Foreword

The present edited book is based on papers presented at the 20th International Symposium on Theoretical and Applied Linguistics that took place in Thessaloniki, April 1-3, 2011. From the time we started organizing the Symposium, setting the date and location of the event, until the moment we had the book ready in hands we felt we were involved in a ‘marathon’...of Linguistics. All subfields, all schools, and all frameworks were present at the Symposium. We were honored to receive many high quality submissions (abstracts and articles). More than 150 scholars from 20 countries presented their work and exchanged thoughts, concerns and insights.

This book consists of 80 papers organized in three volumes, two parts and seven sections. Part I includes papers presented by plenary speakers, Part II includes selected papers presented at the Symposium. All of the articles focus on contrastive linguistic questions that mainly concern Greek and English by aiming, in parallel, to show a large part of the linguistic research that has been accomplished in Greece. Papers written in Greek continue the long tradition of earlier volumes that were based upon and derived from conferences on Theoretical and Applied Linguistics organized by the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki. They present the significant work conducted in Greece and strengthen the contrastive linguistic studies that are available.

The invited papers (Part I of volume 1) present the major dimensions of the linguistic study of today. Hence, the main questions that concern modern research, but that can also be considered classical questions, are represented in the first part of the book. These questions pertain to the status of the functional (modifier) categories as being independent of lexical categories and as stemming from the natural language ability to count and/or quantify (Joseph Emonds); the significance of comparable (sub)corpora to observe changes in progress in written English and to compare the rates of change from one genre to another and across regional varieties (Geoffrey Leech); the issue of proper nouns in Modern Greek, which as heads of nominal constructions unify with
determiners and adjectives in the same way that common nouns do, and, on the other hand, activate semantic frames associated with particular categories of entities (Sophia Marmaridou); the analysis of aspect and its relationship with the disputed category of Aktionsart, as well as its relationship to tense (Amalia Moser); and the ‘deep fundamentals’ of EFL curriculum design, i.e., assumptions that tend to be taken for granted by policy makers (Nicos Sifakis).

The first section of the second part examines some crucial issues of Phonology and Phonetics—most of the articles connect theoretical analyses to L2 acquisition. These issues concern acoustic and electropalatographic data to analyze rhotic production in /rC/ sequences in Greek (Nicolaidis & Baltazani); the relationship of the glide /J/ to the high front vowel and the palatal consonants (Topintzi & Baltazani); the production of polar questions and their pitch range by Greek L2 learners of English (Kainada & Lengeris); and the effect of teaching on the production of L2 English aspirated stops among Greek EFL learners (Tsirtsionii).

The second section is the largest of the theoretical linguistic sections that demonstrate, among other aspects, the significant research in the area of syntax/morphology and semantics, as well as in their interfaces, in Greece. The topics of Section 2 include the core problems of the syntactic analysis: echo and non-echo questions in Greek, realized either ex-situ or in-situ, and their syntactic differences, depending on the position where the wh-phrase is realized (Roussou, Vlachos, & Papazachariou); the complex area of split-ergativity, telicity, and syntactic reconstruction (Asatiani); the behavior of result subordinators in Modern Greek and Spanish (Revuelta Puigdollers); the differences between clitic left dislocation and ‘bare left dislocation’ with respect to Information Structure interface rules (Kechagias); the position of the stranded object-related quantifiers (Ohno); and the ethic dative case of the personal pronouns in the languages of the Balkan Sprachbund (Tarpomanova). Section 2 also addresses central questions for Semantics, including attitudinal phrasal adverbs, i.e., adverbs that express the speaker’s attitude to what s/he is saying (Kakoyianni Doa); countability preferences as motivated by the use of conceptual metonymies (Athanasiadou & Lampropoulou); conceptual metaphors that originate from the emotion concept of Pride (Delikonstantinidou); and the relation between linguistic notions and sensorimotor data (Sionti, Claudino, Aloimonos, Rose, & Markantonatou). Section 2 also extends to the results of research in the area of Morphology, such as the deponent verbs in Modern Greek, the problems of their categorization and lemmatization in grammar books and dictionaries and the changes in their morphology (Katsouda); the adjectival properties of past participles and the mismatches between predictions of past participle-to-adjective conversion and other unaccusativity diagnostics (Mela-Athanasopoulou); and the productivity of the Greek noun-forming suffix -tita, in comparison to its English counterpart -ness (Papoutsis). Section 2 further analyzes the relationship between the different levels of linguistic analysis; that is, the significant area of Interfaces
as it appears in the following phenomena: the basic illocutions associated with the Subjunctive in Modern Greek (Chondrogianni); asymmetries in syntax and morphology interface as illustrated by case attraction in the free relative clauses (Kakarikos); types of lexical repetition that are involved in structures of asyndetic clause linkage with a concessive meaning (Kallergi); the interaction between determiners and quantifiers in the Greek Noun Phrase (Lazaridou-Chatzigoga); the locus of scalar meaning in Prepositional Phrases and how it is compositionally determined (Oltra-Massuet & Pérez-Jiménez); and the internal syntactico-semantic structure of the prepositions $a$ and $en$ in Spanish locative constructions (Romeu).

The third section (Volume 2) attempts to portray the link of theoretical linguistic analysis to discourse and society. This relation can be shown in various aspects, including the ways in which sexual orientation is articulated with language (Makri-Tsilipakou), and the relationship between grammatical gender and cognition and the type of correlation between the two (Pavlidou & Alvanoudi). Section 3 evaluates the treatment of ‘negative’ terms in Modern Greek dictionaries and the problems that relate to usage labels (Efthymiou, Gavriilidou & Papadopoulou); and the dictionary users’ abilities and performance during receptive dictionary use (Gavriilidou). It further assesses the Greek-Cypriots’ view of the appearance of dialect and foreign features in local advertising (Papapavlou & Satraki) and persuasive language in political and media discourse (Tsaroucha). This section also addresses verbal semantics as a useful resource for reconstructing not only the semantics of whole sentences, but also for inferring relations between larger pieces of text (Tantos); the spoken classroom discourse and the correlation between meaning and interaction (Christodoulidou); the practices employed in a local newspaper during the production of news (Ntanopoulos); and the ways in which the lyrics of popular rock music are associated with change as it is imprinted in language (Sophiadi).

The fourth section addresses important issues that inform the process of L1 and L2 language acquisition. More particularly, research findings allow conclusions to be drawn in relation to the effects of the story presentation method (booklet vs. card) on the linguistic variables of reference, loose linking (e.g. ‘and then...’), coordination, subordination and narrative length in children from 3;6 to 6;6 years old (Tsimpli, Papakonstantinou & Nicolopoulou); the acquisition of clitic placement in Cypriot Greek on the basis of spontaneous speech and elicited production data (Neokleous & Parodi); how motion verbs in L1 Greek interact with aspect in the expression of manner of motion (Kotroni); the production of aspectual forms by children acquiring Greek as a native language (Kaltsa); the acquisition of wh-interrogatives by Greek children (Asproudi); and syntactic errors and strategies found in children’s speech in an endeavor to outline linguistic development in early speech (Papadopoulou & Pavlou). Cross-linguistic studies enhance our understanding of the processes involved in
acquiring particular languages; with this view in mind, the study of cross-linguistic influences in the speech production of trilingual children in the Greek context focuses on interactional strategies and transfer lapses (Anastassiou & Andreou). Based on theoretical and research findings, a study was conducted with a view to assessing the proficiency level of learners of Greek when forming compounds in order to determine whether they can be considered bilinguals or second-language learners of Greek (Kalliogiannaki & Tsakosta). The role of interlanguage receives attention in a corpus study of postverbal subjects in English as a second language within the generative grammar framework (Agathopoulou). Moreover, the role of interlanguage is examined to determine: the degree of interlanguage interference found in Greek speakers who also speak Italian and Spanish (Karatsiolis & Kambakis-Vougiouklis), the acquisition of morphological agreement in L2 Standard Modern and Cypriot Greek (Karpava & Grohmann), the acquisition of relativization by advanced Greek-speaking learners of French in oral narrative (Monville-Burston & Kounouni), and the L2 acquisition of English pronominal subjects by Greek learners (Prentza).

The fifth section deals with critical issues in language disorders. More specifically, it includes studies of aspects of: the Relativized Minimality approach in Greek aphasia and the asymmetries between production and comprehension across question types (Nerantzini, Papadopoulou & Varlokosta); the inhibitory mechanism that serves to limit the generation and maintenance of irrelevant information in Greek-speaking individuals diagnosed with Broca’s aphasia (Peristeri & Tsimili); bilingual aphasia and the effect of modality-specific noun–verb dissociations in L1 and L2 (Kambanaros); and narrative abilities in children with SLI (Kambanaros, Grohmann, Theodorou & Michaelides).

The sixth section (Volume 3) deals with language learning and how teaching practices ought to accommodate the way learners learn languages. In addition, assessment procedures receive special attention. In particular, this section seeks ways of improving traditional Modern Greek vocabulary learning by suggesting an etymo-cognitive approach (García Aragón); of illuminating the lexical features of textbooks used in six curriculum subjects of Irish post-primary education (Kostopoulou); of analyzing mediation tasks included in the national exams for language proficiency (KPG) (Statthopoulou); of examining reading formulas and tools and their credibility in the examination process (Tzimokas & Mattheoudakis); and of investigating the extent of identification and comprehension success achieved by Greek EFL high school students when encountering phrasal idioms during reading English as a foreign language (Katsarou). Language learning in schools (and universities) is examined with regard to students’ attitudes towards the assessment process, which professed to develop learner autonomy (Everhard); the teacher observation procedures undertaken and suggestions for improving such practices (Kotsiomiti); strategies and strategy use by elementary school learners of English in a Greek context (Vrettou); and old and new primary
English course books in terms of breadth, frequency and recycling of vocabulary items (Zapounidis). The development of the learners’ writing skill receives attention in three papers: process-writing is seen as a possible means of aiding the development of this particular skill (Anastasiadou), peer assessment is put forward as an alternative means of assessing students’ writing (Meletiadou & Tsagari), and the employment of cognitive and metacognitive strategies is traced in bilingual pupils’ creative writing (Geladari & Mastrothanasis). In this section, some other issues that receive attention are as follows: the varying motivations to learn different languages in an intercultural classroom setting (Iliopoulou & Sougari); the presentation of the new proficiency levels and the new format of the Certificate of Attainment in Greek (Karakyrgiou, Panagiotidou & Antonopoulou); the impact of the Common European Framework of Reference on teaching languages and assessment in the Greek educational context (Kokkinidou, Markou, Rousoulioti & Antonopoulou); the production of requests in the interlanguage of foreign language (FL) learners of Greek (Bella); the L2 acquisition and teaching of Greek complementizers (Nouchoutidou), the suitability of the topics utilized in students’ textbooks for learning Greek as a foreign language (Giannakou).

The following research questions are also discussed: Linguistics textbooks in Greek, the practices used in the last 30 years, and the need for new textbooks (Xydopoulos, Tsangalidis & Prountzou); the big question ‘To CLIL or not to CLIL’ with respect to the effects of content and language integrated learning (CLIL) in the 3rd Experimental Primary School in Evosmos, Thessaloniki (Mattheoudakis, Alexiou & Laskaridou); the learners’ attitudes and strongly positive perceptions of CLIL in the tertiary section (Soulioti); the use of teacher illocutionary acts in raising pragmatic awareness (Michail); the effects of working on multi-word expressions, especially in the development of lexical competence (Piasecka); proximal predictors of L2 willingness to communicate in Polish adolescents (Piechurska-Kuciel); and distance education through the eyes of the students in contact sessions (Tsagari).

The selection of papers and the reviewing process have been made possible with the help of a number of academics who offered their time and expertise. We would like to heartily thank our invited speakers, Joseph Emonds, Geoffrey Leech, Sophia Marmaridou, Amalia Moser, Nicos Sifakis, for accepting our invitation and sending us their papers. We must also thank Vicky Papachristou and Eirini Kelmali, members of the organizing committee, for their hard work and contribution to the success of the Symposium. Along with the main session, three workshops were organized, offering thematically unified sessions in both theoretical and applied areas of research. More specifically, the three workshops were as follows: Proto-Indo-European Syntax and its Development (organized by Leonid Kulikov and Nikolaos Lavidas), Challenges in Early Foreign Language Learning and Teaching (organized by Areti-Maria Sougari and Thomaï Alexiou), Translation Process Research and Translator Training: Trends and Perspectives (organized...
by Kyriaki Kourouni). We are grateful to all the members of the Department of Theoretical and Applied Linguistics and the School of English for their assistance and advice, and especially to Ianthi Maria Tsimpli, Angeliki Athanasiadou, Edgar-Matthew Joycey and Leonid Kulikov for their exceedingly useful comments on the final manuscript of the book, and to our computer expert, Anastasios Paschalis, for his support in organizing the technical aspects of the Symposium. A special word of thanks goes to the sponsors of the Symposium (The Research Committee of Aristotle University of Thessaloniki, European Centre for Modern Languages, Greek Applied Linguistics Association) for their financial support. We would also like to express our gratitude to our students, who acted as volunteers and who all contributed to the successful organization of the Symposium. They made the event not only possible but memorable. This book would not have become a reality and a publication available to all the ‘linguistics’ world, without the support of Versita, and, mainly, of Anna Borowska and Agata Morka.

We enjoyed an excellent three-day event, a ceaseless reading of articles, and a linguistic “journey” from semantic conceptions... to teaching... and from syntactic phi-features... to learning strategies. The 20th International Symposium on Theoretical and Applied Linguistics was both scientifically and socially enjoyable and satisfying. We hope the selected papers will have the same success as the event.

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