

**Christos CLAIRIS**

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**L'Harmattan**  
5-7, rue de l'École-Polytechnique  
75005 Paris  
FRANCE

**L'Harmattan Hongrie**  
Hargita u. 3  
1026 Budapest  
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Via Bava, 37  
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ITALIE

# THE USE OF GREEK DURING ENGLISH LANGUAGE INSTRUCTION

Vasiliki LYTRA  
*King's College, London*

Στο παρόν άρθρο παρουσιάζω και συζητώ τις πολλαπλές χρήσεις της Ελληνικής γλώσσας από τη δασκάλα και τους μαθητές της 4<sup>ης</sup> τάξης ενός δημόσιου δημοτικού σχολείου της Αθήνας, κατά τη διάρκεια του μαθήματος των Αγγλικών. Η τάξη αποτελείται από δίγλωσσα παιδιά που έχουν την Τουρκική ως γλώσσα σπιτιού και την Ελληνική ως γλώσσα περιβάλλοντος και μονόγλωσσα Ελληνόφωνα παιδιά.

## Introduction

Even though the role of the L1 in FL instruction in the Greek context has been well documented, its role in FL instruction in the context of bilingual/bicultural classrooms has not been addressed. The present paper aims at taking a first step in tackling this issue by exploring the multi-functionality of Greek during English language instruction in classroom interactions produced by members of a linguistically and culturally mixed peer group comprised of Greek Turkish bilingual and Greek-speaking monolingual 4<sup>th</sup> graders, as they interact with their English language teacher, in an Athenian primary school.

In particular, this presentation is supported by an example from the EFL classroom data where one of the Greek-Turkish bilinguals initiates a code-switch to Greek that is received as a marked linguistic choice. By examining how this instance emerges sequentially and interactionally through the different types of frame shifts it triggers, I address the way in which a particular pupil employs Greek to make non-institutional role and identity displays, during EFL instruction.

To analyze this example I make use of the notion of 'interactive frames' understood as a 'definition of what is going on in interaction, without which no utterance (or movement or gesture) could be interpreted' (Deborah Tannen & Cynthia Wallat 1987[1993] : 59-60)<sup>1</sup>. Since frames are dynamic constructs, they are subject to change. From their part, interactants use linguistic and extra-linguistic cues, such as code-switching, to signal frame shifts or changes.

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<sup>1</sup> Deborah Tannen & Cynthia Wallat, 1987[1993] Interactive Frames and Knowledge Schemas in Interaction : Examples from a Medical Examination/Interview, *Framing in Discourse*, Ed : Deborah Tannen, p. 57- 76

