

Error Analysis and Interlanguage in Learning Greek as an L2/FL: A Systematic Review¹

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Abstract

This study brings together research conducted over the last twenty years (2005–2025) on the acquisition of Greek as a foreign language (FL) and second language (L2), treating the two contexts as distinct but related learning environments. The study focuses on error analysis and interlanguage development in both spoken and written production. This systematic review examines research on Greek as an FL/L2 among learners from diverse first-language backgrounds. The selection of studies was based on keyword searches in academic databases (e.g., Google Scholar) and predefined inclusion and exclusion criteria. The review focuses on errors produced by non-native speakers of Greek and explores the factors that influence learners' linguistic development. The findings show that errors are mainly related to cross-linguistic influence from the first language (L1), overgeneralization processes, and the gradual development of learners' interlanguage. Studies based on learner corpora are particularly valuable, as they provide authentic and extensive data and allow researchers to examine errors in relation to learners' linguistic profiles, proficiency levels, and L1 backgrounds. Overall, the findings support the view that errors should not be considered random deviations from the target language norm, but rather systematic and predictable phenomena that reveal different stages of linguistic development. Some studies also indicate that certain errors are developmental and independent of learners' L1, reflecting universal processes of Second Language Acquisition (SLA).

Keywords: Error Analysis; Interlanguage; Oral And Written Production; Learning Greek FL/L2

1. Introduction

In recent years, more researchers have become interested in how people develop their skills when they learn an L2/FL (Ortega 2013; Ellis 2018; Larsen-Freeman & Long 2014; Mitchell et al. 2019). The present review examines existing research on errors and language development among learners of Greek as an L2/FL. The study of errors is important, because it shows where learners face difficulties and how their language is developing. This

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knowledge can help teachers improve their teaching methods (Paradowski 2017).

It focuses on error patterns in different domains, such as morphology, syntax and pragmatics, so as to provide a better understanding of learners' challenges and the implications for teaching practices. By reviewing previous studies, the study seeks to find common types of errors, identify gaps in literature and show the main difficulties that learners face (Savvidou et al. 2025). A total of 31 studies published between 2005-2025. The studies were selected based on clear criteria, like publication in peer-reviewed scientific journals, focus on Greek as an L2 and appropriate research methodology. First, the basic concepts, such as Greek as an L2, interlanguage and error analysis, are explained. Then, the main findings of the selected studies are presented and followed by a discussion of limitations and suggestions for future research.

The review aims to provide a better understanding of the errors produced by learners of Greek as an L2/FL and to highlight implications for language teaching. To date, no comprehensive systematic review of Greek as an L2/FL has been published in an international journal. Existing studies indicate the need for a review that summarizes current knowledge, identifies research gaps, and suggests directions for future research. However, no study was identified that specifically examined Italian-speaking learners of Greek as a distinct learner group. Consequently, limited research has addressed interlanguage development and oral production errors in this population. The present review therefore establishes the theoretical and empirical background for the current study, which investigates the development of interlanguage competence in the oral production of Italian-speaking learners of Greek.

2. Literature Review

2.1 Clarification of concepts

2.1.1 Learning Greek as an L2/FL

In recent decades, research on Greek as an L2/FL has expanded, reflecting the growing number of learners worldwide (Vogiatzis 2024). Studies have examined learners' difficulties in morphology, syntax, and phonology, with error analysis providing important insights into interlanguage development (Corder 1967). Previous research has also shown that linguistic performance becomes more accurate and complex as proficiency increases (Savvidou et al. 2023). Since written and spoken production reveal complementary aspects of language development, examining both provides a more comprehensive picture of learners' interlanguage.

2.1.2 Error Analysis

Error Analysis emerged in the 1960s as an alternative to Contrastive Analysis, emphasizing that learners' errors are a natural part of L2 development rather than merely the result of L1 transfer (Corder 1967). Errors provide valuable insights into the development of learners' interlanguage, the transitional linguistic system described by Selinker (1972). A key distinction is that between *mistakes*, which are temporary performance deviations, and *errors*, which reflect incomplete knowledge of the target language (Brown 1994).

2.1.3 Interlanguage

Interlanguage refers to the dynamic linguistic system developed by L2 learners, which is distinct from both their L1 and the target language (Selinker 1972). It evolves through learners' exposure to and processing of the target language, explaining why errors are systematic rather than random. These errors may result from L1 transfer or from L2 learning processes such as overgeneralization (Ellis 2008). Although interlanguage develops over time, some non-native forms may become fossilized despite continued exposure or instruction (Selinker 1972).

2.2 Previous Research

Research in SLA has extensively examined the theoretical development of error analysis and interlanguage, as these concepts contribute to understanding how learners construct and develop their L2 systems. Early approaches, such as Contrastive Analysis, were gradually replaced by more dynamic perspectives that focused on learners' systematic errors and intermediate language systems (Al-Sobhi 2019; Hashim et al. 2021).

Previous studies have highlighted that learners' errors provide evidence of interlingual processes rather than being merely the result of L1 transfer (Al-Khresheh 2015; Chen 2018). Interlanguage is considered a continuously evolving system that involves developmental stages, transfer phenomena, and fossilization, contributing to a deeper understanding of learners' language development (Hasan 2010). Furthermore, research on corrective feedback has shown that there is no universal agreements regarding the most effective timing of error correction, as both immediate and delayed feedback have been found beneficial under different conditions (Xu, Zeng 2023).

Regarding Greek as a L2, Iakovou et al. (2016) developed the first longitudinal learner corpus of Greek through the SEPAME2 project, collecting both oral and written data from learners with different L1 backgrounds. Although the project did not establish an error typology, it provided valuable material for future research on interlanguage development and error analysis in Greek as an L2. Similarly, Moschonas (2017) offered an overview of the development of Greek as an L2, emphasizing the importance of teaching practices and the need for further learner-centred empirical research connecting theoretical approaches with learners' actual language production.

3. Methodology

The review followed the general principles of systematic literature reviews by applying predefined search, selection and data extraction procedures in order to ensure transparency and consistency throughout the review process.

3.1 Search strategy

The search for relevant research lasted approximately seven months, from August 2025 to February 2026. To increase the transparency and reproducibility of the review, the same search procedure was systematically applied across all databases. Boolean operators (AND, OR) and combinations of keywords were used whenever supported by the search platform in order to maximise retrieval while reducing irrelevant records. The main search engines were Google Scholar, ResearchGate, Academia, and the National Archive of Doctoral Dissertations, as these databases provide extensive and regularly updated research material. Various keywords were used, such as *Greek as L2*, *Greek as second language*, *Greek as L2 and interlanguage*, and *error analysis in oral production of Greek as L2*, as well as related variations such as *Greek as FL*, *Greek as foreign language*, *learner corpus*, *teaching Greek as L2/foreign language*, *analisi degli errori e interlingua in greco moderno*, *greco moderno come lingua straniera/seconda lingua*, and *apprendimento di greco come L2/lingua straniera*.

3.2 Inclusion and exclusion criteria

The primary language of the articles was English, while studies published in Italian and Spanish were also included. The inclusion criteria included articles published in peer-reviewed journals, doctoral theses and conference proceedings related to Greek linguistics and the teaching of Greek as an L2/FL. Undergraduate and postgraduate theses were excluded. Duplicate articles were removed during the process of collecting the studies. Studies were included only when they reported original empirical data related to learners of Greek as an L2/FL. Purely theoretical papers, book reviews and publications without sufficient methodological information were excluded.

3.3 Study selection process

The selection process was conducted in several stages by examining first the titles, then the abstracts, the results sections, and finally the full texts. Out of 45 studies initially identified, 14 were excluded, resulting in a final sample of 31 studies published between 2005 and 2025. More specifically, 14 studies investigated error analysis and learners' interlanguage through written productions, 2 studies combined written and oral data, 3 studies focused exclusively on oral speech, and 12 studies examined the topic through learner corpora as well as learners' and teachers' perspectives. Whenever uncertainty arose during the screening process, the full text of the study was examined before making the final inclusion decision in order to ensure consistency throughout the selection process.

3.4 Data extraction and analysis

The selected studies covered different types of data and mainly focused on error analysis and the interlanguage of learners of Greek as an L2/FL, as well as on related areas such as phonetics, sociolinguistics, and pragmatics. The studies examined learners from beginner to advanced proficiency levels and employed qualitative, quantitative, and mixed-methods approaches. Data were collected through spoken and written samples produced by learners with different L1 backgrounds. For the purposes of the present review, each study was analysed according to several parameters, including publication year, learners' L1 background, proficiency level, type of linguistic data, research methodology, linguistic domain examined, and main findings regarding error patterns. More specifically, the researchers first identified learners' errors and subsequently categorized them according to their linguistic domain, including phonological, grammatical, morphological, lexical, and syntactic errors. The extracted information was subsequently compared across studies in order to identify recurring error patterns, methodological similarities and differences, and common research trends. This thematic synthesis enabled the identification of converging findings despite differences in research design and learner populations.

4. Presentation and Analysis of the Studies

The studies which will be reviewed are grouped in four categories based on their methodology. In the first one there are studies which investigate interlanguage and error analysis in written production of Greek as an L2/FL, the second group examines studies which combine oral and written production, the third one focuses on research only in oral production and the last category presents other studies which refer to interlanguage and error analysis from teachers' and students' perspective. This categorisation allows for a better comparison of methodological approaches and grouping of the findings.

The first group examines learners' errors and their interlanguage in written production. Many studies have been based on quantitative data from written productions of high school students (Iordanidou, Abati 2007; Anastasiadi-Symeonidi et al. 2008; Iliopoulou 2009; Apostolouda 2025). These studies emphasize that most errors occur in spelling, phonology and morphosyntax and therefore difficulties in written accuracy are observed. The large number of data is the main advantage of the studies, while the main limitations are the unclear methodological procedure and their descriptive approach, preventing their comparison with others. Some studies (Chatzipanagiotidi, Avramidou 2015; Achladi et al. 2017; Tzimokas 2018) identify similar errors. Drakonaki (2023) studied the errors that learners of Greek as an L2/FL make, when they use common phrases and patterns in the language. The research used the Greek Learner Corpus II (ESKEIMATH II), the largest databases of Greek learner texts, which includes written and spoken data from learners, texts from native speakers and information about the learners. The analysis involved three steps. Firstly, it was the finding of

patterns by using the lexical index, secondly, the identification of the most common phrases and thirdly, the highlighting of errors by using linguistic rules with the TagTag tool. The study examined 122 argumentative and descriptive texts from learners at levels A2-B2.

The results showed that learners mainly use fixed phrases. Most errors were in vocabulary, grammar and especially cases, prepositions and conjunctions and word types, such as articles and genders. There were no errors in meaning or voice of verbs. The types of errors also depended on the students' L1. Slavic students made more errors in articles, cases and prepositions. High language level also mattered, because B2 level students made more types of errors, because they used Greek in a more creative way, while A2-B1 level students insisted on fixed phrases. The study shows that the combination of quantitative and qualitative detailed analysis help people understand how students use stereotypical language.

Chatzitheodorou (2018) studied how Turkish-speakers learners of Greek as a FL use modality and how they express possibility, necessity and obligation, comparing it with their L1. Through the analyzing students' written texts at different language levels, the study showed that learners often make errors, because they transfer structures from Turkish, mainly when they form more complex sentences. Although, while their language level becomes better and better, they express the modality like native speakers do. This shows that their interlanguage develops gradually. The study also suggests teaching practices, for instance using modal markers step by step based on learners' language level and comparing the L1 with Greek. However, the sample of the study examines only Turkish learners and only at the modality. Moreover, because it is a qualitative study, the results cannot be generalized to learners with other L1.

However, their main contribution is their focus on learning and pedagogical strategies during language processing. In these studies, errors are not considered random deviations, but systematic and repetitive phenomena that reflect the development of students' interlanguage. While Achladi et al. (2017) and Chatzitheodorou (2018) demonstrate that there is a strong influence of learners' L1 on the target language, Kouti (2014) reported that certain errors are due to structural differences between languages and are not related to the students' L1. Furthermore, recent studies (Chatzitheodorou 2018; Alexandri, Frantzi 2021; Panagopoulos 2022; Korre, Pavlopoulos 2022; Tantos et al. 2023) examine the complexity of the errors in written language production. They underscore the need for the enrichment of learners' text corpora and the combination of quantitative and qualitative methods in order to achieve more reliable and accurate results regarding error analysis.

The second group investigates learners' errors and their interlanguage in both written and oral production. Research that combines oral and written language production (Irgis, Makri 2007; Stojičić, Lampropoulou 2018) showed that errors in written texts are a result of transfer from students' L1, while errors observed in oral production were related to violations of pragmatic and linguistic conventions, overcorrection and code-mixing. The study emphasizes that errors should be viewed as an integral part of the communicative process and indicators of the gradual development of the learners' interlanguage, rather than as signs of linguistic deficiency. In addition, the use of self-assessment data helped provide a clearer picture of how interlanguage develops. However, the study is based on a small and linguistically homogeneous sample, which means that the findings cannot be generalized to all learners of Greek as an L2. Andria (2014) studied how Spanish- and Catalan-speaking students learning Greek are influenced by their mother tongue. She found that their errors are not random but systematic and occur even at advanced levels, where students differ from native speakers. The research showed that L1 influences morphology, vocabulary and meaning through interlanguage. However, the results are not easily generalizable (small sample, only one L1) and the data come from controlled tests, not spontaneous speech.

The third group focuses on learners' errors and their cross-linguistic development in

oral production. Tsimpli et al. (2005) and Karpava (2011) examined data from interviews with Slavic-speaking students who are taught Greek as an L2, and they concluded that errors in Greek are due to morphosyntactic transfers from L1. One of the hardest things for learners is grammatical gender. Learners often try to guess the gender from the sound of the word or use the neuter as a “safe choice”. This shows up in both noun-adjective agreement and the subject-verb agreement. The difficulty comes from the fact that a noun’s gender does not affect the meaning of the sentence. It’s just a language rule and that’s why it’s called an uninterpretable feature. In contrast, morphological and case features are associated with meaning and are considered more transparent features, which makes them more easily understood by students learning a foreign language (Slabakova 2009). However, the study of Tsimpli et al. (2005) is limited by its small and heterogeneous sample, which prevents the extraction of general conclusions.

Katsiva (2025) conducted a qualitative study examining the errors in the oral production of eight adult Argentinian learners of Greek (four beginners and four advanced). Data were collected through semi-structured interviews that elicited descriptive, argumentative and narrative discourse (Robson, 2011). The analysis revealed morphosyntactic, phonological, semantic and pragmatic errors. The morphosyntactic errors mainly concerned the misuse of case, intention and verbal aspect, while the lexical errors reflected the inappropriate choice of words in relation to the context. Phonological difficulties were associated with interferences in L1 or other linguistic interferences. Some errors were intralingual, related to cross-linguistic processes such as overgeneralization and incomplete rule application, as well as to individual learning style. A key limitation is the small sample size of a L1 sample, which limits the possibility of generalization.

Georgiou (2020) conducted a longitudinal study on the oral errors of a German-speaking student at different levels of the language, such as phonology/phonetics, morphology, syntax and semantics. The greatest difficulty appeared in pronunciation. The speaker could not pronounce the sounds /ð/ and /ɣ/, because they do not exist in his L1. He replaced those sounds by /d/ and /g/ respectively. This probably happened because he could not perceive a strong difference between those sounds. Another problem he faced was in distinguishing continuous and non-continuous verbal aspects in subjunctive. Mattheoudaki et al. (2011) observed same difficulty in advanced learners of Greek as an L2. Concerning the morphology, he made errors in adjective endings, because he was using the most common one –(i)és and not the correct one which is –is. It is probably that this kind of error belongs to the category of overgeneralization, which is also reported in children acquiring their L1 (Fromkin et al. 2008). At the syntax, the speaker tended to frequently use the personal pronoun *εγώ* (I) in contexts where native speakers omit it, as Greek is a pro-drop language. This was another influence from his L1 German, where the subject is always obligatory. There was also influence from Cypriot Greek, as the speaker has lived in Cyprus for many years. For instance, the speaker used *να* (“subjunctive marker”) + verb instead of *θα* (“future marker”) + past continuous. This happened because of the influence from Cypriot Greek, where *να* (“subjunctive marker”) or *έννα* (“Cypriot Greek future/subjunctive marker”) + verb often replaces *θα* (“future marker”) + past continuous. Semantic errors occurred but were expected and not serious. Even if he began to learn Greek at the age of 36 and faced some difficulties, he managed to communicate in Greek.

Blom et al. (2016) studied verb learning in children whose L1 is Turkish and who were learning either Greek or Dutch. The greatest advantage of the study is that it compares two target languages while keeping the children’s L1 the same, which helps to see how L1 affects learning and what errors are universal. The results show that some errors happen in both languages, reflecting general learning strategies, while other errors come from

differences between Turkish, Dutch and Greek. The study confirms that both L1 influence and universal learning processes shape how children an L2.

The greatest advantage of the research is that the data come from a long-term study of a non-native speaker who is constantly exposed to the target language. However, the limitation of the study is that the research sample consists of a single individual, with the result that the findings of the study cannot be generalized. As a result, it remains unclear which error patterns reflect general mechanisms of Greek as an L2 acquisition and which are related to the student's individual characteristics. Furthermore, due to the parallel use of standard Modern Greek and the Cypriot dialect is difficult to determine whether the linguistic deviations should be attributed to interlanguage development or to the influence of the dialect.

The fourth group does not focus on studies that directly examine error analysis or interlingual structure, but includes complementary research in the field of learning Greek as an L2. These studies focus on topics that are often ignored, like pronunciation, pragmatics and cognitive processes in order to give a clearer idea of how learners develop their interlanguage. For example, Boboli-Kotsi (2025) used questionnaires with students and teachers to see their opinions about Greek and the difficulties they face. The results showed common problems, like prosody, verb forms, grammatical gender and sentence structure. In this way they show the need for teaching methods that connect theory and practice. Radjenović et al. (2020) examined students' opinions about error correction and grammar teaching when they learn Greek as an L2. Based on a questionnaire completed by students at the University of Belgrade, they found that most students believe that correcting mistakes in class is helpful and that teaching grammar is important, because they help them to learn better and in more efficient way the Greek language.

The next three studies also use learner corpora, but they have different theories and ways of analyzing errors. Tantos and Papadopoulou (2018) created the first organized learner corpus based on meaning, using stand-off annotation to systematically classify errors and link them to learner profiles. Their main focus is on the corpus structure and method, while analyzing interlanguage comes second. On the other hand, Tantos et al. (2015) focus on interpreting learner errors linguistically, but because their analysis is mainly structural, it does not connect much to how learners develop or to teaching. Finally, Tantos and Papadopoulou (2014) show how learner corpora can be used in teaching, for feedback and designing activities. These studies examine different but related areas, such as methods, analysis and teaching, which helps to create a more complete view of interlanguage.

Iliopoulou et al. (2024) studied linguistic errors in Greek from teachers' perspectives, showing how teachers notice and handle students' mistakes in class. They also looked at teachers' attitudes, beliefs and teaching choices, which are influenced by experience and the teaching context. Even though the study doesn't analyze students' data directly, it highlights the important role of teachers in understanding and managing errors. Papadopoulou et al. (2025) investigated how similarity in morphological and syntactic features influences the comprehension of relative clauses in Greek as an L2. A distinctive feature of the study is that the sample included both native speakers and learners of Greek as an L2. The results showed that non-native speakers are more affected to interferences due to structural similarities. However, this happens less as learners' language skills get better. Although the study does not examine spoken errors, it is still useful for understanding interlanguage. It shows that how learners think and process language affects grammatical problems. The results also suggest that learners make more mistakes, when they try to use more complex sentences. These errors do not necessarily constitute incomplete knowledge. On the contrary, they are affected by general limitations in language processing. Overall, the study contributes to a deeper understanding of the cognitive mechanisms of SLA.

Georgiou (2018) studied how students whose L1 is Arabic hear and understand Greek

sounds and how their L1 affects this. The research does not focus on spoken errors, but it shows that hearing sounds correctly influences difficulties on speaking and the development of interlanguage. Using the Perceptual Assimilation Model, the research shows that students interpret Greek sounds through their L1 system. A limitation is that the study is based on perception experiments without linking the results to students' everyday spoken language. Cañas Villarreal (2025) studied pragmatic errors in requests by bilingual students with Spanish and Catalan as L1, learning Greek as an L2. The study shows that apart from grammar, also students' pragmatic strategies are influenced by social context. Correct pragmatics does not necessarily mean high language level and students adjust their strategies depending on their linguistic background and the appropriate social communication situation.

5. Discussion

The findings of previous studies consistently demonstrate that the analysis of learners' written and spoken errors is a valuable approach for investigating interlanguage and the mechanisms involved in the development of learners' interlanguage in Greek as an L2. Errors are regarded as systematic indicators of linguistic development rather than simple deviations from the target language, as they reveal the strategies and processes through which learners construct their linguistic systems (Corder 1967; Selinker 1972). Across studies examining Greek as an L2, learners experience the greatest difficulties in morphology and syntax, particularly in gender, number and case agreement, article use, verb inflection, sentence structure, and spelling. These difficulties reflect the complexity of Modern Greek and the challenges involved in acquiring a highly inflectional language (Theodoropoulos 2007).

Another consistent finding concerns the strong influence of learners' L1 on their production in Greek. Although transfer plays an important role, many errors are also developmental and emerge from general processes of L2 acquisition, such as overgeneralization and simplification (Odlin 1989; White 2003). Recent SLA research further suggests that transfer is not determined only by the existence of an L1 influence, but also by the typological relationship between the learner's first language and the target language. According to this perspective, differences in structural proximity between languages may contribute to variation in learners' interlanguage patterns (Rothman 2015). In addition, difficulties in morphological domains, such as gender, case, and agreement, may reflect the gradual reorganization of grammatical features rather than simple transfer from the L1 (Lardiere 2009). These approaches provide a more comprehensive explanation of why learners with different linguistic backgrounds may develop different error patterns when acquiring Greek. Furthermore, previous research highlights that interlanguage development is shaped by cognitive and linguistic processes beyond transfer, including perception, processing, and language use (Ellis 2008). Learners' errors therefore represent complex interactions between linguistic knowledge, input processing, and the gradual development of the target-language system. From this perspective, interlanguage should be understood as a dynamic system that changes over time rather than as a fixed collection of incorrect forms.

In this context, learner corpora and corpus-informed approaches have become valuable tools for examining authentic learner production and identifying systematic error patterns across proficiency levels and L1 backgrounds. Such approaches allow researchers to move beyond isolated examples of errors and investigate broader developmental tendencies, supporting more targeted teaching practices and more evidence-based curriculum design (McEnery et al. 2019). For Greek as an L2, the development of larger and more diverse learner corpora is particularly important, as it can provide a clearer understanding of how different learner groups progress and which linguistic areas remain problematic. Methodologically, most studies rely on quantitative analyses of learner corpora; however, differences in error classification systems, research designs, and learner profiles often limit

comparisons across studies. Common limitations include small or heterogeneous samples, differences in proficiency levels, and the limited integration of research findings into classroom practice (Loewen, Hui 2021). These issues highlight the need for future research based on larger samples, longitudinal designs, and more systematic combinations of quantitative and qualitative approaches.

Overall, previous studies demonstrate that systematic error analysis contributes not only to a better understanding of Greek L2 development but also to more effective teaching practices. Viewing learner errors as evidence of interlanguage development allows researchers and educators to identify learners' needs more accurately and design instruction that addresses specific areas of difficulty. Therefore, further research combining error analysis, learner corpora, and pedagogical applications can provide a more comprehensive account of the processes involved in learning Greek as an L2 and offer a stronger theoretical and methodological basis for the present research.

6. Limitations of the review

A descriptive assessment of study quality was conducted. The review examined the sample size, how clearly errors were coded and the validity of the tools which were used, such as corpora and annotation software. It also checked the type of data of the studies, which were written, oral and both. It was controlled the reliability of the coding, like use of multiple coders or inter-rater agreement. In general, most studies described their methodology in a clear way. However, some research was based on small sample and only few of them provided limited information about the reliability of coding.

7. Conclusions and suggestions for future research

To date, most research on learning Greek as an L2/FL has focused mainly on errors in written language and especially in morphology, syntax, spelling, vocabulary, semantics, phonology and punctuation. The main limitations of the reviewed studies are the participants' specific L1, the limited generalizability of the results, due to the small sample sizes and the lack of information about the participants' Greek language level. Most studies (17 out of 31) did not report the participants' Greek language level. Among those that did, the most commonly reported ranges were A1-C2, A1-B2 and A2-B2. In addition to these limitations, eight studies included only school students in their samples. Concerning the participants' L1, the most frequently studied languages are Albanian, Slavic languages (mostly Russian, but also Bulgarian, Ukrainian and Polish), Turkish, Spanish and Arabic. The review highlights the need for further research on the oral production and interlanguage development of Italian-speaking learners of Greek.

Furthermore, future research should investigate the development of interlanguage among learners whose L1 belong to different Asian language families, such as Chinese, Japanese and Korean, since these languages are not part of the Indo-European family to which most of the languages examined so far belong. Given that Korean and Japanese are agglutinative SOV languages, whereas Chinese is analytic and SVO, morphological and syntactic transfer in interlanguage may vary considerably depending on the learners' L1.

More studies should focus on adult learners, because many researches mainly examine students. Comparative studies between learners living in Greece (Greek as an L2) and those living abroad (Greek as a FL) would also be useful, since differences in language input may affect the type and number of errors they produce. Such studies would help better understand cross-linguistic influence and typological diversity in Greek as an L2 and could be adopted for a more effective learning and teaching of Greek as an L2.

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