

Curriculum Vitae



Christina Nicole Giannikas, Ph.D

e-mail address: christinagian@hotmail.com

Personal website: <http://christinagian.wixsite.com/christinagiannikas>

Table of Contents

| | |
|--|----|
| Personal Profile | 1 |
| Personal Details | 1 |
| Career History | 2 |
| Volunteer Positions | 5 |
| Academic Achievements | 6 |
| List of Participation in Research Projects | 7 |
| Research Proposals Authored..... | 8 |
| International Collaborations..... | 9 |
| List of Publications | 11 |
| Book Reviews..... | 13 |
| Editorial Work..... | 13 |
| Academic Reviewer..... | 13 |
| Conference Participation | 13 |
| Academic Distinctions..... | 15 |
| Professional Development Sessions Attended..... | 17 |
| Member of National and International Associations..... | 17 |
| References | 17 |

❖ **Personal Profile**

Dr. Christina Nicole Giannikas specializes in the field of Applied Linguistics and TESOL. More specifically, she conducts research on teaching methodologies and approaches in primary and secondary language education, language assessment, professional development and Computer Assisted Language Learning (CALL) within monolingual and multilingual contexts. She is committed to the learning and progress of language learners, searches to motivate human values and develop basic abilities through research. Dr. Giannikas has extensive experience in international networking and proposal preparation for attracting competitive funding. She is an effective communicator and motivator with excellent organizational and planning skills, and the ability to develop stimulating materials and syllabi meeting student and course needs.

❖ **Personal Details**

Place of birth: Long Island, NY

Nationality: Greek-American (Dual Citizenship)

Marital Status: Married, two children

Languages: English, Greek (native-bilingual), French, Spanish (intermediate)

❖ Career History

Cyprus University of Technology: Language Centre

March 2013-present

Special Scientist

Dr. Giannikas holds the position of Special Scientist at the Language Centre of Cyprus University of Technology. She is an instructor for an online MA in CALL program and **teaches Second Language Acquisition and Research Methods and Design**. Dr. Giannikas is currently **co-supervising 6 postgraduate dissertations** in the areas of: 1) The use of technology and Special Education Needs, 2) The use of digital storytelling in the young learners' classroom, 3) The use of social media in the young learners' classroom, 4) CALL and Action Research, 5) CALL and English for Specific Purposes and 6) Language assessment and CALL. Dr. Giannikas is also an instructor of English for Specific Academic Purposes and has taught academic English for Nursing, Shipping and Chemical Engineering. Finally, Dr. Giannikas has been awarded a grant from the University for the preparation of three research proposals for **Horizon 2020, the Research Promotion Foundation [RPF] and Erasmus Plus**. The grant has been renewed for four years in a row.

Freelance English Language Teaching Materials Writer, Editor and Consultant

June 2014-present

Dr. Giannikas offers her services to publishers and writes material for all age groups and levels, and edits course books and handbooks.

She also works as a freelance consultant for Ministries of Education and institutions in Cyprus and overseas. She is on the board of academics for the Ministry of Education and Culture of Cyprus and offers **consultancy regarding the Pancyriot English Language Examinations and Examinations of teachers' appointment**. Additionally, Dr. Giannikas currently reviews content for *HarperCollins* aiming to deliver material that agrees with early years (ages 3-5) research conducted in the field. Dr. Giannikas, in collaboration with *HarperCollins*, is also involved in the compilation of the **Scope and Structure of a tailor-made English language learning curriculum for kindergarten children of Dubai, and has written its introduction**. Finally, Dr. Giannikas offers consultancy to the Ministry of Education of Dubai in collaboration with Collins and has **reviewed the English Continuation curriculum for Kindergarten to Year 1 of Primary School**.

Recently, Dr. Giannikas **accepted the position of Academic Partner of QLS (Quality in Language Services)**. She is responsible for the **editing of teaching material, the compilation of lesson plans, the creation of activities on Moodle for Young Learner courses, the supervision of an editing team, and the online training of language teachers (over 100 English school owners who are QLS members)**. She is currently coordinating a team of 13 writers, and building the Moodle area.

She is also coordinating a teacher education research project funded by QLS, since September 2019.

University of Cyprus: Department of Education

Pre-service Teacher Training Program

September 2017- present

Dr. Giannikas held the position of teacher trainer/special scientist for three following modules offered by the **Department of Education:**

ΠΡΥ011 Αγγλικά concentrates on the needs of the English language teacher of the 21st century. The trainees experience hands-on sessions on Computer Assisted Language Learning (CALL), i.e. the use of blogs, social media, online resources, PPTs, Google Drive etc. The trainees are also presented with the concept of professional awareness, which help them develop independently even after the completion of the course; they are guided in embracing diversity in the language classroom and, finally, they are introduced to ways of including parents in their children's language learning. The module concentrates on the following 6 themes:

- 21st Century Trends in the Study of English Language
- Learning Technologies
- Computer Assisted Language Learning
- The Digital Native, the Student
- Learning Styles, Strategies, Personality and Other Influences
- My Professional Development

ΠPY023 Διδακτική (Teaching) I provides a foundation in learning and teaching English as a Foreign Language by encouraging interactive and student-centred approaches. Communicative methodologies, with an emphasis on learner-centred practices, are presented throughout the course and are the basis for the guided student practicum, which include a carefully devised curriculum and trainer observation/consultation to help the teacher-in-training improve their teaching. ΠPY023 Teaching I entails instruction in lesson planning, classroom management and organization, the teaching of specific and essential skills such as: reading, writing, listening, speaking, pronunciation, grammar via situational presentation, Test Teach Test (TTT), and vocabulary, all the while developing skills to create the autonomous language learner.

ΠPY048 Διδακτική (Teaching) II plays a follow-up role and offered trainees essential hands-on tools that would help them effectively develop their teaching skills. ΠPY048 Teaching II, same as ΠPY023 Teaching I, encourages student-centred approaches. Furthermore, teachers-in-training learn how to handle error correction, how to integrate and use games, drama, music and other creative outlets in language teaching. Finally, the trainees are prompted to apply various assessment approaches, learn how to evaluate and use course books, as well as other original material. The main aim of ΠPY048 Teaching II is to give practical ideas to practitioners and help develop skills to attend to their learner's needs.

Cyprus University of Technology: Department of Rehabilitation Sciences

May 2019-present

Researcher and Lab Partner

Dr. Giannikas holds the position of Researcher and Lab Partner at the **Department of Rehabilitation Sciences**, where is currently working on research regarding personal narratives, special education needs, and blended learning in the tertiary context.

University of Cyprus: Department of English Studies

September 2017-May 2018

Special Scientist

Dr. Giannikas held the position of Special Scientist at the **Department of English Studies** of the University of Cyprus and taught *Methodologies in EFL*. The module introduced students to the key concepts, basic principles and approaches in teaching English as a Foreign Language (EFL). It introduced developments in teaching and learning in the EFL classroom covering topics such as the Age Factor in EFL, Learning Styles and Strategies, Theories of Motivation, Sociocultural Factors in EFL, Teaching across the Four Strands, Assessment in EFL, the Use of Technology in the Classroom, and Action Research.

Giannikas Language School (family-owned)

Rio-Patras, Greece

September 2007- June 2008 & September 2011-June 2012

Director of Studies (DOS)

As DOS of the school, Dr. Giannikas made it a priority to offer a safe and welcoming environment for students of all ages. Dr. Giannikas provided students with a curriculum according to their age group and level. Additionally, teenage and adult learners were provided with high quality preparation for language examinations held by Cambridge University (IELTS, CAE, CPE) and the Hellenic American Union (ECCE, ECPE). The language school had a very high percentage of success every year. Additionally, Dr. Giannikas initiated charity events at the language school where the children would become aware of the value of giving and helping others. The school now collaborates and supports *The Smile of the Child (To Χαμόγελο του Παιδιού)*.

Finally, Dr. Giannikas has conducted **Action Research** at the specific language school, and has analysed linguistic and cultural factors identified in the classroom.

London Metropolitan University: Department of TESOL and Applied Linguistics

London, UK

February 2009-April 2009

Assistant Researcher ELLiE (Early Language Learning in Europe)

Dr Giannikas conducted research for the needs of the ELLiE project, which was a European research program funded for the study of primary language learners in Europe. Dr. Giannikas collected data through observations, teacher and students' interviews and questionnaires. She also analyzed data and delivered reports to the supervisor of the project in the progress of the UK schools that participated in the study.

Longman and Pearson

Online Academic Examiner

September 2009-May 2010

Dr. Giannikas was an examiner for the writing and speaking sections of the Academic online tests. Students who took the test used their final scores for their University admission.

London Metropolitan University: Department of Applied Linguistics and TESOL

London, UK

September 2008- October 2010

Seminar Tutor

Dr. Giannikas tutored Postgraduate students on the module of *Issues in Language Learning: an intercultural perspective* Semester 1 and *Understanding the Language Classroom* in Semester 2. Dr. Giannikas also guided a group of students towards completion of their MA research projects and supervised their submitted Portfolios and data collection process. Dr. Giannikas was also given the opportunity to give her first lecture on the Effect of Classroom Management in the Language Classroom.

LSI Hampstead

London, UK

June 2008- September 2009

EFL/ EAP Teacher

Responsible for the preparation and development of candidate University students' academic skills

1. CAE exam preparation
2. IELTS exam preparation (for Academic Purposes)
3. FCE exam preparation
4. EAP (English for Academic Purposes)

Additionally, Dr. Giannikas was responsible for the Young Learners' Summer Program where the school welcomed teenage learners from around the world. She also taught the advanced levels of young learners who attended the school.

ICS International Community School (Summer School)

London, UK

June 2007- August 2007

Primary School Teacher

Dr. Giannikas was responsible for the Elementary level of 8-10 year old students. The students in question studied at the school in order to join mainstream education in the UK. More specifically, Dr. Giannikas was responsible for the following:

1. Teaching English within a multilingual context
2. Teaching language elements and British culture
3. Grammar and vocabulary development
4. Teaching Math, Science, Geography, ICT and Art
5. Increasing students' interest and motivation

Giannikas Foreign Language School

Patras, Greece

September 2006- June 2007

Assistant Director of Studies

Dr. Giannikas worked with students of all levels and ages. Her role included the following:

1. Introducing teaching methods new to the Greek context
2. Preparing University students for CPE and IELTS examinations
3. Creating and developing the young learners curriculum

4. Providing teachers with additional material to work with apart from course books
5. Organized workshops for professional development

The Cambridge School of English

London, UK

October 2005-May 2006

English Language Teacher

Dr. Giannikas worked with professional adults and helped them develop their foreign language skills. Her responsibilities included the following:

1. Teaching one-to-one lessons
2. Preparing students for CAE and IELTS examinations

London Metropolitan University: Language Centre

London, UK

October 2004- February 2005

Learning Support Advisor

Dr. Giannikas took on the role of Learning Support Advisor as a form of training during her postgraduate studies. Her responsibilities included the following:

1. One-to-one lessons with Russian students
2. Providing grammar support
3. Proofreading assignments

Giannikas Foreign Language School

Rio-Patras, Greece

September 2002- July 2004

English Language Teacher

1. Teaching all levels from young learners to adults
2. Preparing students for FCE, CAE, IELTS and CPE examinations

❖ Volunteer Positions

EuroCALL Teacher Education SIG

August 2016-present

Chair of the Teacher Education SIG

The European Association of Computer Assisted Language Learning (EuroCALL) is an organisation that brings together researchers, practitioners and developers who concentrate on the use of technology for the learning and teaching of languages and cultures. Established in 1993 by the European Commission, EuroCALL currently forms and shares knowledge drawing on fields such as Applied Linguistics, Educational Technology, Computer Mediated Communication, and Digital Literacies. Dr. Giannikas was unanimously elected Chair of the Teacher Education SIG in August during the 2016 EuroCALL conference in Limassol, Cyprus. Since her election, Dr. Giannikas has created a strong Social Media Presence, a website for the SIG (<http://christinagian.wixsite.com/teachereduocall>), successfully organised the SIG's first webinar. For the 2017 annual conference, Dr. Giannikas organised the SIG's Workshop day with a series of 90-minute workshops offered to delegates. The workshops focused on professional development and Dr. Giannikas gave the opening workshop. Dr. Giannikas organized a Symposium on Complexities and CALL (Computer Assisted Language Learning) in Teacher Education, which took place at the EuroCALL annual conference in August 2019. The Symposium received positive reviews from executive committee members and SIG members.

Dr. Giannikas was also re-elected Chair of the SIG for the fourth consecutive year.

Dr. Giannikas is currently planning a Teacher Education SIG event, which will take place in Cyprus, in collaboration with the Cyprus University of Technology Language Centre. The SIG will host a Workshop Day with the theme 'Practical Implementation of digital technologies: a day of professional development'.

IATEFL Learning Technologies Special Interest Group (LTSIG)

October 2017- March 2019

Events and Development Administrator

For over 50 years, the International Association of Teachers of English as a Foreign Language, (IATEFL) has been linking, developing and supporting English language teaching professionals worldwide. Dr. Giannikas was the LTSIG developments administrator and was responsible for all administrative issues of the SIG, along with the planning of the SIG's various innovations. She has put together the Continuous Professional Development scheme the SIG will offer, she put together the SIG publication proposal (which was accepted) and coordinated the SIG strand at the CyTEA conference in December 2018. Dr. Giannikas also interviewed Barbara Anna Zielonka, a finalist for the Global Teacher Award 2018 on behalf of the LTSIG. The interview was included in the SIG's newsletter in May, 2018.

IATEFL Young Learners and Teenagers Special Interest Group (YLTSIG)

January 2017-August 2017

Joint-Coordinator

Dr. Giannikas was Joint-Coordinator of the IATEFL Young Learners and Teenagers SIG. She managed a team of 9 people, co-supervised the completion of various SIG tasks and represented the SIG at IATEFL coordinators' and trustees meetings in the UK. She was the main organiser of the SIG's first Web-Conference '30 Pearls of YLT Wisdom' honouring the SIG's 30th anniversary. The Web-Conference took place on 24-26 of February, 2017 and received a plethora of positive feedback.

March 2013-December-2016

Social Media and Webinar Coordinator

Dr. Giannikas was responsible for the Young Learners and Teenagers Special Interest Group's social media (Facebook, Twitter, and Instagram) regarding young and teenage language learners. She created, maintained and updated the SIG's social media outlets.

Finally, Dr. Giannikas prepared a book proposal and submitted it to Garnet Education on behalf of the SIG. The publisher accepted the proposal and Dr. Giannikas was entrusted by the IATEFL YLT SIG to deliver an edited volume, as chief editor and project coordinator. The book entitled 'Children Learning English: from research to practice' was published in August 2015 and contained 17 chapters from authors based in Cyprus, Greece, the UK, Spain, Ireland, the US, South America and India.

❖ Academic Achievements

Lancaster University

April 2015- May 2015

Cert. Dyslexia and Foreign Language Teaching (Online Professional Development Course)

Oxford University

September 2013-November 2013 (Full Time)

Certificate in Creative Writing

International House (OTTI)

July 2013-August 2013 (Full Time)

Certificate in Online Tutoring (COLT)

London Metropolitan University

February 2006-2013 (Part-Time)

PhD in *Applied Linguistics*

Doctoral Dissertation title: 'Early Language Learning within a Greek Regional Context'.

International House London

August 2005-September 2005 (Full-Time)

Certificate in English Language Teaching to Adults (CELTA)

London Metropolitan University

October 2004-September 2005 (Full-Time)

MA Teaching English as a Foreign Language (TEFL) with Merit (Dissertation with Distinction)

University of Hertfordshire

September 1999-June 2002 (Full-Time)

BA in English Language and Linguistics

❖ List of participation in research projects

List of participation in research projects

Online Continuous Professional Development (CPD) programs: (commencing September 2019)

For the present project, Dr. Giannikas will investigate the progress of language education and professional development within an online teacher training program. The empirical study aims to identify key challenges and solutions to the effective integration of e-learning in CPD, and new technologies in teacher preparation. The study will provide guiding principles on how to embrace a social-constructivist approach that will ensure a comprehensive picture of a technology-enhanced environment. The study is funded by QLS.

Reflections of the Pre-service English Language Teacher: (September 2017-February 2019)

The present study focused on a two-year qualitative interpretive study in Cyprus, which examined preservice English teachers reflections, as part of their assessment for the completion of their training. The study involved 46 pre-service teachers who had enrolled to the pre-service training program in order to be appointed to the public school system. The participants were encouraged to use various methods of delivery that could be tied to future instructional goals, such as video, websites, portfolios, journals, posters and handouts. The study highlights the contribution of these reflective tools to the teachers' professional development and their preparation to teach. The initial findings of the study were presented at the 2019 Asian Conference for Language Learning.

Alternative Assessment in early language learning: (February 2017-January 2019)

Dr. Giannikas initiated the present study, focusing on teachers' Language Assessment Literacy (LAL) regarding the use of games as an assessment tool. The outcomes show the need for the enhancement of LAL and the need to include alternative assessment in teacher training programs on a global scale. Finally, the study aimed to inform the design and structure of new materials focusing on YL needs. The findings are to be published in a book chapter (first draft submitted to editor).

Using Multiple Activities Intelligence and Film to stimulate the Communicative Language Learner: (June 2017-November 2018):

Dr. Giannikas initiated the present study in London at a private language institution in collaboration with a former employer. The study focused on the application of Multiple Intelligence activities and Film with multinational/multilingual students and the effect on L2 discussions. This is an approach the learners of the study had not encountered as their language learning experience mainly derives from coursebook-led classes, where the L2 used was mostly structured. The authentic touch of the film a MI activities combination gave a more authentic touch to the lesson prompting Ss to and improve their conversational skills in the L2, became more autonomous. The findings of the study have been published in a peer-reviewed journal (listed in published work).

Technology-enhanced curriculum development in a course-book based learning culture: the ESP tertiary context: (January 2017-January 2019)

Dr. Giannikas recently completed a pilot study conducted in an ESP context in Cyprus in order to trial a technology-enhanced curriculum to apply in a new English for Chemical Engineering program. The study investigated the effects of such a curriculum in a coursebook-led, teacher-centred context. The aim was to deliver opportunities for 1) autonomy, 2) resource and context management and 3) individual and communal context production, presentation and sharing. Data reported on the transformational period and revealed insights on the level of intensity and of cognitive and instrumental interactivity. The findings of the study have been published in an edited volume (listed in published work), and presented at the 2019 TESOL Convention in Atlanta, USA.

Blogging for the development of collaborative and literacy skills: (February 2017-present):

Dr. Giannikas has initiated a research study where she focuses on teenage learners and how blogging can help them develop their collaborative and literacy skills. It was observed that students performed poorly in their writing assignments and their low scores damaged their self-esteem as L2 users. With the introduction of blogging, Dr. Giannikas hopes to present a more innovative way of writing to intrigue the students and teachers and investigate whether a more collaborative digital form of teaching

literacy can bring about positive results. For the needs of the study, Dr. Giannikas conducted training sessions to the teachers who agreed to participate in the study prior to the collection of data. The primary findings were presented at the CyTEA conference in November 2017, and has been published in an edited volume (listed in published work).

The Facebook Effect: the use of social media in e-learning programs (September 2016-November 2017):

The present project was initiated by Dr. Giannikas and was inspired by her teaching on an online postgraduate program. Due to their dynamic and motivating nature, e-learning tools provide higher education with powerful mechanisms to alter the passivity that in-person learning at a physical campus may sometimes bring to students. The tools in question also try to promote interaction and to actively involve students in their learning process. There is no doubt that e-learning offers flexibility and variety to students; however, the interactive and communicative element can be compromised when a course is mostly built on asynchronous tasks. Coincidentally, there has been a considerable increase in the use of Facebook as a pedagogical tool in e-learning settings and is considered to highly improve communication among students and between teachers and students in a familiar locale, but it can also help increase interactive learning in an otherwise isolating environment. The present study was based on a collection of surveys where postgraduate students studying Computer Assisted Language Learning via Moodle were also introduced to Facebook groups as an interactive supplement to their e-learning platform. The aim of the study was to investigate the pedagogical potential that may occur via social media. The findings have resulted to a paper submission to a peer-reviewed journal (listed in work under review), and was presented at the annual IATEFL conference. The oral presentation was selected for the Learning Technologies SIG Showcase on the 11th of April, 2018.

The Use of Interactive Whiteboards in the Young Learners' Classroom (June 2014-March 2016):

The project in question was initiated and has been carried out by Dr. Giannikas. The project took place in South Western Greece and focuses on the language learning process of students in primary and secondary school through the use of Interactive Whiteboards. The study consists of interviews, questionnaires and evaluations from both students and teachers in the private sector. The aim is to (1) to investigate different ways IWBs are used in the private sector; (2) to share ideas and expertise on the use of IWBs; and (3) to document teachers' current practice with IWBs. It was observed that teachers, although eager to integrate technology in their teaching were not trained to use IWBs to their full potential. The aspiration of the study is to inform policy makers of this gap and provide the appropriate training so that teachers can feel more confident with technology and update their lessons according to the student of the 21st century. Data from the study in question was presented at the EuroCALL 2016 conference and has been published in the conference proceedings. An additional paper is currently in press (listed in published work).

Technology in Language Teaching (February 2013-March 2014):

The current project concentrates on the use of technology in secondary education from a language teacher's perspective. The study consisted of distributing Likert-type questionnaires to English language educators in four major cities of Cyprus together with in-service training. The aim was to prompt stakeholders and policy makers to address the teachers' concerns on the issue of integrating technology in their classes and offer them relevant training in order for them to feel more confident and make use of the equipment they are given in secondary schools. The project was initiated by the Language Centre of Cyprus University of Technology and The Ministry of Education and Culture of Cyprus. Two book chapters and one Conference paper have derived from the study. The findings were presented at the EuroCALL conference in 2014 and published in the conference proceedings.

French vs. German Project (February 2012-June 2012):

This project was initiated and carried out by Dr. Giannikas. The research consisted of questionnaires distributed to language students and their French/German language teachers, and interviews were conducted with the parents. The study was carried out in two private language schools in South Western Greece with the purpose of collecting data focusing on studying an L3 in connection to a troubled Greek economy. The findings were presented at the EDULEARN17 conference as a virtual presentation in June 2017 and was published in the conference proceedings.

ELLiE Project (February 2009-April 2009):

Dr. Giannikas participated as an assistant researcher for the ELLiE project. She was employed as one of seven part-time temporary research assistants on the UK section of the data collection/input (there were approximately 20 research assistants employed altogether). Prof. Janet Enever, who was principal

investigator, was awarded a grant of EUR 572,538.00 for the full three year research study across six EU member states, Ref. Lifelong Learning Programme, Project No. 135632-LLP-2007-UKKA1SCR. Dr. Giannikas participated in systematic observations, teachers' interviews and the performance of tasks and interviews with focal learners. Additionally, Dr. Giannikas worked on the data analysis from the UK findings.

Early Language Learning within a Greek Regional Context (Doctoral research):

It was observed through practice that language learners in Greece begin to learn English at a young age, they do not reach the same level of proficiency as other European learners. The study set out to explore the language learning situation within the Greek context, and the potential and outcomes of introducing change in the traditional teaching approaches that have been used in language education. The first part of the study provided qualitative research, which had been pursued in both state schools and private language schools. Systematic observations were completed so that a wide range of activities could be observed and analyzed. The second part focused on an intervention action research study conducted in a private language school where various teaching approaches were applied, which were not observed in state schools and private language schools where the qualitative research took place. The process of the intervention study provided the researcher with the opportunity to explore how foreign languages could be taught effectively by applying interactive approaches. The study contributed to the understanding of the complexities and paradoxes embedded in the learning environment of language teaching in South Western Greece. The findings of the longitudinal study resulted in 5 published academic papers, 1 newsletter article, 1 research seminar at the Centre of Transcultural Research in London in 2010 and 1 conference presentation at the 2014 CyTEA conference.

❖ **Research Proposals Authored:**

Erasmus+: TALE Project: Teachers' Assessment Literacy Enhancement (Involved in Proposal Preparation/funded)

The **TALE Project** has aimed to create an efficient and sustainable training infrastructure for English Language Teachers (ELTs) who wish to develop their skills with regard to **language assessment**. To this end, emphasis has been placed on how one can create high-quality assessment materials and adopt appropriate assessment procedures in their teaching context. The Project currently offers **8 separate Courses** on language assessment. Dr. Giannikas was involved in the proposal writing and the first two months of the project (left the project due to maternity leave).

Marie Curie Career Integration Grant (H2020): An Empirical Study on the Diglossic Interference in EAP/ESAP within a Greek Cypriot Academic Context "DIELL" (Year Submitted: 2013)

The topic of the proposed project was Diglossia in EAP and was aimed to develop tailored made teaching material for the specific context.

Marie Curie Intra European Fellowships (H2020): An Empirical Study on the Diglossic Interference in EAP/ESAP within a Greek Cypriot Academic Context "DigloInt" (Year Submitted: 2013).

The topic of the proposed project was Diglossia in EAP and was aimed toward researchers who were going to be undergoing research training.

Didaktor Restart 2020 (RPF): Understanding Computer Assisted Language Learning

The topic of the project is to create, execute and conduct research on continuous professional development and the integration of technology in language teaching.

COST (H2020): The European Network on Integrating Computer Assisted Language Learning in Language Education, Combining Teacher Training, Practice, Research and Software Development (NetCALL) (under evaluation)

The topic of the proposed project was to create a CALL network including researchers, practitioners and software developers.

Erasmus+: U-CALL for Teacher Training (under preparation)

The project will focus on continuous professional development in exploring the use of Computer Assisted Language Learning, based on pedagogy. The teacher training course will address participants from Cyprus, Portugal and Spain, with the intention of furthering and expanding the course after the completion of the Erasmus + action.

❖ International Collaborations

Teacher Training Handbook: Dr. Giannikas, in collaboration with Dr. Lou McLaughlin (Equals Executive Director), are co-writing a handbook for teachers of primary language learners, which will guide professionals through the process of teaching pre-primary and primary language learners. The book focuses on teaching practices and aims to be of use to teacher trainers and University professors with an interest in early language learning and pedagogy. The authors are currently in negotiation with **Delta Publishing**.

Curriculum Development for pre-primary school children in Dubai (September 2017-February 2018): Dr. Giannikas worked as an academic researcher/advisor for the **Ministry of Education of Dubai** and the publishing company **HarperCollins** to create a tailor made pre-primary curriculum and resource material for kindergarten children who attend public schools in Dubai. Various pedagogical and linguistic issues were taken under consideration, such as age-appropriate teaching approaches, teacher training and professional development, the introduction of Action Research and Sociolinguistic matters. Dr. Giannikas authored two reports for the Ministry, gave two presentations to the pre-primary school representatives and one presentation to **Her Excellency, Jameela Al Muhairi, Minister of State for Public Education**.

❖ List of Publications:

❖ Edited Volumes:

1. **Giannikas, C.N.**, McLaughlin, L., Fanning, G. & Deutsch Muller, N. (Eds.) (2015). *Children Learning English: from research to practice*. Reading, UK: Garnet Publishing Ltd.
2. **Giannikas, C.N.**, Kakoulli Constantinou, E., & Papadima-Sophocleous, S. (2019). Professional development in CALL: a selection of papers (pp. 145-158). Research-publishing.net. <https://doi.org/10.14705/rpnet.2019.28.876>
3. Papadima-Sophocleous, S., Kakoulli-Constantinou, E., & **Giannikas, C.N.** (2019). ESP Teaching and Teacher Education: Current research and practices. Research-publishing.net (Open Access). doi: 10.14705/rpnet.2019.33.9782490057450

❖ Published Papers in Peer-Reviewed Journals:

4. **Giannikas, C.N.** (2011). L1 in English Language Learning: A Research Study in a Greek Regional Context. *International Journal of Applied Linguistics* Vol. 21 no. 3, pp. 319-339.
5. **Giannikas, C.N.** (2013). The Benefits in Management and Organisation: a case study in the young language learners' classroom. *CEPS Journal*. Vol. 3 no. 3, pp. 87-104.
6. **Giannikas, C.N.** (2013). Focus on the Primary Language Teacher: a study within a Greek regional context. *British Council ELTA Journal*, Vol. 1 no. 1, pp 79-87.
7. **Giannikas, C.N.** (2014). The Optimum Conditions of Foreign Languages in Primary Education. *Language Learning Journal*, Vol. 19 no. 2.
8. Tzagari, D. & **Giannikas, C.N.** (2018). Re-evaluating the use of the L1 in the Second Language Classroom: students vs. teachers. *Applied Linguistics Review*.
9. Tzagari, D. & **Giannikas, C.N.** (2018). Early Language Learning in Private Language Schools in the Republic of Cyprus: teaching methods in modern times. *Mediterranean Language Review*.
10. **Giannikas, C.N.** (2019). Using Multiple Intelligence Activities and Film to Stimulate the Communicative EFL Learner. *IAFOR Journal of Language Learning*, 4/1 <https://doi.org/10.22492/ijll.4.1.04>.
11. **Giannikas, C.N.** (2019). New Technologies and Language Teacher Education: are we there yet? *English Language Teacher Education and Development (ELTED) Journal*, 22/1, 52-60.

12. **Giannikas, C.N.** (2019). Language Education and primary school children: the story of using stories. *International Journal of Action Research*, 15(20), pp. 52-60.
13. **Giannikas, C.N. (in press)**. Interactive Whiteboards in EFL from the Teachers' and Students' Perspective. *Research Papers in Language Teaching and Learning*.

❖ **Under Minor Revision (Journal Papers):**

14. **Giannikas, C.N.** (under review). Facebook in e-learning and Tertiary Education: the students' perspective. *Journal of University Learning and Teaching Practice*.

❖ **Under Review/ Preparation Papers:**

14. Tsagari, D. & **Giannikas, C.N.** (under preparation). The Impact of Cert-mania in English Language Learning and Teaching: the Cypriot Context
15. **Giannikas, C.N.**, Theodorou, E., & Kambanaros, M. (under preparation). Developmental language disorders awareness in the Cypriot language teaching context.
16. Tsagari, D., Sifakis, N. & **Giannikas, C.N.** (under preparation). Teacher Training in a Greek EFL Context.

❖ **Book Chapters:**

17. Papadima, S.; Kakouli-Constantinou, E. & **Giannikas, C.N.** (2014). Teachers' Attitudes towards the Use of Technology in EFL within Public Secondary Schools of Cyprus. Cited in: **Dodigovic, M.** (ed.) *Attitudes to Technology in EFL/ESL Pedagogy*. Dubai, United Arab Emirates: TESOL Arabia. **Peer-reviewed**
18. **Giannikas, C.N.** (2015). Let's Pretend we are in England: the needs of the young language learner. Cited in: Giannikas, C.N.; McLaughlin, L., Fanning, G. & Deutsch Muller, N. (eds.), *Children Learning English: from research to practice*. Reading, UK: Garnet Publishing Ltd. Peer-reviewed
19. Papadima-Sophocleous, S., Kakouli-Constantinou, E., **Giannikas, C.N.** (2015). ICT in EFL: the case of Cypriot secondary education. Cited in: **Giannikas, C.N.; McLaughlin, L., Fanning, G. & Deutsch Muller, N.** (eds.), *Children Learning English: from research to practice*. Reading, UK: Garnet Publishing Ltd. **Peer-reviewed**
20. Tsagari, D. & **Giannikas, C.N.** (2017). To L1 or not to L1 that is the question: a research study in the young learners' foreign language classroom. Cited in **Bayyurt, Y. & Sifakis, N.** (eds.) *English language education policies and practices in the Mediterranean countries and beyond*. Frankfurt am Main: Peter Lang GmbH. **Peer-reviewed**
21. **Giannikas, C.N.** (2019). Enhancing literacy and collaborative skills through blogging: the teenage language learner. In Giannikas, C.N. Kakouli Constantinou, E., & Papadima-Sophocleous, S. (Eds.), Professional development in CALL: a selection of papers (pp. 145-158). [researchpublishing.net https://doi.org/10.14705/rpnet.2019.28.876](https://doi.org/10.14705/rpnet.2019.28.876)
22. **Giannikas, C.N.**, Kakouli Constantinou, E., & Papadima-Sophocleous, S. (2019). Introduction. In Giannikas, C.N; Kakouli Constantinou, E. & Papadima-Sophocleous, S. (Eds), Professional development in CALL: a selection of papers (pp. 1-9). [research-publishing.net. https://doi.org/10.14705/rpnet.2019.28.866](https://doi.org/10.14705/rpnet.2019.28.866)
23. **Giannikas, C.N.** (2019). Technology-Enhanced Curriculum Development in the ESP tertiary context. In Papadima-Sophocleous, S., Kakouli-Constantinou, E. & Giannikas, C.N. (Eds.), ESP

Teaching and Teacher Education: Current research and practices, (pp. 95-110). [researchpublishing.net. https://doi.org/10.14705/rpnet.2019.33.928](https://doi.org/10.14705/rpnet.2019.33.928)

24. Papadima-Sophocleous, S., Kakoulli-Constantinou, E. & **Giannikas, C.N.** (2019). Introduction. In Papadima-Sophocleous, S., Kakoulli-Constantinou, E., & Giannikas, C.N. (Eds.), *ESP Teaching and Teacher Education: Current research and practices*, (pp. 1-12). [research-publishing.net. https://doi.org/10.14705/rpnet.2019.33.922](https://doi.org/10.14705/rpnet.2019.33.922)

❖ **Under Preparation Chapters:**

25. **Giannikas, C.N.** (under preparation-invited book chapter contribution, expected publication December 2019). Effectively incorporating blogs for the L2 literacy development of teenage language learners: A practical perspective. In Neokleous, G., Krulatz, A. & Farrelly, R. (Eds.) *Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms*. IGI Global.
26. **Giannikas, C.N.** (under preparation-expected publication February 2020). The Teachers' Perspective on Alternative Approaches to Assessing Young Learners: a focus on play. In Tzagari, D. (Ed.), *Language Assessment Literacy: From Research to Practice*. Cambridge Scholar Publishing.
27. Papadima-Sophocleous, S.; **Giannikas, C.N.** & Kakouli-Constantinou, E. (2014). *ICT in EFL: The global effect of new technologies in the language classroom*. EuroCALL conference. **Peer-reviewed**
28. Τσαγγαρή, Ν. & **Γιαννίκα, Χ.Ν.** (2014). *Η Διδακτική Ξένων Γλωσσών σε Παιδιά Δημοτικού στην Ιδιωτική Εκπαίδευση: νέοι καιροί, νέες προκλήσεις*; 13^ο Παγκύπριο Συνέδριο Παιδαγωγικής Εταιρείας Κύπρου [Tzagari, D. & Giannikas, C.N. (2014). *Teaching Foreign Languages to Primary School Children in the Private Sector: current times, new challenges?* The 13th Cyprus Pedagogical Association Conference]
29. **Giannikas, C.N.** (2017). *The Use of Interactive Whiteboards: enhancing the nature of young language learners*. EuroCALL Conference. **Peer-reviewed**
30. **Giannikas, C.N.** (2017). *French vs. German: the complexity behind foreign language choices in troubled times*. EDULEARN 17: the 19th International Conference on Education and new Learning Technologies. **Peer-reviewed**
31. **Giannikas, C.N.** (2017). *Assessing Young Learners through Games: what every teacher needs to know*. Glasgow IATEFL Conference Selections. **Peer-reviewed**
32. **Giannikas, C.N.** (2017). *Welcome to the Blogosphere: improving teenage learner's literacy and collaborative skills*. CyTEA Conference Proceedings.
33. Giannikas, C.N. (2018). The Facebook effect: the use of Social Media on e-Learning platforms. *IATEFL 2018 Selections*. Kent, UK: IATEFL.
34. Giannikas, C.N. (2019). Pre-service Teacher Reflections: Embracing Growth and Professional Development. *The Asian Conference on Language Learning*. Tokyo, Japan.
35. Papadima-Sophocleous, S., & Giannikas, C.N. (under review). Time to evaluate: The students' perspective of an online MA in CALL programme. *EuroCALL Conference*, Louvain-la-Neuve, Belgium.

❖ **Newsletter and Magazine Articles:**

36. **Giannikas, C.N.** (2013). Action Research in the Language Classroom: the Greek educator's answer to the Financial Crisis. *IATEFL TDSIG Issue 68*, pp. 22-25.
37. **Giannikas, C.N.** (2013). Task-based Learning: the building blocks for the young language learner. *Humanising Language Teaching* Vol. 15, Issue 3. <http://www.hltmag.co.uk/jun13/sart07.htm>

38. **Giannikas, C.N.** (2013). Parental Influence in Early Language Learning: how teachers can make it work. British Council ELTA Newsletter (Lifelong Learning). http://www.britishcouncil.rs/files/2013/07/serbia-elta-newsletter-2013-junelifelong_learning_giannikas.pdf
39. **Giannikas, C.N.** (2013). Early Language Learning. IATEFL Voices, issue 236.
40. **Giannikas, C.N.** (2013). Let's play a game: encouraging children to enjoy their language learning. *IATEFL C&TS*.
41. **Giannikas, C.N.** (2015). Classroom Management and Organisation: there's more to it than we think. IATEFL C&TS Newsletter.
42. Petrou, E. & **Giannikas, C.N.** (2016). Online Tools: Invaluable Resources for Developing Upper Secondary Learners' Writing Skills. *TEYL WorldWide*, Issue 1.
43. **Giannikas, C.N.** & McLaughlin, L. (2016). Games in the Spotlight: teaching English to the Young Learner. *IH Journal of Education and Development*, Issue 40. **Peer-reviewed**
44. **Giannikas, C.N.** (2017). Poetry Please! *English Teaching Professional Magazine*, Issue 110. **Peer-reviewed**
45. **Giannikas, C.N.** (2017). Assessing Young Learners through Games and Enjoying it! *TESOL Greece Magazine*, No. 136.
- ❖ **Book Reviews:**
1. Lobo, V.R. (2013). *Teaching L2 English at a very young age: a study of Dutch schools*. LOT: Netherlands Graduate Schools of Linguistics.
 2. Gao, J.T & Mingyue, X.G (2014). *Language Teacher Education in a Multilingual Context*. Springer.
- ❖ **Editorial Work:**
- Canadian Journal of Education and Learning (Editorial Board)
 TESOL Journal (Editorial Review Board)
 EuroCALL 2016 & 2017 Conference Proceedings (Peer Review Committee)
- ❖ **Academic Reviewer:**
1. TESOL Journal (six papers and one book review)
 2. International Journal of Applied Linguistics (one paper)
 3. Modern Journal of Languages (two papers)
 4. SAGEOpen (two papers)
 5. TESOL Quarterly (two paper)
 6. Language Learning and Technology Journal (one paper)
 7. The New Educator Journal (one paper)
 8. EuroCALL Conference Proceedings (2016) (two papers)
 9. EuroCALL Conference Proceedings (2017) (two papers)
 10. EuroCALL Conference Proceedings (2018) (six papers)
 11. EuroCALL Conference Abstracts (2019) (14 abstracts)
 12. Asian Conference of Language Learning (2019) (18 abstracts)
 13. AILA International Congress (2020) (17 abstracts)
 14. Children and Languages Today (2019) Reviewer and Member of the Program Committee
- ❖ **Conference Participation**
1. **Giannikas, C.N.** (2010). English Teaching in Greek Primary Schools, Research Seminar, Centre of Transcultural Research. London, UK. **Oral Presentation**

2. **Giannikas, C.N.** (2013). The Action Research Approach in the Language Classroom. CyTEA, Nicosia, Cyprus. **Oral Presentation**
3. **Giannikas, C.N.** (2014). Classroom Management and Organisation in the YLT Classroom. IATEFL Annual Conference, Harrogate, UK. **Poster Presentation**
4. Papadima-Sophocleous, S., **Giannikas, C.N.** & Kakoulli-Constantinou, E. (2014). ICT in EFL: the global effect of new technologies in the language classroom. EuroCALL Conference, Groningen, the Netherlands. **Oral Presentation**
5. **Giannikas, C.N.** (2014). Professional Development in CALL. Where are we and where are we going? Wiz IQ (online). **Invited Webinar**
6. Τσαγγαρή, Ν. & **Γιαννίκια Χ.Ν.** (2014). 'Η Διδακτική Ξένων Γλωσσών σε Παιδιά Δημοτικού στην Ιδιωτική Εκπαίδευση: Νέοι Καιροί, Νέες Προκλήσεις;' 13^ο Παγκύπριο Συνέδριο Παιδαγωγικής Εταιρείας Κύπρου, Λευκωσία, Κύπρος. [Tsagari, D. & **Giannikas, C.N.** (2014). Teaching Languages to Primary School Children in the Private Sector: new times, new challenges? Nicosia, Cyprus] **Oral Presentation**
7. **Giannikas, C.N.** (2014). 'How to Write a Successful Research Proposal' Cyprus University of Technology, Limassol, Cyprus. **Invited Workshop**
8. **Giannikas, C.N.** (2016). 'Acting on Creativity: using poems and reflection when teaching YLs'. Innovate ELT, Barcelona, Spain. **Workshop**
9. **Giannikas, C.N.** (2016). 'Assessing Language Learners through Games'. Erasmus TALE Project, Multiplier Event, Nicosia, Cyprus. (2016). **Invited Workshop**
10. **Giannikas, C.N.** (2016). 'The Use of Interactive Whiteboards: enhancing the nature of teaching young language learners', Limassol, Cyprus. EuroCALL Conference. **Oral Presentation**
11. **Giannikas, C.N.** (2017). 'Effective Error Correction Strategies: focusing on the teenage language learner'. IATEFL YLTSIG Web-Conference (online). **Webinar**
12. **Giannikas, C.N.** (2017). 'Assessing Early and Young Learners through Games' Selected for the YLT SIG Day. IATEFL Annual Conference, Edinburgh, UK. **Workshop**
13. **Giannikas, C.N.** (2017). 'Feeding the YL's Curiosity: L2 Development through Games' ELTA Conference, Belgrade, Serbia. **Workshop**
14. **Giannikas, C.N.** (2017). 'The Complexity behind Foreign Language Choices in Troubled Times' EDULEARN17 Conference (online). **Virtual Presentation**
15. **Giannikas, C.N.** (2017). 'Social Media for e-Learning: friend or foe?' EuroCALL Conference, Southampton, UK. **Workshop for the Teacher Education SIG**
16. **Giannikas, C.N.** (2017). 'Assessing Young Learners through games and enjoying it!' TESOL Greece, The Big SIG Day, Athens, Greece. **Opening Plenary Presentation**
17. **Giannikas, C.N.** & Korai, M. (2017). 'The Challenges of the 21st Century YL Teacher: Can we overcome them?' CyTEA Annual Conference, Nicosia, Cyprus. **Poster Presentation**
18. **Giannikas, C.N.** (2017). 'Welcome to the Blogosphere: improving teenage learner's literacy and collaborative skills'. CyTEA Annual Conference, Nicosia, Cyprus. **Oral Presentation**
19. **Giannikas, C.N.** (2018). 'Feeding Children's Curiosity: developing the four skills through games'. 17th Cyprus International Publishers Exhibition, Nicosia, Cyprus. **Opening Plenary Presentation**
20. **Giannikas, C.N.** (2018). 'The Facebook Effect: usage of Social Media in e-learning programs', Selected for the LT SIG Showcase. IATEFL Annual Conference, Brighton, UK. **Oral Presentation**

21. **Giannikas, C.N.** (2018). 'Why all the drama? Teaching Young Learners with a pinch of creativity' Teacher Development in TESOL, University of Nicosia, Cyprus. **Invited Workshop**
22. **Giannikas, C.N.** & Tsagari, D. (2018). 'Teachers' Understanding of High-Stake Assessment Concepts: the road to Certi-mania' TALE Conference, University of Cyprus, Nicosia. **Oral Presentation.**
23. **Giannikas, C.N.** (2018). Staying Connected in the Digital Age: how YL teachers can cope in high/low tech environments, CyTEA Conference, European University Cyprus, Nicosia. Oral Presentation
24. **Γιαννίκια, Χ.Ν.** (2018). Διαφοροποίηση της διδασκαλίας: νέοι καιροί νέες προκλήσεις. Λανίτειο Σχολείο, Λεμεσός. Προσκεκλημένη Ομιλία για την Ημέρα του Εκπαιδευτικού (Ενδοϋπηρεσιακή Επιμόρφωση). [Giannikas, C.N. (2018). Differentiated Instruction: News times, new challenges. Laniteio School, Limassol. Invited Speaker for 'Educator's Day' (In-service training)].
25. **Giannikas, C.N.** (2019). Designing Digital Experiences for Positive Primary Language Learning. IHBCN ELT Conference, Barcelona, Spain. Invited Speaker for IATEFL LTSIG Strand.
26. **Giannikas, C.N.** (2019). Welcome to the Blogosphere: Improving teenage learner's literacy and collaborative skills. EFL talks for TESOL Kuwait. Invited Virtual Presentation.
27. **Giannikas, C.N.** (2019). Technology-enhanced curriculum development: a focus on the ESP Tertiary Context. TESOL Convention, Atlanta, USA. Oral Presentation.
28. Theodorou, E., **Giannikas, C.N.**, Kambanaros, M. (2019). How much do Language Teachers really know about Developmental Language Disorder? COST Action IS1406 Conference, Enhancing Children's Oral Language Skills Across Europe and Beyond - A Collaboration Focusing on Interventions for Children with Difficulties Learning Their First Language. Sofia, Bulgaria. Poster Presentation.
29. **Giannikas, C.N.** (2019). The Building Blocks of Creative Writing: A focus on the young language learner. UCLAN Cyprus, Larnaca. Guest Lecture.
30. Giannikas, C.N. (May 2019). Pre-service Teacher Reflections: Embracing Growth and Professional Development. The Asian Conference on Language Learning. Virtual Presentation.
31. **Giannikas, C.N.** (2019). Moodl-ing our Way to Innovation. QLS OGM. Syros, Greece. Invited Presentation
32. Petinou, K., Athanasiou, A. & **Giannikas, C.N.** (2019). 'A Cross- language Perspective in Analyzing Personal Narratives'. The 31st World Congress of the International Association of Logopedics and Phoniatrics, Taipei, Taiwan. Oral Presentation.
33. Petinou, K., Athanasiou, A. & **Giannikas, C.N.** (2019). 'A Cross- language Perspective in Analyzing Personal Narratives'. The International Symposium on Monolingual and Bilingual Speech (ISMBS), Crete, Greece. Oral Presentation.
34. **Giannikas, C.N.** (2019). 'New technologies in professional development programmes: A time for action'. EuroCALL Conference for the Teacher Education SIG Symposium, Louvain-la-Neuve, Belgium. Oral Presentation.
35. Papadima-Sophocleous, S., & **Giannikas, C.N.** (2019). Time to evaluate: The students' perspective of an online MA in CALL programme. EuroCALL Conference, Louvain-la-Neuve, Belgium. Oral Presentation.
36. **Giannikas, C.N.** (2019). Applying PBL in the Young Learner's Classroom: approaches that work! QLS Kick-off Teacher Training Event, Athens, Greece. Invited Workshop.
37. **Giannikas, C.N.** (2019). Moodl-ing our way to Innovation: where are we and where we are headed, QLS Kick-off Teacher Training Event, Athens, Greece. Invited Oral Presentation.

38. **Giannikas, C.N.** (forthcoming: October 2020). The Future of New Technologies in the Language Classroom. British Council Asia Conference, Hong Kong. Keynote Presentation.
39. **Giannikas, C.N.** (forthcoming: November 2020). 'Digital Literacies and Young Learners: Investigating online ground'. New York State TESOL, New York, USA. Invited Oral Presentation.

❖ **Academic Distinctions:**

1. Dr. Giannikas was awarded an MA in Teaching English as a Foreign Language with Merit and her MA dissertation '*Creating a student-centred environment for young learners*', with Distinction.
2. Dr. Giannikas was a member of the **programme committee** for the *Children and Languages Today* conference which took place in December, 2017 in Croatia.
3. Dr. Giannikas is a member of the **academic committee of the Ministry of Education and Culture of Cyprus**.
4. Dr. Giannikas was **Chair** of the IATEFL YLT SIG PCE Panel Discussion on *Education Values* in April 2017, featuring Carol Read, Dr. Joan Kang Shin, Gail Ellis, Dr. Nayr Ibrahim and Liz Hibberd.
5. Dr. Giannikas is Guest Author for **Oxford University Press English Language Teaching Global Blog** <https://oupeltglobalblog.com/>
6. The 4th academic paper on the list of publications, published by The ELTA Journal, was **submitted to the Serbian Ministry of Education as a guide for language education development and changes needed in primary language education in the country**.
7. Dr. Giannikas was invited to *chair* the following conference sessions: **Chair** at the IATEFL and CyTEA joint conference in Nicosia, Cyprus: **Language Learning 2-6: International Perspectives on Early Years Plurilingualism Conference**, for the following Sessions:
 - Carla Rocha: Collaborative practices in Kiitos, a pre-primary English project in Ponte de Sor, Portugal.
 - Ileana Hilton, Shardea Brown and Christina Fears: A model bi-literate program for young children based on research and practice.
 - Bee Eng Wong and Sook Wah Ho: Vocabulary selection in English language materials for Malaysian pre-school ESL learners.
 - David Brining: Teaching Very Young Learners: Implications for teacher training and development.
 - Elena Sofronidou and Marina Mattheoudakis: Training the early bird to catch the worm: wishful thinking or reality?
 - Sonia Ferreirinha: EFL Kindergarten through Nursery Rhymes
 - Nicoleta Vassiliou: A personal account of one teacher's journey through a challenging and rewarding experience of teaching very young learners
 - Peri Stavrou: Working with CLIL in pre-primary education

Συντονίστρια: 13^ο Παγκόσμιο Συνέδριο Παιδαγωγικής Εταιρείας Κύπρου, 'Μπροστά στις Εκπαιδευτικές Προ(σ)κλήσεις: Από τη Θέση και την Αντίθεση στη Σύνοψη των παρακάτω παρουσιάσεων (*Chair at the 13th Conference held by the Cyprus Pedagogic Association*) :

- Θεοδώρου Θεόδωρος και Τσιάκκιρος Ανδρέας: Σχολική Αυτονομία στο Κυπριακό Εκπαιδευτικό Σύστημα: Μπορεί να εφαρμοστεί; (Theodorou Theodoros and Tsiakkiros Andreas: School Autonomy in the Cypriot Education System: Can it be applied?)
- Καϊλή Χριστίνα και Κυριακίδης Λεωνίδας: Μελετώντας την επίδραση της συνεργασίας των εκπαιδευτικών στα μαθησιακά αποτελέσματα: Μια διαχρονική μελέτη
(Kaili Christina and Kyriakides Leonidas: Studying the effect of collaboration among educators: a longitudinal study)
- Δημοσθένους Άντρια και Κυριακίδης Λεωνίδας: Η Επίδραση του Περιβάλλοντος Μάθησης του Σπίτιου στην Επίδοση των Μαθητών στα Μαθηματικά όταν Εισέρχονται στο Δημοτικό (Dimosthenous Andria and Kyriakides Leonidas: The Effect of the Learning Environment at Home on Students' Progress in Math)

❖ Professional Development Sessions Attended

1. University of Cambridge, ESOL Examinations, Cambridge ESOL Day, Preparation of FCE writing, Patras Greece, September 2003
2. Oxford University Press, 'Teaching Transferable Skills for all Exams at B2 level', Fiona Scott-Barrett, Patras Greece, March 2004
3. IH Professional Development Centre, 'Accelerate Your Learning' Elaine Rees, London, February 2006
4. IH Professional Development Centre, 'REACT: from correction to testing and all stages in between' Jeremy Harmer, London, April 2006.
5. Edexcel London Exams, 'Writing for the London Tests of English: Applying the Marking Criteria for Teaching and Assessment' Fotini Polychronopoulou, Patras Greece, October 2006
6. Longman & Pearson, Amazing Minds-Teacher Development Seminars 2007 Judy Copage, Elaine Boyd and Jeanne Perrett, Patras Greece, April 2007
7. Longman & Pearson Online Academic Examiners' Training, Charing Cross London, September 2009
8. TOEIC Training, LSI Hampstead, London, May 2009
9. Pancyprian Association of Teachers of English, 'Formative Assessment: Rationale and Practices' The Pedagogical Institute in Limassol, March 2014.
10. TESOL Day, University of Nicosia, Nicosia, April 2017.

❖ Member of National and International Associations:

BAAL (British Association of Applied Linguistics)
 EUROCALL (European Association of Computer-Assisted Language Learning)
 AAAL (American Association of Applied Linguistics)
 TESOL (Teaching English as a Second or Other Language)
 Παιδαγωγική Εταιρεία Κύπρου (Cyprus Pedagogical Association)

❖ References

Available upon request.