1. *Socio-linguistic aspect of the lexicon*

The differences in conceptualization of the words examined can be explained by referring to the different models of social interaction in French and Greek-Cypriot cultures, as well as different cultural attitudes towards emotional expression.

NP analysis will enable us to write cultural scripts and explain the differences in both corpora--differences which could be described using Hall's theory on high and low context cultures (1976) and works specifically related to relationships and interactions in the Greek - Cypriot society (Cokburn 2004).

If we take the feeling of love as an example, the majority of answers for both communities are similar. Both corpora define love as a generic feeling of erotic love (*ερωτάς* and *passion*), characterized by happiness (*ευτυχία, τρυφερότητα* and *bonheur, tendresse* and *joie*) and understanding between two people (*κατανόηση, φιλία* and *amitié*). They both qualify this relationship by its intensity (*passion, tenderness* and *softness*).

However, several differences have been noted and should be confirmed with a large sample, and then explained and theorized in the course of the project.

If the associations for *amour* for French informants comprise infatuation (*aventure*) and brevity (*éphémère*), in contrast, for Cypriot informers, *αγάπη* and *έρωτας* relate to family and marriage (hence, duration). The presence of the concept *ασφάλεια* (safety) and the importance of *οικογένεια* (family) reveal another difference in the Greek-Cypriot data compared to the French data. Religion (*θεός*--God) was found to be related to love in the Greek-Cypriot data, but this was not true for the French data), and family ties are two important issues in Cypriot life. Culturally, the island of Cyprus is recognised as a family island, and the relationships between the two sexes are still ruled by marriage and, indirectly, by orthodox religion (Cockburn 2004).
The associations relating love to sexuality--even though the questionnaires provided complete anonymity-- are almost nonexistent in the Greek-Cypriot data. Furthermore, when speaking of fear the French informants mentioned the physical effects, such as *coeur palpitant* (pulsing heart), *sueur* (sweat), *frisson* and *tremblement* (shiver and trembling), *paralysé* and *figé* (paralysed). In contrast, the Greek-Cypriots mentioned very few consequences of the fearful emotion, and these were limited to *δάκρυα* (tears).

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Although we may have identified what could be considered as 'markers of culture'--which as much as national stereotypes carry implicit social norms and values--our corpus is as yet too small to draw any conclusions. Close networks and avoidance of being alone (the concept of παρεα—"company, to be in the presence of others") is very important in the social life of Greek-Cypriots. Similarly, while both communities mentioned social circumstances such as failure and loneliness as sources of fear, this is four times more prevalent in the Greek-Cypriot data (13.5%) than in the French data (3.5%). This may be typical of what Hall (1976) called *high context society and culture,* in which social relationships are culturally dense, social networks intersect and most relationships are long-term. Since in such a society the boundaries are strong, it is difficult for outsiders to penetrate such a context. Yet because the Cypriot society is a post-colonial society (Papadakis 2006), the British influence may slightly alter the strict interpretation of Hall's categories.

Another difference involves the problems inherent to relationships such as *suffering* (*souffrance*), *jealousy* (*jalousie*), its d*uration* (*fidélité*) and its lack of duration (*éphémère*) in the French data. These difficulties/problems are not mentioned in the Greek - Cypriot corpus. The new corpus may shed light on this difference.

These few examples show how important this research is in terms of language teaching: first we are able to identify the most important lexical fields, which in turn, define the type of vocabulary that merits further exploration and usage. Second the students in the interviews will be able to make sense of their answers and will reflect on their assumptions of what defines the emotion discussed at the time. Our data will highlight those words and expressions that are used most frequently and which could be given priority when teaching French as a Foreign language as well as which syntactic structures are more likely to be used when expressing emotions. For example, expressions involving transitive verbs such as *faire un câlin* (to cuddle) and *avoir des sentiments* (to have feelings) are not generally found in French as a foreign language textbook or in the *Referentiel*, although they were the most frequent data found in our corpus*. Thus, our study would be useful to help complete glossaries for learners for active and passive knowledge of the lexicon related to the emotions.

In terms of cross-cultural communication, the associated thoughts and social practices related to *αγάπη* and *έρωτας* (or at least relationships between the two genders) have been studied in sociology (Cockburn 2004; Hadjipavlou 2004) for the Greek-Cypriot community: the implicit linguistic representations and the explicit socio-cultural aspects could be but two sides of the same coin. The knowledge of these differences anchored in two worldviews and delineated in the lexicon could also enable a reciprocal or cross-cultural *identification.* In fact, the CEFR describes this knowledge as one of the complementary tools "to be developed to encourage students to exercise independent critical faculties including to reflect critically on their own responses and attitudes to experiences of other cultures" (CEFR, Section 5.3 Learning and teaching intercultural competences, p.25, paragraph 152) .

Attitudes and behavior we are aiming at	Linguistic and discursive material we are working with
To stimulate an awareness of one´s place in one´s own reference group	To identify typical markers of one's community including national stereotypes To identify one´s own linguistic representations

2. *Linguistic aspects*

While our pilot study focused on NP (nominal phrases), we mentioned earlier syntactic structures most commonly used by the student population and in our pilot study. Other research such as Valetopoulos´s study (2007) on Greek psychological predicates of Turkish origin, and Terkoufari and Bali´s work (2007) on expressing "feeling pain" in Modern Greek have indeed analyzed the syntactic patterns in their linguistic data on emotions in order to categorize the emotions themselves.

Working in the theoretical framework of *object classes,* Valetopoulos found in his study of Greek psychological predicates of Turkish origin (such as *dalkas, sevdas, sekleti* 'unhappy love affair' or *k'efi* 'good

mood') that the Turkish borrowings do not share the same properties as the psychological predicates of Greek origin. In fact, they demonstrate some of the properties characteristic of the physical diseases predicates. Terkourafi and Bali (2007) put forward the proposal that no real distinction exists between the concept "feeling" and the concept "emotion" when studying the syntactic patterns exhibited by different expressions to describe pains, despite Wierzbicka's thesis that the concept "emotion" is less universal than the concept "feeling".

Terkourafi and Bali also identified the frequency of usage for the different expressions of feeling pain:

- - lexicalised in a verb
- - as a verbal complement (complement NP)
- - as the verb's subject (subject NP)
        - as an inference from the utterance: when using proverbs or phrases
        - rarely as an adjunct (PP)

Our study will also to undertake such categorizations, as they can be useful to be compared with what is actually found in language teaching books since we can target the syntactic patterns most frequently used by native speakers.

3. *Prosody and Emotions*

Finally, several emotion scholars argue that in order to fully understand the meaning of emotions, we must work with multifaceted models. Therefore, the interviews will also comprise a database for studying features other than the lexical and the semantic associations. Prodosic and paralinguistic features (intonation) will be our focus for the second phase of the project.

We will be using WINPITCH ALIGNER, a speech software for long signal analysis and text/sound alignment designed and developed by Professor Philippe Martin. This software has been used extensively to study contrastively prosodic patterns and to teach prosodic patterns (Martin 2006 and 2004).

WINPITCH ALIGNER allows:
. Quick alignment of all possible linguistic entities with the corresponding acoustic signal through sound played back at a rate reduced by at least 30%.
. Acoustic analysis of speech (real-time fundamental frequency tracking, spectrographic display, re-synthesis after editing of prosodic parameters, etc.).
. Aligned data can be defined on eight (8) independent layers, with automatic generation of the corresponding database.

WinPitch aligner is built around a general purpose speech analyzer program, allowing real-time display of spectrographic and prosodic data. It includes an innovative semi-automatic text-to-speech aligner, based on a one pass operator perception of speech played back at reduced speed. This process is insensitive to the acoustical quality of speech recording, overlapping voices, etc., contrary to other methods based on speech recognition. Existing text transcription can be quickly aligned, and text entering and editing is also possible. The program generates an alignment file in XML and Excel® formats. The alignment database allows a direct access to the related speech segment, with automatic display of spectrogram, wave, fundamental frequency (Fo) and intensity curves. Bidirectional access between text and sound segments is also provided.

Works such as Le Gac and Yoo (2002) suggest that the same prosodic patterns are involved in Greek and French, however no research has established this symmetry for the Cypriot Greek language compared to the French language in expressing emotions. As well no research in language teaching to our knowledge has been carried out in learning to express emotions in both target languages.