

ACHILLEAS I. KOSTOULAS

CURRICULUM VITAE

I. CONTACT INFORMATION



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II. EDUCATION

- 2015** **PhD in Education (Teaching of English to Speakers of Other Languages)**
The University of Manchester, UK
- 2007** **MA Teaching English to Speakers of Other Languages**
The University of Manchester, UK
- 1998** ***Ptychion* (BA and teaching qualification) in English Language and Literature**
University of Athens, Greece

III. PROFESSIONAL EXPERIENCE

IIIA. ACADEMIC APPOINTMENTS

- 2020-** **Teaching and Laboratory Faculty**
Department of Primary Education, University of Thessaly.
Courses taught include:
- Literacies and Language Lesson Planning
 - Linguistics and Greek Language
 - Language for academic purposes
 - School Practicum II
 - School Practicum III
- See Section V for details on these courses
- 2020-** **Associate Faculty**
Language Education for Refugees and Migrants, Hellenic Open University.
Course taught: Practicum (teacher placement) & theses supervision
See Section V for an overview of theses supervised.
- 2019-2020** **Postdoctoral Research Associate**
Manchester Institute of Education, The University of Manchester Collaboration
leading to the publication of a research monograph (with Juup Stelma), *The Intentional Dynamics of TESOL*.

- 2015-2018 Postdoctoral Associate Faculty**
ELT Research & Methodology, Department of English Studies, University of Graz.
Courses taught include:
- a. Applied Linguistics for Language Teachers.
 - b. Introduction to Communicative Language Teaching
 - c. Introduction to Grounded Theory
 - d. Introduction to Foreign Language Didactics
- See Section V for details of these courses.
- 2014 Teaching Fellow**
School of Education, The University of Manchester. See Section V for an overview of theses supervised.
- 2010-2012 Adjunct Lecturer (Language teaching education)**
Department of Applied Foreign Languages, Epirus Institute of Technology. Courses taught include:
- a. Language Teacher Education (lectures)
 - b. Language Teacher Education (activities)
 - c. English as a Primary Foreign Language (I)
 - d. English as a Primary Foreign Language (V)
- See Section V for details on these courses as well as an overview of undergraduate dissertations supervised.

IIIB. TEACHING EXPERIENCE IN PRIMARY AND SECONDARY EDUCATION

Multiple full-time and part-time teaching appointments in primary and secondary education in Greece (2006-2020), and in private language education (1998-2006).

IV. SCHOLARSHIP

Monographs

- i. Stelma, J. & **Kostoulas, A.** (2021). *The intentional dynamics in TESOL*. Amsterdam: De Gruyter Mutton.
- ii. **Kostoulas, A.** (2018). *A language school as a complex system: Complex systems theory in English language teaching*. Frankfurt: Peter Lang.

Edited collections

- i. Fay, R. & **Kostoulas, A.** (eds.). (under contract). *Doctoral study and getting published: Narratives of early career researchers*. Emerald.
- ii. Motsiou, E., Vassilaki, E., Gkana, E. & **Kostoulas, A.** (eds.). (2021). *Ιδεολογίες, γλωσσική επικοινωνία και εκπαίδευση* [Ideologies, Linguistic Communication, and Education]. Athens: Gutenberg.
- iii. **Kostoulas, A.** (ed.). (2019). *Challenging boundaries in language education*. Cham: Springer.
- iv. Mercer, S. & **Kostoulas, A.** (eds.). (2018). *Language teacher psychology*. Bristol: Multilingual Matters.

Other book-length contributions

- i. Delidaki, S., Kakarikos, K., Michailidis, A., Panagiotou, K., & Serakioti, D. (in preparation). *Νεοελληνική Γλώσσα Γ' Γυμνασίου*. [Modern Greek Language (school textbook)] (Kostoulas, A. ed.). National and Kapodistrian University of Athens Press.

Journal Special Issues

- i. Palaiologou, N. & **Kostoulas, A.** (eds.). (2023). Migration and multilingual education: An intercultural perspective. *Societies*.
- ii. **Kostoulas, A.** & Mercer, S. (eds.). (2016). Fifteen years of research on the Self in System (Virtual Special Issue). *System*.

Journal Articles

- i. **Kostoulas, A.** & Motsiou, E. (in press). Towards more intentional language policy in Higher Education. *Revue du Centre Européen d'Etudes Slaves*.
- ii. **Kostoulas, A.** (2024). Challenging normative influences in refugee and migrant language education: Reflections of a trainee teacher cohort. *Teaching and Teacher Education, 139*, 104454.
- iii. Stelma, J. & **Kostoulas, A.** (2024). Revisiting complex dynamic systems theory: Empowering language teachers and teaching. Early View. *TESOL Journal*.
- iv. Palaiologou, N. & **Kostoulas, A.** (2024). Editorial for the Special Issue on Migration and Multilingual Education: An Intercultural Perspective. *Societies, 14*(1), 1.
- v. Gkaintartzi, A., **Kostoulas, A.** & Vitsou, M. (2024). 'Multilingualising' language education: A teacher training programme for English as a 'Bridge Language' in early childhood education. *Journal of Education and Training, 11*(1), 59-78.
- vi. Gkaintartzi, A., Kostoulas, A. & Vitsou, M. (2023). "English in the Kindergarten: Towards multilingual education": Good practices from a teacher training program in Greece. In J. L. E. Chichón & F. Z. Martínez (eds), *Handbook of research on training teachers for bilingual education in primary schools* (pp. 67-89). Hershey, PA: IGI-Global.
- vii. **Kostoulas, A.** & Motsiou, E. (2022). Family language policy in mixed-language families: An exploratory study of online parental discourses. *International Journal of Bilingual Education and Bilingualism, 25*(2), 696-708.
- viii. **Kostoulas, A.** et al. (2019). Lost in research: Educators' attitudes towards research and professional development. *Teacher Development, 29*(3), 307-324.
- ix. **Kostoulas, A.** & Mercer, S. (2018). TESOL researchers reflecting on complexity. *Theory and Practice in Second Language Acquisition, 4*(2), 109-127.
- x. **Kostoulas, A.** (2017). Developing teacher research competence. *ETAS Journal, 35*(1), 25-28.
- xi. **Kostoulas, A.**, Stelma, J., Mercer, S., Cameron, L. & Dawson, S. (2017). Complex Systems Theory as a shared discourse space for ELT. *TESOL Journal, 9*(2), 246-260.

Journal Articles (continued)

- xii. **Kostoulas, A.** & Stelma, J. (2017). Understanding curriculum change in an ELT school in Greece. *ELT Journal*, 71(3), 354–363
- xiii. **Kostoulas, A.** & Mercer, S. (2016). Fifteen years of research on the self in System. *System*, 60, 128-134.
- xiv. Stelma, J., Onat-Stelma, Z., Lee, W., and **Kostoulas, A.** (2015). Intentional dynamics in TESOL: An ecological perspective. *Teachers College, Columbia University Working Papers in TESOL and Applied Linguistics*, 15(1), 14-32.
- xv. **Kostoulas, A.** (2011). From applying theory to theorising practice: Constructing small-t theories in Greek TESOL. *Aspects*, 32, 14-21.
- xvi. **Kostoulas, A.** (2010). English as a Lingua Franca and methodological tension in a language school in Greece. *in esse: English Studies in Albania*, 1(1), 91-112.

Chapters in edited collections

- i. **Kostoulas, A.** & Stelma, J. (in press). Complex dynamic systems and language education. *International Encyclopedia of Language and Linguistics* (3rd Edn.). Elsevier.
- ii. Moutsou, E. & **Kostoulas, A.** (2023). Φαινόμενα διαγλωσσικής αλληλεπίδρασης στη δίγλωσση/πολύγλωσση επικοινωνία [Translanguaging phenomena in bilingual / translanguing communication]. In K. Diakogiorgi, S. Selimis, D. Papadopoulou & G. Andreou (eds), *Διγλωσσία: Γλωσσική ανάπτυξη και εκπαιδευτικές προεκτάσεις* [Bilingualism: Language development and educational implications] (pp. 246-265). Gutenberg.
- iii. **Kostoulas, A.** (2021). Ιδεολογικοί μηχανισμοί προτυποποίησης [Ideological standardization process]. In E. Moutsou, E. Vassilaki, E. Gkana, & A. Kostoulas (eds), *Ιδεολογίες, γλωσσική επικοινωνία και εκπαίδευση* [Ideologies, linguistic communication, and education] (pp. 162-189). Athens: Gutenberg.
- iv. Moutsou, E. & **Kostoulas, A.** (2021). Αναζητώντας τις σχέσεις ιδεολογίας, γλώσσας και εκπαίδευσης [Tracing the relations among ideology, language and education]. In E. Moutsou, E. Vassilaki, E. Gkana, & A. Kostoulas (eds), *Ιδεολογίες, γλωσσική επικοινωνία και εκπαίδευση* [Ideologies, Linguistic Communication, and Education] (pp. 9-33). Athens: Gutenberg.
- v. **Kostoulas, A.** & Lämmerer, A. (2020). Resilience in language teaching: Adaptive and maladaptive outcomes in pre-service teachers. In C. Gkonou, J. King, & J.-M. Dewaele. (eds), *The Emotional Rollercoaster of Language Teaching* (pp. 89-110). Bristol: Multilingual Matters.
- vi. **Kostoulas, A.** (2019). Conceptualizing and problematizing boundaries in language education. In Kostoulas, A. (ed.), *Challenging Boundaries in Language Education*. Cham: Springer.
- vii. **Kostoulas, A.** (2019). Relocating theory in language education. In A. Kostoulas (ed.), *Challenging Boundaries in Language Education*. Cham: Springer.
- viii. **Kostoulas, A.** (2019). Boundaries crossed, and new frontiers: Ongoing theoretical, empirical and pedagogical issues in language education. In A. Kostoulas (ed.), *Challenging Boundaries in Language Education*. Cham: Springer.
- ix. Mercer S. & **Kostoulas, A.** (2018). Introduction to language teacher psychology (pp. 1-17). In S. Mercer & A. Kostoulas (eds), *Language Teacher Psychology*. Bristol: Multilingual Matters.
- x. **Kostoulas, A.** and Lämmerer, A. (2018). Making the transition into teacher education: Resilience as a process of growth (pp. 247-263). In S. Mercer & A. Kostoulas (eds), *Language Teacher Psychology*. Bristol: Multilingual Matters.
- xi. **Kostoulas, A.** and Mercer, S. (2018). Conclusions: Lessons learnt, promising perspectives. In S. Mercer & A. Kostoulas (eds), *Language Teacher Psychology* (pp. 330-336). Bristol: Multilingual Matters.
- xii. **Kostoulas, A.** and Stelma, J. (2016). Intentionality and Complex Systems Theory: A new direction for language learning psychology. In C. Gkonou, D. Tatzl, & S. Mercer (eds), *New Directions in Language Learning Psychology*. Cham: Springer.
- xiii. **Kostoulas, A.** (2014). A Greek tragedy: Understanding and challenging ‘the Known’ from a complexity perspective. In D. Rivers (ed.), *Resistance to the Known: Counter-Conduct in Foreign Language Education*. Houndmills: Palgrave Macmillan.

- xiv. Breen, P. B., De Stefani, M. & **Kostoulas A.** (2011). Navigating a pathway to partnership through turbulent seas of adversity. In P. Tripathi & S. Mukerji (eds). *Cases on Innovations in Educational Marketing* (pp. 273-294). Hershey, PA.: IGI Global.
- xv. **Kostoulas, A.** (2011). Said attitudes and unsaid practices in English language teaching. In A. Panajoti (ed.), *The Said and the Unsaid: Papers on language, literature and cultural studies* (pp. 151-159). Vlorë, Albania: University of Vlora "Ismail Qemali".
- xvi. **Kostoulas, A.** (2011). Developing Multicultural Awareness Through English: Reflections on culture and multiculturalism. In M. Argyriou & P. Kambylis (eds), *Arts and Education: Creative Ways into Languages Conference Proceedings, Vol. A, Theoretical and Research Papers* (pp. 11-15). Athens: GAPMET and University of Athens.
- xvii. **Kostoulas, A.** (2011). English under the multicultural lens: a critical analysis of the EFL textbooks used in secondary education. In P. Georgogiannis (ed.), *Intercultural education, immigration and Greek as a second or foreign language*. (Vol. B., pp. 457-470). Patras, Greece: University of Patras Centre for Research on Intercultural Education.
- xviii. **Kostoulas, A.** (2010). Between paradigms: a case study of a language school in Greece. In P. Georgogiannis & V. Baros (eds), *Proceedings of the 13th International Conference on Intercultural Education, Immigration, Conflict Management and Pedagogy for Democracy* (Vol. B., pp. 401-411). Patras, Greece: University of Patras Centre for Research on Intercultural Education.
- xix. **Kostoulas, A.** (2005). The role of attention in second language acquisition. In E. Leontaridi, K. Spanopoulou, A. Georgountzou, S. Evangelidou, M. Ielo, E. Balassi, N. Tassopoulou, & E. Tsitou (eds), *Proceedings of the International Conference "Language in a Changing World"*. Athens: University of Athens Language Centre.

Invited plenary presentations

- i. **Kostoulas, A.** (2021, October). Recovering from adversity: How can we rebuild ELT as a resilient profession. Invited plenary presentation at the *10th ELT Malta Conference*, organized by the Malta Ministry of Education and the Malta ELT Council.
- ii. **Kostoulas, A.** (2017, November). Repositioning English Language Teaching: From disconnectedness to connections. Invited plenary presentation at the *ELT Connect* conference, organised by the University of Graz.

Invited lectures

- i. **Kostoulas, A.** (2023, 24 April). Making sense of multilingual meaning-making. Invited lecture at the *Mehrsprachigkeit Interdisziplinär Lecture Series (Ringvorlesung)* at the Pädagogische Hochschule der Diözese Linz.
- ii. Motsiou, E. & **Kostoulas, A.** (2022, 18 November). From monolingual ideologies towards plurilingual practices]. Invited lecture at the Faculté des Lettres et des Langues, University of Poitiers.
- iii. Motsiou, E. & **Kostoulas, A.** (2021, 23 November). Language policies in plurilingual families: language development and language maintenance. Invited lecture at the Faculté des Lettres et des Langues, University of Poitiers.
- iv. Motsiou, E. & **Kostoulas, A.** (2021, May). Από τη μονογλωσσική ιδεολογία προς τη διαγλωσσικότητα [From monolingual ideologies towards translanguaging]. Guest lecture at the “Lesson Planning & Materials Development in Contemporary Learning Contexts” postgraduate programme of the University of Thessaly.
- v. **Kostoulas, A.** (2021, 8th January). The ecologies of language education. Guest lecture at the University of Manchester (EDUC70091, The Psychology of Language Learning).

Symposia

- i. **Kostoulas, A.** (2021). «Όψεις της γλωσσικής εκπαίδευσης ατόμων με μεταναστευτικό και προσφυγικό υπόβαθρο» [Aspects of language education of people with a migrant or refugee status]. Symposium organized at the *Forced Population Movement and Education* conference (Volos, Greece).
- ii. Buse, V., Mercer, S., King, J., & **Kostoulas, A.** (2017). ‘Why we should look at teachers more in second language acquisition’. Symposium organised at the *Language Education Across Borders* international conference (Graz).
- iii. **Kostoulas, A.** (2015). ‘Teaching English to Young Learners’. Symposium organised 49th annual IATEFL convention (Manchester).

Conference presentations

- i. Taxiarchou P. & **Kostoulas, A.** (2021, October). Teaching Greek to refugees and migrants: Normative and purposeful teaching. Paper presented at the 2022 International Association of Intercultural Education conference “Intercultural Education on the Move: Facing Old and New Challenges”. Athens.
- ii. **Kostoulas, A.** & Roumpis, N. (2021, October). Designing a teacher placement module for language teachers in refugee and migrant education. Paper presented at the 2022 International Association of Intercultural Education conference “Intercultural Education on the Move: Facing Old and New Challenges”. Athens.
- iii. Gaintartzi, A., **Kostoulas, A.** & Vitsou, M. (2021, June). Το επιμορφωτικό πρόγραμμα «Αγγλικά στο Νηπιαγωγείο: Προς μια Πολυγλωσσική Εκπαίδευση»: Σχεδιασμός και υλοποίηση [Designing and implementing the “English in Kindergarten” Multilingual Education teacher professional development programme]. In E. Grivas (ed.), *Γλωσσική Διδασκαλία και Μάθηση στο Σύγχρονο Εκπαιδευτικό και Κοινωνικό Περιβάλλον* [Language teaching and learning in a modern educational and social environment] (Vol. A, pp. 722-730). University of Western Macedonia.

Conference presentations (continued)

- iv. **Kostoulas, A.** (2019, November). Ιδεολογικοί μηχανισμοί προτυποποίησης στα διδακτικά εγχειρίδια των Αγγλικών [Ideological standardisation processes in ELT textbooks]. Paper presented at the Ideologies, Language Communication and Education international conference, organised by the University of Thessaly, Greece.
- vi. **Kostoulas A. & Motsiou E.** (2018, April). Η ελληνική ως πρώτη ή δεύτερη γλώσσα: απόψεις, στάσεις και πρακτικές γονέων δίγλωσσων παιδιών [Modern Greek as an L1/L2: Views, attitudes and practices of bilingual children's parents]. Paper presented at the 40th Annual Meeting of Greek Linguistics (AMGL40) organised by the Aristotle University of Thessaloniki.
- vii. **Kostoulas, A.** (2017, December) Understanding resilience in language education. Paper presented at the Language Education Across Borders international conference, organised by the University of Graz, Austria.
- viii. **Kostoulas, A.** (2016, August). Teacher resilience in a period of transition: A case study. Paper presented at the Psychology of Language Learning 2 International Conference, hosted by the University of Jyväskylä, Finland.
- ix. **Kostoulas, A.** (2015, April). Resisting change: Using complexity to understand the resilience of traditional pedagogy. Paper presented at the Complexity Roundtable organised by the University of Manchester, UK.
- x. **Kostoulas, A.** (2015, April). Teaching English to early primary pupils in Greece: A critical view. Presentation at the 49th International IATEFL Conference. Manchester, UK.
- xi. **Kostoulas, A.** (2014, July). Tracing dynamics of intentions in Greek ELT. Paper presented at the 10th Annual Conference of the BAAL Language Learning and Teaching Special Interest Group "Recognizing complexity in language learning and teaching", hosted by the University of Leeds. Leeds, UK.
- xii. **Kostoulas, A.** and Gkourogiani, I. (2013). 'Extracurricular English Language clubs for Very Young Learners: a case study.' Paper presented [in Greek] at the 1st [Greek] National Conference of Model Experimental Schools. Thessaloniki, Greece.
- xiii. **Kostoulas, A.** (2012, May). Representational positions in bilingual research: a case study. Paper presented at the "Researching Multilingually" seminar hosted by The University of Manchester. Manchester, UK.
- xiv. **Kostoulas, A.** (2011, October). From applying Theory to theorising practice: building small-t theories in Greek TESOL. Talk delivered at the Panhellenic [Greek National] Association of State Schools Teachers of English professional development day "Empowering Language Teaching". Athens, Greece.
- xv. **Kostoulas, A.** (2011, July). From local pedagogy and global influences towards eclectic practice. Paper presented at the 7th BAAL Language Learning and Teaching Special Interest Group Conference "Theorising practice and practising theory: developing local pedagogies in language teaching", hosted by Aston University. Birmingham, UK.
- xvi. **Kostoulas, A.** (2011, June). Emergence of eclectic pedagogy in English Language Teaching at a peripheral setting. Paper presented at the International Conference on "New Dynamics in Language Learning Spaces and places, Intentions and opportunities". Jyväskylä, Finland.

Workshops

- i. **Kostoulas, A.** (2022). Developing resilience in language teaching: Focusing on Teacher Strengths. One-hour workshop held at the *ELT10* conference “Celebrating Resilience”, organized by ELT Malta.
- ii. Fay, R. et al. (2021). Writing for publication during and from a doctorate: Case studies of the experiences of colleagues from Manchester and beyond. Collaborative workshop for early-career researchers held organised by the University of Manchester LANTERN group and the University of Stavanger.
- iii. Lämmerer, A. and **Kostoulas, A.** (2017). Adapting and developing materials for CLIL. One-hour workshop held at the *ELT Connect 2017* conference, organised by the University of Graz, Austria.
- iv. **Kostoulas A.** (2017). Developing resilience in language teaching. One-day workshop organised by the FH Joanneum.
- v. **Kostoulas, A.** (2016). Introduction to Grounded Theory. One-hour workshop held at the Doctoral Colloquium organised by the Universities of Graz and Munich.
- vi. **Kostoulas, A.** (2016). Surviving and thriving in the foreign language classroom. One-hour workshop held at the *Graz ConneXion 2016* conference organised by Teachers of English in Austria.
- vii. **Kostoulas, A.** and Lämmerer A. (2015). Exploring practice through classroom-based research. One-hour workshop held at the *ELT Connect 2015* conference, organised by the University of Graz, Austria.

Book reviews

- i. Review of Lytra, V., Ros I Solé, C., Anderson, J., & Macleroy, V. (eds). (2022). *Liberating Language Education*. Multilingual Matters. Book review for *The Linguist List*. Accessible online through <https://linguistlist.org/issues/33.2271/>
- ii. Review of Skourtou, E., Kourtis-Kazoullis, V., Aravossitas, T., & Trifonas, P. P. (eds). (2020). *Linguistic Diversity in Greece*. Springer. Book review for *The Linguist List*. Accessible online through: <https://linguistlist.org/issues/32.1312/>
- iii. Review of Ortega, L. & Han, Z. (eds). (2017). *Complexity Theory and Language Development*. Amsterdam: John Benjamins. Book review for *The Linguist List*. Accessible online through <https://linguistlist.org/pubs/reviews/get-review.cfm?SubID=36408077>.
- iv. Review of Kachru, B. B. (2017). *World Englishes and Culture Wars*. Cambridge University Press. Book review for *The Linguist List*. Accessible online through <https://linguistlist.org/pubs/reviews/get-review.cfm?SubID=36288477>.
- v. Review of Akbarov, A. (ed.). (2015). *The Practice of Foreign Language Teaching: Theories and Applications*. Cambridge Scholars Publishers. Book review for *The Linguist List*. Accessible online at: <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=36133817>
- vi. Review of Dunworth, K. & Qiao Zhang, G. (eds). (2014). *Critical Perspectives on Language Education: Australia and the Asia Pacific*. Cham: Springer. Book review for *The Linguist List*. Accessible online at: <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=36023797>
- vii. Review of García Mayo, M., Gutierrez Mangado, M. J. & Martínez Adrián, M. (eds). (2013). *Contemporary Approaches to Second Language Acquisition*. John Benjamins. Book review for *The Linguist List*. Accessible online at: <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=17652245>.
- viii. Review of Shehadeh, A. & Coombe, C. A. (eds) (2012). *Task-Based Language Teaching in Foreign Language Contexts: Research & Implementation*. Amsterdam: John Benjamins. Book review for *The Linguist List*. Accessible online at: <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=8566370>.

Invited contributions (not peer reviewed)

- i. **Kostoulas, A.** & Lämmerer, A. (2016). Doing CLIL in the primary school. *TESOL Greece Newsletter*, 129, 33-35.
- ii. **Kostoulas, A.** (2014). Fake papers: A symptom of more serious problems in academia. *Footnote*¹. Available online at <http://footnote1.com/fake-papers-a-symptom-of-more-serious-problems-in-academia/> (an older version of the same article appeared in *SAGE: Social Science Space* <http://www.socialsciencespace.com/2014/03/fake-papers-are-not-the-real-problem-in-science/>)
- iii. **Kostoulas, A.** (2014). Focus and credibility will help academic blogs thrive but negative perceptions must be challenged. *LSE Impact of Social Sciences*. Available online at: <http://blogs.lse.ac.uk/impactofsocialsciences/2014/08/04/focus-credibility-academic-blogging-kostoulas/>

V. TEACHING

Courses at the Department of Primary Education, University of Thessaly (2020-)

- **Literacies and Language Course Design:** elective course for upper-level undergraduate students.
- **Linguistics and Greek Language:** an introductory general linguistics course for undergraduate students.
- **Language for Academic Purposes:** an undergraduate course that introduces students to academic skills, with a focus on themes of linguistics.
- **School Practicum II:** an undergraduate course aimed at developing teacher competences; focus on the teaching of language, in preparation for teacher placement.
- **School Practicum III:** an undergraduate course aimed at developing teacher competences; focus on the teaching of language in preparation for teacher placement.

Courses at the *Language Education for Refugees and Migrants* programme, Hellenic Open University (2020-)

- **Practicum:** Supervision of teacher placement.

Courses at the Department of English Studies, University of Graz (2015-2018)

- **Applied Linguistics for Language Teachers:** a lecture-based course for undergraduate trainee language teachers, studying towards a teaching qualification in ELT (*Lehramt*).
- **Introduction to Communicative Language Teaching:** an introductory undergraduate seminar offered as part of the BA in English Studies curriculum.
- **Introduction to Foreign Language Didactics:** a lecture-based introductory course for undergraduate trainee language teachers, studying towards a teaching qualification in ELT (*Lehramt*).
- **Introduction to Grounded Theory:** a short seminar on research methods for postgraduate students, doctoral candidates and early career researchers organised by the Graz Methodenkompetenz Zentrum.

Courses at the Department of Applied Foreign Languages, Epirus Institute of Technology (2010-2012)

- **Language Teacher Education (lectures):** the theoretical component of an Initial Teacher Education course focusing on teaching modern foreign languages.
- **Language Teacher Education (activities):** the practical component of an Initial Teacher Education course focusing on teaching modern foreign languages.
- **English as a Primary Foreign Language (I):** an introduction to Business English, delivered to first-year undergraduate students (undergraduate seminar).
- **English as a Primary Foreign Language (V):** a content and language integrated (CLIL) course focusing on English as an institutional and administrative language in the European Union (undergraduate seminar).

Other Teacher Education courses

- **English in the Kindergarten: Towards multilingual education:** a 100-hour continuing education programme for English language teachers and kindergarten specialists.

PhD supervision and examinations

I acted as an external examiner for the following PhD Theses:

- a. Savvani, S. (2022). Language teachers' emotions in game-mediated teaching. PhD Thesis, University of Essex.
- b. Aspbury-Myiabashi, E. (2022). In the midst of practice: Developing the Skilled Teacher Approach. PhD Thesis, The University of Manchester.

Thesis & Dissertation supervision

- **Hellenic Open University**

- a. Diakogianni, P. (in preparation). Developing research literacy for language teachers in refugee and migrant education [working title]. MA dissertation, Hellenic Open University.
- b. Soultse, E. (2024). Integration of highly-skilled migrants into post-Brexit UK. MA dissertation, Hellenic Open University.
- c. Moustakas, S. (2024). Issues of critical pedagogy: Tracing fluid racism in contemporary High school educational environments. MA dissertation, Hellenic Open University.
- d. Tzouri, E. (2024). The refugee crisis and how it is approached on screen. A multimodal film analysis of refugees' representation in documentaries and the case of Specters are Haunting Europe. MA dissertation, Hellenic Open University.
- e. Kolovou, S. (2023). The effect of motivation and attitude on language learning for adult refugee and migrant learners of Modern Greek in non-formal education: A comparative case study. MA dissertation, Hellenic Open University.
- f. Palavouzi, M. (2023). Transcending boundaries: A study of multilingualism and cultural adaptation in the life of an immigrant woman living in Greece. MA dissertation, Hellenic Open University.
- g. Papoutsis, E. (2023). Delving into the most salient challenges of teaching/learning in multicultural classrooms through the teachers' lens: A survey about the Greek context. MA dissertation, Hellenic Open University.
- h. Taxiarchou, P. (2022). Intentional dynamics of teaching the Greek language to linguistically and culturally diverse students: A narrative inquiry into High School teachers' challenges and aspirations. MA dissertation, Hellenic Open University.
- i. Ptsi, A. (2021). A qualitative research on migrant children. How is their bilingualism viewed by their parents and teachers. MA dissertation, Hellenic Open University.

- **School of Education, The University of Manchester**

- a. Balcerzyk, M. (2014). Learning as fuller participation in the discourse: study of classroom interactions in the context of Chilean, adult, EFL private education. MA dissertation, The University of Manchester.
- b. Buckley, K. (2014). The effect and effectiveness of a cognitive linguistics informed approach to the teaching of phrasal verbs to second language learners. MA dissertation, The University of Manchester.

- **Department of Applied Foreign Languages, Epirus Institute of Technology**

- a. Effraimidis, J. (2012). *Using digital technology in teaching foreign languages*. BA thesis, Epirus Institute of Technology.

VI. RESEARCH PROJECTS & FUNDING BIDS

- i. Research Literacy of Language Teachers (ReaLiTea)** (www.realitea.info, www.realitea.pre.uth.gr)
- Project funded by the Erasmus+ framework, involving international collaboration with the Universities of Vienna, Stuttgart, York, Bergen, the TU Dortmund and the Social Sciences University of Ankara.
 - Duration: December 2023 – December 2024
- In addition to being an integral member of the team that prepared the initial proposal (with emphasis on the budget), I am the local coordinator for the University of Thessaly.*
- ii. AllLang** (<https://www.ecml.at/ECML-Programme/Programme2024-2027/Alforlanguageeducation/tabid/5856/language/en-GB/Default.aspx>)
- ECML-funded research and materials development project focusing on documenting the affordances of Artificial Intelligence for Foreign Language Education, involving collaboration with the Universities of Talin, Paris-Est Créteil and the PH Steiermark.
 - Duration: 2024-2028
- My role involves assisting in the preparation of the project bid, carrying out independent research and assisting in materials production. I am also the project communications officer.*
- iii. Apprentissage des langues MoDiMEs dans une Europe plurielle (ALaMODE)**
- International collaboration with the Universities of Poitiers, Niš, Turku, Iași, Tirana, Serajevo, East Serajevo, Warsaw, Wrocław, Salamanca, Coimbra, and Thessaloniki.
 - Duration: 2022-2025
- My role involves conducting local research on the teaching and learning of less widely used / taught languages.*
- iv. English in the Kindergarten: Towards multilingual education**
- Participant-funded Continuing Professional Education project organized by the University of Thessaly Centre for Life-Long Education (KEΔIBM).
 - Duration: March 2021 – June 2022.
 - Funding: Participant-funded
- My role involved preparing the project bid (2020), designing educational materials, assisting with the coordination of the project (2021), revising the curriculum (2022) and teaching (2021-2022).*
- v. Critical Skills for Life and Work: Developing the professional intercultural communicative Competence of highly-skilled refugees** (www.cslw.eu)
- Project funded by the Erasmus+ framework, involving international collaboration with the University of Newcastle, the Fryske Academy and Action UK.
 - Duration: September 2017 – August 2019
 - Funding: € 38,960.00
- My role involved preparing the University of Graz contribution to the original bid (2016) and its resubmission (2017), as well as assisting with interviews and focus groups involving the target populations.*
- vi. The psychological capital of modern language teachers across the career trajectory**
- Project funded by the Fonds zur Förderung der Wissenschaftlichen Forschung (FWF), with international collaboration (University of Leicester, UK)
 - Duration: September 2017 – August 2020
 - Funding: € 400,000
- I was involved in the preparing the budget and writing substantial parts of the proposal.*
- vii. Self-concept & professional well-being of CLIL teachers in primary, secondary & tertiary contexts**
- Project funded by the ÖNB [Austrian National Bank].
 - Duration: March 2017 – February 2019
 - Funding: € 106,000
- My duties involved assisting in the project preparation (September 2016-March 2017), co-ordination of activities and training staff (March 2017-June 2017), and I have continued to be involved in an ad hoc advisory capacity since.*

viii. Intercultural Exchange Programme 'WhatCEP'

Funding bid submitted to *Sparkling Science*

Duration: September 2017 – August 2019

Funding: € 170,000

I was involved in preparing the budget and coordinating writing of the proposal.

ix. 'Hellenomouseion: Development and internet display of comprehensive primary collections of historical-philosophical content' and 'Modern Greek Philosophy in Epirus (19th and 19th c.)'

EU-funded projects conducted by the University of Ioannina Centre for Modern Greek Philosophy

(PI: Professor K. Petsios)

My involvement in these projects included the digitisation, translation and editing of translations of primary texts and commentaries of the Modern Greek Enlightenment.

VII. OTHER INFORMATION

Departmental roles & service

University of Thessaly (current)

- I serve in the Internal Quality Evaluation (ΟμΕΑ) committee for the Department of Primary Education.
- I sit at the International Education Programmes & Erasmus+ committee.

University of Thessaly (past)

- I served at the organising committee of the *Forced Population Movement and Education* conference (December 2022).
- I served at the organising committee of the *Ideologies, Language Communication and Education* conference (November 2019).

Hellenic Open University

- I serve at the Curriculum Committee (ΕΠΣ) of the postgraduate programme *Language Education for Refugees and Migrants*.
- I coordinate the Teaching Placement module (LRM63).
- I regularly serve as a second examiner for MA theses of the postgraduate programme *Language Education for Refugees and Migrants*.
- I had a lead role in the 2021 revision of the LRM63 curriculum.
- I had a lead role in the 2021 revision of the MA thesis regulations.

University of Graz

In this post, I was responsible for multiple *ad hoc* administrative duties, including the following:

- organising the *Language Education Across Borders* international conference (December 2016-December 2017);
- assistance in the preparation of the five-year review of the ELT Research and Methodology section (January – February 2017);
- assistance in promoting the online visibility of the International Association for the Psychology of Language Learning (e.g., website design, content creation) (December 2015 – May 2017).

University of Manchester

- I was a co-organiser of the *Manchester Roundtable on Complexity and English Language Education* (April 2015).

Service to the discipline

- Between 2018 and 2019, I served as Editor to the journal *Studies in Second Language Learning and Teaching* (ISSN: 2083-5205)
- I serve or have served as an editorial board member / editorial assistant / external reviewer for the following academic journals:
 - *Arbeiten aus Anglistik und Amerikanistik (AAA)*
 - *Chinese Journal of Applied Linguistics*
 - *Children's Literature in English Language Education (CLELE)*
 - *Critical Inquiry in Language Studies*
 - *Education Sciences*
 - *Educational Action Research*
 - *English Language Overseas Perspectives & Enquiries (ELOPE)*
 - *Innovations in Language Learning and Teaching*
 - *Intercultural Education*
 - *International Journal of Bilingual Education and Bilingualism*
 - *International Journal of Multilingualism*
 - *International Review of Applied Linguistics*
 - *Journal of Applied Language Studies (Apples)*
 - *Journal of Applied Linguistics (Greek Association of Applied Linguistics)*
 - *Journal of English as an International Language*
 - *Journal of Immersion and Content-Based Language Education*
 - *Journal of Psycholinguistic Research*
 - *Journal of Teaching English for Specific and Academic Purposes*
 - *Language, Interaction and Acquisition*
 - *Linguistics and Education*
 - *Pedagogies: An International Journal*
 - *Sociolinguistic Studies*
 - *Sustainability*
 - *System*
 - *Teaching and Teacher Education;*
 - *TESOL Journal*
 - *TESOL Quarterly*
 - *The Modern Language Journal*
 - *Theory and Practice of Second Language Acquisition*
 - *Aspects Today (Journal of the National Association of English Language Teachers in Greece; currently defunct)*
 - *Graz Working Papers in ELT (Postgraduate journal, currently defunct)*

Additional information about my peer-review activity can be found at my Web of Science profile (<https://www.webofscience.com/wos/author/record/1186618>)

- I was invited to provide peer review for the following monographs and edited collections:
 - Three monographs published or being considered for publication for PalgraveMacmillan, Routledge, and Multilingual Matters. [at the invitation of the publishers]
 - Selected chapters of Kayi-Aydar, H. *et al.* (eds) (2019). *Theorizing and Analyzing Language Teacher Agency*. Bristol: Multilingual Matters. [at the invitation of the editors]
 - Gkonou, C. and Mercer, S. (2017). *Understanding Emotional and Social Intelligence among English Language Teachers*. London: British Council. [at the invitation of the authors]
 - Selected chapters of Ahmadian, M.J. & García Mayo M.P. (eds) (2015). *Recent Perspectives on Task-based Language Learning and Teaching*. Amsterdam: De Gruyter Mouton. [at the invitation of the editors]
- I was a member of the reviewing board for the following conferences:
 - 2022 conference of the International Association for Intercultural education (Intercultural Education on the Move)
 - Forced Movement and Education (Department of Primary Education, Volos, 2022)
 - 2022 International Symposium of Theoretical and Applied Linguistics (ISTAL 25)
 - Crossroads of Languages and Cultures 6
 - BAAL 2017 annual conference
 - TESOL 2012 annual conference
- I have provided peer review for the British Academy Postdoctoral Fellowships (2015) and Ernst Mach Stipendien (2016)

Public service, knowledge transfer and outreach

- I coordinated the 'Language Teacher Professional Development' webinar series organised by the ELT Research and Methodology Section and the Centre for Teaching and Learning in the Humanities at the University of Graz:
 - Juup Stelma (2016, May). Meaningful teacher research: How, What and Why.
 - Elke Lackner (2016, June). YouTube stars as classroom resources.
 - Ulrike Pavelka (2017, January). Learner autonomy and heterogeneity.
- I was invited to contribute to the regular popular science column of the *Πολίτης* newspaper [Cyprus] (<https://parathyro.politis.com.cy/611950/article>)
- I have been interviewed by ΣΚΑΙ Κρήτης on the occasion of the 2022 International Greek Language Day (interview available at: https://www.youtube.com/watch?v=7Yl26_5XUpg)
- I was invited to do an online talk about the article entitled 'Fifteen years of research on the Self in System' for *TESOLacademic* (available at: <http://www.youtube.com/watch?v=irJSWqHW8ol>)