabulary work across activities, a pervasiveness which we interpret as indicative of the participants’ orientation to the importance of common understanding in order to foster engagement and inclusive participation.

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## **Talking about gender in the refugee language classroom: Whys, hows and challenges**

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This paper seeks to present part of the author’s doctoral research on the use of feminist pedagogy in language learning for students of refugee background in Greece. In particular, it addresses the need of refugee language education to equip students not only with linguistic competence, but also with the critical skills to engage with cultural and political topics, such as gender. During my presentation, I will focus on three main points: why gender is an important issue to address in the refugee language classroom, how this can be achieved, and the challenges that may arise.

Firstly, the paper will examine the importance of including topics related to gender in the education of students with refugee backgrounds. As theories from feminist linguistics support, language teaching is a political act, which can serve to perpetuate gender hierarchies and sexist norms. Similarly, critical applied linguistics argues that language learning is not neutral, and that applied linguistics needs to more actively address political questions, such as gender and sexuality. This is especially crucial in the refugee classroom, in times of Islamophobia, femonationalism, and rising hate speech against refugees on the premises of gender equality. Drawing on elements of feminist pedagogy, the paper will then seek to explore how gender-related topics can be addressed in education for refugees. Practical examples will be provided from the author’s data collection in a school for refugees in Greece. Finally, the challenges that this process might entail will be discussed. These include the resistance that feminist practices are usually met with, and the ethics of teaching about highly political issues without insulting other cultures or considering as them as inferior. The importance of teacher reflexivity and awareness of teacher positionality will be stressed as feminist tools which can help overcome these challenges.

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# **THEMATIC WORKSHOP**

**Applications of Cognitive Linguistics**

*Workshop organizer*

**Thomi Dalpanagioti, Aristotle University of Thessaloniki**

The aim of this Thematic Workshop is to explore the interface between Cognitive Linguistics and other fields or disciplines. Recent trends in Applied Cognitive Linguistic Research concern the interaction between strands of Cognitive Linguistics and other areas of linguistic study, including sociolinguistics, historical linguistics, linguistic typology, signed languages, gesture, discourse studies, poetics, language acquisition and pedagogy, translation studies, lexicography, and multimodal studies [for an overview see Wen, X., & J. Taylor (Eds.) (2021). *The Routledge Handbook of Cognitive Linguistics*. New York/ London: Routledge]. Motivated by the observation that Cognitive Linguistics provides researchers in different fields of study with a powerful theoretical and/or methodological framework for the investigation of linguistic issues in the specific context of their particular disciplines, the primary focus of the workshop is to serve as a forum for the result of interdisciplinary investigations.

The Thematic Workshop includes **nine papers** investigating the application of Cognitive Linguistics in

#### **Foreign language teaching**

- *Using memes in the classroom* (Antonina Kostić & Martha Lampropoulou)
- *Multimodal metaphor in EFL class* (Vivian Pavlopoulou)
- *Teaching English conditional constructions through a Cognitive Linguistics approach* (Maria Tsitoura)

#### **Lexicography**

- *Investigating the phraseology of 'vouç': An exercise in cognitive lexicography* (Thomi Dalpanagioti)

#### **Historical linguistics**

- *Mensuration and cognitive shifts. Mycenaean texts and later Greek* (Maria Karali)

#### **Discourse analysis**

- *Metaphorical healings of the Mind in Greek parliamentary debates* (Despoina Felekidou)
- *The domain of illness in Greek: Adjectival constructions in evoking figurative language* (Dimitra Chatzikyrou)

#### **Poetics**

- *Conceptualizations of movement and separation in two plays by August Wilson: The role of cognitive allegory* (Linda Manney)
- *Understanding un-natural narrators: Cognitive underpinnings of the creation of empathy with the narrator in Borges's *The House of Asterion** (Sophia Kefalidou)

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## **The domain of illness in Greek: Adjectival constructions in evoking figurative language**

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The domain of illness in Modern Greek is largely conceptualised and expressed figuratively, mainly through the use of metaphors and metonymies. In terms of constructions, this is often realised through the employment of the adjectives that modify the nouns expressing aspects of illness jointly with the immediate context such as the verbs and/or the subordinate sentences that modify the aforementioned nouns. In this talk, I will demonstrate the figurative potential of specific entities of the domain of illness, focusing

mainly on adjectival constructions and the immediate context preceding and following the constructions that express those entities.

Using authentic linguistic material from corpora in Sketch Engine, I will demonstrate how adjectives affect the conceptualisation and the expression of noun entities of the domain of illness such as *ασθένεια* and *αρρώστια* in internet discourse. I will analyse a number of pieces of discourse, starting with the adjectival constructions that modify nouns expressing illness and moving on to the rest of the immediate context. In this way, the metaphors, the metonymies, and the connections between them will be revealed.

My framework is Conceptual Metaphor Theory (Lakoff & Johnson, 1980). The analysis will also take into account the conceptual tools of autonomy and dependence present in the adjectival constructions, as treated by Langacker (1991) and Sullivan (2013).

My data analysis will show that, depending on the adjectives employed by the speaker, autonomy and dependence relations may shift between nouns and adjectives, irrespective of the literal or figurative status of the disease talked about. Additionally, the analysis will demonstrate how the nouns expressing illness may refer to literal or figurative illness, and how illness may be conceptualised and expressed figuratively whether the speaker refers to literal or figurative illness.

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## Investigating the phraseology of ‘vous’: An exercise in cognitive lexicography

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Phraseology has undergone a reconceptualization in light of corpus linguistics and cognitive linguistics. On the one hand, corpus linguistic research has broadened its scope by demonstrating that speech is largely composed of prefabricated, more or less fixed multiword expressions (MWEs), variously labelled as collocations, formulas, n-grams, lexical bundles, etc. (for an overview see Gray & Biber, 2015). On the other hand, cognitive linguistic studies have revealed the conceptual metaphors underlying idiomatic expressions, thus suggesting a degree of compositionality of the idiomatic meaning (for an overview see Abdelzaher, 2021, pp. 573-4). Cognitive linguistic theories can contribute to the interpretation of corpus findings about MWEs and this has considerable implications for lexicography. As Geeraerts (2007, p. 1168) explains, what cognitive linguistics can contribute to lexicography is a more realistic conception of semantic structure. While corpus linguistics has revolutionized lexicography by providing access to vast amounts of authentic language data and by foregrounding the role of context, cognitive linguistics can make dictionary entries more reasonable and streamlined. Relevant studies mainly propose ways of ordering and defining senses to make semantic relations more transparent; however, MWEs have not received much attention.

In this context, the present study aims to apply two strands of cognitive linguistics, Frame Semantics and the Conceptual Metaphor and Metonymy Theory, to the analysis of Greek MWEs with a view to improving their lexicographic treatment. A noun of abstract semantic content from the domain of mental activity, *vous* ('mind'), is used as a case study due to its rich phraseology. We first briefly review the *vous* entry in three comprehensive dictionaries of Modern Greek: *Λεξικό της Κοινής Νεοελληνικής* (1998), *Λεξικό της Νέας Ελληνικής Γλώσσας* (2012) and *Χρηστικό Λεξικό της Νεοελληνικής Γλώσσας* (2014). Then we select some of the most frequent 3- and 4-grams for *vous* (e.g. *έχοντας κατά νου, έρχεται στο νου, φέρνει στο νου, το νου σου, μην πάει ο νους, το χωράει ο νους, βγάζω από το νου*) in the elTenTen2014 corpus accessed through Sketch Engine to illustrate the analysis of MWEs in terms of source and target frame mappings motivated by conceptual metaphors and metonymies. Based on the cognitive analysis of corpus data we propose a motivated structure for the representation of phraseology in the *vous* entry.

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## Metaphorical healings of the Mind in Greek parliamentary debates

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The human Mind is embodied and enactive (Lakoff & Johnson, 1999), but also social and environmentally embedded (e.g. Maiese & Hanna, 2019). Embodied cognition is supported within the framework of Cognitive Linguistics, which also embraces Conceptual Metaphor Theory (introduced by Lakoff & Johnson, 1980). Naturally, there is substantial research on metaphor employment in political discourse (e.g. Musolff, 2016), highlighting its significance in the understanding of how politicians think, and in the way they use it as a persuasive device to form their profile and achieve their goals. The present study sees the Mind as a complex system and seeks to examine its conceptualizations in Greek parliamentary discourse. More specifically, it focuses on the conceptual metaphor the Mind is ill, aiming to shed some light on its linguistic manifestations, and to further explore whether the prioritization of particular parts of the Mind is linked to the politicians' ideology.

A corpus of 40,551.841 words was compiled, by using all the speeches that were delivered in the Greek parliament in the years 2003, 2005, 2009, 2013, 2015 and 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. The words *εξυγ\**, *θεράπ\*/θεραπ\**, *παθoγ\** and *άρρωστ\*/αρρώστ\*/αρρωστ\** were used as search terms to be entered in AntConc (Anthony, 2018). After examining all the concordance hits provided by the software, MIPVU (Steen et al., 2010) was applied, along with a close

reading of the linguistic framework that the search terms were in. In this way, five lists were created (for the political parties of New Democracy, PASOK/DISI, SYNASPISMOS/SYRIZA, KKE and GD), with each one containing the metaphorical expressions that had the examined search term in the source-domain slot of the expression, and the system of the Mind in the target domain.

It seems that there is a variety of linguistic manifestations of the Mind is ill conceptual metaphor in parliamentary debates. What is more, there are differences in the employment of such metaphors by the representatives of political parties, which can be linked to the politicians' ideology.

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## Mensuration and cognitive shifts: Mycenean texts and later Greek

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We can count in our own language only, linguistics rightly claims. This paper seeks to explore the cognitive mechanisms that underpin the Ancient Greek system of surface measurement, which in its history appears to have undergone a seemingly radical reform.

Nowadays areal measurement relies on metrical units that pertain to surface, acres, hectares, square metres. In the Mycenean feudalistic society (14th-12th cs B.C.), in which political power was a direct reflection of the tenure of land one could possess, parcels of land were measured in terms of quantified dry capacity, along the following logic: when a part of land is cultivated with grains, it will normally produce on average a specific amount of seed. The product of the tilled land was measured with a numerical unit which denoted its capacity; that unit of capacity was then becoming an (in)direct calibration of how extant the land was. The conceptual quantification of this sort was the sole method of measuring surfaces in Mycenean times. Mycenean and Minoan civilizations collapsed abruptly, and a 'medieval' period with no texts intervened. In the Greek texts of the 8th c. B.C. onwards surfaces were measured in terms of areal metrical units only, (πόδες, πλέθρα).

A series of interesting questions emerge:

The Mycenaean method of counting is a direct reflection of an agricultural notion which must have affected their cognitive schemas of mensuration. Was it an indigenous metrological form of cognition? If it actually was a native way of measurement, why and how did it change in later times?

On the other hand, Mycenaean Linear B was a non-indigenous writing system, it originated from the East. Would it be possible to think that the Greeks borrowed a foreign writing system and the numerical cognitive mechanisms it implied? And if that were the case, why do we still feel that we can count in our own language only? Is it possible on a typological basis to argue that modes of cognition can actually be transferred?

The answers to these questions will definitely contribute to our understanding of cognitive mechanisms concerning measurement practices and they will also improve our understanding of the concept of number as a linguistic phenomenon.

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## Understanding un-natural narrators: Cognitive underpinnings of the creation of empathy with the narrator in Borges's *The House of Asterion*

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The present paper aims to apply the tools of cognitive narratology to Borges's short story *The House of Asterion*. More specifically, the paper draws on current cognitive theories on the approach of narrative discourse (Dancygier's blending of narrative spaces and Story Viewpoint Space, 2007, 2012) as well as current research on the neurocognitive underpinnings for the interpretation of literary narratives (Jacobs & Willems, 2018) in order to explore the way that the text guides its readers towards the gradual reconstruction of the storyworld, an important aspect of which is the identification of the narrator (Asterion) as the mythic entity of Minotaur. On a second level, the paper makes use of current theories in the field of cognitive linguistics (Martínez, 2018a, 2018b) that aim to explain narrative engagement and immersion as well as neurocognitive research on the neural network of empathy and perspective-taking (Lamm, Batson & Decety, 2007), to reveal the manner in which readers are prompted to reconcile their human viewpoint with the narratorial anomaly of the text so that empathy with an un-natural, non-human narrator is created. Finally, it should be noted that the paper presents the theoretical part of a broader project that aims to test tools and concepts of cognitive narratology with real readers. It thus contributes not only to cognitive poetics but also hopes to suggest ways in which cognitive linguistics, study of reader-response and neurocognitive research can be brought together.

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## Using memes in the classroom

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The present paper studies the way memes could turn into an educational tool in the classroom when teaching a foreign language. More specifically, an attempt is made a) to find out how memes could get incorporated in the learning process as a classroom activity in order to cultivate the use of figurative mechanisms and b) to discuss further implications of this practice. Our focus in memes resides in the fact that social media plays a major role in the lives of most young people today as they enable them to exchange ideas and express themselves in a creative manner. A meme is actually considered to be a joke digitally disseminated (Wright, 1989); it can be a picture or a video which “encourages a type of iteration, imitation, parody and satire” (Marwick, 2013, p. 12). Or to put it differently, “internet memes are a hybrid between a picture and a verbal message” (Harshavardhan, Wilson & Kumar, 2019, p. 48), which carries cultural units and symbols (Wang & Wang, 2015). As Harshavardhan, Wilson and Kumar (2019, p. 45) explain, by exchanging memes, we also exchange cultural features of a country. In terms of Cognitive Linguistics, memes are multimodal constructions (Dancygier & Vandelanotte, 2017) that can contribute to the teaching of visual literacy in the language classroom (Romero & Bobkina, 2017). Memes have been used in the classroom as tasks to enhance students’ participation (Purnama 2017) or to improve productive lexical skills (Kayali & Altuntaş, 2021, p. 154). The aim of our work is to investigate how memes could give students the opportunity to express ideas in a multimodal and fun alternative way. More specifically, a group of third- and fourth-year students who study Modern Greek as a foreign language at the Department of Modern Greek Studies at the University of Belgrade were asked to create their own memes that would reflect stereotypes about contemporary Greeks and would involve various domains i.e. arts, language, science, politics, food, family etc. The main objectives are: 1) to examine whether multimodal constructions motivate students to participate more actively in the course, 2) to examine the way students combine lexical items and images and 3) to find out

what stereotypes about Greeks the Serbian students have formed. Overall, the paper investigates multimodality and language teaching.

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## Conceptualizations of movement and separation in two plays by August Wilson: The role of cognitive allegory

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According to recent scholarship in Cognitive Linguistics, allegory is defined as “a cognitive action in which people apply a metaphoric mode of understanding to situations and discourse that typically does not contain metaphorical language per se” (Gibbs, 2011, p. 121). More specifically, organized elements of an extended text comprise a source domain for an implicit target domain which is not explicitly encoded in language, yet clearly structures the meaning of the surface text. Thus, while allegory is not a type of metaphor, strictly speaking, the recognition and interpretation of allegory clearly involves metaphorical and/or analogical reasoning. Common conceptual metaphors, such as life is a journey, or well-known culture-specific adages, such as “Good fences make good neighbors,” often provide a narrative structure which overlays the meaning of an extended text. In another line of related research, Kövecses (2015) argues that the meaning of a metaphorical/analogical construction is shaped by both universal conditions of embodiment as well as culture specific contextual variation.

In the present study, I draw on the work of Gibbs (2011) and Kövecses (2015) to explore narratives of movement and separation which motivate meanings of key passages from two plays, *The Piano Lesson* (1988) and *Fences* (1986), written by the renowned African American playwright August Wilson. In *The Piano Lesson*, for example, physical movement from one place to another is a commonly occurring motif. Consider Extract 1 below.

### Extract 1

*“Now I’ll tell you something about the railroad. What I done learned after twenty-seven years. See, you got North. You got West. You look over here you got South. Over there you got East. Now, you can start from anywhere. Don’t care where you at. You got to go one of them four ways. And which ever way you decide to go they got a railroad that will take you there.” (The Piano Lesson, 1988, p. 18)*

In Extract 1, the immediate context of the text world foregrounds a character who is assessing his current life of opportunity, having experiencing a number of hardships in the past. Although there are no explicitly encoded metaphors in the extract, the conceptual metaphor life is a journey is implicit in the interpretation of the character’s experience, which is construed allegorically. Furthermore, the implicit conceptual metaphor is motivated by an actual historical event central to the experience of many characters in the play, that of the Great Migration of African Americans from Southern USA to Northern USA in the first half of the 20<sup>th</sup> century, due to racial segregation and harsh economic conditions experienced by African Americans in the American South. In my analysis, I suggest that both context and embodiment are relevant in motivating the metaphorical meanings implicit in the extract.

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## **Multimodal metaphor in EFL class**

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Greece has been following a years-long tradition in EFL examinations and certifications, oftentimes focusing solely on advancing exam skills rather than overall competency in English. The idea of maintaining higher standards and allowing students to fail (Andrade, 2010) is uncommon and students rarely fail English exams even though their English skills are not up to par. What may be needed is a variety of communicative materials that can be administered in class in a learner- oriented way.

One such type of material will be discussed in this presentation and is none other than comics. Reading comics does not inhibit other types of reading (Ujiie & Krashen, 1996) and in truth, it may facilitate heavier reading (Krashen, 1993). Although other types of visual material can be used too such as movies, comics combine a “permanent, visual component” (Williams, 1995, p. 2) with dialogue that is “permanent, but not visual” (ibid., p. 3). The major difference between reading a text in an EFL coursebook and reading through a comic is that the reader processes both the concrete and abstract messages being delivered while being fully engaged in what they are doing (Potter et al., 2014). It is the multimodality of the form that facilitates this engagement and allows for the development of visual literacy (Derrick, 2008). Naturally, in comics the majority of language used is metaphorical, which is yet another challenging area in EFL teaching (Chen & Lai, 2013).

This presentation goes through the construction of an EFL lesson which employs comics and makes use of a single running metaphor throughout the comic to promote understanding of what a conceptual metaphor is and how it applies to vocabulary of all sorts seen throughout a student's EFL journey. This lesson serves as an example of how other lessons have been structured and applied to an EFL class. There is also demonstration of how tasks can be built on the basis of metaphor and explore Greek students' views on the lessons and how they have overall helped them.

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## Teaching English conditional constructions through a cognitive linguistics approach

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Conditional constructions pose great difficulties to EFL learners, due to their inherent conceptual and semantic complexity, as well as their ability to convey multiple meanings and serve various communicative purposes. Descriptive grammars of English, pedagogical grammars and EFL textbooks used in EFL contexts present conditionals in a rather linear way. These materials primarily focus on the formal aspects of conditionals, suggesting a rule-based approach to grammar. Their main concern is to present the verb form differences observed in each type, while specific verb form combinations are presented as the only instances of grammatically correct use. Semantic and pragmatic features of conditional constructions are only partially addressed. Furthermore, conditional constructions are not always presented in meaningful contexts, and if they are, these contexts do not represent the whole spectrum of their uses. Learners are therefore invited to memorize a couple of grammar rules and make generalizations.

The main objective of this presentation is to provide a pedagogically-oriented and at the same time cognitive linguistics-based approach to teaching English conditionals. The approach is informed by current linguistic theory and provides a usage-based presentation of conditionals. Initially, I intend to investigate the cognitive principles underlying the various types of conditional constructions in English and determine how conditional constructions are viewed and conceptualized within the Cognitive Linguistics framework. Drawing on

Mental Spaces Theory (Fauconnier, 1994) and Conceptual Integration Theory (Fauconnier & Turner, 1996), we probe into the deeper cognitive needs underlying conditional constructions and shed more light on their semantic motivations. The analysis of conditional constructions provided in the study enables learners to become aware of form-meaning correspondences and understand how the form is motivated by meaning.

The suggested approach to teaching English conditionals is informed by current insights in foreign language teaching and learning, and attempts to combine the principles of CL and Task-based Language Teaching (TBLT). In this context, I provide pedagogical implications and practical suggestions aimed at different levels of EFL learners. Eventually, I propose a variety of activities and teaching practices which will serve as a guide for English language teachers and will hopefully facilitate the learning and acquisition of English conditional constructions.

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# THEMATIC WORKSHOP

**Wikipedia translation workshop**

*Workshop organizer*

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*in collaboration with*

**Konstantinos Stampoulis, Wikimedia Community User Group Greece**

The aim of the workshop is to bring together participants who are interested in seeing the dynamics and potential of Wikipedia and how they can incorporate Wikipedia-related tasks into their research and/or classroom practice. It is divided in two parts.

**Part I:** Wikipedia and/in Research. This part will focus on how Wikipedia has been used in and for research so far and present case studies using Wikipedia in various teaching/learning environments. Special emphasis will be given to examples from the translation classroom.

**Part II:** Hands-on tasks. The last part of the workshop will offer participants the opportunity to work with Wikipedia and its tools.

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## Wikipedia for (translation) research and teaching

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There seems to be a growing interest in research related to or based on Wikipedia during recent years, covering a spectrum from philosophy to pharmacology, as seen in Gallo and Petrucco (2021), despite prevalent scepticism regarding the credibility of Wikipedia as such (cf. Magnus, 2009). At the same time, Wikipedia is becoming a useful tool in the translation classroom (Dolmaya, 2012; Szymczak, 2013; Al-Shehari, 2017), either in the form of a single classroom task or within the framework of larger-scale events such as edit-a-thons.

On the basis of this trend, the aim of the presentation is twofold: to highlight areas where Wikipedia has been used in and for research as well as showcase and comment on studies and initiatives where Wikipedia has been used in teaching/learning environments. Emphasis will be placed on examples from the translation classroom. References and links to the foreign language/the multilingual classroom will be made as well. Initiatives such as the Wikicommitee established within the framework of the European Society for Translation Studies will be presented and discussed.

It is envisaged that the potential of Wikipedia as a flexible tool for dissemination and use both for research purposes and as a teaching resource will become evident and will attract researchers and practitioners alike to join Wikipedia and come forth with fruitful projects and synergies.

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## **Working with/in Wikipedia: Hands-on workshop**

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*assisted by **Kyriaki Kourouni & Maria Teresa Musacchio***

The hands-on component of the thematic workshop will introduce participants to working with Wikipedia and its tools. It will include a presentation of the concept behind Wikipedia, the rules of conduct users should adhere to as well as the actual cloud environment. The presentation will be followed by a series of tasks such as creating, editing and translating Wikipedia articles. Guidance on how to coordinate editathons and promote relevant collaborative projects will also be provided. Participants will have the opportunity to ask questions and discuss project ideas pertaining to their specific areas of interest that may arise.

The hands-on component is mainly addressed to participants with no prior knowledge of Wikipedia editing. More advanced Wikipedia users as well as participants working on areas beyond translator training are more than welcome as well.

Participants are required to bring their own laptops.

# **THEMATIC WORKSHOP**

**Phonetic/phonological aspects of typical and  
atypical speech development  
with emphasis on Greek**

*Workshop organizers*

**Katerina Nicolaidis, Aristotle University of Thessaloniki**

**Anna Sfakianaki, University of Crete**

The first years of life constitute a critical period of intensive speech and language skills acquisition. Although these skills are developing and adapting in consequent years, speech production and perception beyond early childhood remains an understudied area. The present workshop focuses on phonetic/phonological aspects of speech development in typical and atypical populations from the first years of life, across childhood and adolescence, up to early adulthood. The aim is to provide a platform to researchers for the exchange of findings covering different populations, age groups, genders, production and perception issues in speech development. An ultimate goal of the workshop is the formation of a working group that will

- bring together researchers with a special interest in phonetics and phonology
- explore factors that influence speech acquisition and development in typical and atypical populations
- convene and discuss present and future directions in speech acquisition and development with emphasis on the Greek language

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## **The development of speech production skills in typically developing Greek-speaking children**

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There is a practical interest and need to expand our knowledge on phonological development in typically developing Greek-speaking children. Greater knowledge of trajectories of speech production development in the early years could inform theories of phonological development as well as enable clinicians to deliver better informed assessment and intervention. In this paper a cross-sectional longitudinal approach was used to investigate the development of speech production skills in Greek-speaking preschool age children.

Two groups of typically developing children aged 3;0-3;5 years (group 1) and 4;6-5;0 years (group 2) were assessed at three assessment points six months apart. Assessment tasks included (a) a picture naming task, (b) a task of real word repetition and (c) a task of nonword repetition. Responses were scored on the accuracy of articulation a) on a whole word basis (WW) b) on Percentage of Consonants Correct in each word (PCC).

In both groups of children a strong time effect was found in the development of speech output processing abilities as assessed with tasks of naming, real word repetition and nonword repetition. Performance accuracy was higher on tasks including real words rather than nonwords; children performed more accurately on tasks requiring repetition rather than spontaneous naming of real words; repetition accuracy on 2-3 syllables items was significantly better than on 4-5 syllables items. Strong significant relationships were found between scores in different output production tasks. Both scoring methods, i.e. scoring for WW accuracy and for PCC, were sensitive in tracking change between consecutive time points in group 1. As regards group 2, scoring for WW accuracy was more sensitive than scoring for PCC in identifying significant changes in performance. Analysis of the data shows significant improvement in accuracy of speech production across time for both groups; yet, speech production accuracy is approaching ceiling for group 2.

Findings from the present study may be used as a starting point to diagnose children with speech production difficulties in Greece.

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## Emergence of marked structures as a result of conspiring reduction strategies targeting [OBSTRUENT + LIQUID] clusters in child Greek: A case study

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This study investigates the *conspiring reduction strategies* in target [OBSTRUENT+LIQUID] (OL) clusters and the concomitant emergence of marked structures in the disordered Greek L1 grammar of a child (age 4;9). The data, elicited through a picture-naming task, are drawn from Stavgianoudaki (2010). In the child's realizations, [OBSTRUENT1+LIQUID2] target clusters are simplified in (un)stressed positions (in 88.24% of productions). The child preserves the less sonorous [OBSTRUENT1] conforming to the cross-linguistically attested pattern (cf. Ingram, 1989, a. o.). Two conspiring reduction patterns apply in complementary distribution, according to the position of the target OL clusters in the word:

- i) OL WORD-INITIALLY: the Manner of Articulation of the target [LIQUID2] is delinked, while its CORONAL Place (PoA) is faithfully preserved, licensed in adjunct position, thus realized as an extrasyllabic, cross-linguistically attested, sibilant, e.g. the target ['tre.no] 'train' is realized as ['ste.no], ['pro.va.to] 'sheep' as ['spo.ða.to], [fli.d<sup>2</sup>a.ni] 'cup' as [sfi.'d<sup>2</sup>a.ni].
- ii) OL WORD-MEDIALY: (a) the target [LIQUID2] is systematically transferred to the preceding open syllable as a coda, e.g. the target [a.e.ro.'pla.no] 'plain' is realized as [a.e.ro.l.'pa.no], [a.θli.'tis] 'athlete' as [a.l.θi.'tis], [i.ra.'klis] 'Hercules' as [i.ra.l.'cis].

RESEARCH QUESTION: What drives the simplification of OL clusters and the concomitant emergence of marked syllabic structures in (i) and (ii)?

Our data indicate that, in the child's grammar, adjuncts and medial codas are realized before complex OL onset clusters of rising sonority, i.e. the child has marked structures, such as closed CVC syllables and extrasyllabic consonants, but no branching onsets in his system.

We argue that the reduced realizations in onset position, resulting from the conspiring reduction strategies in (i) and (ii), satisfy the demands in the child's grammar, on the one hand, for an unmarked (simple) less sonorous onset, i.e. an obstruent; on the other, for an increased perceptual salience, within the realized *optimal* CV syllable, which occurs due to the maximal sonority slope between the (onset) obstruent and the syllable nucleus (Clements, 1990). Furthermore, we claim that the marked syllabic structures resulting from the patterns in (i) and (ii), i.e. licensing of an adjunct and the emergence of a coda respectively, result from the demand in the child's grammar for faithful realization of the target segmental quantity, despite the (target) cluster simplification. Our analysis is couched in Optimality Theory (Prince & Smolensky, 1993) with the faithfulness constraints as defined in Correspondence Theory (McCarthy & Prince, 1995). At this point of the child's phonological development, FAITH constraints are also highly ranked, in conflict with \*COMPLEX, requiring preservation of the input (target) segmental quantity, thus satisfying the FAITH constraint MAX-IOSegm as well as FAITH of the PoA feature of the segment in question, i.e. by faithful realization of the CORONAL PoA of [LIQUID2] in the position of an

extrasyllabic adjunct in (i) or by metathesis of [LIQUID2] in the preceding Coda position in (ii). Although adjuncts are considered to be marked structures, the constraint \*APPENDIX that penalizes them is hierarchically lower ranked in this child's grammar, resulting in realization of adjuncts prior to the realization of OL clusters. The above grammar reflects a stage where faithfulness to the segmental quantity is highly ranked, while the syllabic structure is yet to be expanded to branching onsets.

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## Developmental characteristics of Greek fricatives: An acoustic study

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During speech production, articulatory gestures are performed within specific spatial and temporal extents (Maas & Mailend, 2017). Child speech develops gradually, as motor control skills develop, with some sounds such as fricatives, demanding more advanced skills, due their articulatory and aerodynamic characteristics (Ferguson, 1978). This is confirmed by the developmental pattern in fricative acquisition, with Greek speaking children acquiring fricative categories relatively late compared to other sounds, between the age of 3;7 and 4;0 (Mennen & Okalidou, 2007). Differences in the spatial, temporal and spectral characteristics of child fricative productions compared to adults have been observed (Fox & Nissen, 2005).

There are several studies on English and American fricatives produced by children and adults (e.g. Jongman Wayland, & Wong, 2000). For Greek, however, limited studies have examined fricative production by adults (e.g. Nirgianaki, 2014) and very few by children (Nirgianaki & Kampaki, 2021). Greek comprises ten fricative sounds, the labiodentals /f, v/, the dentals /θ, ð/, the alveolars /s, z/, the velars /x, ɣ/ and the palatals [ç, j]. A number of linguistic factors such as fricative place of articulation, voicing, post-fricative environment and syllable stress can affect the acoustic characteristics of fricatives (e.g., Jongman et al., 2000), while non-linguistic factors such as age and gender can also affect fricative quality (Fox & Nissen, 2005).

The current study presents the acoustic characteristics of Greek fricatives in the productions of 20 children (10 boys and 10 girls), aged between 8 and 10 years old. A control group of adults was also recorded. Participants were recorded producing CVCV real words, in a carrier phrase, where C1 was one of the Greek fricatives and V1 one of the five Greek vowels (/i, e, a, o, u/), in all possible combinations including stressed and unstressed syllables.

Findings show slower speech rates in children productions and extensive temporal variability compared to adults. Also, children differentiate the first spectral moment of the alveolar category, with boys having lower and girls higher frequencies, indicating developmental or sociophonetic variation. Lower values in the second spectral moment of all fricatives were found for children, showing the production of a more compact spectrum.

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## Perception of voicing contrast in children with cochlear implants

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Previous research compared the perception of voicing contrasts in children with cochlear implants and children with normal hearing and found lower performance for the former in different languages such as English (Peng et al., 2019; Giezen et al., 2010) and French (Bouton et al., 2012). An important factor associated with speech perception abilities in children with hearing loss is the age of implantation since previous research has shown that the earlier the device is implanted, the better the perception outcomes (e.g., Dowell, Blamey & Clark, 1997). The Greek stop consonant system consists of voiced (/b/, /d/, /g/) and voiceless stops (/p/, /t/, /k/) (Arvaniti, 1999). In this study, perception of voicing contrasts was examined in 24 Greek-speaking children with cochlear implants (CI) and 24 age- and gender- matched children with normal hearing (NH). Via the procedure of fast mapping (Dollaghan, 1987), each child was asked to choose a three-dimensional object that corresponds to a nonword with the target-sound in three repetitions (864 tokens). Participants were separated in two equal age sub-groups; the first consisted of children between 2;10 to 8;1 years old and the second between 8;2 to 13;4 years old. Speech stimuli were two syllable trochaic nonwords with the stops in initial position followed by the vowel /a/. Results showed lower performance for the young age subgroup with CI compared to the

NH controls. Statistically significant differences in the perception of the stops /p/, /b/, and /g/ were found for this age subgroup (2;10-8;1). No significant differences in the perception of stops were found for the older children with CI and NH. Overall, the results of this study corroborate previous findings underscoring the importance of the extent of implant experience in speech perception outcomes.

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## The Lombard effect in children with cochlear implants: Suprasegmental aspects

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Cochlear implantation led to significant improvements in the speech of deaf children, yet, so far studies investigated their speech in quiet. In the real world, children with cochlear implants (CI) communicate in noisy environments, such as in classrooms, where multiple talker babble and also reverberation are present. As known, speakers compensate for the presence of noise by increasing their vocal effort, a phenomenon called the ‘Lombard effect’ (Lombard, 1911). Effects of Lombard speech in normally-hearing adults have been documented across several languages (e.g., Cooke & Lu, 2009; Lane & Tranel, 1971; Summers et al., 1988; Tartter et al., 1993), including Greek (Nicolaidis & Rispoli, 2005). Nicolaidis and Rispoli (2005) examined the effects of white noise on vowel productions of Greek-speaking adults and reported increases in vowel intensity and pitch, small increases in vowel durations and also spectral changes in F1 and F2 which led to more open and more neutralized vowel productions. Moreover, the Lombard effect was also documented for postlingually-deafened adults with CI (Lee et al., 2015, 2017). Okalidou et al. (2018) examined the Lombard effect in the speech of children with CI, focusing on the effects of speech-shaped noise (SSN) and speech-shaped noise with reverberation on stressed vowels.

Changes in pitch and intensity, occasional changes in duration and also changes in F1 and F2 were noted; however spectral changes were highly variable.

The present study compared the vowel productions of children with CI with the ones produced by normally-hearing peers, using the experimental stimuli and conditions of Okalidou et al. (2018). Effects of noise on stressed vowel intensity and duration were investigated in the speech of 7 children with CI and 7 children with NH, aged 7-12 years. Magnitude of change for intensity was also assessed in terms of the ratio of stressed to unstressed vowels. Results from planned comparisons of a general linear model revealed that a) in quiet condition, children with CI had similar stressed vowel intensity to their NH peers, b) in noise conditions, group differences emerged, i.e. stressed vowel intensity was greater in children with CI than NH controls, and c) in SSN condition, longer stressed vowels were produced by children with CI as compared to NH but the effect was shown for only /i/, /o/, /u/ when reverberation was added. The differences observed across groups have implications for speaking in classroom noise.

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## **The fricative /s/ in Greek hearing-impaired and normal-hearing young adult speech: Acoustic characteristics and coarticulatory variability**

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Fricatives, and especially sibilants, constitute a late-appearing class of sounds in typical as well as disordered speech development, as they require both precise tongue placement and sufficient airflow to produce adequate turbulence (Mcleod & Crowe, 2018; Shriberg & Kwiatkowski, 1994). Accurate fricative production is even harder to achieve when perception at higher frequencies is impaired due to hearing loss. Both fricative discrimination and production studies report a disadvantage for children and adults with hearing impairment (HI) (Liker, Mildner & Šindija, 2007; Zeng & Turner, 1990). Previous work on obstruent and sonorant production, as well as V-to-V and C-to-V coarticulation by Greek speakers with HI has shown deviant articulatory and temporal patterns. With reference to fricatives, high variability and increased articulatory constriction across the palate have been reported (Nicolaidis, 2004, 2007; Sfakianaki et al., 2018).

The current study builds on this work by examining acoustic aspects of fricative production by Greek speakers with impaired (HI) vs normal hearing (NH). Although acoustic characteristics of Greek fricatives have been investigated in typical hearing adult speakers (Nirgianaki, 2014), there is no research on the acoustics of fricatives produced by Greek speakers with HI. In the present work, we focus on the production of the voiceless alveolar fricative/s/ which poses great supraglottal, laryngeal, and aerodynamic demands, requiring fine coordination of the lingual and laryngeal articulators and precise aerodynamic control. Five participants with NH (two male and three female), and nine participants with profound prelingual HI (four male and five female), aged 18-26, were recorded producing symmetrical disyllables of the form /pVsV/ with the three corner vowels /i, a, u/ and stress on the first or second syllable. Temporal, spectral and amplitude parameters of the fricative /s/ are examined, taking into account the effects of hearing status, gender and stress position. The results of the acoustic analyses are discussed in relation to hearing and intelligibility

differences among speakers and in light of electropalatographic data previously obtained for a subgroup of the participants with HI.

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## Who drives cluster selection in child speech? A unifying model of parallel and multi-level cluster formation

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Research in prosodic development in Greek and cross-linguistically examines cluster production mostly on the basis of the repair mechanisms which determine cluster formation as well as define the order of cluster development. It is evident that cluster simplification and positional faithfulness are the most prominent repair mechanisms. Especially simplification is driven by markedness/ sonority considerations. Additional studies have placed emphasis on the statistical power of these repair mechanisms and their durability throughout phonological development. Related claims are made for L1, L2 and SLI data (cf. Barlow, 1997; Ohala, 1998; Gierut, 1999; Steele, 2002; Gnanadesikan, 2004, for English; Fikkert, 1994, for Dutch; Lléo & Prinz, 1996, for German and Spanish; Lukaszewicz, 2000, for Polish). However, very few works delve into the factors that drive cluster formation in late phonological development. This is the aim of this paper.

In late phases of phonological development in Greek, clusters are either accurately produced or are substituted for other clusters. In the second case, unmarked clusters, i.e., clusters whose members are defined by bigger distance on the sonority scale, are

substituted for marked clusters whose members are very close on the sonority scale (Tzakosta, 2017). Marked clusters are perceptually vague and, consequently, difficult to be produced (cf. Tzakosta, 2009). The production of marked clusters instead of unmarked ones seems like an oxymoron; however, such data emerge both in typical and atypical Greek (examples in (1) and (2), respectively) as well as other aspects of Greek, like the dialectal variants of the language (see examples in (3)).

The pervasion of this phenomenon leads us argue that the Classical Sonority Scale (hereafter CSS) (cf. Selkirk, 1984, Steriade, 1982) and the bi-dimensional model proposed by Morelli (1999), in which cluster formation is evaluated on the basis of two distinct scales, i.e., the manner and place scales, are not adequate to account for cluster selection. We propose the *Three Scales Model* (hereafter TSM), according to which in addition to the scales of manner and place voicing needs to be established as a distinct scale, is a more adequate theoretical tool. Like in the CSS, in the TSM well-formedness is driven by the rightward satisfaction of the scales in combination with the distance holding among cluster members. The TSM suggests that different degrees of scale satisfaction and different distances existing between cluster members result in different degrees of cluster well-formedness and acceptability. Clusters are defined as perfect, acceptable and non-acceptable. Perfect clusters satisfy all scales, acceptable clusters satisfy at least one and maximally two scales. Voicing actually defines a cluster as acceptable, since its violation automatically marks it as non-acceptable. Therefore, the TSM broadens the pool of acceptable consonant clusters and the phonotactics of the language become more flexible.

To summarize, in the course of our presentation, we will show that superiority of the TSM to the CSS boils down to the fact that the TSM a) can explain the substitution of unmarked/ perfect clusters for marked/ acceptable one, b) allows for more flexibility in the phonotactic constraints of all aspects of a language, in our case Greek, c) provides information regarding the very subtle factors which affect intra-language and inter-language syllabification, d) accounts not only for two- but also for three-member clusters (cf. Tzakosta, 2009, 2013), e) makes predictions about the strength of phonotactic constraints at a diachronic but also a synchronic level, especially in the speech of native speakers and second language learners (cf. Tzakosta, 2019). As a result, we do not need different tools to account for exceptional and statistically sporadic data attested in various aspects of a language. On the contrary, we argue that such data may provide important information regarding the seemingly invisible principles which shape the phonological system of a language, and, consequently, provide new perspectives on language acquisition and learning.

#### Greek L1 data

- (1a) /a.ftó/ → [a.ptó], [a.ftó] ‘this -DEM.PRO’ (B: 1;11.27)  
 (1b) /sxo.lí.o/ → [θxo.lí.o] ‘school-NEUT’ (D: 2;07.06)  
 (1c) /pá.sxa/ → [pá.θka] ‘Easter’ (B.M.: 2;09.25)

#### Greek SLI data

- (2a) /a.'kri.ða/ → [a.'stsil.ða] ‘grasshopper-FEM.NOM.SG.’ (S2)  
 (2b) /'pro.va.to/ → ['spo.ða.to] ‘sheep-NEUT.NOM.SG.’ (S4)  
 (2c) /'kti.ri.a / → ['θti.ri.a] ‘building-NEUT.NOM.PL.’ (S4)  
 (2d) /ka.'tsi.kes/ → [ka.'tsi.kses] ‘goat-FEM.NOM.SG.’ (S4)

#### Greek dialectal data

- (3a) /tu.fé.ci/ → [tfé.ci] ‘rifle’ (Thessaly, Tzartzanos 1909)  
 (3b) /pi.θa.mí/ → [pθa.mí] ‘span’ (Thessaly, Tzartzanos 1909)  
 (3c) /pu.ká.mi.so/ → [pká.msu] ‘shirt’ (Meleniko, Andriotis 1989)

- (3d) /ku.bá.ros/ → [kba.ré.ls] ‘bestman’ (Thassos, Tombaidis 1967)  
(3e) /ku.vá.ri/ → [gvár] ‘κουβάρι’ (Kozani, Margariti-Roga 1989)  
(3f) /ku.δúni/ → [kðu.nél] ‘bell’ (Thassos, Tombaidis 1967)

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