

Dr Thomai Alexiou

CONTACT INFORMATION

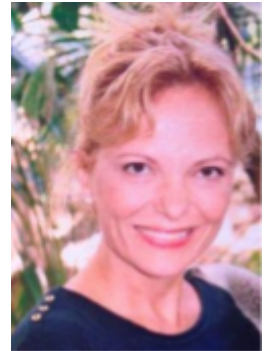
School of English

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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". Supervisor: Prof. James Milton
1997-1999	MA in TEFL, Department of Language Studies, University of Kent and Christ Church University, Canterbury, UK.
1997-1998	Advanced Certificate in Techniques and Methods in Teaching English as a Foreign Language, Canterbury Christ Church University, UK.
1993-1997	Bachelor in Education and Certificate in Teaching Young Learners, Department of Early Childhood Education, University of Ioannina, Greece.

WORK EXPERIENCE

2023-currently	Professor, Department of Applied Linguistics, School of English Language and Literature, Aristotle University, Thessaloniki, Greece (Unanimous election; Governmental Paper 2596Γ/06/10/2023). Specialisation: <i>Applied Linguistics: Learning of English as second/foreign language at the preschool and school age.</i>
August 2019-2023	Associate Professor, Department of Applied Linguistics, School of English Language and Literature, Aristotle University, Thessaloniki, Greece (Unanimous election, Governmental Paper 1323Γ, 6-8-2019). Specialisation- <i>Applied Linguistics: Learning of English as second/foreign language at the preschool and school age.</i>
June 2018-August 2019	Tenured Assistant Professor, Department of Applied Linguistics, School of English Language and Literature, Aristotle University, Thessaloniki, Greece (Unanimous election; Governmental Paper 725Γ/26/06/2018). Specialisation- <i>Applied Linguistics: Learning of English as second/foreign language in the preschool and school age.</i>

October 2018-January 2019	Tutor at the MA programme of the Department of French Language and Literature. Module: 'Didactics III: Teaching approaches of foreign languages for children of pre-primary and primary school age'.
Dec. 2014 – June 2018	Assistant Professor, Department of Applied Linguistics, School of English Language and Literature, Aristotle University, Thessaloniki, Greece (Unanimous election; Governmental Paper 162Γ/03/12/2014). Specialisation: <i>Applied Linguistics: Learning of English as second/foreign language at the preschool and school age.</i>
2019-2020 2010-2019 2017-2019	Coordinator and Tutor of the Module 'Course Development' at the Hellenic Open University. Coordinator of the Module 'Teaching English to Young Learners' at the Hellenic Open University. Coordinator and Tutor of the Module 'Teaching English to Young Learners' at the Hellenic Open University. Coordinator of the Module 'Teacher Training Education' at the Hellenic Open University. Tutor at this course in 2016-2017.
2016-Currently	Research Associate at the Center for Greek Language. Coordinator and Tutor at Distance learning module EN1 'Course Design, Classroom management and Teaching of four skills'.
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 ((Unanimous election; Governmental Paper 465Γ/7/6/2010). Specialisation: <i>Applied Linguistics: Learning of English as second/foreign language at the preschool and school age.</i>
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 – 2018	MA Thesis Supervisor, Hellenic Open University, Thessaloniki, Greece.
2005-2010	Tutor of the Med Module 'Teaching English to Young Learners' at the Hellenic Open University.
2005 – 2006	Scientific Associate, Department of Speech Therapy, Technological Institute of Epirus, Greece./2006-2007 IEK
2004 - 2005	Director of Studies and English teacher, Private English School, Ioannina, Greece.
2001 - 2004	Research Associate and Tutor, 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.
1998 - 2001	Instructor of English, Private English School, Ioannina, Greece.

AWARDS & SCHOLARSHIPS

- Best Paper Nominee, AIED 2025 – 26th International Conference on Artificial Intelligence in Education (CORE A*, ≈20–25% acceptance rate, <https://portal.core.edu.au/conf-ranks/1961/>)
Title: "Dyslexia and AI: Do Language Models Align with Dyslexic Style Guide Criteria?"
Authors: Eleni Ilkou, Thomai Alexiou, Grigorios Antoniou & Olga Viberg
Conference: Palermo, Italy | July 24-26, 2025 <https://aied2025.itd.cnr.it/>
- Project Leader at the Institute of Educational Policy (IEP) for the pilot implementation of the national initiative "Introduction of English in Preschool Education" (Act 33/25-06-2020), which was implemented in public and private kindergartens across Greece. The programme, designed by our team, received in 2021 a Certificate of National Recognition for Quality in Global Education from the Global Education Network Europe (GENE).
- Member of the 2021 ELTons Innovations Awards judging panel (2020-2021), British Council. Assigned to judge the ELTons 'Innovation in Learner' Resources' category.
- Member of the 2019 ELTons Innovations Awards judging panel, British Council. Assigned to judge the ELTons 'Innovation in Teacher Resources' category.
- Honorarium and invitation to give a lecture in a series of lectures for postgraduate students 'TEFL', MSPU, Moscow, Russia. Seminars on 'EFL and Dyslexia', (23-27 June 2019).
- Erasmus Scholarship for teaching at Canterbury Chris Church University, Wales, UK (10-16 June 2019).
- Honorarium and invitation to give a lecture in a series of lectures for postgraduate students 'TEFL', MSPU, Moscow, Russia. Seminars on 'Writing up an MA dissertation', (23-28 September 2018).
- Honorarium and invitation to give a lecture in a series of lectures for postgraduate students 'TEFL', MSPU, Moscow, Russia. Seminars on 'Teaching English as a foreign language to young learners: challenges and perspectives', (13- 19 June 2018).
- Job offer by the Ministry of Education of the United Arab Emirates within the context of the Educational Reform as a Kindergarden Expert (KG) in 2016 (did not accept for personal reasons).
- Invitation by the Ministry of Education, Dubai, UAE to provide staff training seminars within the Educational Reform, 26 November 2016 & March 2018, Dubai, HAE.
- Invitation to speak at **TEDx**, Veroia, 13 May 2018. Event title: Progress despite the crisis in Business, Education and Culture.
 - Talk title: *Routes and wings*, <https://www.youtube.com/watch?v=TedZ33adGo8>
- Erasmus Scholarship for training at Università per Stranieri Siena, Siena, Italy (6-12 May 2018).
- 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: Prof. 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 present). 2012-2013 (Treasurer), 2014-2015 (member of the Board), 2016-2017, Vice President of GALA (2018-2020), President (2020 to present).
- ❖ OMEP: Vice President of OMEP in Thessaloniki (Organisation Mondiale pour L'Education Prescolaire), http://www.omep.gr/index_gr.html (2011-2014).
- ❖ Member of AILA: Association Internationale de Linguistique Appliquée.
- ❖ Member of the scientific team <http://www.enl.auth.gr/me2glosses/> (cooperation with the University of Edinburgh <http://www.bilingualism-matters.org.uk/>).
- ❖ 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.
- ❖ President of the Centre for Foreign Language Teaching at the Aristotle University of Thessaloniki (2019-present).
- ❖ Honorary board member of the Early Language Learning & Multilingual Education Network (ELLME)

ORIGINAL PUBLICATIONS

EDITED BOOKS

1. **Alexiou, T.**, & Penteri, E. (Eds.). (2025). Teacher collaboration in practice: Examples of creative integration of English in Preschool. Disigma Publications.
2. **Alexiou, T.** (2023). (Eds.). Theory, Research, and Practice in relation to the innovative EAN Programme: The pedagogical and methodological framework for the integration of the English language in Preschool. Thessaloniki: Disigma Publications.
3. **Alexiou, T.** & Karasimos, A. (2024). *Board Games in the CLIL Classroom: New Trends in Content and Language Integrated Learning*. Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9783110990911>
4. **Alexiou, T.**, (2023). *Theory, 'Research and Practice in relation to the innovative EAN Programme*. Thessaloniki: Dissigma Publications.
5. **Alexiou, T.** (2023). *Research Papers in Language Teaching and Learning, Vol 13*. Patras: Hellenic Open University. <https://rpltl.eap.gr/images/2023/RPLTL13.pdf>
6. **Alexiou, T.** (2022). *Research Papers in Language Teaching and Learning, Vol 12*. Patras: Hellenic Open University. https://rpltl.eap.gr/images/2022/RPLTL_issue12.pdf
7. **Alexiou, T.** (2021). *Research Papers in Language Teaching and Learning, Vol. 11, Special Issue: Innovations and Trends in Early Foreign Language Context*. Patras: Hellenic Open University. <https://rpltl.eap.gr/images/2021/RPLTL-11-01-2021-Full.pdf>
8. Zoghbor, W. & **Alexiou, T.** (2020). *Advancing ELT Education*. Dubai, UAE: Zayed University publications, https://www.zu.ac.ae/main/en/research/publications/_books_reports/2020/AELE_Book_ALLT_ZU_Web_V02.pdf
9. Gitsaki, C., & **Alexiou, T.** (eds) (2019). *More Recipes for the Wireless Classroom: Mobile Learning Activities*. Dubai: Alpha Publishing.
10. Zoghbor, W., Al Alami, S. & **Alexiou, T.** (2019) (eds). *Teaching in a globalized world. Proceedings of the Applied Linguistics and Language Teaching Conference (ALLT) 2018*. Zayed University, Dubai, https://www.zu.ac.ae/main/en/research/publications/_books_reports/2018/ALLT2018Proceedings.pdf
9. **Alexiou, T.**, Gavriilidou, Z. & Milton, J. (2018) (eds).. Special Issue: Language Learning Strategies, *Language Learning Journal*, 46 (5). <https://www.tandfonline.com/toc/rlj20/46/5>
10. Gitsaki, C., & **Alexiou, T.** (2015) (eds). *Current issues in second/foreign language teaching and teacher development: Research and practice*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
11. Lavidas, N., **Alexiou T.**, & Sougari, A. (2014) (eds). *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>
 - a. Volume 2, <http://www.degruyter.com/viewbooktoc/product/422023>
 - b. Volume 3, <http://www.degruyter.com/viewbooktoc/product/422024>
12. Milton, J., & **Alexiou, T.** (2012) (eds). Special Issue: Vocabulary, Part II: Input and Uptake, *Language Learning Journal*, 40 (1).

BOOK CHAPTERS

1. Michalopoulou, T. & **Alexiou, T.** (2025). The Emotional Impact of Online Teaching on University

- Educators. In W. Zoghbor & H. Demirci (Ed.), *Mastering Remote Pedagogy: Changing Paradigms* (pp.184-198). Cambridge Scholars Publishing.
2. **Alexiou, T.** (2024). Chapter 1 CLIL-ing through board games: Evidence from class, challenges and perspectives. In T. Alexiou & A. Karasimos (Ed.), *Board Games in the CLIL Classroom: New Trends in Content and Language Integrated Learning* (pp. 11-26). Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9783110990911-002>
 3. **Alexiou, T.** (2023). Presentation of the EAN Programme. In Th. Alexiou (Ed.) *EAN: Theory, Research and Practice in relation to the innovative EAN Programme* (p. 1-9). Thessaloniki: Dissigma Publications
 4. **Alexiou, T.,** Agathopoulou, E., Kakana, D., Karras, I., Matthaoudaki, M., Penteri, E., & Sugari, A. M. (2023). The Asynchronous Educational Programme EAN. In Th. Alexiou (Ed.) *Theory, Research and Practice in relation to the innovative EAN Programme: the pedagogical and methodological framework of English language integration in Kindergarten*. (p.10-22). Thessaloniki: Dissigma Publications.
 5. **Alexiou, T.,** Penteri E., & Mittas, N. (2023). Evaluation of the Asynchronous Educational Program EAN and its impact on teachers' self-efficacy. In Th. Alexiou (Ed.) *Theory, Research and Practice in relation to the innovative EAN Programme: the pedagogical and methodological framework of English language integration in Kindergarten*. (p. 37-48). Thessaloniki: Dissigma Publications.
 6. **Alexiou, T.,** Penteri E., Serafim M., Michalopoulou, Th., Papanastasatou, E., & Tsiademos, N. (2023). In-depth investigation of teachers', SSE and parents' perceptions of the introduction of English in kindergartens. In Th. Alexiou (Ed.) *Theory, Research and Practice in relation to the innovative EAN Programme: the pedagogical and methodological framework of English language integration in Kindergarten*. (p. 73-87). Thessaloniki: Dissigma Publications.
 7. **Alexiou, T.,** Penteri E., Serafim M., & Mettas, N. (2023). Mapping the perceptions of teachers, CoEs and parents on parameters related to the introduction of English in kindergartens. In Th. Alexiou (Ed.) *Theory, Research and Practice in relation to the innovative EAN Programme: the pedagogical and methodological framework for the integration of English in Kindergarten*. (p. 88-97). Thessaloniki: Dissigma Publications.
 8. **Alexiou, T.** (2023). Monitoring of the EAN programme in children - Learning outcomes. In T. Alexiou (Ed.) *Theory, Research and Practice in relation to the innovative EAN Programme*. (p. 98-108). Thessaloniki: Dissigma Publications.
 8. **Alexiou, T.,** Penteri E., Serafim M., Yoftsalis, K., Doussis, I., & Tsiademos, N. (2023). Creating educational scenarios: the language profile of the scenarios and the supplementary material & evaluation as a criterion for reformulation. In Th. Alexiou (Ed.) *Theory, Research and Practice in relation to the innovative EAN Programme: the pedagogical and methodological framework of English language integration in Kindergarten*. (p. 109-122). Thessaloniki: Dissigma Publications.
 9. **Alexiou, T.** (2023). CLIL-ing preschoolers through cartoons and other audiovisual materials. In A. Otto, & B. Cortina- Pérez (Eds.), *Handbook of CLIL in Pre-primary Education, Springer International Handbooks of Education*. Switzerland: Springer Nature, AG. https://doi.org/10.1007/978-3-031-04768-8_30
 10. **Alexiou, T.** (2022). Developing educational scenarios for EFL preschool learners. In Cortina-Pérez., B., Andúgar, A., Álvarez-Cofiño, A., Corral, S., Martínez León, N. & A. Otto (Eds.), *Addressing future challenges in early language learning and multilingual education*, (pp.231-240), Madrid: Dykinson Publishing House.
 11. **Alexiou, T., & Penderi, E.** (2022). Introducing the main features of the EAN project in Greece. In Cortina-Pérez., B., Andúgar, A., Álvarez-Cofiño, A., Corral, S., Martínez León, N. & A. Otto (Eds.),

Addressing future challenges in early language learning and multilingual education (pp. 213-221). Madrid: Dykinson Publishing House.

12. **Alexiou, T.** (2020) *Introducing EFL in preschools: Facts and Fictions*. In Zoghbor, W. & Alexiou, T. *Advancing English Language Education*. Dubai, UAE: Zayed University publications, p.61-74,
https://www.zu.ac.ae/main/en/research/publications/_books_reports/2020/AELE_Book_ALLT_ZU_Web_V02.pdf
13. Milton, J. & **Alexiou, T.** (2020). Vocabulary Size Assessment: Assessing the vocabulary needs of learners in relation to their CEFR goals. In M. Dodigovic, M. P. Agustín-Llach (eds.), *Vocabulary in Curriculum Planning*, Palgrave MacMillan: Switzerland, pp.9-27, https://doi.org/10.1007/978-3-030-48663-1_2
14. Serafeim, M. & **Alexiou, T.** (2020) *Investigating foreign language aptitude in intellectually gifted students*. In Zoghbor, W. & Alexiou, T. *Advancing ELT Education*. Dubai, UAE: Zayed University publications, pp.125-142,
https://www.zu.ac.ae/main/en/research/publications/_books_reports/2020/AELE_Book_ALLT_ZU_Web_V02.pdf
15. **Alexiou, T.** & Karasimos, A. (2019). Unlock! An Escape Adventure Game. In Gitsaki, C., & Alexiou, T. (2019). *More Recipes for the Wireless Classroom: Mobile Learning Activities*. Dubai: Alpha Publishing, pp.154-158.
16. **Alexiou, T.** & Milton, J. (2020) Pic-Lex: A new tool of measuring receptive vocabulary for very young learners. In Zoghbor, W. & Alexiou, T. *Advancing ELT Education* (pp.103-113). Dubai, UAE: Zayed University publications,
https://www.zu.ac.ae/main/en/research/publications/_books_reports/2020/AELE_Book_ALLT_ZU_Web_V02.pdf
17. **Alexiou, T.**, Roghani, S. & Milton, J. (2019) Assessing the Vocabulary Knowledge of Preschool Language Learners. In Prosic-Sandovac, D. & Rixon, S. *Integrating Assessment into Early Language Learning and Teaching Practice* (pp.207-220), Bristol: Multilingual Matters.
18. **Alexiou, T.** (2016) Gender research in EFL classrooms –or: Are girls better language learners? In D. Elsner & V. Lohe (Eds.) *Gender and Language Learning: Research and Practice* (pp.85-95). Tubingen, Germany: Narr Francke Attempto Verlag.
19. **Alexiou, T.** (2015) Vocabulary uptake from Peppa pig: a case study of preschool EFL learners in Greece. In C. Gitsaki, & **T. Alexiou** (Eds.) *Current Issues in Second/foreign Language Teaching and Teacher Development: Research and Practice* (pp. 285-301). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
20. **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.
21. 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/fllsi_a_teacher_s_guide
22. Mattheoudakis, M. & **Alexiou, T.** (2015) Young Learners' Learning styles in *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://old.hltmag.co.uk/aug15/index.htm>

23. **Alexiou, T.** (2015) 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.
24. 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.
25. 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.
26. 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.
27. Mattheoudakis, M. & **Alexiou, T.** (2010) Identifying young learners' learning styles in Greece. In Varela, M.C., Javier, F., Polo, F., Gómez García, L. and I. M. Palacios Martínez (Eds.) *Current issues in English language teaching and learning. An international perspective* (pp.37-51). Cambridge Scholars Publishing.
28. **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* (pp. 46-61). Bristol: Multilingual Matters.
29. 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.
30. 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.
31. 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.
32. 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.

1. **Alexiou, T., & Vagenas, A.** (2023). L1 and L2 vocabulary acquisition in Greek primary schools. *Research Papers in Language Teaching and Learning*, 13(1), 137-156.
2. **Alexiou, T., Penderi, T., & Serafeim, M.** (2022). Investigating the perceptions of teachers, Coordinators of Educators and parents regarding the introduction of English in Greek preschools during the first stages of the EAN Project. *Special Issue at Porta Linguarum Journal on Very Early Foreign Language Education (0-6 years old)*, (pp. 99-104). Spain.
3. **Alexiou, T., & Michalopoulou, T.** (2022). Digging deeper: Investigating the emotional impact of online learning on university students during COVID19 in Greece. *Research Papers in Language Teaching and Learning*, 12(1), 44-55.
4. **Alexiou, T., Penderi, E., & Serafeim, M.** (2021). The pilot phase of the introduction of English in Greek state pre- primary schools: portraying stakeholders' perceptions. *Journal of Applied Linguistics*, 34, 2-24. 10.26262/jal.v0i34.8517
5. Rodousaki, D., & **Alexiou, T.** (2021). Investigating vocabulary development in Greek EFL young learners. *Journal of Applied Linguistics*, 34, 130-151. 10.26262/jal.v0i34.8522
6. **Alexiou, T. & Stathopoulou, M.** (2021). The Pre-A1 Level in the Companion Volume of the Common European Framework of Reference for Languages, *Research Papers in Language Teaching and Learning* 11 (1), pp. 11-29, <http://rpltl.eap.gr>
7. **Alexiou, T.** (2021). Measuring receptive vocabulary at early ages: Introducing Pic-lex, *Research Papers in Language Teaching and Learning* 11 (1), pp. 66-75, <http://rpltl.eap.gr>
8. **Alexiou, T., Mattheoudakis, M., Saratsli, D. & Vagenas, A.** (2019). Words don't come easy: Linguistic analysis of vocabulary in Magic Books. *Journal of Applied Linguistics* 32, pp. 25-40, Greek Applied Linguistics Association (GALA) doi: <https://doi.org/10.26262/jal.v0i32.7515>.
9. Mattheoudakis, M., **Alexiou, T.** & Ziaka, I. (2018). The impact of CLIL instruction on content learning: evidence from the Greek context, *International Journal of Innovation in Education*, 5(2), pp.92-109, DOI: 10.1504/IJIE.2018.097850
10. **Alexiou, T. & Kokla, N.** (2018). Cartoons that make a difference: A Linguistic Analysis of Peppa Pig. *Journal of Linguistics and Education Research*, 1(1), pp.24-30, DOI: <https://doi.org/10.30564/jler.v1i1.314>
11. Mitits, L., **Alexiou, T.** & Milton, J. (2018). Does the language you speak at home affect the size of your L2 vocabulary?, *The Language Learning Journal*, Vol. 46(5), (pp.569-582), DOI: [10.1080/09571736.2018.1503134](https://doi.org/10.1080/09571736.2018.1503134)
12. Tsali A. & **Alexiou, T.** (2017). Dyslexia and reading through coloured background in Greek primary EFL learning. *Journal of Applied Linguistics, Annual Publication of the Greek Applied Linguistics Association, Issue 31* (pp. 84-107).
Available on line at: http://www.enl.auth.gr/gala/jal/online_vol.asp?Vol=31
13. Mattheoudakis, M., & **Alexiou, T.** (2017) 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*, Vol. 8(1), 110-124, available online at <http://rpltl.eap.gr/images/2017/RPLTL-8-1.pdf>
14. 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/teyos-2/grafontas-%C2%ABmagiko-biblio%C2%BB?cis=1777>
15. **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>

16. 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.
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PAPERS IN CONFERENCE PROCEEDINGS

1. Ilkou, E., **Alexiou, T.**, Antoniou, G., Viberg, O. (2025). Dyslexia and AI: Do Language Models Align with Dyslexic Style Guide Criteria?. In: Cristea, A.I., Walker, E., Lu, Y., Santos, O.C., Isotani, S. (Eds.) *Artificial Intelligence in Education*. AIED 2025. Lecture Notes in Computer Science(), vol 15877. Springer, Cham. https://doi.org/10.1007/978-3-031-98414-3_3 Scopus-based impact score ~1.53 (2024) and SJR ≈0.35.
2. Michalopoulou, T., & **Alexiou, T.** (2025). Investigating Interculturalism in Primary School EFL textbooks In M. Mattheoudakis & K. Nicolaidis (Eds.) *Selected Papers from the 26th International Symposium on Theoretical and Applied Linguistics (ISTAL26)*, (pending). Aristotle University of Thessaloniki, Thessaloniki.
3. **Alexiou T.** (2023). Introducing English in Preschool Education in Greece: An Overview of the EAN Project ISSN: 2186-5892 *The Asian Conference on Education 2022: Official Conference Proceedings*. <https://doi.org/10.22492/issn.2186-5892.2023.77>
4. **Alexiou T.**, Penderi, E., & Serafeim, M. (2023). Investigating perceptions of teachers, education advisors and parents on the introduction of English in preschools during the first period of generalisation of this educational reform. Proceedings of the 7th International Conference for the Promotion of Educational Innovation, Larissa, 14- 16 October 2022 ,<http://synedrio.eepek.gr>
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6. **Alexiou, T.** & Yfouli, D. (2019). Charlie & Lola: An innovative way of promoting young learners' EFL lexical development. In Tsichouridis et al (eds). *Conference Proceedings from the 4th International Conference for the Promotion of Educational Innovation*, pp. 323-330, Larisa, University of Thessaly, <https://drive.google.com/drive/folders/1g0DOpzqz4vadC8w3eM8m-eM5P8nfi84y>
7. **Alexiou, T.** & Kokla, N. (2019). Teaching Cultural Elements and Pro-social Behaviour to Preschoolers through Peppa Pig. In Tsichouridis et al (eds). *Conference Proceedings from the 4th International Conference for the Promotion of Educational Innovation*, pp. 299-305, Larisa, University of Thessaly, <https://drive.google.com/drive/folders/1g0DOpzqz4vadC8w3eM8m-eM5P8nfi84y>
8. **Alexiou, T.**, Mitits, L. & Milton, J. (in print). Cummins' CUP and the language of the home in learning L2 vocabulary. To appear in: Gavriilidou et al (eds) *Proceedings from the 2nd International Conference on Situating Strategy Use*, Komotini, Democritus University of Thrace, 18 pages.

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10. Kambakis-Vougiouklis, P., Mamoukari, P., Agathopoulou, E., & **Alexiou, T.** (2016). 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)*, (pp.650- 665). Thessaloniki: Prothiki, Aristotle University, available online <https://ejournals.lib.auth.gr/thal/issue/view/832/showToc>
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14. 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.
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- Research Papers in Language Teaching and Learning (2023), Volume 13, Issue 13, (σελ. 173-176). Patras Hellen University. Review of the book by Milton, J., & Hopwood, O. (2023) 'Vocabulary in the Foreign Language Cur Principles for Effective Instruction'.
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ONLINE TEACHING MATERIALS AND PAPERS

1. **Αλεξίου, Θ.** (Επιμ.). (2023). *Theory, Research and Practice in relation to the innovative EAN Programme: the pedagogical and methodological framework of English language integration in preschool education*. Thessaloniki: Disigma.
2. **Alexiou, T.** (Ed.). (2023). Training Material for the Introduction of English Language in Kindergarten (EAN). DOI: 10.26262/heal.auth.ir.342790
3. **Alexiou, T.** & Penderi, E. (Ed.) (2022). *Educational Scenarios of ENAN*. Aristotle University of Thessaloniki . In the framework of the Act "Training of Teachers for the Introduction of English Language in Kindergarten (EAN)", ESPA, code OPS (MIS) 5093563, DOI: 10.26262/heal.auth.ir.341660
4. **Alexiou, T.** & Penderi, E. (Eds.). (2022). *EAN Educational Scenarios*. Aristotle University of Thessaloniki. In the framework of Action "Teacher Training for the Introduction of English in Preschools (EAN)", ESPA, MIS 5093563, DOI:10.26262/heal.auth.ir.341662
5. **Alexiou, T.** & Penteri, E. (2022). Philosophy and identity of the EAN programme. Training material for asynchronous distance education in the context of Subproject 1 "Design-Supervision of the implementation of the programme & creation of training and educational material" of AUTH of the Act "Training of Teachers for the Introduction of English Language in Kindergarten (EAN)" with code OPS (MIS) 5093563.
6. **Alexiou, T.** (2022). Design of educational scenarios and activities for the introduction of the English language in kindergarten (EAN). Training material for asynchronous distance learning in the context of Subproject 1 "Design- Supervision of program implementation & creation of training and educational material" of the project "Training of Teachers for the Introduction of the English Language in Kindergarten (EAN)" with code OPS (MIS) 5093563.
7. **Alexiou, T.** & Anastasiadou, A. (2004/2020). (Eds.) *AGG32 Early foreign language education*. Patras: Hellenic Open University (material update)-Update of distance teaching material for the Postgraduate Programme of Studies "Teaching English as a Foreign/International Language" of the Hellenic Open University in the thematic unit "Teaching English to Children"

8. Anoniou, F. & **Alexiou, T.** (2020). (Eds.). ΑΓΓ Learning difficulties. Patras: Hellenic Open University(editing and writing of original material) - Writing of original teaching material (chapters 4 & 7) and editing and coordination of the writing process of the Thematic Module entitled "Learning Difficulties in the Teaching of English as a Foreign/International Language" of the Postgraduate Programme "Teaching English as a Foreign/International Language" of the Hellenic Open University.
9. **Alexiou, T.** (2019). A Preschool teacher Guide for the teaching of Greek as a second language to very young learners (4-6 year olds), Greek Language Centre, <http://www.greeklanguage.gr/certification/research/show.html?id=25>
10. **Alexiou, T.** Module 1, 'Introduction to CLIL'. <http://clilprime.com/?sfwd-courses=clil-implementation-in-europe>
11. **Alexiou, T.** 'CLIL (Content and Language Integrated Learning) and the role of Digital Technologies in Education'(in Greek). Teacher training material under the Project 'Teacher training on using and implementing digital technology in teaching practice' for the Institute of Educational Policy, Greece and Diofantos Publishers (EKPA 2014-2020).
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13. **Alexiou, T.** & Mattheoudakis, M. (2014) (*Writing, scientific editing and coordination of the writing of the Textbook*) *Magic Book 1. English textbook for the 3rd grade in public schools. Ministry of Education.*
14. **Alexiou, T.** & Mattheoudakis, M. (2013) (*Writing, scientific editing and coordination of the writing of the Manual*) *Magic Book 2. English textbook for the 3rd grade in public schools. Ministry of Education.* <http://rcel.enl.uoa.gr/peap/node/2362>
15. **Alexiou, T.** & Tzakosta, M. (2013). *Teaching strategies for children.* Centre for the Greek language, Module 3 of the teacher distance training programme *Routes in teaching Modern Greek*, <http://elearning.greek-language.gr/> pp. 51.
16. **Alexiou, T.**, Iliopoulou, K., Moumtzi, M. & Roussoulioti T. (2013). *Assessment issues.* Centre for the Greek language, Modules 3 of the teacher distance training programme *Routes in teaching Modern Greek (Programme 2)*, <http://elearning.greek-language.gr/>, pp. 98.
17. **Alexiou, T.**, Kouvara, V., Panagiotidou, V. & Spanou, K. (2013) *Teaching language skills in Greek as a foreign/second language.* Module 1 of the teacher distance training programme 'Routes in teaching Modern Greek' (Programmes 2 respectively), <http://elearning.greek-language.gr/> pp. 63.
18. **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>
19. **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.
20. **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.

21. **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.
22. **Alexiou, T.**, Antonopoulou, N., Iliopoulou, K., Moutzi, 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.
23. **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.
24. 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*, 94 pages. Available only in electronic form:
<http://epostl2.ecml.at/LinkClick.aspx?fileticket=CJKxR3z2Ohw%3d&tabid=505&language=en-GB>
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25. **Alexiou, T.** (2007). *The male and female experience: experiences from the family*. Deliverable 1.: Phase A project for the Research Centre for Equality Issues, Thessaloniki.
26. **Alexiou, T.** (2004) 'Memory, analytic skills and foreign language learning in young learners'. Summary of poster presentation presented at the summer conference of the Vocabulary Acquisition Research Group, Centre for Applied Language Studies, University of Wales Swansea, 15-18 July 2004, 6 pages, <http://www.swan.ac.uk/cals/calsres/events/conf2004.htm> (inactive URL), 6 pages.
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PUBLISHED PEDAGOGICAL MATERIAL

1. **Alexiou, T.** (2021). Piclex. <https://www.new.enl.auth.gr/piclex/>
2. Milton, J., & **Alexiou, T.** (2010). XLEX.
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9. Kilby, L., Beare, N., Calderbank, R. & **Alexiou, T.** (2017). *Bridge to Success: Grade 1 EFL book for state primary schools in UAE* (Learner's book & Activity book). United Arab Emirates Ministry of Education. Publishing House: Cambridge University Press.
10. *DysTEFL2: Teaching material on English as a foreign language for learners with dyslexia* (http://dystefl2.uni.lodz.pl/?page_id=1053)
11. **Alexiou, T.** & Mattheoudakis, M. (2014) (Authors, editors & coordinators) *Magic Book 1* Teaching package for the teaching of English at Grade 3, Ministry of Education: Greece, <http://rcel.enl.uoa.gr/peap/node/2362>
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13. **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>
14. 6. 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*, 94 pages. Available only in electronic form:
15. <http://epostl2.ecml.at/LinkClick.aspx?fileticket=CJKxR3z2Ohw%3d&tabid=505&language=en-GB>
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16. 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).

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

1. **Alexiou, T.** (2025). *CLIL-ing all the way! Building interdisciplinary bridges from Preschool to High School* Training Programme under the auspices of the Regional Directorate of Primary and Secondary Education of Epirus on the topic of "Foreign language and content: innovative CLIL practices in the foreign language classroom", Online, 26 September 2025.
2. **Alexiou, T.** (2025). *Innovation, Continuity and Transition in Early Foreign Language Education*. Training Seminar for English teachers working in Preschools and Primary schools in the Regional Directorate of Primary Education of Epirus Online, 25 September 2025.
3. **Alexiou, T.** (2025). *The EAN project and beyond: Transforming early language education in Greece*. ELLME 25 International Conference, 19-20 September, Thessaloniki, Greece.

4. **Alexiou, T.** (2025). *EAN and beyond: Evolving practices in multilingual preschool education*. Symposium in the context of the ELLME 25 International Conference, 19-20 September, Thessaloniki, Greece.
5. **Alexiou, T.** (2025). *Small Children, Big Roots: The Greek Language at the Heart of the Diaspora*, 11th International Summer University "Greek Language, Culture, and Media", Boston, May 24-29, 2025.
6. **Alexiou, T.** (2025). *Small children, big roots. If you plant the tree early, it will bear sweet fruit. The English language from kindergarten to third grade*. Educational Training for Education Consultants PE06 B, D Athens & West Attica on the topic of "Nurturing Young Minds: The Changing Landscape of Early Foreign Language Education," March 31, Athens. Alexiou, T. (2024).
7. **Alexiou, T.** (2024). *The EAN program alongside educators: We continue together*. Teaching English to Young Learners Workshop "A Work of Heart," September 19, Kavala.
8. **Alexiou, T.** (2024). *Unlocking Potential: Research Insights from Introducing EFL in Greek Preschools through the EAN project*. International Summer School: Adjusting the Multilingual Perspective — Effects in Research and Outreach. University of Cologne, Aristotle University of Thessaloniki, 24-25 September, Cologne, Germany.
9. **Alexiou, T.** (2024). *Integrating arts through cross-thematic approaches promoting creative expression in early childhood*. Workshop at the European School Brussels II, 26 September, Brussels, Belgium.
10. **Alexiou, T.** (2024). *Innovation in Practice: Introducing early EFL through the EAN project*. 21st AILA World Congress: Linguistic Diversity, Inclusion & Sustainability, 11-16 August 2024, Kuala Lumpur, Malaysia.
11. **Alexiou, T.** (2024). *Revolutionising EFL preschool education in Greece: The EAN project*. 21st AILA World Congress: Linguistic Diversity, Inclusion & Sustainability, 11-16 August 2024, Kuala Lumpur, Malaysia.
12. **Alexiou, T., & Serafeim, M.** (2024). *Preschool children's learning outcomes in the EAN project*. 21st AILA World Congress: Linguistic Diversity, Inclusion & Sustainability, 11-16 August 2024, Kuala Lumpur, Malaysia.
13. **Alexiou, T.** (2024). *Approaches to foreign language learning in early school age. Past, present, and future*. Symposium "The introduction of a second/foreign language in kindergarten: Challenges, proposals, and prospects," Department of Early Childhood Education, University of Crete. April 5-6, Rethymno.
14. **Alexiou, T.** (2024). *Utilising EAN material in the preschool classroom*. Symposium "The introduction of a second/foreign language in kindergarten: Challenges, proposals, and prospects," Department of Preschool Education, University of Crete. April 5-6, Rethymno.
15. **Alexiou, T.** (2023). *We started together, we continue together! Results, answers, and prospects regarding the introduction of English in kindergarten through the collaborative framework of EAN*. Training seminar PE06 & PE60 D' Attica, 2 November, Athens, Greece.
16. **Alexiou, T.** (2023). *If you focus on results, you will never change. If you focus on change, you will get results. Evidence from the EAN project*. Language Education and Research Conference (LERC2023), 21 October, Athina.
17. **Alexiou, T.** (2023). *Everything changes when we change: The case of the EAN Programme for the introduction of English in preschool education*. Workshop of the Association of English Language Teachers of Larissa. May 6, 2023, Larissa.
18. **Alexiou, T.** (2023). *The secret of making progress is to get started. Getting started with the EAN project*. Workshop in the context of the Erasmus+ International Training Programme, INTEC University, 17-21 April, Santo Domingo, Dominican Republic.
19. **Alexiou, T.** (2023). *EFL preschool beyond borders: The case of Greece*. Presentation in the context of the Erasmus+ International Training Programme, INTEC University, 17-21 April, Santo Domingo, Dominican

Republic.

20. **Alexiou, T. (2023).** *Continuing dynamically and creatively with the innovative EAN programme.* Online training seminar PE06 & PE60 D' Attica, June 13, 2023.
21. **Alexiou, T. (2023).** *When we change, everything changes: Introducing EFL in preschools through the EAN project.* Online lecture. Center of Self Access Learning and Materials Development. National and Kapodistrian University of Athens, 30 May.
22. **Alexiou, T. (2022).** *If you change nothing, nothing will change'. Making change happen through the EAN project.*
Συνέδριο: "4th International Conference on Language Education and Research", Thessaloniki, 1-2 October.
23. **Alexiou, T. (2022).** *Experts' Panel: Future challenges in Language Learning and Multilingual Education at Pre-Primary Education.* Συνέδριο "International Conference "Future Challenges in Early Language Learning and Multilingual Education" (ELLME2022)". Universidad de Granada, Spain, 22-24 June 2022. Spain.
24. **Alexiou, T. (2020).** *Sketching the context of EFL in preschools in Europe: Myths and realities.* Διεθνές Συνέδριο "Language Teaching & Learning in the 21st century: From Theory to Pedagogical Practice", 5-6 Σεπτεμβρίου 2020, IEK Dimitra, Pedagogical Institute-Foreign Languages and Methodology, Ukraine, University of Tirana, University of Ioannina, LSP Unit, European University of Cyprus (online)
25. **Alexiou, T. (2020).** *Developing CLIL materials.* Workshop for the IRIS project (Identifying and Reconstructing Individual language Stories) Erasmus + Action 2, organised by the Department of French Language and Literature, Aristotle University, 21 January, Thessaloniki.
26. **Alexiou, T. (2019)** *The secret world of early childhood.* 2nd Meeting for the Family, Katakombi, 14 November, Evosmos, Thessaloniki, <https://www.katakombi.gr/2019/11/15/2>
27. **Alexiou, T. (2019).** *The role of Tertiary education in the implementation of CLIL in Greece.* One day training and dissemination event for CLIL-Prime Erasmus + project, organized by the 3rd Experimental primary school, 19 June, Thessaloniki.
28. **Alexiou, T. (2019).** Measuring vocabulary in young EFL learners. Professional Development Seminar, City College, 7 May, Thessaloniki.
29. **Alexiou, T. (2019).** *The magic element of vocabulary in the recipe of early foreign language success.* 14th Foreign Language Forum, 31 March, Thessaloniki.
30. **Alexiou, T. (2019).** *Developing Pic-Lex: A vocabulary size test for very young learners.* Featured speaker at ALLT 2019, 8 March, Dubai, UAE.
31. **Alexiou, T. (2019).** *EFL vocabulary building for young learners.* Professional Development workshop titled 'Early Foreign Language Learning' at the ALLT 2019, 7 March, Dubai, UAE.
32. **Alexiou, T. (2019).** *Adapting EFL materials for young learners with dyslexia.* Professional Development workshop titled 'Early Foreign Language Learning' at the ALLT 2019, 7 March, Dubai, UAE.
33. **Alexiou, T. (2019).** *The power of words: Re-evaluating vocabulary in the TEYL context.* TESOL Macedonia-Thrace, February 23-24, Thessaloniki, Greece.
34. **Alexiou, T. (2018)** *Accommodating learners with dyslexia in the EFL classroom* (seminar). Online training series for Russian school teachers titled Creating comfortable integrated educational environment for English learning in school. Organised by Moscow State Pedagogical University and Prosveshcheniye Publishers, Moscow, Russia, 2 December (via teleconference-1070 teachers registered).
35. **Alexiou, T. (2018).** *Dyslexia and foreign languages: Myths and Truths.* Teacher Training seminar after

- invitation by the Teacher Union of state schools of Imatheia, 19 May, Veroia, Greece.
36. **Alexiou, T.** (2018). *What not to do to our Magic Books*. Teacher Training seminar after invitation by the Teacher Union of state schools of Imatheia, 19 May, Veroia, Greece.
 37. **Alexiou, T.** (2018). *Devising CLIL materials: The recipe for success*. Featured speaker at ALLT 2018, 10 March, Dubai, UAE.
 38. **Alexiou, T.** (2018). *Developing activities for explicit strategy instruction in primary schools*. Professional Development workshop at the ALLT 2018, 9 March, Dubai, UAE.
 39. **Alexiou, T.** (2018). *Dyslexia in the foreign language classroom: Challenge accepted*. Professional Development workshop at the ALLT 2018, 9 March, Dubai, UAE.
 40. **Alexiou, T.** (2018). *Accommodating learners with dyslexia in the EFL classroom: Making a difference*. Training session after invitation by the UAE Ministry of Education, 12 March, Dubai, UAE.
 41. **Alexiou, T.** (2018). *Dyslexia and Foreign Languages: Truths, secrets and lies*. 13^o Foreign Language Forum, 4 March, Thessaloniki.
 42. **Alexiou, T.** (2017). *Dyslexia and EFL: Challenges and perspectives*. One day training event organised by the Teacher Union of State Primary and Secondary Education of The Prefecture of Serres, 19 November, Serres, Greece.
 43. **Alexiou, T.** (2017). *The power of words: Bridging first language acquisition with the learning of a second language*. One day event for the European Day for Languages organised by the Ministry of Primary Education of the Prefecture of Rodopi & the Center for Greek Language, 28 September, Komotini, Greece.
 44. **Alexiou, T.** (2017). *CLIL: The secret recipe for success in learning a foreign/second language*. Training seminar for Kessaris private school, 21 September, Athens, Greece.
 45. Mattheoudakis, M., & **Alexiou, T.** (2017). *DysTEFL2: Dyslexia and the teaching of English as a foreign language*. Association of parents of children with dyslexia and learning difficulties, 19 February, Thessaloniki, Greece.
 46. **Alexiou, T.** (2016). *Alternative models of Education*. Training session after invitation by the UAE Ministry of Education, 26 November, Dubai, UAE.
 47. Mattheoudakis, M., & **Alexiou, T.** (2016). *The new sociopolitical discourse for the learning of languages at an early age*. Conference on "The current Social and Political Discourse for Foreign Language Education in the European Union" organized in honor of Prof. B. Dendrinos, National and Kapodistrian University of Athens, Athens, 4-6 November, 2016.
 48. **Alexiou, T.** (2016). *CLIL them all! A different approach to teaching Greek as a Second Language*. Language Teachers' Conference, 21 October, Sydney, Australia (via teleconference).
 49. **Alexiou, T.** (2016). A series of teacher training seminars for European Teachers via Erasmus programme. Titles of seminars: *Early foreign language learning, Games and songs in the TEYL context, CLIL and Material development for young learners*. CLILT Summer School. 18-22 July, Chania, Crete, Greece.
 50. **Alexiou, T.** (2014). Enter the world of Magic Books! Teacher training seminar organized by the School EFL Advisor of the primary schools of the Prefecture of Iliass, 8 November, Amaliada, Greece (via teleconference).
 51. **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.

52. **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.
53. **Alexiou, T.** (2014). *Creating 'magic' for young learners*. Teacher Training seminar, 15 March, Katerini, Greece.
54. **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.
55. **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.
56. Mattheoudakis, M. & **Alexiou, T.** (2013). *Rising from the crisis: changing is the challenge*. 34th Annual International Convention, TESOL Greece, March 30-31, Athens, Greece.
57. **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.
58. **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.
59. **Alexiou, T.** (2011). *The first steps to the New Educational Policy ΕΠΣ-ΕΓ 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.
60. 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.
61. Mattheoudakis, M., **Alexiou, T.** & Laskaridou, C. (2011). *Where there is a will, there is a way: introducing CLIL into English language*. 18th Annual Convention, TESOL Macedonia Thrace, 19-20 March, Thessaloniki, Greece.
62. 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.
63. **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.
64. **Alexiou, T.** (2009). *Young learners' individual differences in the Greek state primary school: Myth or reality?*
Association of Primary Education Northern Greece, February 7, Thessaloniki, Greece.
65. **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.
66. **Alexiou, T.** (2008). *Individual differences*. State English language Teachers of Imathia, Greece, April 8, Alexandria, Greece.
67. **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.

68. **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

69. Michalopoulou, T., & **Alexiou, T.** (2025). *Local Books, Global Goals: Navigating Diversity and Inclusion in Primary EFL Textbooks.* 17th International Conference on Greek Linguistics (ICGL), University of Cambridge, U.K., 23-26 September, Cambridge, U.K.
70. Serafeim, M., & **Alexiou, T.** (2025). *Exploring preschoolers' socio-emotional growth through early English exposure.* ELLME 25 International Conference. 19-20 September, Thessaloniki, Greece.
71. Michalopoulou, T., & **Alexiou, T.** (2025). *Shaping worldviews: Diversity and inclusion in EFL textbooks for young learners.* ELLME 25 International Conference. 19-20 September, Thessaloniki, Greece.
72. Vagenas, A., & **Alexiou, T.** (2025). *Measuring L1 and L2 lexical acquisition in Greek primary schools.* ELLME 25 International Conference. 19-20 September, Thessaloniki, Greece.
73. **Alexiou, T.**, Antoniou, G., & Viberg, O. (2025). *Dyslexia and AI: Do Language Models Align with Dyslexia Style Guide Criteria?*. 26th International Conference on Artificial Intelligence in Education (AIED), 22-26 July, Palermo, Italy.
74. **Alexiou, T.** (2024). *Board games in the CLIL classroom.* 17th International Conference of Applied Linguistics (ICAL17). 11-13 October, Thessaloniki, Greece.
75. Karasimos, A., **Alexiou, T.**, & Perifanou, M. (2024). *Game On, Learn On: Elevating CLIL through Transformative Board Gaming.* Workshop in the context of the 18th EATEL Summer School on Technology Enhanced Learning 2024 (jTELSS), 14 May 2024, Gabicce Mare, Pesaro, Italy.
76. Vagenas, A., & **Alexiou, T.** (2024). *Measuring L1 and L2 vocabulary in Greek primary schools.* ELLME 24 International Conference, Universidad de Granada, 5-6 September 2024, Granada, Spain.
77. **Alexiou, T.** (2024). *"When we change, everything changes". New insights in early EFL with research evidence from the EAN project in Greece.* Early Language Learning Research Association Conference (ELLRA), 25-27 April 2024, Krakow, Poland.
78. Michalopoulou, T., & **Alexiou, T.** (2024). *Online Learning During the Covid-19 Pandemic: The Emotional Effect on Greek High School Students.* 21st AILA World Congress: Linguistic Diversity, Inclusion & Sustainability, 11-16 August 2024, Kuala Lumpur, Malaysia.
79. Michalopoulou, T., & **Alexiou, T.** (2024). *Investigating interculturalism in primary school EFL textbooks.* 26th International Symposium of Theoretical and Applied Linguistics (ISTAL26), Aristotle University of Thessaloniki, 19-21 April, Thessaloniki, Greece.
80. **Alexiou, T.** (2023). *Educational policies and innovations. Presenting the EAN Project in Greece.* 20th AILA

World Congress, 17-21 July, Lyon.

81. **Alexiou, T.** (2022). *'It takes a world of differences to make a different world: The EAN Project in Greece.'*. 14th Conference on Asian Education, 28 November - 2 December, Tokyo, Japan.
82. **Alexiou, T.** Penteri, E., Serafim, M. (2022). *Investigating perceptions of teachers, education officials and parents about the introduction of English language in kindergarten during the first period of generalization of this educational reform.* Conference "8th International Conference for the Promotion of Educational Innovation". Larissa, 14-16 October.
83. **Alexiou, T., & Michalopoulou, T.** (2022). *The socio-emotional impact of online education on university students and professors.* 25th International Symposium of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 13-15 May, Thessaloniki.
84. **Alexiou, T., & Serafeim, M.** (2020). *Measuring foreign language learning aptitude of intellectually gifted students.* 24th International Symposium of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 2-4 October, Thessaloniki.
85. **Alexiou, T.** (2022). *Pic-lex as an instrument of assessing early vocabulary learning in the EAN Project.* Συνέδριο "15th International Conference on Greek Linguistics", 15-18 September, Belgrade.
86. **Alexiou, T., Penderi, E., & Serafeim, M.** (2022). *Monitoring the EAN Project: Evaluation processes and main results.* Συνέδριο International Conference "Future Challenges in Early Language Learning and Multilingual Education" (ELLME2022)". Universidad de Granada, Spain, 22-24 June 2022. Spain.
87. **Alexiou, T., & Penderi, E.** (2022). *Introducing the main features of the EAN project.* Συνέδριο International Conference "Future Challenges in Early Language Learning and Multilingual Education" (ELLME2022)". Universidad de Granada, Spain, 22-24 June 2022. Spain.
88. **Alexiou, T.** (2022). *Developing training and educational scenarios for EFL pre-primary learners.* Συνέδριο "International Conference "Future Challenges in Early Language Learning and Multilingual Education" (ELLME2022)". Universidad de Granada, Spain, 22-24 June 2022. Spain.
89. **Alexiou, T.** (2022). *Measuring early vocabulary learning through Pic-lex.* Συνέδριο "International Conference "Future Challenges in Early Language Learning and Multilingual Education" (ELLME2022)". Universidad de Granada, Spain, 22-24 June 2022. Spain.
90. **Alexiou, T.** (2022). Nothing happens until something moves. **Training workshop of the EAN programme** "Introducing English in pre-primary education: The EAN Project". 14 May 2022.
91. **Alexiou, T.** (2021). *Revealing the 'magic' of magic books.* Training videoconference for the teachers of Primary Education PE06 (English) of the Peloponnese P.E.C.E.S. Peloponnese. 9 December 2021.
92. **Alexiou, T., Karagianni, E., & Markantonakis, S.** (2021). *Designing CLIL educational scenarios using digital media.* Information and dissemination teleconference " INCLUDE: utilizing CLIL through asynchronous education for the cultivation of cross-cutting skills and Europeanization. Wednesday 9 June 2021.
93. **Alexiou, T.** (2021). *Accommodating materials to integrate young learners with dyslexia. Never too late to do the right thing.* Conference of the Department of Italian Language and Literature of the Aristotle University of Thessaloniki entitled "Foreign languages in special education". 1-2 July 2021.
94. **Alexiou, T.** (2019). *Assessing Vocabulary in multilingual settings.* Workshop 'The interplay of language, literacy and cognition in bilingual settings' organised by the University of Cologne, Germany and Aristotle University. Participation with this talk in the round table titled 'Research on bilingual acquisition and L2 teaching: a bidirectional relation', 14 December, Thessaloniki.

95. **Alexiou, T.** & Serafeim, M. (2019). *Measuring foreign language learning aptitude of intellectually gifted students*. 2nd EAP Crete "Options, Practices and Possibilities of EAP and ESP practitioners", University of Crete, 20-23 September, Heraklion, Greece.
96. **Alexiou, T.** (2019). *The role of Higher Education in the implementation of CLIL in Greece*. Dissemination Workshop of the CLIL-Prime project of the European ERASMUS+ Programme, organized by the 3rd Experimental Primary School of Evosmos, 19 June, Thessaloniki.
97. Ziaka, I., **Alexiou, T.** & Mattheoudakis, M. (2019). *CLIL-Prime: Establishing standards of implementation*. International Conference on Multilingual Theories and Practices (MTP19), Ionian University, 9-10 May, Corfu, Greece.
98. **Alexiou, T.** (2018) *Designing a CLIL training course*. Presentation under the Project of Erasmus + CLIL Prime, 13 October, Viterbo, Italy.
99. **Alexiou, T.** & Kokla, A. (2018). *Teaching cultural elements and Pro-social behaviour to preschoolers through Peppa pig*. 4th International Conference for the Promotion of Educational Innovation, 12-14 October, Larisa, Greece.
100. **Alexiou, T.** & Yfouli, D. (2018). *Charlie & Lola: An innovative way of promoting young learners' lexical development*. 4th International Conference for the Promotion of Educational Innovation, 12-14 October, Larisa, Greece (video- presentation).
101. **Alexiou, T.** & Stathopoulou, M. (2018). *The New CEFR and its potential: What foreign language educators should know. Celebrating Hellenic Open University's 20 years, 1998-2018: Past, Present and Future*, 23 September Athens.
102. **Alexiou, T.** (2018). *Dyslexia and EFL: Reading between the lines*. Two-day seminar on Educational Innovations organised by the 3rd Model Experimental primary school of Evosmos, 5-7 September, Thessaloniki, Greece.
103. **Alexiou, T.** & Kokla, A. (2018). *CLILing through Ipads: The case of Kessaris Private School in Athens*. 5th International Conference 'Crossroads of Languages & Cultures', University of Crete, 1-3 June, Rethymno, Greece.
104. **Alexiou, T.** & Chondrogianni, M. (2017). *Bringing innovation to the primary EFL classroom: Total Physical Response with Twister and Wii-fit*. 3rd International Conference for the Promotion of Educational Innovation, 13-15 October, Larisa, Greece.
105. Alexiou, T. (2017). *Reviewing CLIL materials from an academic perspective*. Presentation under the Project of Erasmus + CLIL Prime, 11 November, Kladno, Czech Republic.
106. Kokla, A. & **Alexiou, T.** (2017). *Peppa Pig: Teaching cultural elements and pro-social behaviour to preschoolers*. 16th International Conference on Migration and Language Education organized by the Greek Applied Linguistics of Association, 6-8 October, Thessaloniki, Greece.
107. **Alexiou, T.** & Agathopoulou, E. (2017). *Me2glosses-Bilingualism matters: Discovering the benefits of bilingualism*. 2^o International in Strategy Use. Department of Philology, Democritus University of Thrace, 28-30 September, Komotini, Greece (as representatives of 'Me2glosses-Bilingualism matters', Aristotle University).
108. L. Mitits, **Alexiou, T.** & J. Milton. (2017). *Does the language you speak at home affect the size of L2 vocabulary?* 2^o International in Strategy Use. Department of Philology, Democritus University of Thrace, 28-30 September, Komotini, Greece.
109. **Alexiou, T.** (2017). *Bilingualism? YES. Dilemma? NO*. One day event for the European Day for Languages & Centre of Teaching Greek language and culture, University of Ioannina, 26 September, Ioannina,

Greece (as representative of 'Me2glosses-Bilingualism matters, Aristotle University).

110. **Alexiou, T.** & Kokla, A. (2017). *Peppa Pig: Just a cheeky little piggy?* International Summer School of Linguistics 'School-based linguistic research from an international perspective' organised by the University of Koln and Aristotle University, 18-22 September, Thessaloniki, Greece.
111. Mattheoudakis, M & **Alexiou, T.** (2017). *Sketching the profile of the CLIL instructor in Greece*. AILA World Congress, 2014, 23-28 July, Rio de Janeiro, Brazil (the presentation was delivered by a colleague from the Department of English).
112. Kaiktsi, K. & **Alexiou, T.** (2017). *The Teaching of English in Kindergarden. An Experimental Approach*. 2nd Panhellenic Conference of Model Experimental Schools in Primary and Secondary Education organised by the 3rd Model Experimental primary school of Evosmos, 6-7 May, Thessaloniki, Greece.
113. Kokla, A. & **Alexiou, T.** (2017). *Peppa Pig: More than Just an Animated Series for Preschoolers*. 23rd Symposium of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 31 March-2 April, Thessaloniki, Greece.
114. **Alexiou, T.** & Mattheoudakis, M. (2017). *The secrets of Magic Books for the 3rd Grade of primary school* (in Greek). 1st Conference of the Centre for Research and Evaluation of School Books and Educational Programmes, 17-19 March 2017, Thessaloniki, Greece.
115. Giannakopoulou, A. & **Alexiou, T.** (2016). *Exploiting the educational material for Grade A& B (Primary School)*. Ministry of Education and Religious Affairs and Institute of Educational Policy, 5 September, Athens & 7 September, Thessaloniki, Greece.
116. Mattheoudakis, M., **Alexiou, T.** & Laskaridou, Ch. (2016). *Exploiting the educational material for Grade C (Primary School)*. Ministry of Education and Religious Affairs and Institute of Educational Policy, 5 September, Athens & 7 September, Thessaloniki, Greece.
117. **Alexiou, T.** & Kokla, A. (2016). *Cartoons that make a difference: A linguistic, cultural and pedagogical analysis of Peppa Pig*. The Young Language Learners Symposium 2016. 6-8 July, Oxford, UK.
118. **Alexiou, T.** & Mattheoudakis, M. (2016). *Reconsidering language course materials with learners with dyslexia in mind*. DystEFL2-Dyslexia for Teachers of English as a Foreign Language. 25 June, Lodz, Poland.
119. Mattheoudakis, M., & **Alexiou, T.** (2016). *The magic journey of Grade 3*. 1st Panhellenic Conference, Curricula- School Textbooks: From past to present and future, 4-6 March, Athens, Greece.
120. **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.
121. **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.
122. **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.
123. **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.
124. 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.

125. 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.
126. 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.
127. 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.
128. **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.
129. **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.
130. 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.
131. **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.
132. **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 Crossroads of Languages and Cultures, Issues of Bi/Multilingualism, Translanguaging and Language Policies in education, Polydromo & Faculty of Education, 30-31 May, Thessaloniki, Greece.
133. **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.
134. **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.
135. **Alexiou, T.** (2014). *Magic Book 1: The Magic Voyage of 3rd grade primary schoolers*. One day PEAP conference, 29 April, Athens, Greece.
136. **Alexiou, T.** (2014). *Special child learning difficulty or specific teacher difficulty?* ITEC conference, 5-7 February, Dubai, UAE.
137. **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.
138. 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.
139. **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.

140. 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.
141. **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.
142. 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.
143. **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.
144. **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.
145. **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.
146. 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.
147. **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.
148. 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.
149. **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.
150. 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.
151. **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.
152. 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.
153. **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.
154. 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.
155. 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.

156. 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.
157. 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.
158. Zouganeli C., Bouniol P. & **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.
159. **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.
160. **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.
161. **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.
162. 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.
163. **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.
164. **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.
165. **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.
166. **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.
167. **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.
168. **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.
169. 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.
170. 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.

171. **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.
172. **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.

BOOK PRESENTATION

Presentation of Educational material by Evanthia Synodi and Marina Tzakosta "Dual names and Akiarositsa: the travels of a centipede in the land of grammar". 27 January 2015, Constantinides Bookstore, Thessaloniki.

NATIONAL AND INTERNATIONAL FUNDED RESEARCH PROJECTS

1. **National Research Project: "TRAINING OF TEACHERS FOR THE INTRODUCTION OF ENGLISH LANGUAGE IN THE PRIMARY SCHOOL (EAN, 2021-2022)"**, NSRF, MIS Code (MIS) 5093563, implemented in the NRP. "Human Resources Development, Education and Lifelong Learning 2014-2020", with the Aristotle University of Thessaloniki (AUTH) as the lead institution and the National Kapodistrian University of Athens (EKPA) and the Institute of Educational Policy (IEP) as partners. **Academic Leader: Thomai Alexiou**

The EAN project aims to support the introduction of the English language through specially designed educational scenarios and creative activities for preschoolers. It is an innovative action in the context of the reforms introduced in the country's education system and the priorities of the educational policy aimed at upgrading schools at all levels of education. Regarding my responsibilities and individual tasks and actions as Project Leader, these were as follows:

1. Planning and organization of the asynchronous training of the Educational Coordinators and teachers of the two specialties.
2. Coordination of the production and creation of educational material (34 Educational Scenarios of the EAN) in Greek and English
3. Continuous supervision and monitoring of the EAN project, through the collection of research data with research tools
4. The creation, smooth operation and continuous enrichment of the EAN Educational Portal (www.ean.auth.gr)
5. Organisation of the workshops and the final conference of the project
6. Academic responsibility and editing of publications and conference presentations related to the project.

For the realization of the above actions a series of online meetings took place with the team of modern and asynchronous training (National and Kapodistrian University), with the research team of the project (Aristotle University of Thessaloniki), with the writing team (educational material (AUTH), with the team of the IEP, as well as with the Educational Coordinators..

2. **National Research Project: "Accelerated training of teachers in the implementation of distance**

education (holistic approach)" (2020-2022) funded by the European Social Fund ESF and co-financed by national resources through the Operational Programme "Human Resources Development, Education and Lifelong Learning" of the Partnership Agreement for Development Framework 2014-2020. In the project I was a Foreign Language Manager, Project Team Coordinator for the scientifically sound implementation of the sub-project for Foreign Language Learners within the framework of the PE: "TRAINING DESIGN, TRAINING OF TRAINERS, PRODUCTION OF TRAINING MATERIALS, DESIGN OF A WAY OF PRACTICAL TRAINING AND FEEDBACK FOR INDIVIDUAL TRAINERS, RAPID TRAINING OF TEACHERS".

3. **Pilot Project for the Introduction of English Language in Preschools**, Institute of Educational Policy (IEP) - Ministry of Education and Religious Affairs (2020-2021) in application of article 2 of Law 4692/12-06-2020 (Government Gazette 111, A´) "Upgrading the School and other provisions" and Ministerial Decision no. F.7/76108/GD4 (Government Gazette 2418/18- 06-2020) on "Activities in English language in Kindergarten". In accordance with the above decisions and with Act 42/19-08- 2021 of the IEP, I was responsible for the organization, support, monitoring and evaluation of the A phase of the pilot implementation. In particular, I delivered the following training material which has been posted on the IEP's moodle platform and used for the distance synchronous and asynchronous training of the Educational Project Coordinators and the teachers of the pilot schools (PE06 and PE60):

- Module 1: Introduction - Identity of the Programme - Thomai Alexiou & Efthymia Penteri
- Module 4: The Framework for the Introduction of English Language in the Kindergarten Programme - Thomai Alexiou

I also provided training in the context of the modern distance training (Phase A of the training) and provided consultancy/scientific support in the implementation of the pilot programme throughout its implementation. As part of the project completion, I conducted focus groups with Educational Project Coordinators and teachers of the pilot schools (PE60 and PE06) to evaluate the pilot implementation and participated in the processing of the relevant data in order to evaluate the progress of the pilot implementation. The research data were presented at the IEP Workshop (June 11, 2021), and will be included in the final Programme Completion Report (forthcoming). All of the above work was produced unpaid.

4. **Project "Training of Teachers for the Use and Application of Digital Technologies in Teaching Practice (2019)"**. The project concerns the continuation and development of the integrated training for the utilization and application of ICT in teaching practice, which is more commonly known as "Level B ICT Training". and was implemented in previous years* for a part of Greek primary and secondary education teachers. It is implemented in the framework of the Operational Programme "Human Resources Development, Education and Lifelong Learning", NSRF (2014-2020) with the co-financing of the European Union (European Social Fund) and the Greek State, through the Actions with the general title "Training of Teachers for the Utilization and Application of Digital Technologies in Teaching Practice (Training B' level T. The Institute of Computer Technology and Publishing - "Diophantus" (I.T.Y.E.), as the beneficiary body, in cooperation with the Institute of Educational Policy (I.E.P.). I was a trainer (research committee project 97612) in the program "Training of Teachers for the Utilization and Application of Digital Technologies in Teaching Practice" (Training B' level T.P.E.) in the framework of the project "Human Resources Development, Education and Lifelong Learning", NSRF 2014-2020 (Project Manager P. Politis). My specific employment in the 'Project: Teaching 48 hours, 24 in person and 24 at a distance between 4/2/2019 - 31/5/2019 at the University Education Centers (PAKE) 6.5 (Coordinator P. Panagiotidis) of the Foreign Language Cluster (Project Manager E. Karava).

5. **Promoting CLIL Implementation in Europe (CLIL Prime):** Erasmus + KA2 Cooperation on Innovation and the Exchange of Good Practices (Coordinator: 3rd Experimental Primary School of Evosmos) (2016-2018), Academic Coordinator 2016-2019: Thomai Alexiou.

The program brought together participants from Greece, Romania, Italy, the Czech Republic and Lithuania. The aim was to collect data on the implementation of the CLIL (Content and Language Integrated Learning) method in various European countries and educational frameworks. The program was an effort to standardise the implementation of the method in Europe by following one of the "bottom-up" approaches and taking into account modern pedagogical theories and second / foreign language learning theories.

For the Project's Deliverables, I contributed to the development of criteria for the CLIL materials, I evaluated CLIL material from other partners, I modified the CLIL course template, I provided feedback to CLIL practices that took place in the Czech partner school and I created an observation sheet for monitoring on CLIL lessons. I also supervised the development of a CLIL MOOC teacher training course and created one module for the MOOC course.

6. **DysTEFL2**

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

Erasmus+ KA2 Strategic Partnership Agreement – Dyslexia for Teachers of English as a Foreign Language (Coordinator: Prof. Joanna Nijakowska, Lodz University, Poland) (01.09.2014 - 31.08.2016), <http://dystefl2.uni.lodz.pl/>, Academic Coordinator: Thomai Alexiou

This project was a continuation of the Comenius Multilateral Project - DysTEFL

518466-LLP-1-2011-PL-COMENIUS-CMP (www.dystefl.eu) and intended to promote an effective approach to teacher training which reflects the latest pedagogical principles in teacher education.

DysTEFL2's objectives followed from the ideas put forward in the DysTEFL project and involved 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 was 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 were organized in Poland and European countries which did not participate in the DysTEFL project, namely Greece and Slovenia. I was one of the Greek partners and responsible for a number of intellectual outputs for the project.

7. **Project 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 & 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.

8. **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.

9. **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.

10. **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.

11. **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 Books.

12. **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.
13. **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.
14. **2006-2007: Greek X-LEX, 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.

ACADEMIC TEACHING EXPERIENCE

Undergraduate Level
Aristotle University
of Thessaloniki

Compulsory Courses

Methodology of Teaching Modern Languages

Elective Courses

Developing and selecting teaching material in preschool and early childhood
Pedagogical Foundations in Learning a Foreign/Second Language I
Pedagogical Foundations in Learning a Foreign/Second Language II

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

University of the Aegean	Cognitive Psychology English
University of Thessaly	Bilingual Education in Preschool
Technological Educational Institute of Epirus	Psycholinguistics
Swansea University	Teaching English to students attending Foundation Courses Greek as a Foreign Language
MA Level Aristotle University of Thessaloniki	Core Modules Research Methods in Applied Linguistics Second Language Acquisition (co-teaching) Elective Courses Teaching English to Young Learners Measuring Second/Foreign Language Performance Design and Evaluation of Teaching Materials Teaching Foreign Languages to Learners with special Learning Difficulties (3 lectures) Translation from English to Greek with the use of Technology Course design, classroom management and teaching the four language skills Assessment Teaching strategies for children Didactics III: Teaching approaches of foreign languages for children of pre-primary and primary school age
Hellenic Open University	Teaching English to Children Teacher Education Course Design

National & Kapodistrian University of Athens	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 ' <i>Foreign Language Learning with Very Young Learners</i> ' (2015).
Swansea University	Translation (Greek-English-Greek) with the Use of Technological Tools (2001-2004)

SUPERVISOR AND EXAMINER OF MA & PhD STUDENTS

MA STUDENTS

Main Supervisor of **58** MA dissertations between 2007 and 2019 for the Hellenic Open University and Aristotle University. External Examiner of 14 MA dissertations 2019, 2020 for Moscow State Pedagogical University, Russia.

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"
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. "Measuring early vocabulary development in pre-school learners of English- A case study in a nursery school"
12. "The relationship between language learning strategies, gender, and proficiency: a study of EFL young learners in the context of Greek state primary school"
13. "The impact of colour and spatial organisation of the material to-be-taught on young learners vocabulary acquisition"
14. "The use of Portofolio as an alternative form of assessment in the third class of Greek public schools"
15. "Motivating Greek EFL young learners through digital comic creation"
16. "Evaluating of the Magic Book from the learners' perspective: A case study"
17. "Implementing CLIL in the fifth grade of primary school: the dawn of a new perspective in TEFL education"
18. "Dora the Explorer: A TV character or a Pre-schooler's language teacher?"

- Member of the MA advisory committee of **83** postgraduate students (2009-2019).

PHD STUDENTS

Main supervisor of **4** Ph.D. students.

- Member of the supervisory committee of **8** Ph.D. students (3 of them have completed and defended)
- Member of the examination board of **28** Ph.D. students
- External examiner of **2** Ph.D. students at Swansea University, UK.

MEMBER OF SCIENTIFIC COMMITTEES

1. Review of articles for Porta Linguarum: International Journal of Foreign Language Teaching and Learning (November 2022)
2. Review of articles for Routledge. (September 2022)
3. Review of articles for the Journal of Applied Linguistics (JAL) of the Greek Applied Linguistics Association (GALA) (September 2022)
4. Article review for the 15th International Conference on Greek Linguistics (ICGL15) (2022)
5. Article review for Research Papers in Language Teaching and Learning (RPLTL) (2022)
6. Review of articles for the proceedings of the International Conference on Applied Linguistics and Teaching
7. ALLT Proceedings of ALLT 2019 Conference, 2018, Zayed University, Dubai (2022)
8. Review of articles for "Dialogues! Theory and Practice in Education and Training Sciences" (September 2020)
9. Review of articles for Learning and Teaching in Higher Education: Gulf Perspectives (2020)
10. Review of articles for ELIAJournal (June 2019)
11. Review of articles for the 24th International Symposium on Theoretical and Applied Linguistics (ISTAL24) (2020)
12. Member of Editorial Board for the Journal of Linguistics and Educational Research Singapore, <http://ojs.bilpublishing.com/index.php/jler/about/editorialTeam> (since 2018)
13. Member of Editorial Board for the Journal ELIA, Estudios de Lingüística Inglesa Aplicada, Madrid, Spain, <http://revistas.uned.es/index.php/ELIA/about/editorialTeam> (since 2017)
14. Member of the Evaluation Committee for the International Competition for Multilingualism entitled 'Kamishibai Plurilingue' which is organised by the research team 'Pluralites' in cooperation with the French scientific association DULALA (2018 to date).
15. Review of articles for the Journal *International Journal of Bilingual Education and Bilingualism* (2017).
16. Review of articles for the Journal 'Research in Education', Department of Educational Sciences in Early Childhood, Democritus University of Thrace, Greece (2017).
17. Review of articles for the Journal *Innovation in Language Learning and Teaching* (2016).
18. Review of articles for the Journal *Language Teaching Research* (2016).
19. Review of articles for the Journal of the Department of Preschool Education, University of Ioannina, Greece. (2016).
20. Member of the Editorial board for the open access E-Journal Research Papers in Language Teaching and Learning (Hellenic Open University), <http://rpltl.eap.gr/index.php/el/editorial-board>
21. Member of the Editorial Board for the e-journal PE@P (Research Centre for the English Language, University of Athens), <http://rcel.enl.uoa.gr/peap/steps/syntaktiki-omada>

22. Review of articles for the journal of the Union *PEKADE ASPECTS today* since 2013, <http://www.pekade.gr/images/magazine/ASPECTS TODAY 35 Contents.pdf>
23. Review of abstracts focusing on the teaching and learning of languages for the 1st & 2nd Hellenic Conference of Model Experimental Schools in Primary and Secondary Education (2013).
24. 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).
25. Review of the book by Milton, J. and Fitzpatrick, T. (Eds.) *Dimensions of Vocabulary Knowledge*. Basingstoke: Palgrave Macmillan (2012).
26. Evaluator of research proposal for the Internal Research Grant at the European University Cyprus (2012)
27. 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).
28. Review of articles and abstracts on the teaching and learning of languages for the International Symposia on Theoretical and Applied Linguistics, School of English, Aristotle University (2010 to date)
29. Review of articles for the proceedings of the 31st Annual meeting of Applied Linguistics, Department of Greek Philology, Aristotle University (2010).

ADMINISTRATIVE AND ACADEMIC DUTIES

ACADEMIC LEADERSHIP AT THE SCHOOL OF ENGLISH, Aristotle University of Thessaloniki

- Head of the PostGraduate Studies Programme "Theoretical and Applied Linguistics" (2024-2026)
- Head of the Department of Theoretical and Applied Linguistics (2023-2025)
- Head of the Centre Foreign Language Teaching (2019-2023)

ORGANISATION OF CONFERENCES AND WORKSHOPS

2025	• ELLME'25 (3rd International Conference on Early Language Learning and Multilingual Education in Early Childhood). 19-20 September, Thessaloniki, Greece (President and Organiser). • Organisation of an event in honor and memory of Professor Stathis Efstathiades, Department of English Language and Literature, Aristotle University of Thessaloniki, and the Hellenic Society for Applied Linguistics.
2024	• Organisation of the 17th International Conference of Applied Linguistics (ICAL17) https://www.new.enl.auth.gr/gala-ical17/
2023	• Online Workshop "Teaching and Learning Languages in the Digital Age" (Part I) - as part of the activities of the Greek Association for Applied Linguistics (GALA) (Chair and Organizer of the Workshop) https://www.new.enl.auth.gr/gala/conf-nov-2021/

2022	▪ 25th International Symposium on Theoretical and Applied Linguistics (ISTAL). 13-15 May 2022, Thessaloniki, Greece (Conference Chair) https://www.new.enl.auth.gr/istal25/ ▪ Workshop "Introducing English in pre-primary education: the EAN Project" - in the framework of the 25th International Symposium on Theoretical and Applied Linguistics (President and Organizer) https://ean.auth.gr/introducing-english-in-pre-primary-education-the-ean-project-%ce%b7%ce%bc%ce%b5%cf%81%ce%b9%ce%b4%ce%b1/ • Conference "EAN: An exciting journey with English in pre-primary education". September 24-25, 2022, Thessaloniki (Chair and Conference Organizer) https://ean.auth.gr/ean-final-conference/ • Workshop "Teaching and Learning Languages in the Digital Age" (Part II) - as part of the activities of the Hellenic Society for Applied Linguistics (EEG) (Chair and Organizer of the Workshop) https://www.new.enl.auth.gr/gala/workshop-june-2022/
2020	▪ International Conference on Bilingualism, heritage languages and migration, Universidad Nacional de Educación a Distancia (UNED), 12-13 November, Madrid, Spain (Scientific Committee Member) ▪ International Conference "Language Teaching & Learning in the 21st century: From Theory to Pedagogical Practice", 5-6 September 2020, IEK Dimitra, Pedagogical Institute-Foreign Languages and Methodology, Ukraine, University of Tirana, University of Ioannina, LSP Unit, European University of Cyprus (online)
2019	▪ International Conference on Applied Linguistics and Language Teaching, ALLT 2020, Zayed University, 5-7 March, Dubai, (Scientific Committee Member), http://www.allt-uae.org/scientific_committee.php ▪ International Conference on Applied Linguistics and Language Teaching, ALLT 2020, Zayed University, 7-9 March, Dubai, (Scientific Committee Member), http://www.allt-uae.org/scientific_committee.php
2018	▪ International Conference on Bilingualism and Interculturality, Universidad Nacional de Educación a Distancia (UNED), 29-30 November, Madrid, Spain (Scientific Committee Member), https://biuned.weebly.com/committees.html ▪ International Conference 'Less widely used and less taught languages: an added value for widely used languages, School of French, Aristotle University, 1-2 June, Thessaloniki (Scientific Committee Member). ▪ International Conference on Applied Linguistics and Language Teaching, ALLT 2018, Zayed University, 8-10 March, Dubai, (Scientific Committee Member)

2017	▪ 8th International Scientific Conference 'Children and Languages today' organized by the Department of Philology, Faculty of Education, University of Osijek, Osijek, Croatia, 1-2 December (Scientific Committee Member). ▪ 16th International Conference of Applied Linguistics entitled 'Migration and language teaching' organized by the Greek Applied Linguistics Association, Thessaloniki, 6-8 October (Scientific Committee Member). ▪ 2nd Panhellenic Conference of Model Experimental Schools of Primary and Secondary Education. Organized by the 3rd Experimental Primary School of Evosmos, Thessaloniki, Thessaloniki, 6-7 May (Member of the Scientific and Organizing Committee).
2016	▪ Teacher Training Workshops (addressed to the Polish and Slovenian partners) in the framework of the DysTEFL 2 (<i>Dyslexia for Teachers of English as a Foreign Language 2</i>) Erasmus+ (No 2014- 1-PL01-KA200-003578), AUTH, Thessaloniki, 4-8 April (Member of the Organizing Committee). ▪ Teacher Training Seminar: <i>Foreign Language Learning: challenges and perspectives</i>, Kastoria, 18 March (Member of the Organizing Committee).
2015	▪ 4th International Conference on <i>Teaching English to Young Learners: assessment and learning</i>, Faculty of Education in Jagodina, University of Kragujevac, Serbia, 5-6 June (Member of the Programme Committee). ▪ Project meeting on DysTEFL 2 (<i>Dyslexia for Teachers of English as a Foreign Language 2</i>). Erasmus + (No 2014-1-PL01-KA200-003578), AUTH, Thessaloniki, 11-12 March (Member of the Programme Committee).
2014	• Panhellenic Conference <i>Reflections about childhood</i>, School of Early Childhood Education, Aristotle University, 31 October- 1 November (Member of the Organising Committee). • One-day event on <i>Strategies in Language Learning and Teaching</i>. In honour of Emeritus Professor Angeliki Psaltou-Joycey. Greek Applied Linguistics Association, Thessaloniki, Greece, 4 October (Member of the Organising Committee). • One-day event: <i>The child at Montessori school</i>, Thessaloniki, Greece, 19 March (Member of the Organising Committee).
2013	▪ Workshop on <i>Curriculum for pre-school learners: suggestions and ideas</i>, Thessaloniki, 2 November (co-organised through OMEP). ▪ ^{1st} <i>Panhellenic Conference on Early Language Learning conference</i>, Department of English Language and Literature, University of Athens, (Anavissos, Attica), 14-16 June (Member of the Academic Committee). ▪ Thessaloniki OMEP experiential workshop on 'Creative play for the activation of the senses', in the framework of a series of seminars on 'Play', Kristiboni Painting and Creative Expression Workshop, Ladadika, Thessaloniki, 26 May (Member of the Organizing Committee). ▪ ^{1st} Panhellenic Conference of Model Experimental Schools of Primary and Secondary Education. Organized by the ^{3rd} Experimental Primary School of

	Evosmos, 27-28 April, Thessaloniki (Member of the Scientific Committee). • 21st International Symposium on Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 5-7 April, (Member of the Organizing Committee). • Experiential 'Music Pedagogical Games' in the framework of a series of seminars on '<i>The Game</i>'. The seminar was organized by OMEP in cooperation with the group for Bilingualism and Multiculturalism in Education and Society 'Polydromos' (Building of the Faculty of Pedagogy, Aristotle University of Thessaloniki), 2 March (Member of the Organizing Committee).
2012	• Experiential seminar by OMEP Thessaloniki on "When dolls ... play theatre" in the framework of a series of seminars on 'The Game' (Ethiroshipo, Thessaloniki), 9 December (Member of the Organising Committee). • 15th International Congress of Linguistics: <i>Interdisciplinary approaches to language teaching</i>, Thessaloniki, 23-25 November (Member of the Organizing Committee). • Seminar of OMEP Thessaloniki for Primary School Teachers and Parents on the topic: "The board game in the educational process" (Pavilion of Literature, Thessaloniki, 26 May (Member of the Organizing Committee). • Artistic workshop at the Children's Festival '<i>Parathinopolis</i>' of the Municipality of Kalamaria on the theme: "I'm making a book illustration of my city" (Aretsous Square), Thessaloniki, 25 May (Member of the Organizing Committee). • Thessaloniki OMEP workshop on the topic: "How to hide from children? They know everything anyway: Family-School-Economic Crisis" (Tower of the Pedagogical School, Aristotle University of Thessaloniki), Thessaloniki, 16 March (Member of the Organising Committee).
2011	▪ 20th International Symposium on Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, 1-3 April (Secretary of the Organizing Committee).
2010	▪ Training Workshop for teachers of English in the framework of the PEPP programme (NSRF) on the topic: "<i>English in the first grades of school</i>", AUTH, Thessaloniki, 1-2 November (Member of the Organizing Committee).

MEMBER OF THE SELECTION BOARD EVALUATION COMMITTEES	
	1. Member of the advisory committee for the tenure of an Assistant Professor at the Department of English Language and Literature of the National and Kapodistrian University of Athens, with the subject "Applied Linguistics: Teaching and Learning of English Language" (2022). 2. Member of the advisory committee for the promotion of a lecturer to the position of Associate Professor at the Department of Languages and Literature, University of Nicosia (2022). 3. Member of the selection committee for the election of a lecturer to the rank of Associate Professor in the Department of Greek Philology at the Democritus University of Thrace, in the field of 'Teaching Greek as a Second Language' (2022). 4. Member of the advisory committee for the tenure of an Assistant Professor at the Faculty of Social Sciences of the Aristotle University of Thessaloniki in the field of "English Literature and Culture 15th-18th Century" (2021).

5. Member of the selection committee for the tenure of the Assistant Professor at the Department of Greek Literature of the Democritus University of Thrace, with the subject "Teaching Greek as a Second Language" (2021).
6. Member of the selection committee for the election of a full professor at the Department of Communication and Digital Media, University of Western Macedonia, with the subject "Linguistics with emphasis on Computational Linguistics" (2021).
7. Member of the selection committee for the position of Assistant Professor of the Department of Theoretical and Applied Linguistics in the field of "Computational Linguistics" at the Faculty of Linguistics of the Aristotle University of Thessaloniki (2021).
8. Member of the advisory committee for the transfer of primary and secondary education teachers to positions of Special Educational Staff (S.E.P.) of the Universities of Applied Sciences (2021).
9. Member of the advisory committee for the transfer of primary and secondary school teachers to positions of Laboratory Teaching Staff (L.T.P.) at the TAFF of the Aristotle University of Thessaloniki (2021).
10. Member of the selection committee for the election of a lecturer at the rank of Associate Professor at the Department of Foreign Languages, Translation and Interpretation of the Ionian University in the field of "English Language and Culture" (2020).
11. Member of the selection committee for the election of the Associate Professor at the Faculty of Psycholinguistics of the Aristotle University of Thessaloniki (2020).
12. Regular Member of the Tripartite Committee for the evaluation of the candidates for the evaluation of the candidates for the module "Assessment in English Language Learning" of the MSc "Teaching English as a Foreign/International Language" for the period 2020-2023.

MEMBER OF THE COMMITTEE FOR THE EVALUATION OF ARTICLES, CONFERENCE ABSTRACTS AND PROCEEDINGS

1. Review of articles for Porta Linguarum: International Journal of Foreign Language Teaching and Learning (November 2022)
2. Review articles for Routledge. (Vocabulary in the FL Curriculum by James Milton and Oliver Hopwood) (September 2022).
3. Review of articles for the Journal of Applied Linguistics (JAL) of the Greek Applied Linguistics Association (GALA) (September 2022)
4. Article review for the 15th International Conference on Greek Linguistics (ICGL15) (2022)
5. Review of articles for Research Papers in Language Teaching and Learning (RPLTL) (2022)
6. Review articles for the proceedings of the International Conference on Applied Linguistics and Teaching
7. ALLT Proceedings of ALLT 2019 Conference, 2018, Zayed University,, Dubai (March 8-10, 2022)
8. Review articles for "Dialogues! Theory and Practice in Education and Education Sciences" (September 2020)
9. Article critique for Learning and Teaching in Higher Education: Gulf Perspectives (2020).
10. Review articles for ELIA Journal (June 2019)
11. Review articles for the 24th Symposium on Theoretical and Applied Linguistics (ISTAL24) (2020)
12. Member of the Editorial Board for the Journal of Linguistics and Education Research, Singapore, <http://ojs.bilpublishing.com/index.php/jler/about/editorialTeam> (since 2018)
13. Member of the Editorial Board for ELIA, Estudios de Lingüística Inglesa Aplicada, Madrid, Spain, <http://revistas.uned.es/index.php/ELIA/about/editorialTeam> (since 2017)
14. Member of the fairy tale evaluation committee for the international competition on multilingualism and multiculturalism entitled "Kamishibai Plurilingue" organised by the Pluralités research group in

- collaboration with the French scientific association DULALA (D'une Langue à l'Autre), (2018 to date).
15. Review of articles for the International Journal of Bilingual Education and Bilingualism (2017).
 16. Reviewing articles for the journal 'Research in Education' of the Department of Early Childhood Education Sciences, Democritus University of Thrace, Greece (2017).
 17. Review of articles for the journal Innovation in Language Learning and Teaching (2016).
 18. Review of articles for the journal Language Teaching Research (2016).
 19. Review of articles for the journal 'Scientific Yearbook' of the Pedagogical Department of the University of Ioannina (2016).
 20. Member of the Editorial Team of the electronic journal Research Papers in Language Teaching and Learning (Hellenic Open University) (Editorial Director: Nikos Sifakis, Assistant Professor, Hellenic Open University) <http://rpltl.eap.gr/index.php/el/editorial-board>
 21. Member of the Editorial Team of the e-journal PE@P (Editorial address: B. V. Dendrinou, Professor, University of Athens, Director of the Research Centre for the English Language, Founding Director of PEAP) <http://rcel.enl.uoa.gr/peap/steps/syntaktiki-omada>
 22. Reviewer of scientific texts for the journal of the PEEKADE Association ASPECTS today http://www.pekade.gr/images/magazine/ASPECTS_TODAY_35_Contents.pdf (since 2013).
 23. Judging of submitted abstracts oriented to language teaching and learning for the 1st Panhellenic Conference of Experimental Schools (2013).
 24. Review of articles for the Proceedings of the 15th International Conference of the Hellenic Society of Applied Linguistics (2013).
 25. Book review of Milton, J. & Fitzpatrick, T. (Eds.) Dimensions of Vocabulary Knowledge. Basingstoke: Palgrave Macmillan (2012).
 26. Reviewing articles on language teaching and learning for the Journal of Applied Linguistics (a publication of the Hellenic Society of Applied Linguistics, since 2011).
 27. Reviewing articles for the Abstracts and Proceedings of the International Symposia of Theoretical and Applied Linguistics of the Department of English, Aristotle University of Thessaloniki, Greece (from 2010 to date).
 28. Review of articles for the Proceedings of the 31st Annual Meeting of Applied Linguistics, Department of Greek Philology, Aristotle University of Thessaloniki (2010).

OTHER COMMITTEES

1. Evaluator of the KEDIVIM proposal of the Aristotle University of Thessaloniki (2023).
2. Member of the Coordinating Committee for the conclusion of the Agreement on Scientific Cooperation and Student Exchange between the Department of English Language and Literature, AUTH and the Moscow State Pedagogical University in Russia for the period 2020-2023.
3. Member of the Coordinating Committee for the conclusion of the Agreement on Scientific Cooperation and Exchange of Students between TAFF, UAS and Wenzao Ursuline University of Languages in Taiwan for the period 2020-2023.
4. Virtual Room Manager for the 3rd Applied Linguistics and Language Teaching International Conference (ALLT) (2021)
5. Member of the Academic Supervision Committee of the Master's Degree Programme "Teaching English as a Foreign/International Language" at the School of Humanities of the Hellenic Open University

(2019-2020).

6. Expert position in the QS Global Academic Survey at the Faculty of Foreign Languages, Tomsk State University, Russia.
7. Member of the Coordination of MA Programs' Committee for the School of English at Aristotle University (since 2018).
8. Member of the Supervising Academic Committee for the MA 'Teaching English as a foreign/global language' for the Hellenic Open University (2018-2020).
9. Member of the Committee of the Department's Research Policy (2017 to date).
10. 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 (2/11/2017 & 2/07/2013).
11. ECTS Coordinator for the School of English (2015-2016, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022).
12. Member of the Evaluation Committee for a postgraduate Scholarship at Trinity College, Dublin, Ireland as part of the agreement with the School of English, Aristotle University (2016 to date).
13. 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. I set up new bilateral agreements for student & staff mobility with Swansea University, UK in 2012, with Canterbury Christ Church University, UK in 2018 and an Erasmus International agreement with Moscow State Pedagogical University (Russia) in 2019.
14. Academic supervisor for the experimental implementation of English at the 2nd Evosmos Kindergarten in 2015- 2016 in an effort to establish an Experimental Kindergarten under the supervision of the Department of English Language and Literature. Areas of responsibility: Curriculum design, selection of teaching materials, teacher training. The piloting was successful, lasted for 1 year but we did not receive approval to set up an experimental Kindergarten.
15. 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:
 - curriculum planning for the teaching of English
 - selection of books and syllabus
 - teacher training
 - coordination of research projects taking place at the school
16. 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).
17. Member of the School of English at the Committee of Student Affairs (2010-2016).
18. Academic advisor at the School of English, Aristotle University of Thessaloniki (2014-2015).
19. Member of the Committee for the selection of postgraduate students for the Mas 'Language, Literature and Digital Media' and 'TEFL'.
20. Member of the Evaluation Committee for the selection of postgraduate students for annual scholarships for MA in Theoretical and Applied Linguistics offered by Trinity College, The University of Dublin (2017 to date).

21. 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).
22. Member of the Examination Committee of scholarships for postgraduate studies offered by the State Scholarships Foundation for the academic year 2012-2014.
23. Substitute member of the committee for the receipt of stationery and equipment for the School of English (2012).
24. Representative of the School of English at the Committee of Volunteers (2011 to 2016 & 2017- to date).
25. Representative of the School of English at the Committee of Civilian Protection (2011 to date).
26. Responsible for the Resource Centre of the English Department library (2011 to date).
27. 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.
28. 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.
29. Representative of the School of English at the Committee of Environment (2010 to date).
30. 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.
30. 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.
31. 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.
32. Second internal examiner for the Centre of Applied Language Studies, University of Wales Swansea (2005- 2009)
33. Examiner at State IEK Triandrias, Thessaloniki (teaching practice), for the Department of Early Childhood in November 2006.
34. Worked as interpreter for TEI of Public Relations at a conference on 'Political Marketing' held in Kastoria, 6-7th June 2003.
35. 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	Elementary	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, creative, task-oriented, active researcher, leadership skills.		