

CONTACT INFORMATION

School of English
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EDUCATION BACKGROUND

- 2001-2005** PhD in Applied Linguistics (full scholarship), Centre for Applied Language Studies, University of Wales Swansea, UK.
Project: "Cognitive Development, Aptitude and Language Learning in Greek Young Learners".
- 1997-1999** MA in TEFL, Department of Language Studies, University of Kent and Christ Church University, Canterbury, England, UK.
- 1997-1998** Advanced Certificate in Techniques and Methods in Teaching English as a Foreign Language, Canterbury Christ Church University, England, UK.
- 1993-1997** Bachelor in Education and Certificate in Teaching Young Learners, Department of Pedagogy and Pre-School Teaching, University of Ioannina, Greece.

WORK EXPERIENCE

- Dec. 2014 – Currently** Assistant Professor, Department of Applied Linguistics, School of English Language and Literature, Aristotle University, Thessaloniki, Greece.
Specialisation: *Learning of English as second/foreign language at the preschool and school age.*
- 2010- Currently** Coordinator of the Module 'Teaching English to Young Learners' at the Hellenic Open University.
- 2013 (Oct.-Nov.)** Visiting Lecturer, Graduate School of Education, University of Melbourne, Australia.
- June 2010 – Nov. 2014** Lecturer, Department of Applied Linguistics, School of English Language and Literature, Aristotle University, Thessaloniki, Greece.
Specialisation: *Learning of English as second/foreign language at the preschool and school age.*
- 2007 – 2010** Adjunct Lecturer, Department of Primary Education, Aegean University, Greece.
- 2005 – 2010** Adjunct Lecturer, Department of English Language and Literature, Aristotle University, Greece.
- 2007 – 2010** Adjunct Lecturer, University of Thessaly, Department of Pre-School Education, Greece.
- 2006 – Currently** Thesis Supervisor, Hellenic Open University, Thessaloniki, Greece.
- 2005 – 2006** Scientific Associate, Department of Speech Therapy, Technological Institute of Epirus, Greece.
- 2004 - 2005** Director of Studies and English teacher, Private English School, Ioannina, Greece.
- 2001 - 2004** Research Associate and Instructor, Center for Applied Studies, University of Wales, Swansea, UK.
- 2002 - 2004** Tutor in the module '*Greek as a Foreign Language*', Department of Adult Continuing Education, University of Wales Swansea.

AWARDS & SCHOLARSHIPS

- Honorarium and invitation to give a lecture in a series of lectures for postgraduate students under the Project 'Raising Gender Awareness in Foreign Language Learning, Language Teaching and Language Use' organized by the University of Frankfurt/Main, Germany. Project Coordinator: Daniela Elsner. Lecture title: *Gender Research in EFL classrooms - or: are girls better language learners?* (26 May 2015).
- Honorarium and invitation to give a lecture under the IP La Diva Project 'Language learning and language teaching in multicultural environments: How to bring language diversity and language variation in class' realized in the Department of Preschool of Education under the LLP Erasmus Program. Project Coordinator: Prof. Marina Tzakosta. Title of the lecture: *Entering the world of very young learners and language learning: A journey to remember*, Rethymno, Crete, Greece (2 April 2014).
- Erasmus Scholarship for teaching at Swansea University, Wales, Swansea, UK. (17-24 March 2014).
- "Magic Book 2" by Alexiou, T., & Mattheoudakis, M., shortlisted for the Macmillan Education Award for New Talent in Writing, at the ELTons 2014 British Council, UK. (2014).
- Erasmus Scholarship for teaching at the University of La Laguna, Tenerife, Canary Islands (10-17 September 2013).
- PhD scholarship, Centre for Applied Studies, Department of English Language, University of Wales at Swansea, UK. (2001-2004).

PROFESSIONAL AFFILIATIONS

- ❖ GALA: Elected member of Greek Association of Theoretical and Applied Linguistics (2011-to date)
- ❖ OMEP: Vice President of OMEP in Thessaloniki (Organisation Mondiale pour L'Education Prescolaire), http://www.omep.gr/index_gr.html (December 2011-2014).
- ❖ Member of AILA: Association Internationale de Linguistique Appliquée.
- ❖ Member of 'Polydromo': Group for bilingualism and multiculturalism in education and society, http://www.polydromo.gr/index_en.html.
- ❖ Member of TESOL Macedonia Thrace.
- ❖ Member of IATEFL (International Association of Teachers of English as a Foreign Language).
- ❖ Member of the Evaluators of Educational Material of the Greek Pedagogical Institute, protocol number: 3344/18/4/2006.
- ❖ Member of the scientific team <http://www.enl.auth.gr/me2glosses/> (cooperation with the University of Edinburgh <http://www.bilingualism-matters.org.uk/>).

CONFERENCE AND WORKSHOP ORGANIZATION

- 2016** Teacher training workshops (addressed to Polish and Slovenian partners) for the Project on DysTEFL 2 (*Dyslexia for Teachers of English as a Foreign Language 2*). Erasmus + (No 2014-1-PL01-KA200-003578), Aristotle University of Thessaloniki, Greece, 4-8 April (Member of the Organising Committee).
- 2016** Teacher Training seminar: *Foreign Language Learning: Challenges and Perspectives*, Kastoria, Greece, 18 March (Member of the Organising Committee).

- 2015** 4th International Conference *Teaching English to Young Learners: Assessment and Learning*, Faculty of Education in Jagodina, University of Kragujevac, Serbia, 5-6 June (Member of Programme Committee).
- 2015** Project meeting on DysTEFL 2 (*Dyslexia for Teachers of English as a Foreign Language 2*). Erasmus + (No 2014-1-PL01-KA200-003578), Aristotle University of Thessaloniki, Greece, 11-12 March (Member of the Organising Committee).
- 2014** Panhellenic Conference *Reflections about childhood*, School of Early Childhood Education, Aristotle University, 31 October- 1 November (Member of the Organising Committee).
- 2014** One-day event on *Strategies in Language Learning and Teaching*. In honour of Emeritus Professor Angeliki Psaltou-Joycey. Greek Applied Linguistics Association, Thessaloniki, Greece, 4 October (Member of the Organising Committee).
- 2014** One-day event: *The child at Montessori school*, Thessaloniki, Greece, 19 March, 2014 (Member of the Organising Committee).
- 2013** One-day event: *Curriculum for pre-school learners: suggestions and ideas*, Thessaloniki, Greece, 2 November (OMEP co-organisation).
- 2013** 1st Hellenic Conference on *Early Language Learning (PEAP conference)*, University of Athens, Faculty of English Language and Literature, Anavyssos Attica, Greece, 14-16 June (Member of the Academic Committee).
- 2013** Workshop by OMEP Thessaloniki: *Creative play for the activation of the senses*, Thessaloniki, Greece, 26 May (Member of the Organising Committee).
- 2013** *1st Hellenic Conference of Model Experimental Schools in Primary and Secondary Education*. Organiser: 3rd Model Experimental primary school of Evosmos, Thessaloniki, Greece, 27-28 April (Member of Scientific and Organizing Committee).
- 2013** Seminar by OMEP Thessaloniki: *Musical and pedagogical games*. The seminar was organised in cooperation with 'Polydromo' in Thessaloniki, Greece, 2 March (OMEP co-organisation).
- 2013** *21st International Symposium of Theoretical and Applied Linguistics*, Aristotle University of Thessaloniki, Greece, 5-7 April (Member of the Organising Committee).
- 2012** *Seminar by OMEP Thessaloniki: When the dolls...act'*, Thessaloniki, Greece, 9 December (Member of the Organising Committee).
- 2012** 15th International Conference on Applied Linguistics: *Cross curricular Approaches to Language Education*, Thessaloniki, 23- 25 November (Member of the Organising Committee).
- 2012** Seminar by OMEP Thessaloniki addressed to primary school teachers and parents: *Board games in the educational process*, Thessaloniki, Greece, 26 May (Member of the Organising Committee).
- 2012** Art workshop at Children's Festival 'Parathinoupoli: *Tagging my city*, Thessaloniki, Greece, 25 May (Member of the Organising Committee).
- 2012** Seminar by OMEP Thessaloniki: *How can you hide from children? They know everything anyway: Family-School-Economic crisis*, Thessaloniki, Greece, 16 March (Member of the Organising Committee).
- 2011** *20th International Symposium of Theoretical and Applied Linguistics*, Aristotle University of Thessaloniki, Greece, 1-3 April (Secretary of the Organising Committee).
- 2010** Two-day seminar addressed to state English language teachers and advisors in the course of PEAP

project: *English in the first grades of primary school*, Thessaloniki, Greece, 1-2 November (Member of the Organising Committee).

MEMBER OF SCIENTIFIC COMMITTEES

1. Review of abstracts focusing on the teaching and learning of languages for the 1st Hellenic Conference of Model Experimental Schools in Primary and Secondary Education (2013).
2. Review of an article for the book by Milton, J. and Fitzpatrick, T. (Eds.) *Dimensions of Vocabulary Knowledge*. Basingstoke: Palgrave Macmillan.
3. Review of articles for the proceedings of 15th International Conference on Applied Linguistics organized by the Greek Applied Linguistics Association: "Cross curricular Approaches to Language Education" (2013).
4. Review of the book by Milton, J. and Fitzpatrick, T. (Eds.) *Dimensions of Vocabulary Knowledge*. Basingstoke: Palgrave Macmillan (2012).
5. Review of articles for the journal of the Union *PEKADE ASPECTS today* since 2013
6. Review of articles focusing on the teaching and learning of languages for the *Journal of Applied Linguistics* (published by Greek Applied Linguistics Association, since 2011).
7. Evaluator of research proposal for the Internal Research Grant at the European University Cyprus (2012)
8. Review of articles on the teaching and learning of languages for the Proceedings of the 19th, 20th, 21st, and 22nd International Symposia on Theoretical and Applied Linguistics, School of English, AUTH
9. Review of submitted abstracts for the Symposia on Theoretical and Applied Linguistics of the School of English, AUTH, 2010 onwards.
10. Review of articles for the proceedings of the 31st Annual meeting of Applied Linguistics, Department of Greek Philology, Aristotle University (2010).

PUBLICATIONS

EDITED BOOKS

- Gitsaki, C., & **Alexiou, T.** (2015). *Current issues in second/foreign language teaching and teacher development: Research and practice*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Lavidas, N., **Alexiou T.**, & Sougari, A. (2014). *Selected Papers of the 20th International Symposium on Theoretical and Applied Linguistics*, 1-3 April, 2011, Aristotle University of Thessaloniki, Greece, Versita Publications, 575 pages, Volume 1, <http://www.degruyter.com/viewbooktoc/product/422019>
Volume 2, <http://www.degruyter.com/viewbooktoc/product/422023>
Volume 3, <http://www.degruyter.com/viewbooktoc/product/422024>
- Milton, J., & **Alexiou, T.** (2012). Special Issue: Vocabulary, Part II: Input and Uptake, *Language Learning Journal*, 40(1). (Impact Factor 1.2).
- Mattheoudakis, M. & **T. Alexiou** (2009) *European Portfolio for Student Teachers of Languages - A reflection tool for language teacher education Council of Europe, European Centre for Modern Languages*, pages. Available only in electronic form: <http://epostl2.ecml.at/LinkClick.aspx?fileticket=CJKxR3z2Ohw%3d&tabid=505&language=en-GB>
Translation from:
Newby, D. R. Allan, A-B. Fenner, B. Jones, Barry, H. Komorowska, & K. Soghikyan, (eds.) (2007) *European Portfolio for Student Teachers of Languages - A Reflection tool for language teacher education* Strasbourg, Graz: Council of

BOOK CHAPTERS

- Alexiou, T.** & Mattheoudakis, M. (2015) A paradigm shift in EFL material development for young learners: Instilling pedagogy in teaching practice. In C. Giannikas, L. McLaughlin, N. Deutsch & G. Fanning (Eds.) *Children learning English: From research to practice* (pp.77-96). IATEFL YLT SIG book. Reading, UK: Garnet publishers Ltd.
- Alexiou, T.** (2015) Vocabulary uptake from Peppa pig: a case study of preschool EFL learners in Greece. In C. Gitsaki, & T. Alexiou (2015) *Current issues in second/foreign language teaching and teacher development: Research and practice* (pp. 285-301). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Agathopoulou, E., Alexiou, T., Joycey, E., Kazamia, V. & Sougari, A. (2015) Activities for mainstream primary schools. In A. Psaltou-Joycey (Ed.) *Foreign Language Learning Strategy Instruction: A Teacher's Guide*. Kavala (pp.52-115.) Saita Publications. Available on line at: https://issuu.com/saita.publications/docs/flsi_a_teacher___s_guide
- Mattheoudakis, M. & Alexiou, T. (2015) The learning style profile of *Magic Book 1* and 2: Mission accomplished? In C. Gkonou & M. Daubney (Eds.), *Humanising Language Teaching, Current Issues in the Psychology of Language Learning and Teaching*, Year 17; Issue 4; August 2015, (33 pages) ISSN 1755-9715, available online at: <http://www.hltmag.co.uk/aug15/mart02.htm>
- Alexiou, T.** (2015d) Comic series and 'Peppa Pig: A hidden treasure in language learning. In M. Tzakosta (Ed.) *Language learning and teaching in multicultural environments: the inclusion of language deviation and language variation in class* (pp.187-207). Athens: Gutenberg-Dardanos.
- Milton, J., Alexiou, T. & Mattheoudakis, M. (2014) Knowledge of spoken form. In Milton, J. and Fitzpatrick, T. (Eds.) *Dimensions of Vocabulary Knowledge* (pp.113-129). Basingstoke: Palgrave Macmillan.
- Mattheoudakis, M., F. Chasioti & T. Alexiou (2014). Once upon a time we brought content into the language classroom: The use of fairytales in primary education and their effect on foreign language development. In A. Psaltou-Joycey, E. Agathopoulou & M. Mattheoudakis (Eds.), *Cross-curricular Approaches to Language Education* (pp.71-97). Cambridge Scholars Publishers.
- Psaltou-Joycey, A., Mattheoudakis, M. & Alexiou, T. (2014) Language learning strategies in CLIL and non-CLIL classes: Which strategies do young learners claim they use? In A. Psaltou-Joycey, E. Agathopoulou & M. Mattheoudakis (Eds.), *Cross-curricular Approaches to Language Education* (pp.305-322). Cambridge Scholars Publishers.
- Mattheoudakis, M. & Alexiou, T. (2010) Identifying young learners' learning styles in Greece. In *Current issues in English language teaching and learning. An international perspective* (pp.37-51). Cambridge Scholars Publishing.
- Alexiou, T.** (2009) Young learners' cognitive skills and their role in foreign language vocabulary learning. In M. Nikolov (Ed.) *Second Language Acquisition: Early learning of Modern Foreign Languages. Processes and Outcomes* Multilingual Matters, pp. 46-61.
- Milton, J. & Alexiou, T. (2009) Vocabulary size and the Common European Framework of Reference for Languages. In B. Richards, H. Daller, D.D.Malvern, P. Meara, J. Milton, J., & J. Treffers-Daller (Eds.) *Vocabulary studies in first and second language acquisition: The Interface Between Theory and Application* (pp.194-211). Hampshire: Palgrave Macmillan.
- Mattheoudakis, M. & Alexiou, T. (2009) Early foreign language instruction in Greece: socioeconomic factors and their effect on young learners' language development. In M. Nikolov (Ed.) *The Age Factor and Early Language Learning*

(pp. 227-251). Berlin: Mouton de Gruyter.

Milton, J. & **Alexiou, T.** (2006) Language aptitude development in young learners. In C. Abello-Contesse, R. DeKeyser, P. Chandler, Fco. Gallardo del Puerto, M. L. García Lecumberri, K. Geeslin, P. Guijarro-Fuentes, J. Milton, C. Muñoz, C. Pérez-Vidal, Gloria Ruiz-González & T. Scovel (eds.) *The age factor in L2 acquisition and teaching* (pp.177-192). Monograph issue of ELIA (Estudios de Lingüística Inglesa Aplicada), Peter Lang Publishers, Spain.

PAPERS IN REFEREED JOURNALS

Mattheoudakis, M., & **Alexiou, T.** (Forthcoming) Sketching the profile of the CLIL instructor in Greece. In N. Sifakis, E. Griva, & A. Deligianni (Eds.) *Research Papers in Language Teaching and Learning: CLIL implementation in foreign language contexts: Exploring challenges and perspectives*, <http://rpltl.eap.gr/announcements/82-special-issue-on-clil>

Mattheoudakis, M., **Alexiou, T.** & Laskaridou, C. (2014) To CLIL or not to CLIL? The case of the 3rd Experimental Primary School in Evosmos. In N. Lavidas, **T. Alexiou** & A. Sougari (Eds.), *Major Trends in Theoretical and Applied Linguistics: Selected Papers from the 20th International Symposium from Theoretical and Applied Linguistics* (pp.215-233), Vol. 3. De Gruyter Versitas Publications.

Mattheoudakis, M. & **Alexiou, T.** (2014) Writing Magic Book 1. *PE@P Journal*, Vol.2, 13 pages, available on line <http://rcel.enl.uoa.gr/peap/steps/teyxos-2/grafontas-%C2%ABmagiko-biblio%C2%BB?cis=1777>

Alexiou, T. & Mattheoudakis, M. (2013) Introducing a foreign language at primary level: Benefits or lost opportunities? The case of Greece. *Research Papers in Language Teaching and Learning*, 4(1), February 2013, pp. 99-119. Available online at <http://rpltl.eap.gr>

Konstantakis, N. & **Alexiou, T.** (2012) Vocabulary in Greek young learners' English as a foreign language course books, *Language Learning Journal*, 40 (1), pp.35-45, Routledge.

Zouganeli, K., **Alexiou, T.** & Bouniol, P. (2011) EYL Teachers' Professional Development by Distance Learning: The Greek Case. *Research Papers in Language Teaching and Learning*, 2(1), January 2011, pp.74-84. Available online at <http://rpltl.eap.gr>

Milton, J. & **Alexiou, T.** (2004) Reconsidering language learning aptitude with young learners' in mind, *Working Papers in Linguistics* (pp.103-118). Department of English Language and Literature, Aristotle University of Thessaloniki.

BOOK REVIEWS

Alexiou, T. Book review of Fitzpatrick, T. & Barfield, A. (2009) Lexical processing in second language learners: papers and perspectives in honour of Paul Meara. Amsterdam: John Benjamins Publ. In *Language Learning Journal*, 2012, Volume 40, Issue 2, Routledge, pp. 257-258 (Impact factor 1.2).

MONOGRAPHS/ PUBLISHED PEDAGOGICAL MATERIAL

- DysTEFL2: Teaching material on English as a foreign language for learners with dyslexia (http://dystefl2.uni.lodz.pl/?page_id=1053)
- **Alexiou, T.** & Mattheoudakis, M. (2014) (Authors, editors & coordinators) *Magic Book 1* Teaching package for the teaching of English at Grade 3, <http://rcel.enl.uoa.gr/peap/node/2362>
- **Alexiou, T.** & Mattheoudakis, M. (2013) (Authors, editors & coordinators) Teaching package for the teaching of English

at Grade 3 for learners who have been taught English at Grades 1&2, <http://rcel.enl.uoa.gr/peap/node/2362>

Shortlisted for the 2014 ELTons awards: <http://englishagenda.britishcouncil.org/eltons>

- **Alexiou, T.** & Mattheoudakis, M. (2012) (Authors, editors & coordinators) *Magic Book (pilot version)*: Teaching package for the teaching of English at Grade 3, <http://rcel.enl.uoa.gr/peapABC/peapC/book.pdf>
- Freelance writer of 6 teaching material (4 for New Editions publishers and 2 for Longman) for the teaching of English for young learners (2005-2008).

PAPERS IN CONFERENCE PROCEEDINGS

- Alexiou, T.** & Vitoulis, M. (2014) iGeneration issues: Tracing preschoolers English receptive and productive vocabulary through interactive media: Mission impossible? In J. Enever, E. Lindren & S. Ivanov (Eds.) *Conference Proceedings from Early Language Learning: Theory and Practice 2014* (pp.16-22). Umeå University, Umeå, Sweden. ISBN 978-91-7601-193-5.
- Alexiou T.**, Nikaki D., Giannakaki M. & Laftsidou M. (2014) Special child learning difficulty or specific teacher difficulty? in A.C. Ilhan et.al. (eds) *International Teacher Education Conference Proceedings Book* (pp.551-559). Dubai, UAE.
- Psaltou-Joycey, A., Sougari, A., Agathopoulou, E. & **Alexiou, T.** (2014) The role of age, gender and L1 strategies in the L2 strategies of primary school children in Greece. In G. Kotzoglou, K. Nikolou, E. Karantzola, K. Frantzi, I. Galantomos, M. Georgalidou, V. Kourti-Kazoullis, C. P apadopoulou & E. Vlachou (Eds.), *Selection of papers for the 11th International Conference on Greek Linguistics*, University of the Aegean (pp. 1436-1448). Rhodes, Greece.
- Kambakis-Vougiouklis, P., Mamoukari, P., Agathopoulou, E., & **Alexiou, T.** (in press). Oral application of the SILL questionnaire using the bar for frequency and evaluation of strategy use. In M. Mattheoudakis & K. Nicolaidis (Eds.) *Selected Papers from the 21st International Symposium on Theoretical and Applied Linguistics (ISTAL21)*. Thessaloniki: Prothiki, Aristotle University.
- Alexiou, T.** & Mattheoudakis, M. (2011) Bridging the gap: Issues of transition and continuity from primary to secondary schools in Greece. *Selected Papers from the 19th International Symposium on Theoretical and Applied Linguistics* (pp. 87-99). Thessaloniki, Greece.
- Milton, J., & **Alexiou, T.** (2010) Developing a vocabulary size test for Greek as a foreign language. In A. Psaltou-Joycey & M. Mattheoudakis (Eds.), *Selection of papers for the 14th International Conference of Applied Linguistics (GALA)* (pp. 307-318). Aristotle University of Thessaloniki. Also available online: <http://www.enl.auth.gr/gala/14th/Papers/English%20papers/Milton&Alexiou.pdf>
- Alexiou, T.** & Konstantakis, N. (2009) Lexis for young learners: Are we heading for frequency or just common sense?. In A. Tsangalidis (Ed.) *Selection of papers for the 18th Symposium of Theoretical and Applied Linguistics* (pp.59-66). Aristotle University of Thessaloniki.
- Alexiou, T.** (2008). Cognitive skills that facilitate young learners' English language learning. *Proceedings of the International Conference of Language Centre of the University of Athens* (pp.581-584). Athens.
- Alexiou, T.** & Milton, J. (2008) Vocabulary size in Greek as a foreign language and the Common European Reference for Languages. *Journal of Applied Linguistics, Annual Publication of the Greek Applied Linguistics Association, Issue 2* (pp. 35-52) . Available on line at: <http://www.enl.auth.gr/gala/jal/24.html>
- Milton, J. & **Alexiou, T.** (2006) What makes a good young language learner? In A. Kavadia, M. Joanopoulou & A. Tsangalidis (Eds.) *Selection of papers for the 13th International Conference of Applied Linguistics: New Directions in Applied*

Linguistics (pp.636-646). Aristotle University of Thessaloniki, Volume number 9.

Alexiou, T. (2003) Greek teachers' preferences in ELT methodology for the teaching of vocabulary. In E. Mela-Athanasopoulou (Ed.) *Selection of Proceedings for the 15th Symposium of Theoretical and Applied Linguistics* (pp.485-490). Aristotle University of Thessaloniki.

ONLINE TEACHING MATERIALS AND PAPERS

Alexiou, T. (2013) *Cognitive development, language aptitude and language learning in young learners in Greece: a different approach*. Electronically published on the web platform of the programme "Routes to teaching Modern Greek" of the Centre for the Greek Language (Ministry of Education and Religious Affairs), Web address where the article is uploaded: <http://elearning.greek-language.gr/mod/resource/view.php?id=370>

Alexiou, T. (2012) Teaching a second/foreign language to children: The use of stories in class. Centre for the Greek language, Deliverable p2b4: *Practical suggestions for the teaching of Greek as a second/foreign language*, 8 pages.

Alexiou, T. (2011) Writing of 3 teaching suggestions for the teaching of English as a foreign language. Centre for the Greek language, Deliverable p2a5: *Designing and developing material for the training of teachers by distance*, 14 pages.

Alexiou, T., Kouvara, V., Panagiotidou, V. & Spanou, K. (2011) Curriculum design, classroom management and learning strategies. *Module 1 of the teacher distance training programme 'Routes in teaching Modern Greek'* (Programmes 1 and 2 respectively), <http://elearning.greek-language.gr/> pp. 100.

Alexiou, T., Antonopoulou, N., Iliopoulou, K., Moumtzi, M. & Roussoulioti T. (2011) *Assessment*. Centre for the Greek language, Modules 3 and 4 of the teacher distance training programme *Routes in teaching Modern Greek* (Programmes 1 and 2 respectively), <http://elearning.greek-language.gr/>, pp. 120.

Alexiou, T., Iliopoulou, K., Kitsou, I. & Sougari, A. (2011) *Foreign language teaching to young learners*. Centre for the Greek language, Module 3 of the teacher distance training programme *Routes in teaching Modern Greek*, <http://elearning.greek-language.gr/> pp. 80.

THESES

➤ **Alexiou, T.** (2005). *Cognitive development, aptitude and language learning in Greek young learners*. PhD Thesis, University of Wales at Swansea, UK.

➤ **Alexiou, T.** (1999). *Greek teachers' Preferences in ELT methodology for the teaching of vocabulary*. MA Dissertation, University of Kent at Canterbury and Canterbury Christ Church University College, UK.

CONFERENCE PRESENTATIONS, WORKSHOPS, SEMINARS

PLENARY AND INVITED SESSIONS

Alexiou, T. (2014). *Creating 'magic' for young learners*. Teacher Training seminar, 15 March, Katerini, Greece.

Alexiou, T. (2014). Teleconference Teacher Training seminar for English language teachers in primary on the design and use of *Magic Book 1* and *2*, June, Greece.

Alexiou, T. (2013). *Steps in teaching English to Young Learners*. Seminar for staff members, The Language and Literacy Education group, Melbourne Graduate School of Education, University of Melbourne, 6 November, Melbourne, Australia.

- Alexiou, T.** (2013). *The program "Routes" travel to Australia and transfer experiences and thoughts about children's language learning*. Representative of the Centre for the Greek Language (Greek Ministry of Education), 16 November, University of Sydney, Australia.
- Mattheoudakis, M. & **Alexiou, T.** (2013). *Rising from the crisis: changing is the challenge*. 34th Annual International Convention, TESOL Greece, March 30-31, Athens.
- Alexiou, T.** (2012). *The PEAP project and the development of teaching materials for the 3rd grade of primary school: Magic Book 1 & 2*. Training seminar for English teachers in the course of PEAP project, 7 September 2, Larisa, Greece.
- Alexiou, T.** (2012). *The PEAP project and the development of teaching materials for the 3rd grade of primary school: Magic Book 1 & 2*. Training seminar for English teachers in the course of PEAP project, 6 April, Polygyros Halkidiki, Greece.
- Alexiou, T.** (2011). *The first steps to the New Policy ΕΠΣ-ΞΓ with the 'Magic Book' for the 3rd grade*. One-day training conference organised by the Panhellenic Association of State School Teachers of English, October 8, Athens, Greece.
- Mattheoudakis, M. & **Alexiou, T.** (2011). *Teaching the Magic book at the 3rd grade of primary school*. Training seminar for English teachers at primary schools in the course of PEAP project, 12 November, Xanthi, Greece.
- Mattheoudakis, M., **Alexiou, T.** & Laskaridou, C. (2011). *Where there's a Will, there's a Way: Content and Language Integrated Learning (CLIL)*. Training seminar for English teachers at Serres, January 23, Serres, Greece.
- Alexiou, T.** (2010). *Teaching English to very young learners or ... The early bird catches the worm*. One-day training conference organised by the Panhellenic Association of State School Teachers of English, October 2, Athens, Greece.
- Alexiou, T.** (2009). *Young learners' individual differences in the Greek state primary school: Myth or reality?* Association of Primary Education Northern Greece, February 2, Thessaloniki, Greece.
- Alexiou, T.** (2008). *Individual differences in the young learners' classroom: Taking advantage of our learners' language aptitude and learning styles* (invited speaker). TESOL Greece, 1st SIG event, September 28, Athens, Greece.
- Alexiou, T.** (2008). *Individual differences*. State English language Teachers of Imathia, Greece, April 8, Alexandria, Greece.
- Alexiou, T.** (2006). *Contemporary Teaching Methods I: Task Based Learning: Evaluation Techniques and Methods, Self-evaluation, Advantages of TBL method: Some examples*. University of Macedonia, February 18, Thessaloniki, Greece.
- Alexiou, T.** (2002). *Do children possess foreign language aptitude?* Research seminar in the Department of Early Childhood Studies, University of Wales Swansea, May 15, Swansea, UK.

CONFERENCE PRESENTATIONS-REGULAR

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- Mattheoudakis, M., & **Alexiou, T.** (2016). *The magic journey of Grade 3*. Paper presented at the 1st Panhellenic Conference, Curricula- Scholl Textbooks: From past to present and future, 4-6 March, Athens, Greece.
- Alexiou, T.,** Zapounidis, T. & Kostopoulou, I. (2015). *In quest of the magic element in preschoolers' vocabulary reception* (poster presentation). International research conference: Issues of Multilingualism in Early Childhood Education: Zero to Six, Roma Tre University, 26 -27 November, Rome, Italy.
- Alexiou, T.** (2015). *Activities for teaching/developing language learning strategies in the Greek Primary EFL Classes* (workshop). International Conference and workshops on Language Learning Strategies: Theoretical Issues and

Applied Perspectives, 27-28 June, Komotini, Greece.

- Saratsli, D. Vagenas, A., **Alexiou T.** & Mattheoudakis, M. (2015). *Words don't come easy: The magic element of vocabulary in primary English coursebooks and strategies to develop it*. 4th International Conference Teaching English to Young Learners: Assessment and Learning, Faculty of Education in Jagodina, University of Kragujevac, Serbia, 5-6 June, Jagodina, Serbia.
- Kokla, A. & **Alexiou, T.** (2015). *This Little Piggy Went into our Homes and Introduced Formulaic Language and a Multicultural World*. Rethinking Language, Diversity and Education Conference, University of the Aegean, 28-31 May, Rhodes, Greece.
- Rassopoulou, E. & **Alexiou, T.** (2015). *Do I have to say the words?' tracing Greek preschoolers' receptive and productive vocabulary in EFL'*. Rethinking Language, Diversity and Education Conference, University of the Aegean, 28-31 May, Rhodes, Greece.
- Papakonstantinou, E. & **Alexiou, T.** (2015). *Developing and Implementing Foreign Language Materials for Preschoolers*. 22nd Symposium of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 24-26 April, Thessaloniki, Greece.
- Alexiou, T.** (2015). *Teaching the Magic Book in the third grade*. Teacher Training seminar for English language teachers in primary education (organized by the Greek Applied Linguistics Association), 3rd Experimental Primary School of Evosmos, April, Thessaloniki, Greece.
- Alexiou, T.** & Tzakosta, M. (2014). *Children are playing...Greek: The importance of preserving the Greek language in child immigration*. International conference for the Teaching and Certification of Greek as a Second/Foreign Language, Centre for Greek Language, 25 October, Thessaloniki, Greece.
- Alexiou, T. (2014). *Investigating and measuring young learners' foreign language aptitude and strategies: Challenges and perspectives*. AILA World Congress, 2014, 10-15 August 2014, Brisbane, Australia.
- Psaltou-Joycey, A., Sougari, A., Agathopoulou & **Alexiou, T.** (2014). *Use of strategies by Greek young EFL learners: developmental, gender and instructional effects*. 1st International Conference 'Early Language Learning: Theory and Practice in 2014', Umeå university, 12 -14 June, Umeå, Sweden.
- Alexiou, T.** & Vitoulis, M. *iGeneration issues: Tracing preschoolers English receptive & productive vocabulary through interactive media. Mission impossible?* (poster presentation). 1st International Conference 'Early Language Learning: Theory and Practice in 2014', Umeå university, 12 -14 June, Umeå, Sweden.
- Alexiou, T.**, Kokkinidou, A. & Rousoulioti T. (2014). *The teaching of Greek as a foreign/second language in very young learners: Language policy issues and implementation*. 3rd Crossroad of Languages and Cultures, Issues of Bi/Multilingualism, Triangulating and Language Policies in education, Polydromo & Faculty of Education, 30-31 May, Thessaloniki, Greece.
- Alexiou, T.** et al. (2014). *Early language learning difficulties in Greek EFL learners: Myths and misconceptions*. Conference on Language Learning 2-6: International Perspectives on early years plurilingualism, European University Cyprus, 23-25 May, Nicosia, Cyprus.
- Alexiou, T.** & Rassopoulou, E. (2014). *Tracing pre-schoolers English receptive and productive vocabulary: A case study in Greece*. Conference on Language Learning 2-6: International Perspectives on early years plurilingualism, European University Cyprus, 23-25 May 2, Nicosia, Cyprus.
- Alexiou, T.** (2014). *Magic Book 1: The Magic Voyage of 3rd grade primary schoolers*. One day PEAP conference, 29 April,

Athens, Greece.

- Alexiou, T.** (2014). *Special child learning difficulty or specific teacher difficulty?* ITEC conference, 5-7 February, Dubai, UAE.
- Alexiou, T.**, Papakonstantinou, E. & Mattheoudakis, M. (2013). *English language teaching to very young learners: advantages and secrets*. One-day event: 'Curriculum for pre-school learners: suggestions and ideas', 2 November, Thessaloniki, Greece.
- Psaltou-Joycey, A., Sougari, A., Agathopoulou & **Alexiou, T.** (2013). *The role of L1 in the development and use of strategies in early foreign language learning*. 11th International Conference on Greek Linguistics, 26-30 September, Rhodes, Greece.
- Alexiou, T.** (2013). *The 'magic' ingredients of developing coursebooks for young learners*. 1st Hellenic Conference on Early Language Learning (PEAP conference), University of Athens, Faculty of English Language and Literature, 14-16 June, Anavyssos Attica, Greece.
- Kambaki-Vougioukli, P., Mamoukari, P., Agathopoulou, E. & **Alexiou, T.** (2013). Oral application of the SILL questionnaire using the bar for frequency and evaluation of strategy use. 21st Symposium of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 5-7 April, Thessaloniki, Greece.
- Alexiou, T.**, Mattheoudakis, M. & Zapounidis, T. (2013). Words don't come easy: Vocabulary development in the Magic Books. 21st Symposium of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 5-7 April, Thessaloniki, Greece.
- Mattheoudakis, M., **Alexiou, T.** & Chasioti, F. (2012). *'Once upon a time we brought content into the language classroom...': The use of fairytales in primary education and their effect on foreign language development*. 15th International Conference on Applied Linguistics on Cross-curricular Approaches to Language Education, , 23-25 November, Thessaloniki, Greece.
- Alexiou, T.**, Mattheoudakis, M. & Psaltou-Joycey, A. (2012). *Young-learners' employment of language learning strategies in CLIL and non-CLIL classes*. 15th International Conference on Applied Linguistics on Cross-curricular Approaches to Language Education, 23-25 November, Thessaloniki, Greece.
- Laskaridou, C, Tsiadimos, N., Mattheoudakis, M. & **Alexiou, T.** (2012). *Learning with Phonics: an exciting insight into the world of English sounds*. 19th Annual Convention, TESOL Macedonia Thrace, , 10-11 March, Thessaloniki, Greece.
- Alexiou, T.** (2012). *Using Magic Book for the 3rd grade*. Training seminar for school advisors in the course of PEAP project, 31 March, Thessaloniki, Greece.
- Alexiou, T.** (2012). *Using Magic Book for the 3rd grade*. Training seminar for school advisors in the course of PEAP project, 23 March, Athens, Greece.
- Alexiou, T.** (2012). *The Magic Book of 3rd primary school grade*. Two-day training seminar for school advisors in the course of New Policy for Education, 7-8 February, Thessaloniki, Greece.
- Mattheoudakis, M. & **Alexiou, T.** (2012). *Tracking learners' L2 development in a CLIL teaching context: Preliminary insights and suggestions*. Workshop organised by the School of Greek, School of English and funded research project 'DIAPOLIS' aimed at language education to bilingual learners, 14 January, Thessaloniki, Greece.
- Alexiou, T.** & Mattheoudakis, M (2011). *To CLIL or not to CLIL? The case of Greece*. 21^o EUROSLA (European Second Language Acquisition) Conference, September 10, Stockholm, Sweden.
- Alexiou, T.** (2011). *Where there is a will, there is a way: Introducing CLIL (Content and Language Integrated Learning) in*

the Greek primary classroom. Thammasat ELT Conference, June 11, Bangkok, Thailand.

- Mattheoudakis, M., **Alexiou T.** & Zapounides, T. (2011). *Lexical phrases and idiomatic language in an EFL pedagogic corpus for Greek young learners: Looking for trouble*. 16^o AILA Conference, August 24, Beijing, China.
- Mattheoudakis, M., **Alexiou, T.** & Laskaridou, C. (2011). *To CLIL or not to CLIL? The case of the 3rd Experimental primary school in Evosmos*. 20th Symposium of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 1-3 April, Thessaloniki, Greece.
- Mattheoudakis, M., Laskaridou, C. & **Alexiou, T.** (2011). *Where there is a will, there is a way: introducing CLIL into English language classrooms*. 18th Annual Convention, TESOL Macedonia Thrace, 19-20 March, Thessaloniki, Greece.
- Alexiou, T.** (2010). *English in the first grades of primary school*. Training seminar for English teachers for the Programme of PEAP, 2 November, Rhodes, Greece.
- Mattheoudakis, M., **Alexiou, T.** (2010). *Early risers travel further*. Two days training seminar for English teachers and school advisors for the Programme of PEAP, 1-2 November, Thessaloniki, Greece.
- Mattheoudakis, M., **Alexiou, T.** (2010). *Early risers travel further*. Two-day training seminar for English teachers and school advisors for the Programme of PEAP, 20-21 October, Athens, Greece.
- Milton, J., **Alexiou, T.** & Mattheoudakis, M. (2010). *Constructing the mental lexicon: vocabulary knowledge, language skills and learning strategies*. EUROSLA 20th, Università di Modena e Reggio Emilia, 1-4 September, Reggio Emilia, Italy.
- Mattheoudakis, M., **Alexiou, T.** (2010). *The early bird catches the worm: The 3rd Experimental School of the School of English*. Training seminar for English teachers at primary schools, 2 October, Thessaloniki, Greece.
- Zouganeli Catherine, Bouniol Paul & **Alexiou T.** (2009). *EYL Teachers' Professional Development by Distance Learning: the Greek Case*. International Day Conference titled 'Distance Learning for the Teachers of Foreign Languages at the Hellenic Open University, 1998 - 2009: Present and Future', Athens, May 23, Athens, Greece.
- Alexiou, T.** & Mattheoudakis, M. (2009). *Introducing a foreign language at primary level: Benefits or lost opportunities? The case of Greece*. 19th Symposium of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 3-5 April, Thessaloniki, Greece.
- Alexiou, T.** & Mattheoudakis, M. (2008). *Identifying young learners' learning styles in Greece*. 1st International conference in English language teaching and learning (ICELTL1), 10-13 September, Santiago de Compostela, Spain.
- Alexiou, T.** & J. Milton (2007). *Developing a vocabulary size test for Greek as a foreign language*. 14th International Conference of Applied Linguistics (GALA), 14-16 December, Thessaloniki, Greece.
- Konstantakis, N. & **Alexiou, T.** (2007). *Lexis for young learners: Selection criteria and analysis for A & B Junior Levels*. ESRC Seminar, organized by Reading University, Swansea University and the University of the West of England (Bristol), 6-7 July, Swansea, UK.
- Alexiou, T.** & Konstantakis, N. (2007). *Lexis for Young Learners: Are we heading for frequency or just common sense?* 18th Symposium of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 4-6 May, Thessaloniki, Greece.
- Alexiou, T.** (2007). *Cognitive skills that promote foreign language learning and their relation to learning styles*. International Conference TEMOLAYOLE (Teaching Modern Languages to Young Learners), 1-3 February, Pecs, Hungary.

- Alexiou, T.** (2005). *Cognitive skills that facilitate Second Language Learning for Young Learners*. International Conference 'Language in a Changing World', Language Centre of the University of Athens, 9-11 December, Athens, Greece.
- Alexiou, T.** (2004). *Cognitive development in young learners and its relation to second language learning*. EERA 2004 (European Educational Research Association), 22-25 September, Rethymno, Greece.
- Alexiou, T.** (2004). *Cognitive skills and second language learning for young learners* (poster presentation). 14th EUROSLA (European Second Language Acquisition) Conference, 8-11 September, San Sebastian, Spain.
- Alexiou, T.** (2004). *The role of analytic skills on language learning aptitude for young learners* (poster presentation). Summer conference of the Vocabulary Acquisition Research Group, Centre for Applied Language Studies, University of Wales Swansea, 15-18 July, Swansea, UK.
- Milton, J. & **Alexiou, T.** (2003). *What makes a young good language learner?* 13th International Conference of Applied Linguistics titled 'New directions in Applied Linguistics', 11-14 December, Thessaloniki, Greece.
- Milton, J. & **Alexiou, T.** (2003). *Cognitive development and language learning aptitude in young learners*. 8th Annual Conference in Applied Linguistics (ELIA), titled 'The age factor in second language acquisition and teaching', Seville University, 13-14 March, Seville, Spain.
- Alexiou, T.** (2002). *Foreign language aptitude in young learners*. Summer conference of the Vocabulary Acquisition Research Group, Centre for Applied Language Studies, University of Wales Swansea, July, Swansea, UK.
- Alexiou, T.** (2001). *Greek Teachers' Preferences in ELT Methodology for the Teaching of Vocabulary*. 15th Symposium of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 4-6 May, Thessaloniki, Greece.
- Alexiou, T.** (2015). *Magic books: The magic and the tragic way of teaching 3rd graders*. Teacher training seminar 'Good Practices for Primary School Children', 20 October, Thessaloniki, Greece.
- Alexiou, T.** (2015). *DysTEFL2: Dyslexia for teachers of English as a foreign language*. Teacher training seminar 'Good Practices for Primary School Children', 20 October, Thessaloniki, Greece.

NATIONAL AND INTERNATIONAL FUNDED RESEARCH PROJECTS

1. DysTEFL2

DysTEFL2 (01.09.2014 - 31.08.2016). Website: <http://dystefl2.uni.lodz.pl/>

This project is a continuation of the Comenius Multilateral Project - DysTEFL 518466-LLP-1-2011-PL-COMENIUS-CMP (www.dystefl.eu) and intends to promote an effective approach to teacher training which reflects the latest pedagogical principles in teacher education.

DysTEFL2's objectives follow from the ideas put forward in the DysTEFL project and involve the exploitation of the DysTEFL's outcomes, namely the DysTEFL course. DysTEFL2 is a complementation of DysTEFL's achievements by updating/supplementing the course materials, by designing a set of test/quizzes/exams and procedures for confirming the learning outcomes so that validated/certified training to EFL teachers can be offered. The DysTEFL project and its outcomes have been assessed as excellent by the Education, Audiovisual and Culture Executive Agency, experts in the field of EFL and dyslexia as well as by EFL teachers. The aim is to exchange and spread this good practice by providing EFL pre- and in-service teachers with DysTEFL face-to-face and e-learning courses which will be organized in Poland and European countries which did not participate in the DysTEFL project, namely Greece and Slovenia. I am one of the Greek partners and responsible for a number of intellectual outputs for the project.

2. Programme of Research Activity for newly appointed faculty in Aristotle University of Thessaloniki (A.U.TH.) Project

leader: Thomai Alexiou, Aristotle University

This action was based on the English for Young Learners Programme (PEAP, see below) which was implemented in September 2010-2011, in 800 all-day 12-chair Primary Schools on the basis of a reformed Curriculum (EAEP-acronym for the Reformed Common Core Curriculum for primary education). The specific Curriculum stipulated the learning of English from Grade 1 (primary education).

Findings indicated that EYL classes comprised an average of 20 students, among whom- as declared by 49% of teachers- there are children who have 'learning difficulties' (Dendrinou and Anastasiou, in press). Teachers tend to 'label' the difficulties of pupils learning English in first and second primary school classes, as specific learning difficulties. An additional problem that arose was that "the learners who are referred to as dyslexics go to immersion classes and are usually 'foreigners', namely children whose mother tongue is other than Greek (Dendrinou and Anastasiou, in press).

The present study aimed to register which traits and features constitute learning difficulties (or not) with reference to teacher observations. An in-depth examination of the reasons that lead educators to regard these children, bilingual or not, as learners with learning difficulties was also conducted. This research was innovative as it dealt with an issue that has never been discussed in Greece.

3. National Strategic Reference Framework (ESPA) Programme: Practice in ELT Teaching Website: <http://www.enl.auth.gr/pa/index.html>

The specific project is implemented within the framework of the graduate course LING 3-456 "Practice in teaching English as a Foreign Language". The aim of this project is to help the pre-service teachers implement their theoretical knowledge, acquired in the Theoretical and Applied Linguistic courses, in the classroom. Likewise the objective set is to familiarize the pre-service teachers with the current state of teaching in state education, namely in Greek state primary, junior and senior high schools and to help them acquire the teaching competence and those ELT skills needed in class. Within this context student teachers are equally competent to understand the pedagogic principles pertaining to primary and secondary education while the prerequisites for their smooth adaptation of the trainees to the professional field they opted for are established.

Since the 2010 I am actively involved in the training of primary and secondary education teacher mentors, in the preparation and training of the student teachers as well as in the support, monitoring and assessment of their teaching during their practice in schools.

4. National Strategic Reference Framework (ESPA) Programme "Greek language attainment: support and qualitative promotion of teaching and learning Greek as a foreign/second language" December 2011-2015. Institution: Centre for the Greek Language, Ministry of Education and Religious Affairs.

Websites of the Act:

<http://elearning.greek-language.gr/>

<http://www.greek-language.gr/certification/index2.html>

The project aimed at providing certification of Greek language attainment and in electronic versions, the design of exam items and the respective teacher training. Distance training of Greek language department students as well as of teachers of Greek as a foreign/second language in Greece and abroad was provided while practical teaching proposals for

the teaching of Greek were offered.

As a Research Associate I authored special teaching proposals for the teaching of Greek as a second/foreign language with emphasis put on the teaching to children. Moreover I participated in the distance training of the exam centre personnel, for the implementation of which I had to design the best practices as well as the content of audiovisual training material.

Regarding the distance learning programme “Routes in teaching Modern Greek as a foreign language” implemented on the platform <http://elearning.greek-language.gr/> I have been assigned to: (a) write educational material and coordinate two modules and namely the first and the fourth core modules entitled “Lesson design, class management and teaching of the skills” and “Assessment”, (b) coordinate and write the respective material for the two respective modules within the framework of the programme “Routes in teaching Modern Greek to foreign language speakers in Greece”, (c) prepare and organize the module for teaching Greek as a foreign language to children within “Routes in teaching Modern Greek to students of Greek language departments and (d) write an article for the language aptitude of children *and an article about the use of stories in class* within the framework of the support of teachers with practical suggestions.

5. THALIS Programme – Enhancement of Interdisciplinary or inter-institutional research and innovation, 1 March 2012–30 September 2015. Title: ‘Adaptation of the Strategy Inventory for Language Learning (S.I.L.L.) scale within the view to determine the language learning strategies profile of language learners of Primary and Secondary Education as well as of Muslim students learning Greek as a second language and examination of strategies used by educators in the classroom’. The basic objective of the specific research pertains to the adaptation of a widely used in other countries scale called STRATEGY INVENTORY OF LANGUAGE LEARNING (S.I.L.L.) which evaluates the use of learning strategies by learners of a foreign/second language.

The primary objectives were: (a) to examine on the basis of a targeted and adapted population sample and the use of the valid S.I.L.L. evaluation tool the strategic profile of Greek primary and secondary education students (b) the examination of the strategic profile of Muslim learners who attend schools in the region of Thrace and learn Greek as a second language, within the aim to qualitatively promote Greek language learning for this target-audience.

My role as research associate pertained to the following activities: (a) the preparation of a technical report describing the profile of language learning strategies of primary school students, (b) the participation in preparing and the distribution of a special questionnaire destined to screen the strategies used by teachers in class, (c) the writing of a technical report describing the strategic profile of primary education teachers, (d) the writing of a Manual comprising plans and proposals for the improvement of education through the integration of teaching strategies in the classroom.

6. National Strategic Reference Frameworks (NSRF) Programme: “English for Young Learners-PEAP” project, carried out within the framework of the Lifelong Learning Programme, through the Cohesion Policy 2007-13. Institution: University of Athens and the Ministry of Education and Religious Affairs. Website: <http://rcel.enl.uoa.gr/peap/en>

The PEAP project was implemented within the framework of the co-financed Act “New Policies of Foreign Language Education at Schools: English for Young Learners”. This programme refers to a curriculum that aims at the learning of English in Grade 1&2 of Primary school through age-appropriate activities and materials. The goal of EYL was the development of aspects of social literacy rather than the development of school literacy (teaching of reading and writing). This programme also included the creation of teaching materials for the third year of primary education, a project that

seeks to contribute to the smoother transition from the Grade 2 to Grade 3.

Within this context my role as research associate and expert in early childhood language acquisition pertained to:

- (a) the evaluation of the educational material of Grade 1 & 2 (primary) during the reformation stage, (b) the design and writing of learning material for Grade 3 (Magic Book pilot, Magic Book 1 & 2) and (c) the training of English language teachers for developing and cultivating of teaching skills in order to comprehend the ways in which young learners learn an L2 with focus on the training of those teachers who use the Magic Book.

7. Project: “Foreign Language Examination Battery and Certification System”. Institutions: Ministry of Education and Religious Affairs and the University of Athens. Website: <http://rcel.enl.uoa.gr/sapig/>

The Subproject 4 -in which I was involved- entitled “Training and organization of a body of selected assessors of English” contributed to the initial development of the KPG exam system for the five most popular foreign languages in Greece, i.e. English, French, German, Italian and Spanish. Successful test-takers can end up being certified for their language competence at one of the following levels: A1, A2, B1 B2, C1 and C2. The examination system’s starting point was the descriptors of the *Common European Framework of Reference for Languages*, but through the project level descriptors were calibrated and benchmarked.

My role as research associate and multiplier of the KPG exam system pertained to the following:

- (a) the organization and conduct of evaluation of candidate oral examiners and their inclusion in the registry, with the deliverable called “Report on the Evaluation of Examiners”, (b) the organization and conduct of training seminars for the oral examiners at levels A, B1, B2 and C1, with deliverables pertaining to the respective reports, (c) the monitoring of the work of the examiners and their on the spot evaluation during the exams, (d) my participation in the SAPIG scientific team for the production of training material for the target-audience of the oral examiners at the graded A level (A1&A2) and (e) my participation in the creation of the respective video which concerned assimilations of the examination at the aforementioned level.

8. 2006-2007: ‘Issues of equality and intervention in classrooms’ a project aiming to promote equality issues in classrooms. Research Assistant. Institution: Research Centre for Equality Issues, Greece.

9. 2006-2007: Development of a vocabulary measurement test for Greek as a foreign language (in a CD ROM format) in cooperation with Prof. James Milton. Institution: Swansea University.

SUPERVISOR AND EXAMINER OF MA & PhD STUDENTS

MA STUDENTS

Main Supervisor of **48** MA dissertations between 2007 and 2016 for the Hellenic Open University and Aristotle University.

They cover a range of topics; some indicative titles are given below:

1. “Games in the Greek EFL classroom for young learners”
2. “Attitudes and motivation of young learners towards EFL in Greek state primary schools: A case study in the context of Muslim minority schools of Thrace”
3. “Using stories as a vehicle to boost the reading performance of 11-year old students in a Greek primary school”
4. “Teaching young learners English through games and art and craft in the Greek primary school. Suggestions and ideas”

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5. The role of puppets in promoting speaking skills in TEYL: supplementing Welcome Aboard 1 with puppets”
 6. “Supplementing a primary school coursebook with materials for teaching writing, to comply with the cross-thematic curriculum”
 7. “Teaching vocabulary by exploiting multiple intelligence theory can be realised effectively with 3rd grade Greek primary school students”
 8. “Supplementing a beginner, young learner course using technology: a challenging process”
 9. “Teaching English as a means to study short-term memory through drama and songs to educable 9 to 12 year-old learners with moderate mental retardation in special education classroom settings. A case study in English”
 10. “Phonological awareness as a possible predictor for the reading comprehension in English: a case study for Greek year 3 and year 6 students learning English as a foreign language”
 11. “The relationship between language learning strategies, gender, and proficiency: a study of EFL young learners in the context of Greek state primary school”
 12. “The impact of colour and spatial organisation of the material to-be-taught on young learners vocabulary acquisition”
 13. “The use of Portfolio as an alternative form of assessment in the third class of Greek public schools”
 14. “Evaluating of the Magic Book from the learners’ perspective: A case study”
 15. “Implementing CLIL in the fifth grade of primary school: the dawn of a new perspective in TEFL education”
 16. “Dora the Explorer: A TV character or a Preschooler’s language teacher?”
- Member of the MA advisory committee of **28** postgraduate students (2009-2016).

PHD STUDENTS

Main supervisor of **3** Ph.D. students.

- Member of the supervisory committee of **4** Ph.D. students (2 of them have completed and defended)
- Member of the examination board of **10** Ph.D. students
- External examiner of **1** Ph.D. student at Swansea University, UK.

ACADEMIC TEACHING EXPERIENCE

Undergraduate Level

Compulsory Courses

Methodology of Teaching Modern Languages II

Elective Courses

Pedagogical Foundations in Learning a Foreign/Second Language I

Current Communicative Approaches to Language Teaching

ELT Practice in Primary and Secondary Education

Cognitive Development

Bilingualism in Nursery Education

Psycholinguistics

Introduction to Linguistic Research Paper

English (all levels and Foundation courses)

Greek as a Foreign Language

MA Level

Core Modules

Teaching English to Young Learners
Research Methods in Applied Linguistics
Second Language Acquisition (co-teaching)

Elective Courses

Measuring Second/Foreign Language Performance
Translation from English to Greek with the use of Technology

Online postgraduate programme of studies (MOOCs) on Applied Linguistics, School of Philosophy, Faculty of English Language and Literature, National and Kapodistrian University of Athens, Greece. Within the course, 'Theories and practices of foreign language learning' I taught the module '*Foreign Language Learning with Very Young Learners*' (2015).

ADMINISTRATIVE AND ACADEMIC DUTIES

1. ECTS Coordinator for the School of English (20015-to date).
2. Erasmus coordinator (Socrates-Erasmus), School of English, Department of Theoretical and Applied Linguistics (2010 to date) with the following Universities: Paul Valery Montpellier (France), Potsdam & Essen (Germany), Erasmushogeschool Brussel (Brussels). There was also a bilateral agreement until 2012 with the University of Bedfordshire (UK) but due to the economic crisis, it was resolved by the British University. New bilateral agreement for staff mobility with Swansea University in 2012.
3. Representative of the Greek Applied Linguistics Association in the meeting of the International Committee of the International Association of Applied Linguistics (Brisbane, Australia, August 2014).
4. Academic advisor at the School of English, Aristotle University of Thessaloniki (2014-2015).
5. Member of the Committee for the appointment of Tutors in the module 'Teaching English to Young Learners' at the MA course of the Hellenic Open University (2012-2013, 2013-2014).
6. Member of the Examination Committee of scholarships for postgraduate studies offered by the State Scholarships Foundation for the academic year 2012-2014.
7. Member of the Supervising Committee of the 3rd Model Experimental primary school of Evosmos of the School of English (2010-to date), co-responsible for:
 - (a) curriculum planning for the teaching of English
 - (b) selection of books and syllabus
 - (c) teacher training
 - (d) coordination of research projects taking place at the school
8. Member of the Electoral Commission for the holding of the elections of the President of the Department of Theoretical and Applied Linguistics, School of English (2/07/2013).
9. Substitute member of the committee for the receipt of stationery and equipment for the School of English (2012).
10. Representative of the School of English at the Committee of Civilian Protection (2011 to date).
11. Representative of the School of English at the Committee of Volunteers (2011 to date).
12. Responsible of the Resource Centre of the English Department library (2011 to date).

13. Representative of PEAP group at the ceremony for the award of the European Language Label 2011, State Scholarships Foundation, Short talk title: 'Teaching English to young learners. The journey begins', Kavala, 1 March 2011.
14. Attendance of a training seminar for trainers of teachers on the pilot application of the Common Framework of Studies for Foreign Languages (PEAP – ESPA), Athens, 22-23 October 2011.
15. Greek representative and attendance of workshop at ECML (European Centre for Modern Languages) at Graz, Austria. Workshop title: "Classroom Assessment related to the Common European Framework of Reference (CEFR), Short-term project (2010-2011): Evaluation: A guide to the Manual for linking examinations to the CEFR supplemented by web-based documentation", 24-28 November 2010.
16. Member of the committee for the appointment of a fixed term lecturer at the School of English, Department of Theoretical and Applied Linguistics (2010-2011) for the teaching of: Methodology of Teaching Modern Languages I (fall semester) and Methodology of Teaching Modern Languages II (spring semester), 18 October 2010.
17. Member of the School of English at the Committee of Student Affairs (2010 to date).
18. Representative of the School of English at the Committee of Environment (2010 to date).
19. Delivery of a 3-hour lecture after invitation at the MA in TEFL, School of English, Aristotle University of Thessaloniki. Title of the lecture: '*Aptitude in foreign language learning*'. Thessaloniki, 14 December 2009.
20. Second internal examiner for the Centre of Applied Language Studies, University of Wales Swansea (2005- 2009)
21. Examiner at State IEK Triandrias, Thessaloniki (teaching practice), for the Department of Early Childhood in November 2006.
22. Worked as interpreter for TEI of Public Relations at a conference on 'Political Marketing' held in Kastoria, 6-7th June 2003.
23. Institute of Linguists (IOL) Consultant, London, UK (in May 2002).

PERSONAL SKILLS AND CHARACTERISTICS

LANGUAGE SKILLS

Greek	Excellent	Mother tongue
English	Excellent	(C2, holder of Proficiency -CPE, Cambridge)
German	Very good	Mittelstufe (C1), Goethe Institut.
Spanish	Elementary	A2
Italian	Basic	A1

ICT SKILLS

IT literacy, excellent use of Windows/Microsoft Office. Mac and Windows user. Very good command of SPSS.

PERSONALITY AND OTHER COMPETENCES

Cosmopolitan, easy going, friendly, positive. Love travelling, meeting people from other cultures and work well in teams. Cooperative, task-oriented, active researcher, leadership skills.