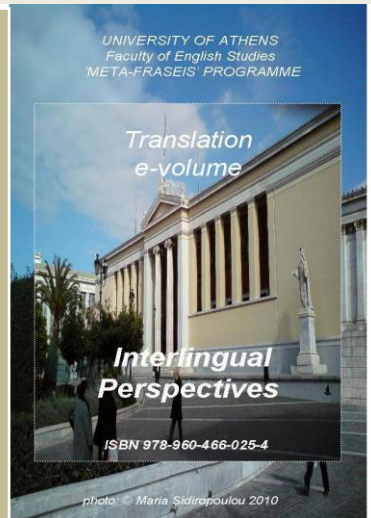


Maria Sidiropoulou 2016

Special e-Issue  
*Linguistic Perspective*  
*Matters*



The Special e-Issue of the *Interlingual Perspectives e-volume*, entitled *Linguistic Perspective Matters*, shows another potential of parallel data (original and translated texts). It draws on parallel non-literary data to highlight their potential in raising awareness of intercultural variation for English language teaching purposes. It has a more linguistic orientation in that it focuses on a linguistic phenomenon with a view to examining pragmatic aspects of use across versions.

Postgraduate students of the MA course 'Interlingual and Intercultural Communication', of the 'English Studies' MA Programme, Faculty of English, University of Athens, expanded on their classroom research, after the end of the course. Co-authoring pairs/groups were suggested by the editor, on the grounds of special themes the initial classroom research sought to investigate with respect to the phenomenon of modality.

The three contributions of the Special e-Issue make use of raw press material from the T.E.G.MA. (Translated English-Greek MA-terial) archive of the Meta-Fraseis Programme. As the use of parallel material is more and more welcome in EFL teaching, the focus of the Special e-Issue is on the use of the modal system across English-Greek for teaching EFL purposes.

Contribution sixteen, by *Vasileia-Eirini Andriotou & Eriketti Metaxa*, focuses on rendition of epistemic modality in the press, to highlight pragmatic issues in the use of epistemic modality in the two languages. The paper uses raw material to conduct exercises for introducing learners to pragmatic variation in the use of the modal system across versions.

Contribution seventeen, by *Kyriakoula Drakaki, Dimitra Boudopoulou, Constantina Katsari, Vasileia Tsimi-Tsimidopoulou & Niki Tsioubleka*, draws attention to modal notions which are conveyed by non-typical modal markers in English or Greek to high-

light the potential of raw parallel data to raise awareness of intercultural preference across versions.

Contribution eighteen, by *Aglaia Rouki & Antigoni Diamantopoulou*, observes another set of subcorpora from the T.E.G.MA. archive to suggest material designing options which would enhance intercultural awareness in the EFL classroom.

The assumption is that a number of linguistic phenomena could be explored through parallel data, for EFL purposes, as raw parallel material can manifest aspects of use which are highly unlikely to be identified through traditional exercises on the use of phenomena. Raw material can advance foreign language learning in parallel to furthering L1 awareness.

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