

The Dictionary of the Learned Level of Modern Greek

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Abstract

The aim of this paper is to discuss the theoretical background and methodological tools for the elaboration of a specialized dictionary, the Dictionary of the Learned Elements of Modern Greek (DILLEMOG). The learned level of Modern Greek (MG), which originates from the natural diachronic inheritance and from the prototyping of Ancient Greek, includes segments, structures and processes which pertain to all levels of linguistic analysis. DILLEMOG will constitute an innovative lexicographical database which will provide the user with all the necessary information on the [+ learned] linguistic items of MG, such as definitions, collocations, degree of learnedness, lexical and morphological classification, functionality and usage.

Keywords: learned level, DILLEMOG, lexicographical project

1 Introduction

It is a fact that grammars, dictionaries and linguistic research concerning Modern Greek are restricted mainly to the description of the linguistic norms, that is of the neutral register zone, overlooking the larger part of its learned level. Moreover, Greek and/or foreign pupils/students and scholars/academics learning Modern Greek are not aware of the degree in which Ancient Greek (henceforth AG) has survived in the learned register of Modern Greek (henceforth MG), as well as in their own languages through internationalisms (such as scientific terms of Greek or Latin origin). As a result, they face difficulties in the formation of linguistic types. Therefore, in this paper we suggest the elaboration of a specific innovative scientific tool the *Dictionary of the Learned Level of Modern Greek*, in the form of an advanced digital product in a free-access repository. It comprises three parts (lexicographic protocol, electronic dictionary, and utility guide), and is designed to obtain a scientific patent. Finally, this product aims at projecting the learned level of Modern Greek in a linguistic (theoretical, historical and applied) as well as an educational framework¹.

2 The learned level of contemporary Modern Greek: State of the art

The learned level includes the inherited segments, structures and processes from former periods of the Greek language on all levels of linguistic analysis (phonology, morphology, semantics, syntax and pragmatics) as well as lexicon, that are used mainly on the high/formal register. Therefore, learnedness is defined by etymology, mainly in terms of inheritance and grammatical/lexical deviation or peripherality², and essentially by register, in terms of representation of the high/formal level (see Anastassiadis-Symeonidis & Fliatouras 2004; 2018), e.g.

1 The authors have already submitted two applications for sponsorship approval to two project sponsorship committees run by the Greek state (June 2017 and January 2018). The initial version of DILLEMOG will be soon available on the website of the linguistic laboratory *SYNMORPHOSE* (<http://synmorphose.compulaw.gr/index.php?lang=el>).

2 Etymology is a necessary but not sufficient condition. For example, the word *Θεός* 'God' is inherited from AG but it is not learned in MG.

(1) *ikia* ‘house’, *patir* ‘father’³.

The learned level is derived from natural diachronic inheritance, mainly through the language of administration, high oral/written registers, the scientific register and the language of church as language variation (see also Karantzola & Fliatouras, forthcoming), as well as the standardization of AG. The latter led to the re-introduction of learned elements, mainly in terminology internationalisms⁴ (Anastassiadis-Symeonidis 1994), e.g.

(2) MG *osteoarθritida* < EN *osteoarthritis* < AG *ostoún* ‘bone’ + *arthron* ‘connection’ + *-itis* ‘suffix for diseases’

and the artificial revival of elements as an outcome of the “Language Question”⁵, mainly as Katharevousa fossils (see Papanastasiou 2010), e.g.

(3) *Trapeza tis Elados* ‘Bank of Greece’ (cf. the [-learned] *Trapeza tis Elaδ-as*)⁶.

A first attempt at a systematic cross-level classification in phonology, morphology, semantics, syntax and lexicon was made by Anastassiadis-Symeonidis and Fliatouras (2004; 2018) and Anastassiadis-Symeonidis (2015)⁷ as shown in Table 1.

Table 1: Classification of the learned categories of MG

| | Norm | Learned |
|-----------------------------|----------------------------------------------------|--------------------------------------------------------------------|
| (A) Phonology | | |
| (a) Consonant Clusters | ftoxós ‘poor’ | ptoxós (cf. <i>ptoxokomio</i> ‘poorhouse’) |
| (b) Stress | asfálias ‘safety’ (GEN) | asfalías (cf. <i>zoni asfalías</i> ‘safe belt’) |
| (c) Final -n | usía ‘substance’ | usían (cf. <i>kat’ usian</i> ‘essentially’) |
| (d) Foreshortening | klironomiá ⁸ ‘heritage’ | klironomía (cf. <i>foros klironomías</i> ‘inheritance tax’) |
| (B) Morphology | | |
| (a) Stem/Affixal allomorphy | pali-os ‘old’ | pale-os (cf. <i>Palea Diaθiki</i> ‘Old Testament’) |
| (b) Word Construction | miso-fegaro ‘half-moon’ | imi-selinos ‘half-moon’ |
| (c) Fossilized elements | (s)ta ekato ‘percentage’ (ACC) | tis ekato ‘percentage’ (DAT ⁹) |
| (C) Syntax | | |
| (a) Prepositions | stin poli (< <i>se tin poli</i>) ‘in town’ | en ti poli (in Christmas carols) |
| (b) Word order | i kini apófasi (Adj-Noun) ‘mutual decision’ | I apó kinú apófasi (Adv Det.-Noun) ‘mutual decision’ |
| (c) Infinitive | to na kapnizeis ‘to smoke’ (SUBJ) | to kapniz-in ‘to smoke’ (INF) |
| (D) Lexicon | | |
| (a) Words | kokalo ‘bone’ | osto ‘bone’ |
| (b) Phrases | apo tin pediki ilikia ‘since childhood’ | eks apalon onixon ‘since childhood’ |

3 The peripheral word *patir* is fully inherited from AG, whereas the morphologically changed form *pateras* (< AG *patir*) is not learned in MG.

4 Internationalisms are popular words which occur at the same time in many different languages through the process of borrowing.

5 The “Language Question” was a linguistic, political and social issue regarding the linguistic variant that should become the official language of the Greek state. There were two parties; the first one supported the Greek vernacular as it was spoken by the majority of people in continental Greece (‘dimotiki’), and the second one claimed that the official language should be a cultivated variant that did not include any “vulgar” expressions and adopted AG syntax and morphology as a sign of grandeur (‘katharevousa’). The issue was finally resolved in 1976, when dimotiki acquired the official language status under law.

6 The ending *-as* indicates that the noun is inflected according to the patterns of the vernacular, while the ending *-os* imitates AG inflection.

7 See also Browning (2008), Kamilaki (2009), Krimpas (2015).

8 This is the stress pattern in nouns where [i] is followed by a vowel.

9 In AG dative was a case which was used to indicate the manner or the tool with which something happened. It also served as an indirect object to the main verb.

As shown by Anastassiadis-Symeonidis and Fliatouras (2004; 2018), the degree of learnedness is defined by a non-static continuum, which involves a hyponymic representation of the formal/high register. As illustrated in Figure 1, it comprises two flexible zones, the learned and non-learned ones, which intersect in the overlapping distribution of the intermediate norm (unmarked zone). Every element is prototypically integrated into the learned or non-learned zone, but the degree of learnedness can differ from item to item as well as among speakers on the basis of sociolinguistic parameters, such as proficiency in Ancient Greek, age and so on (see also Kambakis-Vougiouklis & Fliatouras, forthcoming).

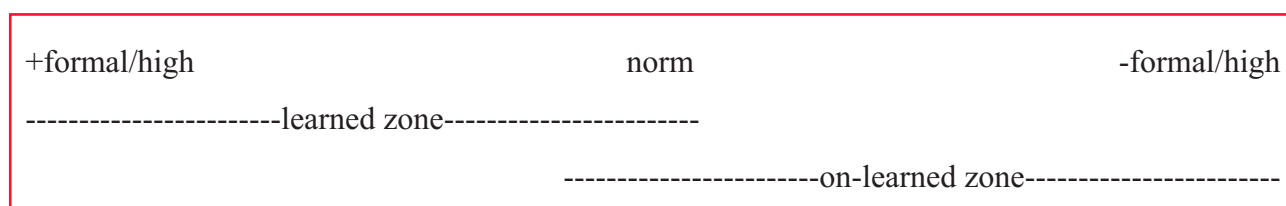


Figure 1: Continuum of learnedness

For example, the suffix *pan-/pant-* ‘pan-’ falls prototypically into the learned category, but it can be found in norm or even in non-learned words, e.g.

- (4) *Pant-anassa* ‘queen of all’ as an epithet of Mary (learned)
- (5) *pan-ellinies* ‘panhellenic’ (norm)
- (6) *pan(t)-ermos* ‘very lonely’ (non-learned).

The learned level nowadays occurs mainly in the administration/legal vocabulary, in inscriptions/names/signs, in place/street names and surnames, in terminology, in academic vocabulary, in official military terminology, in church language, in commercial language (mainly in titles, brand names), and in announcements, e.g.,

- (7) *o katothi ipoyeyramenos* ‘the undersigned’ (in applications)
- (8) *par’ Ario Payo* ‘in the Supreme Court’ (title of lawyers)
- (9) *othisate/elksate* ‘push/pull’ (in door signs)
- (10) *Δukisis Plakentias* ‘duchess of Plakentia’ (toponym)
- (11) *aiθales* ‘evergreen’ (terminology)
- (12) *Xristos Anesti* ‘Christ is risen’ (ecclesiastic phrase used at Easter)
- (13) *alt, tis i?* ‘halt, who are you?’ (military phrase)
- (14) *anθos aravositu* ‘corn flour’ (brand name)
- (15) *iserxete ston staθmo tu Plateos* ‘the train arrives at the station of Platy’ (announcement in trains).

Moreover, the learned level is not fossilized, but is still functional, as it is productive in primary sources (terminology, etc.), e.g.,

- (16) *siriaki θira* ‘serial port’

in playful neologisms (see also Kamilaki 2012; Fliatouras & Koukos forthcoming), e.g.,

- (17) *yiaurtoskordion* instead of *tzatziki* ‘tzatziki’¹⁰

in morphology, in the form of allomorphic analogy and/or orthographic rules (see Papanastasiou 2008; Fliatouras, in press), e.g.,

¹⁰ It was used in the extremely popular comic series *Konstantinou and Elenis*, the first episode of which aired in October 1998. Although the series ended in June 2000, it was re-broadcast several times due to the extraordinary audience reception.

(18) *anθ-elinas* ‘anti-Greek’¹¹ (cf. the +/-learned *anti-*)

and following diaphasic markers of reformulation (see Anastassiadis-Symeonidis, forthcoming), e.g.,

(19) *γία να το πο αρχεοπροπος* ‘to say it like in Ancient Greek’.

In other words, after the establishment of Demotic Greek, the learned register has segued from the frame of natural creativity into the sphere of analogicality (see Anastassiadis-Symeonidis & Fliatouras forthcoming; Martzoukou et al., forthcoming¹²) and occasionally into a form of neo-Katharevousa¹³ (see Petrounias 1984).

Usually no learned variety is an absolute equivalent to the non-learned, on the language system and/or register level, e.g. *lefkos* ‘white’ (learned) is not deployed in all the uses of *aspros* ‘white’ (norm). The competitiveness between the learned/non-learned morphological and lexical segments and the consequent variety is extensive, and needs further study on the basis of text corpora (Fliatouras, forthcoming), e.g.,

(20) *ikos* (learned) vs *spiti* (norm) ‘house’ (cf. *Lefkos Ikos* ‘White House’ vs *aspro spiti* ‘white house’)

(21) *θira* (learned) vs *porta* (norm) ‘door’ (cf. *θira 7* ‘gate 7 of a stadium’ vs *porta 7* ‘a door with number 7’).

Apart from total and fossilized remnants (see Coffey 2013) of AG, perceptible to a greater or lesser degree as peripheral types, formally and/or semantically marked (Anastassiadis-Symeonidis & Fliatouras 2004; 2018), e.g.,

(22) *o ayon* (learned) vs *o ayonas* (norm) ‘match’

(23) *estali* (learned) vs *stalθike* (norm) ‘was sent’

(24) *udis* (learned) vs *kanis* (norm) ‘nobody’.

There are many learned elements that do not have competitive selection, and this is what seems to keep the learned element strong in the Greek language, as seen, for instance, with the following:

(25) lexical phrases: *Nekra Thalasa* vs **Nekri Thalasa* ‘Dead Sea’

(26) allomorphs: *siθiro-δromos* vs **siθero-δromos* ‘railway’

(27) substantivized words by conversion or ellipsis: *nekra (taxitita)* vs *?nekri (taxitita)* ‘neutral gear’

(28) verb types: *parenevi* vs *?parenevike* ‘intervened’

(29) affixes (inflectional and derivational): *stroma thalas-isINF* vs¹⁴ **stroma thalas-asINF* ‘sea mattress’

(30) fixed phrases/collocations: *eyine tis kolaseos* vs¹⁵ **eyine tis kolasis* ‘there were fireworks’ (about fierce disagreement).

Finally, there may be observed a tendency of change in learned elements, either as a natural procedure or as a result of language and at times political ideology. For instance, many learned elements tend to be expanded analogically in the Demotic, e.g.,

(31) *Kathara Δeftera* à *Kathari Δeftera* ‘Ash Monday’

11 The change of the stop consonant [t] into a fricative [θ] is attributed to the presence of the rough breathing (*spiritus asper* in Latin), indicated by a special symbol above the initial vowel.

12 The authors conducted a psycholinguistic experiment using pupils of the last grade of primary school (age 11 or 12) as subjects. According to the findings, some of the subjects created analogical pseudo-neologisms, i.e. new lexical units which do not exist but follow a certain existing pattern, e.g. **chapi thalasis* ‘sea pill’ which was formed by analogy with the existing *stroma thalasis* ‘sea mattress’.

13 For many language specialists in Greece (see Petrounias 1984), neo-Katharevousa constitutes a “new disease” of the Greek language, where the effort of the speakers to sound more cultivated leads them to extremely sophisticated and sometimes erroneous imitations of AG vocabulary and syntax.

14 The ending *-as* indicates that the noun is inflected according to the patterns of the vernacular, while the ending *-is* imitates AG inflection.

15 See above.

and, inversely, many non-learned elements are often led to hypercorrection (see Krimpas, forthcoming), e.g.,

- (32) *apopiúme ton eφθinón mu* ‘I abdicate my responsibilities’ (Object in Genitive = AG syntax) instead of *apopiúme tis eφθínes mu* (Object in Accusative = MG syntax).

3 DILLEMOG: Necessity, innovation and impact

The distinction between learned and non-learned/colloquial/vernacular registers is prevalent in a variety of academic works (see, among others, Triandaphyllidis 1963; Setatos 1969, 1992; Tobaidis 1978; Babiniotis 1982; Petrounias 1984; Charalambakis 1999; Ralli 2005; Panaretou 2006; Xydopoulos 2007; Kamilaki 2009; Anastassiadis-Symeonidis 2015; Krimpas 2015). However, as documented in the literature, the use of this criterion does not correspond to a systematic theoretical framework; rather, it is usually empirical, descriptive or circumstantial, and is mainly related to etymological criteria. Now that approximately forty years since the establishment of Demotic have passed, it is necessary to redefine the learned register as a product of the natural learned evolution, as well as of Katharevousa, that in some cases can be understood as variation and in other cases as a compulsion version without competitive variety.

Furthermore, research in lexicography is usually limited to marking certain elements as learned (cf. *Dictionary of Standard Modern Greek* by the Triandaphyllidis Foundation, *Dictionary of Modern Greek Language* by Babiniotis, and *Utilitarian Dictionary of Modern Greek Language* by the Academy of Athens, edited by Ch. Charalambakis) or the collection of archaic lexical units (cf. the *Dictionary of the most Advanced Words* by Babiniotis, the *Dictionary of Scholarly Expressions in Contemporary Greek* by Iordanidou and the *Dictionary of Difficulties and Common Errors in the Use of Modern Greek* by Babiniotis), while the scientific terminology as part of the learned register is also studied fragmentarily (see the ELETO website¹⁶). Regarding metalinguistic tools, only hints at certain features of the learned level are recorded in the grammars¹⁷ by Holton, Mackridge and Philippaki-Warburton (1999), Kleris and Babiniotis (2005) and Chatzisavvidis and Chatzisavvidou (2013).

Therefore, the only way to safely demark, describe, analyze and implement (e.g. in language teaching) the learned level passes through the organized and systematized collection and classification of the material. The DILLEMOG will allow further investigation of the following issues of the thus far theoretical and historical research in relation to the necessity and deployment of the learned in MG, in its relation to the AG, paving the way to its utilization on an academic level and its implementation in educational frameworks (see Fliatouras, forthcoming).

Specifically, the goal of the DILLEMOG is the exhaustive collection, linguistic analysis and implementation proposals of the learned level of MG (including scientific terminology) as part of holistic research based on a representative corpus of texts, such as written texts in scientific journals, conference proceedings, university teaching materials, public administration and legal documents, texts written in the religious language, as well as in data that derive from important electronic sources of textual bodies, such as the CGT¹⁸ (Corpus of Greek Texts), the HNC¹⁹ (Hellenic National Corpus), and the Portal for the Greek Language²⁰. The objectives of the DILLEMOG include: (a) On a

16 <http://www.eleto.gr/gr/reception.htm>.

17 E.g. in the cases of certain expressions and collocations where [+ learned] prepositions are used (επί vs πάνω ‘on top of, above’), the authors indicate that the prepositions originate from AG and have acquired a special use in MG (see Kleris & Babiniotis 2005: 944).

18 <http://sek.edu.gr/>.

19 <http://hnc.ilsp.gr/>.

20 <http://greeklanguage.gr/>.

scientific and academic level, to contribute towards the more precise description of MG and the more effective teaching of MG, AG and the special languages²¹ to Greek and foreign pupils, students and instructors (see Katsogiannou & Xenophondos 2015; Anastassiadis-Symeonidis & Fliatouras, 2018), as well as to point out the history of the Greek language, granting significant linguistic tools for the scientific community in a free-access electronic repository. (b) On a creative innovation level, being an original scientific project, to claim a Greek and international patent, as there does not exist, to the best of our knowledge, an analytical dictionary of a language register – specifically the learned level – which can be found neither in the Greek nor international literature.

As a result, the DILLEMOG is a digital product which will provide free data access to all potential users via the official website of the research program. It is designed to be a public repository of national value which will bring benefits in many different fields:

- **Scientific field:** It is an innovative product that attempts for the first time in Greek scientific research to present the learned elements of the Greek language (items, lexical units, supralexic combinations, collocations, phrases, idioms). It will shed light on all the following parameters of the subject: definition, criteria of learnedness, degree of learnedness, lexical and morphological categorization, interpretation, usage, functionality, competitiveness and consolidation. It offers clear and complete answers to questions like: which are the learned elements of Modern Greek (both written and vernacular), what is their origin, what are their syntagmatic relationships and their most frequent grammatical patterns and what is their actual use, e.g. what are their occurrences in native speakers' utterances? It is based on a multilevel exploitation of both the written resources that already exist (dictionaries, encyclopedias, thesauri), as well as the most important digital tools that are currently used for linguistic description.
- **Academic field:** It prepares the way for pursuing new scientific goals and can become a useful basis for the elaboration of language user guides and the development of curricula in language teaching.
- **Cultural field:** It constitutes a valuable scientific tool for the community of Greek scholars as well as for the international academic community, as it offers useful insights into the history of the Greek language, the survival of Ancient Greek in modern language (see Symeonidis, Xenis & Fliatouras 2007) and the evolution of linguistic culture.
- **Educational field:** It can be equally efficient in Greek language teaching as a first and second/foreign language, thanks to the large amount of information that the user is provided with: information about the spelling, the standard pronunciation of the linguistic items and their place and role in the universe of communication. For the first time diachrony (e.g. historical evolution of language) becomes a strong factor in the synchronic description of the language system (langue) and its realization (parole) (see Anastassiadis-Symeonidis & Fliatouras, forthcoming).
- **Social field:** It can become a compensation tool in the hands of speakers and users who do not enjoy easy access to academic/high profile language use.

4 Methodology/Compilation process

The DILLEMOG is a digital lexicographic information system (see Müller-Spitzer 2009) which is designed within the frame of the *function theory* (Müller-Spitzer *ibid*; Tarp 2009; Schierholz 2015). This considers all lexicographic tools (printed as well as electronic dictionaries) as *social culture-specific products* (Tarp 2009: 22) which “target the specific needs of specific users in specific social situations” (Fuertes-Olivera 2009: 99). In the paragraphs below, we shall outline the basic parts of the compilation process.

21 Greek language variants which are differentiated from others on social grounds, e.g. language of the law and legal documents.

4.1 Lexicographic Protocol

After having taken into account the basic principles and current standards of international lexicography, we began the compilation of the DILLEMOG with the elaboration of a lexicographic protocol, a detailed scientific description of all the data which will be included in our project. More specifically, the DILLEMOG protocol will determine the selection criteria of the macrostructural units, the nature and length of the microstructural units, the type of units which will have cross-reference function (mediostructural units, according to Müller-Spitzer *ibid*), the order of the information which will appear in a typical full-length article²², the typographic indications of the various elements of the articles, the particular symbols which will introduce data of a different kind (e.g. audio files or graphs), the navigational elements (e.g. the list of headwords) and the handling of certain theoretical issues concerning linguistic descriptions and metalanguage. The protocol will also provide information related to the manipulation of the three electronically published corpora of Modern Greek and the RSS feeds which will be used for the detection of the current language use.

4.2 The Electronic Dictionary of the Learned Element of Modern Greek

The selection of the macrostructural units will be based on the indexing of the existing reference works; e.g. dictionaries from the previous decades (*The Dictionary of Modern Greek Language of Proia Editions*, *The Dictionary of the Greek Medieval Literature*, *The Dictionary of Dimitrakos*, *The Greek-English Dictionary Georgakas*) and current dictionaries of Standard Greek (three of them being General Dictionaries and the fourth being the *Reverse Dictionary of Modern Greek*), as well as other tools (e.g. encyclopedias) which contain a large amount of metalinguistic information. Their selection criteria will be thoroughly discussed in the lexicographic protocol. The headwords (lemmas) can be lexical units, sublexical units or supralexical combinations, and will be accompanied by their allomorphic variations as reported in current language use (e.g. *nixt/nixth-* 'night'), so that the search process is facilitated. Regarding the metalinguistic data of each headword that will appear in a particular order, the following information will be indicated: the grammatical category of the word (or its morphological status if the lemma is a sublexical unit), its concise definition and a number of *sublemmata* (e.g. collocations) and their respective meanings and most popular field of use (e.g. church language). A link will connect each sublemma to an authentic utterance drawn from the Greek corpora. At the end of the lexicographic article there will be information about the origin of the headword (etymology) and the degree of its [+learnedness]. In cases where pronunciation issues arise, a special symbol will indicate access to an audio file.

Regarding the underlying structure of our product, a tailor-made XML DTD (Document Type Definition) will determine the content-related value of our data. XML tags will define the scope of our elements, and will insert instructions concerning their special presentation characteristics. This method will secure the consistency and homogeneity of the data viewed by potential users. In the final step of the elaboration, an open-source content management system (CMS) will be manipulated so that the data is electronically published and ready to be used by those who are interested. In this final step all the necessary multimedia applications will be included in the product (e.g. the audio files).

The DILLEMOG complies with the standards of modern lexicography. It is developed within a specific theoretical framework with a strict specification of its layout, typographic indications, internal architecture and search options. Although it encompasses different kinds of information, the average dictionary user can easily access its content. As such, it responds to all possible search situations that average users find themselves in (Tarp 2009: 25-26): (i) Attempting to add something to their

22 As far as electronic dictionaries are concerned, there are different views of the lexicographical data depending upon the search of the potential user. A typical full-length article is the kind of view that would appear in a printed dictionary, where the structure is fixed and non-modifiable.

previous knowledge; (ii) attempting to become more efficient in particular communicational circumstances; (iii) looking for instructions and/or advice for completing a task (mental or manual); and (iv) handling a guide for decoding the symbols and signs of the surrounding world. Its underlying data structure allows the modification and/or enrichment of its content; its data is thus not static, and can be updated according to new research findings. As a result, the DILLEMOG is a lexicographic product which adopts certain linguistic trends and options and aims to offer a consistent description of current language use regardless of the attitudes expressed by the speech community or the linguistic stereotypes that linger on.

4.3 Utility Guide for the Exploitation of the DILLEMOG

The Guide for the Exploitation of the DILLEMOG will contain thorough teaching scenarios (Iordanidou & Papaioannou 2014; Kosegian, Papathanasiou & Fliatouras 2012) within the scope of Task-Based Learning (Willis 1996). TBL involves language learning through tasks of data searching and analyzing, comparing language use and handling tools for the description of the target language. A part of the guide will be dedicated to CLIL (Content and Language Integrated Learning), which involves the development of academic vocabulary through different subject teaching (e.g. history or science) for all learners who are interested in acquiring the academic variety of the target language (Anastassiadis-Symeonidis et al. 2014). Proposals will also be made as to the exploitation of the learned level in creative writing.

5 Conclusions

The aims of this paper are (i) to provide an outline of the theoretical issues that arise from the long-term parallel use of the Greek vernacular and the [+ learned] elements which originate from AG, and (ii) to present the basic elaboration principles of an innovative lexicographical project which will address not only native speakers of Greek, but also non-Greek-speaking users who are interested in the processes of language borrowing and/or language standardization. The Dictionary of the Learned Elements of Modern Greek is designed to include various information on the segments, forms, structures and processes that belong to the learned zone of the continuum of learnedness, such as definitions, collocations, degree of learnedness, lexical and morphological classification, functionality and usage. The DILLEMOG will be in digital form and will constitute a valuable tool for both researchers as well as teachers of Greek. The compilation of DILLEMOG will be based upon a lexicographic protocol according to the current international standards. The project will be completed with the Utility Guide for the Exploitation of the DILLEMOG within the classroom, with the presentation of teaching scenarios and task examples.

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