

METHODOLOGY

As mentioned previously, our methodology is driven by the theoretical framework of cross-cultural semantics as described in the MSN theory and our questioning has for a starting point the pilot study carried out the last two semesters. This study has allowed us to refine our strategy for collecting the data--detailed in the next section. It also uncovered several research avenues, such as the necessity of having interviews and other linguistic references.

1. Oral and Written Data Collection

Strategy

The methodology for our pilot study comprised building and analysing a written corpus collected by means of questionnaires completed by two groups of native speakers (Greek-Cypriot and French) in a similar environment and of a similar age. We collected 200 questionnaires at the University of Cyprus in classes with proficiency level A1 - A2 and B1 - B2, and 220 questionnaires at the University of Poitiers and University of Lille. We will follow the same strategy for the project, with minor changes.

The students had 15 minutes to write any word and/or expression they would associate with the word 'love' (written and said in their native language) in order to elicit free associations. No specific lexical categories were requested..

Similar studies in associative networks (Debrenne et al. 2008) involved questionnaires, hence our choice. The collection of our own synchronic data enables us to control the 'Greek-Cypriotness' of our data; the same goes for French. Online discussion forums could be interesting and have been used for such studies (Terkourafi and Polli 2007); however it is always difficult to assess whether the writer is Greek or Cypriot, French from France or from Canada, etc.

Linguistic population

Among the Greek-Cypriot answers, there were also English words (8%) and French words (7%-- questionnaires were given in a French class). These hybrid questionnaires were discarded and the resulting total of questionnaires for UCY was down to 170. We will clarify in our next data collection that the answer should be in the student's native language.

Stimulus

The spontaneous written associations were obtained by showing students a picture embodying a specific emotion such as love, joy or fear, and as well as recording their reaction to the spoken or written words such as *love*, *joy* or *fear* in their native language. In the project we will not use pictures as a stimulus given the noise encountered by the description of the photograph itself. Therefore, here we limit the discussion to the results obtained with the verbal cue. However, results with the visual cues have been published, and for Cypriot students can be found in Baider and Charalambidou (in press), while results for the French students have been published under Baider and Valetopoulos (2009).

Representativity

Our population was overwhelmingly female and we will aim for a better gender balance among our informants during the project.

Other written linguistic references, which we have not taken into account in our pilot study, will complete this first body of data. These supplementary linguistic data are

used to illustrate the common usage of emotional terms (Wierzbicka 1994; Goddard 1997 on Malay, and Goddard 2009 on Australian English; Gladkova in press on Russian):

- Common sayings, clichés, proverbs, set phrases; conventional phrases and idioms
- Famous quotes
- Common socialization routines
- Literary samples from a wide range of old and modern literature including slang and new words in fiction
- Colloquial speech and formal speech
- Newspapers discourse, Tourist guide discourse, etiquette books
- Lexicalized terms in dictionaries.

For the Greek language, there are computerized written data available (the Online ILSP Greek Corpus and the HNC of more than 34,000,000 words drawn from journalistic, legal, and literary texts as well as the 1,000,000 words of literature, scripts, and song lyrics from the Corpus of Greek Texts). For Cypriot-Greek, our written data will derive mainly from paper dictionaries (Papaggelou 2001), folk tales and a book of proverbs (Ksioutas 1937), since no digitalized data are yet available. For French, the ATILF (CNRS Nancy 2) offers a comprehensive choice of online databases: online newspapers (Ouest - France), Frantext (www.atilf.fr), which is primarily a literary database, and the TLFi (*Trésor de la langue française*, same URL), the most exhaustive online French dictionary. We will also be working with *Factiva*, an online resource comprising mainly French newspapers. Professor Philippe Martin has access to a large oral database collected during his various partnerships with French universities for speech processing and prosody projects (see Professor Martin's CV). Other French oral corpora available include Clapi (Corpus de Langue parlée en Interaction), Elicop, et PFC (Phonologie du français contemporain).

Our written corpus must be completed with interviews (or debriefing sessions) with native speakers. Fifteen interviews for each language, given by a native speaker of the same age as the participants are planned. These interviews will be 30 minutes long, roughly 300 000 words, if we compare with Branca-Rosof's on-line corpus (website). The interviews will comprise two tasks:

- The first is to give informants the opportunity to explain the different lexical associations they made for each concept on the questionnaire already completed. Only two concepts will be discussed at the time of the interview, either joy and anger, or love and fear.
- The second is to ask the informants to narrate a personal experience, an episode emblematic in their eyes of the emotions investigated in the first part of the interview. Here we follow Pavlenko's advice (2005) to work from a personal narrative.

This semi-directed interview will allow us to draw data missing for Greek-Cypriot, especially when using a written questionnaire format. Indeed the diglossic situation in Cyprus means that Standard Modern Greek is generally used for writing, as it is considered more or less formal. Therefore for the Greek-Cypriot group, these interviews are extremely important, since the written data obtained in the pilot study showed no Cypriot-Greek expressions. And because in Cyprus English is more a second language than a foreign language some students-- reflecting the usage in society at large (Papapavlou and Pavlou 2004)--used a mix of English and Greek-Cypriot (8% of the questionnaires). We had to discard these questionnaires since Pavlenko (2005, 129) suggests that emotional expression by bilinguals appears to be culture-specific, but a bidirectional linguistic influence changes their affective repertoire whereby salience of the certain concepts and notions gets higher and lower.(not clear to me) These face-to-face encounters may give us a chance to investigate this other facet of the linguistic diversity in the Greek-Cypriot answers.

Finally, these interviews will allow us to work on the prosodic aspect of the communication, which is our next phase of the project.