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MORPHOLOGICAL & SYNTACTIC ERRORS IN WRITTEN PRODUCTION: EVIDENCE FROM A LONGITUDINAL CASE STUDY OF GREEK AS A SECOND LANGUAGE

This paper's narrow focus is the morphological and syntactic deviations from the target-language featuring in the interlanguage of a multilingual of late adulthood learner of Greek as a Second Language - L1s/ Mexican Spanish & American English. For our research purposes an error-tagged learner's corpus was composed, consisting of the participant's written production during a four- year period of instructed language acquisition. Furthermore, we sought to investigate any correlation between the total number of errors and year of instruction and again, each class of errors and their yearly distribution. Overall, the learner produced higher rates of errors in syntax, whereas the investigation of errors in grammatical categories, underscores the participant's significant difficulty in noun phrase sequences.

Keywords: Greek as a L2, late adulthood, errors, morphosyntax, SLA

1. INTRODUCTION

1.1. SLA & Interlanguage: Theoretical background

Language is a spectacular, yet incredibly complex natural phenomenon. Whether we seek to fathom its formal properties- how and why they change over time- or its relation to human cognition and how it is acquired so seemingly effortlessly, when it comes to our mother tongues (L1), its intricacy gets further amplified, when research focus shifts onto how a non- mother tongue develops. Therefore, an array of theoretical and experimental approaches and

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interpretations has emerged (Larsen-Freeman & Long 1991: 387) to cope with this knotty undertaking, i.e., the learner's L2 production or *the learner's interlanguage*.

The term *interlanguage* was initially introduced by Selinker (1972) to describe the distinct characteristics of a L2 learner language, specifically the divergences from the target language (TL) and L1, which account for the learners' differences concerning final attainment. Therefore, erroneous realizations were incorporated into a distinguished linguistic system and were defined by contrast to L1 and TL. Consequently, the twofold notion of the term was inevitable; *interlanguage* describes the L2 user's surface structure utterances and the transitional stages that the learners undergo as a latent psychological process (Selinker 1972: 211). Accordingly, behavioral studies, carried out within the scope of linguistics, have been approaching the L2 development in a contrastive way, with the TL and L1 being the main frame of reference.

During the last 40 years, ever since the shift from Contrastive Analysis to Error Analysis (Corder 1967) and the theory of Interlanguage, Second Language Acquisition (SLA) has been established as an autonomous, overarching field that seems to be expanding in leaps and bounds (Larsen-Freeman 2020). On the theoretical level, two main perspectives have forged the field of language acquisition and development: according to the first regard, L1- and subsequently L2- acquisition and development constitute a linear process with (pre-)defined stages, including an identifiable onset and end state (De Bot et al. 2007: 7). Accordingly, L2 has been gazed at as a subsequent stratum of our nativeness. In other words, all added language systems cannot be interpreted outside L1, underscoring, thus, a rather unilateral relation.

On the opposite end, constructivist approaches like Cognitive Linguistics and Emergentism, as well as processing theories like the Competition Model (Bates & MacWhinney 1987; MacWhinney 1987) and the Unified Model (MacWhinney 2005), advocate for the non-linear and interactive notion of language (for an overview see Ellis 2003, 1998). In a similar but expanded view, Complex Dynamic Systems Theory (CDST), a relatively novel theoretical approach, is primarily concerned with the dynamic and interconnected nature of language development over time (Larsen-Freeman 1997). CDST addresses questions pertaining to how language (L1 & L2) develops overtime while adopting a multicausality point of view (Smith & Thelen 2003). Interestingly, language stages are construed as a continuous process -rather than a product- and complexity is brought about by the mechanisms of self-organization and coadaptation. Therefore, research adopting this particular perspective depends mainly on longitudinal data and case studies in order to detect the transitional stages a learner goes through (Lowie 2022).

2. METHODOLOGY

2.1. The Present Study

In the present study, we set forth longitudinal data of a case study of Greek as a L2. By focusing on errors in written production, we seek to investigate how the learner's behavior changes over time with respect to morphology and syntax. Based on previous empirical evidence on Gr/ L2, we expect that the participant will demonstrate a higher rate of errors in the nominal morphology throughout the four years of instruction, whereas the number of syntactic deviations will increase after the second year. We postulate that Greek nominal morphology, and consequently the respective syntactic relations, especially the DP-internal structure, will challenge more our learner. Our hypothesis is being explored through the following research questions:

1. Do most errors concern morphology or syntax?
2. Does the learner struggle more with nominals or verbs?
3. Is there any correlation between errors in specific linguistic or grammatical category and each year of instruction?

2.2. Research Type

The longitudinal data presented here constitute only a part of a larger study in which all types of errors were annotated and analyzed quantitatively and qualitatively³. Though here the data are only quantified, our project still satisfies the main principles of case studies: i) it is an empirical, mainly descriptive, study of a "bound system" over time, i.e. one learner and an array of language uses; ii) it is a longitudinal action research, since it comprises data from a 4-year period and was carried out by a practitioner (a language teacher); iii) the research data are contextualized, as they were produced in the classroom; and iv) we recorded, described and analyzed the learner's interlanguage in order to interpret them (Duff 2008: 23). Although the analysis process took place after the courses, the learner's justification in the case of overlapping errors was noted down and taken into account on several occasions, as his comments contributed to the interpretation of certain misuses.

2.3. Corpus & Classification of Errors

For the purposes of our research, we composed a longitudinal learner's corpus of Gr/L2. The corpus (CL) consists of the learner's written texts stemming from semi-elicited and free production, from April 2017 until September 2020 and as a result of explicit teaching/**learning**. Text selection was based on originality, time of production, and range of use (Χατζηδάκη 2018). Therefore, we included

³ Available at <https://apothesis.eap.gr/archive/item/72856>

texts produced for the purpose of the classes and collected in several successive phases. Furthermore, the CL can be classified as of general usage since texts of various types (narration, description, reviews, letters, recipes, summaries), registers, and communication settings were employed. Throughout the learning period, 67 texts were written, consisting of 6835 words in total. Interestingly, nearly half of them were produced solely during the 4th year of instruction (Table 1).

After the texts were selected (randomly and from the beginning, middle, and end of each year), we recorded them chronologically in a Word file and proceeded with the manual annotation of grammatical errors, which amounted to 461 morphological and syntactic/morphosyntactic deviations. Following Tantos and Papadopoulou (2014), errors were classified into linguistic categories (morphology, syntax, and morphosyntax), whereas those regarding the use of articles and prepositions were categorized based on surface structure criteria, i.e., substitutions. The distinct classification into purely morphological and syntactic deviations was either dictated by the divergences themselves, e.g., *ο δήμαρχος της πόλη* του Μεξικό⁴**, or categorized as such based on the participant's justifications. Only in the case of gender assignment, errors were classified as morphosyntactic.

Year	2017	2018	2019	2020
No. of Texts	15	16	14	22
No. of Words	919	1245	1435	3236

Table 1. Written Production per Year

The taxonomical system was defined at large by the learner's errors. Thereupon, in the grammatical category «Nominals» we included errors concerning nouns, adjectives, pronouns, articles, participles and quantifiers. Errors in each grammatical class are also being explored based on the morphological and syntactic features of the TL. Accordingly, nominal deviations in morphology comprise errors in the inflectional and derivational forms, for example *των τροφεών** instead of *των τροφών*, or in the case of participles errors in the stem variations, for example: *φτιαχμένος* instead of *φταγμένος* (Appendix I-a.). As syntactic, we classified errors concerning the article usage, i.e., omissions, additions and substitutions (Appendix II). Finally, the morphosyntactic category pertains to erroneous gender assignment and agreement (Appendix III).

⁴ Although the form “του Μεξικό” could be regarded as a correct realization, in the case of our learner, we included it in morphological errors stemming in fact from cross-linguistic influence. Our choice was verified by the learner's justification, since he found the formation of the genitive challenging at that time.

In the “Verb” category, morphological deviations comprise wrong formations of suffixes, voice, number, and past or perfective stems, for example *τους χορτοφάγους *μείνουν λεπτοί, στο τραπέζι είνουν τα δύο καναπέτες* (Appendix I-b.). In the category Syntax, we classified errors related to agreement violations in number, additions or omissions of prepositions, as in the case of introducing a verb complement, for example, *σκεφτομαι για* το σπίτι στο Μεξικό* instead of *σκέφτομαι το σπίτι μου*. Wrong use of aspect was also classified into syntactic deviations, provided that there were no morphological violations. Admittedly, as different types of errors overlap on several occasions, we turned to the learner to resolve such issues.

2.4. The Learner’s Characteristics

The learner, a multilingual male of high academic background, relocated to Athens, Greece, from the United States of America in 2017 at the age of 58. He was raised as a simultaneous bilingual in Mexico, and his mother tongues are Spanish (Mexico) and English (U.S.), with the former being the dominant language up until the age of 18. By the age of 27, he was an independent user of French and Italian after attending intensive courses in each language. His first acquaintance with the Greek language took place almost immediately after his arrival in Athens in the form of self-study. Nonetheless, his endeavor was marked by unsurmountable difficulties in both morphology and syntax and so he took up private courses in person, for three hours a week, from April 2017 to December 2022.

We assume that the learner’s attitude and motivation function as facilitative factors to his development and could account for the relatively low number of errors (Ellis 1994: 198–201; Larsen-Freeman & Long 1991: 303–320); to our knowledge respective studies on Gr/L2 are scarce at best. The fact that Greek was not a prerequisite for his work nor his personal life, alongside his effort to learn the language on his own, attest to high motivation, which for many SLA researchers is the only differentiating factor between L1 and L2 (Μπέλλα 2011: 26). Besides, a strong correlation between high motivation and the development of learning strategies is often underlined in research (Mitits & Gavriilidou 2014: 304). Usage frequency was rather limited and, systematic solely in the frame of classes, though the learner always sought opportunities to communicate in Greek. Consequently, we regard that low frequency has an adverse impact on his overall trajectory. Age of onset constitutes one of the central issues in SLA and has been extensively studied (for an overview see Wang 1999, on age and morphosyntax in L2 see Ortega 2013: 12–30; on the non-determinative role of maturation: Singleton & Pfenninger 2018), particularly in relation to variability, final attainment and attrition (from the perspective of U.G. see White 2003). Despite the vast body of work on this matter, research seems to be far from

providing a conclusive answer. Concerning his late adulthood, we draw on research within the scope of linguistics, as mention above, and neurocognition (Singleton & Pfenninger 2018) and we presuppose that his late onset plays a role, both facilitative and unfavorable, in the acquisition of morphosyntactic features, but further remarks go beyond the scope of this particular study.

3. RESULTS

3.1. Nominals

In the grammatical category “Nominals”, we annotated 218 erroneous productions. 28% accounts for morphological deviations, of which more than half concern the proper formation of nouns, while errors in the subcategories Adjective and Article are represented almost equally (Fig. 1). Regarding the annual distribution of errors in morphology, more than half emerge in the first two years of instruction while they peak during the 2nd year, in 2018, after which there is a gradual decrease until 2020 (Fig. 2).

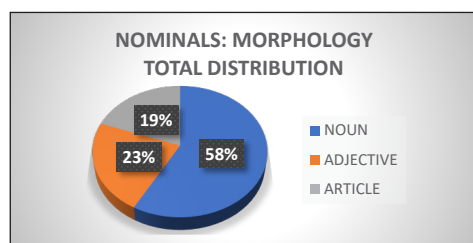


Figure 1. Nominals- Morphological Errors

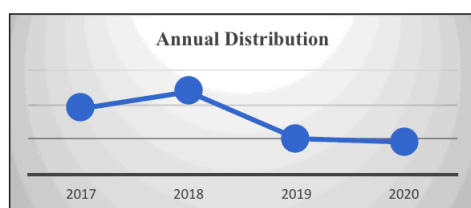


Figure 2. Nominals-Morphological Errors per Year

Errors concerning article substitutions (syntax) and gender assignment and gender agreement (morpho-syntax) amount to 78% in the category “Nominals”. Specifically, all three subcategories are represented almost equally (35%, 38%, and 27% respectively). Interestingly, they present a very similar pattern of fluctuation throughout the four years of acquisition, with the errors concerning article substitutions demonstrating a slightly steeper fluctuation from the beginning until 2019 (Fig. 3).

Said similarity led us to further examine the subcategories of gender in terms of DP-internal and number. Accordingly, out of 102 errors, 75 concern the DP-internal structure, whereas most errors occur in singular feminine and neuters (Fig. 4). Regarding the annual distribution of the former, there is a significant increase in errors in the period 2019–2020.

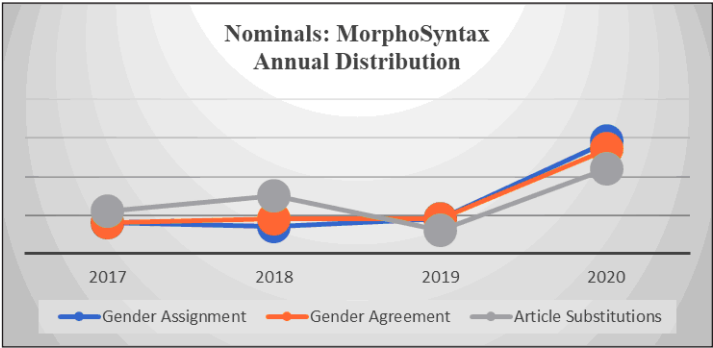


Figure 3. Nominals- Morphosyntactic Errors per Year

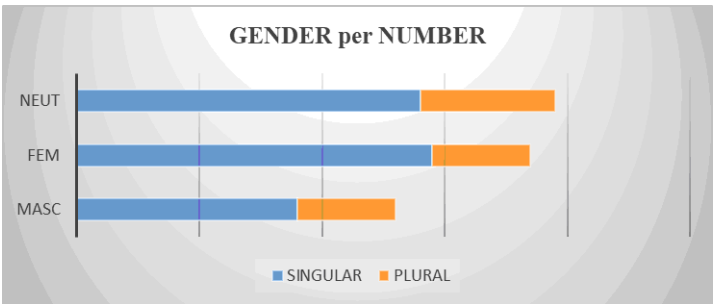


Figure 4. Gender Assignment per Number

3.2. Verb

In the grammatical category “Verb”, we encountered 243 errors. Only 68 (28%) concern morphological deviations and the rest 190 (79%) syntactic relations (Table 2). Regarding morphology, 51% concerns the suffixes, while the rest is located in the stem formation, in both temporal and dependent forms.

MORPH	SV & OV SELECTION	ADVERBIALS+ PREP	ASPECT	MARKERS
68	78	35	32	35

Table 2. Verb- Total Distribution of Errors

The annual distribution of the morphological errors is illustrated in Fig. 5. Overall, the fluctuation is rather symmetrical; in 2018 and 2020 the errors are at ceiling and approximately double compared to 2017 and 2019.

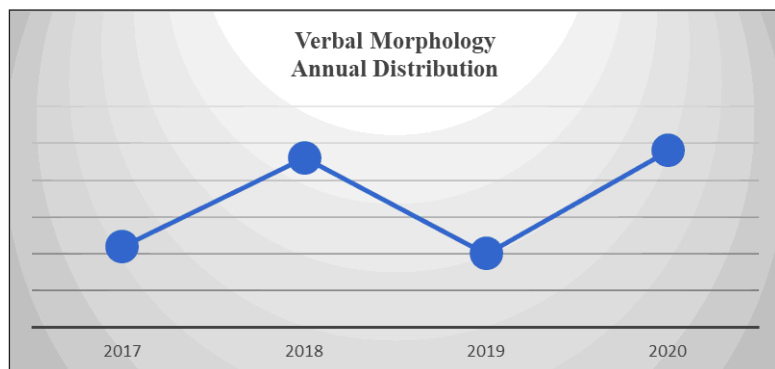


Figure 5. Verb- Morphological Errors per Year

With respect to syntactic errors, the vast majority (41%) concerns wrong case selection either for the Subject or in the predicate (58% and 42% respectively of the subcategory SV/ OV). Interestingly, both groups are marked by a significant proliferation in errors from 2018 onwards. Prepositional phrases/adverbials and markers are equally represented in the corpus (18% each). Overall, the learner's development across time is characterized by great variability dependable on each grammatical feature. Specifically, the errors in the category

"Markers" show a steep increase across time (Fig. 6), while those in "Adverbials & Prepositional phrases" generated a somewhat non-canonical U-shape pattern (Fig. 7).

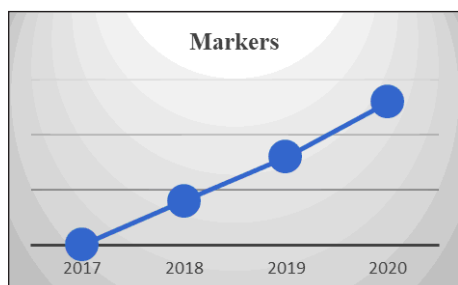


Figure 6. Markers- Errors per Year

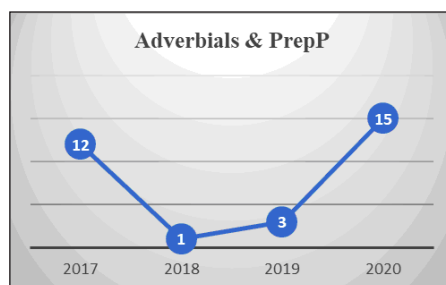


Figure 7. Adverbs & Prepositional phrases- Errors per Year

The usage of grammatical Aspect is the last category of syntactic errors which amounts to 18%. Based on our analysis, approximately 65% are realizations of Perfective in contexts where non-Perfective is mandatory, concern *vα* structures and adverbial clauses (62% and 38% of Perfective use respectively). In the remaining 35% of Perfective aspect instead of non-Perfective, again the majority is classified in *vα* structures and the rest in temporal uses (Fig. 8). All erroneous utterances were produced in 2019 and 2020.

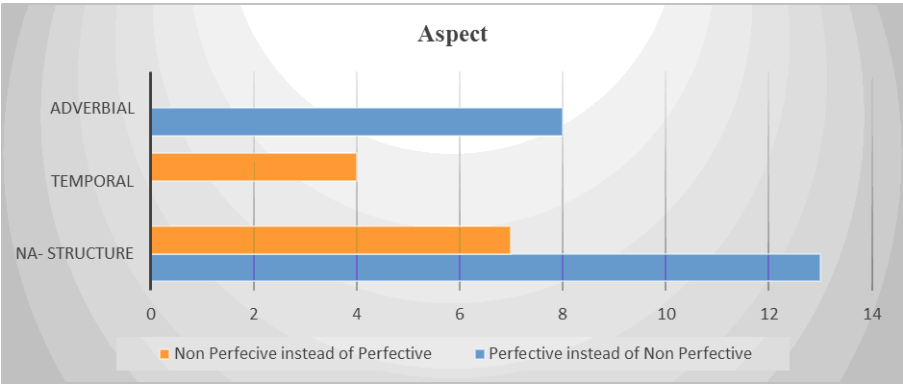


Figure 8. Aspect- Total Distribution of Errors

3.3. Data Analysis

In most cases, our data have similar distribution and patterns as in previous studies; grammatical aspect, for example, seems to be in free variability, while learners show a slight preference to perfective forms (see Ματθαίουδάκη 2011; Παπαδοπούλου 2005). Said tendency seems to be explained by the fact that GR/ L2 learners get acquainted early on with the perfective stem, thanks to nouns of high frequency, as *έ-παιξ-α < παιχνίδι, έ-φαγ-α < φαγητό* e.t.c. Furthermore, it seems that at least in the case of aspect, L2 learners follow the same developmental patterns as native speakers of Greek (Δόση 2016). However, we cannot move beyond a simple comparison of errors, since there are no longitudinal data to compare. Besides, most studies on GR/ L2 concern children, teenagers and young adults (among others Αναστασιάδη-Συμεωνίδη et al. 2008; Αχλάδη et al. 2015; Ηλιοπούλου 2009; Ιορδανίδου & Αμπάτη 2007; Αντωνοπούλου et al. 2006; Τζιμώκας 2018).

On the other hand, we found certain dissimilarities in relation to previous studies on greek as a L2. Concerning the acquisition and development of grammatical gender, a higher rate of errors in relation to agreement is reported in most studies (see Τσιμπλή 2002; Alexiadou et al. 2021). However, our data yielded more errors in gender assignment. In addition, with regard to the use of articles, previous studies on students report high rate of substitutions between the definite and zero articles. In that sense, our results are in-line, but they differ in terms of time; the learner of our study produced more errors in the two final years of the study, whereas in previous research the participants follow the opposite direction. That could be an indication that older adults cannot fully acquire formal elements in a L2, however, our CL provides no such evidence, since we attribute the higher rate of errors at later stages to the increase of grammatical and lexical

input. Consequently, the learner's attention turned onto the morphosyntactic components and proper use of the newly acquired features. Unfortunately, as we have already mentioned, direct comparisons cannot be made at this point when the participants differ on so many levels.

Furthermore, since we processed a longitudinal CL, we were able to identify how our learner makes use of chunks in his process of acquiring and using new lexical and grammatical elements. For instance, we observed that at initial stages the learner uses mainly the nominative as the default case to denote the object of the verb, and only in later stages the correct case appears. That provides strong indications that the participant first acquires the semantic properties of a new word and then its morphosyntactic features.

4. DISCUSSION

4.1. The 1st Research Question

Regarding the first question, whether most errors concern morphology or syntax, our analysis revealed that the majority of errors are syntactic and related to the VP. Specifically, most erroneous realizations are expressed by the learner's tendency to use accusative to denote for the Subject of the VP violating, thus, the S-V agreement relation. Said behavior is observed in both post- and pre- verbal position of the subject almost equally, indicating, thus, that case selection is not affected by the word order and it is an element in free variability. Furthermore, we also found the same realizations with the verb «είμαι» in its stative and not existential meaning. A closer look to our CL provided a covert pattern of systematicity: when the subject is modified by an indefinite quantifier, like *μερικοί* or *όλοι*, the learner selects accusative, which points toward a generalized use of chunks with these adjectival modifiers. With regard to the annual distribution of these types of errors, wrong subject case selection starts to increase from 2019 onwards, whereas errors in the object case show an augmentation towards 2020. This pattern can be accounted for by the steep increase of the linguistic output during the last two years.

The results contradict our initial hypothesis, and surprising so for two main reasons. Firstly, according to the general assumption shaped through behavioral and cognitive studies, morphology is sensitive to AoA due to age-related effects, i.e. brain's plasticity and declarative memory. Therefore, we would expect a learner of later adulthood to strive with the highly complex Greek inflectional system of nouns and adjectives, which is also characterized by several exceptions. Second, since both his mother-tongues lack the morphological feature of case, but mark for number, and only Spanish gender nominals mark for gender, we would expect a higher rate of morphological errors in nominals due to negative transfer. Add to that, both English and Spanish demonstrate a higher degree of systematicity

than Greek, when it comes to nominal inflections. Specifically, English mark only for plural and only in adjectives, and the Spanish nominal system is considered less opaque and more systematic than Greek, since it morphologically marks for masculine and feminine nouns, singular and plural but not for case. In fact, the implications of a language's systematicity on L2 acquisition and development, have been underscored in a recent study by Raviv et al. (2021: 13). According to their results, higher rate of linguistic structure can function as a facilitative factor during adult L2 acquisition. Nonetheless, the fact that the participant seems to gradually acquire the morphological markers of nominals, despite his advanced age, becomes evident when we look closer to the annual distribution of errors (Fig. 2); after the 2nd year the number of deviations drop steadily and until 2020 they seem to further decrease (especially after July 2020).

4.2. The 2nd Research Question

When comparing rate of errors in grammatical categories, the participant struggles more with the nominals. His difficulty particularly in DP-internal structure reflects possible challenges pertained to syntactic computation while trying to apply morphological rules onto the syntactic components. Accordingly, when we take into consideration errors in the subcategory of gender assignment, which contrary to previous studies (see among others Τζιμώκας 2018; Παπαδοπούλου & Τζιμώκας 2015; Ηλιοπούλου 2009; Τσιμπλή 2002), exceed those of gender agreement, then, our data bespeak the learner's difficulty in processing the morphosyntactic feature of Gender in both Determiner and Noun. Furthermore, the high complexity of the acquisition of grammatical gender is also evident in the syntactic agreement relations through the phonological matching between the adjective and the noun. The learner's behavior is in-line with previous research (Alexiadou et al. 2021; Agathopoulou et al. 2008; Τσιμπλή 2002). Though several interpretations have been given, for example difference in processing, result of transfer, in the case of our learner it becomes fairly clear that two forces are at the making; both L1 transfer and difference to the order of preprocessing. First, syntactic relations of DP-agreement in Spanish, among other Romance languages, are expressed through a strong morphophonological marking (Beatty-Martinez & Dussias 2019; Costa & Caramazza 2002). In other words, phonological matching is a rather dominant element in the DP internal and external structure. As a direct impact of the transparency described, said languages may favor the processing of grammatical gender on the surface structure (Salamoura & Williams 2007). On the other hand, the greek inflectional system of adjectives and nouns vary significantly, at least compared to the Spanish language, and gender assignment, and subsequently, agreement seems to be resolved during DP production. Consequently, the learner's difficulty in processing, retrieve and, therefore, produce correct utterances effortlessly, might in fact depict the strong influence

of Spanish, in terms of both transfer of morphophonological features and process due to the distinct differences between L1 and TL.

4.3. The 3rdth Research Question

The aim of our third research question is to investigate whether the participant's interlanguage is marked by transitional stages. In our CL, there is a peak of errors during the 2nd and 4th years of instruction and this is in-line with the IL observation that when L2 is dominant errors seem to decrease; but this interpretation does not seem to explain everything in our CL. Overall, only the verbal morphology (Fig. 5) shows a clear pattern of fluctuation across time, indicating, thus, systematicity and the emergence of developmental stages. The rest of the patterns, if approached separately, examining only the linguistic categories, illustrate a rather unsystematic production of errors across time. However, in most cases a closer and combining look at the grammatical categories reveal repeated patterns across grammatical and linguistic categories of errors, and time. In the first case, i.e., errors in morphology, or syntax and morphosyntax, the learner's production is characterized by variability and not systematicity, whereas if we co-examine the nominal morphology and syntax of a specific grammatical feature across time, then a very similar pattern of fluctuation emerges, as in Fig. 9 and 10 for example, illustrating stages of transition. Moreover, what the longitudinal approach of the data indicate in the case of our participant, is his behavior in relation to the order of acquisition. In Fig. 9 and Fig. 10, for example, we can observe that up until 2019, the learner was in process of nominal morphology, but the acquisition of syntactic components of nouns, e.g. the grammatical gender, was at a latent state, as the low rate of errors implies. Importantly, these differences, which indicate either variability or systematicity, may be stemming from the type of L2 learning, in our case, explicit meaning and form-focused learning.

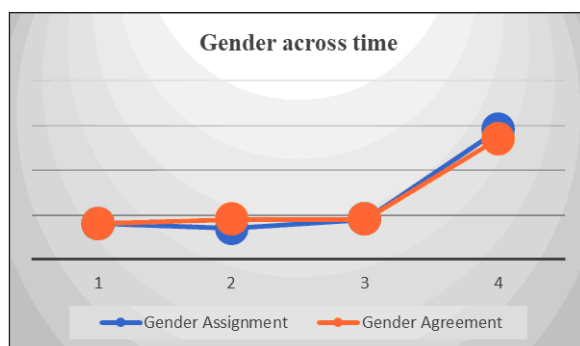


Figure 9. Gender Assign. & Agr. per Year

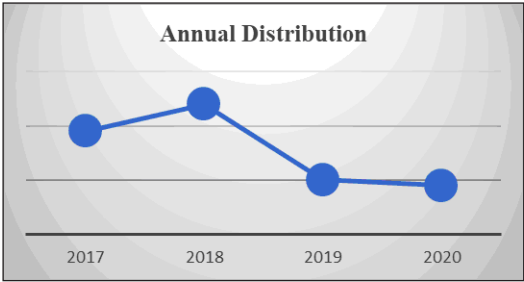


Figure 10. Errors in Nominal morphology

According to a growing body of research, explicit or implicit learning approaches play a significant role in the development and acquisition of a L2, particularly in the case of adults of late adulthood (Roehr-Brackin 2020; and for a relative ERP study see (Morgan-Short 2012: 942–943).

5. CONCLUSIONS

In exploring erroneous realizations in grammatical and linguistic categories, we illustrated the developmental stages a late multilingual learner of advanced adulthood goes through while learning modern Greek. Our assumptions with regard to his linguistic behavior draw from the main theoretical and experimental approaches of SLA. Albeit the plethora of studies and evidence in L2 development during the last 50 years, central issues remain at large unresolved.

Our research study seeks to contribute empirically to the research of Greek as a L2 in general, and particularly in the study of the L2 interlanguage of adult learners of advanced adulthood. Though research in the respective field is fairly limited, especially with regard to Modern Greek, the benefits would be of major significance for both research and pedagogical purposes, since the influx of non-native residents grow continuously. Furthermore, we aimed at drawing attention to the need for more longitudinal case studies of instructional acquisition. Such data, not only are most suitable for investigating a learner’s differences, but also for discovering the linguistic processes underlying core mechanisms of L2 development, like variability. In our case variability did not become solely apparent through the investigation of errors across time and categories. His erroneous realizations often cannot be attributed to either cross-linguistic influence nor to the particularities of L2. Therefore, if we want to explore common patterns in learners, it is best to trace development in individual cases (Verspoor et al. 2017).

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Ελληνικό Ανοικτό Πανεπιστήμιο, Σχολή Ανθρωπιστικών Επιστημών

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ΜΟΡΦΟΛΟΓΙΚΕΣ & ΣΥΝΤΑΚΤΙΚΕΣ ΑΠΟΚΛΙΣΕΙΣ ΣΤΗ ΓΡΑΠΤΗ ΠΑΡΑΓΩΓΗ: ΑΠΟΔΕΙΞΕΙΣ ΑΠΟ ΜΙΑ ΔΙΑΡΚΗ ΜΕΛΕΤΗ ΠΕΡΙΠΤΩΣΗΣ ΤΩΝ ΕΛΛΗΝΙΚΩΝ ΩΣ ΔΕΥΤΕΡΗΣ ΓΛΩΣΣΑΣ

Περίληψη

Το παρόν άρθρο εστιάζει στις μορφολογικές και συντακτικές αποκλίσεις, οι οποίες εμφανίζονται στη διαγλώσσα πολύγλωσσου ενήλικα (προχωρημένης ηλικίας) μαθητευομένου της Ελληνικής ως δεύτερης γλώσσας. Η Ισπανική (Μεξικό) και η Αγγλική (Η.Π.Α.) είναι οι μητρικές γλώσσες του μαθητευομένου. Για τις ανάγκες της έρευνας συστάθηκε διαχρονικό σώμα κειμένων παραγωγής γραπτού λόγου μαθητευομένου της ελληνικής ως δεύτερης (learner corpus GR/L2), στο οποίο επισημειώθηκαν μορφολογικά και συντακτικά λάθη. Τα κείμενα παράχθηκαν κατά τη διάρκεια τετραετούς παρακολούθησης ιδιαίτερων μαθημάτων της ελληνικής. Τα ερευνητικά ερωτήματα αφορούν τη συχνότητα των λαθών ανά γραμματική κατηγορία και ανά έτος εκμάθησης. Η ταξινόμηση των λαθών έγινε βάσει των γραμματικών κατηγοριών Ρήμα (Ρ) και Όνομα (Ο), ώστε να απεικονιστούν οι αποκλίσεις οι οποίες αφορούν συντακτικές δομές της Ρηματικής και Ονοματικής Φράσης αντιστοίχως. Αναφορικά με συγκεκριμένο τύπο λαθών, η κατηγοριοποίησή τους ως αμιγώς μορφολογικών ή συντακτικών υπαγορεύτηκε από την αιτιολόγηση του μαθητευομένου. Η ανάλυση των δεδομένων ανέδειξε την ιδιαίτερη δυσκολία του μαθητευομένου αφενός στις ακολουθίες της ΟΦ και αφετέρου στη ρηματική μορφολογία. Η πλειονότητα των λαθών της πρώτης κατηγορίας αφορά κυρίως την εσωτερική δομή της Φράσης Προσδιοριστή, δηλαδή τις σχέσεις συμφωνίας των ονοματικών στοιχείων και συγκεκριμένα Κεφαλής και Προσδιοριστών. Όσον αφορά τον δεύτερο τύπο λαθών, η διαγλώσσα του μαθητευομένου αποκλίνει σημαντικά από τη ρηματική κλίση της γλώσσας- στόχου, κυρίως στο 2ο και 3ο πρόσωπο ενικού αριθμού. Ενώ η εμφάνιση αναπτυξιακών σταδίων, τα οποία χαρακτηρίζονται από ποικιλότητα, φαίνεται να εξηγεί αποκλίσεις σε επίπεδο Προσδ.Φ, η λανθασμένη παραγωγή της ρηματικής μορφολογίας συνιστά κυρίως προϊόν (μορφο-)φωνολογικής μεταφοράς από την Ισπανική. Τέλος, εξετάσαμε την ύπαρξη συσχετισμού μεταξύ του συνολικού αριθμού λανθασμένων εκφωνημάτων και κάθε έτους διδασκαλίας και εν συνεχεία, κάθε κατηγορίας λαθών και της κατ' έτος κατανομής τους. Η εν λόγω ανάλυση αποκάλυψε επαναλαμβανόμενα μοτίβα διακύμανσης, τα οποία συνάδουν με την αύξηση της γλωσσικής παραγωγής εν γένει, καθώς επίσης και με την σταδιακά αυξανόμενη παρουσία πολυπλοκότερων δομών τόσο στο γλωσσικό εισαγόμενο όσο και στο εξαγόμενο. Τα παραπάνω πορίσματα επιβεβαιώνουν την αρχική ερμηνεία των συγκεκριμένων λαθών ως αναπτυξιακών καθώς ενίοτε παρουσιάζουν ομοιότητες με λανθασμένα εκφωνήματα παραγόμενα κατά την κατάκτηση της Ελληνικής ως μητρικής.

Λέξεις-κλειδιά: Ανάλυση λαθών, Ελληνική ως Γ2, γλωσσική κατάκτηση, ενήλικας προχωρημένης ηλικίας, Σώμα Κειμένων μαθητευομένου, μορφοσυντακτικά λάθη

Appendix I: Morphological Errors

a.	Nominals	
i.	Nouns	
		Chunk_default_case
	Άφησε *τον γιος σου* να τα διαλέξει	
	Το ευχάριστο είναι ότι δεν κολλήσαμε κορονοϊός* μέχρι τώρα	
	Το σπίτι μου έχει ένα οροφος	
	διαφορετικός *από τον τωρινός πρόεδρος*	
	Λέω να αλλάξω τον υπολογιστής μου.	
	Η διάρκεια της υποτροφία*	
	Ο δήμαρχος της πόλη*	
		Phonological association
	τέσσερα πολυθρόνα*	
	διαφορετικά είδια* mole	
	νομικές βελτιώσεις*	
	περιγράφει τις γεύσεις των τροφών* του κόσμου	
	Ο δήμαρχος της πόλη*	
	Είμαι από Μεξικο πόλι	Lexical/ syntactic transfer <eng. "Mexico city"
	πρωτεΐνες από το κρέα*	
		Difficulty in Nouns ending in -μα
	του διεθνής πρόγραμμα*	
	Τα όνομά* τους	
	Μένω κοντά από την Πλατεία Σύνταγμα*	
	έλεγαη αστείες*	
	ποτό που έχει φρουτες	
	στην οδός* Στισιχόρου	
ii.	Adjectives	
	Η Μαίρη είναι πιο παχύς* από Ελένη	
	του διεθνής* πρόγραμμα	
	φτιαχμένο* από ένα κατάσταση	

Μεξικανική σαλατα φτιαγμένη*	
φτιαχμένη από κατσικίσιο γαλα	
Ο ΕΡΝ είναι νεαρόστερος* από τον ΑΜΛΟ	
Κύριε υπεύθυνος*	
*παλλά βιβλία	
*παλλά πολιτικά κόμματα	

b. Verb	
Γυρώ στο τραπέζι είνουν* τα δύο καναπέτες	
Η παιδικά παχυσαρκία *γίνετε ένα σοβαρό πρόβλημα	
Μου πονούσα όλα το σώμα	
μπόρεσε να μελετάς photoshop	
σιγά σιγά το σώμα μου έμαθα να μείνει με λιγότερο φαγητό	
Αν το κάνεις και πεινάς, *τρώει λίγα φρούτα ή λαχανικά	
Προσέχει το αλάτι και την ζάχαρη στην διατροφή σου	
και τους χορτοφάγους *μείνουν λεπτοί, δυνατοί και ενεργητικοί	
επιστρέφω στο γραφείο και *εργάζω μέχρι έξι	Voice
*Συναντά με τους συμμαθητές του	
Θα *μιληθούμε αύριο	
	να_Structure
έπρεπε να μείωσε* το πυρετό	< +Perfective/ +Past_Stem
Να μην *τρώγεις έτοιμο φαγητό	
Να μην διάλεξες τα δραστηριότητά του	
όταν ξαφνικά έναν ανδρας που περπατούσε πίσω μου άρχισε *να τρεξει	

Appendix II: Syntactic Errors

	Case_SV
επίσης την Ανατολική κουζίνα επηρεάζεται από την Ελληνική	

αυξάνονται *τις τιμές	
Ανακατέψτε συνέχεια μεχρι *τις tortillas γίνονται χρυσές	
Στα δυτικά βουνά του Μεξικού μένουν *τους Κόρας	
Αυτή *την φωτογραφική σύνθεση*δείχνει *τρία είδη	
Μακάρι να τελειώσει *την καραντίνα	
Πήγα στο νοσοκομείο και με εξετάσει *την γιατρό	
Όταν επιστρέφει* *το φωνή* μου ας πάμε για καφέ	
όλη *την ιστορία του σίριαλ είναι πόλεμο με τη Γαλλία	
Στο πανεπιστήμιο μου *αρεσα πολύ *την φιλολογία	Impersonal_Structure
Τρίτη το πρωί είχα πυρετό (τριάντα εννέα βαθμούς), και *μου πόνεσε πολύ *το λαιμό	
Αν του αρέσει τη μουσική	
	Case_OV
και έχει *ενας μπέζ τοιχος	
δεν ξερει η αλήθεια	
Επαναλαμβάνουμε αυτή *η λέξη πολλές φορές, αλλά παντα την ξεχνάμε	
Διαβάζω *οι ειδήσεις στο ipad μου αλλα μερικές φορές *τις διαβάζω στην εφημερίδα	
ευτυχώς δεν έχουν απολύσει *κανέναν ακόμα	
	OV_PP_Substitution
Σκέπτομαι μόνο *για αυτό που είναι γύρο μου	
Εξήγησε *την γραμματέα ότι	
Σκέφτεται *στις διακοπές στο καλοκαίρι	
Όταν *σκέφτομαι για το σπίτι μου και *για την γειτονιά μου	
χορηγούμε επίσης *τους προπτυχιακούς φοιτητές με υποτροφία	
	NUM_S/VERB_Agreement
Αυτά τα λόγια δεν με *ικανοποιεί	
μόλις όταν άρχιζε *τα Βαφτίσια	
Η πληροψφία των ανθρώπων *νομίζουν	

	Case_2_Nouns
στην χώρα τους* Κορας	
Σε αυτή την ιστοσελίδα βρίσκεται επίσης μία λίστα τα πανεπιστήμια στο πρόγραμμα	
ο συγγραφέας περιγράφει από την άποψη *τις θρησκευτικές συγκρούσεις*	
από *τα πλειοψηφία τους Μεξικάνους*	
	Aspect_Substitution: να & θα Structure
Φέλω να το *επιστρέφω με ταχυδρομείο	-Perf instead of +Perf
Ας πάμε στο θερινό σινεμά *μόλις ανοίγει	
Μερικές φίλους* θα έρχονται στο σπίτι μου αύριο	
Για σαλάτα θα ετοιμάζω “ensalada de Nopal”	
	+Perf instead of -Perf
Με τρελαίνει να *πάω στο σινεμά, αλλά δεν το κάνω συχνά	
γύριζα στο σπίτι με τα πόδια όταν άρχισε να *βρέξει	
έπρεπε να μάθω να δω	
ξέρεις καλά ότι η μαμά λατρεύει να *μαγειρέψει	
	Articles_Substitution
Λειπώ *στο ενα νησί	
ένα ντοκυμαντέρ από * 1973	
καθώς *μητέρα μας είχε τον χαρακτήρα από ένα καλλιτέχνη	
πίσω από το Προεδρικό Μέγαρο, απέναντι από *εκκλησία	
Κοιμάται στη μία *ώρα	
Η μητρική μου γλώσσα είναι *Ισπανικά	
Αυτό το πουκάμισο είναι διαφορετικό από *τον εκείνο	
ολοι *πολιτικοί δεν κάνουν αξιοπρεπείς πράγματα	
	Adverbials & Prepositions
*Την διάρκεια της καραντίνας μπόρεσε να μελετάς	
Η αμυγδαλιά μου άνθησε* ένας μήνας πριν	

*Οι άλλες μερες πηγαίνω στις δεξιώσεις των πρεσβείων	
Τον ελεύθερο χρόνο μου, βλέπω τηλεόραση, διαβαζω άρθρα και βιβλία	
πηγαίνω για ύπνο *τις δώδεκα με μία	
*Εσωτερικό, όλα τα πατώματα είναι ξύλινα	
Τα παιδιά δεν κάθονται μπροστά *μία οθόνη όλη την μέρα	
μεταξύ *ο καθολικισμός και την αρχαία θρησκεία	
η σχέση μεταξύ *η παιδική παχυσαρκία με τις διατροφές	
Ο σκύλος τους κοιμάται μέσα *από το σπίτι	
Κάθε μέρα φεύγω *το γραφείο μου	

Appendix III: Gender Assignment & Agreement

πριν τη χειρουργεία* έπρεπε να μείωσε το πυρετό	Assignment
*Το Μεγάλη Παρασκευή	
*ένα μικρό δωμάτιο για *τον πλυντήριο	
*ένα καρεκλα	
*υπάρχει *ένα κήπο στο Βοστώνη	
*Η ποίηση «Ηδυπάθεια» περιγράφει τις γεύσεις	
	Agreement
Μόνο *μερικά Μεξικανοί	Chunk_Default_Form
Μερικά μερεσ	
δύο *κόκκινο τοίχοι	
*άλλα δύο καναπέτες	
κάνουν *αξιοπρεπείς πράγματα	
*πολλές διαφορετικούς παραδοσιακούς χόρους (i.e. χορούς)	
έχω *πολύ δραστηριότητες	
ένα σηρόπι (praline) φτιαγμένη από κατσικίσιο γαλα	
την εθνικό κατάσταση	
έχουν *διαφορετικά θρησκεία	Phonological association

Η Μαρία είναι η *καλύτερα μαθήτρια	
Η δεύτερα εβδομάδα	
Η παιδικά παχυσαρκία	
Πρόσεχε *τα ποσότητα του φαγητού	