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**INSPIRING
EDUCATIONAL EXCELLENCE
THROUGH
LANGUAGE MASTERY**

**ENGLISH LANGUAGE
& TEACHING DEPARTMENT**

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NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE





Welcome from the Heads



Welcome to the English Language and Teaching School at New York College, Athens, Greece. The programme you chose to study provides a wealth of opportunities to expand your interests academically, intellectually and socially. You will be given the freedom to explore new ideas and practices, and at the same time gain the qualifications and skills that will equip you for the challenges of life beyond University.

At New York College we have an excellent team of well qualified and supportive tutors who are available to assist you at all times. Show your commitment and realise your potential by making full use of the assistance that New York College has to offer. As your Programme Leader I will be glad to meet you often throughout your studies, in class and/or in scheduled one-to-one meetings to discuss your progress.

The Department of English Language at New York College is very active and well connected with the teaching community and organizes events and seminars with key figures in the area of language teaching. I encourage you to become a member of this community and to actively seek opportunities for organising yourselves events and activities that will increase your professional network and develop your employability skills.

I can assure you that Study at New York College is both challenging and exciting! I hope that your years of study here will be enjoyable, memorable and fulfilling.

Dr. Panagiota Nikolettou, PhD, MA, BA (Hons), BA
Head of the English Department, New York College Athens



Welcome to the English Language and Teaching School at New York College, Thessaloniki, Greece. The program you've chosen offers numerous opportunities to broaden your academic, intellectual, and social interests. You'll have the freedom to explore new ideas and practices while gaining the qualifications and skills necessary for post-university life. At New York College, we have a dedicated team of highly qualified and supportive tutors ready to assist you at any time.

Show your commitment and realize your potential by fully utilizing the resources and support available here. As your Programme Leader, I look forward to meeting you regularly throughout your studies, both in class and during scheduled one-on-one meetings to discuss your progress.

The Department of English Language at New York College is actively engaged with the teaching community, organizing events and seminars with prominent figures in language teaching. I encourage you to join this community and seek opportunities to organize events and activities that will enhance your professional network and develop your employability skills. Studying at New York College is both challenging and exciting! I hope your years here will be enjoyable, memorable, and fulfilling.

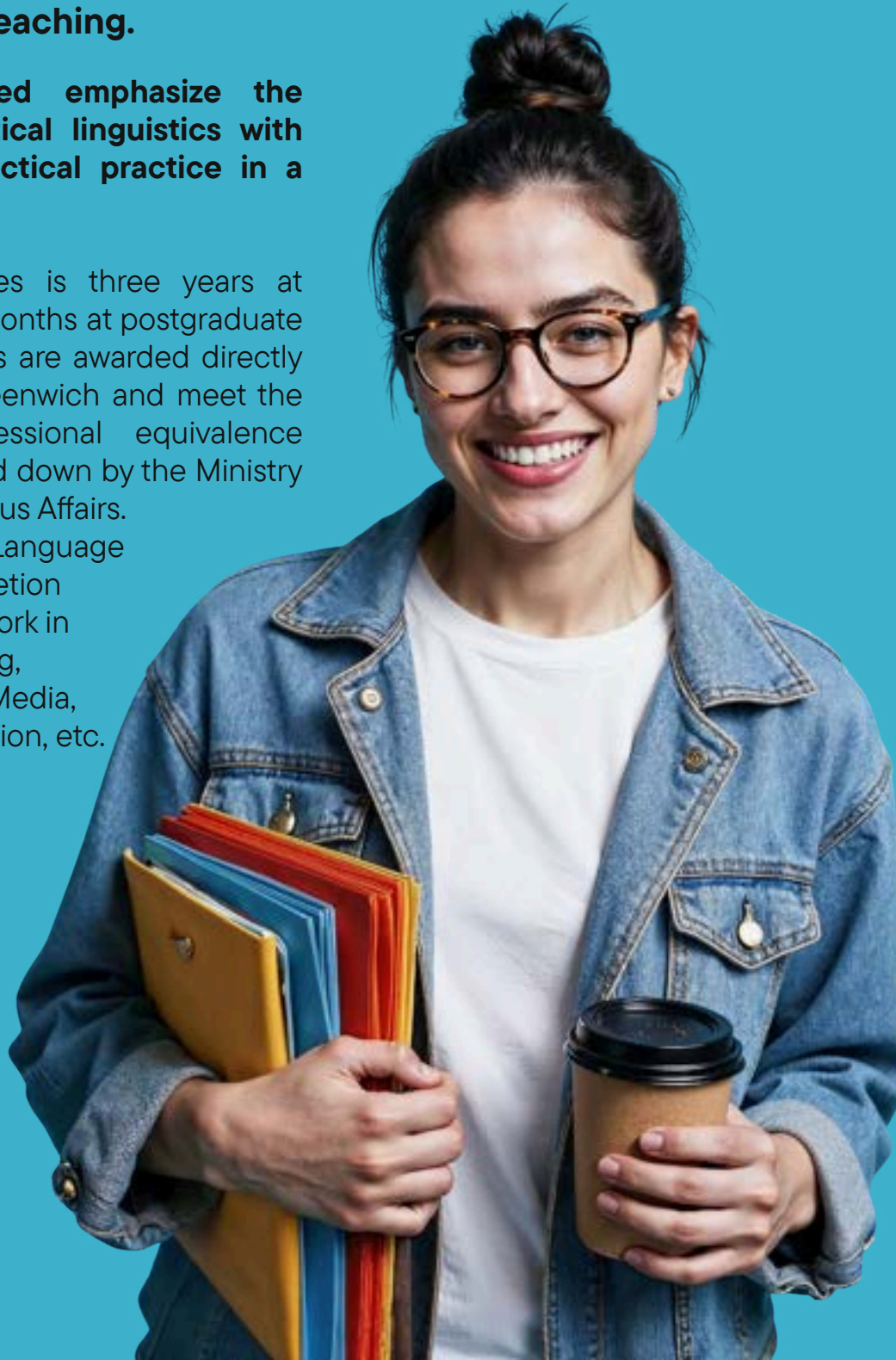
Foteini Malkogeorgou MA, DELTA, BSc
Head of the English Department, New York College Thessaloniki

Studies in English Language Teaching

The college offers in collaboration with THE UNIVERSITY OF GREENWICH State University, degrees specialized in English Language Teaching.

The programs offered emphasize the interaction of theoretical linguistics with methodology and practical practice in a classroom.

The duration of studies is three years at undergraduate and 12 months at postgraduate level, while the diplomas are awarded directly by the University of Greenwich and meet the requirements of professional equivalence under the procedure laid down by the Ministry of Education and Religious Affairs. Graduates with English Language Studies upon the completion of the programme can work in sectors such as: Teaching, Linguistics, Translation, Media, Publications, Administration, etc.



Why study English Language & English Language Teaching?

In today's globalised world and in an era in which movement of diverse people across geographical borders for a range of educational, socioeconomic or sociopolitical reasons has become a norm, people's ability to live in and with languages other than their mother tongue has become a valued personal, social, political and economic asset. The need for multilingual competence has been widely acknowledged in the Greek reality too, although it is true that this has been mainly linked to knowledge of English as a foreign language (EFL) and has been, until recently, predominantly associated with an individual's economic and career advancement. English is considered the global language and it widely spoken and understood in many parts of the world. This makes it an essential language to learn for communication in international business, travel, and education.

Therefore, those who study English will automatically have more career opportunities since many companies and organizations require employees who are proficient in English, as it is the language of international trade, diplomacy, and academia. Being able to communicate effectively in English can open up a range of job opportunities. Culturally speaking, enriching your intercultural competence is a great skill valued by a lot of employers because the need to engage in genuine communication with people of other linguistic and cultural backgrounds has become more pressing than ever. Furthermore, English is the language of some of the most influential literature, music, and films in the world. By studying English, individuals can gain a deeper understanding and appreciation of the cultures and people who use the language.

Finally, mastering a language at this level, adds to personal growth. While learning a new language can be challenging, it can be a rewarding experience that can enhance one's cognitive abilities, communication skills, and confidence in social situations.



University of Greenwich, U.K.

A WORLD-RENOWNED PUBLIC UNIVERSITY IN ENGLAND



The state UNIVERSITY OF GREENWICH is located in London and is well known worldwide due to the high employability rate of its graduates, which demonstrates

its good reputation in the labour market. UNIVERSITY OF GREENWICH was ranked as the best University of London in teaching quality by the Sunday Times.

The UNIVERSITY OF GREENWICH offers, in cooperation with New York College, undergraduate and postgraduate programmes with studies entirely in Greece, where students receive the original degree of this world-renowned British State University.

New York College has a franchise agreement in accordance with the legislation of the Greek Ministry of Education and the degree you will receive at the end of your studies is awarded by the University itself.



Bachelor's degree in English Language Teaching

University of Greenwich

This programme combines practical training in English language teaching with the academic study of language and communication. It leads to the securing of a teaching license from the Greek Ministry of Education as our graduates enjoy full professional rights which open up career opportunities in the teaching of the English language both in Greece and overseas for which there is an ever-greater demand.

At level one, students take three broadly-based 'core' courses, and two further courses chosen from a wide variety of other disciplines within the school. At levels two and three, students follow a more specialised programme of study with three core courses and one or two further optional courses chosen from a wide variety of other disciplines within the school. On completion of the programme the successful graduate will enjoy a wide variety of opportunities available in a range of areas, such as: Teaching, Translation, Editing, Educational Management, the Media and Publishing.

WHY CHOOSE THIS PROGRAM

- The UNIVERSITY OF GREENWICH degree ensures a teaching license from the Hellenic Ministry of Education, as graduates enjoy full professional rights that open up career opportunities in English teaching, both in Greece and abroad.
- Bachelor of Arts (BA Hons) degree from the world-renowned British State University "UNIVERSITY OF GREENWICH".
- The program combines academic study of Language and Communication with practical training in teaching English.
- At the first level, students take three core courses and two electives chosen from a wide variety of other disciplines.
- At levels two and three, students follow a more specialized curriculum with three core courses and one or two additional electives, chosen from a wide variety of other majors in the School.
- Upon completion of the program, the graduate has a wide variety of career opportunities in different fields, such as: Teaching, Linguistics, Translation, Media, Publishing, Management, etc.



Master's degree in Applied Linguistics (TESOL)

University of Greenwich

The Master of Arts (M.A.) program of the British State University “UNIVERSITY OF GREENWICH”, with a major in Applied Linguistics and full-time studies at New York College in Greece, is specifically designed not only for graduates with teaching experience, but also for language teachers and teacher trainers who wish to build a professional career in modern languages either at the research or teaching level: This course prepares students to contribute effectively to language teaching in the organization they work in, through research, development and application of newly acquired knowledge, as well as to strengthen their career prospects in training and higher education.

WHY CHOOSE THIS PROGRAM

- Master of Arts (M.A.) degree from the world-renowned British State University “UNIVERSITY OF GREENWICH”.
- This postgraduate program is designed specifically for graduates with teaching experience, as well as the practice of foreign language teachers and trainers who wish to pursue a career in modern languages, particularly English.
- The program introduces postgraduate students to research, including second language learning, language testing and communicative language teaching.
- Students in the program explore the interface between language learning research and practical learning environments, while acquiring the technological skills to use digital language learning tools (computers, internet, etc.).
- Upon completion of the program, graduates enjoy a wide variety of alternative career opportunities in a variety of sectors, such as: Teaching, Translation, Educational Management, Media and Publishing.

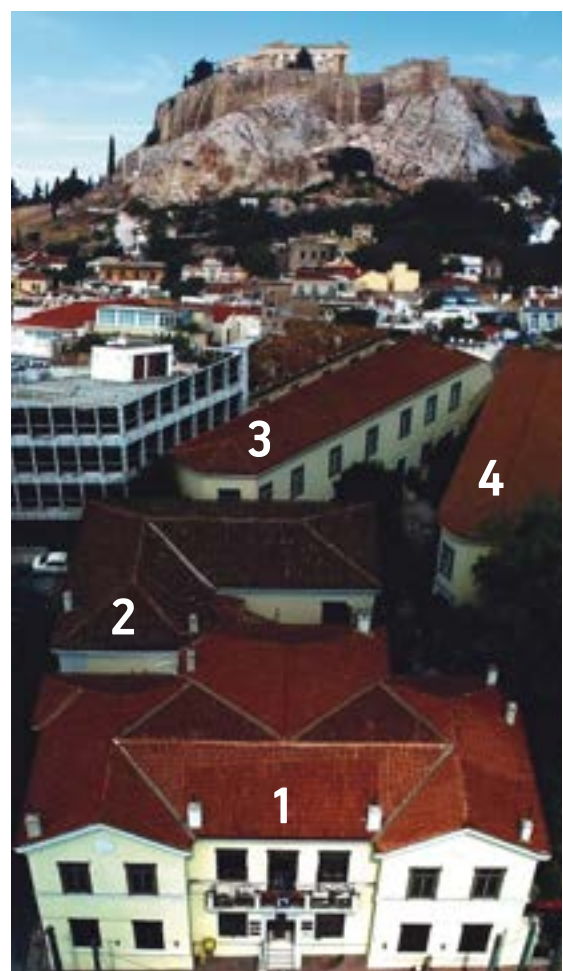


NYC Athens Campus

The only multi-building campus
in the heart of Athens!

New York College students benefit from a unique privilege: They study at the NYC Athens Campus, the only multi-building educational complex in the heart of Athens, whose history spans three centuries (19th-21st).

Historically, the site where NYC Athens Campus is now located, was inaugurated as an educational facility in 1879, and is an iconic landmark of the Old City of Athens, literally in the shadow of the Acropolis.



RIGHT:

Panoramic floor plan of the 4 buildings (halls)
of the NYC Athens Campus in the shadow of the Acropolis.

Syngros Hall (building 1), Mumper Hall (building 2),
Kapodistrias Hall (building 3), Paparrigopoulou Hall (building 4).



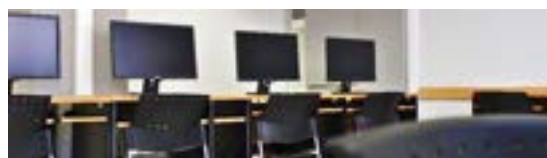
NYC Thessaloniki Campus

In the heart of Thessaloniki,
in the historical area of Kamara!

NYC Thessaloniki Campus is the academic arm of New York College in Northern Greece and the wider region of the Balkans.

The Campus, located in the city centre, has conference rooms, a computer lab, a library, a writing centre and special classrooms with advanced audiovisual equipment and study areas.

NYC Thessaloniki Campus combines a student, technological and entrepreneurial character and is known for the vibrancy and diversity of its students.





Teaching and beyond: Differentiated instruction, flipped Classrooms, NLP and Learning Styles

Dr Panagiota Nikolettou, PhD, MA, BA (Hons)

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→ ENGLISH LANGUAGE & TEACHING DEPARTMENT

In the current era of globalisation and the ever-expanding trans-national movement – voluntary or forced – of people from all walks of life, the need to understand and facilitate language learning and adapt language teaching accordingly has become more important than before (The Douglas Fir Group, 2016). Understandably therefore, teachers quite often struggle to find ways in order to create a conducive learning environment to support learners' productive engagement in their EFL classroom and, by extension, their L2 development (Nikoleitou, 2017).

Contemporary language classrooms are becoming more and more diverse with the inclusion of learners from different educational and cultural backgrounds, with different experiences, languages and interests. To reflect this “diversity” and accommodate learner's needs, Differentiated Instruction calls for rethinking and restructuring teaching and learning to ensure that all students receive equivalent level of education. According to Tomlinson and Imbeau (2010), differentiation is described as “classroom practice with a balanced emphasis on individual students and course content.” (p. 14). Depending on learner's readiness, interest and learning profile, they propose that the modification of curriculum-related elements – content, process and product– is central to the classroom practice of differentiation.

Differentiated instruction is not a strategy as such but rather a philosophy, another way of thinking and while teachers are aware of the concept and the profound inclusion of specific implementations in their syllabus design and methodological approaches, many of them experience difficulties in their effort to integrate content, process and product differentiation in their EFL classrooms (Joseph, 2013) most likely due to lack of preparation or experience.

To this end, EFL teachers may want to consider drawing on the Flipped Classroom Teaching Model by which lecture content is delivered to learners at home through electronic means and thus, time in class can be used more efficiently allowing more interaction between teacher and student, more learner autonomy and addressing multiple learning styles (Arnold-Garza, 2014) which include visual, auditory and kinaesthetic sensory learning styles or sensory preferences. They concern the perceptual modes or learning channels through which students process input (Dörnyei & Ryan, 2015).

Another “supplementary tool” is NLP (Neuro Linguistic Programming), which has emerged as an “emotional bridge” to help teachers establish, as well as maintain, positive relationships with their students (Pishghadam & Shayesteh, 2014).

It offers an array of benefits; it helps learners to improve their memory skills, exercise effectively learning strategies, construct educational beliefs, boost self-esteem and self-confidence, and most importantly increase their motivation (Thornbury, 2001). This can be achieved by incorporating elements of various techniques such as role-play, storytelling or guided narratives in the lesson in order to better understand learner's differences.

While adopting differentiated instruction in the contemporary EFL classroom can be quite challenging for the teacher, understanding learner's differences and transforming them into learning opportunities has indeed the potential to revolutionise learning and teaching in ways that will help L2 learner's reach their full potential.

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ARTICLE



Technology-based foreign language learning (TBFL): A challenge and opportunity for the teacher.

Foteini Malkogeorgou MA, DELTA, BSc
Head of the English Department, New York College Thessaloniki

New technologies and on-line resources in foreign language teaching can be of great pedagogical and learning value but also a challenge for the teacher. The effective integration of ICT and Web 2.0 in any foreign language teaching and learning setting requires besides available and reliable infrastructure, well trained and informed teachers (Pirani, 2004; O'Neill, Singh & O'Donoghue, 2004; Baylor & Ritchie, 2002).

There is an abundance of free on-line resources which are either designed for language learning or which can be used as input or teaching tools. For example, there are platforms for creative writing (i.e., Storybird), for designing interactive worksheets and embedding videos and images (i.e., Wizer.me) or creating interactive video activities (i.e., Playposit). There are virtual "bulletin" boards which support collaboration and sharing (i.e., Padlet), Learning Management Systems (i.e., Moodle, Slack), free services (i.e., Google classroom), and videoconferencing platforms (i.e. Zoom, MS TEAMS) for setting up virtual classrooms or extending the face to face classroom or blending modes of learning.

The resources seem endless and while they place several demands on the teacher, they are also an opportunity for developing new skills. The challenge does not lie in developing ICT skills but in evaluating the affordances of each medium (the potential for language learning), understanding the cognitive demands different modes place on learners, and designing technology-mediated tasks in line with second language acquisition and language learning theories.

While multimedia applications support multimodality (textual, aural and/or visual communication, synchronous and/or asynchronous) and allow the learner to interact with the content, peers, and tutors enhancing learning, they can also bring about opposite results for instance, cause cognitive load if certain instructional design considerations are not met, as in the case of using bimodal film/video subtitles (the soundtrack and the subtitles being the same language) where research results show that watching a video and reading the subtitles simultaneously is challenging and learners tend to opt to exclude the audio, since they find it unnecessary for comprehension (Malkogeorgou and Papadopoulou, 2018) and load on to reading skills rather than listening skills distracting from the initial learning aim (Baltova, 1999). Humans are assumed to process information using two channels (i.e., visual and aural) and a demand for processing a third (i.e., textual) can create cognitive load and affect learning (Mayer, 2005:31).





The use of the World Wide Web (WWW) as an instructional tool can support a social constructivist approach to language learning which has its roots in Vygotsky's Sociocultural Theory of cognitive development, it can support task-based learning (Nunan 2004; Ellis 2014) with the design of Web Quests for example, which scaffold online reading, support negotiation of meaning, reinforce noticing and facilitate language acquisition and development (Mayer, 2002).

Appropriate design and managing of asynchronous on-line themed based discussions (on-line forums) can offer opportunities to learners to 'actively construct knowledge' in a 'self-regulated' and 'cumulative' way through goal orientated tasks (Mayes & de Freitas 2004:16), given that student engagement is achieved which requires effective task design and task management from the teacher.

These are only some of the possibilities that ICT and digital technologies can offer and the demands they pose on the teacher who is called to develop expertise in technology-based foreign language teaching and take informed decisions.

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Embarking on the Journey of English Language Teaching (ELT)

Dr Panagiota Nikoletou, PhD, MA, BA (Hons)
Head of the English Department, New York College Athens

English Language Teaching (ELT) stands as a diverse and captivating field, drawing individuals from various backgrounds, each propelled by unique motivations and ambitions. For many, the venture into ELT commences with a profound reverence for the potency of language. Whether it's the prospect of connecting with people worldwide or the chance to empower others through effective communication, the allure of language as a catalyst for transformation remains undeniable. At the core of ELT lies a dedication to cultivating proficient communication and language acquisition. Aspiring ELT practitioners delve into the intricacies of pedagogy, exploring innovative teaching methodologies and theories of language acquisition. They grapple with issues of linguistic diversity and cultural sensitivity, endeavoring to foster inclusive learning environments where students from all walks of life feel valued and supported.

Yet, ELT's appeal transcends the confines of the classroom. For some, it serves as a portal to global citizenship, providing avenues to travel, immerse oneself in diverse cultures, and effect tangible change in communities worldwide. Whether it involves teaching English as a second language in urban hubs or facilitating language immersion programs in remote areas, ELT professionals play a pivotal role in promoting cross-cultural understanding and collaboration. Nevertheless, the journey to becoming an ELT professional is not devoid of challenges. Aspiring educators must navigate a complex terrain of educational prerequisites, professional development opportunities, and cultural intricacies. They must contend with matters of language proficiency and cultural adaptability, continuously striving to refine their skills and meet the evolving needs of their students.

Despite these hurdles, the path into ELT is marked by moments of inspiration and fulfillment. Aspiring educators find joy in witnessing their students' progress, celebrating both significant milestones and small victories along the way. They derive fulfillment from knowing that their efforts yield tangible results, empowering individuals to realize their personal and professional aspirations through the transformative force of language.

Ultimately, the allure of ELT lies in its capacity to shape lives and communities. Whether it entails dismantling language barriers, fostering intercultural dialogue, or nurturing empathy and understanding, ELT possesses the potential to shape the future in profound and meaningful ways. As aspiring educators embark on their journey into this vibrant field, they do so with a sense of purpose and anticipation, eager to explore the pathways ahead and leave their mark on the world through the transformative power of language.

Highlights and Activities

What's Next Career Day: Shaping the Professional Future of English & ELT Graduates

Graduates of the BA (Hons) English & ELT (University of Greenwich) at New York College Thessaloniki took part in What Next — a focused event on career options after graduation. Organised by the Career Office and the Department of English Language, the event featured professionals from publishing, translation, editing, education, management, testing, and sales: Mona Siksek – ELT Sales Coordinator, National Geographic Learning, Nikos Veletsos – Project Manager, Editorial Work, Kyriaki Papakonstantinou – Certified Translator, Linguist, Founder of Metaphrasis, Anastasia Athanasiadou- Head of Recruitment & HR Development, DEKRA Arbeit Greece, Foteini Malkogeorgou – Head of English Dept., NYC Thessaloniki. The speakers inspired the students with their personal stories about their professional journeys, offering valuable insight into real-world career paths, current industry needs, and how to take their next step, encouraging them to see their degree as a starting point for many opportunities.



University of Greenwich visit

A group of students from the Department of English Language and Teaching at New York College Athens visited the University of Greenwich. Led by the Head of the Program, Dr. Panagiota Nikolettou, the students attended lectures at the University and engaged with both students and faculty of the BA (Hons) in English Language Teaching & TESOL program.



→ ENGLISH LANGUAGE & TEACHING DEPARTMENT

Simon Dye, Senior Lecturer in English Language Teaching and Programme Leader for the International Foundation Diploma at the University of Greenwich, to New York College in Athens

Pictured (left to right): Dr. Vassilis Skianis, Dean of Academic Affairs, New York College, Athens, Dr. Panagiota Nikolettou, Head of the English Department, New York College, Athens, Simon Dye, Senior Lecturer, English Language Teaching, Languages and International Relations; Programme Leader, International Foundation Diploma, University of Greenwich, UK, Dr. Marina Kaishi, Academic Coordinator of the English Department, New York College, Athens. This enriching visit underscored the strong academic partnership between New York College and the University of Greenwich, fostering continued excellence in international education and collaboration.



Student-Led Volunteering for Social Impact: English Language Support for Refugees in Thessaloniki

Third-year students of the BA (Hons) in English and English Language Teaching (University of Greenwich) program at New York College Thessaloniki offered voluntary English language lessons to refugees and vulnerable groups at the Blue Refugee Centre, in collaboration with SolidarityNow. Over the course of three months, our students provided meaningful support to individuals in need, helping them enhance their language skills while simultaneously developing their own teaching abilities and actively contributing to an initiative with significant social impact. The program was designed and coordinated by Fotini Malkogeorgou, Head of the English Language Department at NYC Thessaloniki.



Visit to PeopleCert

The students, attended a series of lectures on language proficiency exams and were informed about career prospects in the field of English Language and Education.



Lecture on “The Invisible Teacher”

Students from the BA (Hons) in English and English Language Teaching program at New York College Thessaloniki, offered in collaboration with the British State University of Greenwich, participated in an insightful lecture titled “The Invisible Teacher.” The session featured Tatiana Zouravleva, Head of the Representative Office of St. Petersburg State University and Director of the Center for Russian Language and Culture “Russian Word,” and Georgios Kostopoulos, Head of Studies at the same center. During the lecture, students explored foundational theories in language education, such as Georgi Lozanov’s Suggestopedia, Stephen Krashen’s Affective Filter Hypothesis, and David Kolb’s Experiential Learning Theory.



Inclusive Practices for Students with Specific Learning Differences (SpLDs)

A unique presentation and hands-on workshop were delivered by Dr. Xenia Konstantinopoulou, PhD in Neurolinguistics (Aristotle University of Thessaloniki), Postdoctoral Researcher in Special Education (AUTH), and EFL teacher for students with Special Educational Needs, together with Viveta Lymberaki, MSc in Neuroscience/Language & Communication (UCL), MA in Language Disorders (University of Essex), also an EFL teacher for students with Special Educational Needs. The two are co-founders of My Way Dyslexia, a foreign language center dedicated to students with Specific Learning Differences.



→ ENGLISH LANGUAGE & TEACHING DEPARTMENT

University of Greenwich Post-Graduation visit

From left to right: Mr. Konstantinos Chardavellas, Head of Biomedical Sciences & Nutrition, NYC Athens; Professor Zoe Pettit, Deputy Dean, Faculty of Liberal Arts and Sciences, University of Greenwich, UK; Professor Natasha Vall, Pro Vice-Chancellor, Faculty of Liberal Arts and Sciences, University of Greenwich, UK; Dr. Panagiota Nikolettou, Head of English Department, NYC Athens; Dr. Vassilis Skianis, Dean of Academic Affairs, Quality & Research, NYC Athens.



National Geographic Seminar presented by Ms Mona Siksek

ELT students explored how National Geographic inspires learners to become effective global citizens through engaging in real-world content. The seminar delved into the innovative ways National Geographic empowers students and educators to navigate the challenges of a rapidly changing world.

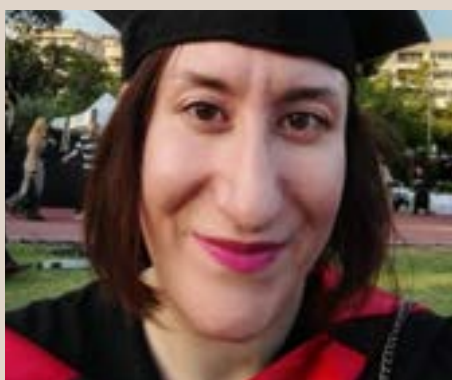




Testimonials



"New York College offered me a truly transformative academic experience. The well-structured programmes, continuous mentoring, and the high level of academic training provided a solid foundation for both my studies and future career. What stood out most was the genuine support from faculty members who guided me every step of the way. I highly recommend NYC to any student seeking academic excellence in a nurturing and inspiring environment." - **Michalina Eleni Michaleli** Graduate, BA (Hons) English Language & English Language Teaching, University of Greenwich, UK, MA Applied Linguistics TESOL, University of Greenwich, UK PhD (Candidate) University of Greater Manchester



"My studies at New York College were an unforgettable experience and I was well-qualified for my future career as a teacher of English. All of my professors were knowledgeable and able to convey their knowledge. They were also always willing to help me with whatever I needed. Thanks to their knowledge and their advice I managed to improve my skills as a teacher of English and they broadened my horizons to new future careers like the field of Translation. I would like to thank New York College for this unique journey of knowledge." - **Katerina Varela** Graduate, BA (Hons) English Language & English Language Teaching, University of Greenwich, UK



"After finishing my first Degree at the School of Philosophy, I decided to continue my studies at New York College by choosing the Master of Arts in Applied Linguistics offered by the University of Greenwich. During my studies at New York College, I have enriched and broadened my knowledge and improved my skills in my subject area, resulting in the development and use of new methods and a different approach in teaching. At the same time, I was taught by highly qualified teachers, whose support and cognitive background enabled me to deepen my knowledge of the science of Language and Linguistics. Upon completion my postgraduate studies, I feel grateful to have chosen New York College from which I obtained a recognized Degree from a distinguished University with an international reputation!" - **Dimitra Binou** Graduate, MA Applied Linguistics TESOL, University of Greenwich, UK



"Studying at New York College has enabled me to broaden my knowledge of English language teaching methods, as well as my understanding of learning difficulties and linguistic diversity. All of these skills have proven to be valuable tools in my professional career as an English teacher." - **Dimitra Loudarou** Graduate, BA (Hons) English Language & English Language Teaching, University of Greenwich, UK, MA Applied Linguistics TESOL, University of Greenwich, UK



"Studying at the BA (Hons) English Language and English Language teaching at New York College Thessaloniki helped me discover my potentials and pursue my dream. During my studies, I felt that I belonged to an Academic and Professional community. Even before I graduated, I had presented at two conferences the results of my Action research from my participation at the volunteer "Young Learners Project". This was achieved with the support of my tutor Foteini Malkogeorgou and was an invaluable experience for both my personal and professional development. Transitioning from student life to the working world was not a challenge because of the support I had after I graduated. Today, I am the Director of studies at Eurognosi Santorini and I am trying to make a difference as I was inspired to do during my studies." **-Maria Spiliotopoulou** Graduate, BA (Hons) English Language & English Language Teaching, University of Greenwich, UK



"New York College helped me achieve my dream, being an English teacher and an experienced educator. Dedicated professors and excellent staff provided me with the appropriate support to move forward and complete with distinction the Master's degree in TESOL (Teaching English to Speakers of Other Languages) in the University of Sunderland, located in the United Kingdom. Today I am working as an ESOL Lecturer in Middlesbrough College, in the United Kingdom." **-Maria Papagiannopoulou**, Graduate, BA (Hons) English Language & English Language Teaching, University of Greenwich, UK



"My studies at the BA (Hons) English language and English Language teaching Programme of the University of Greenwich, at New York College Thessaloniki, was such a rewarding journey and experience that I could do it over and over again. I had the privilege to be taught by exceptional tutors and lecturers who inspired me. I never felt alone and always had support and guidance by my tutors and from the Head of the Department and my tutor Mrs. Foteini Malkogeorgou who was my mentor and whom I very much admire. Now at the age of 27, I am extremely honored to say that I have been awarded at the ELT Excellence Awards for my 'STEAM Network' a teaching curriculum which I designed for teaching English to primary school students. 'STEAM Network' is being adopted by many language schools in Greece and Cyprus. I have collaborated with great educators and have been delivering workshops and seminars as a teacher trainer. Learning never stops and this is something that I learnt during my studies." **-Konstantina Karamouta** Graduate, BA (Hons) English Language & English Language Teaching, University of Greenwich, UK

→ ENGLISH LANGUAGE & TEACHING DEPARTMENT



We are immensely proud of our graduate from the BA (Hons) in English and English Language Teaching (University of Greenwich) program, **Konnie Karma**, who returned to New York College Thessaloniki four years after completing her studies to share her remarkable journey as an author, EFL teacher, STEAM educator, educational content creator, and curriculum designer. Konnie has forged her own unique path in the field of language education.



Her dynamic talk and interactive workshop provided current students with valuable insights into STEAM-based teaching and inspired them to see how they, too, can make a meaningful impact in the field of second and foreign language education.



Faculty

Athens

Academic Director of the English Department Athens: Dr Panagiota Nikolettou

Dr Nikolettou holds a PhD in Applied Linguistics, University of Birmingham, UK; MA in Education (TEFL) Teaching English as a Foreign Language, University of Birmingham, UK; a BA (Hons) in English Language Teaching, University of Greenwich, UK and a BA in European Civilization from Hellenic Open University, Greece. Giota's expertise lies with international students from different ethnic backgrounds, and with communicative strategies in foreign language teaching as a result of her research focus. She is a Lecturer in Applied Linguistics of the BA (Hons) English Language and English Language Teaching of University of Greenwich UK offered at NYC. She has been also teaching Academic English Language classes and Professional and Academic Skills for the University of Bolton UK and the Empire State University of New York at NYC, whilst she continues her research on individual differences and the psychology of the language learner in second language acquisition. She has presented in various conferences in both Greece and abroad and she is a certified Senior Oral Examiner for the University of Michigan English Language Examinations and a Cambridge Assessment Specialist/Assessor and Moderator in the IGSCCE Exam as well as in A & AS levels.

Local Tutors

Dr Evanthia Diakoumakou

Dr Evanthia Diakoumakou, after receiving her B.A. degree in Greek Literature (Linguistics major) from the National and Kapodistrian University of Athens, studied in the United States where she received her M.A. and Ph.D, degrees in Linguistics from Wayne State University and the University of Michigan respectively. While studying in the States and after completing her graduate work she taught both at the University of Michigan and at Oakland University. Her area of specialization is Phonetics and is particularly interested in speech perception, the phonetics/phonology interface and psycholinguistics. She has published in peer-reviewed journals and has participated in Linguistics and Phonetics conferences. At New York College she has been teaching Foundations of Linguistics, Applied Linguistics and Research Methods courses, and has been supervising undergraduate and graduate dissertations.

Dr Yiannis Papargyris

Dr Papargyris is an education management professional with over 15 years' experience in the fields of English-medium Higher Education, Qualification Development and Educational Assessment. Yiannis completed his PhD at the University of Birmingham where he also taught for several years. He is also a Chartered Educational Assessor. He is the Language Assessment Development Manager at PeopleCert, and is responsible for the development of the LanguageCert exams portfolio.

Dr Patricia Kolaiti

Dr Patricia Kolaiti is a front-line interdisciplinary scholar with a PhD in Linguistics from UCL, endorsed by the British Academy in 2021 as 'Global Talent / Emerging Leader'. She has a wide theoretical background across Linguistics, Literary study and the Cognitive Sciences. In 2017 she was awarded the Seal of Excellence of the European Commission for Innovation in Research and has participated in cutting-edge research projects (e.g. Balzan Project 'Literature as a Cognitive Object', University of Oxford; AHRC project 'A Unified Theory of Lexical Pragmatics', UCL; BLAST project, University of Brighton). Between 2018-2020 she led the groundbreaking research programme 'CogLit' at the University of Brighton, funded by Horizon 2020, European Commission. She is the author of the theoretical books: 'The Limits of Expression: Language, Literature, Mind' (Cambridge University Press 2019), 'Literature and Art as Cognitive Objects: from a Poetics of Language to a Poetics of Action' (Cambridge University Press 2023, forthcoming) and 'The Composite Organism' (Cambridge University Press, contracted). Patricia is also a passionate educator with a commitment for pedagogical innovation in Higher Education settings: she aims at strengthening the links between academia and real life, has designed innovative modules and implemented novel methods of interactive teaching that deliver optimal learning experience.

Dr. Hadis Habibi

Dr. Hadis Habibi is a lecturer with a PhD in Applied Linguistics, along with a bachelor's and master's degree in English Language and Literature. Currently teaching at New York College, she works with undergraduate and postgraduate students, focusing on academic writing, syntax, and language education. In addition to teaching, she supervises the theses of both master's and PhD students, guiding them through their research and academic development. Her research interests include the effect of reading strategies on ESL/EFL students' writing performance, analysis of literary works, and the evaluation of AI generated tools performance. She has also published a number of short books on the IELTS examination.



Mr Anastasios Andrikou

Mr Andrikou holds an MA in Applied Linguistics (TESOL), University of Greenwich, UK; BA in International and European Studies from Athens, Panteion University of Social and Political Sciences; Teaching and Pedagogical Certification for Primary and Secondary Education from the University of Crete; Diploma in Counselling of Mental Health and a Diploma in Systemic Counselling and Family Therapy. Anastasios' expertise lies with alternative methods of teaching grammar via music and a NLP (Neurolinguistic Programming) in Second Language Acquisition on which he has conducted his research. He then continued his research on how teachers can assist primary school students to achieve resilience during the learning process via tools and techniques of systemic therapy. He is also an experienced group and family counsellor/therapist and works both individually and in Mental Health Centres. Anastasios is a Speaking Examiner for the University of Cambridge and the University of Michigan and an Assessment Specialist/Assessor and Moderator for English as a First Language Reading and Writing Paper in the IGSCE Exam as well as in A & AS levels.

Mrs Alexandra Green

Mrs Green holds an MA in Management of Language Learning, University of Greenwich, UK; BA in French and Italian with German; Since 2008 she has been working as the Academic Director in a large Educational Group and her job primarily involves teacher training, the evaluation and selection of new technologies and conducting seminars on teaching practices and methodologies to teachers within the network, for learners of all ages. She is also a speaking examiner for the Cambridge examinations and the IELTS and an author of a selection of books related to language learning.

Thessaloniki

Academic Director of the English Department and the CELTA Centre at NYC Thessaloniki:

Foteini Malkogeorgou

Foteini Malkogeorgou holds an MA in Educational Technology and TESOL, awarded by the University of Manchester, UK and a DELTA, awarded by Cambridge English, University of Cambridge and is a CELTA Teacher Trainer accredited by the same body. As a lecturer on the BA (Hons) English and English Language Teaching (ELT) Programme of the University of Greenwich, she teaches Foundations of Linguistics, the Methodology of English Language Teaching, ELT Design and Practice, supervises undergraduate dissertations, and serves as the lead trainer for the undergraduates' teaching practice. She is also a personal tutor providing personal and academic development support to the undergraduate students of the BA (Hons) Programme and offers job placement support to the BA and CELTA graduates of New York College. She has more than fifteen years of experience as a lecturer in EAP (English for Academic Purposes) at UK universities including ten years at Middlesex University, UK. In addition, she also has over 20 years of experience teaching English as a Foreign (EFL) and English for Specific Purposes (ESP). She is a certified speaking examiner for the Michigan and Cambridge English language certification exams and an IELTS examiner for the written component. She is the founder and designer of the volunteer initiatives 'Young Learners Project' and 'Interactive English', offered to learners from vulnerable backgrounds in collaboration with NGO organisations. She is also involved in the development of academic programmes and modules. She has delivered conference presentations, keynote talks, and teacher training workshops at national and institutional events. Her work has been published at leading ELT publications including Humanising Language Teaching (Pilgrims). Her research interests include task-based language teaching, input-based grammar instruction, and trauma-informed pedagogy in the EFL classroom as well as the effects of bimodal subtitling on cognitive load and the role of asynchronous computer mediated communication (CMC) in instructional design for language development.

Local Tutors

Maria Ampatzi

Maria Ampatzi holds an MA degree in Forensic Linguistics from the Department of English Language, Communication and Philosophy, Cardiff University, UK and a BA (Hons) in Linguistics, Literature and Spanish, from the University of Hertfordshire, UK. She holds a CELTA certificate (Cambridge University) and is a certified oral examiner for the LanguageCert Language Exams and Certifications Organisation. She has a variety of diplomas in Forensics – Judicial Psychology and Basic Principles of Criminal Investigation awarded from academic and professional bodies in Greece, Spain, and the UK. She has over 20 years of teaching experience with children, adolescents and adults, in both one-on-one and classroom settings. Her main language teaching fields are ESP and EAP. She has attended national and international conferences and seminars on various topics related to language education and teaching, basic principles of criminal investigation and the use of linguistic evidence for forensic purposes. Her research interests include communication in terrorism, authentication and authorship attribution in terrorist proclamations, police questioning of vulnerable witnesses, idiolect/sociolect, as well as voice and sound analysis. She has been a member of the New York College Faculty since 2015 teaching at both undergraduate and postgraduate levels. She teaches Language, Communication and Society, Applied Linguistics, Translation Principles and Strategies, and Forensic Linguistics on the BA (Hons) English and English Language Teaching Programme of the University of Greenwich. She also supervises dissertations and runs the Academic Research and Writing Office of New York College, Thessaloniki Campus.

Konstantina Tsiousia (PhD candidate)

Konstantina Tsiousia is a PhD candidate in the Department of Theoretical and Applied Linguistics at the Faculty of Philology, Aristotle University of Thessaloniki. She holds a bachelor's degree in Greek Philology (specialisation in linguistics) and a master's degree in Applied Linguistics (with honors) from the same university. Her current research interests lie in the areas of language acquisition and teaching, language processing, and syntax. She has received two scholarships during her PhD studies, she has presented her work at international conferences (e.g., EuroSLA, ICGL), and has published articles in conference proceedings. She has been teaching since 2016, including Greek language courses at the secondary education level, and she has been teaching English as a foreign language for several years. Since 2022, she has been a member of the teaching staff at New York college teaching «Advanced Applied Linguistics», «Meaning in Language» and «Advanced Structure and Meaning» and supervises dissertations on the BA (Hons) English and English Language Teaching Programme of the University of Greenwich.



Dr. Yannis Markopoulos

Dr. Yannis Markopoulos is a postdoctoral researcher and lecturer in Comparative Literature at Aristotle University of Thessaloniki. He completed his PhD at the same university, supported by a scholarship from the State Scholarships Foundation (IKY), and has held visiting research positions at King's College London and the Universitat Autònoma de Barcelona. In addition to his academic background, he holds an MA in Screenwriting from the Escola de Cinema de Barcelona and has worked as a screenwriter for film production companies in Barcelona and Athens. His research interests include fantastic fiction, the British Gothic novel, and the intersections between literature and cinema. At New York College, he teaches "The 19th Century British Novel" on the BA (Hons) English and English Language Teaching Programme of the University of Greenwich.

Dimitra Fanara

Dimitra Fanara holds a Master of Education (Honours) in Special Educational Needs from Trinity College Dublin and the DELTA (Diploma in English Language Teaching to Adults), awarded by Cambridge Assessment. She has also undertaken extensive specialised training in Inclusive Education, Early Years English Language Teaching, and Dyslexia. Dimitra is also a Cambridge Accredited CELTA Teacher Trainer based at the CELTA Centre at New York College, Thessaloniki. She further teaches as an Associate Lecturer at CLIE, University College of London, teaching English for Academic Purposes (EAP) and a teacher trainer at International House World Organisation. In addition to her teaching and training roles, Dimitra is an active Cambridge Speaking Examiner and Michigan Language Assessment examiner, with broad experience across all proficiency levels. Her academic involvement is complemented by substantial educational leadership experience, having held positions such as the Director of Studies and Academic Manager at various UK-based summer schools, where she was additionally responsible for curriculum development and assessment design. Her professional interests include inclusive language education pedagogies, teacher development, and the integration of educational technology in language learning. With over twenty years of professional experience, Dimitra has taught at both undergraduate and postgraduate levels, delivering courses in Academic English, General and Business English, and Teacher Training. At New York College Thessaloniki, she is a Lecturer on the BA (Hons) English and English Language Teaching Programme of the University of Greenwich teaching the modules Introduction to English Language Teaching and Managing Students with Different Educational Needs in an Inclusive Environment.



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