Concordance to the Poems of Kyriakos Charalambides Through the *AntConc* Application With Reference Text—The "Sweet Preserves"*

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This study is based on the combination of the following three primary pylons: (1) Literature; (2) Information—Communication Technology; (3) Utilization of digital means in the educational approach. The objective of this project is the utilization of the concordance with the help of *AntConc* application in the educational approach and specifically in the subject of Modern Greek literature. With the contribution of the above application, the educational process makes it more effective to comprehend a particularly hard kind of literature such as poetry. Thus, Kyriakos Charalambides'[1] poetry can be approached in both a different and an imaginative way, compared to the traditional textual way and as a result poetry can become more attractive for the students. The project is

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* Referring to the poem title, "Glyko tou koutaliou" we adopted the version "Sweet Preserves", as it was translated by David Connolly in the English edition of Charalambides' collected poems, in the series Nostos, University of Minnesota, see: http://www.enl.auth.gr/staff/connolly/charalambidis.jpg.

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[1] The poet was born in 1940, in Achna, Famagusta, in Cyprus and lived in Famagusta. He studied History and Archaeology at the University of Athens. He attended theater lessons in Athens and he was specialized in Radio in Munich. He worked as a Greek literature teacher in the Secondary Education and for thirty years in Cyprus Radio Station, where he worked as a Director. Thirteen collections of poems have been published since now: First Sourse [Proti Pigi] (1961), The Water's Ignorance [I Agnoia tou nerou], with an introduction from T. K. Papatsonis (1967), The Vase with Designs [To Aggeio me ta schimata] (1973), Achaeans' Shore [Ahaion Akti] (1977), Famagusta Regina [Ammohostos Vassilevousa] (1982). The latest three collections were awarded the State Poetry Award of Cyprus, Dome [Tholos] (1989, Athens Academy Award), Meta-history [Methistoria] (1995, State Poetry Award of Greece), Dokimin (2000), Aiyaloussa Visited [Aiyaloussis Episkepsis] (2003), Quince Apple [Kydonion milon] (2006), Desire [Imeros] (2012), In the Language of Weaving [Sti glossa tis ifantikis] (2013) and Reflection of Sun and Moon [Iliou kai selinis alos] (2017). In 1997, the book Romanos the Melodist: Three Hymns [Romanou tou Melodou: Treis Ymnoi] (Greek Society of Literature Translators of Greece Award) was published, translated and introduced by him. In 2009 he published in two volumes, his essays, studies, articles and interviews, titled: Slippery Web [Olisthiros Istos], Editions Agra, as well as the book: Nicosia: A city in literature, Editions Metechmio, with writings chosen by him that referred to the Cyprus capital, as a gift to the city that hosts him for so many years. The poet has been honored with many awards in Egypt, Greece and Cyprus. In 1998 he was awarded with the International Cavafis Award in Egypt and in 2003 the Athens Academy honored him with the Costas and Eleni Ourani Award for his work as a whole. In 2006 he was awarded the Tefkrou Anthia-Thodosi Pieridi Award for his cultural contribution and in 2007 the poet was honored with the Literature, Arts and Sciences Commendation by the Republic of Cyprus. Furthermore, as we can see from the translations of his poems, the poet has been acknowledged internationally. It is important to note that Kyriakos Charalambides has been featured in magazines, and in a documentary. In 1993, the play with title: Famagusta Regina [Ammohostos Vassilevousa] based on his collection of poems with the same title and on some poems from Dome [Tholos], while quite a few of his poems have been turned to songs (Charalambides, 1997; Stavropoulou 1999: 8). In 2013, the Philosophy School of the National Capodistrian University in Athens proclaimed him honorary member, and, in the same year, he was elected visitor member of Athens Academy in Literature (Poetry) in the Order of Letters and Fine Arts. In November and December 2018, in Chora Theater in Nicosia, a theatrical event was presented, titled: Ancient Voices (Arhaies Phones), with theatrical poems of his, combined with ancient hymns and theatrical writings in ancient Greek, directed by Fotos Fotiades. In the official web site of Kyriakos Charalambides (http://k-charalambides.com.cy/?page_id=17) there is a complete biography of the poet as well as useful information.

focused on the poetic work of Kyriakos Charalambides, which consists of thirteen collections of poems. The reference text, which is included in the textbook "Modern Greek Texts" taught in the 2nd Grade of High School and is part of the curriculum, is a poem called "Sweet Preserves" (Charalambides, 2000). The objective is to investigate whether in practice and particularly in the subject of Modern Greek literature, the above mentioned application can be utilized through the search of the literal type "soil", through AntConc application for tracing the appearance frequency of this word and by extension the highlighting of this thematic motif in the poetic work of Kyriakos Charalambides. Finally, in order that both the students' response (whether the objective was reached and the educational mediations were successful) and a certain level of awareness have been achieved, a questionnaire was distributed among the students and the students' answers were decoded through a specific type of software called SPSS so that the relevant outcomes were extracted.

Keywords: concordance, poetry, Kyriakos Charalambides, *AntConc* application, "soil"

Introduction

The role of new technologies in the subject of literature is multi-level, as it contributes to "the creation of new types of 'texts' and new practices for approaching literature" (Apostolidou, 2012).

"Concordance[2] as a linguistic tool of corpora, can both be used for various kinds of literature, linguistic and lexicographic research, and to be creatively utilized in education" in order to facilitate the learning experience (Akritidou, 2014, pp. 348-349, 351).

Definition of the Thesis Subject

"Corpus[3] is the systematic collection of a large volume of linguistic data and their storage in electronic form in such a way that they are retrieved very fast and accurately" (Goutsos & Fragkaki, 2015, p. 13).

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[2] A characteristic example is Anemoskala (in greek) (Rope-Ladder) (Akritidou 2014: 348-349) that contains concordances for major modern Greek poems in the web site of Greek Language Center [Kentro Ellinikis Glossas] (in greek), Portal for the Greek Language [Pili gia tin Elliniki Glossa] (in greek) (http://www.greek-language.gr/digitalResources/literature/tools/concordance/index.html).

[3] The Corpus of the Greek language are the National Thesaurus of the Greek Language [Ethnikos Thisauros Ellinikis Glossas] (in greek) (http://www.ilsp.gr/el/services-products/langresources/item/66-etheg-resource), the Corpus of Greek Language Writings [Soma Ellinikon Kimenon] (in greek) (http://www.sek.edu.gr/) and the Portal for the Greek Language of the Greek Language Center [Pili gia tin Elliniki Glossa tou Kentrou Ellinikis Glossas] (in greek) that is offered—through it web site—the Corpus of Modern Greek Writings [Soma Neon Ellinikon Kimenon] (in greek) (http://www.greek-language.gr/greekLang/modern_greek/tools/corpora/index.html) (Frantzi 2012: 29, 41, 50-51). Apart from the Greek language, however, there are international concordance sites. A characteristic example is the electronic concordance to the poetic work of John Keats, that was edited by Noah Comet with the editorial assistance of Noelle Chao and Arlene Comet. The software used for the creation of concordance was called Concordance 3.0 which was designed by R. J. C. Watt. As regards the electronic processing, the text was encoded in HTML by Kate Singer at the University of Maryland. This concordance is available in the web site https://www.rc.umd.edu/reference/keatsconcordance/about.html and was published in March, 2005. Furthermore, a web concordance has been located for odes (1819) of John Keats in the web site http://www.concordancesoftware.co.uk/webconcordances/keats/framconc.htm. It is also worth mentioning the electronic concordance to the poems of Edgar Allan Poe, in 1989 (https://www.eapoe.org/works/mabbott/wcpeap00.htm), which was compiled by Elizabeth D. Wiley, professor of English at the University in Pennsylvania (Susquehanna University) during the period 1962-1987. This concordance was marked up in XHTML/CSS and was designed, in order to provide easy access to whoever is interested for Poe's poetry as a researcher. There are also two concordances, which are related to the poets of Gerard Manley Hopkins (http://www.concordancesoftware.co.uk/webconcordances/gmh/framconc.htm) and P. B. Shelley (http://www.concordancesoftware.co.uk/webconcordances/shelley/framconc.htm). Regarding the concordance of Hopkins poems, the first edition was in 1918 by Robert Bridges, while the software Concordance was used, created by R. J. C. Watt of the University of Dundee, where the text was marked up—encoded in html form. Moreover, in the concordance with selected poems by R. B. Shelley, the text was encoded in html. In these two web sites a wordlist in alphabetic order appears on the left side with hyperlinks, which we can press on to go to the context of the term.

"Some of the advantages of this research regarding the use of corpus are:
- Speed, which would be impossible if done by hand.
- Completeness and accuracy:

Machines are not biased, they don't get tired and they don't make mistakes.

The process of large volumes of linguistic material with the contribution of computers is much faster, more complete and more reliable, as it would be impossible for such volume to be analyzed only by humans.

Moreover, computers don't miss word occurrences and,

They are not subjective, as they see words that they believe they must see. In addition, computers can process much more complicated structures and correlations compared to the ones that can be analyzed by hand" (Frantzi, 2012, pp. 25-26).

Or by browsing through printed books, it is an application that can produce concordance for the research of a corpus. This software allows the presentation of the "key-word in its context" in the form of concordance. This concordance is a "collection of appearances of a word type in its text environment" (Tantos, 2015, pp. 215-216). Each part of the context is presented in a line, while the word (or a series of characters, or even a phrase) studied is placed in the middle of the line (Frantzi *op.cit.*, p. 37; Giagkou, 2009, pp. 34-36). Consequently, the Concordance constitutes a specialized dictionary where each lexical type of a, usually literature, text is recorded each and every time it occurs in a text, always accompanied by its context, as a rule a verse of a line, and accurate citations (GLC[4], 2011).

The concordance software that was chosen for the research is called *AntConc*, as it is available free on the internet. The creator of this application is Anthony Laurence, professor in the Faculty of Science and Engineering at Waseda University, Japan.

"The software can accept as input files in simple text form (.txt). The concordances of *AntConc* are formed dynamically for each search term that we put. After we have loaded our files and we are in the first 'tab' CONCORDANCE, we can see the search box, at the lower part of the page, under the words *Search Term*. We write the word we are interested in and press Enter or the *Start* button under search box. In the middle field the context within which the word we were searching was found (in blue). The field is called KWIN, which stands for the term Key Word in Context"[5] (Myrmigkakis, 2013; Laurence, 2016; Warren, 2011). The application contains six more "tabs": "the first is called *Concordance Plot*, where this tool shows concordance search results plotted in a 'barcode' format, the second one is called *File View*, where the wider context is presented (this tool shows the raw text of individual files) and the third one, where the word clusters that contain the search term are found and presented and sorted, and is called *Clusters/N-Grams*. The next three 'tabs' are called *Collocates*, *Word List* and *Keyword List*. On 'tab' *Collocates* we can find the comparative forms. On this "tab" the words in the context of the search term that appear with higher frequency can be found and their degree of correlation can be measured on the basis of some algorithmic calculation. 'Tab' *Word List* enables us to see the complete list of all the words that appear in the files, along with their appearance frequency. On the sixth and last 'tab' of *AntConc*, application,

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[4] Greek Language Center (GLC) [Kentro Ellinikis Glossas] (in Greek).
[5] Kytö & Lüdeling (2008: 706, 710, 713, 717, 728-729) support that there is also the MonoConc program, which appears—like the AntConc—the term Key Word In Context, where the word is placed in the middle in blue and identifies the appearance frequency of words.

called *Keyword List*, the key-word list appears, which allows us to find words that have unusually high or low frequencies compared to a different corpus" (Myrmigkakis *op.cit.*; Laurence *op.cit.*; Warren *op.cit.*).

It is worth noting that the benefits of concordance are important, as we are able to search a word or part of a word (an asterisk * can be used, where the root of the word remain constant and the suffixes change) either in the whole body of work for a poet, or in specific collections of poems with precision (Akritidou, 2015). This cumulative way of showing the appearances of a word contributes to extracting conclusions for the use, the grammar and the meaning of the word (Giagkou *op.cit.*, p. 35). What is more, concordance allows us to extract information for the frequency of each lexical type for the words that appear more often, while the words that appear once in the collections of the poems are also noted. Moreover, this software enables us to locate grammatical influences of the poet, meaning that, if some lexical types or expressions are located in works of other poets, this mean that these poets have influenced Mr. Charalambides.

Furthermore, it is possible that the electronic concordance be used in the subject of literature. It is worth mentioning that, with the use of new technologies in the subject of literature, the students are upgraded to critically thinking readers of literature texts, as the linearity of reading is not necessary anymore, as it is the case with the printed forms of books. In this case, depending on the route the reader-student will follow (use of hyperlinks in the application), he or she can make a new synthesis and a different approach of the text (depending on the background of the reader). Therefore, in this case, there is a reexamination of the reading approach of the literature text and not a passive stance in comprehension, as there is a deeper meaning in the text. Consequently, the objective is to "unlock" the text and to decode its interpretation (Vasiliadis, 2017).

Literature Review

As it is mentioned above, the reference text is the poem titled "Sweet Preserves" ("Glyko tou koutaliou") (*Dokimin)*, 2000—Modern Greek Literature book, 2nd High School Class, pp. 141-143). For the requirements of the research educational scenarios and literature approaches referring to this poem of Charalambides, have been collected, such as Alexandra Gerakini's (2013 & 2014) and Dora Mendi's (2006 & 2007, pp. 255-270), Constantinos Mantis' (2017) and Giorgos Myaris (2007, pp. 6-8 & 2009, pp. 320-322).

Furthermore, reports of the Turkish invasion of Cyprus in 1974 have been explored, as this event is an important watershed that has influenced the work of the poet we examine. The poem in the research belongs in this historical context, as the poet himself points out in his interview to M. Tsaggari (2015): "the Cypriot tragedy (coup and invasion) contributed so that [himself] does not live with illusions, but moved by the emotions of tragic to redefine everything".

Originality

The originality of our study lies in the fact that no such research has ever been contacted that refers to either concordance or any experimental study for the educational use of this methodological tool of the corpus in the poems of Kyriakos Charalambides. Our study is, therefore, a new research field that seeks to cover this research vacuum.

A perquisite for the conduct of this study has been the typing of all thirteen collections of poems by Kyriakos Charalambides in monotonic text, so that they could be uploaded to *AntConc* application in .txt form.

Objectives and Research Inquires

The main objectives of this study can be summarized as follows:

• The software tool *AntConc* is comprehended, that is, the role new technologies can play in literature with its help.

• The connection achieved with the approach of the poems through this software tool is shown, so that the search of key terms that have marked his poetry can be facilitated.

• The structure and the operation of the *AntConc* application is understood (how this application works, how you can ask questions and what kinds of results can be expected for the user, as well as the form these results are given).

• As regards the pedagogic value of this new technology, the students will be instructed how to work in the digital environment of the application *AntConc*, by searching word types themselves. "This application offers new comprehension practices of literature, as language data are retrieved quickly and accurately. Consequently, the students must understand the digital environment with which and through which this change is taking place" (Apostolidou *op.cit*.).

• To find out if in practice, that is, during the teaching intervention, this application can be used in the subject of literature and have the expected outcomes.

• To focus on a key-word of the reference text "Sweet Preserves" ("Glyko tou koutaliou") (*Dokimin*) and search with this application in similar contexts as well of other poems of Mr. Charalambides.

• To be shown that, with the help of a digital tool, the learning process can be changed. If the subjects of this process (students and teachers) participate in the research by taking the initiative, making search tests of word types through the application *AntConc*, to estimate the frequency they appear, thus not following the traditional way (passivity, linear teaching procedure), for the analysis of the text (learning by discovering, active role of the students).

• To connect the dominating motif under research: "soil"[6], through Mr. Charalambides' poetry with the

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[6] It is important to stress that the search of the frequency of appearance of the term "soil" has been chosen, due to the significant role of this word in the poems of Charalambides. More particularly, the poet himself, in a discussion with him on December 22nd 2017, said that "the poem "the garland of his daughter" [Sta stephana tis koris tou] (in Greek) meets, in the modest space of Cypriot tragedy, the human appearance of God and the Godly appearance of human. The fact that the dead person "takes again his place in the soil", shows at the same time his multiple capabilities of his enlivening. The father, who "had" at one time "acres of land", now "takes" his place in the "soil". The past meets with the present, in the name of the land and the soil. The soil remains as a guarantee that grounds realistically the arbitrariness of the emotions. Life fluctuates between joy and sadness, peace and war, genesis and devastation, flourishing and decay, but soil is always present: as a guarantee of the root, a permanent base of the mystery of life that ceaselessly takes place. Life and death are absorbed inside each other. As for the essence of the word soil, I think that it starts from the earth in order to expand to the sky". The poem "Sweet Preserves" ("Glyko tou koutaliou") served as a starting point of the location of the term "soil", as right from the first verses there is reference to this term. "The poetic subject, feeling the need to get to know better himself and become more aware of his own identity, visits his birthplace. He wants, as he declares characteristically, to see "where his soil comes from" [pouthe to choma tou krata] (in Greek); the soil that gave birth to him and his ancestors; the soil that, as a primary elements of ancestry creates to a person a liberating feeling of contact with his roots and enables him to proceed smoothly to the introspection in his soul he is looking for. Introspection and self-awareness, of course, that can be hardly achieved without the direct connection with the father's house, where the person was born and has spent the critical first years of his childhood, even if many events of this childhood remain inaccessible to the person's conscious attempts to recall them" (Mantis, 2017). It should also be stressed that "how sweet will be for every Greek refugee of Cyprus the day when he will be able to see his house again. At the same time, this refers to the Homeric "nostimon imar", the day of homecoming, which for Ulysses took the form of a real and complete return, while for the Greek Cypriots it has been limited to an incomplete homecoming, as they were given the opportunity of see again their houses and their homeland, but not to retrieve them" (Christodoulidou, 2001: 358-363; Mantis op.cit.).

corresponding dominating motif that emerges in the novel *The Cycle of Soil* [*O kiklos tou chomatos*] (in Greek) of Costas Chatziantoniou[7] through inter-text approach.

• To examine the students' response (the outcomes of the teaching interventions) and the level of consciousness of the role new technologies play in the subject of literature through questionnaires at the end of the teaching interventions.

The objectives mentioned above are related with both the subject of literature and more particularly poetry and its connection with new technologies and the pedagogic dimension. Consequently, the research inquires that serve the above objectives are the following:

• In which way does a digital environment contribute to the study of literature and by extension to text analysis? How does it contribute to re-examine and deconstruct established views for the text approach, as it is not a single text but a set of texts?

• How can a conventional learning system be adapted, so that teaching is more interesting for the students? In which way can we proceed from a printed and conventional learning system to the use of new digital media?

• Whether the creation of concordance promotes the location of thematic motifs in Mr. Charalambides' poetry?

• How does technology add pedagogic value? What is the potential of Information and Communication Technologies in the subject of literature?

• Can *AntConc*, as a new tool, transform the learning process in the subject of literature?

• Is it possible to have a critical view of the text?

• Do the students prefer the approach of the text through concordance or with no use of new technologies?

Methodology and Planning of the Research

Following the presentation—the theoretical context—of the operation of the digital environment of

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[7] The "soil" motif is also dominant in the novel of the Rhodian author, Costas Hatziantoniou. We will attempt an inter-text approach, with common reference point the thematic motif: "soil" although the two kinds of literature, that is poetry and prose, are different and should be analyzed through different interpretation filters. In the case we will attempt to show the appearance of a common motif that emits the same message, even though in different contexts, that relates in both cases the return to the roots, the homecoming. Moreover, both the poem of Charalambides and the novel of Hatziantoniou have a common point of reference, a major historic event, the Turkish invasion in Cyprus, in 1974. O kiklos tou chomatos "The circle of soil" is the circle of life—at it is born, grows up and finished in the soil. This is the fundamental element of nature, the earth on which the whole structure of our civilization is founded. This is also our final destination, in the soil all the body connections are dissolved (Chatziantoniou, 2017). Furthermore, Charalambides, in the presentation of this novel at the Cultural Center of the city of Strovolos (Nicosia), on November 2, 2017, as part of the Lecture Series "Thursday Literature Meetings" organized by the Research Study Center, University of Cyprus, said the following: "As for the word 'soil', it is not simply the soil we commonly use or we import externally. It is its own soil, with its own identity, that gets its character and quality from the embodiment—the assumption in its own body, of the sufferings of its own people. And this reminds me, again, what Pascal said about Jesus, who "will anguish over till the end of the world and we must not sleep during all this time". Vigilant then, with a fast mind and prudent thought: "this is the message we get from The Circle of Soil [O kiklos tou chomatos]. It is a novel in which Chatziantoniou uses a certain way to talk about the past and the present and the future with a poly-prismatic tactic that breaks down the linear storytelling. The Circle of Soil [O kiklos tou chomatos] thus acquires the form of an internal journey. The characters are projections of his own deeper mentality. The dominant motif is the sufferings of Greeks, starting from the recent tragedy of Cyprus. The Circle of Soil [O kiklos tou chomatos] is then impressively contemporary, as it contemplates on the timelessness of the dreams and the delusiveness of the ideas that are subject to exploitation or are betrayed. I could say that it is a very bitter book with an extremely heavy load of sorrows. Chatziantoniou describes the life of people with roots in the soil of Cyprus, Asia Minor and Greece, and connects these regions without depriving them of an atmosphere cosmopolitan experiences. The painful memory adds a reasonable layer of love for the fatherland, at least as he dreams about it".

AntConc application, some tests were made for the searches done in the software, given that it is "closed code"[8] type, which were presented with screenshots in the form of tables and pictures.

From the first verses of the reference text "Sweet Preserves" ("Glyko tou koutaliou") we note a term, with significant weight: "χώμα" [*choma*] (in Greek) "soil". Our aim, therefore, is to search how many times this particular word type is found in the whole poetic work of Kyriakos Charalambides. So, through the *AntConc* software, the search of the word type χώμ* [*chóm**] (in Greek), that is the root of the word with all the possible suffixes. The search found forty one (41) appearances in total. More particularly: the word χώμα [*choma*] (in Greek) (*soil*) appeared 29 times, the word χώματα [*chomata*] (in Greek) (soils) 11 times and the (of the soil) χώματος [*chomatos*] (in Greek) just once[9].

A word, of course, can be used either in a declarative or an implicit way. As an example, we can describe the appearance of the word "soil" that appears in 42 verses: "language is a hollow tooth, a seed in the soil" ("Hoof of language" [*Logou opli*] (in Greek) *Achaeans' Shore* [*Ahaion* Akti]. In this poem, the word "soil" at first sight could be said that is used literally. If, however, we read the poem more carefully, we can conclude that "language" is likened to a "hollow tooth" and to "a seed in the soil". Consequently, the implicit meaning of the language is used. At this point the poet focuses, once more, on the feeling of tragic condition, as the evil dominates over the good.

As for the research strategy we followed, it is a personal experimental research in the field of educational technology and the teaching practice, that is real time and on the field. The research is based on a sample and a questionnaire is used as a means of data collection (Andreadakis & Vamboukas, 2009, pp. 25-26).

For the needs of the research, an original teaching scenario has been used, for the poem discussed, with subject: "Information—Communication Technologies and poetry. From theory to teaching intervention" titled: "Text approach, with the help of concordance, through *AntConc* application, to Kyriakos Charalambides' poetry, with the poem "Sweet Preserves" ("Glyko tou koutaliou") as reference text (textbook "Modern Greek Texts" taught in the 2nd Grade of High School)"[10]. As refers the identity of the teaching plan, this is related to the subject

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[8] "Officially, a closed-type license allows the final user to use the software in a limited environment, prohibiting the de-compilation of the software (e.g. the retrieval of source code, that is a series of commands or affirmations in a 'human-readable' programming language, than the machine code), and the analysis, the modification and the re-creation of the software, and it is usually prohibited to copy and distribute the software (either free or paid) to third parties, as well as its use by a large number of people or its installation to many computers", see: https://el.wikipedia.org/wiki/%CE%86%CE%B4%CE%B5%CE%B9%CE%B1_%CE%BB%CE%BF%CE%B3%CE%B9%CF%83%CE%BC%CE%B9%CE%BA%CE%BF%CF%8D#%CE%9A%CE%BB%CE%B5%CE%B9%CF%83%CF%84%CF%8C_%CE%BB%CE%BF%CE%B3%CE%B9%CF%83%CE%BC%CE%B9%CE%BA%CF%8C.

[9] It is important to add that the root χωμ* [chom*] (in greek) with no stress on omega, and the word "χωματερή" [chomateri] (in greek) (landfill) appeared once, but this word has no relation to the word searched.

[10] During the teaching intervention the symbolic meaning of the word "soil" in the first verses of the poem was stressed out to the students. More particularly, they were told that the middle-aged storyteller is searching to complete his self-knowledge ("To see who I am and where my soil comes from") [Na ido pios ime zigosa ke pouthe to choma mou krata] (in Greek). The historic and social conditions of his era, deprived him of his contact with his roots and he warmly wishes to grasp the rare opportunity to return to his birth home, even for just a few minutes, to recall his true self and to connect his current personality to his past experiences. As a Greek of Cyprus he is longing to return home, which, though, he knows that it will not be complete and final, as he does not return permanently to the home he grew up. He can only visit it and recall sweet memories ("… from the Garden of my loving home …") […apo ton Kipo tou pothitou spitiou mou…] (in Greek). The dominating emotions are joy, for his, temporary, return and sadness, as he realizes that his home is now a home for a Muslim family that, at any time, can prohibit him to visit again, the house that is now alienated to him ("I'm lucky that he left me get into my father's house…" [Pali kala pou m' aphise ke mpika sto spiti mou to patriko…] (in Greek), "the only thing I wish for … the sweetness of my beloved") [To mono pou efchomai… ti glikia tou pothitou mou] (in Greek) (Bekou & Tsamos & Chatzidaki 2004: 337). Through a discussion, there was an interesting discussion, as it appeared that the feeling of cutting somebody off his roots was comprehended, as some students said that they don't feel like that, like the storyteller, as they didn't experience the feelings of refugees.

of Modern Greek Literature and the kind of teaching practice refers to the teaching interventions on the 2nd Grade of High School, which lasts for two (2) teaching hours, per class, and took place at the "Rodion Pedia" High School in Rhodes. The visual media used were interactive board, the *AntConc* software and the school textbook.

As a research tool-medium for collecting data, a printed questionnaire has been used. In the questions of the questionnaire, in the personal details there is a question on the "gender" (male or female), while the questions 1-11 that follow are closed-type and the answers are multiple choice type. In more detail, questions 1-3 aimed at whether the students knew Kyriakos Charalambides, his poems, and the Turkins invasion in Cyprus, in the summer 1974, before the teaching interventions, while questions 4-11 aimed at finding the degree the students were responsive and conscious, following the teaching interventions, in relation to the text approach with concordance.

The research sample was 44 students of two classes of the 2nd Grade of *Rodion Pedia* High School. The teaching interventions took place from the end of November 2017 till the 5th December 2017, and their duration was four (4) teaching sessions. The questionnaire was distributed during the second teaching session in both classes of the 2nd Grade High School, after the finish of the teaching interventions.

Results of the Research Data Analysis Methodology Followed

The procedure for the analysis of the data collected during the research was divided into four (4) stages. At first the quantitative research data from the distributed questionnaires were collected. Following that, all the students' answers were codified, and the data were recorded with the help of a type of database software called SPSS. This particular type of software was chosen for the fast and accurate process of research data. Finally, there was a presentation and visual display of the data, through frequency distribution tables and graphs (Andreadakis & Vamboukas *op.cit.*, pp. 31, 39-40; Chalikias, Manolesou, & Lalou, 2015).

In total, 42 tables and 38 graphs have been displayed for the research. The appearance frequency for the field "male" of the "gender" variable is 28, and for the field "female" is 16 and thus 44 in total. Indicatively, in the first question of the questionnaire: "Do you know the poet Kyriakos Charalambides?", the appearance frequency for the field "Yes" was 8, while for the field "No" was 36. Thus, 18.2% of the subjects answered that they knew this particular poet, while 81.8% answered "No"[11]. Consequently, the majority of the students, before the teaching interventions, didn't know the poet Kyriakos Charalambides.

From the statistical analysis of the responses in the ninth question of the questionnaire: "Did you find interesting the thematic motif 'soil' that exists in the poem 'Sweet Preserves' ('Glyko tou koutaliou'), through the research of the appearance frequency of the word 'soil' in the totality of the collections of poems?" It was found that the appearance frequency for the answer "Yes, a lot", was 15, for the answer "Yes, quite" it was 26, for the answer "No, a little" it was 1 and for the answer "No, not at all" it was 2. So, 34.1% of the sample answered that the thematic motif "soil" through the search of the appearance frequency of the word "soil" was very interesting,

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[11] This is probably due to the fact that the students had not been taught the poem of K. Charalambides "Sweet Preserves" ("Glyko tou koutaliou") that is part of the 2nd Grade in High School textbook. We should also point out that, if the research had been conducted in Cyprus, the results would have been different, as Kyriakos Charalambides is the most prominent living poet in Cyprus.

59.1% of the sample—that is the majority—responded positively, following the teaching interventions, while only 2.3% answered that it was "a little" interesting and only 4.5% answered that negatively that it wasn't interesting "at all".

As for the tenth question of the questionnaire: "Would you like the concordance to be deployed and applied in other poems?" the appearance frequency for the answer "Yes", was 33, for the answer "No" it was 11. So, 75% of the sample—that is the majority—responded that they would like the concordance to be used, following the teaching interventions, while 25% answered negatively.

An important research conclusion comes from the students' responses to the eleventh and last question of the questionnaire: "Do you prefer the conventional approach of the text or approach with concordance?". Where our aim is to examine which type of text approach students prefer, that is without the use of new technologies or with the use of concordance? Thus, it was found that the appearance frequency for the field: "Conventional text approach" (without the use of new technologies) was 13, while for the field: "Text approach with concordance" was 31. Thus, following the teaching interventions, 70.5% responded that they prefer the text approach with concordance than the conventional text approach, while 29.5% responded that they prefer the conventional text approach (without the use of new technologies) than the text approach with concordance.

Following that, the results extracted with the help of the command Multiple Response > Crosstabs on SPSS software were presented and a correlation of the variable "gender" in relation to the other variables corresponding to each of the 11 questions of the questionnaire.

It is worth mentioning another important finding, as it was examined if there is a relationship between the students' gender (in two categories "1 = male" and "2 = female") and their opinion on the fifth question: "do you think that the *AntConc* software that produces concordance is easy to use?" (in two categories "1 = easy" and "2 = difficult"). The results extracted are that the frequency of appearance for the "male" category as regards the answer "difficult" is only 2, while the frequency of appearance for the "female" category as regards the answer "difficult" is similarly 2. Consequently, in total, the frequency of appearance of the "gender" variable for the fifth question that refers to the category "difficult" is 4. On the opposite side, the frequency of appearance for the "male" category as regards the answer "easy" is 26, while the frequency of appearance for the "female" category as regards the answer "easy" is 14. Consequently, in total, the frequency of appearance of the "gender" variable for the fifth question that refers to the category "difficult" is 40. Therefore, the majority of the students considered that, following the teaching interventions, the *AntConc* software is easy to use.

Conclusion

As it was shown from the above statistical analysis of the results through SPSS software, the students' responses were positive as regards the use of concordance in the subject of literature. As regards the critical evaluation of the research findings, in relation to its theoretical background, that is the comparative relationship of the research part of the study with corresponding studies (Andreadakis & Vamboukas *op.cit.*, p. 41) has not been possible, due to the originality of the research, as we have mentioned before, because no relevant studies have been conducted.

It should be mentioned that, as it is concluded from what we have said above, apart from the experimental research, with the employment of the teaching interventions, a quantitative study has been conducted with the use

of the questionnaires.

The small number of the sample in our research and the need to focus on only one thematic motif, "soil", which is, though, at the same time, extremely critical and symbolic of Charalambides himself, given the connection of the soil with the Turkish invasion and the loss of Cypriot soil (houses, land) constitute the limitations of this research. In the near future we plan to extend our research in more High Schools in Rhodes, so that the sample is bigger and the results more reliable. We are considering of showing more thematic motifs, as we will have more time at our disposal to conduct our research. In that case there will be a better use of SPSS so that the decoding of open questions will be comprehended and there will not be only closed type questions but also open questions.

In conclusion, following the experience for the research, it is proposed that the teaching plan for the poem "Sweet Preserves" ("Glyko tou koutaliou") with the use of New Technologies, be applied as an educational proposal, to the subject of literature, so that the approach of the texts with a concordance will be more attractive for the students.

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