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School of English, Aristotle University of Thessaloniki

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## **PREFACE**

The Organising Committee of the 26th International Symposium on Theoretical and Applied Linguistics (ISTAL 26) welcomes you to the city of Thessaloniki!

We were honored to receive many high-quality submissions. We thank all scholars who submitted their work, for choosing ISTAL 26 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, Bas Aarts, Anna Cardinaletti, Alexandra Georgakopoulou, Despina Papadopoulou, Ute Smit, and Ianthi Maria Tsimpli. We are also grateful to Katerina Nicolaidis and Anna Sfakianaki for organising the thematic session on “Speech Perception and Speech Production across the Life Span 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 organisational issues. Special thanks go to our sponsors: The Research Committee (Aristotle University of Thessaloniki-AUTH), the School of English Language and Literature (AUTH), the City of Thessaloniki, Division of Programmes and Lifelong Learning, and the Greek Applied Linguistics Association. Last, we warmly thank our student volunteers, whose help is most appreciated.

We hope you will find ISTAL 26 both scientifically stimulating and socially enjoyable.

April 2024

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

# PLENARIES

# On so-called fused constructions

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In many grammars constructions like the following are dealt with confusingly, or in a contradictory fashion:

- (i) I like *those* books/I like *those*.
- (ii) *the poor, the French, the Dutch*
- (iii) I liked *what I saw*.

Specifically, grammars often cannot decide whether in (i) the word *those* in the two constructions shown belongs to the same word class or to different word classes. In (ii) there is uncertainty as to whether words like *poor, French* and *Dutch* are adjectives or nouns, or something else altogether. And in (iii) the italicised string is analysed either as a special kind of clause ('free relative clause', 'nominal relative clause') or as a noun phrase, or both.

In my talk I will discuss a number of approaches to these syntactic puzzles. In particular, I will look at their treatment in Huddleston and Pullum's *Cambridge Grammar of the English Language*. To deal with these structures, this grammar posits the existence of a number of so-called *fused constructions*, such that in (i) in both cases the word *those* belongs to the word class of determinative. This item functions as a determiner when a noun follows, or as a *fused determiner-head* when it occurs on its own. In the second example the underlined words are adjectives which function as *fused modifier-heads* inside noun phrases, and in the third example the italicised string is a noun phrase which instantiates a *fused relative construction*.

In my talk I will signal a number of problems for the account offered by Huddleston and Pullum which will lead me to challenge the idea that we need to appeal to the notion of 'fusion' to analyse these constructions syntactically. Specifically, I will argue that introducing the notion of syntactic fusion into the grammar poses conceptual problems, and comes at a 'cost', because a new notion of fusion needs to be added to the store of grammatical terminology. Wielding Occam's Razor I will contend that we can analyse these constructions by appealing to empty heads instead.

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# On restructuring: Theory, language acquisition and variation

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The talk will discuss restructuring (Rizzi, 1978/1982) and in particular, the distribution of clitic objects with restructuring verbs (modal, aspectual or motion). Clitic pronouns are cliticized on either the lexical verb or the higher, functional verb, a phenomenon called clitic climbing.

The theoretical aspects will be discussed, namely whether the absence of clitic climbing is associated with a monoclausal or a biclausal structure (Rizzi, 1978/1982; Cinque, 2004; Cardinaletti & Shlonsky, 2004) as well as the acquisition of clitic climbing and in particular children's preference for clitic climbing over non-climbing (Eisenclas, 2003; Lobo & Vitorino, 2021; Cardinaletti, Cerutti, & Volpato, 2024).

While the two positions are optional in languages like Italian, massive variation is observed across Romance languages and in particular Italo-Romance varieties (Manzini & Savoia, 2005; Cardinaletti, Giusti & Lebani, 2024). The issues of variation and optionality will raise important theoretical questions.

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## ***(Un)complicating context online: The case of formatted storytelling***

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The starting point for my talk is that online environments, in particular social media, have altered the constitution of *context* in communication, and, in effect, should lead analysts to an overhaul of our conceptualisation of this foundational concept for linguistics, moving away from assumptions and biases that originate in research on face-to-face environments, with co-present participants, in rather well-delineated participation roles (for a similar call see Blommaert et al., 2020). At the heart of challenges for contextual analysis online lies the difficulty in establishing *sharedness* -and by extension indexicality and other pivotal work for meaning-making - amongst users, in the face of the extra-speedy development and consolidation of communication types and norms. In this talk, in recognition of the need to factor in any contextual analysis, the role of technologies, in a non-deterministic and historicized way, I will re-work *technography*, a social media-tailored ethnographic approach (Bucher, 2018), for the purposes of the study of stories online. I will first present the technographic premises and steps for integrating the triptych of platformed *affordances*, *discourses*, and users' *practices* into a contextual analysis. Drawing on the late Blommaert's reworking of the ethnomethodological concept of *formatting*, that is, the process of typification and recognizability of social actions for the communicators involved, I will then argue that, what I have described in previous work as *small stories*, have formed the basis for the creation of formatted stories on social media: recognizable as typical of specific stances and life-styles, valued, widely distributed across languages and cultures, with a homogeneity of form and content. I will tease out such key story-formats across platforms (Facebook, YouTube, Snapchat, Instagram, currently TikTok) and the multi-semiotic features (linguistic, textual, visual, auditory) within them, showing how they have gradually become emblematic of an '*authentic*' and '*relatable*' teller. I will conclude with the need for a critical mass of contextual studies of the current formatting of communication online, as part of us grappling with the realities of the new mutations of 'globalization' in the (post)digital era of GenAI.

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# Central themes in sentence processing with an emphasis on L1 and L2 Greek

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In this study I will explore linguistic and extralinguistic issues that have been shown to affect the way people comprehend sentences in the first (L1) and the second (L2) language. I will discuss fundamental themes related to the architecture and mechanisms underlying L1 and L2 sentence processing by reviewing experimental findings from structural ambiguities and syntactic dependencies.

More specifically, I will explore factors, such as ambiguity, locality, similarity interference etc., that give rise to comprehension difficulties, and will discuss: (a) how these factors are accommodated in current theoretical models of sentence processing, which adopt either a formal syntactic perspective (see for example Biondo et al., 2022) or a memory-based viewpoint (Lewis et al., 2006 a.o.), and (b) whether these factors differentially affect input processing in L1 and L2 (Clahsen & Felser, 2018; Cunnings, 2017 a.o.).

Additionally, I will investigate the interplay between parsing strategies, employed by the speakers, and extralinguistic factors such as age, executive functions, like working memory and inhibitory control, and metalinguistic awareness. Recent studies show that processing mechanisms are still developing even during puberty (cf. Qi et al., 2020), while the impact of domain-general executive function abilities on sentence processing is not yet fully unveiled (Karavasilis et al., 2023; Pulido & López-Beltrán, 2023). Moreover, metalinguistic awareness contributes to reading comprehension in both adults (Tighe et al., 2019) and children (Deacon et al., 2014). In this study, I will discuss these issues by analyzing adult and child Greek data on the processing of non canonical structures.

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# English-Medium Education and the ROAD-MAPPING framework: Approaching the internationalisation of universities from an applied linguistic perspective

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Two decades into the 21st century, it is fair to say that the internationalisation of higher education (IofHE) and, concurrently, the use of English to achieve such internationalisation is an indisputable reality (De Wit & Altbach, 2020). However, under the seemingly homogenising label of 'English-medium education' (EME) we find a wide range of complex and highly situated phenomena that come in different shapes and forms (Bolton, 2024). To examine these multi-faceted realities in a comprehensive and holistic way, this talk will argue for the use of a conceptual framework known under the acronym of ROAD-MAPPING, which is anchored conceptually in sociolinguistic and ecolinguistic approaches as well as language policy research (Dafouz & Smit, 2016, 2020). After introducing the ROAD-MAPPING framework, I will illustrate its wide usage spanning the micro, meso and macro levels, by elaborating, firstly, how it can be applied to describe EME and inform policies in different countries, secondly, how it allows for (re-)interpreting classroom discourse research, and thirdly how it can be used to design IofHE research projects going beyond EME.

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# Multilingualism and language assessment of English as a second language: A view from India

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Reading comprehension is a challenging skill for monolingual and bilingual children from disadvantaged socioeconomic backgrounds. In bilingual children, reading in a second language may lead to more difficulties since proficiency in the L2 may not be sufficiently high for good levels of comprehension and oral language skills may also be developing (Gough & Turner, 1986). A discrepancy in multilingual learners is also found between oral and written language skills in that multilingualism is often an oral competency while literacy is mostly developed in one language.

Based on a recent study in English-medium (EMI) government schools of primary level in India, reading comprehension was found to be more of a challenge than listening comprehension in children from diverse language backgrounds (Tsimpli et al., 2020). As English input is not provided to these learners outside school and home literacy support is minimal even in the home language(s), we carried out an educational intervention to improve reading comprehension. To this end, we used multilingual resources, i.e. regional languages alongside English, to improve inferential abilities through oral language use in peer-group activities. Our findings reveal that the use of the regional language in the form of code-mixing (mixing English with the regional language for better communication and learning outcomes) is natural and useful for underprivileged children whose exposure to English is restricted to school hours only. All assessments of the intervention outcomes however, were unilingually English.

In follow-up projects, we expanded the multilingual approach to the development of *assessment* tools for both classroom-based and individual assessment of reading comprehension skills, which better reflect the multilingual pedagogical practices of the teaching and learning approach implemented during the intervention. I will present the findings of this research with a view to advocating for a flexible, dynamic, equity-driven approach to second language assessment.

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# **GENERAL SESSION**

# Language and cognitive abilities in children with Developmental Language Disorder and Attention Deficit-Hyperactivity Disorder: What is crucial for differential diagnosis?

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While deficits in cognitive abilities, especially in executive functioning, attention and working memory have been broadly reported for children with Attention Deficit - Hyperactivity Disorder (ADHD) (Stanford & Delage, 2020), recent findings indicate that children with Developmental Language Disorder (DLD), who show primary disorders in language, present deficits in these domains as well (Blom & Boerma, 2020). In addition, while impairments in linguistic abilities have been basically reported for children with DLD (Bishop et al., 2017), it has been shown that at least some children with ADHD exhibit similar impairments (Parks et al., 2023).

The aim of this study is to provide a detailed comparison of the language and cognitive abilities of Greek speaking, school aged, children with ADHD and DLD alongside typical development (TD). By so doing, this study is expected to contribute to the differential diagnosis of children with DLD and ADHD. Thirty nine school aged children with similar chronological age (CA), participated in this study: 17 diagnosed with DLD (Mean CA: 8;7), 6 diagnosed with ADHD (Mean CA: 8;3), and 16 with TD (Mean CA: 8;6). All participants were individually assessed in: (i) Verbal short-term memory and verbal working memory via the digit serial recall and backward digit recall subtests of WISC-III<sup>GR</sup> respectively, (ii) Inhibition via the relevant subtest of the Executive Functions Assessment Battery (Simos et al., 2007a), (iii) Auditory attention via a span task consisting of sentence repetition and a sustained attention task (Simos et al. 2007b), and (iv) Language abilities (grammar and pragmatics) were assessed via the Action Picture Test<sup>GR</sup> (Vogindroukas et al., 2009).

Data analysis was performed via linear mixed effect models using the “lme” package in R. Comparisons across the three groups showed that both clinical groups (DLD and ADHD) had lower, but not always significantly lower, performance compared to the TD group in all tasks. Notably children with ADHD showed their worst performance on the auditory sustained attention task while children with DLD showed their worst performance on the auditory attention span task consisted of sentence repetition. Comparisons between the two clinical groups showed that children with DLD performed significantly below those with ADHD in the auditory attention span task consisted of sentence repetition (coefficient = 0.13;  $t = 2.13$ ;  $p < 0.05$ ).

Based on these findings, we claim that, while both clinical groups were deficient in many respects compared to TD, they were successfully discriminated only by the sentence repetition task. We conclude that this task makes the between clinical group (DLD vs. ADHD) differential diagnosis possible. Taking into account that the sentence repetition task is grammatical task in nature (Klem et al., 2015), we suggest that an impairment in grammar characterizes individuals with DLD to a significant extent and distinguish them from those with ADHD.



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## **Designing a C-test as a placement test for learners of L2 English: Some methodological considerations**

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C-tests consist of one-paragraph-long texts in which the second half of every second word has been deleted. Since the 1980s (Karimi, 2011; Klein-Braley & Raatz, 1984). C-tests have been proposed as a substitute for cloze tests to measure general L2 proficiency and as placement tools and have been studied in different contexts and with different learners (Dörnyei & Katona, 1992) in terms of their reliability and face validity. Studies comparing C-test scores against the scores of standardised tests have yielded varying degrees of correlation, from low to moderate to high (Eckes & Grotjahn, 2006; Klein-Braley, 1997).

The present paper examines the degree of effectiveness of C-tests as reliable measures of general L2 proficiency and explores factors relating to their design criteria. To this end, we designed a C-test which comprises of four texts of increasing difficulty that correspond to the CEFR levels B1 to C2 (according to the results from readability indicators such as the Flesch Kincaid Reading Ease) and conducted a small-scale pilot study. The test has a total number of 100 gaps (25 gaps per test) and was administered in pen-and-paper format to 143 first-year students of the School of English, Aristotle University of Thessaloniki, Greece. The students also took the Oxford Placement Test (7 weeks after the university entrance), a standardised test of general language proficiency, the results of which were correlated with the scores from the C-test to check its discrimination power and validity as a placement test. To this end, we followed the methodology of Dörnyei and Katona (1992), who compared a C-test given to Hungarian university students with the TOEIC proficiency test which the same participants had taken 6 weeks before the administration of the C-test.

Statistical analyses regarding student performance on each of the four texts and on the total C-test score showed significant between-group comparisons of varied effect sizes, marginal in the case of C1 and/vs. B2 learner groups. No significant correlations were found between proficiency level and total scores in the C-test.

We attempt to explain the findings based on quantitative and qualitative analyses of the texts used for the specific C-test. We discuss factors such as lexical density, morphological, lexical, and syntactic complexity in order to (a) account for the specific test behaviour, and

(b) provide further insight into the methodological variables that need to be taken into consideration when designing such tests.

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## Negative concord in heritage Greek: A case study

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The goal of this paper is to provide an overview of Negative Concord (NC) patterns found in heritage speakers of Greek. Greek, unlike Standard English and German, is a strict NC language (NCL) in which e.g., the declarative sentential negative marker *ōen* ‘not’ obligatory co-occurs with an n-word *kanenas* ‘anyone/nobody’ and the clause is interpreted as having a single negative operator (Giannakidou & Quer, 1997; Horrocks, 2014; Penka, 2015). We address the following research questions (RQs)

**RQ:** (1) Does NC remain stable under cross-linguistic influence in HSs grammar? In particular, does NC remain stable in contact with non-NC languages? (2) If not, can this be attributed to interference or the interface hypothesis (Sorace, 2011), as NC lies in syntax-semantics interface?

**Methodology:** We conducted a study on Greek HSs in Berlin (N=48) and in Chicago and NY (N=63) alongside monolingual controls (N=64) implementing the “Language Situations” method which provides comparable data in both majority and heritage language (Wiese, 2020). A narration task of a fictional car accident took place in different communicative situations with different elicitors (witness report addressing the police- formal setting in spoken and written mode, narrating to a friend what happened- informal setting again in 2 modes). In this task we didn’t explicitly target NCs. We complemented this with a corpus search in the Chicago Greek Heritage Language Corpus (G.H.L.C.) (Gavriliidou et al., 2019).

**Results:** NC appears in generally stable for Greek HSs, suggesting that cross-linguistic interference does not alter the NC pattern. Moreover, this stability seems to argue against the interface hypothesis. Nevertheless, we did find some examples of non-NC produced by speakers both in the US and in Germany, (1-2), and two instances of non-NC in the G.H.L.C. produced by Greek HSs in Chicago, (3). Both our examples are found in formal written productions. The common factor of these outliers in our data seems to be the infrequent parental and educational input in the heritage language.

(1)	Kanenas                      travmatistike	Debi02FG_fw
	Nobody.M.NOM.SG hurt.NACT.PST.3SG	
	‘Nobody was hurt’	
(2)	Ala kanenas                      xtipithike	USbi67MG_fw
	But nobody.M.NOM.SG hurt.NACT.PST.3SG	
	‘but nobody was hurt.’	
(3)	Ala tipota egine	Speaker: 2029
	But nothing happened	
	‘but nothing has happened.’	

**Conclusion:** We conclude that transfer from the majority languages English and German is correlated with reduced input in the heritage language.

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## **Arabic L2 learners’ processing of English articles in indefinite contexts: A partial replication of Ionin et al.’s (2021) self-paced reading study**

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The Morphological Congruency Hypothesis (MCH) posits that second language (L2) learners cannot detect morphological violations in online comprehension when their first language (L1) lacks a corresponding morpheme (Jiang et al., 2011). However, Ionin, Choi, and Liu (2021) found that Mandarin Chinese L2 speakers were sensitive to article violations in self-paced reading (SPR). They argued that online processing showed implicit knowledge of English articles, despite offline performance being non-target-like, thus refuting the MCH.

This study replicates Ionin et al. (2021) by examining Arabic L2 learners’ processing of English article omission and misuse in indefinite contexts. Arabic lacks an indefinite article but has a definite article ‘al-,’ while Mandarin Chinese does not have articles. Both languages use bare nouns to express indefiniteness. Arabic L2 learners, like Chinese speakers, often exhibit variability in their use of English articles (Alzamil, 2016). This raises the question of whether Arabic L2 learners would exhibit similar performance to Mandarin

Chinese speakers in online comprehension. The same SPR materials and cloze test were used to compare the findings of the two studies.

Two groups of Arabic L2 English speakers of similar proficiency participated in two SPR experiments: the first tested sensitivity to article omission before singular count nouns (N=32) and the second tested article misuse before the same nouns (N=33). The cloze test scores were 81.25% (65-97.5) and 80.68% (65-92.5), respectively. The target SPR items included 32 sets for testing referentiality and grammaticality (as sample items 1-2). Referentiality distinguishes an indefinite noun that exists in the real world from one that has not yet existed (Ionin et al., 2021).

1. Referential indefinite
  - a. Mary felt lonely last week. So she finally got a cat from a shelter. (grammatical)
  - b. Mary felt lonely last week. So she finally got \*∅/#the cat from a shelter. (ungrammatical)
2. Non-referential indefinite
  - a. Mary feels lonely this week. So she may get a cat from a shelter. (grammatical)
  - b. Mary feels lonely this week. So she may get \*∅/#the cat from a shelter. (ungrammatical)

By replicating the same SPR material, we obtained different results. Arabic L2 learners showed delayed reading times on article omissions (\*∅ cat), but not on article misuse (#the cat). As in the original study, no referentiality effect was observed. These findings challenge MCH, as Arabic L2 learners showed target-like sensitivity to article omission. However, they still couldn't detect 'the' overuse in an indefinite context as they were unable to distinguish between the proper use of English articles (*a* vs. *the*). Based on new data from Arabic L2 learners, we argue that online processing reflects variability in L2 production. Although it is feasible to demonstrate target-like processing under ungrammatical conditions (article omission), it remains difficult to process inappropriate conditions (article misuse) in a target-like manner.

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# The functions of the vocative-based marker *moré* in Greek conversation

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Previous research has shown that vocatives give rise to pragmatic markers (Kiesling, 2004; Kleinknecht & Souza, 2017; Rendle-Short, 2010), namely invariable expressions, which are semantically and relatively syntactically independent from their environment and have metatextual functions (e.g. Fischer, 2006; Maschler, 2009). Building on this research, and in continuation of my earlier work on the functions of the Greek vocative-based marker *βρε vre* (Alvanoudi, 2023), I focus here on the vocative-based marker *μωρέ moré*, which constitutes the historical source for *vre*.

Conversation analysis of data from audio-recorded informal face-to-face conversations and telephone calls from the *Corpus of Spoken Greek* of the Institute of Modern Greek Studies ([http://www.ins.web.auth.gr/index.php?option=com\\_content&view=article&id=626&Itemid=251&lang=en](http://www.ins.web.auth.gr/index.php?option=com_content&view=article&id=626&Itemid=251&lang=en)) and from the author's personal collection of naturally occurring data shows that *moré* commonly occurs in turn-final or turn-initial position, and it is often used in affective constructions, such as *έλα éla* ('come.2sg.imp') / *σιγά sigá* ('no way') / *σώπα sópa* ('get out of here/no way') / *εντάξει edáksi* ('okay') *moré*. Turn-final *moré* has interpersonal functions, for example in the context of disagreement or concession *moré* signals solidarity and intimacy, and thus minimizes disaffiliation and potential face threat. Turn-final *moré* is also associated with epistemic functions, for example in agreeing with prior assertions or assessments speakers use *moré* to register the unexpected, whereas in responding to informings speakers use this item to claim that they have now realized something relevant from the prior talk or that the information given has been previously known and just now remembered. Turn-initial *moré* is associated with textual functions, such as attracting the recipient's attention or shifting topic.

I conclude the study by comparing the functions of *moré* with the functions of its grammaticalized form *vre*. I show that the two vocative-based markers have similar meanings, i.e. they are both affective stance markers (Ochs, 1996) that signal social solidarity and mirativity. Yet, the meanings of the two markers are particularized across interactional contexts in different ways, which suggest that *vre* is ranked above *moré* on a scale of affective intensity/expressivity.

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## **Χαρακτηριστικά των κειμένων κατά την ελεύθερη παραγωγή γραπτού λόγου σε μαθητές/ήτριες με Αναπτυξιακή Γλωσσική Διαταραχή**

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Η Αναπτυξιακή Γλωσσική Διαταραχή (ΑΓΔ) ορίζεται ως νευροαναπτυξιακή διαταραχή της γλώσσας και εμφανίζεται σε ποσοστό 7,4% στο γενικό πληθυσμό (Norbury et al., 2016). Τα άτομα με ΑΓΔ συναντούν δυσκολίες στη γλωσσική ανάπτυξη, στη φωνολογική επίγνωση, τη σημασιολογία και την πραγματολογία (Andreou et al., 2022; Leonard, 2014). Ακόμη, παρατηρείται καθυστέρηση στην ομιλία και δυσκολία κατά την παραγωγή προφορικού λόγου (Bishop & Snowling, 2004), καθώς και σημαντικά ελλείμματα στην παραγωγή γραπτού λόγου (Andreou et al., 2023; Graham et al., 2020). Πλήθος ερευνών έχει μελετήσει την παραγωγή προφορικού λόγου αυτής της πληθυσμιακής ομάδας (κυρίως στην αγγλική γλώσσα), η παραγωγή γραπτού λόγου όμως δεν έχει μελετηθεί αρκετά διεθνώς. Σκοπός της παρούσας έρευνας είναι να μελετήσει τα ιδιαίτερα χαρακτηριστικά των κειμένων κατά την ελεύθερη παραγωγή γραπτού λόγου παιδιών με ΑΓΔ, σε μία προσπάθεια να καλύψει αυτό το κενό για την ελληνική γλώσσα η οποία χαρακτηρίζεται από ασύμμετρα διαφανές μορφοφωνητικό ορθογραφικό σύστημα. Στην έρευνα συμμετέχουν δύο ομάδες παιδιών, η πρώτη ομάδα αποτελείται από 31 παιδιά (24 αγόρια και 7 κορίτσια) με ΑΓΔ (M= 91.84 μήνες) και η δεύτερη από 31 παιδιά τυπικής ανάπτυξης (TA) αντίστοιχης χρονολογικής ηλικίας και φύλου (M= 92.55 μήνες). Οι συμμετέχοντες/ουσες κλήθηκαν να γράψουν σε διάστημα 15 λεπτών κείμενο σε συγκεκριμένη θεματική, με σκοπό να ερευνηθούν τα χαρακτηριστικά των κειμένων που αφορούν συνολικά την παραγωγή λέξεων κατά τη συγγραφή αλλά και ιδιαίτερα στοιχεία, όπως ο αριθμός των ρημάτων, των ουσιαστικών, των λέξεων περιεχομένου, των λειτουργικών λέξεων, των κύριων και δευτερευουσών προτάσεων, καθώς και το είδος των λαθών που συμπεριλαμβάνονται στα γραπτά κείμενα. Τα αποτελέσματα έδειξαν ότι τα παιδιά με ΑΓΔ παρουσίασαν χαμηλότερη επίδοση συγκριτικά με τους TA ομηλικούς τους στις περισσότερες από τις μετρήσεις που πραγματοποιήθηκαν, αναδεικνύοντας την ανάγκη για περαιτέρω έρευνα στην ελληνική γλώσσα. Επιπροσθέτως, η καταγραφή των ιδιαίτερων χαρακτηριστικών και του είδους των λαθών που παρατηρούνται κατά την ελεύθερη παραγωγή κειμένου μας τροφοδοτεί με σημαντικά στοιχεία για την αξιοποίηση των αποτελεσμάτων της μελέτης στο σχεδιασμό παρεμβάσεων για εξατομικευμένη εκπαίδευση των παιδιών με ΑΓΔ που θα συνδράμει τόσο τους/τις μαθητές/ήτριες να

βελτιώσουν την παραγωγή γραπτού λόγου όσο και τους εκπαιδευτικούς κατά την εκπαιδευτική διαδικασία.

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## A database for Greek clausal complementation

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In this paper, we are introducing the first version of a database. It includes verbs, adjectives, and nouns that can be combined with declarative embedded clauses in Greek. It is well-known that Greek declarative embedded clauses can be introduced with different items, *oti*, *pos*, *pu*, and *na*, (Christidis, 1986, 1989; Roussou, 1994, 2000, 2010, 2019; Varlokosta, 1994, a.o.).

- |        |      |                |     |          |      |        |        |
|--------|------|----------------|-----|----------|------|--------|--------|
| (1) a. | Dhen | thimotan       | na  | ehi      | pai  | s-to   | Parisi |
|        | not  | remembered.3SG | na  | have.3SG | gone | to-the | Paris  |
| b.     | Dhen | thimotan       | oti | ehi      | pai  | s-to   | Parisi |
|        | not  | remembered.3SG | oti | have.3SG | gone | to-the | Paris  |
| c.     | Dhen | thimotan       | pu  | ehi      | pai  | s-to   | Parisi |
|        | not  | remembered.3SG | pu  | have.3SG | gone | to-the | Paris  |
| d.     | Dhen | thimotan       | pos | ehi      | pai  | s-to   | Parisi |
|        | not  | remembered.3SG | pos | have.3SG | gone | to-the | Paris  |
- ‘She did not remember that she has been to Paris.’

The aim of this database is to serve as a valuable resource for research focused on investigating the distribution of *oti*, *pos*, *pu*, and *na* in combination with verbs, adjectives, and nouns. Specifically, the database has been meticulously designed to generate comprehensive lists of predicates that are exclusively compatible with either *oti*, *pos*, *pu*,



and *na* or their various combinations, to the fullest extent possible. Through this resource, we seek to contribute insights to research focusing on the ongoing debates surrounding selection, argument structure, and the syntax/semantics of clausal complements.

In this presentation, we will delve into the current stage of our database development. We will illustrate how it works in its current phase, and how the results it can derive can be used to answer particular ongoing research questions. We will discuss the data collection process as well as the future accessibility of the database to a broader audience. Our primary goal for this talk is to stimulate discussions and gather ideas for enhancing the database's capabilities. We also aim to explore potential avenues for sharing the database and consider various formats for its dissemination.

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## Diachronic variation in truncated names of Standard Greek

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Standard Greek nicknames resulting from truncation come in several shapes. Previous literature has explored variation in truncated names mainly through the lens of foot structure (Malikouti-Drachman, 1999; Topintzi, 2003). This paper focuses on (i) the *size*, i.e., the portion of the base that survives in the truncatum, (ii) the *anchoring points*, the available options being an edge (Left, Right) and the stressed vowel of the base, and (iii) the presence of *additional material*, such as affixes or reduplicants (drawing on Alber, 2017; Alber & Arndt-Lappe, 2012, 2022; Arndt-Lappe, 2018). (Non-exhaustive) examples are given below:

	Base	Truncated name	Size	Anchor	Additional
(1)	vasilikí	a. vasí-o	2σ	edge (L)	-o
		b. vás-o	1σ	edge (L)	-o
		c. vás	1σ	edge (L)	no
		d. kí	1σ	edge (R) or stress	no
		e. ki-kí	1σ	edge (R) or stress	reduplication

According to cross-linguistic studies, correlations between certain truncation patterns and extralinguistic factors, e.g. age, can be identified (Alber et al., 2021; Alber & Kokkelmans, 2022; see also Boschioli, 2017). As nicknames are typically given at a young age, patterns that sound “modern” at a given historical point become “old” and eventually obsolete in the course of time. Therefore, change in the truncation patterns forming nicknames that are considered suitable for young people offers insight into diachronic prosodic morphology in a given language. Using experimental tasks, the studies cited



above elicited the perceived age for a set of nicknames in varieties of Italian, German, and French and established a relative chronology among truncation patterns in these languages. For instance, given the base *Francesca*, the truncatum *France* was associated with a woman in her 20s, whereas *Cesca* was perceived as much older, e.g. late 60s (Boschioli, 2017). It ensued that language change gradually replaced the right-anchored pattern (*Cesca*) with the left-anchored one (*France*).

Building on previous research, this pilot study offers a first glimpse into diachronic variation of truncation patterns in Standard Greek through experimental data showing the “age” of each pattern. Native speakers were asked to provide their intuition on the perceived age of a set of truncated nicknames linked to both male and female base names. The experimental items varied in terms of size, anchoring properties, and additional material (affixes, reduplicants). Data was elicited via an online questionnaire where the participants determined the age of each nickname using a slider. Preliminary results reveal a robust tendency to associate truncata displaying left anchoring and lacking inflectional affixes with younger people.

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## **SYBIG(r)-MORPH: Syllable, bigram and morphology based pseudoword generator for Greek**

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In linguistic and psycholinguistic research, pseudowords play vital roles, aiding in phonetic decoding, visual word recognition tasks (Balota et al., 2007), and evaluating responses in non- native vocabulary tests (Meara, 2010; Keuleers et al., 2015; Arndt & Woore, 2018). Various methods exist for pseudoword creation. One approach uses high-frequency bi-/trigrams, utilizing software like *WordGen* (Duyck et al., 2004). *Character-Gram Chaining Algorithm* (König et al., 2019) processes wordlists to create pseudowords but present several usability challenges. *UniPseudo* (New et al., 2013), available online, generates

pseudowords for multiple languages, including Greek. Alternatively, some methods deconstruct syllables and reassemble them into pseudowords, as seen in *Wuggy* (Keuleers & Brysbaert, 2010), which is versatile but has limitations in creating words of specific morphosyntactic categories. However, these methods often require expertise and may not fully address phonotactic and orthographic challenges, particularly for Greek.

In this context, we introduce *SYBIG(r)-MORPH*, a powerful pseudoword generator which utilizes syllables, bigrams, trigrams and morphology. It is used to generate pseudowords from an input lexicon, namely, *GreekLex2* (Kyparissiadis et al., 2017), with a primary aim to ensure that these pseudowords adhere to specific linguistic patterns and remain distinct from actual words found in the lexicon. One of the novel components of this algorithm is the selection of the word type. Users can specify the pseudoword they wish to generate based on the part of speech, such as nouns or verbs, or they can choose to leave the selection open. This option provides a level of specificity that ensures the generated pseudoword fits seamlessly within a particular category.

An optional frequency filter is available, allowing users to focus exclusively on commonly used words by using measures like the *Zipf frequency*. *Word size selection in terms of syllables* is another key step where users determine the desired number of syllables the generated pseudowords should have. The algorithm then filters the lexicon to keep only words that match the desired syllable count. In turn, *syllabification* breaks down words from the filtered list into its constituent syllables. This process generates lists of unique syllables for each syllable position (first, second, etc.), creating a foundation for constructing plausible pseudowords. The actual pseudoword generation involves combining syllables from these lists to create a range of potential pseudowords. This step generates a diverse set of pseudoword candidates.

To ensure the quality and authenticity of the pseudowords, criteria-based filtering is applied. This includes *checks against the lexicon* (*GreekLex2* or any user-provided wordlist) to eliminate pseudowords already in use, and *repetition checks* which remove pseudowords with unattested letter repetitions. Furthermore, the algorithm examines the generated pseudowords for phonotactic acceptability through *n-gram validation*, ensuring they are phonologically plausible. Lastly, it measures the similarity between each pseudoword and the words in the lexicon by employing *Levenshtein distance* to calculate similarity ratios. Pseudowords that closely resemble real words are discarded, guaranteeing that the final output consists of pseudowords that are distinct from actual words in the lexicon. The produced pseudowords can be used directly or can undergo further evaluation, according to the protocol developed by Apostolouda (2018).

*SYBIG(r)-MORPH* stands out for its key features: (a) Unlike *n-gram* methods, it employs syllable-based construction for more authentic pseudowords; (b) It tailors pseudowords to specific linguistic categories, enhancing relevance for studies and applications; (c) It automatically excludes unacceptable letter combinations, without explicit lists by the user; (d) The algorithm integrates two lexicons for word selection and validation, increasing adaptability and precision.

# Nonbinary and gender inclusive linguistic practices in a Greek feminist activist group: A sociolinguistic-ethnographic study

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The role of gendered language structures in sustaining gender ideologies and reinforcing the binary gender order has been studied in the Greek sociolinguistic literature (e.g. Alvanoudi, 2015, 2020; Pavlidou, 2003) and addressed in feminist linguistic discussions about linguistic sexism and language planning in the public sphere (e.g. Gasouka & Georgalidou, 2018; Tsokalidou, 1996). In recent years, Greek feminist and nonbinary groups have started using the neuter grammatical gender in person reference as a gender inclusive linguistic disruption strategy to transgress the binary gender order.

This study analyses the linguistic choices of the members of a grassroots feminist activist group in Thessaloniki, Greece, and their metadiscourse on language reform. Data collection draws on the community of practice framework (Eckert & McConnell-Ginet, 1992) and Linguistic Ethnography (Copland & Creese, 2015), namely fieldwork and semi-structured interviews. The data collected through fieldwork / participant observation (in winter 2022) show that the neuter gender has become the default gender for person reference in this community, it is commonly employed in address forms, for the expression of emotions and evaluations as well as in neologisms, and operates as an index of speakers' political identities in the group's public meetings. Its use is compared and juxtaposed to the use of the feminine and masculine gender showcasing that different grammatical genders serve different purposes and that informants are aware of the different implications each gender has. The analysis of interview data (in line with Braun & Clarke, 2006 and Liebscher & Dailey-O'Cain, 2009) demonstrates that informants treat the neuter grammatical gender as an economical, practical tool associated with progressiveness, politeness, respect, inclusivity and safety. Moreover, informants report that the use of the neuter gender is influenced by social factors, such as the age and gender of the interlocutors, educational institutions and social media.

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## The syntax of existential unaccusatives in Polish

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Cross-linguistically, unaccusative verbs such as *to be*, *to appear*, *to occur*, *to disappear*, *to vanish*, etc., are common in existential clauses (Levin & Rappaport Hovav, 1995). Existential clauses assert the existence of a certain entity, called a pivot, in a particular location (either overt or implied), referred to as a coda (Francez, 2007).

This paper focuses on the syntax of existential unaccusative predicates in Polish. We argue that Polish existential unaccusatives fall into the following three classes: (i) verbs with the pivot in the nominative, (ii) verbs with the pivot in the genitive, and (iii) verbs that allow the pivot in the nominative or genitive. Class 1, illustrated in (1), is the most numerous one, and it contains verbs like *być* ‘to be’, *przyjść* ‘to arrive/to come’, *przyjechać* ‘to arrive’, *zdarzyć się* ‘to occur’, *istnieć* ‘to exist’, etc. Class 2, exemplified in (2), is restricted to the verb *brakować* ‘to lack’, and the improper verbs *brak* ‘to lack’ and *potrzeba* ‘to need’. Class 3, illustrated in (3), covers verbs like *przybyć* ‘to arrive’, *ubyć* ‘to disappear’, *wystarczyć* ‘to suffice’, and *zbywać* ‘to suffice’.

- (1) Do nas/u nas przyjechali /są goście.  
to us at us arrived.3pl.non-vir/are.3pl.non-vir guests.3pl.nom.non-vir  
‘Guests came to us/There are guests at our place.’
- (2) W kraju brakowało /potrzeba przywódcy /funduszy.  
in country lacked.3sg.neu /need leader.3sg.gen.m/funds.3pl.gen.non-vir  
‘In the country there was no leader/there were no funds/In the country, there is a need for a leader/funds.’
- (3) a. W kasie ubyło /przybyło pieniędzy.  
in till disappeared.3sg.neu increased. 3sg.neu money.3pl.gen  
‘There is less/more money in the till.’  
b. Pieniądze ubyły /przybyły  
money.3pl.nom.non-vir disappeared.3pl.non-vir arrived.3pl.non-vir  
z kasy /do kasy.  
from till to till  
‘Money has disappeared from the till/ More money has come to the till.’

We analyse unaccusative existentials in Polish as monadic predicates whose sole argument is a small clause (cf. Moro, 1997 and Irwin, 2018). The small clause is realised as a PredP, whose Pred head corresponds to an existential predicate instantiate of McNally (1992). We argue that existential unaccusatives in Polish take small clause complements

that differ in their internal structure. Class 1 predicates take a small clause whose subject is a Location, realised as either a PlaceP or a PathP, (1), and whose complement is a nominative pivot N/DP. Class 2 predicates select a small clause whose subject is a PlaceP and whose complement corresponds to an Intentional Phrase (IntP). The IntP has its specifier filled by the intentional operator (Partee, 2006), and it values the intentional genitive on the pivot N/DP. Class 3 predicates select either a small clause whose subject is a PlaceP and whose complement is a nominative N/DP, (3a), or they select a small clause whose subject is a PathP and whose complement is realised as an FP, the projection responsible for valuing the partitive genitive to homogenous objects, (3b), (Bošković, 2006).

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## Sound symbolism in Greek: Plosives and magnitude effects

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Sound symbolism advances the idea that non-arbitrary, systematic relationships between sounds and certain types of meaning (such as size, shape, weight, colour, strength, etc.) may exist. Although controversial—since it directly contradicts the Saussurean arbitrariness of the sign—a growing body of research has uncovered sound symbolic associations in multiple languages. However, for Greek, the literature is scarce, essentially limited to Joseph’s (1994) study on [ts] and its association to the semantics of burning, as well as some cursory remarks on sound symbolic and onomatopoeic patterns in Ohala (1997) and Tilikidou (2022).

To our knowledge, the present study is the first to address size/magnitude symbolism in Greek focusing on the behaviour of plosive consonants. This choice has been deliberate. Magnitude symbolism is well-studied across several languages and the effects of plosives are commonly explored. This enables us not only to report the size symbolic effects—if any—in Greek, but also to place the language in the broader typology of the phenomenon.

The study seeks to identify whether size perception can be affected by the *surface* place of articulation/PoA (bilabial, alveolar, palatal, and velar) and the voicing of plosives. Two questionnaires with nonce items (words for exotic animals) were administered to two participant groups (61 participants in total). The target items had the shape of penultimately stressed [ $C_1V. C_2V$ ] disyllabic words, where  $V=/o/$ .  $C_1$  and  $C_2$  were plosives with either the same PoA and voicing ( $C_1=C_2$ ) as in ['toto] or ['jojo] or differing in one of the two dimensions but not both ( $C_1\neq C_2$ ), as in ['poto] or ['kogo], but \*['pogo]. Filler items were also included with fricative or sonorant consonants. Questionnaire 1 involved a grading task of all combinations of the  $C_1=C_2$  items. Participants rated each item based on

its perceived size on a 5-point Likert scale. Questionnaire 2 was a forced choice task where participants were exposed to pairs of nonce items of both the  $C_1=C_2$  and  $C_1\neq C_2$  types and had to choose the word that was perceived as larger. The option to choose neither as larger was also provided.

We found that plosives overall were deemed relatively small. However, voiced plosives were systematically perceived as larger than their voiceless counterparts in both questionnaires. This is completely in line with results from other languages (Shinohara & Kawahara, 2010; Monaghan & Fletcher, 2019; Kawahara & Breiss, 2021, a.o.). In terms of PoA, the Greek results are more puzzling. For example, Questionnaire 1 produced the scale [p] ~ [c] > [t] ~ [k] for voiceless plosives, where the palatal [c] is perceived as marginally smaller than the bilabial, but still larger than the other places of articulation. This is quite surprising, given that robust associations between palatals and small size are cross-linguistically well-known (Ultan, 1978; Haynie et al., 2014). The perceived relative largeness of [c] is even more expressly made in Questionnaire 2, which yields the scale [c] > [p, t, k].

We discuss and attempt to explain our findings based on typological concerns, confounding factors and study limitations. One explanation about the perceived relative largeness of the palatal [c] might be orthography. The items were presented to participants in a written fashion and palatal [c] requires more graphs, i.e.  $\kappa\iota$ , than the other voiceless plosives. The answer might not be as straightforward though. Questionnaire 1 reveals a somewhat different scale for voiced plosives of different PoA, namely [g] ~ [b] > [ʝ] ~ [d]—although these plosives too are theoretically subject to the same spelling effect. Here, bilabials and alveolars retain their respective positions on the scale, as in the voiceless context, but the situation is reversed for palatals and velars. In fact, palatals are deemed smaller. Questionnaire 2 cannot prove helpful in this respect, as it did not compare pairs such as [bobo] vs. [gogo], due to design limitations.

Regardless of how the results are interpreted, this work provides good evidence that size symbolic patterns in Greek are indeed present with place of articulation and voicing acting as regulating factors.

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## Third language transfer and the interaction of structural similarity and language use

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In recent years there has been a sharp increase in the number of models addressing the source of transfer in third language (L3) acquisition. In an ongoing study, I address the predictions of three such models: the Typological Primacy Model (TPM; Rothman et al., 2019), the Contact Language of Communication model (CLC; Fallah et al., 2016), and the Abbreviated Grappling Period Model (AGPM; Sprouse & Schwartz, to appear). The TPM states that the structurally more similar previously acquired grammar (PAG) transfers in the early stages of acquisition, where similarity is determined first by lexical, then phonological, then morphological, and finally syntactic overlap between the L3 and the PAGs. However, syntactic similarity only determines transfer if none of the other cues are sufficient. The CLC argues that the primary language of use (PLU) is the transferred PAG, and other factors like structural similarity play no role. Finally, the AGPM takes an intermediary position: L3 acquirers will use lexical or phonological cues to determine similarity, but if those cues are not sufficient, they will resort to transferring the PLU. However, a weaker version of the AGPM does allow for the use of morphosyntactic cues, but only when those cues are particularly salient in the input.

Thus far, three groups (L1 English/L2 German, PLU: English (n=16); L1 German/L2 English, PLU: German (n=6); and L1 German/L2 English, PLU: English (n=6)) have been exposed to Korean-based input and completed production and judgement tasks in Korean. Input exposure consisted of intransitive sentences (filler) and sentences with a modal or auxiliary (target). Lexical, phonological, and morphological overlap were controlled so that the English and German systems were equally (dis)similar to the Korean input. The input more closely resembles the German system syntactically given that both have SVAux word order (underlying in German matrix clauses). After the input exposure phase, participants completed a sentence unscramble task and an AJT in Korean. To test for generalization of transfer, test items evaluated structures not in the input: adverb placement, negation, yes-no question formation, and transitive sentences.

Generally, German was the transferred PAG across the three groups: 26 participants displayed primarily German production/acceptance. Only two participants displayed an English transfer pattern, both were in the L1 English group and had the highest scores for English as PLU. Additionally, all groups displayed some use of both English and German in their Korean productions and judgements; however, the groups did not differ in the proportion of English/German use (30/70). These results most clearly support a weak version of the AGPM. While syntactic similarity played the central role in determining transfer source, this effect was modulated by PLU. That is, (very) low use of German may have affected the saliency of the syntactic similarity for the two who transferred their English PAG.



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## Figurative mechanisms at work in lexical constructions expressing aspects of illness in Modern Greek

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The domain of illness in Modern Greek is conceptualised and expressed figuratively to a great extent, with a large number of lexical as well as grammatical constructions instantiating figures such as metaphors and metonymies. In this talk, I will present in context lexical constructions that are metaphorically used to express aspects of physical and/ or mental ill-health and I will discuss the figures instantiated by these constructions, whether they occur with or without adjectival modification. Where appropriate, I will also examine the role of the immediate context in further showcasing the lexical constructions under study.

My analysis is based on authentic data from Sketch Engine corpora. Starting from the lexical constructions in question, I will look into the surrounding context as well as the discourse from which the pieces were taken to uncover the metaphors, metonymies, as well as any other figurative mechanisms operative. In the cases where grammatical constructions such as adjectival constructions containing the lexical constructions in question are present, these will also be analysed.

My theoretical framework is that of Conceptual Metaphor Theory (Lakoff & Johnson, 1980). Concerning the grammatical constructions that contain the lexical constructions on which my research focuses, autonomy and dependence relations as well as the metaphoric source and target domains are examined, following Langacker (1991) and Sullivan (2013), respectively. The metaphoricity of the lexical constructions is verified following the Metaphor Identification Procedure (Pragglejaz Group, 2007).

My analysis of the data will demonstrate that there are lexical constructions that can be used to express aspects of illness metaphorically. Thus, the domain of illness is not only a metaphoric source domain whose lexical constructions are used to talk about non-illness related issues, as in, say, political speech; it can also be a metaphoric target domain.



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## **Ανάγκες και προτεραιότητες γονέων και μαθητών όσον αφορά την ελληνόγλωσση εκπαίδευση στο Λονδίνο: Η περίπτωση των κατ' οίκον μαθημάτων**

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Η παρούσα ανακοίνωση πραγματεύεται τη διδασκαλία της ελληνικής ως γλώσσας πολιτισμικής κληρονομιάς στο Λονδίνο δίνοντας έμφαση στα μαθήματα κατ'οίκον (home tutoring). Πρόκειται για μια μελέτη περίπτωσης (case study) στην οποία διερευνώνται οι ανάγκες και προτεραιότητες περιορισμένου αριθμού γονέων και μαθητών, που παρακολουθούν μαθήματα κατ' οίκον μέσω του εκπαιδευτικού οργανισμού «Greek Lab», όσον αφορά την εκμάθηση της ελληνικής γλώσσας στο Λονδίνο. Η έρευνα αυτή λειτουργεί συμπληρωματικά σε έρευνες που έχουν διεξαχθεί για τη γλωσσική εκπαίδευση Ελληνοκύπριων μαθητών (ενδεικτικά, Karatsareas, 2021).

Τα ερευνητικά ερωτήματα που τέθηκαν είναι ο χρόνος επαφής των μαθητών με την ελληνική, αλλά και την αγγλική γλώσσα, οι λόγοι προτίμησης των μαθημάτων κατ' οίκον, όπως και ο βαθμός εξοικείωσης των μαθητών με τον ελληνικό πολιτισμό στα μαθήματα κατ' οίκον σε σχέση με την παρακολούθηση μαθημάτων ελληνικής γλώσσας στα παροικιακά/συμπληρωματικά (community/complementary schools) και τα ημερήσια δίγλωσσα σχολεία (faith schools) (Βασιλειάδης & Κολώνια, 2015· Hellenic Education Office, χ.χ· Karatsareas, 2021). Τα ερευνητικά δεδομένα συγκεντρώθηκαν με τη συμπλήρωση ψηφιακού ημιδομημένου ερωτηματολογίου από τους μαθητές και διεξαγωγή ημιδομημένων συνεντεύξεων με τους γονείς τους.

Τα αποτελέσματα της έρευνας δείχνουν ότι όλοι οι μαθητές έρχονται σε επαφή με την ελληνική γλώσσα, πριν ξεκινήσουν να φοιτούν σε αγγλικό σχολείο (Hadjidemetriou, 2015· Papastefanou et al., 2019). Επίσης, μαθητές και γονείς στην παρούσα έρευνα είναι φανερό ότι προτιμούν τα μαθήματα Ελληνικών κατ' οίκον λόγω της προσαρμογής τους στις εκπαιδευτικές ανάγκες και στο καθημερινό τους πρόγραμμα. Όσον αφορά την εξοικείωση με τον ελληνικό πολιτισμό, αυτή είναι μεγαλύτερη στα παροικιακά και στα ημερήσια δίγλωσσα σχολεία λόγω της διοργάνωσης εθνικών εορτών και καλλιέργειας, μέσω του σχολείου, του αισθήματος του “ανήκειν” σε μια ελληνική κοινότητα σε σχέση με τα μαθήματα κατ' οίκον (Hadjidemetriou, 2015· Χατζηδάκη, 2020).

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## ~~'Egyptianization' vs. 'De-Egyptianization': Translating the national image with manipulating the person deixis in state leader's speech: A case study of the official English translations of Egyptian President Sisi's statement delivered at the 70th UN General Assembly~~

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*Discourse* as a 'whole process of social interaction' (Fairclough, 1989, p. 24) in which the text is involved is an essential medium through which the national image is constructed (Hu, 2011). As a routinized part held during the regular annual sessions of the General Assembly (GA) of the United Nations (UN), the General Debate (GD) provides a platform for member states to express their views on specific issues, through which their national positions were constructed. Translation of the speeches delivered at those political occasions is thus endowed with an ideological nature, which is also due to 1) the manipulated nature of the process of translation itself during which values or worldviews are embedded in texts and presented implicitly as ideological (Hatim & Mason, 1997), and 2) the centrality of politics to ideology (Lee, 2019), to be specific, the role of translation as figuring instrumentally in diplomacy and international relations (Schäffner & Bassnett, 2010).

On 28 September 2015, Egyptian President Abdel Fattah el-Sisi delivered his speech in Arabic during the GD of the 70th session of the UNGA. I argue that this speech constitutes a landmark in constructing Egypt's national image. First, the speech has been highly valued by Egyptian officials in that it comes at a critical turning point where Egypt was faced with internal and external troubles following the tumultuous Arab Spring revolutions and the urgent need to restore its domestic economic development and consolidate its regional and international leadership. Second, the speech shows a relatively straightforward orientation of international publicity in that it exploits person deixis and evaluative terms to depict Egypt as 'a practical actor in national revival, a defender of regional stability, and an advocate against extremists' (Meng, 2017). This orientation was enhanced by Sisi's reference to Egyptian 'Vision 2030' that was thus presented for the first time in a significant international setting.

In the current study, I applied the approach of Critical Discourse Analysis (CDA) to examine Sisi's 2015 speech (source text, ST) and its two official English translations produced by Egypt State Information Service (SIS) (Egypt's target text, ETT) and the UN (UN's target text, UTT). I took these translations as institutional discourses representing intentions, stances, and benefits of the official regardless of the fact that they are the product of linguistic mediation as 'a conscious, purposeful intervention' (Liddicoat, 2016, p. 348) carried out by actual individual or collective actors. The study found that the ETT and UTT generally followed the content and form of the ST while adjusting person deixis in accordance with their stances and social practices of 'Egyptianisation' and 'de-Egyptianisation,' respectively. Specifically, the ETT exploits first-person deixis to construct a positive image of Egypt—mainly by shifting the focus, choosing words carefully, and creating stances—which contributes to serving Egypt's international publicity and potential political intentions such as consolidating the legitimacy of its rule and seeking international assistance. In contrast, the UTT uses person deixis to meet the demands of archiving official files, maintaining an objective, neutral, and inclusive position, and providing information to audiences of different linguistic levels while passively and unconsciously participating in the construction of Egypt's national image.

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## ~~Vacillating between globalisation and localisation in institutional discourses: A case study on the translation of station names in Beijing subway from the perspective of linguistic landscape~~

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Beijing Subway is the first subway system in China and the preferred mode of public transport in Beijing. Among various forms of linguistic landscapes (LLs) emerging in the subway, station names and their translation have received scant attention but are equally important as other forms of language use. First, station names are the most essential and fundamental element of the subway system, given its function as a mode of public transport. Second, the translation of station names is characterised by salient inconsistency in terms of translations inside and outside the stations synchronically and translation strategies diachronically.

In the current study, I took the translation of station names in Beijing Subway as a kind of ‘top-down’ (Ben-Rafael et al., 2006) public signs that act as indices of social relationships, interests, and practices deployed in a particular space and serve informational and symbolic functions (Landry & Bourhis, 1997), and then an institutional discourse. Methodologically, I attempted to combine the three-axis analytical framework that the approach of the Ethnographic Linguistic Landscape Analysis (ELLA) proposes according to the phases that public signs point towards—past, present, and future—with Lefebvre’s (1991) three-dimensional conceptualisation of space as a product of social practices. In the conceived space, I regarded the Map of Beijing Rail Transit Lines as an institutional product and representative of the general strategies adopted for translating station names in Beijing Subway during different periods. In the spatial practice, I observed the actual translations of station names that appear at various locations of the stations and paid particular attention to the differences between them and those in the conceived space, intending to figure out the factors that drove the changes in translation and the potential implications of the current translation for English-speaking passengers in the lived space.

The current study came to the conclusions as follows:

- 1) The translation showed a vacillation between two tendencies of globalisation and localisation, manifested diachronically as mainly globalisation, a radical localisation, and a rollback to globalisation to reach an equilibrium between the two. This vacillation was embedded in translation changes achieved by various kinds of discursive resources such as variants of letters, codes used to make audio announcements, choices between transliteration and translation in its narrow sense, and the relative locations of different codes. In this sense, the translation of station names in Beijing Subway may reflect the changes in the official understanding of and attitudes towards the status and value of Chinese and English.
- 2) Translation of station names was mainly manipulated in line with and towards several ‘top-down’ norms and regulations of at least two categories (linguistic and practical) and three levels (national, municipal, and operational). However, the masses may impose ‘bottom-up’ influences on the official tendencies of translation.
- 3) The contestation between the two tendencies mentioned above and practical

considerations such as costs and time contributed to the formation and emergence of inconsistencies in the translation, which may weaken the informational function of translation and thus impose potential limitations on the access of passengers from the English-speaking world as the targeted addressees to the transport function of the subway. This weakness may be enhanced when the addressees are simultaneously located in several spaces with order-imbalanced scales due to increasing mobility in the context of globalisation.

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## The missing piece of the puzzle revisited: Articles in secondary school EFL textbooks

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There are several issues with article suppliance that pose a problem to teachers and students alike in the Serbian linguistic environment. These arise not only because of the discrepancy between the students' L1 (Serbian, an article-less language) and L2 (English, a language with articles), but also because of the limited information contained in the textbooks pertaining to article suppliance. Articles are considered to be a confusing topic difficult to master by L1 Serbian L2 English speakers (Veličković, 2018), while reports exist which indicate that even teachers consider them to be 'unteachable' (Trenkić 2008; White, 2010).

Building on previous research and taking into consideration the general lack of data pertaining to the teaching of articles in the later stages of EFL acquisition, considering that most research has previously been done on a population of young adults, this study aims to investigate how articles are presented and practiced in secondary school EFL textbooks by focusing on two courses: the immensely popular *Headway* series (Pre-intermediate, Intermediate, Upper-intermediate, Advanced) and its Serbian counterpart *Improving English* (1-4). These textbooks have recently been approved for use in high school education by the Ministry of Education, Science and Technological Development of the Republic of Serbia. The results will show which features of article use (cf. Quirk et al., 1985; Huddleston & Pullum, 2002) are represented in the select EFL textbooks, which types of examples (contextualized vs stand-alone) are presented, whether article-oriented exercises and explanations differ across grades and the select textbooks, but also what conclusions can be drawn about the practices of article instruction at the primary (cf. Veličković, 2021)

and secondary level of education. In line with the obtained results, pedagogical implications and possible teaching interventions will be discussed.

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## Greek-Cypriot learners' knowledge of phrasal verbs

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The importance and challenging nature of phrasal verbs has been acknowledged by various researchers (e.g. Siyanova & Schmitt, 2007). Nevertheless, only a limited number of studies investigated learners' knowledge of phrasal verbs (Schmitt & Redwood, 2011; Chen, 2013) while only one study looked at polysemy (Garnier & Schmitt, 2016). Phrasal verbs are highly polysemous with each phrasal verb carrying 5.6 meanings on average (Gardner & Davies, 2007). While providing valuable insights, these studies focused only on the effect of corpus frequency on knowledge. However, research argues for a significant divide between corpus findings and the inclusion of phrasal verbs in the textbooks (e.g. Koprowski, 2005).

Motivated by this lack of research, the present study aims to examine L2 learners' knowledge of polysemous phrasal verbs. More specifically, it explores the effect of both corpus and textbook frequency on knowledge by identifying the most frequent phrasal verb meanings in the textbooks used by the participants and in the COCA. In addition, the study examines the effect of incidental exposure factors on knowledge. 100 participants at the B1+ CEFR level were recruited and completed three phrasal verb tests; a form recall, and a form and meaning recognition test. To validate the test items, 20 participants also took part in an interview. Mixed effect modelling indicates a positive relationship between corpus and textbook frequency, time spent reading and writing in the L2 and learners' knowledge for all three tests. Time spent in an L2-speaking country has a positive relationship only at a form recognition level while time spent on social media is only at a meaning recognition level. Pedagogical implications will also be discussed.

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## Exploring the motivations behind using a minority language in the home: Insights from a study on Irish-speaking families

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Although earlier language policy scholarship primarily focused on the ‘how’ of language maintenance and revitalisation efforts and their potential for ‘success’, more recent work challenges the underlying reasons for promoting a minority language and the intended beneficiaries, aspects that have been often assumed (Sayers, 2023).

The present paper addresses these overlooked aspects from a micro-level language policy perspective, specifically, the context of Irish-speaking families in Ireland. Although Irish is constitutionally the first official language of Ireland (Bunreacht na hÉireann, 1937, Article 8), and a compulsory subject in schools, only 3.8% of the Irish population actively uses the language outside the education system (Central Statistics Office, 2023). Throughout most of Ireland, including the Gaeltacht areas (the officially defined Irish-speaking regions), English is the dominant language at virtually all levels of functionality.

Drawing on qualitative data from an ongoing research project, which involves interviews with parents and children across 34 families, this paper discusses key factors motivating the choice of a minority language (in this case Irish) as a means of communication in the home. The primary focus of the project is on families in which parents have not been raised in Irish-speaking households but have decided to introduce Irish as a home language for their children. Preliminary analysis suggests that there is a rich tapestry of backgrounds and motivations. It is hoped that the insights gained from this project will enhance our understanding of language choice within minority language contexts.



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## Ambiguous pronoun resolution in Greek-speaking preschool-aged children<sup>1</sup>

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**Introduction:** Research has shown that pronoun resolution is a dynamic process that taps into both syntax and discourse. In pro-drop languages, adults and school-aged children have been found to show distinct referent preferences for null and overt subject pronouns (Position of Antecedent Strategy; Miltsakaki, 2007); especially children tend to show unsteady trajectories for both pronouns due to immature sensitivity to discourse information cued by the candidate referents' syntactic position (subject, object) (Papadopoulou et al., 2015). This study investigates the referential preferences of preschool-aged Greek-speaking children using an online picture verification task. We speculated that if pronoun resolution relies on discourse information, and preschoolers' sensitivity to discourse constraints (i.e. null pronouns tend to co-index with subject topics, and overt pronouns with objects due to their topic-shift feature) is still developing, immature cue-weighting would affect their pronoun resolution performance.

**Methodology:** Thirty-nine Greek-speaking 4-to-5-year-olds were tested in two online picture verification tasks that explored referent preferences for ambiguous null and overt subject pronouns. The children had to decide whether the sentence they heard matched or not a given picture [Example sentence: i jajia heretise tin kopela otan Ø/afti pernuse to δromo/"the old lady greeted the girl when Ø/she crossed the street (see Papadopoulou et al., 2015 for the stimuli)]. Each sentence came along three pictures, in which the pronoun's referent was either the subject or the object of the ambiguous sentence, or an entity (other) not mentioned in the sentence. We measured referent preference rates and response times, i.e. the time (in *msecs*) the child needed to respond to the trials. Children's vocabulary was also measured (Vogindroukas et al., 2009).

**Results:** Children's vocabulary performance [Mean: 20.7 (*SD*: 6.8)] fell within the normal range for the particular ages tested (4-5 years). In null pronoun trials, children's preference rates did not significantly differ across the three referents (35.5%, 55.4%, and 38.8% for

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the subject, object and other referent, respectively),  $F(2, 72)=.694$ ,  $p=.503$ . There were no effects for either age,  $F(1, 36)=.714$ ,  $p=.404$ , or vocabulary,  $F(1, 36)=.146$ ,  $p=.705$ . For the overt pronoun trials, there was a significant main effect for Referent,  $F(2, 72)=5.438$ ,  $p=.006$ , and a significant interaction between Referent and age,  $F(2, 72)=4.770$ ,  $p=.011$ . The Referent effect stemmed from the fact that the other-referent preference rate (57.3%) was significantly higher than both the subject- (32.6%;  $p=.001$ ) and the object-referent rate (35.6%;  $p<.001$ ). Subsequent bivariate correlation analyses showed that age was significantly (inversely) correlated with matching preference for the other-referent,  $r= -.326$ ,  $p=.043$ . The analyses on response times in overt pronoun trials have also showed a marginal interaction between Referent and vocabulary,  $F(2, 72)=2.587$ ,  $p=.062$ , which stemmed from the fact that response times on overt pronoun-object trials (5425 msec) were inversely related to the children's vocabulary scores,  $r=-.305$ ,  $p=.05$ .

**Discussion:** The two pronouns were distinctly treated by preschool children. Children appeared to be neutral to the discourse features of null pronouns, while they were able to grasp the topic- shift feature of overt pronouns. Such sensitivity was mainly manifested in their preference for referents outside the discourse context, which was however attenuated with age. The overall findings show that discourse information cued by lexicalized pronouns takes precedence over null pronoun constraints in ambiguous anaphora resolution in early development.

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## The diachronic semantics of the lexeme *noûs* in ancient Greek

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The present paper aims at examining the various senses associated with the polysemous lexeme *noûs* ('mind') in Homeric and Classical Greek. Specifically, drawing upon the Principled Polysemy (henceforth, PP) approach to lexical concepts (Evans, 2004), we seek to establish the prototypical sense of *noûs* and to explore its distinct senses in the two diachronic stages based on a set of criteria, i.e., the Meaning criterion, the Concept Elaboration criterion, and the Grammatical criterion. The PP approach has been used to address meaning-related questions in Greek (e.g., Marmaridou, 2010; and in other languages, see, e.g., Shakhova & Tyler, 2010 for Russian) and the current study can thus be considered as an effort to broaden its applicability to a wider set of lexemes.

For the purposes of this paper, we extracted and analyzed 150 random tokens of the lexeme *noûs*, 50 from Homeric Greek and 100 from Classical Greek, from various text types (epic poetry, tragedy, philosophy, comedy, rhetoric, history, poetry). The data were drawn from the Perseus digital library (<http://www.perseus.tufts.edu/hopper/>) and were annotated for a set of morphosyntactic (e.g. case, syntactic role, number of the lexeme *noûs*, etc.) and semantic properties (e.g. the semantics of the verb with which *noûs* collocates). Along with the corpus data, dictionaries were also employed as supplementary sources (e.g., Montanari, 2015).

The analysis reveals that while both periods share some senses, notable distinctions emerge. In Homeric Greek, *noûs* encompasses a range of meanings, including ‘the seat of thoughts and feelings’ (with this meaning emerging as prototypical in both periods), ‘logical thinking’, ‘character’, ‘agentive’, and ‘object of thought’. However, as we transition to Classical Greek, ‘character’ is absent from our sample, but we do find a few intriguing additions such as ‘moving force of the universe’ and ‘attention’. These differences allow us to enrich the synchronic network constructed for Homeric Greek with the diachronic dimension. To tackle the challenge of distinguishing between senses that exhibit some degree of similarity, we mostly rely on the Concept Elaboration criterion, since the influence of collocations on the interpretation of *noûs* appears to be high. For instance, the ‘logical thinking’ sense collocates with lexemes denoting intelligence, sense, or rationality, or with verbs that denote possession or absence, whereas the ‘character’ sense, arising from the part for whole metonymy, pairs with the copula *be* and adjectives that describe the quality of the human character. Finally, as distinguishing between senses alone does not account for the experiential connections among the various meanings, we show that incorporating cognitive mechanisms such as metaphor and metonymy into the PP approach enhances its descriptive power (see also Marmaridou, 2010).

In conclusion, this paper aims to contribute to the study of diachronic lexical semantics and to provide a diachronic analysis of an abstract word that has not been studied before. It also intends to investigate whether the categorization of the senses found in the dictionaries is consistent with the distinct senses that emerge from the PP approach. That way, it seeks to also contribute to the field of diachronic lexicology.

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# Η ανάπτυξη της Κριτικής Γλωσσικής Επίγνωσης των μαθητών/τριών: Απόψεις, πρακτικές και στάσεις των φιλολόγων στο μάθημα της Νεοελληνικής Λογοτεχνίας

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Σκοπός του κινήματος της Κριτικής Γλωσσικής Επίγνωσης (ΚΓΕ) είναι οι μαθητές/τριες μέσω της εμπλοκής τους στη μαθησιακή διαδικασία να κατανοούν τον λόγο της *χειραφέτησης*, να αναπτύσσουν κριτική σκέψη και να διαμορφώνουν δημοκρατική συνείδηση, ώστε συνειδητοποιώντας τη δύναμη που προσφέρει η γλώσσα, να είναι σε θέση να αντιλαμβάνονται και να καταπολεμούν ζητήματα καταπίεσης, ανισοτήτων και διακρίσεων που λανθάνουν στον εξουσιαστικό λόγο των κυρίαρχων κοινωνικών ομάδων (Gee, 2006). Εστιάζοντας στο μάθημα της Λογοτεχνίας στο σύγχρονο συγκείμενο ως επιμέρους στόχος είναι οι μαθητές/τριες με όχημα την ΚΓΕ να κατανοήσουν αφενός το «πώς» και το «γιατί» οι λογοτέχνες κατασκευάζουν μια όψη του κόσμου και αφετέρου να διαμορφώσουν τη δική τους στάση απέναντι στην κειμενική πραγματικότητα με βάση τις προσωπικές τους εμπειρίες (Svalberg, 2007). Υπό το πρίσμα αυτό οι μαθητές/τριες μαθαίνοντας πώς να προσλαμβάνουν τις αφηγήσεις των άλλων και να δημιουργούν τις δικές τους ιστορίες καλλιεργούν την *αφηγηματική νοημοσύνη* τους (Κιοσσές, 2021), παράμετρος άμεσα συνδεδεμένη με την ΚΓΕ (Sengers & Mateas, 2003).

Στην παρούσα ποιοτική έρευνα σκοπός είναι η διερεύνηση του ρόλου των φιλολόγων στο Λύκειο αναφορικά με την ανάπτυξη της ΚΓΕ των μαθητών/τριών στο μάθημα της Λογοτεχνίας στα πλαίσια του Κριτικού Γραμματισμού και της παιδαγωγικής των πολυγραμματισμών σύμφωνα με τα νέα ΑΠΣ. Επιμέρους στόχοι είναι α) να διερευνηθούν οι απόψεις και οι στάσεις των φιλολόγων σε Λύκειο του νομού Ροδόπης, αναφορικά με τις έννοιες του ΚΓ, των πολυγραμματισμών και της ΚΓΕ, β) να εξεταστούν οι διδακτικές πρακτικές που εφαρμόζουν οι φιλόλογοι στο μάθημα της Λογοτεχνίας, ώστε οι μαθητές/τριες αφενός να καλλιεργήσουν την *αφηγηματική νοημοσύνη* τους και αφετέρου να κατανοήσουν τον λόγο της *χειραφέτησης*. Καταλληλότερη κρίθηκε η ποιοτική ερευνητική μεθοδολογία και συγκεκριμένα ο μεθοδολογικός τριγωνισμός των ευρημάτων με προσωπικές, ημιδομημένες συνεντεύξεις, μη συμμετοχικές παρατηρήσεις και συσχέτιση των ευρημάτων των δύο ερευνητικών εργαλείων.

Η ανάλυση των αποτελεσμάτων καταδεικνύει ότι, αν και είναι περιορισμένες οι γνώσεις των φιλολόγων για τις έννοιες ΚΓ, πολυγραμματισμοί και ΚΓΕ, η στάση τους για τον τρόπο διδασκαλίας σύμφωνα με τα νέα ΑΠΣ είναι θετική. Οι συμμετέχοντες/ουσες θεωρούν ότι υπάρχει στο Λύκειο η δυνατότητα ανάπτυξης της ΚΓΕ και γι' αυτόν τον λόγο προσπαθούν στον βαθμό που είναι εφικτό με τα μέσα που διαθέτουν να εφαρμόζουν καινοτόμες διδακτικές πρακτικές στη διδασκαλία του μαθήματος της Λογοτεχνίας. Από τις παρατηρήσεις επιβεβαιώνεται ότι υιοθετούν μεθόδους σύμφωνες με τα νέα ΑΠΣ και ότι στοχεύουν με τα μέσα και τις πρακτικές που μετέρχονται αφενός να αποκτήσουν οι μαθητές/τριες αφηγηματικές δεξιότητες και αφετέρου να κατανοήσουν τον λόγο της *χειραφέτησης*. Εντούτοις η ανάλυση των δεδομένων φανερώνει ότι οι φιλόλογοι, αν και έχουν την πρόθεση να υλοποιήσουν τους στόχους των ΑΠΣ, καλούνται να υπερκεράσουν δυσκολίες, όπως η έλλειψη εποπτικών μέσων και η απουσία συστηματικής επιμόρφωσης.

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## Comprehension of relative clauses in Chinese dyslexic children with and without Attention Deficit/Hyperactivity Disorder

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Dyslexia and attention deficit/hyperactivity disorder (ADHD) are two prevalent developmental disorders, with the rate of comorbidity falling between 25% and 40% (Willcutt & Pennington, 2000). Relative clause (RC) comprehension has been investigated in dyslexic literature (e.g., Byrne, 1981; Mann et al., 1984; Smith et al., 1989; Casalis et al., 2013; Arosio et al., 2017), whereas this has been received relatively little attention in ADHD literature. Most of these studies on dyslexic children examined languages with head-initial RCs (e.g., English and Italian), and showed that the comprehension of object RCs is more problematic than that of subject RCs. The current study aims to investigate the comprehension of subject and object RCs in Chinese population, with focus on dyslexic children with and without ADHD.

One hundred and twelve Chinese children aged 6;10 to 12;11 participated in the study, including 29 children with comorbid ADHD/dyslexia, 30 children with ADHD, 22 children with dyslexia, and 31 chronological age-matched (CA) children (more details, see Liu et al., 2024). All of the children completed a character-sentence matching task that tested their RC comprehension, and standardized assessments of vocabulary knowledge and literacy tests.

Firstly, subject RCs were comprehended more accurately than object RCs in the comorbid ADHD/dyslexia (83% vs. 72%), the ADHD (91% vs. 83%), and the dyslexia (82% vs. 59%) groups, while a subject over object RC preference was not shown in the CA group due to ceiling performance (93% vs. 92%). Secondly, in the comprehension of subject RCs, the performance of the ADHD/dyslexia group was similar to that of the dyslexia group, and their performance were much lower than that of the ADHD and the CA groups; in the comprehension of object RCs, the dyslexia group was marginally poorer than the ADHD/dyslexia group ( $p = .087$ ), and was significantly lower than the ADHD and the CA groups. Thirdly, with respect to response latency, none of the groups showed preference, and there was no significant difference among the impaired groups, which were all slower than the CA group. Fourthly, all the groups showed a similar error pattern: when they failed to understand subject RCs, they selected characters randomly; when they did not

comprehend object RCs, they were more likely to select the first noun phrase they heard (e.g., *shizi* “lion” in *shizi zhui de ma* “the horse that the lions are chasing”).

The findings confirm the existence of syntactic difficulties in dyslexia: object RCs are more challenging than subject RCs, a finding that can be explained in terms of structural intervention (Rizzi, 1990, 2004, 2018). Moreover, we observed that the difficulties with RC comprehension were similar for dyslexic children with and without ADHD, suggesting that syntactic processing deficits are characteristic of dyslexia and response speed is a common deficit of dyslexia and ADHD.

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## Bilinguals' brain responses to selectional and subcategorization violations during the processing of unbounded dependencies

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The well-formedness of unbounded (or 'filler-gap') dependencies in *wh*-movement languages is constrained both by lexical-semantic and syntactic information. While example (1a) is semantically deviant in that the fronted *wh*-phrase (the 'filler') violates the selectional restrictions imposed by the verb *marry* on its object, (1b) is grammatically ill-formed because there is no vacant slot for the fronted *wh*-phrase within the verb's subcategorization frame as its object position (the 'gap') is already filled by another noun phrase.

- (1) a. #Which proposal are you going to marry?  
b. \*Which girl are you going to marry a famous actress?

Many studies using the Event-Related Potential (ERP) technique have reported syntactic and semantic filler-integration processes to be reflected by different types of brain response in L1 sentence comprehension. While semantic violations typically result in a negative-going deflection (N400), syntactic violations trigger a later positive-going waveform (P600). In L2 speakers, these ERP components have variously been found to be absent (e.g. Dallas et al., 2013), different from (e.g. Covey et al., 2022) or similar to those observed in L1 processing (e.g. Jessen et al., 2017). Furthermore, individual-difference factors such as working memory, L2 proficiency (e.g. Fromont et al., 2020) or individual processing profiles (e.g. Grey, 2023) complicate direct L1/L2 comparisons. Here we control

for these factors by investigating brain responses to different types of violation in a single group of proficient bilinguals by testing them in both of their languages, to examine whether the same differential ERP responses to semantic and syntactic violations can be elicited during L1 and L2 processing.

106 L1 German/L2 English speakers ( $M_{age}$ : 25.53 (sd: 5.5); AoA: 8.2 (sd: 2.07); mean L2 proficiency: CERF level C1, range: B2-C2) took part in four ERP experiments, two in each language. All experiments included stimulus sentences that involved extraction from relative clauses. For two of them the plausibility of the fillers was manipulated creating semantically plausible vs. implausible fillers (as illustrated by example 2 for German), while for the other two the syntactic well-formedness was manipulated through filled vs. unfilled gap positions (as illustrated by example 3). Experimental stimuli included the same violation types in both languages but were not direct translations.

(2) *Kristin bekam den Brief/#Kater, den der Geliebte gelesen hatte ohne jede Erlaubnis.*

‘Kristin received the letter/#tomcat that the lover had read without permission.’

(3) *Tom nahm den Knochen, obwohl/\*den die Halterin ihrem Hund diesen gegeben hatte.*

‘Tom took the bone although/\*which the owner had given it to her dog.’

Stimuli were presented word-by-word, and ERPs were measured for the time windows 300-500 and 600-900ms after the onset of the underlined words in (2) and (3).

In the filled-gap experiments, participants showed a similarly distributed P600 effect in both languages. Implausible fillers, in contrast, elicited an initial N400 followed by a P600 in both languages, with the N400 effect slightly delayed and the P600 less broadly distributed in the L2 compared to the L1. Taken together, our results confirm that syntactic and semantic filler-integration processes elicit distinct brain responses in the same group of individuals, and moreover show that highly proficient L2 speakers show similar brain responses during L1 and L2 processing. The observed L1/L2 differences are likely to reflect inter-individual variability in L2 proficiency or experience.

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## ~~The parametrization of CP: A comparison of northern Italian dialects through the PCM~~

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**Background:** The Parametric Comparison Method (PCM) is a tool for language comparison which takes sets of syntactic parameters from different languages as input to computations and output phylogenies of those languages (Longobardi & Guardiano, 2009). This paper aims to present some preliminary results retrieved from the application of the PCM to the complementizer phrase (CP) on a sample of Northern Italian dialects (NIDs).

**The Parameters:** Adopting the cartographic framework, for each head of the split CP (Rizzi, 1997), a sub-list of parameters was generated, for a total of 101 parameters. Several parameters were formulated in terms of formal features on functional heads. Following Gianollo et al. (2008), the grammaticalization, checking, spreading, and strength of functional features were verified to account for numerous phenomena characterizing the CP. Other parameters, instead, account for further salient patterns of variations in CP. Once the value of each parameter was assigned, languages were compared in pairs by means of the syntactic distance given by the number of differences in parameter values divided by the sum of differences and identities.

**Results:** Whether the findings overall reproduce the traditional subdivision of NIDs (Benincà et al., 2016), nonetheless, some surprising results emerged:

- *Veneto dialects:* Bellunese, Trevigiano and a variety of Polesano were tested and despite their apparently similar functional properties, the first two turn syntactically closer than Polesano. This is primarily due to a different use of subject clitic inversion in combination with *wh*-movement. Moreover, whether Bellunese and Trevigiano do not allow focus fronting and left-dislocations, Polesano is keener to accept these syntactic operations.
- *Piedmonte dialects:* Biellese and Cuneese were tested and they report a syntactic distance which is higher than expected because of a phenomenon which solely characterizes the former. Indeed, only in Bellunese interrogative *wh*-items can be followed by a declarative complementizer *che* (that) in both main and embedded interrogatives.
- *Fiorentino:* Even though it is generally labelled as a dialect of central Italy, its geographical proximity to the areas where NIDs are spoken created the expectation of linguistic proximity as well. This is not actually the case, indeed Fiorentino is significantly distant from most NIDs. This is the result of a wider acceptance of complementizer deletion in Fiorentino with respect to NIDs where it is systematically ruled out and to a peculiar realization of non-standard interrogatives through discourse particles, a phenomenon that is attested only in this variety so far.

**Conclusion:** The application of the PCM to a set of NIDs provided syntactic distances whose values range from 0.1 to 0.3, which from PCM's viewpoint indicate an undeniable relatedness between these varieties. However, some distance values were not expected, demonstrating that a method which aims to diagnose the most detailed properties of a

language is able to reveal more subtle differences or unexpected similarities between languages that are traditionally associated with the same language family.

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## **The assessment of bilingual grammar skills in relation to language dominance: Evidence from the psychometric evaluation of a grammatical gender task in the Greek language**

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The aim of the study is to examine the psychometric properties (i.e., validity, reliability, discriminatory ability) of a grammatical gender assessment tool (the Gender Assignment & Agreement assessment in the Greek Language, henceforth GAAGL, see Prentza et al., 2023), designed for typically developing (TD) Greek-speaking children. The need for language measures validated with bilinguals is unquestionable, yet most normed and validated instruments involve English-speaking bilinguals (Marinis et al., 2017).

To this end, we tested 380, 8 to 12 years old bilingual children [150 Albanian/Greek, 65 English/Greek & 93 German/Greek] operationalizing language dominance; balanced bilinguals (N=118), Greek-dominant bilinguals (N=125) and Other Language dominant bilinguals (N=65). Performance in standardized vocabulary tests in both languages was used to determine dominance. 110 monolingual children also participated in the study. The GAAGL tool comprises four tasks, two gender assignment and two gender agreement tasks both involving real and pseudo words. In gender assignment, children are asked to provide a determiner agreeing with a real or pseudo word and in gender agreement to produce an agreeing predicate adjective. For the data analysis we run (a) a Receiver Operating Characteristics (ROC) analysis to evaluate the test's discriminatory ability (Eckes,



2017), (b) a Youden analysis for the computation of the cut-off scores and (c) a Cronbach's alpha coefficient and a split-half reliability coefficient to examine its internal consistency.

The results showed that the internal reliability, consistency and discriminatory ability of the test are excellent (AUC scores: 0.778 – 0.853, Cronbach's  $\alpha = 0.871$ ) with monolinguals and bilinguals reaching different cut-off scores (Gender Assignment - Real: 53/54, Gender Assignment - Pseudo: 47/56, Gender Agreement - Real: 53/54, Gender Agreement - Pseudo: 39/56). When the analyses were run by language dominance, the reliability and consistency measures remained high, while different cut-off scores were reached. Specifically, while Greek-dominant and balanced bilinguals' cut-off scores matched when compared to Greek monolinguals (Gender Assignment – Real: 53/54, Gender Assignment - Pseudo: 47/56, Gender Agreement - Real: 53/54, Gender Agreement - Pseudo: 42/56), bilinguals who were dominant in the other language reached lower cut-off scores in the Gender Agreement – Pseudo task. Additionally, within the bilingual groups, the p-level of the cut-offs was lower in the comparison between balanced and Greek dominant bilinguals. The study showed that the GAAGL tool is a valid measure of grammatical development in TD bilingual children, however, the factor of language dominance needs to be considered when testing different bilingual populations. Validated grammar-specific tasks can assist researchers in the profiling of bilingual children more effectively and potentially address their educational and/or clinical needs.

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# **Rethinking the assessment of lexical skills in typical & atypical speakers: A proof-of-concept study of verbal fluency tasks and lexical diversity indexes in discourse**

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Lexical-semantic deficits are one of the most marked linguistic impairments when cognitive decline occurs. Individuals with Dementia of the Alzheimer's Type (DAT) experience deterioration of the semantic network and semantic memory (Cummings, 2020), while in the pre-clinical stages, speakers with Mild Cognitive Impairment (MCI) experience some word-finding difficulties and mild discursive difficulties (Johnson & Lin, 2014). Yet, it remains unclear what is the diagnostic and prognostic value of diverse lexical measurements from more formal assessment tools such as confrontation naming to methodologies that elicit information on the properties of the mental lexicon on the basis of discourse production.

The present study aims to investigate the changes in lexical abilities in speakers with MCI and DAT following a cross-sectional design that integrates the clinical, neuropsychological and linguistic assessment drawing on language production data from 90 native speakers of Greek. The participants of the study are classified into three groups: (a) cognitively intact elder healthy speakers (eHC), (b) speakers with MCI and (c) speakers with DAT at the mild/moderate stages (N: 30 per group). All participants underwent a detailed neuropsychological evaluation so as to assess their cognitive status comprehensively factoring in working memory, executive functioning, attention and memory (for criteria for the probable DAT see Dubois et al., 2014) along with MRI screening. The following language elicitation tasks were administered: (a) a Verbal Fluency (VF; standardization by Kosmidis et al., 2004) task that comprises of a Semantic (SVF) and a Phonemic (PVF) component, (b) a Single Picture Descriptive Discourse Task ("The Cookie Theft Picture" task from the Boston Diagnostic Aphasia Examination (BDAE)) and (c) a Personal Narrative Task drawing on a personal memory with no use of visual prompts.

On the basis of the data collected with the last two tasks we developed a corpus and analyzed the lexical diversity of discourse produced via Part of Speech (POS), Type Token Ratio (TTR), Brunet's (W), Maas' ( $a^2$ ), Guiraud (G) and Honore's statistic (R) indexes. The data analysis showed that (a) depending on the state of cognitive decline, lexical skills decline diversely and (b) reduced lexical diversity of speakers' production are an integral component of linguistic decline rather than just reduced overall output. These findings suggest that these lexical measurements offer a sensitive method of assessing spontaneous speech production in dementia and can discriminate well between typical

and atypical speakers offering further support to language-based dementia assessment for the early detection of DAT.

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## Η διαλεκτοφωνία στα χιουμοριστικά ανέκδοτα: Η πρόσληψη του χιούμορ από (μη) διαλεκτόφωνους

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Το χιούμορ συνιστά γλωσσικό φαινόμενο υποκειμενικής διάστασης που συνδέεται με την απόκλιση και την κριτική στάση προς αυτή (Αρχάκης & Τσάκωνα, 2011). Παρά την γνώση πως οι διάλεκτοι είναι πλήρη γλωσσικά συστήματα (Ράλλη, 2011), η κοινωνιογλωσσική διαφοροποίηση μεταξύ της κοινής νέας ελληνικής και των γεωγραφικών ποικιλιών συνιστά τον κύριο πυρήνα δημιουργίας κειμένων ανεκδοτολογικού χαρακτήρα (Κουρδής, 2008).

Σκοπό της παρούσας εργασίας συνιστά η απεικόνιση της διαλεκτοφωνίας μέσω της μελέτης του βάθους της πρόσληψης της χιουμοριστικής της υφής μέσω χιουμοριστικών ανεκδότων. Το συγκεκριμένο κειμενικό είδος επιλέχθηκε λόγω της ευρείας απήχησης σε άτομα όλων των ηλικιών και της μικρής αξιοποίησής του σε ερευνητικό επίπεδο. Αναλυτικότερα, προσεγγίστηκαν θεωρητικά οι διάλεκτοι του Πόντου και της Κρήτης και τα ιδιώματα της Θεσσαλίας και της Θράκης, προκειμένου να σκιαγραφηθεί η διαφοροποίηση ως προς τη δύναμη πρόσληψης του χιούμορ μεταξύ διαλεκτόφωνων και μη πληθυσμών.

Αξιοποιήθηκαν οχτώ συνολικά χιουμοριστικά ανέκδοτα, τέσσερα από τα οποία είναι αποτυπωμένα σε διάλεκτο ή ιδίωμα και τα υπόλοιπα τέσσερα στην πρότυπη γλώσσα με πρωταγωνιστές διαλεκτόφωνους, χρήστες των συγκεκριμένων ποικιλιών. Πρόκειται για μία απόπειρα θεωρητικής ανάλυσης και αποκωδικοποίησης των επιλεγμένων χιουμοριστικών ανεκδότων, ώστε να εντοπιστούν οι διαφορές ανάμεσα στους χρήστες διαλέκτων ή τοπικών ιδιωμάτων από τους χρήστες της πρότυπης Νέας Ελληνικής ως προς την πρόσληψη του χιούμορ και των μέσων αστεϊσμού που ανά περίπτωση προτιμούν και χρησιμοποιούν.

Από τη θεωρητική μελέτη του επιλεγμένου υλικού προκύπτει πως τα κοινωνικά στερεότυπα φαίνεται τόσο στα ιδιώματα όσο και στις διαλέκτους να ασκούν παρόμοια προσληπτική επιρροή στους χρήστες τόσο των διαλέκτων όσο και των ιδιωμάτων ήδη από νεαρή ηλικία, προκαλώντας το γέλιο (αποδοχή) ή το θυμό (άρνηση) ανάλογα με την καταγωγή του δέκτη. Διαφοροποίηση, ωστόσο, παρατηρείται στην περίπτωση του θρακιώτικου ιδιώματος, καθώς η προσληπτική διαδικασία είναι δυνατό να επηρεάζεται από το φύλο (Πλαδή, 2008) και όχι από την χρήση ή μη μίας τοπικής γλώσσας. Προτείνεται, επομένως, οι ήρωες των προς μελέτη ανεκδότων να δρουν ως δείκτες του τρόπου πρόσληψης του χιούμορ.

Κοινός άξονας όλων είναι το χιούμορ, μολονότι διαφαίνεται πως τα κοινωνικά στερεότυπα κυρίως ασκούν αρνητική επιρροή στην προσληπτική διαδικασία του (Αρχάκης & Τσάκωνα, 2011). Έτσι, κρίνεται επιτακτική η ανάγκη ένταξης των τοπικών γλωσσών στην εκπαιδευτική διαδικασία, προκειμένου να αναδειχθεί η σημασία τους και να εξοικειωθεί η νέα γενιά από νωρίς με αυτές στα πλαίσια κριτικού γραμματισμού.

### **Ενδεικτική Βιβλιογραφία**

Αρχάκης, Α., & Τσάκωνα, Β. (2011). *Ταυτότητες, αφηγήσεις και γλωσσική εκπαίδευση* (σσ. 98–107). Αθήνα: Πατάκης.

## **AI in English morphological processing: A ChatGPT attempt or mis-approach?**

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Transformative artificially intelligent tools designed to generate human-like sophisticated text are applicable across an ample variety of contexts. Artificial intelligence and natural language processing technologies have the potential to perform a wide array of language-based tasks and play a role in linguistic analysis. On the other hand, the primary function of a morphological parser is to break down words into their constituent morphemes and analyze the grammatical information associated with each morpheme. It is often used in natural language processing (NLP) tasks such as part-of-speech tagging, named entity recognition, machine translation, and more (Roark & Sproat, 2007). ChatGPT, along with its underlying technology, namely Generative Pretrained Transformer (GPT), uses this technology to function as a sophisticated chatbot capable of analyzing words morphologically (Thakkar & Jagdishbhai, 2023). However, both parsers and GPT can face challenges and fail in certain situations, such as ambiguity, irregularities (allomorphy), extensive compounding and agglutination, OOV words, morpheme boundary identification, morphological variation and complexity, lack of context, among others (Booij, 2012; Creemers et al., 2020; Cutler, 1981; Dabouis, 2017; Matiello & Dressler, 2018).

For this study, we test the limitations and challenges that arise when using ChatGPT/GPT-4 to morphologically analyse and parse English words of different word-formation processes. In this overview, we assess the performance of ChatGPT on the

segmentation and recognition of morphemes in the English language in some straightforward, semi-ambiguous and ambiguous cases displaying morphological and morphosemantic opacity (1a) or transparency (1b):

- 1a. affect, effect, infect  
goose vs. geese, mouse vs. mice, ox vs. oxen
- 1b. consequence, difference, emergence  
librarian, authoritarian, secretarian

The authors acknowledge asking chatGPT questions regarding the synchronic and not diachronic identification of morphemes and subsequently analyze and edit the replies of ChatGPT. This research discusses the ability of ChatGPT and its potential for AI-assisted linguistic evaluations on ambiguous/ambivalent cases of morpheme segmentation using a large language model vs. the approach of the human morphologist.

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## **Effects of heritage language prestige on bilingual children’s self-perceptions: An interview study with Dutch primary school children aged 8-12**

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In the Netherlands – like most western European countries – many children grow up with more than one language. The nature of their bilingual development is typically investigated

through psycholinguistic experiments (e.g., Paradis, 2011; van Dijk et al., 2021) or through parental and teacher questionnaires (e.g., Hoff et al., 2012; Unsworth & Blom, 2010). However, children themselves are rarely asked directly about their experience with and their opinions on bilingualism (e.g., Groskreutz, 2020; Peace-Hughes et al., 2021). As a consequence, the knowledge we have does not necessarily reflect children's own experience.

Findings of studies attempting to close this research gap are ambiguous. Some show that children consider their multilingualism as normal or even positive (Groskreutz, 2016; Peace-Hughes et al., 2021; Wilson, 2020). Yet they also feel more anxious using their heritage language (HL) opposed to the majority language (Jean & Geva, 2012; Sevinç & Backus, 2019; Wilson, 2020) and might even prefer a monolingual over a multilingual self-image (Ritterfeld et al., 2014). Whether children experience their bilingualism as something positive may also depend on the prestige of the respective language or variety (Peace-Hughes et al., 2021). Indeed, the young Dutch bilinguals in Goriot et al. (2016) report that their educators value their bilingualism differently depending on the respective languages involved. This indicates that multilinguals, from an early age, are aware of the expectations and tensions related to their multilingualism in different social and communicative contexts (Groskreutz, 2020; Jean & Geva, 2012; Peace-Hughes et al., 2021).

The present study extends existing research by investigating children's attitudes towards multilingualism in different social realms. We interviewed 27 multilingual children between 8 and 12 years growing up in the Netherlands with Dutch and heritage language of different societal prestige (i.e., English, German, Polish or Turkish). Children were asked to indicate positive, neutral or negative associations with language use scenarios involving multilingual children alike themselves. We also asked them why they thought their alter-ego felt that way (see Jean & Geva, 2012). We will present findings from a quantitative and qualitative analysis of the scenarios and will focus on the following two research questions: (i) How do bilingual children experience being bilingual in different communicative contexts? and (ii) How does this experience depend on the social status of their languages? Frequency analyses across contexts show that children overwhelmingly associate "neutral" and "normal" feelings with using the dominant language or the HL or mixing them, if their interlocutors also know the language(s). The qualitative content analysis of children's explanations indicates that competence and accommodating to the linguistic needs of interlocutor(s) or situation are the predominant rationales given by our participants. We found some indication that the type of heritage language affects the degree of normality they associate with communicating in the heritage language outside of the family. Children with English as (one) of their heritage/family languages appeared to differ in their experience from all other children, indicating that English has a privileged status as opposed to most other heritage languages in the Netherlands.

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## Matching diary keeping with playing code names

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Games are a vital component of the EFL classroom for many reasons: They are motivating and fun, and they can enhance cooperation, creativity and strategic thinking (Hadfield, 1990, in Deesri, 2002). They follow rules, have a goal and promote a positive competition among EFL learners. They also support many language skills and strategies and practice vocabulary and grammar (Karasimos, 2020). Games can be also integrated with some form of alternative assessment which provides the teacher with useful information about learning and can be transformed into constructive feedback (Griva & Kofou, 2017). Playing



board games teaches students how to strategize, consider alternatives, cooperate and think flexibly, which are crucial components in language learning (Kofou & Karasimos, in press).

The present practice combines the famous board game 'Code Names', adapted to the content of the course material of the 2<sup>nd</sup> grade of Senior High School with diary keeping as a form of alternative assessment. Diary writing is an effective tool, since it enables students to reflect on what they have learned, how they have learned it, what kind of difficulties they face or what helps them to overcome these difficulties (Klimova, 2015). Therefore, it can become one of the most important components of the assessment process because it has the potential to promote critical thinking (Griva & Kofou, 2017).

More specifically, 2<sup>nd</sup> graders of 3 different schools in Greece played the game in 24 groups of about 5-6 players each, at the end of each unit in order to revise the vocabulary they had learnt and to be better prepared for the final exams. The research hypothesis was that the game enhances students' learning, vocabulary and soft skills. The methodology included 3 stages: the design of the teaching materials and the diary (with 5 open and 10 closed 5-point Likert questions), the implementation of the game accompanied by observation along with the diary keeping, and reflection on the outcomes.

The results showed that the learners liked the game (initial average 4.51, final average 4.95), had fun (average 4.67), and felt more confident in using the vocabulary they had learnt in other contexts (initial average 3.97, final average 4.07). They also developed a number of soft skills, such as collective and strategic thinking (initial average 4.13, final average 4.37) and their active engagement in the game (initial average 3.83, final average 4.30).

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# On the different roads to (syntactic) islandhood: Strong and weak factive islands in Greek

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Research after the seminal Kiparsky and Kiparsky (1970) noted that factive complement clauses behave as selective islands for adjunct extraction (Melvold, 1991; Abrusán, 2014, among many others). Roussou (1992) and Varlokosta (1994) noted that Greek factives differ from English-type ones in that they block argument extraction as well (1), thus being strong islands, at least in a number of instances, and offered considerably different explanations as to the syntactic structure of these islands (and, consequently, as to the reason for their islandhood).

- (1) \* $p\varphi\alpha\sigma\iota$  metanioses [pu kalese o nikos  $t_i$ ]?  
who regret.past.2sg that invite.past.3sg the Nick  
'Whom did you regret that Nick invited?'

The demise of GB-inspired accounts to locality (due to the abandonment of the notion of (proper) government) left most of the strong islands unaccounted for in early minimalist accounts. However, in recent years, factive clauses, in general, and factive islands, in particular, have reemerged as a lively topic of discussion, both in Greek (e.g. Roussou, 2010, 2018; Gkritziou, 2015; Angelopoulos, 2019) and crosslinguistically (Oshima, 2007; Basse, 2008, Baunaz & Lander, 2018, a.o.).

This paper takes into account recent developments in minimalist syntax and (i) examines the extent to which the islandhood of (Greek) factives may be given a purely syntactic analysis, i.e. raises the question of whether the islandhood can be attributed to the configurational position of the clauses or to their internal structure (or both), (ii) discusses two notable asymmetries with respect to the islandhood of Greek factives: First, the difference between factive and semi-factives (2), noted and discussed in Varlokosta (1994). Second, the contrast between factive *pu*- and *ke*-complements (cf. Kotzoglou & Canakis, 2021) wrt. to extraction, namely the fact that *ke*-complements behave as weak islands (cf. (3a) vs (1)).

- (2a) \* $t_i$  metanioses [pu  $\alpha\gamma\omicron\rho\alpha\sigma\epsilon\varsigma$   $t_i$ ]?  
what regret.past.2sg that buy.past.2sg  
'What did you regret to buy?'

- (2b) ? $t_i$   $\theta\iota\mu\iota\theta\iota\varsigma$  [pu  $\alpha\gamma\omicron\rho\alpha\sigma\epsilon\varsigma$   $t_i$ ]?  
what remember.past.2sg that buy.past.2sg  
'What did you remember that you bought?'

- (3a)  $t_i$  ikseres [ke  $\tau\rho\alpha\upsilon\delta\upsilon\varsigma$   $t_i$ ];  
What knew.2sg and were.singing.2sg  
'What did you know how to sing?'

- (3b) \**pote* ikseres [ke  $\tau\rho\alpha\upsilon\delta\upsilon\varsigma$   $t_i$   $\delta\iota\epsilon\theta\eta\iota$   $t_i$ ];  
When knew.2sg that were.singing.2sg the Internationale  
'When did you know how to sing the Internationale?'

(with an embedded reading of *pote*)

(Kotzoglou & Canakis, 2021, p. 624)

The answer give to (i) above is that, to a large extent, the islandhood of factives is indeed syntactic in Greek. As for (ii), we claim that the degree of islandhood is brought about by different factors in each case (matrix predicates, Cs and their fine features etc.).

## **Monolingual language ideologies in bilingual Canada: The case of New Brunswick**

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Canada is often regarded as a model for linguistic harmony given its official language regime and its language policies. However, as is the case in any officially bilingual or monolingual territory, tensions around language rights are commonplace. The tensions are palpable not only in Quebec – where French is the sole official language – but also in New Brunswick, Canada’s only officially bilingual (English-French) province where two thirds of the population have English as a mother tongue while close to one third has French.

In this paper, I will look more closely at the linguistic history of New Brunswick since the adoption of the province’s *Official Languages Act* in 1969. I will illustrate that while the French-speaking minority – commonly referred to as “Francophones” – have made great strides in terms of recognition over the past 50 years, inequalities persist. More specifically, I will present the partial results of an ongoing research project on language equality in Canada. I will focus on the anti-bilingual movement that has been active in New Brunswick since the 1990s in order to investigate the forms of resistance and the rhetoric used by some members of the English-speaking (“Anglophone”) majority. This anti-bilingual movement was born in response to the Francophone minority’s claims for greater linguistic equality. Through an analysis of media debates and interviews with stakeholders, I will highlight the various ways in which the anti-bilingual movement, through the creation of a vocal association, is attempting to challenge existing language legislation by positioning members of the majority group as victims of language policies. As minority-group members (“Francophones”) have over the years benefited from language legislation measures and seen their bilingual skills gain value, some majority group members have seen themselves excluded from certain public and private sector jobs due to their monolingualism. In other words, for some majority group members, linguistic diversity and language rights are detrimental to social unity, which explains the monolingualistic language ideologies and neoliberal perspective adopted by the anti-bilingual movement.

To conclude, I will illustrate, through a critical sociolinguistics lens, how the concept of language equality is to this day misunderstood by members of the anti-bilingual movement while highlighting the government of New Brunswick’s position with regards to this movement and to the linguistic minority’s claim for stronger rights. I will also highlight the position of the Francophone minority, whose continued existence depends largely on language legislation and policies.

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## **Multilingualism in the urban landscape: Some preliminary findings from translated texts in the Athens neighbourhood of Agios Nikolaos**

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The purpose of this paper is to present the preliminary findings of my ongoing research into the sociolinguistic significance of translated texts visible in Greece's migrant communities. Ever since the 1990s, Greece has been a country which attracts migrants, not just from Eastern Europe, but also from a significant number of African and Asian countries. This is particularly true in the aftermath of the refugee crisis which saw large numbers of people arrive in Greece with the hope of securing a better life in Europe (see Kasimis, 2013). Particularly in large urban centres such as Athens and Thessaloniki, large migrant communities have been established and a variety of small and larger businesses have been opened, serving both members of the aforementioned migrant communities as well as local Greek residents. This reality has had an impact on both the demographics of the areas where the migrants have settled, but also on the multiple languages that can be heard and seen in the landscape.

A good case study for researching multilingualism in the urban landscape is the neighbourhood of Agios Nikolaos to the north of the city centre, since it is home to a well-established community of migrants from Arabic-speaking countries as well as from Pakistan and Bangladesh. Of particular interest to this paper are the translated signs and notices visible in the stores and businesses owned and run by members of this community, since, as I will argue in this presentation, they reveal a great deal about the changing demographics in the area (cf. Canakis, 2016), about the practical and symbolic aspects of language choice, and about inter and intra-community inequalities.

The qualitative data that will be discussed in this presentation derives from a total number of 25 photographs that were taken on my initial visit to the area in November 2023, 15 of which are translated texts from or into various languages of the migrant communities. The inter-disciplinary methodology I have developed to analyse the translated texts combines ethnographic sociolinguistic approaches used in contemporary linguistic landscape studies and macro-sociological approaches used in translation studies. As part of this framework, I place considerable evidence on conducting interviews, when possible, with the people who carried out or are responsible for the translation, as this allows the researcher to gain significant into the translator's background and their motivation for their language and translation choices. The paper will demonstrate how

studying translated texts in such communities allows us to better understand the current and changing demographics in Greek neighbourhoods with a strong presence of migrant communities, the interaction between the various languages visible and their speakers, and prevailing stances towards languages, indexed through their visibility and use in the translated texts under study.

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## Speaking heritage Modern Greek in Ontario, Canada: A sociolinguistic account

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The term *heritage speakers* describes speakers who are either simultaneously or successively bilingual, and their weaker language, the one related to their cultural heritage, is a *minority language* of the wider sociolinguistic environment, while their stronger language is the *dominant language* of that environment (Polinsky, 2018, i.a.). In this context of unbalanced bilingualism, this study aims to investigate the *social* and *sociolinguistic* factors which influence the *phonological competence* of *Heritage Modern Greek (HMG)* speakers in the primarily English-speaking province of Ontario, Canada. Given that the *phonological competence* takes precedence in interpersonal communication, it is the most easily perceived as deviating from *homeland Modern Greek (MG)*, even though it seems to be more robust in *HMG* compared to lexical and morphosyntactic competences (cf., Polinsky, 2018; Polinsky & Scontras, 2020). Native-like language *maintenance* is a challenge for 2<sup>nd</sup> and, primarily, 3<sup>rd</sup> generation speakers, especially when shifting towards the *dominant Canadian English* has started within family, leading to *incomplete acquisition* and/or *attrition* of *HMG* (cf., Montrul, 2008; 2016; Montrul & Polinsky, 2021).

Data elicited through *ethnographic fieldwork* (60 2<sup>nd</sup> generation and 30 3<sup>rd</sup> generation speakers of *HMG* in Ontario) show that various *social* and *sociolinguistic* factors have a strong effect on the *bilingual development* and, in particular, on the *phonological competence*. Thus, this study presents results on how and to what extent is this competence affected by: a<sub>1</sub>) the time spent with parents and a<sub>2</sub>) the presence of grandparents during language development, b) the working, social and financial status of parents, c) the participation in the cultural activities organized by the Greek Communities of Ontario, d) the networks with both the Greek Communities and the wider social environment, e) the usefulness of *MG* in everyday communication, f) the attitudes towards *MG*, g) the contact with other minority languages and the subsequent multilingual and multicultural awareness, h) the input in *MG* outside family and/or community-based language programs, and i) the frequency of visits to Greece.

Various *HMG phonological realizations* – deviating from and conforming to *MG* – are presented with respect to the above-mentioned *social* and *sociolinguistic variables*. The study shows that the analysis of these realizations – in the broader context of *HMG acquisition, maintenance* and *attrition* – should not be carried out taking into account only the *phonological environment* and in isolation from the surrounding social framework. Instead, the study explores the *sociolinguistic context* which allowed the emergence of these realizations.

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## Non-native prefixes in French L3 interlanguage grammar: Theoretical analysis and lesson planning

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This study investigates the prefixes of complex words within the interlanguage grammar of Modern Greek L1 (GR) – English L2 (EN) learners of French L3 (FR). When examining the interlanguage grammar (cf., Selinker, 1992) of a target language, transfers from the languages already existing in a learner's repertoire to this target language are a regular process (Odlin, 1989; Gass & Selinker, 1992, i.a.). In this regard, when learners try to communicate in French L3, they avail themselves of morphemes from any previously acquired/learned language, that is, in our case, Modern Greek L1 (acquired) and English L2 (learned).

Our data, consisting of 200 morphological formations drawn from written productions in French, level B1-B2, indicate that the learning of French derivational suffixes precedes the learning of prefixes and, in most cases, the learning of the lexical item that should serve as the stem as well. This results in artificial word formations which feature a borrowed, non-native, prefix and a native French suffix (e.g., 1 & 2 for adverbs, 3 for verbs, 4 for adjectives). However, the borrowing of prefixes is not balanced, as French L3 learners in question always borrow prefixes from English L2, while they do not seem to transfer any prefix from their L1.

- (1) <unfortunement>            ‘unfortunately’ (EN)            ‘malheureusement’ (FR)  
 {*un*<sub>PREF(EN)</sub>-*fortun*<sub>STEM(EN)</sub>}<sub>DER.STEM(EN)</sub>-*al*<sub>DER.SUFF.ADJ(FR)</sub>-*e*<sub>INFL.SUFF.FEM(FR)</sub>-*ment*<sub>DER.SUFF.ADV(FR)</sub>
- (2) <unrealment>                ‘unreally’ (EN)                ‘irréellement’ (FR)  
 {*un*<sub>PREF(EN)</sub>-*real*<sub>STEM(EN)</sub>}<sub>DER.STEM(EN)</sub>-*ment*<sub>DER.SUFF.ADV(FR)</sub>
- (3) <disfavorisent>                ‘disfavor’ (EN)                ‘défavorisent’ (FR)  
 {*dis*<sub>PREF(EN)</sub>-*favoris*<sub>STEM(FR)</sub>}<sub>DER.STEM(EN&FR)</sub>-*ent*<sub>DER.SUFF.V(FR)</sub>
- (4) <unbelievables>                ‘unbelievable’ (EN)                ‘incroyables’ (FR)  
 {*un*<sub>PREF(EN)</sub>-*believ*<sub>STEM(EN)</sub>}<sub>DER.STEM(EN)</sub>-*able*<sub>DER.SUFF.ADJ(FR)</sub>-*s*<sub>INFL.SUFF.PL(FR)</sub>

In this study, prefixes appear to be non-transparent both morphologically and semantically and, thus, not yet learnt. As a result, French L3 learners borrow prefixes from their previously learnt language, i.e. from English. In most cases, the stem has not been learnt either. Notwithstanding, given that our aim is to provide both a theoretical analysis and a teaching proposal, it is impossible to design a single didactic sequence for borrowed, non-native, stems, as they fall into different lexical fields. On the contrary, a lesson plan for prefixes, which are part of the grammar, is doable, in line with the international literature on language teaching.

In this regard, after the data-driven theoretical analysis, this study presents a lesson plan for the teaching of French prefixes to learners featuring the above-presented linguistic profile. The design of the educational material is based on the language-teaching methodological framework proposed by Laurens (2012, 2013) and called TMR (Trame Méthodique Repère). Specifically, we elaborate a didactic sequence and we present its different phases. More precisely, we focus on its three primal stages: a. the global and detailed comprehension, b. the language processing, and c. the final production. These stages progressively lead the students of French as a Foreign Language to learn the grammatical function and the use of prefixes.

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## **Η σύνθεση ως κινητήριο μοχλός μιας ιδιότυπης γλωσσοπλασίας: Μερικές σκέψεις πάνω στην Οδύσ(σ)εια του Καζαντζάκη**

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Η γλώσσα του Καζαντζάκη παραμένει αδιαμφισβήτητα ένα από τα ιδιαίτερα χαρακτηριστικά του έργου του (Bien, 1972). Ως γνήσιος δημοτικιστής και θιασώτης της κρητικής γλώσσας, επιδιώκει συστηματικά να ζευγαρώνει διαμετρικά αντίθετα αντικείμενα αναφοράς, αποφεύγοντας τετριμμένα εκφραστικά μέσα, ενώ δεν χρησιμοποιεί συνηθισμένες διατυπώσεις, καταφεύγοντας όμως συχνά σε ιδιωματικές λύσεις (Ανδριώτης, 1959, σσ. 91-93). Σύμφωνα με τη Γιακουμάκη (1982, σσ. 143-145), η ιδιαιτερότητα της γλώσσας του Καζαντζάκη έγκειται στο γεγονός πως η ποιητική του γλώσσα είναι «φτιαχτή», αλλά ταυτόχρονα αυθόρμητη και αληθινή (βλ. επίσης Μανδηλαράς, 1987· Φιλιππάκη-Warburton, 1978), λόγω των άφθονων ιδιόλεκτων που βασίζονται στην κρητική γλώσσα και μπορούν να κατηγοριοποιηθούν σε: (α) λέξεις κρητικής προέλευσης (λ.χ. αναντρανίζω, ξεμανταλώνω, πρεπίζω), (β) σύνθετες λέξεις με α' ή β' συνθετικό προερχόμενο από την κρητική γλώσσα (λ.χ. γοργοκατεβαίνω, νυχτοδιαγούμισε, σουσουροκουβεντιάζω), (γ) λεξιλογικές κατασκευές που έχουν μορφή κρητική, αλλά δεν ανήκουν στην κρητική γλώσσα (λ.χ. αψηλοξεκορφίζω, χρουσοκοντιλιάζω, χωνοφάραγγο), (δ) λέξεις που προέρχονται από άλλες διαλέκτους και ιδιώματα (λ.χ. ανεμοκαύκαλο, παραγώνι, ρογιαστός) και (ε) λέξεις που πλάστηκαν από τον λογοτέχνη (λ.χ. βοδάλαφο, βοράστρι, χεραγκαλιά).

Στόχος της παρούσας μελέτης είναι να εστιάσει στο λεξιλόγιο του τύπου (γ) και να ανακαλύψει ποιες λεξιλογικές κατασκευές της Οδύσ(σ)ειας είναι κρητικοφανείς, δηλαδή είναι δυνάμει κρητικές λέξεις που θα μπορούσαν να καθιερωθούν είτε στην Κρητική είτε στην Κοινή Νεοελληνική. Η έρευνα πρόκειται να υλοποιηθεί σε δύο φάσεις: στην Α Φάση θα γίνει μια αποδελτίωση του λεξιλογίου της Οδύσ(σ)ειας με βάση τις γραμματικές αλλά και διαισθητικές γνώσεις μας για την κρητική γλώσσα με τη χρήση σωμάτων κειμένου. Στη Β Φάση θα δημιουργηθεί ένα ερωτηματολόγιο, προκειμένου να διανεμηθεί σε φυσικούς ομιλητές της κρητικής γλώσσας (ανατολική και δυτική Κρήτη), οι οποίοι θα πρέπει να αναγνωρίσουν αν οι λέξεις που τους δίνονται είναι κρητικές ή κρητικοφανείς και αν θα μπορούσαν να καθιερωθούν στην Κρητική ή/και στην Κοινή Νεοελληνική.

Τα πρώτα δεδομένα, που έχουν συλλεγεί, δείχνουν ότι οι φυσικοί ομιλητές της Κρητικής δεν έχουν ενιαία στάση ως προς το αν το λεξιλόγιο του ερωτηματολογίου είναι κρητικό ή κρητικοφανές. Ιδιαίτερος οι ομιλητές του λεγόμενου δυτικοκρητικού ιδιώματος είναι πιο δεκτικοί στο να δεχθούν μεγάλο μέρος του λεξιλογίου ως ενδογενές, δεδομένου ότι η γλώσσα της δυτικής Κρήτης διαθέτει πολλά δάνεια. Η συγκεκριμένη γλωσσική συμπεριφορά των φυσικών ομιλητών αναδεικνύει το βάθος και το εύρος της κρητικής γλώσσας, καθώς και τη δυναμική της τελευταίας ως λογοτεχνικής γλώσσας. Άλλωστε η διαδικασία της σύνθεσης παρουσιάζει μια εξαιρετικά υψηλή συχνότητα στις νεοελληνικούς διαλέκτους (Καραντζή, 2014) αλλά και ειδικότερα στη λογοτεχνία, γεγονός που ενισχύει την πεποίθησή μας πως η σύνθεση στην ποίηση του Καζαντζάκη αποτελεί όχι μόνο έναν κινητήριο μοχλό μιας ιδιότυπης γλωσσοπλασίας, αλλά μια σταθερή στρατηγική γλωσσικής δημιουργίας. Η στρατηγική αυτή δύναται να αποτελέσει ένα



ενδιαφέρον πεδίο για την εφαρμογή και την παρατήρησή της σε ευρύτερα εκπαιδευτικά περιβάλλοντα.

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## **Morphosyntactic variation in the “extravagant” multi-element constructions undergoing -er derivation**

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The English language can form agentive nouns based on phrasal verbs with the attachment of the *-er* suffix (*passer-by*, *runner-up*, *diggers-out*). The extension of the range of potential bases in present-day English is undoubted, expanding to adjectives (*loner*, *braver*), place names (*New Yorker*, *Londoner*), prepositions (*underer*, *overer*, *downer*), cardinal numbers (*fiver*, *sevens*) and complex lexemes (*Sydneysider*, *easy peeler*), all of which constitute the suffix's constructional network. These constructional changes (Traugott & Trousdale, 2013) have led to the diversification of the constructional network of *-er* suffixation and the widening of the suffix's semantic range, as *-er* nominalization byproducts invariably fall into the grammatical category of nouns, without always denoting agents (Ryder, 1999). Remarkably enough, the same pattern is oddly witnessed with a double attachment to both the verb and the particle (*dropper-inner*, *washer-upper*, *leaf-clearer-uppers*) (Cappelle, 2010) or even a threefold attachment (*stayer-onner-for-nower*) (Lensch, 2018).

This study seeks to address the intriguing case of multi-element constructions undergoing *-er* derivation falling into the so-called “Extravagant Morphology”. “Extravagance” enables speakers to be highly expressive in their attempt to be socially successful with their speech (Haspelmath, 1999, p. 1057f.), while deviating distinctly and significantly from determined language norms by making use of an expression in an innovative, creative, and attention-arousing way. Against this backdrop, this study examines this borderline phenomenon which is not in compliance with traditional premises of morphological interpretations and seeks to delve into the actual repercussions that the innovations in questions ensue in the linguistic system and its structures. In the light of the above, this study seeks to examine extravagance in the morphological process



of *-er* derivation and explore its impact on linguistic variation and change (Eitelmann & Haumann, 2022).

This study will answer the following questions: (1) How do these extravagant formations deviate from common assumptions about English word-formation? (2) To what extent are there any restrictions or patterns in the usage of multi-word verbs with *-er* derivation? (3) Which are the semantic roles of the derived nouns, the syntactic structures in which they occur, and the factors that appear to be influencing this morphological process? Overall, this paper aspires to provide new insights into how *-er* nominalizations of phrasal and multi-word verbs blur the boundaries between morphology and syntax, shed light on how English speakers create new words and adapt existing ones to convey specific meanings and the creative and dynamic nature of language.

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## ~~Αντιλήψεις μεταναστών γονέων απέναντι στη διγλωσσία των παιδιών τους<sup>2</sup>~~

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Μέσα σε ένα διαρκώς μεταβαλλόμενο κοινωνικο-πολιτισμικό περιβάλλον, το ζήτημα της διγλωσσίας καθίσταται μείζον θέμα για τους μετανάστες γονείς, οι οποίοι όχι αδικαιολόγητα προβληματίζονται σχετικά με τη γνωστική/γλωσσική διαδικασία των δί/πολύγλωσσων παιδιών τους, τα οφέλη της δι/πολυγλωσσίας και τον καλύτερο τρόπο για την υποστήριξη της δί/πολύγλωσσης ανάπτυξης των παιδιών τους. Οι γλωσσικές στάσεις και αντιλήψεις των μεταναστών γονέων είναι σημαντικές, καθώς επηρεάζουν τις γλωσσικές επιλογές των παιδιών (Spolsky, 2014· Yazan & Ali, 2018). Ειδικότερα, στους κόλπους της ελληνικής κοινωνίας, όπου, αφενός, υπάρχει γλωσσική και πολιτισμική ετερογένεια και, αφετέρου, ακολουθείται μονογλωσσική πολιτική με έμφαση στην

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εκμάθηση της ελληνικής (Fotiadou et al., 2022; Gkaintartzi et al., 2015), η διαχείριση των γλωσσών εκ μέρους της οικογένειας καθίσταται απαραίτητη για να εξασφαλιστεί και να διατηρηθεί η δι/πολυγλωσσία των παιδιών. Στο πλαίσιο αυτό, στόχος της συγκεκριμένης έρευνας είναι να μελετήσει τις αντιλήψεις τριών μεταναστών γονέων (μητέρων) με καταγωγή από διαφορετικές χώρες, Σερβία, Βουλγαρία, και Ιταλία, απέναντι στη διγλωσσία των παιδιών τους, που φοιτούσαν στις πρώτες τάξεις του δημοτικού σχολείου. Τα ευρήματα της έρευνας δείχνουν ότι οι γονείς, αν και παρουσιάζονται υπέρμαχοι της διγλωσσίας, τείνουν να εστιάζουν για εκπαιδευτικούς και κοινωνικούς λόγους στην εκμάθηση της ελληνικής ως επίσημης γλώσσας της χώρας υποδοχής, ειδικά μετά τη φοίτηση των παιδιών τους στην τυπική εκπαίδευση, ενώ, παράλληλα, εκφράζουν την επιθυμία τους και την ανησυχία τους για διατήρηση των πρώτων γλωσσών κυρίως για συναισθηματικούς λόγους, όπως είναι η επικοινωνία με τους συγγενείς και η τήρηση των παραδόσεων. Τέλος, σύμφωνα με τα ευρήματα της έρευνας, οι γονείς καταδεικνύουν το ρόλο του σχολείου και των εκπαιδευτικών στη διατήρηση της δι/πολυγλωσσίας, θεωρώντας, ωστόσο, ότι δεν ενισχύεται η δι/πολυγλωσσία στο πλαίσιο της επίσημης εκπαίδευσης πλην των γλωσσών με διεθνές κύρος, όπως είναι τα Αγγλικά, τα Γαλλικά, τα Γερμανικά και τα Ιταλικά.

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## **Does the strong presence of an L2 in bilinguals’ L1 society mitigate the moral foreign language effect?**

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Decision-making is an integral part of our daily lives. We make decisions every day, which vary in their relevance. For example, some decisions are easy to make and do not affect us emotionally, while others may lead to negative feelings and carry serious consequences for our well-being. An increasing number of studies have suggested that the language in which

a moral dilemma is presented influences bilinguals' moral judgements. Specifically, it has been argued that bilinguals tend to make more utilitarian and thus less emotional decisions in their second language (L2) as opposed to their first language (L1) (Białek et al., 2019; Brouwer, 2019, 2021; Cicolletti et al., 2016; Costa et al., 2014; Dylman & Champoux-Larsson, 2020; Geipel et al., 2015a, 2015b; Hayakawa et al., 2017; Kyriakou et al., 2022; Muda et al., 2018). This tendency has been largely attributed to the increased emotional detachment that bilinguals have to languages that they acquired later in life.

Our study examined whether Greek Cypriot-English bilinguals and Spanish-English bilinguals make similar or different moral decisions in their L1 and L2. The linguistic situation in Cyprus is quite complex. Although English cannot be considered as a foreign or second language, it has a prominent role in Cypriot daily life and sectors, such as education, banking and tourism (Arvaniti, 2006-2010; Buschfeld, 2013), and the vast majority of Greek Cypriots are able to express themselves in English (Yazgin, 2007). One hundred and forty-one Spanish L1 speakers from Spain and 123 Greek L1 speakers from Cyprus were recruited and were asked to read two emotionally charged moral dilemmas, the *crying baby dilemma* and the *Sophie's choice dilemma* (Koenigs et al., 2007), either in their L1 or in their L2. In the *crying baby dilemma*, one must decide whether or not to smother their child in order to save themselves and other people. In the *Sophie's choice dilemma* one can avoid the death of one of their two children by condemning the other to endure painful laboratory experiments until they die. Then, the participants were asked to make a moral decision and indicate the emotions they experienced during or after reading the dilemmas and making their decision.

Mixed effects logistic regression models were computed in RStudio 2022.02.3 (Posit team, 2023) using the *glmer* function in the *lme4* package (Bates et al., 2015), the optimising function *control = glmerControl(optimizer = "bobyqa")* (Linck & Cunnings, 2015), and the Akaike Information Criterion (AIC) to select the best-fit model (Bozdogan, 1987). In these models, we examined the influence of the L1 group (Spanish versus Greek Cypriot), the language condition (language in which the participants read the dilemmas; L1 versus L2), and the dilemma (*crying baby dilemma* versus *Sophie's choice dilemma*) on participants' moral judgements and their self-reported emotions. The results revealed that the likelihood that the Spanish L1 participants would opt for the utilitarian option when the dilemma was presented in their L2 was greater than it was for the Greek Cypriot L1 participants. Furthermore, a greater number of participants reported having felt an emotion, particularly fear and sadness, while reading the *crying baby dilemma*, as compared to the *Sophie's choice dilemma*, but no statistically significant effects of language on emotions were found. We conclude that the effect of language on bilinguals' moral judgements may be decreased substantially when the L2 has a strong presence in the bilinguals' L1 society.

# Extent that utterance speed predicts listening comprehension in L1 vs. L2 Spanish listeners

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Listening is a critical skill in successful second language (L2) communication, yet it may be hindered if listeners perceive the aural input they receive to be too fast. Indeed, speech rate is argued to play a key role in listening comprehension in both first- (L1) and second language (L2) processing (Bloomfield et. al., 2010). While fast speech has been shown to have an adverse effect in foreign-accented (Anderson-Hsieh & Koehler, 1988) and L2 listening tasks (e.g., Medina et al., 2020; Griffiths, 1990), not all studies have found speeded speech to be significantly detrimental to L2 comprehension (Griffiths, 1992). Moreover, it is unclear whether the speed of delivery empirically affects the listening comprehension of L2 listeners differently than that of L1 listeners. Therefore, the present study seeks to explore the influence of speech rate (normal vs. fast), listener language (L1 Spanish vs. L2 Spanish), and their statistical interaction as listeners process Spanish sentences articulated by a native Spanish speaker.

Data were collected from two groups of participants: 1) native English-speaking college students enrolled in upper-level Spanish courses in the United States and 2) native Spanish speakers of high English proficiency enrolled in a graduate program at the same university. Recordings of 32 sentences in Spanish (controlled for syntactic complexity and length) were played, of which half were articulated at a normal speech rate (about 5 syllables per second) and half were accelerated to a fast rate (about 7 syllables per second). Listeners were instructed to write down in English what they understood for each sentence. A comprehension score will be derived by calculating the ratio of correctly understood content words to the total number of content words for each sentence.

A linear mixed-effects model will be fit in R that includes the predictor variables *speech rate* (normal vs. fast), *listener language* (L1 vs. L2 Spanish), as well as the interaction term and the response variable *listening comprehension* (percent comprehension accuracy of content words). Given the assumption that increased speech rate augments listeners' cognitive load (Goh, 2000), we hypothesize that accelerated sentences will be more detrimental to listening comprehension than sentences delivered at a normal rate. However, since L2 listeners tend to engage in more controlled, less automatic processing than L1 listeners (Révész & Brunfaut, 2013), it is hypothesized that listener language will moderate the speed results, such that the decline in comprehension at the faster rate will be more pronounced for L2 listeners than for their L1 listener counterparts. This presentation will contribute to our understanding of whether utterance speed is a stronger predictor of comprehension in L2 listening than in L1 listening and will draw pedagogical implications.

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## Investigating interculturalism in primary school EFL textbooks

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The importance of foreign language exposure lies in the premise that unless one has left their comfort zone to experience another culture and communicate with its members, then they will never be able to appreciate their own culture either. The development of contemporary globalised societies and the intercultural communicative demands that they entail has led a long list of scholars to engage in research on Intercultural Communicative Competence (ICC). At the same time, the value of textbooks is not limited in their linguistic input but expands into the realm of culture, even having the power to determine learners' perspective of a given target culture, depending on the ways in which it is portrayed.

In this context, the present research paper constitutes an attempt to shed light on the ways in which EFL textbooks deal with issues of interculturalism, inclusion, and diversity. EFL textbooks used in public primary schools (Grades 3 to 6) in six countries all over the world are analysed and evaluated in terms of their ability to foster a pedagogy of inclusion and acceptance by incorporating intercultural elements in their written and visual materials.

More specifically, texts, language, and grammar tasks as well as visual elements from a total of 24 textbooks are examined in terms of their cultural references and organised following a specific set of criteria. Finally, the cultural data are examined in terms of their intercultural potential following Song's (2013) tripartite classification. The results indicate favouritism towards interculturalism in EFL primary school materials though in most cases this takes the form of mere presentation of facts, lacking meaningful context and discouraging student involvement in a process of critical evaluation and comparison between cultures.

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## Διαγλωσσικές διαφορές στη μορφολογική επεξεργασία: Η επίδραση της σημασιολογικής διαφάνειας

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Η επίδραση της σημασιολογικής διαφάνειας (ΣΔ) στη μορφολογική επεξεργασία παρουσιάζει ιδιαίτερο ενδιαφέρον από διαγλωσσική σκοπιά. Σημασιολογικές επιδράσεις στη μορφολογική επεξεργασία εντοπίζονται κατά κανόνα στις ινδοευρωπαϊκές (ΙΕ) γλώσσες (με πιθανές εξαιρέσεις τη γερμανική και την ολλανδική), ενώ απουσιάζουν συστηματικά από τις σημιτικές γλώσσες (Boudelaa & Marslen-Wilson, 2015· Smolka et al., 2009). Για την ερμηνεία αυτής της διαγλωσσικής διαφοροποίησης η βιβλιογραφία έχει επικαλεστεί τον πλούτο, την παραγωγικότητα και τη γραμμικότητα των μορφολογικών συστημάτων (Frost & Grainger, 2000· Marslen-Wilson, 2001).

Στην παρούσα εργασία εξετάζουμε την περίπτωση της νέας ελληνικής, η οποία διαθέτει ένα πλούσιο και παραγωγικό μορφολογικό σύστημα με γραμμικές δομές (Αναστασιάδη-Συμεωνίδη, 1992· Ράλλη, 2022). Ειδικότερα, διερευνούμε τυχόν επίδραση της ΣΔ στην επεξεργασία των επιθηματοποιημένων παράγωγων λέξεων (μετονοματικά ρήματα και επίθετα) μέσα από δύο χρονομετρικές δοκιμασίες λεξικής απόφασης με μη κεκαλυμμένη προτεραιοποίηση (φανερή οπτική προτεραιοποίηση, άμεση διατροφική προτεραιοποίηση· Boudelaa & Marslen-Wilson, 2015· Smolka et al., 2009), στις οποίες συμμετείχαν συνολικά 96 τυπικοί ενήλικες φυσικοί ομιλητές. Το πειραματικό σχέδιο περιλαμβάνει τρεις κρίσιμες συνθήκες ΣΔ (αδιαφανής π.χ. *οργανώνω–όργανο*· ημιδιαφανής π.χ. *φακελώνω–φάκελος*· διαφανής π.χ. *μαχαιρώνω–μαχαίρι*) και τις αντίστοιχες συνθήκες ελέγχου (όπου ο προτεραιοποιητής είναι μορφικά και σημασιολογικά άσχετος με τον στόχο π.χ. *γεφυρώνω–όργανο*, *πελαγώνω–φάκελος*, *γιγαντώνω–μαχαίρι*). Για λόγους μεθοδολογικής εγκυρότητας, διαμορφώθηκαν δύο αντισταθμιστικοί πειραματικοί κατάλογοι (Latin square design), προστέθηκαν κατάλληλοι διασπαστές προσοχής και τα γλωσσικά ερεθίσματα εξισορροπήθηκαν ως προς αρκετές εξωγενείς μεταβλητές (μήκος λέξης, συχνότητα κτλ.).

Και στις δύο δοκιμασίες, οι αναλύσεις των χρονομετρικών δεδομένων αποκάλυψαν στατιστικά σημαντική και ισοδύναμη προτεραιοποίηση στη διαφανή και ημιδιαφανή συνθήκη, αλλά παντελή απουσία προτεραιοποίησης στην αδιαφανή συνθήκη. Το διχοτομικό μοτίβο της προτεραιοποίησης (αδιαφανής ≠ ημιδιαφανής = διαφανής) υποδεικνύει ότι η ΣΔ επηρεάζει σημαντικά τη μορφολογική επεξεργασία στη νέα ελληνική, όπως στις περισσότερες ΙΕ γλώσσες και σε αντίθεση με τις σημιτικές γλώσσες. Συμπερασματικά, δεδομένου του πλούτου και της παραγωγικότητας που χαρακτηρίζει το μορφολογικό σύστημα της νέας ελληνικής, για την ερμηνεία της διαγλωσσικής μεταβλητότητας μάλλον θα πρέπει να δοθεί μεγαλύτερη έμφαση στην παράμετρο της



μορφολογικής γραμμικότητας ως ειδοποιού διαφοράς ανάμεσα στις ΙΕ και τις σηmitικές γλώσσες.

### **Βιβλιογραφικές αναφορές**

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## **Modification by color words**

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Although color is one of the seven basic concepts of the category of adjective (Dixon, 1982), its morphological realization is ambiguous between noun and adjective. In Japanese, with the closed, non-productive category of adjective, there are actually only four color adjectives with *-i* ending (*aka-i* “red”, *ao-i* “blue”, *kuro-i* “black”, and *shiro-i* “white”), and all the other colors are realized as noun (or adjectival noun) with the postposition *-no* (“of”), which functions as a linker of nominal elements. Furthermore, the canonical Japanese adjectives with *-i* have their own conjugation paradigms, like verbs (1), and can be a predicate without a copula. Therefore, Japanese *-i* adjectives have been considered to be predicates of reduced relative clauses, that is, indirect modification adjectives (Sproat & Shih, 1991; Cinque, 2010). In fact, in Japanese noun phrase, *-i* adjectives do not have word order restrictions (2). As Cinque (2010) argues, indirect modifications, like relative clauses, are exempt from the word order restrictions.

In other words, the Japanese color words are ambiguous between nouns, adjectives, and verbs. However, these forms are not randomly interchangeable, but require a certain morphological form depending on their interpretation. For example, in Japanese idioms, if an adjective has both a noun and an adjective form, the adjective form must be chosen (3a). Also, we have another type of color modification, noun-noun compounds with idiomatic meaning (3b). This paper analyzes the close relationship between morphological realization of color words and their semantic “transparency” or “opacity” in terms of direct and indirect modification. We argue that there are three types of color modifications in Japanese (with *-i*, with *-no*, and Noun-Noun Compound), which are distributed gradually according to three interpretations: direct modification, indirect modification, and idiomatic interpretation. With the exception of four non-productive adjectives in Japanese, we show that their form and semantic interpretation can be ambiguous, but that they can still be

clearly distinguished structurally in the Noun Phrase. This presentation could be an example of how semantic interpretation and syntactic structure are linked, and how the universal concept of color is realized in a particular language. Thus, we can assume that the study of color words has the potential to make a significant contribution to the characterization of human language in the future.

- (1) *aka-i: aka-ku-nai aka-kat-ta aka-ku-na-kat-ta aka-i-daroo*  
 red not red (it) was red (it) was not red (it) may be red
- (2) a. *chiisa-l aka-l hana* vs. b. *aka-l chiisa-l hana*  
 small red flower red small flower
- (3) a. *Taro-to Hanako-wa {aka-i/\*aka-no} ito-de musub-are-teiru.*  
 Taro-and Hanako-TOP red red-of thread-with bind-PASSIVE-STATE  
 “Taro and Hanako are destined to be together”  
 (lit. Taro and Hanako are tied up with a red thread.)
- b. *{Aka-/ \*aka-i} gami.*  
 red- red paper  
 “call-up notice”

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## Comparative analysis of concordance lines: Exploring the potential of ChatGPT and the BNC in an EFL context

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The use of corpora as authentic linguistic resources in educational settings has significantly increased in recent years, often in conjunction with the adoption of Data-Driven Learning (DDL) as an effective pedagogical approach. With the emergence of Artificial Intelligence (AI), corpora have assumed a new role as training tools for conversational models (chatbots). This has led to questions about whether AI can serve as a viable substitute for traditional corpora in education. While a prevailing consensus among researchers suggests that AI holds the potential to benefit students when appropriately leveraged, there is still a need for extensive research in this area. The present study assesses the effectiveness of AI in comparison to corpora, using ChatGPT and the British National Corpus (BNC), with a particular emphasis on their suitability as sources of authentic language in the classroom.



The aim is to provide an insight of both the commonalities and differences between the two tools, all within the framework of a Data-Driven Language approach. Thirty concordance lines for three linguistic elements commonly addressed in English as a Foreign Language instruction were generated. These elements included the synonyms “absolutely” and “whatsoever”, the polysemous word “run”, and collocations for the phrase “come out”. The methodological framework employed in this research assesses two paramount dimensions: content (comprising representativeness, comparability, and authenticity) and functionality (encompassing concordance capability and suitability for Teaching English as a Foreign Language, TEFL). The analysis combines the examination of qualitative data with the researchers’ intuition. The findings reveal substantial disparities between ChatGPT and the BNC in terms of content generation and functionality. ChatGPT excels in terms of user-friendliness and the creation of TEFL materials, whereas the BNC offers greater depth for linguistic analysis. Pedagogically, ChatGPT serves as a complementary resource to traditional corpora by facilitating interactive, adaptable, and collaborative learning experiences. Nevertheless, responsible usage remains imperative. This study was conducted as part of the MA program in Foreign Language Learning and Teaching in Aristotle University of Thessaloniki, and it furnishes valuable data for the deployment of AI in language instruction, thereby advancing the Data-Driven Language approach and offering a broader perspective on the integration of new technologies within the field of applied linguistics.

## A peculiar distribution of wh-phrases in Greek

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**1. The issue.** In many languages wh-elements provide the lexical base for the formation of existential and/or universal quantifiers (Haspelmath, 1997; Bhat, 2000), as is the case in Albanian (1a) (Turano, 1998), but also in Japanese (1b); in the latter case, the ‘indeterminate’ pronoun *dare* (Kuroda, 1965) is the lexical base for the two quantifiers (cf. Nishigauchi, 1990, a.o.). On the other hand, Greek restricts this option to existential quantifiers with no equivalent formation for universal ones, as shown in (1c).

- |      |            |                   |                    |            |
|------|------------|-------------------|--------------------|------------|
| (1a) | kush ‘who’ | dikush ‘someone’  | kushdo ‘everyone’  | (Albanian) |
| (1b) | dare ‘who’ | dare-ka ‘someone’ | dare-mo ‘everyone’ | (Japanese) |
| (1c) | pjos ‘who’ | kapjos ‘someone’  | ∅                  | (Greek)    |

Interestingly, a universal quantifier construal of the *p*-phrase seems to be possible in the presence of the conjunction *ke* ‘and’ and matrix negation *dhen*:

- (2) a. Ke pjon dhen idha!  
and who not see-1sg  
‘There isn’t a single person that I didn’t see!’
- b. Ke pu dhen tha pao!  
and who not prt go-1sg  
‘There isn’t a single space I won’t go to!’

Literally, the sentences in (2) translate as ‘and who not Verb’, while the English ones have a negated existential quantifier and matrix negation, i.e., the logical equivalent of a universal quantifier. The data in (2) point towards a Japanese-like pattern, to the extent that the conjunctions *mo* and *ke* also qualify as additive morphemes/intensifiers.

**2. The analysis.** In the present paper we argue that the conjunction *ke*, the *p*-indefinite and the negator *dhen* are necessary conditions for the universal reading. We argue, following Gil and Tsoulas (2013) on Japanese *mo*, that this reading derives from the scalar meaning of *ke* (and, also/even; cf. Canakis, 1995; Giannakidou, 2007) and the variable provided by the *p*-pronoun. Regarding negation, we show that if *dhen* is absent, the relevant reading does not arise, as in (3) – note also that *ke* is a topic marker in this case and not an intensifier on *pjon*. Negation is not only obligatory but also restricted to *dhen*, excluding (non-declarative) *min*. Along the lines of Espinal (1997) on expletive negation (EN), it is argued that the negative operator is absorbed by the intensifier (here *ke*), triggering a positive reading (cf. Gil & Tsoulas, 2013 on Negative Concord (NC) between negation and an abstract neg feature on the wh-phrase).

(3) *ke pjon idha!* = And (guess) who I saw!

Absorption (or NC) in the presence of *ke+pjon* gives rise to a universal quantifier reading (logically equivalent to a negated existential quantifier and matrix negation).

**3. Clause-typing issues.** We further show that ‘and wh-not’ sentences are not rhetorical questions (which are affirmations; cf. Sadock 1974) or exclamatives. For example, unlike rhetorical questions the sentences in (2) can be answers to questions, as in (4). Unlike exclamatives (Portner & Zanuttini, 2003), the sentences in (2) are assertions (hence the exclusion of *min*). Regarding the exclamation in (2) we argue that this is an instance of mirative focus (cf. Castroviejo, 2008 on exclamatives vs exclamations) – see also Greco (2020) on ‘surprise negation sentences’.

(4) A: *Pjon idhes sto parti?* ‘Who did you see at the party?’  
B: *Ke pjon dhen idha!* (cf. (2a))

In short, the ‘*ke pjon dhen-V*’ structures have interesting implications for wh-indefinites as the lexical base for quantifiers and for the ways the former interact with various clause-types.

## The potential mediating effect of participation in European projects on teachers’ self-efficacy

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Teachers’ self-efficacy relates to confidence in their abilities to bring a positive change in their students’ lives. It is “a little idea with big impact” (Tschannen-Moran & Hoy, 2007, p. 954). It seems that mastery experiences boost teachers’ self-efficacy (Bandura, 1997, p. 80) and participation in European Union projects has the potential to be, according to the Erasmus+ Programme for education, training, youth, and sport) (2014-2020), a rich source of excellent experiences that offer unique benefits for teachers and students and

contribute to teachers' professional growth and confidence in their abilities (Sifakis et al., 2022). Thus, participation in such programmes might boost teachers' self-efficacy by providing professional development, encouraging cooperation and networking, developing cultural competency, improving student results, creating leadership chances, and recognizing teachers' accomplishments. These experiences we assume that cumulatively contribute to participating educators' feelings of effectiveness and competence.

The aim of the present study is to investigate if English language teachers' involvement in European projects, eTwinning and Erasmus+, has a positive impact on each of the three dimensions of their self-efficacy on classroom management, student engagement and instructional strategies. Our findings are the product of an online survey conducted among 951 English language teachers of Greek primary and secondary state schools, and a semi-structured interview on self-efficacy beliefs. Our analysis shows that English language teachers' participation in either eTwinning or Erasmus+ projects have a positive impact on all three dimensions of their self-efficacy. Therefore, due to the highly influential role that such engagements play, it is suggested that European projects should be incorporated in the design of in-service training and professional development activities.

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## Η περίπτωση του γλωσσικού σεξισμού από ομιλητές με γλωσσικές διαταραχές και μαθησιακές δυσκολίες

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Η παρούσα έρευνα έχει στόχο να διερευνήσει όψεις του Γλωσσικού Σεξισμού. Το παγκόσμιο αυτό γλωσσικό φαινόμενο, έχει τις ρίζες του σε αντιλήψεις μιας άλλης εποχής, που παραχωρούνται μεταγενέστερα χωρίς να λαμβάνουν υπόψη τις κοινωνικοπολιτισμικές εξελίξεις. Οι ρόλοι που αναλαμβάνουν στην κοινωνία οι γυναίκες και τα επαγγέλματα με τα οποία καταπιάνονται, σχετίζονται με προκαταλήψεις που έχουν δημιουργηθεί. Το γυναικείο φύλο είναι αυτό που συνηθίζεται να υποτιμάται και η χρήση σεξιστικού λεξιλογικού ρεπερτορίου εντείνει την τάση αυτή, γεγονός που διαφαίνεται και στη περίπτωση των διγενών ουσιαστικών, τα οποία ενώ χρησιμοποιούνται για να δηλώσουν και τα δύο γένη, εντούτοις αναφέρονται μόνο στο αρσενικό.

Έναυσμα και αντικείμενο μελέτης της εν λόγω έρευνας αποτελεί η γενικευμένη χρήση του αρσενικού γένους στη περίπτωση των *Διγενών Επαγγελματικών Ουσιαστικών* και ουσιαστικών που δηλώνουν ιδιότητα. Συγκεκριμένα, η μελέτη εστιάζει στο τρόπο που αποτυπώνονται τα διγενή ουσιαστικά από άτομα με *Δυσκολίες Λόγου*, καθώς και πώς αντιλαμβάνονται τα άτομα αυτά τους γυναικίους επαγγελματικούς ρόλους. Το δείγμα της έρευνας αποτέλεσαν 71 άτομα διάφορων ηλικιακών ομάδων τα οποία ήταν διαγνωσμένα με κάποια μορφή γλωσσικής δυσκολίας.

Από τα αποτελέσματα της έρευνας φάνηκε ότι ενώ μπορούν να στοχαστούν το γυναικείο φύλο στους περισσότερους επαγγελματικούς ρόλους, δε μπορούν να σχηματίσουν το αντίστοιχο επαγγελματικό όνομα με θηλυκή κατάληξη, αλλά επιλέγουν να χρησιμοποιούν τον ίδιο τύπο για τη δήλωση αρσενικού-θηλυκού, κάτι που επιβεβαιώνει την κυριαρχία της γενικευτικής χρήσης του αρσενικού γένους.

## **Η περίπτωση του ρευστού ρατσισμού στο κοινοβούλιο: Αφηγήσεις για μεταναστευτικά/προσφυγικά θέματα**

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Παρά τη νομοθετική προσπάθεια του ελληνικού κοινοβουλίου να προωθήσει τον αντιρατσισμό και να αντιμετωπίσει την ξеноφοβία, πρόσφατες μελέτες αναδεικνύουν ότι οι κοινοβουλευτικές ομιλίες συχνά εμπεριέχουν και ρατσιστικά στοιχεία επιδιώκοντας να μη διασαλευτεί το εθνικό ομογενοποιητικό ιδεώδες (βλ. ενδ. Σεραφής, 2023). Από τη συνύπαρξη ρατσιστικών και αντιρατσιστικών θέσεων στα ίδια (περι)κείμενα αναδύεται μια νέα καλυμμένη μορφή ρατσισμού, ο *ρευστός ρατσισμός* (liquid racism, Weaver, 2016).

Στόχος, λοιπόν, της ανακοίνωσής μας είναι να αναδείξουμε πώς ελλοχεύει ο ρευστός ρατσισμός στο κοινοβούλιο εξετάζοντας μια ενδεικτική αφήγηση του προέδρου ενός αριστερού κόμματος. Οι αφηγήσεις συχνά αξιοποιούνται σε πολιτικά περικείμενα ως μέσο πειθούς (Τσάκωνα, 2014, σ. 533). Η υπό ανάλυση αφήγηση επιλέχθηκε από ένα σώμα κοινοβουλευτικών ομιλιών που περιλαμβάνουν αφηγήσεις για μεταναστευτικά/προσφυγικά θέματα και αντλήθηκαν από τα πρακτικά της ολομέλειας της Βουλής. Συγκεκριμένα, μελετούμε πώς ο Γ. Βαρουφάκης (ανα)κατασκευάζει τη μεταναστευτική/προσφυγική μετακίνηση των Ελλήνων/ίδων στις ΗΠΑ κατά το παρελθόν, σκοπεύοντας να τοποθετηθεί για την πολιτική που πρέπει να εφαρμόσει η Ελλάδα σήμερα στα μεταναστευτικά/προσφυγικά θέματα.

Για την ανάλυση της αφήγησης, αξιοποιούμε το μοντέλο του Bamberg (1997), ο οποίος διακρίνει τρία επίπεδα *τοποθέτησης*: τον *αφηγηματικό κόσμο*, όπου ελέγχουμε πώς τοποθετούνται οι χαρακτήρες μεταξύ τους στο πλαίσιο των αναπαριστώμενων γεγονότων· την *αφηγηματική διεπίδραση*, όπου εξετάζουμε πώς τοποθετείται ο/η αφηγητής/ήτρια σε σχέση με το ακροατήριο μέσω συγκεκριμένων *επιχειρηματολογικών στρατηγικών* (Reisigl & Wodak, 2001) και το *ευρύτερο κοινωνικοϊδεολογικό πλαίσιο*, το οποίο αφορά την τοποθέτηση του/της αφηγητή/τριας ως προς τα κυρίαρχα ιδεολογικά προστάγματα.

Σύμφωνα με τα ευρήματά μας, στο επίπεδο του αφηγηματικού κόσμου, ο Βαρουφάκης κατασκευάζει τις ΗΠΑ ως μια χώρα που επέτρεπε την είσοδο σε όλους/ες τους/τις

μετανάστες/τριες-πρόσφυγες/ισσες προς όφελός της. Στο επίπεδο της αφηγηματικής διεπίδρασης, ο πολιτικός αρχηγός επιχειρηματολογεί σχετικά με το ποιες πολιτικές των ΗΠΑ είναι κατάλληλες για τη διαχείριση του μεταναστευτικού/προσφυγικού ζητήματος σήμερα στην Ελλάδα. Επιχειρηματολογεί, επίσης, σχετικά με το βαθμό χρησιμότητας των μεταναστών/τριών-προσφύγων/ισσών. Τα παραπάνω συνηγορούν στη διαμόρφωση του ευρύτερου κοινωνικοϊδεολογικού πλαισίου, όπου παρατηρούμε ότι η προσπάθεια καθολικής αποδοχής των μεταναστών/τριών-προσφύγων/ισσών συνυπάρχει με καλυμμένες διεργασίες πολιτισμικής ομογενοποίησης και εξυπηρέτησης των πλειονοτικών εθνικών συμφερόντων. Επομένως, με την αφήγησή του, ο Βαρουφάκης, παρά την αντιρατσιστική του στόχευση, υπόρρητα εξακολουθεί να ενισχύει τον ρατσισμό, καταλήγοντας στην προώθηση του ρευστού ρατσισμού.

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## **Willingness to communicate in English as an L2: Investigating Greek and international learners' perspectives and teachers' perspectives and strategies in Greece and Ireland**

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The present study aims to examine students' self-reported willingness to communicate (WTC) in English as a foreign language (EFL) and English as a second language (ESL/EAL) contexts and to investigate teachers' perspectives on the importance of WTC in class. This study will also explore teaching strategies that may facilitate the students' WTC. It aims to understand what EFL and ESL teachers do in their teaching practices to promote students' WTC and how these practices affect students' WTC. An investigation will be made between Greek students (18-22 years old) studying in Greece (EFL) and mixed nationality students studying in Ireland in universities/colleges/private language institutes (EAL). The theoretical framework for this study is based on research by MacIntyre et al. (1998). MacIntyre et al.'s (1998) model of WTC drew together linguistic, communicative, and social-psychological variables as factors contributing to L2 WTC. Due to the fact that

different types of learners will be examined, the goal of this study is to explore the variety of influences on WTC, whether differences in educational establishment, the background knowledge of the learner group, and teachers' practices in the classroom may impact on students' WTC in English. A qualitative approach to research design is employed in order to investigate the students' perspectives on WTC and their teachers' strategies. Semi-structured interviews of students and teachers from each country are carried out. The interviews are transcribed and thematically (Guest et al., 2012) analysed using *NVivo* (Guest et al., 2012) to understand the participant's experiences and perspectives. Classroom observations (15-20) are also used as research instruments in order to gain the thoughts and views of the participants and to describe events where teachers facilitate their students' WTC. Constant comparisons between respondents, and communication events are made using Grounded theory (Strauss & Corbin, 1994). The study was completed in one of the countries and according to student participants, the topic, mood, and strategies of the teachers are some factors that affect their WTC in English in class. A few students also feel embarrassed to speak which in turn gives them anxiety and consequently results in unwillingness to speak in a class. Any challenges or grammatical inaccuracies do seem to matter or affect the flow of communication. On the other hand, a few teacher participants reported that they use different types of strategies such as recast, eye contact, and body posture, to enhance their students' WTC. Others reported that due to time limitations, they are not always able to provide feedback to students, allow time for questions and experiment with the classroom to develop their students' WTC.

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## Individual differences in L1 and L2 speakers' judgements of filler-gap dependency violations

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Resolving filler-gap dependencies (FGDs) in sentences such as *What book are you reading?* requires comprehenders to (i) link the displaced 'filler' (*what book*) to a grammatically appropriate, unfilled syntactic position or 'gap' (the object position of *read*) and (ii) to integrate the filler semantically with its lexical licenser (i.e., the verb *read*). Previous research found proficient L2 speakers to be highly sensitive to the semantic fit between a filler and its lexical licenser but less sensitive than L1 controls to the availability of syntactic



gaps, indicating potential L1/L2 differences in the relative weighting of structural and semantic information (e.g., Clahsen & Felser, 2018). However, traditional between-group designs make it hard to control for the potential influence of individual-difference variables, and group-level analyses may mask inter-individual variability. Here, we ask whether L1 German/L2 English speakers differ in their sensitivity to different kinds of FGD violations at the language level and/or at the individual level. We also examined whether individual participants exhibited consistent judgement patterns for syntactic and semantic violations within and across their two languages.

77 native German speakers of L2 English ( $M_{\text{age}}$ : 29.79,  $SD$ : 9.16; mean age of L2 acquisition: 8.79,  $SD$ : 1.88; mean L2 proficiency: CERF level C1, range: B1-C2) took part in four web-based, timed grammaticality/plausibility judgement experiments, two in German and two in English. Syntactic FGD violations were created by inserting a superfluous constituent into the gap position (compare example 1, for English) and semantic violations by manipulating the plausibility of the filler as the direct object of the subcategorising verb (as in example 2).

- (1) Martin helped the housewife {while / \*for whom} Laura was picking some strawberries for her.
- (2) Sharon photographed the {bottle / #scientist} that the kind waiter opened \_\_\_.

A total of 72 stimulus sentences and 80 fillers per experiment and presentation list were displayed on the screen at a rate of 450 ms per word, and participants were required to assess their grammaticality/plausibility by providing a binary *yes/no* decision.  $D'$  scores were calculated with *hits* (the percent correct on experimental items) and *false alarms* (the percent incorrect on control items).  $D'$  scores indexed sensitivity to our experimental manipulations.

At the language level, participants'  $d'$  scores were higher in the L1 than in the L2, both for our filled-gap (German: 2.99, English: 1.56) and plausibility manipulations (German: 2.64, English: 1.82). The L1/L2 accuracy difference was larger for filled-gap than for implausibility detection, yielding a significant Violation Type x Language interaction. Our results revealed inter-individual differences in bilinguals' sensitivity to FGD violations in both their L1 and L2. We found that (i) sensitivity to gap availability correlated positively with their sensitivity to filler plausibility in their L1 but not in their L2; and (ii) sensitivity to semantic fit was positively correlated in their two languages whilst their sensitivity to gap availability was not. Further analyses of the L2 data showed that sensitivity to semantic fit but not sensitivity to filler availability increased with higher L2 proficiency.

Our results showed that sensitivity to semantic fit in the L1 is a good predictor for sensitivity to semantic fit in the L2. Sensitivity to filled gaps, however, did not carry over from the L1 to the L2 and did not measurably increase with increasing L2 proficiency. Our findings are in line with earlier findings indicating reduced sensitivity to structural gaps even at advanced L2 proficiency levels, but they also highlight the need to look beyond group-level performance and consider bilinguals' sensitivity to different types of linguistic constraints at the individual level.



# A critique on Translanguaging approach and its implications

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As Otheguy et al. (2015) defines it, “Translanguaging is the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages”. This approach indicates the avoidance of focusing on the languages as separate entities. There are also other terms like Code-switching and Code-mixing which seem to be similar in meaning, but they focus on the existence of different codes/languages. There is also a term like Code-meshing which has been talked about here and there in reference to the concept of Translanguaging. And then, we also have a concept of Pidginisation, which too shares some sense of meaning with the concept of Translanguaging; and which has also been discussed by several authors as intermediate step in Second language learning.

The current paper is (a) a critical analysis of the concept of Translanguaging, (b) establishing similarity and distinguishability of its meaning with certain other terms in the realm of Linguistics, and (c) a theoretical evaluation of implications of the Translanguaging approach, especially in a context like that of India. The paper argues that the conceptual approach of Translanguaging is good as to marking it as a factual phenomenon that inevitably happens in the real world; but it raises concerns about using it as a method in classroom.

Drawing from papers like Grin (2018) and Cummins (2021), and presenting some novel arguments, the paper attempts to sketch a multi-faceted picture of the implications of usage of the Translanguaging approach in classroom settings.

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# Metaphor interpretation strategies in the EFL classroom

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The ability to comprehend, acquire and use metaphors is considered to be an important skill in the foreign language learning context (Cameron & Low, 1999). Developing metaphor interpretation strategies constitutes a key aspect of metaphor awareness in the foreign language classroom. Foreign language learners can make use of a variety of metaphor-based vocabulary guessing strategies when trying to interpret a metaphorical word or expression. They can draw associations for both the source and the target domains (associative fluency), trace the common elements between the source and the target (analogical reasoning), or form mental images combining their common features (image formation), while also adding additional ones (Littlemore, 2002, 2004, 2008).

The present study aims to investigate metaphor interpretation strategy use by intermediate junior high school EFL learners, thus providing a better insight into the mental processes involved in EFL learners' metaphor comprehension. Twenty metaphoric expressions presented in a short context were provided to 54 EFL learners attending the third grade of a Greek junior high school. Participants were asked to write down the meanings of the expressions, and report on the metaphor interpretation strategy they employed for the interpretation of each given metaphorical expression. The analysis of learners' answers revealed a low use of metaphor interpretation strategies. Learners exhibited a greater preference for using the context as a tool to interpret metaphors. They more frequently resorted to associative fluency processes, while they were less frequently engaged in analogical reasoning and image formation processes.

The findings suggest that EFL teachers should become aware of the importance of fostering EFL learners' metaphor interpretation strategy use, providing specially designed strategy intervention, either explicit or integrated, with the ultimate aim to promote metaphor interpretation strategy use and further facilitate vocabulary acquisition.

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## Συννοσηρότητα Αναπτυξιακής Γλωσσικής Διαταραχής και Αναπτυξιακής Δυσλεξίας: Συγκριτική μελέτη των γλωσσικών, γνωστικών και αναγνωστικών δεξιοτήτων

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Η παρούσα μελέτη εστιάζει στις δεξιότητες (γλωσσικές, γνωστικές, ανάγνωσης) ελληνόφωνων μαθητών Δευτεροβάθμιας Εκπαίδευσης (Α΄ και Β΄ Γυμνασίου) με συννοσηρότητα Αναπτυξιακής Δυσλεξίας και Αναπτυξιακής Γλωσσικής Διαταραχής (ΑΔ/ΑΓΔ) και με Αναπτυξιακή Δυσλεξία μόνο (ΑΔ), οι οποίοι συγκρίνονται ως προς την επίδοσή τους σε ένα ευρύ φάσμα δοκιμασιών με δύο ομάδες ελέγχου: α) μαθητές τυπικής ανάπτυξης ίδιας χρονολογικής ηλικίας (ΤΑ-ΧΗ) και β) μαθητές μικρότερης χρονολογικής αλλά ίδιας αναγνωστικής ηλικίας (ΤΑ-ΑΗ), εξισωμένοι ως προς την επίδοσή τους σε ένα έργο αναγνωστικής ευχέρειας. Πρόκειται για τα αποτελέσματα της προκαταρκτικής φάσης μίας ευρύτερης έρευνας, η οποία βρίσκεται σε εξέλιξη και από την οποία προέκυψαν οι ακόλουθες ομάδες: α) 12 παιδιά με προφίλ ΑΔ (7 κορίτσια, 5 αγόρια), β) 9 παιδιά με προφίλ συννοσηρότητας ΑΔ/ΑΓΔ (2 κορίτσια, 7 αγόρια), γ) 11 παιδιά ΤΑ-ΧΗ (7 κορίτσια, 4 αγόρια), δ) 7 παιδιά ΤΑ-ΑΗ (3 κορίτσια, 4 αγόρια, Μ.Ο.=137,43 μήνες). Τα παιδιά αξιολογήθηκαν στα εξής έργα: εκφραστικό/προσληπτικό λεξιλόγιο, κατανόηση/παραγωγή μορφο-συντακτικών φαινομένων, ανάκληση προτάσεων, φωνολογική βραχύχρονη μνήμη, εργαζόμενη μνήμη, φωνολογική ενημερότητα, ταχεία κατονομασία, αναγνωστική αποκωδικοποίηση και ευχέρεια. Τα αποτελέσματα από τη μη παραμετρική στατιστική ανάλυση έδειξαν ότι, σε σύγκριση με την ομάδα ΤΑ-ΧΗ, η ομάδα ΑΔ/ΑΓΔ παρουσίασε στατιστικά χαμηλότερη επίδοση σε όλα σχεδόν τα έργα (πλην του λεξιλογίου), ενώ η ομάδα ΑΔ σε δύο έργα αναγνωστικής ευχέρειας και επιπλέον στην ταχεία κατονομασία (στην ταχύτητα,  $p=0,019$ ). Οι συγκρίσεις με την ομάδα ΤΑ-ΑΗ έδειξαν ότι η ομάδα ΑΔ είχε στατιστικά υψηλότερη επίδοση μόνο σε ένα έργο παραγωγής μορφο-συντακτικών φαινομένων ( $p=0,010$ ), ενώ η ομάδα ΑΔ/ΑΓΔ είχε στατιστικά χαμηλότερη επίδοση στο ίδιο έργο ( $p=0,005$ ) και επιπλέον σε ένα έργο αποκωδικοποίησης ( $p=0,023$ ). Τέλος, οι συγκρίσεις μεταξύ των δύο κλινικών ομάδων έδειξαν ότι η ομάδα ΑΔ/ΑΓΔ είχε στατιστικά χαμηλότερη επίδοση από την ομάδα ΑΔ σε όλα τα μορφο-συντακτικά έργα (παραγωγή και κατανόηση μορφο-συντακτικών φαινομένων, ανάκληση προτάσεων), στην ταχεία κατονομασία (στην ακρίβεια,  $p=0,006$ ) και σε δύο αναγνωστικά έργα (αποκωδικοποίηση λέξεων και ψευδολέξεων και ευχέρεια). Συμπερασματικά, τα παραπάνω ευρήματα συνάδουν με τη διεθνή βιβλιογραφία, επιβεβαιώνοντας την ύπαρξη πιο σοβαρών ελλειμμάτων σε ένα ευρύ φάσμα δεξιοτήτων στα παιδιά με συννοσηρότητα ΑΔ/ΑΓΔ, φέρνοντας στην επιφάνεια και νέα ευρήματα. Διαπιστώθηκε, δηλαδή, ότι τα παιδιά αυτά παρουσιάζουν χαμηλότερες επιδόσεις, εν συγκρίσει με την ομάδα ΑΔ, όχι μόνο σε μορφο-συντακτικές δοκιμασίες, όπως ήταν αναμενόμενο (Ramus et al., 2013; Snowling et al., 2019), αλλά και επιπλέον σε αναγνωστικές δοκιμασίες και στην ταχεία κατονομασία, η οποία συνδέεται άρρηκτα με την ανάγνωση. Φαίνεται, λοιπόν, ότι τα γλωσσικά ελλείμματα που έχει αυτή η κλινική ομάδα έχουν αντίκτυπο στις αναγνωστικές δεξιότητες.

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## Translanguaging and learners' identities in Chinese language education in Greece: Preliminary findings

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With the establishment of the world's first online Chinese classroom at the Aegean University and the fourth Confucius Institute in Attica, Chinese language education has now broad prospects in Greece and other neighbouring regions, as has been noted in the relevant literature within the field of TCSOL (Lo Bianco, 2011; Sharma, 2018). CI at AUTH has been a protagonist in this development through its numerous innovative social and academic activities. In this paper, we will first present the profiles of the 416 students that registered in Chinese classes during 2020-2023. We will then further discuss the findings from the students who answered specific questions regarding their own multilingual and translanguaging (TL) practices and their relation with the Chinese language (20-25 students each time). Moreover, we will present our review of TL and students' multimodal identity texts, as these concepts appear within the context of TCSOL, as we believe that they both play a fundamental role in facilitating language learners' literacy skills and engagement.

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## **«Σόρρυ, αλλά δεν γνωρίζουμε αγνώστους και τους καλούμε για σεξ σπίτια μας»: Οι γλωσσικές πραγματώσεις της υποτίμησης και δικαιολόγησης εγκλήματος ως εκδηλώσεις της ρητορικής μίσους.**

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Η παρούσα ανακοίνωση αποσκοπεί στο να αναδείξει μια διαφορετική έκφανση του φαινομένου της ρητορικής μίσους, η οποία εντοπίζεται στην υποτίμηση και δικαιολόγηση ενός διπλού εγκλήματος βιασμού και γυναικοκτονίας. Οι πραγματώσεις μέσω των οποίων αναδύεται η υποτίμηση και δικαιολόγηση του εγκλήματος θα υποστηριχθεί ότι συνιστούν ρητορική μίσους προς το θύμα. Το φαινόμενο της ρητορικής μίσους, που προσελκύει το ενδιαφέρον των μελετητών τόσο της νομικής όσο και της γλωσσολογικής επιστήμης, έχει πολύ περισσότερες συνδηλώσεις από αυτές που εκδηλώνονται μέσω του χρησιμοποιούμενου όρου. Η μελέτη της από γλωσσολογική σκοπιά αποτελεί αυξημένης σημασίας ζήτημα, καθώς μπορεί να αναδείξει τα κύρια χαρακτηριστικά της ρητορικής μίσους, τα οποία εξ ορισμού εκκινούν από τη γλώσσα. Η κατανόηση της γλωσσικής σύστασης του φαινομένου (α) θα δώσει νέα ώθηση και κατευθύνσεις στο νομικό πλαίσιο που βρίσκεται ήδη υπό συνεχή διαμόρφωση και (β) θα συμβάλει στην εύρεση τρόπων περιορισμού του φαινομένου και των συνεπειών του (Baider, 2020). Η ρητορική μίσους πραγματώνεται μέσω γλωσσικών στρατηγικών και φαινομένων (Knoblock, 2022) και επεκτείνεται σε πράξεις και συμπεριφορές οι οποίες ξεπερνούν το επίπεδο της γλωσσικής πραγμάτωσης (Assimakopoulos et al., 2018; Guillén-Nieto, 2023). Η δικαιολόγηση και η υποτίμηση εγκλημάτων κατά της ζωής προσβάλλουν τα θύματα και με βάση την απόφαση 2008/913/ΔΕ του Συμβουλίου της Ευρώπης, είναι τιμωρητέα όχι μόνο η «δημόσια υποκίνηση βίας ή μίσους» αλλά και η «δημόσια επιδοκιμασία, άρνηση ή χονδροειδής υποτίμηση εγκλημάτων». Στο πλαίσιο της παρούσας έρευνας, δημιουργήθηκε ένα σώμα δεδομένων βασισμένο σε διαδικτυακά σχόλια χρηστών της πλατφόρμας YouTube. Οι χρήστες σχολιάζουν το βιασμό και τη δολοφονία της Ελένης Τοπαλούδη στη Ρόδο το 2018. Το σώμα των δεδομένων περιλαμβάνει 258 σχόλια τα οποία έχουν πραγματωθεί εντός των λεγόμενων νημάτων (threads). Ως εκ τούτου, στόχος της έρευνας είναι (1) να αποδείξει αξιοποιώντας τις αρχές και μεθόδους της κοινωνιοπραγματολογίας ότι οι δημόσιες διαδικτυακές τοποθετήσεις όπως: «Σόρρυ, αλλά δεν γνωρίζουμε αγνώστους και τους καλούμε για σεξ σπίτια μας» και «και όλα αυτά γιατί η κοπέλα ήθελε να κάνει σχέσεις με υπάνθρωπους αλλοδαπούς και κακά παιδιά» συνιστούν ρητορική μίσους προς το θύμα του εγκλήματος και (2) να αναδείξει τις γλωσσικές στρατηγικές μέσω των οποίων αυτή επιτυγχάνεται.

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## **Image-schematic groupings in English and Serbian newspaper articles: An analysis of the image schema link**

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This paper aims to present a part of the research results of the *Structuring Concept Generation with the Help of Metaphor, Analogy and Schematicity* (SCHEMAS) project currently being carried out at the Faculty of Philosophy, University of Niš, Serbia. The project focuses on the meaning generation which is the end result of combinations of image schemas (Johnson, 1987), in particular the FORCE, PATH, LINK, BALANCE, and CONTAINMENT schemas. The underlying assumption is that (these) image schemas mutually interact (Hedblom et al., 2016) in a way that is formally identifiable, and manifests in the form of different lexical structures. This mutual interaction is also combined with the background operation of the higher-order cognitive principle of *scalarity*, with a positive or negative binary valence (as proposed in the concept paper by Antović et al., to appear in *Pragmatics and Cognition*). Specifically, the paper aims to determine the frequency of occurrence of the LINK schema in the corpus and its interaction with other schemas, CONTAINMENT in particular. The corpus (numbering some 400,000 words) is comprised of newspaper articles dealing with economy-related issues or politics published from January to June 2022, printed both in English (extracted from *The Guardian*, *The New York Times*, *The Washington Times*, and *The Telegraph*), and in Serbian (extracted from *Blic*, *Danas*, *Dnevnik*, and *Politika*). The first segment of the analysis will provide a qualitative overview of the lexical structures in both the English and Serbian sub-corpora whose annotations included the LINK schema. The goal is to determine the key semantic components identified and associated with it, such as those contained in lexical items like *lead* and *follow* in English, or *spojiti* and *otvoriti* in Serbian. The analysis will focus on the role that the notion of *scalarity* plays in such instances, and how it facilitates the disambiguation between such pairs of lexical items and their synonyms. The underlying hypothesis is that the presence of the LINK schema solely implies a movement to or a movement from a particular point of reference, but the goal is to determine whether there is another dynamic relationship that can be identified in the disambiguation process. The second segment of analysis will provide an overview of the image schema combinations which include both the CONTAINMENT and LINK schemas. The underlying hypothesis is that this combination in particular will more consistently indicate metaphorical use of language in economy-related texts. A further quantitative analysis will provide an empirical evaluation of the aforementioned hypotheses.



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## Labeling ‘optional’ *wh*-in situ

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Typically *wh*-fronting languages, among them Greek, may attest *wh*-in situ questions. In Greek, a major difference between the two types of *wh*-questions is that *wh*-fronting may satisfy the selectional requirements of an interrogative predicate, like *ask*, but *wh*-in situ cannot do so, in and of itself. The minimal pair in (1) illustrates this point (other differences between the two types of *wh*-questions will be left aside because they are tangential to the point under consideration; see, e.g., Vlachos, 2012; Vlachos & Chiou, 2020, for details):

- (1) a. (Pjo vivlio)                      aghorases                      (pjo vivlio)?  
      which book.ACC            bought.3SG                      (which book)  
      “Which book did you buy?”
- b. Rotisa                      \*(pjo vivlio)                      aghorases                      (\*pjo vivlio).  
      asked.1SG            which book.ACC            bought.3SG            (which book)  
      “I asked which book you bought.”

(1a) is a matrix *wh*-question and shows that both *wh*-fronting and in situ are grammatical. (1b) is an embedded *wh*-question serving as complement to *rotisa* (asked), and says that only *wh*-fronting is allowed, while *wh*-in situ leads to an ungrammatical result (hence, the asterisk-notation outside and inside the parentheses respectively).

The above observation about Greek *wh*-in situ seems to be a robust cross-linguistic fact among typically *wh*-fronting languages with optional *wh*-in situ. Recently, Bobaljik and Wurbrand (2015) offer the following generalization to capture this fact:

- (2) DSQ/*wh*-in situ generalization (Bobaljik & Wurbrand, 2015, p. 13):  
      If a language has *wh*-movement (to Spec,CP), then *wh*-movement is obligatory in indirect questions. Equivalently: If a *wh*-movement language allows ‘optional’ *wh*-in-situ, the in-situ construction is blocked in selected questions.

While Bobaljik and Wurbrand’s (2015) generalization about *wh*-in situ questions (or, in their terms, Declarative Syntax Questions/DSQ) is not designated to Greek (in fact, in their paper, the authors do not mention Greek), the pattern in (1) could be argued to fall under (2).

In this talk, I will argue that, at least as regards Greek, the ungrammaticality of (1b), namely the unavailability of *wh*-in situ in embedded questions, follows directly from the



labeling algorithm of Chomsky (2013) (also Chomsky et al., forthcoming). Specifically, in (1b), if the *wh*-phrase does not move to the embedded Spec,CP, the relevant CP will be unlabeled, and as such, it will not be a legitimate Syntactic Object (SO) for further computations; i.e., in (1b), the selection from the matrix predicate *aghorases* ('bought'). In other words, the ungrammaticality of (1b) is not, strictly speaking, related to a special property of *wh*-in situ that bans a *wh*-pronoun from surfacing in situ in embedded questions, as is insinuated by the generalization in (2), but follows from labeling, an operation independently attested in grammar.

The proposal about labeling predicts that if the embedded CP is labeled by another lexical item, then *wh*-in situ is permitted. This prediction is born out, as in (3):

- (3) Ke se rotise an aghorases ti?  
 and you.CL asked.3SG if bought.2SG what.ACC  
 (intended non-echo) "And s/he asked you if you bought what?"

As we may observe in (3), *wh*-in situ surfaces inside an *if*-clause which serves as the complement to the matrix interrogative predicate, and the result is grammatical (for the use of 'and' to facilitate *wh*-in situ questions, see Vlachos & Chiou, 2020). In fact, I will show that Greek *wh*-in situ is available with all major clause types: Declarative (finite/non-finite), Interrogative (as in (3)), Relative and Factive. In short, the proposal to be defended is that, unlike what is implied by the generalization in (2), the ungrammaticality of the *wh*-in situ option in (1b) calls for an explanation that is independent to the properties of *wh*-in situ.

## Affixoids in the Thassian morphological environment

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The proposed research paper intends to investigate the nature of an intriguing morphological category i.e., that of affixoids in the Thassian dialectal variety. Affixoids are deemed as intermediary morphological entities occupying the space between lexemes and affixes. Their status though as independent units along with the derivational processes that give rise to them constitute matters of scientific contention. Hence, by utilizing the existing theoretical background and drawing evidence from the Thassian dialectal environment, we will attempt to define the word-formation processes that are responsible for their emergence and their morphological status within the boundaries of the linguistic environment under investigation. Then, we will collate the outcome of our research with the corresponding Modern Greek equivalent affixoid environment underscoring analogies and disparities. The findings of our study are expected to expand our knowledge on this specific subject and to form a basis for further comparison and reflection in the field. For its successful compilation the proposed research will be based on a variety of primary sources i.e., first the author's oral corpora, his knowledge of the dialect as a native speaker, and finally additional field work study.

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## The morpho-syntax of Chinese proper names

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A full name in Chinese (here represented by Mandarin) contains a family name and a given name, which may be a compound:

- (1) Sun Mei (2) Sun Mei Li

A Chinese family name is usually made up of a single, monosyllabic constituent, as seen in (1, 2), where *Sun* is the family name. The given name can be made up of more than one constituent. In (1) *Mei* is the given name, a single, monosyllabic constituent. In (2) the given name is composed of two constituents, *Mei* and *Li*. While a family name can stand alone, as in (3a), a monosyllabic given name cannot do so, as in (3b).

- (3) a. **Sun** xianzai hen kaixin.                      b. \***Mei** xianzai hen kaixin.  
Sun now very happy                                      Mei now very happy  
'Sun is very happy now.'                                      Intended: 'Mei is very happy now.'

A corpus investigation and a judgment experiment have been conducted confirming that this judgment is shared by a majority of Chinese speakers. Another difference between Chinese given names and family names is that given names (as seen in (4)) but not family names (as seen in (5)) can undergo reduplication:

- (4) **Mei Mei** xianzai hen kaixin.      (5) \***Sun Sun** xianzai hen kaixin.

In Hu and Perry (2017), it is argued that similar to non-compositional compounds, a given name has a structure where two bare roots are firstly merged forming an unlabelled unit. This unlabelled unit is then merged with a nominal categorizer. But this analysis cannot explain the observations made in (3), (4) and (5) concerning free names and reduplicated names, which need explanation. We propose that given names in Chinese are subject to a condition that they must consist of at least two syllables, to occur as syntactic constituents. Formally this is a filter applying in the Morphology module following Vocabulary Insertion (assuming the architecture of Distributed Morphology (Harley & Noyer, 1999)). The condition is met if they are reduplicated, as in (4). But if so, how come the monosyllabic given name can occur alone as part of a full name in (1)? In the case of given names, unlike Hu and Perry, we propose the categorizer is not the categorizer *n*, but a name-specific categorizer *gn* (for *given name*) (for reasons to be made clear below). Like Hu & Perry, we take it that compounded given names form coordinative compounds. We propose, however, that a Chinese full name made up of a family name combined with a given name does not form a coordinative compound, but an attributive, endocentric compound, like English *coffee cup*. Following Josefsson (1998) and Wang and Holmberg (2020), we assume that the structure of an attributive compound (here a nominal compound) is as follows: [<sub>n</sub> Root [<sub>n</sub> Root, n]]; here the modifier is a bare root merged with a noun consisting (minimally) of a root and a nominalizer. The structure of a Chinese full name like *Sun Mei* is then the following [<sub>gn</sub> Sun [<sub>gn</sub> Mei, gn]]. The family name root *Sun* is merged with the given name consisting of the root *Mei* merged with the categorizer *gn*, the head of the compound. The full name is thus formally a compound given name, satisfying the two-syllable condition on given names. A property that the categorizer *gn* has is that it can trigger reduplication, by copying the phonological matrix of the sister root. The derivation of *Mei Mei* in (4) would be [<sub>gn</sub> Mei, gn] → [<sub>gn</sub> Mei, Mei]. As argued by Wang and Holmberg (2020) this is the derivation of noun reduplication in Xining Chinese. We propose that name reduplication in Mandarin is derived by the same operation. The fact that family names cannot be reduplicated, in Mandarin or Xining Chinese, means that they are headed by a different, family name-specific categorizer, when occurring alone, as in (3a).

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# POSTERS

# **Gender differences in politeness strategies utilization within Saudi doctor-patient discourse: A mixed-methods inquiry informed by politeness theory**

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This study explores gender differences in the utilization of politeness strategies by Saudi patients in doctor-patient discourse. The research aims to illuminate nuanced aspects of Saudi patients' deployment of politeness strategies, particularly in cross-gender and same-gender interactions.

Adopting a mixed-methods research approach, the study examines a comprehensive corpus of naturally occurring doctor-patient interactions conducted in Arabic, the participants' mother tongue. The interactions were audio recorded to ensure accurate and detailed analysis, capturing the subtleties of patients' politeness strategies in authentic healthcare settings. Specifically, the participants in this study are Saudi patients, with 20 individuals (10 males and 10 females) engaging with two doctors — one male and one female. The male doctor interacts with 5 female patients and 5 male patients, while the female doctor engages with 5 female patients and 5 male patients.

Drawing on Brown and Levinson's politeness theory (1987), the study investigates strategies such as positive politeness (compliments, solidarity-building expressions), negative politeness (mitigation, hedges), Bald on-record (direct and unmitigated requests), and off-record (indirect and implicit expressions) within Saudi patient-doctor discourse. Concurrently, qualitative analysis provides a contextual exploration of the usage of these politeness strategies, identifying specific instances and associated strategies.

The preliminary findings highlight distinct communication strategies in both same-gender and cross-gender interactions among Saudi patients. Male patients consistently employ positive and Bald on-record strategies, irrespective of the gender of the doctor. However, a notable gender-based variation emerges among female patients. In same-gender interactions, female patients adopt positive and Bald on-record strategies, aligning with direct and affirmative communication. Conversely, in cross-gender interactions, female patients shift towards negative and Off-record strategies, reflecting a tendency for more indirect and mitigated communication. These nuanced differences may be attributed to the impact of Saudi culture on shaping politeness strategies within the doctor-patient interaction. This insight offers valuable considerations for developing tailored communication training programs in healthcare settings.

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## External sandhi consonant deletion in a Northern Greek variety

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The variety of Rizomata belongs to the Northern Greek dialects exhibiting unstressed high vowel deletion (Hatzidakis, 1892; Trudgill, 2003). Therefore, monosyllabic words containing a high vowel, e.g. the definite article *tin* (f.acc.sg) or the homophonous clitic, are left devoid of vocalic material. The resulting *tn*, however, surfaces intact only when the following word starts with a vowel (1a). Before most consonants (sonorants, 1b; fricatives, 1c–d; voiced stops, 1e), /n/ is deleted and, in case the surviving /t/ becomes adjacent to a voiced obstruent, it undergoes voice assimilation and surfaces as [d] (1d–e). On the other hand, before voiceless stops, it is the /t/ that gets deleted, with the word-initial consonant being realized as a prenasalized voiced stop (1f) (data are from own fieldwork; the clitic /tin/ undergoes the same processes in the respective environment).

- |     |    |                 |                 |                     |
|-----|----|-----------------|-----------------|---------------------|
| (1) | a. | /tin ana/       | <b>tn</b> ána   | 'Anna (acc.)'       |
|     | b. | /tin rina/      | <b>t</b> rína   | 'Rina (acc.)'       |
|     | c. | /tin θalasa/    | <b>t</b> θálasa | 'the sea (acc.)'    |
|     | d. | /tin<br>ðamala/ | <b>d</b> ðamála | 'the cow (acc.)'    |
|     | e. | /tin dulapa/    | <b>d</b> dlápa  | 'the closet (acc.)' |
|     | f. | /tin tapa/      | <b>ⁿd</b> ápa   | 'the lid (acc.)'    |

Upon closer examination, several questions arise regarding the phonological grammar of Rizomata. For example, /tin t.../ is realized as [ⁿd...] (1f), which means that, in this particular variety, /t/ in the article is deletable and [nC] clusters are possible in the beginning of a prosodic word. However, at the same time, /tin d.../ surfaces as [d d...] (1e), with regressive voice assimilation and /n/ deletion, instead of [ⁿd].

This paper offers an account of the above sandhi phenomena framed within Optimality Theory (Prince & Smolensky, 1993/2004; McCarthy & Prince, 1995). I posit that the underlying representation of *tin* is /ti/ plus a floating bundle of the features [+nas, +voi]. Con includes, among other constraints, Dep[+voi], Max[+voi], Max[+nas], and Max-C (which is not violated by the deletion of the floating [+nas, +voi]). The crucial selection among [t t...] (adjacent voiceless stops), [d d...] (adjacent voiced stops), and [ⁿd...] (prenasalized voiced stop) is roughly presented in the simplified tableaux in 2–3 (more constraints and candidates, e.g. /ti<sup>[+nas, +voi]</sup> t.../ → [tn d...], /ti<sup>[+nas, +voi]</sup> r.../ → [t r...], are omitted due to lack of space).

(2)	input	output	Dep[+voi]	Max[+voi]	Max-C	Max[+nas]
	/ti <sup>[+nas, +voi]</sup> t.../	a. [t t...]		*!		*
		b. [d d...]	*!			*
		c. [ⁿd...] B			*	
(3)	/ti <sup>[+nas, +voi]</sup> d.../	a. [t t...]		*!*		*
		b. [d d...] B				*
		c. [ⁿd...]			*!	

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## Σχεδιάζοντας μια πειραματική δοκιμασία για τη διερεύνηση του τονισμού της ελληνικής

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Η παρούσα ανακοίνωση αφορά την ερευνητική μεθοδολογία που αναπτύχθηκε για ένα πείραμα παραγωγής που εξετάζει τον τονισμό των ουσιαστικών στην ελληνική. Πρωταρχικός στόχος είναι η διερεύνηση του τρόπου με τον οποίο φυσικοί ομιλητές της ελληνικής αποφασίζουν για τη θέση του τόνου κατά την ανάγνωση ψευδολέξεων με πραγματικά κλιτικά επιθήματα και, παράλληλα, η ανίχνευση ενδεχόμενων διαφορών μεταξύ των πρώιμων και των όψιμων γραμματικών τονισμού. Για τον σκοπό αυτό η έρευνα διεξάγεται σε τρεις ομάδες φυσικών ομιλητών: α) 40 μαθητές της Β΄-Γ΄ δημοτικού, β) 40 μαθητές της Δ΄-ΣΤ΄ δημοτικού και γ) 40 ενήλικες.

Βασικές πειραματικές παράμετροι είναι το κλιτικό επίθημα και το μέγεθος της λέξης. Επομένως, σχεδιάστηκαν δισύλλαβες και τρισύλλαβες ψευδολέξεις με υπαρκτά κλιτικά επιθήματα (-ος, -ης, -α, -η, -ο, -ι, -(μ)α), οι οποίες αποτέλεσαν το πειραματικό υλικό. Τα κλιτικά επιθήματα επιλέχθηκαν με κριτήριο την παραγωγικότητα και τη συχνότητα εμφάνισης στο λεξικό (Αναστασιάδη-Συμεωνίδη, 2012). Ιδιαίτερη βαρύτητα δόθηκε στην κατασκευή των ψευδολέξεων, καθώς βασικό ζητούμενο ήταν να αποφύγουμε την άμεση λεξική πρόσβαση (Protorapas et al., 2006), χωρίς όμως να οδηγηθούμε σε αποκλίσεις από τους φωνοτακτικούς κανόνες της ελληνικής. Για αυτούς τους λόγους, ακολουθήσαμε τη μεθοδολογία που αναπτύχθηκε σε προηγούμενες έρευνες (Αποστολούδα, 2018; Revithiadou et al., 2012), η οποία αξιοποιεί ερευνητικά εργαλεία, όπως το *Clean Corpus* και το *NumTool* (Protorapas et al., 2012). Τα εργαλεία αυτά ποσοτικοποιούν τον βαθμό φωνολογικής ομοιότητας των ψευδολέξεων με υπαρκτές λέξεις μέσω ποικίλων παραμέτρων (π.χ. *Bigram Token & Type Frequency*, *Number of Phonological Neighbours*) και οδηγούν στην επιλογή ψευδολέξεων κατάλληλων για τη στοχοθεσία της έρευνας. Στη συνέχεια, ορίστηκε και ένα επιπλέον μέτρο ελέγχου του βαθμού ομοιότητας των ψευδολέξεων με υπαρκτές, το οποίο εμπλέκει την κρίση των νεαρών φυσικών ομιλητών (Protorapas et al., 2006). Συγκεκριμένα, οι ψευδολέξεις που επιλέχθηκαν από την πρώτη φάση ελέγχου δόθηκαν με μορφή λίστας σε παιδιά ηλικίας αντίστοιχης με αυτήν των συμμετεχόντων στις δύο πρώτες ομάδες, από τα οποία ζητήθηκε να καταγράψουν για κάθε ψευδολέξη ποια λέξη της ελληνικής τους θυμίζει. Εάν για κάποια ψευδολέξη



καταγράφονταν η ίδια λέξη της ελληνικής τουλάχιστον δύο φορές, τότε αυτή αποκλειόταν από το πειραματικό υλικό, λόγω υψηλού βαθμού ομοιότητας. Με την ολοκλήρωση και του δεύτερου μέρους ελέγχου, συγκεντρώθηκαν 63 δισύλλαβες και 63 τρισύλλαβες ψευδολέξεις των υπό εξέταση κλιτικών επιθημάτων.

Στη συνέχεια, οι ψευδολέξεις ενσωματώθηκαν σε μια δοκιμασία μεγάλωφωνης ανάγνωσης, ενταγμένη σε ένα παιγνιώδες πλαίσιο, ώστε να δοθεί κίνητρο στους νεαρούς ομιλητές να ολοκληρώσουν τη διαδικασία (Ambridge & Rowland, 2013), κατά την οποία οι συμμετέχοντες κλήθηκαν να αποφασίσουν για τη θέση του τόνου.

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## **Unraveling the interplay between language pragmatics and Theory of Mind in dyslexic adults: Insights from diverse assessment measures**

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The interplay between social cognition and language has been extensively studied, indicating that individuals with language-related disorders encounter challenges in language pragmatics and Theory of Mind (ToM) skills. Nonetheless, research on adults with developmental dyslexia (DD) remains limited, presenting contradictory results. Specifically, while some studies on children with specific learning disorders (SLD) support the hypothesis that DD children perform poorly on language pragmatics and ToM tests, studies conducted on adults with SLD (including participants with DD) or exclusively on DD, are not in agreement. It appears that deficits in pragmatic skills persist, while ToM skills do not seem to differ significantly from those of typically developed (TD) adults. However, the performance of the adult population in different language pragmatics and ToM categories remains unclear. This inconsistency might arise from factors such as the inclusion of diverse participant subgroups in the studies (including both DD participants and other SLDs) or the assessment of pragmatics and ToM abilities using a restricted set of tests. Hence, this study aims to explore the pragmatic and Theory of Mind (ToM) abilities solely in adults with DD using a wide range of tests.

The study was conducted on a sample of 30 adult native speakers of Greek (15 TD, and 20 with DD) with mean ages of 24.53 years and 24.06 years, respectively. Each group consisted of 10 women. In the TD group, inclusion criteria encompassed individuals with no neurodevelopmental or other disorders that could affect their cognitive skills. In the case of the dyslexia group, participants were eligible if they had received a formal diagnosis of dyslexia and did not have any comorbid neurodevelopmental or other disorders that could impact their cognitive profile. The assessment included reading efficiency tests (word reading and phonemic decoding efficiency), measures of comprehension of metaphors and irony, as well as visual (non-verbal) and verbal tests pertaining to ToM, evaluating aspects such as affective mental state, innuendo, false beliefs, deception, faux pas, desire, and intention. The tasks were presented on each participant's screen in text form, and the researcher asked the questions orally. There was no time limit for any of the pragmatics and ToM tasks, except for the Reading the Mind in the Eyes test and the reading efficiency tasks.

The results revealed that the DD group exhibited significantly lower performance in both reading efficiency and phonemic decoding tasks, along with reduced ability to comprehend irony ( $U = 74.5, p = .032$ ) and metaphor ( $U = 45, p = .001$ ) in comparison to the TD group. Although the performance of the DD group was poorer compared to the CG in every assessed ToM aspect (except for the first and second-order deception tasks), it was not statistically significant. The absence of significant differences between the two groups across any of the ToM metrics (both verbal and non-verbal) contrasts with earlier research suggesting differences in performance based on the testing modality. Notably, a significant correlation was observed between metaphor comprehension and proficiency in word reading and phonemic decoding. Therefore, in contrast to previous findings, our results propose a connection between reading efficiency and metaphor comprehension skills, independent of ToM abilities.

In summary, this research focused solely on adults with dyslexia, providing a clearer understanding of the interplay between pragmatics and ToM abilities specific to this group. By incorporating assessments of both metaphor and irony comprehension abilities, it facilitated the accurate identification of pragmatic impairments, contributing to the current body of knowledge. The study's limitations and the practical implications of the findings are further discussed.

## **Motivation and learning strategies as determinants of English language proficiency**

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Research has highlighted a positive relationship between the L2 motivational self system (L2MSS) (Dörnyei & Ryan, 2015) in L2 learning and English language proficiency (Busse & Walter, 2013; Papi & Teimouri, 2014). Learning strategies promote English language learning when learners deploy strategies to deal with learning tasks (Griffiths, 2003; Magogwe & Oliver, 2007; Agathopoulou, 2016). Consequently, it would be particularly

useful to explore the relation between motivation factors as delineated in the L2 MSS and learning strategy types as designated in the Strategy Inventory Language Learning (Oxford, 1990) as two of the variables that promote English language achievement. In addition, the effect of each motivation factor and learning strategy factor on learners' English proficiency would be practicable to investigate across use a Greek educational setting of lower secondary state schools.

The purpose of the present study is to explore the effect of motivation and learning strategy use on English language proficiency of lower secondary learners. The study was conducted via a questionnaire survey made up of a motivation and a learning strategy scale and the Quick Placement Test. The instruments were administered to 482 lower secondary learners in Greek state schools. Results bring to light that certain motivation and learning strategy factors correlate significantly with lower secondary learners' English proficiency level. Moreover, particular motivation factors that correlate significantly with specific learning strategy types for lower secondary learners reveal practical implications for educators.

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## **Gender ideology discourse in American TV series: A corpus-based analysis of “Friends” and “Euphoria”**

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Research in the domain of social sciences has indicated that social change is inevitable and radical ideologies manifest themselves through various forms. The discourse that is formed around certain social groups holds a very certain power in shaping ideology (Van Dijk, 2007), especially regarding these groups that are discriminated against due to their color,

ethnicity, gender and sexual orientation. However, there is scarcity of studies that investigate how discourse portrays and shapes gender identities in American television series. This lacuna motivated the present study, which combines a corpus-based methodology, discourse and multimodal analysis to examine how gender identity is formed and illustrated in two television series, *Friends* (1994-2004) and *Euphoria* (2019-). The results of the research indicate the gradual shift in representation of the LGBTQ+ community in the two American TV shows, as *Friends* focuses on the shameful and ridicule of transgender characters, whereas *Euphoria* provides a more multiplex and diverse representation of transness. Being aware that the two shows are not homogeneous genre-wise, since we are dealing with a Sitcom and a Teen Drama show respectively, the focus of the paper is not to compare but to critically approach the two texts through discourse analysis. The pedagogical implications of the project include the introduction of students to how discourse shapes inclusivity and the respect of otherness in old and new TV shows, the comparison of them and the recreation of scenes targeting the enhancement of emotional intelligence and empathy.

## **Morphological fragility vs. prosody in the spoken traditional Muṭallaṭ Arabic of the deaf**

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Morphology is characterized as ‘fragile,’ i.e., subject to various reduction processes, due to the high articulatory and perceptive arbitrariness of morphemes (Ajello et al., 2002). Reduction processes occur in emerging pidgins, in interlanguages during L1/L2 acquisition and in the presence of acoustic deficits and linguistic impairments. The speech of people with congenital deafness shows morphological alterations that distinguish it from the speech of hearing speakers (Marschark & Spencer, 2016). These alterations differ across age groups, impairment, training proficiency, and languages, depending on how morphosyntactic information is typologically encoded in phonetics (Kawar, 2021). In line with the Universal Grammar hypothesis (Chesi, 2000), cross-linguistic evidence demonstrates that deaf speakers have the most difficulty with short and unstressed words (articles, prepositions, adverbs, pronouns) and flexional morphemes in isolation and clitic position. Preliminary surveys (PSs) among deaf (DTMA) and hearing (TMA) speakers of Traditional Muṭallaṭ Arabic have shown some deviations from this general assumption regarding adverbs, common nouns, suffixed verbal morphology and pronominal enclitics: DTMA speakers could easily understand and contextually repeat many such elements during conversations with TMA speakers. TMA is a rural, Muslim, Palestinian Arabic dialect spoken in the Muṭallaṭ region (central Israel). The DTMA speakers, all over age 65, had received spontaneous oralistic domestic training and also resorted to some lip reading and sign language. Four of the six DTMA informants had worn hearing aids from around age forty. Three had received basic training in Israeli Sign Language (a German-based sign creole) in adolescence. I hypothesized and tested frequency of use as responsible for the PS data. DTMA informants were individually requested to report the content of 20

sentences uttered by a TMA speaker in a quiet room. Each sentence contained one element successfully understood/repeated during the PSs. Responses were given within 10 seconds after stimulus. Surprisingly, but in line with cross-linguistic results, the checked items were not reported as frequently as in the PSs, proving that they were not routinely indexed by frequency of use. Results also showed that the most reported words were at the beginnings/ends of prosodic units (PUs). I thus tested PUs as responsible for enhanced word comprehension. I conducted the same experiment using previously recorded two-minute narratives of TMA elders as stimuli. The results showed that the most reported words were found at the beginnings (24%) and ends (36%) of PUs, 38% at PU ends marked by increased length or rising contour (signaling questioning, wonder, annoyance, insistence, emphasis), accompanied by correlating facial expressions, or by pausal forms, that show longer, more centralized vowels than regular forms. Results were matched with those of a morphological ability test (Ajello et al., 2002), which confirmed among DTMA speakers the difficulties with short, unstressed items previously found cross-linguistically. To conclude, DTMA data align with the universal tendency toward the morphological erosion of short, unstressed elements in the long-term grammatical memory of deaf speakers. Nevertheless, language-specific phonological and prosodic features enhance word comprehension in DTMA speakers during speech interactions in short-term memory tasks.

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## Other-initiation of repair in Greek talk-in-interaction

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This conversation analytic study examines other-initiated repair in Greek conversation, that is, practices for dealing with problems or troubles in speaking, hearing or understanding the talk in conversation. Although other-initiated repair has been extensively studied for English and other languages (e.g. Dingemanse et al., 2014; Drew, 1997; Kim, 1999; Kitzinger, 2013; Schegloff, 2000), it remains an under-examined phenomenon in Greek, apart from some works by Makri-Tsilipakou (2012) and Charalambidou (2019). Prior studies have shown that speakers deploy different ways of repair initiation depending on the different degree of their understanding of the previous turn. The most prominently featured formats of other-initiated repair are a) open initiation formats, namely interjections, the *wh*-question word equivalent of “what”, and formulaic/apologetic expressions; b) restricted initiation formats, namely *wh*-question

words, (partial or full) repetition of the prior turn or a combination of the above; and c) candidate understanding formats (e.g. 'you mean'), which provide a possible solution to the trouble for (dis)confirmation from the interlocutor. The study draws on conversation analysis and the tools of pragmatic typology (Dingemanse et al., 2016), and examines the language-specific resources deployed for other-initiation of repair in Greek. The analysis uses audio recordings of naturally occurring conversations among young university students discussing everyday affairs in their spare time. This analysis provides a preliminary mapping of other-initiated repair forms and functions in Greek conversation and demonstrates that Greek speakers use the three prototypical formats, i.e. open and restricted initiation formats, and candidate understanding formats, to produce other-initiated repair. All in all, the present study shows that other-initiated repair in Greek functions in a similar way to English, and sheds light onto the comparative study of conversational structures in Greek and other languages.

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## An analysis of language bias and gender representation in song lyrics: From the 80s up to 2020s

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Song lyrics can convey linguistic messages of many different kinds that have helped in the spreading of concepts among individuals and social groups. According to Davis (1985), song lyrics are “a potent force in shaping” our society and culture rather than simply reflecting it



(p. 168). It was only the last decade when the number of studies around gender relationships in song lyrics have increased rapidly and researchers have found out significant differences respecting the representation of gender roles throughout the decades. In most studies, women are being represented as inferior, submissive to men and being seen as sexual objects (Hall et al., 2012), something that reinforces negative roles for this gender. There are only few instances where women portray themselves in positive ways and embrace each other (Krasse, 2019). Despite this feminine solidarity, today's song lyrics contain a lot of pejorative terms, mostly articulated by women towards themselves (Betti et al., 2023). However, little is known about the quantity of language bias and sexism in today's song lyrics compared to the old ones and only few studies have investigated how music language has changed over the time along with the representation of gender roles in song lyrics over the decades.

The current study aims to investigate the language of English song lyrics across five decades (1980-2023) and through this to decipher how gender and social role stereotypes are represented, whether there are any gender-based differences, that reflect gender and social role stereotypes in song lyrics and whether there is a temporal change regarding gender representation the last 50 years. For this study, a total number of 341,115 song lyrics tokens from various English songs regardless their genre or popularity were collected, compiled, and analysed in the free corpus software AntConc. The study utilized the keyword tool to identify key terms and frequencies for each decade. The concordance tool, cluster and collocation tool were also used to analyze linguistic multiword expressions and their interaction with each other.

The statistical analysis of the results showed a deterioration in language over the last decades along with an unequal depiction of genders in song lyrics, in which women are still being associated with sex and lust as well as they are described as submissive and dependent to men, who on the other hand are depicted as dominant, independent, and powerful. To illustrate further the argument of language deterioration, words like "material", "thriller" and "karma" were among the most frequent keywords in the 80's whereas words like "physical", "psycho" and "whore" among the most frequent in the 20's. Concerning the language bias, over the last 50 years men are described in the songs as 'young', 'clever', 'bad' and 'wild', while women are characterized as 'sexy', 'kinky', 'dangerous' and 'mysterious'. These findings contribute to the idea that women are not treated the same as men and they are still not valued the same as men in a 21<sup>st</sup> century society, by uncovering the existed hypocrisy around the equality of gender roles in an apparently open-minded society. This large-scale investigation expands the existing literature with new considerations regarding gender roles and their representation in song lyrics over the last 50 years as well as it offers new considerations for future research.

## **Syntactic and thematic canonicity in aphasia and healthy aging**

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In German, as in many other languages, sentences with canonical word order are those in which the subject, i.e. the nominative-marked argument (S) of a sentence, precedes all



other arguments (SVX, where V is the verb). Thematically canonical sentences are those in which higher thematic roles precede lower ones. The highest thematic role is the Agent (the actor of an action), followed by the Experiencer (the emotionally affected argument). The lowest thematic role is the Theme (the argument subject to an action) (Ag.>Exp.>Th.). Action verbs assign the role of Ag. to the subject and of Th. to the Object. Subject Experiencer verbs assign the role of Exp. to the subject and Th. to the object in active canonical sentences and the opposite holds true for Object Experiencer verbs. Canonicity affects language production and comprehension in both aphasic (Pregla et al., 2022) and healthy speakers (Ferreira, 1994). The aim of our study is to investigate the effects of syntactic and thematic canonicity and their interaction in impaired and non-impaired language. In particular, we manipulated syntactic and thematic canonicity by testing action and psychological verbs in active and passive SVX and XVS sentences in German. The table presents examples of the materials.

Verb type	Voice	Word order	Theta roles order	Example (with English words in place of German words)	Synt. canon.	Them. canon.
Action	Active	SVX	Ag-Th.	The boy <sub>NOM</sub> saves the man <sub>ACC</sub>	+	+
Action	Active	XVS	Th.-Ag.	The man <sub>ACC</sub> saves the boy <sub>NOM</sub>	-	-
Action	Passive	SVX	Th.-Ag.	The man is saved by the boy	+	-
Action	Passive	XVS	Ag.-Th.	By the boy is saved the man	-	+
ObjExp.	Active	SVX	Th.-Exp.	The boy amuses the man	+	-
ObjExp.	Active	XVS	Exp.-Th.	The man <sub>ACC</sub> amuses the boy <sub>NOM</sub>	-	+
ObjExp.	Passive	SVX	Exp.-Th.	The man is amused by the boy.	+	+
ObjExp.	Passive	XVS	Th.-Exp.	By the boy is amused the man.	-	-

21 native speakers of German (5 with residual/mild aphasia, 5 elderly, 3 middle aged and 8 students) participated in one production (delayed repetition) and one comprehension (sentence-picture-matching) experiment. Aphasic speakers showed an interaction of Syntactic Canonicity by Voice across verb types, with XVS sentences being more difficult than SVX in active, but not in passive. This pattern manifested in both production and comprehension. The same pattern arose in the elderly group but only in production. We discuss the implications of these results concerning the relation between language and working memory in aphasia and healthy aging.

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## **Will English language education in China be shifted from native speakerism to trans-speakerism? Exploring intragroup accentism among Chinese pre-service English teachers**

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The current sociolinguistic landscape of English as a global lingua franca and its diversifications in variety necessitates a shift in English language teaching (ELT) from the native-speakerism paradigm to a trans-speakerism paradigm. Given the potential impact of pre-service English teachers' attitudes towards (non)native English accents on their future pedagogical practices, this study aims to investigate how Chinese pre-service English teachers evaluate and treat their classmates with and without a native-like English accent in order to unveil the potential for this paradigm shift in China. Data were collected through a questionnaire survey of 475 undergraduate students taking the English language teacher education (ELTE) at six Chinese universities, along with semi-structured interviews with 13 of these participants. The analysis of the data reveals that most participants evaluated these two groups of classmates differentially in terms of superiority, attractiveness, and dynamism. Additionally, they displayed both overt and covert accentist behaviors to these two groups of classmates within in- and off-class English speaking settings. Although the majority of the participants acknowledged these accentist practices as linguistic discrimination, they considered such practices difficult to overcome due to the native-speakerist environment in China. These mixed findings suggest the potential persistence of native speakerism in China's ELT, on the one hand, and the possibility of a paradigm shift towards trans-speakerism, on the other hand, both contingent upon the (un)changes of the environment. This study concludes with a proposal for China to adjust its national ELT curricula and reconstruct its ELTE programs in line with the current sociolinguistic landscape of English and the ongoing pursuit of establishing a more equal and inclusive ELT world. In addition to contributing to the scholarship on native-speakerism and trans-speakerism, this study expands the scope of accentism studies by exploring intragroup accentism within the community of nonnative English speakers.

## **Acoustic analysis of vowels by Greek children with Down Syndrome**

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Down Syndrome (DS) is a genetic condition affecting many aspects of the life of those who have it, one of them being speech. This is specifically true for children, who have to undergo many hours of speech and language therapy in order to be intelligible to their interlocutors. Literature from English, Turkish and Kashmiri (Indian) suggests that children

(and generally people of all ages) with DS have longer vowel productions and that F1 and F2 measurements have higher scores in that population, too (Lester et al., 2012; Ongun et al., 2017; Dar et al., 2020). On the other hand, Rochet-Capellan and Dohen (2015) found the exact opposite results when testing French-speaking adults with DS. In Greece, studies that examine vowel durations and vowel frequency levels are of a very limited number, especially for this specific population. The aims of this paper were to find what differences are there between Greek children with DS and Greek children of typical development (TD), with regard to the duration and pitch (frequency) levels of their vowel productions. Children (aged 9-12) with DS were asked to produce 10 simple words that contained the five Modern Greek vowels /a, e, i, o, u/ both stressed and unstressed, and in both the first and the second syllable. Their productions were phonetically analysed, that is, token durations and pitch (frequency) levels were found using the PRAAT software and were then compared to a control group of age- and gender-matched children with TD. The results showed that children with DS had significantly longer productions in all tokens than the control group, as well as higher frequency levels (in F1 and F2 formants) in most of the cases, which could be an indication of a more limited vowel space area.

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# Language phenotyping in autism through EEG paradigms and eye-tracking paradigms with children with Autism Spectrum Disorder: A literature review<sup>3</sup>

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Autism Spectrum Disorder (ASD) is among the most common neurodevelopmental conditions. Language deficits are core symptoms of ASD and predict long-term outcomes (Diehl et al., 2015). Nonetheless, effective interventions and treatments for the core language symptoms in ASD are still lacking. This is largely due to the great heterogeneity across the autism spectrum, which hinders our ability to detect significant efficacy signals. Consequently, over recent years, research efforts have increasingly focused on the identification and validation of markers that allow the stratification of autistic children according to language subtypes. The current presentation aims at providing a comprehensive overview of the most recent research efforts across different neurocognitive modalities, with emphasis on electroencephalography (EEG) and eye-tracking, that introduce novel methods towards defining meaningful language subgroups in ASD.

Recent EEG studies suggest that baseline neural activity may be associated with individual differences in language among children with ASD. Wilkinson and colleagues (2019) found that reduced frontal gamma power is associated with better expressive—but not receptive—language in siblings of children with ASD, which further suggests unique associations between high frequency neural activity and the ability to express oneself through language in ASD. Moreover, atypical functional connectivity is one of the most widely replicated neural findings in ASD (Courchesne & Pierce, 2005). Positive correlations between connectivity and language functioning in ASD support the role of connectivity in language phenotypes in the autism spectrum (Lee et al., 2017). Yet, inconsistent patterns of functional connectivity suggest that neural substrates may be variably impacted across development. Eye tracking also has the potential to directly and effectively assess the language comprehension abilities of children with ASD, alleviating the task and communication demands of conventional language tasks. The presentation will focus on recent studies that have employed eye-tracking to study language comprehension in children with ASD and revealed important processing differences between autistic and non-autistic groups in the domains of word comprehension (Chita-Tegmark et al., 2015) and syntactic processing (e.g., Diehl et al., 2015; Naigles & Tovar, 2012).

Overall, the presentation will provide converging evidence for the utility of EEG and eye-tracking as efficient techniques to identify meaningful language endophenotypes in ASD and may provide a blueprint for similar endeavors in other neurodevelopmental language disorders.

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## Automated language phenotyping in autism through Natural Language Processing: A state-of-the-art review<sup>4</sup>

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Variability in expressive and receptive language, difficulty with pragmatic language, and prosodic difficulties are all features of Autism Spectrum Disorder (ASD). Quantifying language characteristics is an important step for measuring outcomes for autistic people, yet clinical measurement is cumbersome and costly. While conventional clinical measures offer direct assessment of language ability in ASD, they require specially trained professionals for administration, are time- and money-intensive, result in inaccurate performance due to child stress or anxiety, and their limited scope provides only partial examination of linguistic ability (Wittke et al., 2017). Better outcome measures of communication skills are needed. Using Natural Language Processing (NLP) methods seems to hold much promise in generating automated measures of language ability in individuals with ASD.

The current presentation aims at providing a comprehensive overview of recent studies that have employed NLP measures of language skills in individuals with ASD. Emphasis will be placed on research that supports the feasibility of remote in-home natural language

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samples with children with ASD including those who have low language levels (Barokova & Tager-Flusberg, 2020). The presentation will also include research that has employed automated measures of autistic caregivers' linguistic alignment—that is, the way caregivers re-use and engage the elements in their children's previous utterance lexically, syntactically, and semantically—to investigate the predictive role of caregivers' linguistic alignment to the autistic children's basic language abilities (e.g., Fusaroli et al., 2023). Acoustic measures in autistic speech have also attracted NLP techniques, with emphasis placed on the rhythmic and intonational aspects of prosody derived from autistic children's narrative samples. The studies highlight differences in rhythm as a core deficit in ASD and demonstrate important variability in other prosodic properties that appear to be modulated by language-specific differences (e.g., Lau et al., 2022). Another NLP technique that seems to hold much promise in differentiating between autistic and non-autistic populations is semantic maps. Recent research has employed semantic maps to quantify word connectivity in sentences about social and affective relations generated by individuals with ASD (e.g., Luo et al., 2016). The studies provide converging evidence that individuals with ASD exhibit a reduction of word connectivity in language generation as compared to their non-autistic peers, possibly due to a combination of underlying structural language deficit and deficits specific to social language production. The review will show that the use of NLP in ASD can allow for an objective, richer and ecologically valid assessment of autistic individuals' language abilities.

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## Ρήματα εναλλασσόμενης μεταβατικότητας σε παιδιά με Διαταραχή Αυτιστικού Φάσματος και Αναπτυξιακή Γλωσσική Διαταραχή

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Πρόσφατες μελέτες για τις γλωσσικές ικανότητες παιδιών με Διαταραχή Αυτιστικού Φάσματος (ΔΑΦ) δείχνουν ελλείμματα στη δομή της γλώσσας (Terzi κ.ά., 2014) εκτός από τα πραγματολογικά ελλείμματα, τα οποία έχουν απασχολήσει εκτενώς την έρευνα στη ΔΑΦ. Αλλά και η γλωσσική συμπεριφορά των ατόμων με Αναπτυξιακή Γλωσσική Διαταραχή (ΑΓΔ) έχει διερευνηθεί εκτεταμένα και έχουν εντοπιστεί ελλείμματα κυρίως σε περίπλοκες συντακτικές δομές με συντακτική μετακίνηση, όπως η παθητική φωνή (Leonard, 2014).

Η παρούσα μελέτη αποβλέπει στην περαιτέρω διερεύνηση των γλωσσικών επιδόσεων παιδιών με ΔΑΦ και ΑΓΔ, εστιάζοντας στο ρηματικό λεξιλόγιο και συγκεκριμένα σε μεταβατικά και αμετάβατα (αναιτιατικά) ρήματα που εμφανίζονται σε ζεύγη εναλλασσόμενης μεταβατικότητας, όπως 'Ο Γιάννης άνοιξε την πόρτα', 'Η πόρτα άνοιξε'. Οι δομές αυτές διαφέρουν αναφορικά με τις σημασιολογικές και συντακτικές τους ιδιότητες, καθώς στα αναιτιατικά ρήματα το συντακτικό υποκείμενο δεν ταυτίζεται με τον θεματικό ρόλο του δράστη. Εξετάστηκαν τρεις ομάδες παιδιών σχολικής ηλικίας, δύο κλινικές ομάδες και μία ομάδα παιδιών τυπικής ανάπτυξης (ΤΑ), οι οποίες δεν διέφεραν σημαντικά ( $p > 0,05$ ) αναφορικά με τη χρονολογική τους ηλικία (ΧΗ). Συγκεκριμένα, εξετάστηκαν παιδιά με ΔΑΦ (N=7, ΜΟ ΧΗ=8:4), παιδιά με ΑΓΔ (N=6, ΜΟ ΧΗ=8:11) καθώς και παιδιά με ΤΑ (N=15, ΜΟ ΧΗ=7:3). Οι συμμετέχοντες και συμμετέχουσες των κλινικών ομάδων έλαβαν διάγνωση από αρμόδιους ιδιωτικούς και δημόσιους φορείς, η οποία επιβεβαιώθηκε με πρόσθετες δοκιμασίες μη λεκτικής και λεκτικής νοημοσύνης (Raven's CPM<sup>GR</sup> & Crichton Vocabulary Scales<sup>GR</sup>, Μουζάκη κ.ά., 2015) και άλλες λεκτικές δοκιμασίες γραμματικής, πραγματολογίας και επανάληψης ψευδολέξεων (Action Picture Test<sup>GR</sup>, Βογινδρούκας κ.ά., 2009 Τάλλη, 2010). Η πειραματική μελέτη περιλάμβανε ένα πειραματικό έργο επανάληψης προτάσεων, οι οποίες εμπεριείχαν μεταβατικά (N=15) και αμετάβατα ρήματα (N=20) και συγκεκριμένα, αναιτιατικά ρήματα που εμφανίζονται είτε με ενεργητική είτε με παθητική μορφολογία.

Τα αποτελέσματα έδειξαν υψηλές επιδόσεις των ατόμων με ΤΑ και ΔΑΦ στο έργο επανάληψης. Η τυπική επίδοση των ατόμων με ΔΑΦ στο έργο αυτό δείχνει πως το εν λόγω έργο δεν ανιχνεύει ελλείμματα στην ομάδα με ΔΑΦ, ενδεχομένως και λόγω υψηλών ικανοτήτων φωνολογικής μνήμης των ατόμων αυτών (Poirier κ.ά., 2011). Μικρός αριθμός λαθών εντοπίστηκε στην επανάληψη προτάσεων από τα παιδιά με ΑΓΔ, ενδεικτικό των συντακτικών ελλειμμάτων των ατόμων με ΑΓΔ. Περαιτέρω στατιστική ανάλυση με το συντελεστή συσχέτισης Pearson έδειξε στατιστικά σημαντική συσχέτιση μεταξύ κλινικής διάγνωσης και επίδοσης στο πειραματικό έργο επανάληψης προτάσεων μόνο με τα αναιτιατικά και όχι τα μεταβατικά ρήματα ( $p < 0,05$ ). Η συσχέτιση αφορούσε και στις δύο κλινικές διαγνώσεις και όχι στην ΤΑ. Υποστηρίζουμε πως τα αποτελέσματα αυτά μπορούν να εξηγηθούν σε συνάρτηση με τις συντακτικές-σημασιολογικές ιδιότητες των αναιτιατικών δομών. Επιπροσθέτως, δείχνουν πως η διερεύνηση των συγκεκριμένων



ρημάτων χρήζει περισσότερης έρευνας με διαφορετικές μεθόδους αξιολόγησης, ώστε να υπάρξει και συγκρισιμότητα των αποτελεσμάτων που προέκυψαν από τη χρήση της 'επανάληψης πρότασης' με αποτελέσματα μετά από χρήση διαφορετικών μεθόδων.

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## **Bilingualism effects in the narrative skills of Turkish-Greek and Russian-Greek bilingual children**

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Recent research has focused on the strengths and weaknesses in the narrative performance of bilingual/multilingual children in terms of macrostructure (story structure, use of Theory of Mind –related and unrelated terms, referential ambiguity index) and microstructure (lexical diversity, language complexity and syntactic complexity). For story structure, studies so far have indicated that bilingual children perform similarly across languages and their performance increases with age (Peterson & McCabe, 1983; Munos, 2003; Fiestas & Pena, 2004; Ilgaz & Aksu-Koc, 2005; Mavis et al., 2011; Bohnacker; 2016), while Theory of Mind-related terms that express desire, will and emotions are more frequently used from 7 to 12-year-olds (Baldimitsi et al., 2014). Furthermore, concerning the production of different words among bilinguals and monolinguals' narratives, studies so far have yielded significant results that are related more to the SES than to bilingualism effects (Tsimplici et al., 2016). Finally, concerning syntactic complexity, surveys to date have shown that the use of complex structures increases with age (Gutierrez Clellen & Hofstetter, 1994; Justice et al., 2006; Reilly et al., 2004) and children can produce similar structures in terms of length and complexity regardless the bilingualism effect (Fiestas & Peña, 2004).

This survey explores the bilingualism and any cross-linguistic effects that are displayed in Turkish-Greek and Russian-Greek bilingual children's narratives in the measures of microstructure and macrostructure. These results are further analyzed following participants' SES and other external factors from parental questionnaires such as age, language input, and age of exposure to the L2. The data for this study was collected from two groups consisting of 13 bilingual children who speak Russian as L1 and Greek as L2 and 10 bilingual children who spoke Turkish as L1 and Greek as L2 (7 boys and 6 girls with mean age 7 years, 2 months [7;2] and 3 boys and 7 girls with mean age 7 years, 9 months [7;9] respectively) and they were compared to 12 monolingual peers (3 boys and 10 girls, mean

age=6;5). All of them were born and reside in Northern Greece (Thrace). Their narrative skills have been assessed by using the Greek version of the Multilingual Assessment Instrument for Narratives (MAIN; Gagarina et al., 2012; adapted in Greek by Tsimpli et al., 2020). Will bilingual children differ from Greek monolingual children in narrative performance? Will Russian-Greek and Turkish-Greek children perform differently in narrative performance (in Greek) due to cross-linguistic differences? Will the socioeconomic and family background of the bilinguals affect the children's narrative performance?

The outcomes of this study indicated that the Turkish group seemed to have poorer scores in all measures in comparison to the monolinguals and Russian bilinguals. The Russian group seemed to have better performance in forming complex structures, in particular by using subordinate clauses. Previous studies have made observations that syntactic complexity can be transferred between two languages (Iluz-Cohen & Walters, 2012). Concerning macrostructure, monolinguals outperformed both bilingual groups in story structure and narrative comprehension. Monolinguals produced more complete and cohesive episodes including the characters' goals, attempts and results compared to the bilingual groups. A relationship between age and story structure complexity appeared for the Russian group, which confirms that producing a narrative can increase with age. Furthermore, Theory of Mind-unrelated terms were used equally by all groups. However, the Russian group produced more ToM-related terms. Interestingly, a significant relationship was displayed between the paternal SES and the use of ToM-unrelated terms for that group. I will reflect on all this issues and discuss my own research results on bilingualism, the external factors and social background of these populations that affect and shed light on children's narrative performance.

The study aims to provide a nuanced understanding of bilingual language development and it underlines age-related patterns in narrative performance as it highlights the influence of socioeconomic factors on language outcomes. Notably, differences in the use of Theory of Mind-related terms across language groups suggest variations in the participants' cognitive development. Overall, this research contributes to our understanding of bilingual language development, offering insights into the complex interplay between language, cognition, and socio-cultural factors in shaping narrative abilities among bilingual children speaking Greek as an L2.

## **Mobile app privacy policies and individual agency: A language management theory perspective in the Chinese context**

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The ubiquity of mobile software and its consequential impact on privacy has permeated our daily routines. Surprisingly, the linguistic aspects of privacy policies, which serve as crucial channels of non-instantaneous communication between app companies and users, have not been extensively explored. In this study, we delve into the privacy policies of the

top five apps in the education, social, and shopping categories, sourced from ten prominent Chinese app stores, resulting in the analysis of 15 apps in total. We employ the framework of Language Management Theory to shed light on the dynamics between app developers and users. Our investigation uncovers a notable phenomenon among these 15 apps: a marked disparity between the permissions users grant during actual use, the use of color-inducement, and the application of the “hard rule”. Furthermore, as organized management, app companies engage with users while often disregarding user feedback, which has caused various paradoxes stemming from the companies’ prioritized and coercive managerial approaches. Therefore, based on the questionnaire results integrated into this research, we propose a new module within the established framework of Language Management Theory, which we refer to as “Intermediary Management”. We endeavor to apply the Language Management Theory model to a prevalent social phenomenon in the Chinese context, and to offer some insights for this social phenomenon.

# **THEMATIC SESSION**

# Speech perception and speech production across the life span with emphasis on Greek

## Coordination

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Speech perception and production abilities are subject to change across the lifespan due to physical and cognitive changes as well as exposure to language variation. The current thematic session continues along the lines of the first thematic session on speech development presented in ISTAL 2022 and extends its scope to changes in speech production and perception across the lifespan, aiming to shed light to different developmental stages, from early development to ageing.

With reference to early development, 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. Literature is limited, with existing studies concentrating on young adults; however, relatively little is known about development in the second half of the first decade of life, adolescence, or further changes related to ageing. Moreover, large-scale longitudinal studies that would foster better understanding of specific developmental paths are scarce. 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, to early and late adulthood aiming to inform existing theory and enrich empirical research in speech perception and production.

The thematic sessions on speech development organized within [ISTAL 2022](#) and ISTAL 2024 aim to provide a platform to researchers for the exchange of findings in speech production and perception across the lifespan from different populations, age groups, and genders. 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 developmental changes across the lifespan in typical and atypical populations,
- investigate methodological issues pertaining data collection and analyses as well as speech material selection and test construction for research in speech development,
- convene and discuss present and future directions in speech development across the lifespan with emphasis on the Greek language.

## Developmental aspects of temporal and spatial vowel reduction in Greek

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Vowel reduction is a phenomenon that is directly influenced by duration, with vowels reduced in duration exhibiting formant undershoot (Moon & Lindblom, 1994). Research on vowel reduction in Greek adult speech has shown that unstressed vowels, which are reduced in duration, do not reach the ideal acoustic targets observed in stressed vowels, resulting in smaller vowel space areas for the unstressed condition than the stressed one (Fourakis et al., 1999). Despite the extensive study of vowel reduction in adults, research on children's speech is very limited both in Greek and cross-linguistically. Moreover, the focus is on children's temporal patterns (Redford, 2015), while spatial data would be also valuable for clinical purposes and speech technology.

To investigate vowel reduction developmentally, this study examined 72 typically developing Greek speakers across 9 age groups (3-, 5-, 7-, 9-, 11-, 13-, 15-, 17-year-olds, and adults), with an equal gender distribution in each group. Participants took part in a delayed repetition task, producing words of the form [pVpV] with stress on the first or second syllable (V = [i, ε, e, o, u]). The words were symmetrical (e.g., ['pipi, pi'pi, 'pεpε, pε'pε], etc.) and were repeated 5 times within the carrier phrase ['lεo to \_\_ pε'du] 'I say \_\_ everywhere'. Both vowels of each word were studied, totaling 7,200 vowels being examined (72 participants × 2 stress conditions (stressed, unstressed) × 2 foot types (trochee, iamb) × 5 vowels × 5 repetitions).

Measurements included absolute and relative vowel duration, as well as (non-) normalized vowel space areas (72 participants × 2 stress conditions × 2 foot types × 5 repetitions = 1,440 (non-)normalized vowel space areas), which were analyzed using linear mixed model ANOVAs. An exploratory statistical procedure followed, with age, gender, stress, foot, and vowel as independent variables (vowel was not included in the analysis of vowel areas) and with the speaker as the random-effects factor, aiming to retain only statistically significant variables in the models. The results showed a significant decrease in absolute/relative duration and non-normalized vowel areas with age, with females exhibiting larger non-normalized vowel areas than males. Stressed vowels had longer absolute/relative duration than unstressed ones across all ages. Moreover, unstressed vowels were located within the vowel areas of stressed ones across all ages. However, the degree of vowel reduction in children was not always the same as in adults (less temporal and spatial degree for young children and greater temporal degree for preadolescents were found). This finding, in combination with a weaker positive Pearson's correlation between relative duration and normalized vowel areas for younger age groups, suggests variation in spatio-temporal organization across ages. Additionally, although stressed vowels had longer absolute/relative duration and larger (non-)normalized areas in trochees compared to iambs, Ballard et al.'s (2012) suggestion that children demonstrate no difficulties marking stress in the trochaic foot was not confirmed.

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## Perception and interpretation of rhetorical questions in Greek

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Recent research on the processing and perception of rhetorical questions (RQs) has indicated that speakers mainly depend on prosodic cues and linguistic context, rather than lexical or syntactic cues, when interpreting questions (Neitsch et al., 2018; Neitsch, 2019; Kharaman et al., 2019). Additionally, research on Greek (Arvaniti et al., 2020; Baltazani et al., 2020) has shown that questions that are not used for seeking information differ from information-seeking ones in the way they are prosodically realized, with the former being associated with a flat-ending tune (LH\* L-L%) and the latter with a high-ending tune (L\*H L-H%). Nonetheless, neither the prosodic realization nor the perception and processing of RQs in Greek have been previously investigated.

Attempting to fill this literature gap, the present research focuses on the perception of RQs by adult speakers of Greek. Our aim is to explore the effects of prosodic, lexical, and contextual cues on the way speakers interpret a question as rhetorical (RQ) or information-seeking (ISQ). Therefore, the main research question addressed involves whether and how (a) lexical cues, (b) prosodic cues (specifically the boundary tone of the question), and (c) the linguistic context facilitate or determine the discrimination between RQs and ISQs. We further aim to look into the way these factors interact, so that we can establish a hierarchy of factors listeners depend on when interpreting questions.

Two experiments were conducted for the purposes of the study; a preliminary production experiment was carried out with 19 adult native speakers of Greek, aiming to look for prominent prosodic characteristics of RQs as opposed to ISQs, since no adequate background information specifically on RQs was available in the literature. The production data revealed a difference in boundary tone between RQs and ISQs, with a L% (flat) tune associated with RQs and a H% (rising) tune with ISQs, in line with previous studies on the prosodic realization of Greek non-ISQs vs ISQs (Baltazani et al., 2020). Based on these findings, a subsequent, perception experiment was designed and run on a separate group



of 50 adult speakers through the SoSciSurvey platform (<https://www.socisurvey.de/admin/index.php>). In the perception experiment, speakers were presented with a set of questions, while the explored factors, namely prosody, lexical cues and linguistic context were manipulated to enable the investigation of their impact on interpretation. Specifically, sentences were presented in three versions with respect to **linguistic context**: no context, with RQ-associated and with ISQ-associated linguistic context; in two versions with respect to **prosodic realization**: with a RQ-associated (L%) and an ISQ-associated (H%) boundary tone; and in three versions with respect to **lexical cues**: with no cue, with a RQ-associated cue (i.e. *sambos*), and with an ISQ-associated cue (i.e. *araje*). Participants were asked to mark their preferred interpretation of each question as RQ or ISQ on a 5-point Likert scale, while additional acceptability judgments of all questions were also requested to establish the effects of conflicting cues (e.g. RQ-associated prosody with an ISQ-associated lexical cue).

The findings obtained from the two experiments will be presented and discussed with respect to the effects of the investigated factors on the interpretation of questions and will constitute the basis for the subsequent investigation of the perception and comprehension of rhetorical questions during language acquisition.

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## An ultrasound study of lingual coarticulation in Greek children and adults

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**Introduction:** This study investigates lingual coarticulation in Greek children using the technique of ultrasound tongue imaging. It is the first study to present kinematic data to address the maturation of intrasyllabic coarticulation, together with the development of speech motor control and speech production. There are still crucial gaps in our knowledge about unit organization in children, with converging evidence showing segment-specific

patterns (Rubertus & Noiray, 2020; Noiray et al., 2018; Zharkova, 2018). The present ultrasound study is expected to provide important insights into changes in the extent of coarticulation across different phonemes.

**Method:** We recorded tongue movements for ten children 7-8 years, ten adolescents 14-15 years and ten adults. Vowel-to-consonant effects are investigated in the first CV syllable of disyllabic real and nonsense words, where C=/p, t, k, f, s, x/ and V=/i, a/. Vocalic effects are measured at the midpoint of the consonant and differences in the magnitude are compared across age cohorts and consonantal contexts.

**Results:** In all age groups, the magnitude of coarticulation is sensitive to the articulatory properties of the consonants under investigation. Overall, anticipation of the following vocalic gesture is more extensive for labial consonants compared to lingual ones, whose patterns differ according to their articulatory characteristics. The results show significant across-and-within-speaker variability, as well as a significant decrease from childhood to adolescence and adulthood.

**Discussion:** The patterns of coarticulation are segment-specific, in line with the theory of the Degree of Articulatory Constraint model (Recasens et al., 1997). Previous studies in other languages have provided evidence that the articulatory properties of the consonants determine the magnitude of coarticulation and relate to developmental patterns observed in child speech (Zharkova et al., 2018; Noiray et al., 2018). Significantly greater variability in children compared to adolescents and adults reflect an immature speech motor control system and a developing phonological system. Implications for theories of speech development in relation to the Greek language are discussed.

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## Empirical insights into nonnative sound perception through the lens of the Universal Perceptual Model

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The field of nonnative sound perception in language learning has witnessed the development of several influential models, such as the Speech Learning Model and its

revised version (Flege & Bohn, 2021), the Perceptual Assimilation Model/L2 (Best & Tyler, 2007), and the Second Language Linguistic Perception model (van Leussen & Escudero, 2015). A recent addition to this landscape is the *Universal Perceptual Model* (UPM) by Georgiou (2021), designed to offer comparable insights into learners' abilities to perceive nonnative sounds. UPM asserts that speech sounds are fundamentally perceptual, shaping the recognition of phonetic categories extracted from the speech signal. Grounded in the outcomes of prior phonetic training studies (e.g., Georgiou, 2022), UPM proposes a universal human capacity to acquire nonnative sounds throughout life. The model posits that the discrimination of sound contrasts is contingent on the degree of overlap between the two contrastive sounds. This overlap hinges on the perceptual association of the nonnative sounds with each other, based on their classification in terms of one or more first language sounds. According to UPM, sound contrasts can be classified as completely overlapping (CO), wherein they share the same above-chance responses; partially overlapping (PO), indicating at least one shared above-chance response; or nonoverlapping (NO), signifying no shared responses. This work presents the outcomes of empirical studies evaluating the ability of the UPM model to predict the discrimination accuracy of nonnative sound contrasts based on perceptual similarity. Employing diverse statistical methods, ranging from mixed-effects models to Bayesian regression models, and various tests like AXB and AX, these studies encompass a range of target languages, both familiar and unfamiliar. Collectively, the findings underscore that NO contrasts demonstrate the most accurate discrimination, followed by PO and CO contrasts, aligning with UPM's assumptions. Moreover, these studies emphasize the crucial role of acoustic and perceptual cues in predicting patterns of nonnative sound discrimination. Future investigations could explore additional contrasts, including consonantal ones, and consider learners at various developmental stages in second or foreign language acquisition.

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# Perception of segmental contrasts by Cypriot Greek children with Developmental Language Disorder

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Children with developmental language disorder (DLD) find it challenging to perceive phonological contrasts (Georgiou & Theodorou, 2023). This study examines how children with DLD and children with typical development (TD) discriminate consonants of their native language and their processing speed in this discrimination. It also investigates how the perception of phonological structures correlates with the perception of grammatical and semantic structures. The participants were 14 Cypriot Greek children with DLD (*n* females = 7) and 14 peers with TD (*n* females = 5) with an age range of 7;10 – 10;4; the two groups matched for age and nonverbal intelligence. The speech material included five fricative/stop voiced consonants and their voiceless counterparts embedded in trisyllabic /CCV.CV.CV/ nonsense words; the target consonants were the first phonemes of the first syllable. The children completed an AX discrimination test on a computer-based Praat script in which they listened to two words through headphones. Then, they were instructed to select whether the words were acoustically the same or different. Similarly, the grammaticality and semantic judgment tests were completed on Praat scripts and asked children to judge whether different sentences were syntactically or semantically correct. The Bayesian regression models demonstrated strong evidence that the DLD group exhibited lower performance compared to the TD group, while no such evidence was found for the processing speed across the two populations (see Figure 1). In addition, the correlation tests did not show significant correlations between any of the tests. These findings highlight the role of voicing discrimination as a potential diagnostic marker of DLD as opposed to reaction times. They also denote that each cognitive linguistic domain operates independently being in line with modularity of mind theories.

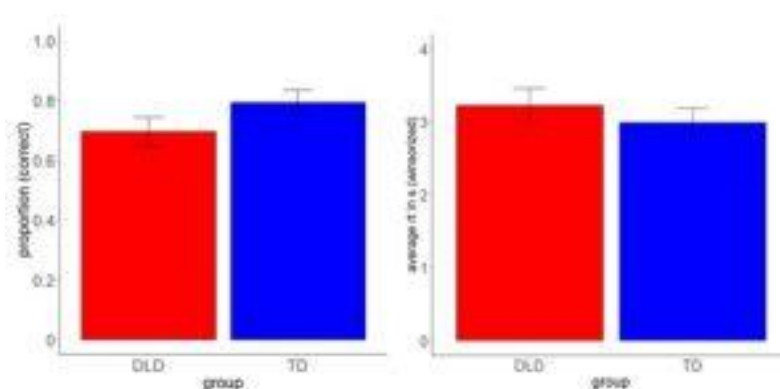


Figure 1: Performance in the phonology test (left) and mean reaction time (right)

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# The development of speech input processing skills in typically developing Greek-speaking children

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There is a growing body of literature suggesting that impaired phonological processing affects the development not only of phonological knowledge but also of semantics, morphology and syntax. In this account processing of auditory input is essential for the mapping process between those different components through which the words and sentence structure are established. Phonological skills, including speech discrimination and integrity of phonological representations, may be at the root of speech and language difficulties. Studying speech input processing skills development of typically developing Greek-speaking children holds theoretical and clinical implications. Greater knowledge of trajectories of speech input processing 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 input processing skills in Greek-speaking preschool age children. The aim of the paper is twofold: firstly, to evaluate whether the experimental tasks are developmentally sensitive; secondly, to investigate the developmental progression of speech processing skills in typically developing Greek speaking 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 (T1, T2, T3). Assessment tasks included (a) an auditory discrimination with picture choice task, (b) a task of real word auditory discrimination and (c) a task of nonword auditory discrimination with matched stimuli used across tasks. In order to assess the speech sound processing abilities of the children, a number of phonological minimal pairs were chosen; the phonological properties of the words such as voicing, manner and place of articulation and the phonotactic structure such as consonant clusters or close syllables were taken into consideration, in order to ensure broad representation of the Greek phonological system.

Results showed that for Group 1 performance fluctuated below the level of chance in auditory discrimination tasks. Nevertheless, statistically significant differences were observed as children got older. When real word stimuli were used significant difference was observed between T1 and T2, whilst when nonword stimuli were used a significant difference was only observed between T2 and T3. Data indicate that a higher performance was achieved in tasks involving real words, as compared to the corresponding tasks involving nonwords.

Each of the input processing tasks was developmentally sensitive for the age range tested. Having taken account of task difficulty issues, these tasks appear to capture the development of input processing skills in typically developing children. Different tasks may be more representative of the maturity of the speech processing skills at different time points.

## On the reduction of target [STOP1 STOP2] clusters in child Greek

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In Standard Modern Greek (SMG) clusters of [-voice] Stops are of equal sonority according to the language-specific sonority scale: *Stops* < *Fricatives*<sub>[-voi]</sub> < *Fricatives*<sub>[+voi]</sub> < *s* < *z* < *Nasals* < *Liquids* (< : less sonorous than) (cf. Kappa, 1995). For the study, we examine naturalistic speech data from eight typically developing children, acquiring Greek as L1 (ages 2;04.16–2;11.25, 4 boys (B) and 4 girls (G)). We note that all children are in the intermediate developmental phase, and they exhibit the following common characteristics regarding the realization of target Obstruent clusters:

1. The falling sonority clusters [Fricative<sub>1</sub> Stop<sub>2</sub>] /ft/, /xt/, /st/, /sp/, sk/ and [s<sub>1</sub>Fricative<sub>2</sub>] /sf/, /sx/ are reduced (100%) to the less sonorous Stop<sub>2</sub> and Fricative<sub>2</sub>, respectively.
2. The flat sonority clusters consisting of [+cont], voiced [Fric<sub>1</sub> Fric<sub>2</sub>], i.e. [vð, yð, vy], are reduced (100%) to the segment with the more marked PoA (Dorsal or Labial) according to the *relative markedness hierarchy ranking of Place features* in children's phonological grammar, i.e. Dorsal > Labial > Coronal (Kappa, to appear).

The data in (1, 2) show that all children cannot accommodate flat sonority clusters of [-cont], unvoiced Stops, both in a perceptually strong position (word-initial or stressed syllable), and word-internally, therefore reduction occurs (100%).

Target (adult-like)	Child's output	Gloss	Child(ren)[Age]
1) -cont [C <sub>1-LAB</sub> C <sub>2-COR</sub> ] → C <sub>2-CORONAL</sub>			
[pt]	→ [t]		#001B[2;05.01], #020G, #021G [2;11.19]
e.g. eli'koptero	eli'kotelo	'helicopter'	
ana'ptiras	tila	'lighter'	
2) -cont[C <sub>1-DOR</sub> C <sub>2-COR</sub> ] → C <sub>2-CORONAL</sub>			
[kt]	→ [t]		#028B[2;04.21], #037G[2;11.01]
e.g. kti'niatros	ti'niato	'vet'	
tra'kter	ta'te	'tractor'	

Sonority plays no role in the reduction of the target clusters in (1, 2) because C<sub>1</sub> and C<sub>2</sub> are of equal sonority. Positional Faithfulness to a word-initial position or a stressed syllable also seems irrelevant for preserving either C<sub>1</sub> or C<sub>2</sub>. At first glance, it seems that Contiguity, guides the reduction in (1) and (2), as in the case of [Stop<sub>1</sub>Stop<sub>2</sub>] clusters in child Hebrew, e.g. /k<sub>1</sub>t<sub>2</sub>a'na/®[t<sub>2</sub>a'na], 'small' [p<sub>1</sub>k<sub>2</sub>ak] ®[k<sub>2</sub>ak] 'cork' (Bloch, 2011, p. 50), but this is not our case. In this study, we claim that in the children's phonological grammar, the reduction of flat sonority Obstruent clusters is driven by the preservation of unmarked or marked, dependent on the target cluster makeup. To be more specific, the preservation of an unmarked or marked for PoA segment is related to the (un)marked MoA of the target cluster members, i.e., in the unmarked for MoA [-cont] [Stop<sub>1</sub>Stop<sub>2</sub>] clusters, it is preserved the segment with the more harmonic PoA, i.e., the unmarked for PoA Coronal segment (1, 2). In contrast, in the marked for MoA [+cont] [Fric<sub>1</sub> Fric<sub>2</sub>] clusters, it is preserved a marked for PoA segment (see (ii) above). By the latter analysis, we offer a unified account of all

children's outputs regarding the reduction of flat sonority voiceless or voiced Obstruent clusters. The formal analysis is couched in the framework of Optimality Theory (Prince & Smolensky, 1993/2004).

## **Differences in the production of L1 Standard Modern Greek vowels between young children and adolescents**

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Previous research on child speech development suggests that children produce formant frequencies and temporal values that are higher than those of the adults, revealing great intra- and inter-speaker variability (Christodoulidou et al., 2023; Kelmali, 2020; Lee et al., 1999; Romeo et al., 2013). Also, it has been established that female speakers exhibit higher formant values and have a wider vowel space compared to male speakers (Hillenbrand et al., 1995; Periot & Arnold, 2021; Sfakianaki, 2002; Simpson, 2009). This study aims to report on the differences in the production of L1 Standard Modern Greek vowels between young children and adolescents. To that end, recordings of twenty (10 nine-year-old and 10 fifteen-year-old) students were obtained, which consisted of a list of short sentences containing words with the Greek vowels set in a carrier phrase. The words were of the form /'pVCV/ or /'bVCV/ with vowels = /i, e, ε, o, u/ and consonant = /t/ (appearing after the vowels tested) (πίτα /'pita/, πέτα /'peta/, πάτα /'pata/, μπότα /'bota/, μπούτια /'butʃa/) set in the carrier phrase 'Λέγε \_ πάλι' (/leɣe \_\_'pali/). All the data were analysed firstly acoustically by measuring the first two formants (F1 and F2) and the duration of the vowels from wideband spectrograms, and secondly, statistically to identify any significant differences between the two age groups. The results showed that Greek vowels produced by young children were placed more "downwards and to the left" compared to those produced by teenagers, as the former exhibited higher formants than the latter. Also, female adolescents' vowel space was found to be the broadest, while male adolescents' vowel space was shown to be the narrowest. Regarding temporal values, Greek high vowel /i/ was the shortest, while low vowel /ε/ and high-mid vowel /o/ were the longest for both age groups and genders. The findings of the present study constitute an original contribution to the existing literature, as the collection of data by young children is not extensive, hence offering useful insights into young speakers' speech.

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## Markedness and sonority drive consonant deletions in child Greek

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Consonant deletion is a marginal strategy that occurs in several child languages (e.g. Costa & Freitas, 1998; Karni, 2012). This study explores the application of onset consonant deletion by investigating longitudinal data, obtained from spontaneous speech and a picture-naming task, of two typically developing Greek-acquiring children (#67G, #61B, G: girl, B: boy, ages: 1;10-2;08, intermediate phase of acquisition). Emphasis is placed on the conditions that drive onset deletions.

The data show that onset consonant deletion results in onsetless syllables (ratio: 4% of the data, see data in (1)). This strategy is conditioned by grammatical restrictions on the realization of onset consonants. Specifically, OBSTRUENTS that are marked with respect to MoA and/or voicing, i.e. voiced stops and voiceless/voiced fricatives, and SONORANTS, i.e. nasals and liquids, are deleted in onsets of (un)stressed syllables. The data further show that onset deletion may apply in every onset of the target word allowing the production of di-, tri- and multisyllabic consonant-free words (1a-b). These data confirm the presence of consonant-free words in typical child speech, contrary to Ben-David's (2001) suggestion that this pattern does not occur there. Also, the data show that voiceless stops are the only onset consonants that resist deletion (1c).

(1)	Child	Target	Output	Gloss	Age	Target	Output	Gloss	Age
a.	#61B	'ði.o	'i.o	'two'	2;03.16	'ba.la	'a	'ball'	2;04.02
b.	#67G	le.o.fo.'ri.o	e.o.'i.o	'bus'	2;00.06	ma.'ri.a	a.'i.a	'Mary'	2;03.15
c.	#67G	'pi.so	'pi.o	'back'	2;00.06	fa.yi.'to	a.'to	'food'	2;03.22

The explanation of the patterns in (1) suggests that markedness and sonority factors influence the children's forms. In this acquisition path, the emergence or deletion of onsets is determined according to a sonority scale (e.g. Selkirk, 1984). Specifically, onsets that are marked with respect to MoA and/or voicing and are more sonorous than voiceless stops are deleted. Hence, onset realization entails the formation of 'optimal' syllables with respect to sonority (see e.g. Clements, 1990 for 'optimal' syllables), namely the presence of a sharp sonority rise from the onset to the vowel nucleus is a requirement. If this condition is not met, deletion occurs.

The data in (1) seem to reflect a 'paradox' since target CV syllables that are crosslinguistically unmarked with respect to syllable structure (e.g. Clements, 1990) and favored in child speech (e.g. Jakobson, 1941; Ben-David, 2001) tend to surface as V ones, which are marked and less preferred in the (early) child speech. Nevertheless, it is argued that these productions do not reflect a 'genuine' preference for the V shape. Instead, they are driven by restrictions on the segments that are permitted in onsets and by a preference for onsets of the lowest sonority that are also unmarked with respect to MoA and voicing. Hence, the realization of V syllables turns out to be an epiphenomenon of the children's grammars restrictions on onset consonants.

Concluding, the patterns of deletion in marked onsets and preservation of voiceless stop onsets that result in V and 'optimal' CV syllables, respectively, reflect grammatical preferences that prevail in the early child speech. The fact that these patterns are still produced by the children's intermediate-state grammars indicate that they reflect cases of 'relics' of the initial phase that survive in later stages of acquisition. Hence, these patterns constitute a possible non-dominant acquisition path of the intermediate phase in child Greek.

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