

Greek in Contact With English From a Teaching Perspective

Dionysios Tanis*

RÉSUMÉ

Dans une classe, avec des étudiants de langue anglaise, l'enseignant du grec peut mettre l'accent sur un nombre d'aspects qui caractérisent la typologie de la langue grecque et qui peuvent éventuellement faciliter l'acquisition de la langue. La longue tradition de la langue grecque est de nature à fortement motiver les étudiants étant donné que le grec est la plus vieille langue d'Europe sous forme écrite, depuis au moins l'année 750 av. J.- C. Un autre aspect du grec est sa flexibilité dans la construction des phrases aussi bien que la flexion des mots. Il est incontestable qu'à travers les siècles un nombre considérable de mots grecs, aussi bien que des préfixes et des suffixes etc. ont été transférés en anglais, spécialement dans la terminologie des sciences, de la médecine, des arts, des sciences sociales etc. De la même manière, un grand nombre de lexèmes anglais et des phrases peuvent être rencontrés en grec, aussi bien de façon morpho-phonématique que sémantique, avec d'autres phénomènes de contact de langue. Par exemple on trouve la prosodie, l'intonation, les marqueurs du discours, des phénomènes pragmatiques et d'autres phénomènes biculturels, résultat de la longue expérience de migration et d'établissement bilingue de l'Hellénisme de la Diaspora, en particulier dans des pays anglophones. Des aspects de la langue grecque comme une langue seconde ou étrangère sur lesquels on peut mettre l'accent dans une classe avec des étudiants de langue anglaise sont reliés avant tout à la production des mots: par exemple des diminutifs, des suffixes d'agents, des suffixes patronymiques, et un grand nombre de mots composés.

ABSTRACT

In a class situation, with students of English language background, the teacher of Greek could emphasize a number of aspects characterizing the typology of the Greek language, which can, possibly, assist with the language acquisition and learning process. The extensive language tradition of the Greek language can be a strong motive and incentive for students, since Greek is the oldest European language, confirmed in written

* Philologist

form at least since 750 BC. Another aspect of Greek is its flexibility in the construction of sentences, as well as in word inflexion. Unquestionably, through the centuries an enormous number of Greek words, as well as prefixes and suffixes etc., have been transferred to English, especially in the terminology of sciences, medicine, arts, social sciences and so on. Equally so, a large number of English lexemes and phrases can be found in Greek, both morpho-phonemically and semantically, together with other language contact phenomena, i.e. prosody, intonation, discourse markers, pragmatic and other bicultural phenomena, a result of the long migration and settlement bilingual experience of Hellenism in the Diasporas and in particular to English speaking countries. Aspects of Greek as a second or as a foreign language, which can be emphasized in a class with English language students relate primarily to word production, e.g. diminutive words, the agent suffixes, the patronymic suffixes, the great number of the compound words and possibly of forming new compound words.

Introduction

The aim of reference to a number of characteristics of the Greek language which, if they could be identified, could then be used for teaching and learning in an English language environment, does not constitute a theoretical approach, but aims at teaching Greek as a second and as a foreign language. It should be acknowledged that the reason for the present paper has been my personal experience as Consul for Education in Melbourne, Australia, where for the last 30 years Greek has been taught in government schools to an increasing number of non-Greek background students. Thus, the systematic study of certain features of the Greek language in a bilingual environment, where Greek remains in contact with the dominant English language, is important not only for the teaching and learning process, but also for the notion of its dissemination and development as a foreign language. From this perspective, I shall first attempt to discuss a basic characteristic of the Greek language from which many other attributes of the language could be also perceived and examined in its diachronic evolution.

The fact that English is sufficiently different from Greek makes it somewhat difficult for the Greek Australian immigrants to learn it and indeed rather difficult for non-Greek background students to acquire it. Greek is popular amongst Greek and non-Greek background students for a number of important reasons. Socio-structural factors contributing to the vitality of Greek include: the existence of a populous base of speakers; the creation of wide functional areas and adequate community networks; promotion of Greek to the broader society; the perceived prestige of the

language; the ability to rally institutional support, e.g. Government, educational, industry and media interest; favourable demographic characteristics, e.g. residential concentration, birth rate, rate of exogamy; and the degree of interactional dynamics characterising the Greek community in Australia. Tamis (1986: 89ff) produced a well-documented contrastive analysis of Greek and English morphology, phonology and syntax depicting the differences and similarities in their typology and their functional systems locating the potential points of variation. He outlines the disagreement of the quantitative and qualitative representation of the Greek consonantal and vocalic phonemes, the phenomenon of lexical transference between the two languages, the morpho-semantic variation between the two languages. He concluded stating that although Greek shares the same grammatical categories (form classes) and the same function characteristics, e.g. gender, number, case, person, tense, mode and aspect, with English, yet in English the form classes are “established by the technique of substitution and thus cannot be identified in isolation”. In Greek the function markers are in the word. Without these inflections is not possible to define the grammatical relationship. These are derivational and inflectional suffixes which operate in Greek as function markers. It is these function markers that I shall attempt to analyse in this paper.

It should be noted that Greek nouns are assigned to one of the three grammatical genders, often in direct disagreement with their natural sex. In English, however, there is no specific corresponding division or any distinction of genders. For example, it appears that nouns in English denoting ‘animate beings’, or ‘occupations’, receive genders according to their natural sex. By contrast, as Greek is an inflectional language, suffix tendency is an important determining factor in gender association. As a matter of fact the suffix tendency takes precedence over cognate and homophonous tendencies.

Greek from a historical perspective

It is beyond any doubt that Greek derives its significance mainly from the fact that it is the oldest language of the Western civilization with an oral tradition of approximately 4,000 years and a written practice of almost 3,000 years. The contribution of Greek in the fundamental text of the European and Christian scripture where the concepts and values of the Western world, were developed and conveyed, also lift the profile of the

language considerably. The evolution and continuity of the Greek language through the centuries could be easily manifested in the very first 10 verses of Homer's *Odyssey*, the very first completed poem of the European literary tradition, composed almost more than 2,770 years ago. The reading of the text and the word setting of the introduction of *Odyssey* reveals the diachronic historicalness of the Greek language and attests that the language itself remained similar in an ancient and a modern variety.

I shall briefly elaborate on a number of words which could be found in these Homeric verses, which are still in use, both morpho-phonemically and semantically in the modern variety of the Greek language, either intact or with slight variations. For example, in Ancient Greek (AG) and Modern Greek (MG): *άνδρα-άντρα, μούσα-μουσείο, μουσικός, μουσική, πολλά (AG,MG), πολύτροπον-πολύς+τρόπος, ιερών (AG) –ιερό (MG), ιερό as an adjective in MG, πολλών ανθρώπων (AG, MG), νόον (AG) – νουν (MG), νόστος-νόστιμος, έπερσεν (AG) –πορθητός (MG), πάθεν (AG)-έπαθε (MG), μάλα-μάλιστα, και (AG,MG), αλλά (AG,MG), αυτών (AG,MG).*

The analysis of such texts and discourses, from an etymological and semantic perspective, in a class situation, demonstrating the relationship between the ancient and the modern varieties of the Greek language, will increase the profile of the language and will positively influence the pre-disposition of particularly non-Greek background students.

1.2 The inflectional characteristic of Greek

A very significant characteristic of Greek is its inflectional system in both of its varieties ancient and modern, that is, the declension of nouns, adjectives, verbs, articles, passive participles and a number of numerical. The changes, that is form classes by means of derivational suffixes that occur in the case system, the persons and the numbers, singular and plural, naturally constitute a linguistic virtue, which give a structural strength in the language and make it flexible and compliant. The inflection system makes the reading process and the recognition of the words easier, as far as their syntactic role in the structure of the sentence. With the change of the word order in the sentence structure, it could also offer in the same semantic phrase, a variety of different ways of expression, for example:

Ο Γιώργος φώναξε τον Πέτρο

Τον Πέτρο φώναξε ο Γιώργος

Τον Πέτρο ο Γιώργος φώναξε

Φώναξε τον Πέτρο ο Γιώργος

Φώναξε ο Γιώργος τον Πέτρο

In the aforementioned cases the nominal *Γιώργος*, being in the nominative case, is clearly recognised as the subject, whilst the nominal *τον Πέτρο*, being in accusative case, is noticeably identified as the object in the sentence. By contrast, the English phrase “*George called Peter*” does not present any flexibility in the sentence structure, whilst any change of the word order also changes the meaning, as indeed the phrase “*Peter called George*” has a completely different meaning. As a result of the inflectional capability of Greek, the derivational suffixes of the verb represent and indicate the person and the number of the verb, thus the need to use the personal pronoun, as is the case with English, becomes redundant.

Nevertheless, the basic characteristics of language development are the simplicity in the typology of the given language and the economy in the utterance on the part of the speaker. Consequently, the evolution of the Greek language over the last four millennia resulted in certain grammatical and typological elements either disappearing, or being simplified. For example, the dual number that consisted part of the Ancient Greek nominal system progressively phased away and arguably equally so, other grammatical numbers, such as the triadic and quadric. By the same rule of linguistic simplification, the Greek language experienced the disappearance of the dative case, which however, remained vibrant in numerous phrases in Modern Greek. However, despite the diachronic simplification process, there is still remaining a large number of characteristics from Ancient Greek, particularly in the areas of the tenses and the moods that persist in the modern variety of Greek.

It is for this reason and mainly the polysyllabic tendencies of Greek that from a didactic perspective it would be fallacious- especially when we are teaching Greek as a second or as a foreign language- to teach the declension of the nouns in all cases. It would be also paradoxical to insist in teaching the multiplicity of the Greek declensional system, the distinction of the three grammatical genders with their definite articles, the dative cases of the nouns and even the genitive plurals in some cases (i.e. *η κόπωση* = fatigue, *αγάπη* = love) to students, either of Greek or non-Greek ancestry, attending classes of Greek as a second or as a foreign language.

The aforementioned difficulties experienced in Australia and I believe in all English-speaking countries lead to a number of linguistic tendencies that turn certain Greek names into indeclinable lexemes, without case and

without any differentiation between the masculine and the feminine gender (gender confusion). For example, *Mr. Demetriades* and *Mrs Demetriades* > *tou/tis k. Demetriades* > *ton/tin k. Demetriades*, *Mr Kanellopoulos* and *Mrs Kanellopoulos* > *ton Kanellopoulos*. This kind of tendencies, which are stemmed from strong linguistic causation, often create misunderstanding at institutional level, as a result of misconception or the misinterpretation of the genders and even to communication loss.

On the other hand the flexibility that characterises the Greek declensional system leads also to the convenient lexical transference of a large number of English lexemes, which are morpho-phonemically and syntactically adapted and integrated into the typology of the Greek language in the speech of Greek Australians. It must be also emphasized that, as we have already explained, Greek shares the same grammatical categories and the same function characteristics with English. According to Tamis (1986: 102ff) these English transferred words constitute concepts and names from their new environment and are being adapted into their spoken Greek with some degree or manner of integration, that is either by partial adaptation (mainly phonemic), or by full grammatical integration into Greek. He also found that English words morpho-semantically transferred from English to Greek could include nouns, verbs, adjectives, adverbs, pronouns, conjunctions, interjections and phrases. Tamis (1986: 89) correctly argued that “there is no agreement on the quantitative representation of Greek consonantal phonemes” with English. Yet, despite the serious differentiation between the Greek and English phonic systems, the serious contrastive dissimilarities and variation between the quantitative and qualitative description of the Greek and the English vocalic and consonantal phonemes, he found in his research that Greek immigrants in Australia adapt the English phonology of the transferred words and integrate them into the Greek phonic system.

The flexibility of the Greek declensional system, coupled with serious extra-linguistic (mainly social and psychological) causes, consequently triggers the transference from the dominant English language into Greek of a number of morpho-phonologically integrated lexemes, which usually are less cumbersome, less polysyllabic and by far simpler, if compared with the equivalent Greek words. For example, instead of the word *αυτοκίνητο* = car, they use *to karo, tou karou, ta kara*; also, instead of the cumbersome Greek words *προϊστάμενος/ αφεντικό* = boss, they use *o bosis, tou bosi, oi bosides* (pl); also, instead of the almost unknown word among the first generation of Greek immigrants *συνδικαλιστική ένωση* = union, they use *to γjunio, tou*

γjuniou, ta junia; also the difficulty of distinguishing between *καλάθι* and another Greek equivalent they prefer the *i basketa > tis basketas > tin basket > tis basketas*, or even its derivatives *basketoula and basketaki*.

Tamis also correctly pointed out (1986: 215) that the incidence of lexical transferences from English into Greek are caused as a result of morphemic similarities between the two languages, their articulatory function, the confusion and uncertainty created either by limitations of the mother tongue or the weakening of the linguistic feelings on the part of the students learning Greek as a second or as a foreign language. The tendencies of Australian students of Greek opting for a transfer from the dominant language is reminiscent of the numerous foreign words that were inserted and adopted into the speech of Greeks residing in the metropolis during the last centuries. For example, *το καταΐφι > τα καταΐφια, ο κιμάς > του κιμά > οι κιμάδες, το πάσο > του πάσου > τα πάσα, το τρένο > του τρένου, το ταξί > τα ταξιά, ο σινεμάς > του σινεμά > οι σινεμάδες, το ράδιο > τα ράδια κτλ.* Thus, the phenomenon of transference of English lexemes into the speech of Greek Australians, the non-standard variety of Greek, which Tamis (1993) entitled as the “*ethnolect*”, is not in any way different from the subsequent phenomenon experienced in the speech of Greeks in Greece or in Cyprus.

The new environment offered to the Greek immigrants in Australia new concepts and new words unknown to them from their experience when they were residing in Greece or in Cyprus. During the pre-War era or even up until the 1970s, when the massive Greek migration of approximately 270,000 Greek settlers took place, the concept of “freeze” (=ψυγείο), was unidentified and totally unfamiliar, whilst even the concept of «ice freezer» (=παγωγιέρα) was to some unknown and untried, thus the adoption of the word *i friza > tis frizas > oi frizes > ton frizon*, a word perfectly incorporated into the declension system of the Greek feminine nouns ending in *-a* was a logical sequence of the linguistic adaptation. The limited education of most Greek immigrants settling in Australia and their agrarian background led them also to adopt certain English transfers to denote concepts relevant to abstract nouns. The word *εμπειρία* = experience was rather unfamiliar to most of them, hence the transfer *expiriotita* as an abstract noun with an English stem and a Greek suffix, and with the flexibility of having all other cases (*tis expiriotitas > tin expiriotita*, even plural *oi expiriotites*) was a convenient way of utilizing the transfers into their *ethnolect*.

2.0 Learn Greek to improve your English in a bilingual environment

As it has been already maintained, a large number of English lexemes and phrases were transferred and typologically integrated into Greek, both morpho-phonemically and semantically, together with other language contact phenomena, i.e. prosody, intonation, discourse markers, pragmatic and other bicultural phenomena, a result of the long migration, settlement and bilingual experience of Hellenism in the Diasporas and in particular to English speaking countries. On the other hand, the evolution of Greek as the first common language in Europe and a great part of Asia for almost 500 years (4th BC-2nd AD), its adoption, learning and teaching by the Romans for almost 400 years, its espousal and embracing by the Emperors of the post-Justinian era as the language of the Empire in the mainly Greek speaking Eastern Roman Empire (Byzantium or the “Greek Empire”), the reappearance of Greek as a language for acquisition and learning and its eventual usage as a source language for new concepts and new lexemes since the early Renaissance period (11th century) until modern and contemporary era, resulted in embracing Greek as a valuable communication and cultural tool for the enhancement of Western Civilization. Even many newly emerging contemporary concepts were denoted with Greek words, simple and compound, and were institutionalized in the global vocabulary. For example the word *cosmonaut* was used by the Russians to refer to the first man who travelled into space, whilst the Americans for their own notational convenience used the term *astronaut* for their first cosmonaut. Even entire newly developed regions, countries, provinces and cities adopted Greek names around the globe, thus proving the inexhaustible capacity of Greek in producing new words for new concepts of communication. For example, Oceania, Polynesia, Micronesia, Mauritania, Ethiopia, Indonesia, Eritrea, Georgia and Philadelphia are all accepted Greek names to mention only a few.

The facilitation in teaching these Greek words, which are known and used by all English speaking students who attend Greek language classes, will further enhance the prospects of the learning process cultivating positive attitudes to students. Thus, tens of thousands of Greek words are found and are being used in the family of Indo-European languages as well as in Asian languages, including Mandarin and Cantonese Chinese and Japanese, whilst there is a larger number of compound words employing Greek lexemes:

as **prefixes**, i.e. (tele- >telegram, television, telecommunication),
(phono- >phonology, phonetics, phonemes, phonography etc),
(graph- >graphic, graphology), (path- >pathology, pathogenic,

pathetic), (photo- >photography, phototype, photometry, photogenic), (auto- >autobiography, automatic), (homo- >homophobia, homonym, homosexual), (neo- >neologism, Neolithic, neophyte), (an- a- >anonymous, amoral), (anti- >antifreeze, antiseptic), (para- paradox) and

(b) as **suffixes** (second part of the compound word), i.e. (-logy >psychology, archaeology, astrology, anthropology), (-phony >cacophony), (-therapy > physic therapy, natural therapy, homeotherapy), (-cracy >bureaucracy, aristocracy, democracy), (-polis >metropolis, Minneapolis, necropolis), (-nomy >astronomy, gastronomy), (-osis >neurosis, psychosis), (-itis >appendicitis) (-ic, -os, -us >logic, hypnotic, genetic), (-ize [$-\acute{\iota}\zeta(\omega)$] >tantalize, dramatize, decentralize).

It would be also productive for the learning process involving bilingual students to employ by means of didactic implementation Greek transfer words in the English language to stimulate their psychological predisposition towards Greek. Students could be asked to investigate in their own school curriculum those courses with a Greek etymology, such as *philosophy, history, geography, trigonometry, theology, biology, chemistry, physics, mathematics, geometry, psychology, arithmetic, music, economics, geology, politics, grammar, syntax, graphic techniques* and so on. It would be also stimulating to attempt to monitor and identify Greek transfer words in English, examining and investigating certain disciplines, for example, (a) from the field of the art and the letters: *lyrics, lyre, rhythm, rhetoric, hymn, symphony, orchestra, chorus*, and so on; (b) from the branch of medical sciences: *hygiene, haemostasis, haematocrit, thalassaemia, haemorrhofilia, haematuria, oncology, gynaecology, paediatric, podiatry, physiotherapy* and so on; (c) from the branch of sciences and their implementations: *electricity, ontology, helicopter, airplane, atmosphere, atomic theory, astrology* and so on. The employment of comparative lexical paradigms could also assist students in understanding the orthography and the spelling of the English words as well as their etymology and semantics. For example, using the Greek prefix *dys-* (=bad, unpleasant, poor) students could easier understand the words *dysentery* and *dyspepsia*, whilst its simplifying version of *dis-* could explain the opposite of hundreds of English lexemes, such as *charge>discharge, claim>disclaim, close>disclose, comfort>discomfort, connect>disconnect, consolate>disconsolate, continue>discontinue, count>discount, courage>discourage, courteous>discourteous, credit>discredit, engage>disengage* to mention only a few cases. Also by using the Greek prefixes *hypo-* and *hyper-* (the

latter was additionally used in Latin as *super*), students will have the opportunity to correlate their bilingual skills and profited from the etymology of such words as *hyperbole*, *hyper-critical*, *hypertension*, *hyper-sensitive*, *hypothermia*, *hypochondria*, *hypocrisy*, *hypodermic*, *hypotenuse*, *hypothesis* and so on.

Contrastive linguistics and the drawing of comparative lexical paradigms in the class situation for learning purposes is another useful technique in augmenting students' positive attitudes and making them understand the similarities between Greek and English. Broadly speaking, Greek vocabulary is characterized by the length of its words, which are normally polysyllabic, with the exception of the so-called grammatical words (the articles, the pronouns, the prepositions and the conjunctions), which tend to be monosyllabic. Most Greek lexemes possess two syllabi, to be followed by those having three syllabi and those with four and beyond. There are only a handful of Greek monosyllabic nouns, adjectives and verbs, which, however, when they are declined they increase their syllabi to two, for example, *φως*>*φώτα*, *λες*>*λέτε*, *ζω*>*ζούμε*. By contrast, there are numerous monosyllabic words in English in all different parts of the language including nouns, adjectives and verbs, i.e. *death*, *slim*, *table*, *sea*, *wind*, *red*, *blue*. This polysyllabic tendency of Greek which is in sharp contrast to the basic law of the economy in utterance, compels bilingual speakers of Greek in English speaking countries (a) to transfer in their communicative norm monosyllabic equivalent words from English, as this was partially discussed above, and (b) to shorten their names and surnames to ease communication with their interlocutors. Thus, according to Tamis (1986 and 1993), almost all integrated transfer words from English into Greek in the speech of Greek Australians are shorter in length, easier in the utterance and usually monosyllabic, e.g. *crook*, *boss*.

The inter-lingual contrastive differences between a polysyllabic Greek and a rather simpler monosyllabic English language could be viewed as a basic reason for Greek Australians reverting to English in search for a word which is easier to say and easier to perceive. As Tamis had already pointed out: "all transformations in language have the performative effect of making utterances easier to say, easier to perceive, easier to remember and easier to learn. The fact that most of the English transfers and integrated words are shorter than their Greek equivalents and represent a reduction in the amount of respiratory activity might explain their frequent occurrence in the speech of Greek Australian bilinguals. Tamis also was instrumental in elaborating the phenomenon, further explaining the difference between the transferred

non-integrated and integrated English lexemes in Greek: "...English transfers can occur in unlimited numbers. In the case of integrated words, it is rather the result of transference and not the process, since they are used only by the Greek community members and no longer depend on bilingualism. Therefore, integrated words appear to be by far more stabilized morpho-phonemically and are fewer in numbers. This means that they are established not only in the norm, but also in the language in the same way as transferences had been accepted into the Greek language in previous centuries in the mainland, replacing existing words..." He went on explaining that the inclination of Greek Australian bilinguals to use monosyllabic English transfers in their norm represents a "decrease in the amount of effort or strain required to express certain concepts or constructing sentences, this may involve avoidance of cumbersome words with complex clusters", for example:

Nouns: *cup*>φλυτζάνι, *trip*>ταξίδι, *flat*>διαμέρισμα, *lift*>ανσανσέρ/ανεγκυστήρας, *flor*>πάτωμα, *sofa*>κουζίνα, *tor*>σφουγγαρόπανο;

Verbs [with the usage of the auxiliary verb "κάνω"]: *affect*>επηρεάζω, *appeal*>εφεσιβάλλω, *use*>χρησιμοποιού, *repair*>επιδιορθώνω, *tor*>σφουγγαρίζω, *trap*>παγιδεύω, *mix*>ανακατεύω, *clear*>διασαφηνίζω;

Adjectives: *real*>πραγματικός, *soft*>μαλακός, *flat*>επίπεδος, *happy*>ευτυχισμένος, *hot*>ζεστός.

Polysyllabic Greek names and surnames are shortened to ease communication in an English speaking environment as *Κωνσταντίνος* becomes *Con* or *Dean*, *Χρίστος* becomes *Chris*, *Διονύσιος* becomes *Dion*, *Αναστάσιος* becomes *Stan*, *Χαράλαμπος* becomes *Harry*, *Δημητράκος* becomes *Dem*, *Βλασσόπουλος* becomes *Blase*, *Πανουσόπουλος* becomes *Soulos*, *Ταβλαρόπουλος* becomes *Poulos*.

Finally, the flexibility of the Greek inflectional system allows for the composition of two or more lexemes to be composed in one of the same or different part of speech, in English, however, there is no tendency for composition, but for the words to stand independent, maintaining their autonomy. For example, the word *θαλασσοταραχή* <> *sea storm*, *θαλασσοπούλι* <> *sea-bird*, *ελληνοαυστραλός* <> *Greek Australian*, *γυναικόπαιδα* <> *women and children*, *χρυσοστεφής* <> *gold-crowed*, *χρυσοθήρας* <> *gold hunter*.

As a conclusion it could be stated that the concept of multiculturalism advocates the maintenance, use and development of Greek in Australia. The

flexibility of the Greek declensional system coupled by serious extra-linguistic (mainly social and psychological) causes consequently triggers the transference from the dominant English language into Greek, a number of morpho-phonologically integrated lexemes, which usually are less cumbersome, less polysyllabic and by far simpler, if compared with the equivalent Greek words. In a situation of bilingualism where Greek is taught as a second or as a foreign language, it is both productive and stimulating to adopt in a class situation and use in the language learning process inter-lingual characteristics defining both languages. These inter-lingual phenomena may include the synonyms and the transferred lexemes in both languages, as well as the inter-lingual similarities and differences in the grammatical system, primarily the grammatical gender, number and the case. In addition, syntactic contrastive characteristics at inter-lingual level, utilizing the differences in the word order, the agreement between the grammatical and the natural gender, could be used in the teaching situation involving non-Greek background students.

BIBLIOGRAPHY

Τριανταφυλλίδης, Μανόλης (1993), *Νεοελληνική Γραμματική (της Δημοτικής)*, ανατύπωση της έκδοσης του ΟΕΣΒ (1941) με διορθώσεις, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, Ινστιτούτο Νεοελληνικών Σπουδών, Ίδρυμα Μανόλη Τριανταφυλλίδη.

Mirambel, A. (1987), *Η Νέα Ελληνική Γλώσσα: Περιγραφή και Ανάλυση* (Μετάφραση Σ. Καρατζά), Ινστιτούτο Νεοελληνικών Σπουδών, Θεσσαλονίκη.

Plunket, I. L. and R. B. Mowat (1927), *A History of Europe*, Oxford and the Clarendon University Press, London.

Σακελλαρίου, Χ. (1981), *Βασικό Λεξικό Συνωνύμων, Παραγώγων, Συνθέτων και Επιθέτων της Δημοτικής*, Σιδέρης, Αθήνα.

Tamis, A. M. (1985), "Factors influencing the language loyalty of Greek immigrants in Victoria", *Journal of Intercultural Studies*, vol. 6, pp. 15-48, Melbourne.

_. (1986), *The State of Modern Greek Language as Spoken in Victoria*,

Electronic Library, University of Melbourne, Melbourne.

Tamis, A. M. And S. Gauntlett (1993), *Unlocking Australia's Language Potential, the Case of Modern Greek*, Vol. 8, National Language and Literary Institute of Australia, Canberra.

Τάμης, Α. Μ. (2001), *Η Ελληνόγλωσση Εκπαίδευση στην Αυστραλία και Νέα Ζηλανδία (The Greek Language Education in Australia and New Zealand)*, Πανεπιστήμιο Κρήτης, Rethymnon, Greece.

Tamis, A. M. and E. Gavaki (2002), *From Migrants to Citizens: Greek Migration in Australia and Canada*, NCHSR, Melbourne.

Tamis, A. M. (2005), *Greeks in Australia*, Cambridge University Press, London.

Τάνης, Δ. (1995), «Μερικά χαρακτηριστικά της Ελληνικής Γλώσσας τα οποία μπορούν να αξιοποιηθούν κατά τη διδασκαλία της σε Αγγλόφωνο γλωσσικό περιβάλλον», *Journal of Applied Linguistics*, Thessaloniki.

Τσολάκης, Χρίστος (1999), *Τη Γλώσσα μού Έδωσαν Ελληνική*, Εκδ. Νησίδες.