

## ***EXPECTED RESEARCH RESULTS/PRODUCTS***

### ***1. Language teaching***

We have outlined above the range of potential results of the research. These clearly fulfill our stated goals:

- a. As Western and Gariffe (2000) remind us, it is much easier to learn words that are associated with already stored information. Hence the importance of working on semantic networks. We expect to delineate the semantic networks for the four studied emotions, which will also help to delineate their common vocabulary.
- b. We will establish categorizations based on syntactic patterns. These can be useful in language teaching since we can target those syntactic patterns most used by native speakers.
- c. We will make suggestions for adaptations and possible additions to the given lexical fields in relation to communicating the studied emotions.
- d. We will organise elective seminars targeting the communication of emotions (lexical and prosodic patterns), using specific glossaries related to these lexical fields in the context of training future high school teachers of French. No prosody work on Greek-Cypriot has as yet been undertaken.
- e. We will create a course focused on cross-cultural communication that will be offered at the level of our Master Degree in French. As an elective course, this Master course will encompass broader topics, such as emotion and pragmatics, and it will be related to specific settings such as international relations and business relations.
- f. Because NSM is relatively new theoretically, it has not been systematically applied or tested in language teaching: we may prove it to be a powerful tool to bridge the cultural gap in language teaching.

### ***2. Lexical and Contrastive Semantics***

As mentioned in the Goals section above, we expect that:

- a. This study will contribute to lexical semantics and lexicography, in particular for the less studied and less semantically described Greek-Cypriot language. Further, such a project can serve as the basis for a new dictionary of associations, such as that done by CRISCO for the French language.
- b. We will be able to appraise differences in the conceptualization of these words, through reference to the variety of possible different models of social interaction in the Greek-Cypriot and French cultures. Recent works focusing on the linguistic construction of emotions in Greek may not apply to Cypriot-Greek.
- c. We will initiate--through the training of our Master students, several publications and the organisation of a major conference-- the creation of a new linguistic research network in Cyprus anchored in cultural-based semantic theory (NSM).

### 3. Others

Although teaching culture within the field of learning a foreign language has been the focus of many a specialist in applied linguistics, no study has involved the two communities we are studying or looked at the vocabulary suggested for Greek speaking learners in the French *Referentiel*. Very few studies have applied NSM in language teaching apart from Goddard (2007), whose work stays very much theoretical.

Moreover affects and emotions have been and are the focus of several studies within a NSM approach, very few for the French language though, and even fewer would focus on the Greek language, none on the Cypriot idiom, as we mentioned before. However these studies will be an excellent tool to compare our results as far as each studied emotion is concerned. As well, none of the study involving the NSM theoretical framework (we know of) involves a corpus designed precisely for the research which is carried out. They work on a lot of written data collected in "institutional writing" or literature, but these data are not counterbalanced with a contemporary corpus, whether oral or written.

As well as far as the French language is concerned, lexicological and lexicographical works on and about emotions is substantial and they are a good basis for our own empirical study. Since very few of the works listed below used their own collected corpus, our study can validate, complete or challenge what has been suggested before. We mentioned previously that no Cypriot Greek lexicographic work gives synonyms or lexical fields and this study could be the start of such dictionaries. Katsoyannou (in progress) is working on a digitalised Cypriot Greek dictionary and results will be included in Katsoyannou's work.

Finally if some studies have involved comparing prosodic patterns between Greek speakers and French speakers, none has applied their findings to the teaching of a foreign language, and especially to the teaching of a foreign language to Greek Cypriot speakers. These speakers may have different prosodic patterns than Greek speakers as studies carried out by Arvaniti (to appear) show. Our work will be able to advance this scarce research on intonation in Cypriot Greek, especially in comparison to French intonation.