



NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE

ENGLISH LANGUAGE & TEACHING SCHOOL

Study for a degree in **English Language Teaching**
at New York College!





A WELCOME ADDRESS BY THE SCHOOL HEAD



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

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.



A teal sticky note is placed on a bright yellow surface. The word "English!" is written in a black, cursive script on the note. A silver and black pen lies diagonally across the bottom right corner of the note. In the top right corner of the frame, a small green plant in a grey pot is visible.

English!

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.



NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE





UNIVERSITY OF GREENWICH, Great Britain

UNIVERSITY OF GREENWICH is located in London and is particularly well known around the world because of its long tradition in the maritime sector.

The University has recently stood out in the UK and internationally, due to the high employability rate of its graduates, which demonstrates its good reputation in the labor market. It was even ranked as the best University in London for teaching quality according to the Sunday Times.

The **UNIVERSITY OF GREENWICH** offers, in cooperation with **New York College**, undergraduate and postgraduate programmes with studies, carried out 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.



UNIVERSITY OF GREENWICH

has been awarded the degree of
BACHELOR OF ARTS
with **FIRST CLASS HONOURS**
having followed an approved Honours programme in
ENGLISH LANGUAGE AND ENGLISH LANGUAGE
TEACHING

19th June 2020

Professor Jane Harrington
Vice-Chancellor

The Rt. Hon. the Lord
Bonteg of Akyem and
Wembley
Chancellor



00045492



University of Greenwich

PANAYOTA RAIKOU

has been awarded the degree of
MASTER OF ARTS with MERIT
having followed an approved programme in
MANAGEMENT OF LANGUAGE LEARNING

4th December 2012

Professor David Maguire
Vice-Chancellor

Lord Hurt of Chilton
Chancellor



UNIVERSITY OF GREENWICH

An official transcript of results is produced as supporting documentation for this award



The degrees
obtained by
graduates directly
from the partner
state university.



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

Α Π Ο Φ Α Σ Η

ΑΝΑΓΝΩΡΙΣΗΣ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΙΣΟΔΥΝΑΜΙΑΣ

Το Συμβούλιο Αναγνώρισης Επαγγελματικών Προσόντων
Έχοντας υπόψη:

1. Τις διατάξεις του Π.Δ. 38/2010 (ΦΕΚ 78Α'), όπως ισχύει,
2. Το αριθ. 13/25-11-2016 Πρακτικό του Συμβουλίου Αναγνώρισης Επαγγελματικών Προσόντων,
3. Την αριθ. 197826/ΙΑ/23-12-2013 αίτηση και τα λοιπά στοιχεία του φακέλου

Α Π Ο Φ Α Σ Ι Ζ Ο Υ Μ Ε

Αναγνωρίζουμε στην « την επαγγελματική ισοδυναμία του τίτλου Bachelor of Arts in TESOL/English Language Teaching του ιδρύματος τυπικής ανώτατης εκπαίδευσης του Ηνωμένου Βασιλείου University of Greenwich με τους απονεμόμενους τίτλους των Τμημάτων Αγγλικής Γλώσσας και Φιλολογίας των Ελληνικών Ανώτατων Εκπαιδευτικών Ιδρυμάτων στο πλαίσιο του ημεδαπού εκπαιδευτικού συστήματος, με τους όρους και τις προϋποθέσεις της ισχύουσας στην Ελλάδα νομοθεσίας.

Μαρούσι, 26-1-2017

Ο ΠΡΟΕΔΡΟΣ


ΣΠΥΡΙΔΩΝ ΠΑΛΑΙΟΛΟΓΟΥ



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ



Λεωφόρος Εθνικής Αντιστάσεως 41, 142 34 Νέα Ξάνη
www.eoppep.gr

Βεβαίωση υποβολής αναγγελίας έναρξης ασκήσεως επαγγέλματος της διδασκαλίας

Με το παρόν βεβαιώνεται ότι ο/η με ΑΔΤ υπέβαλε αναγγελία έναρξης ασκήσεως επαγγέλματος διδασκαλίας η οποία έλαβε από την υπηρεσία μας τον αριθμό πρωτοκόλλου 44209/2018-09-13.

Σε εφαρμογή των διατάξεων του άρθρου 3 Ν. 3919/2011 (ΦΕΚ 32Α'/2.3.2011) και με την Απόφαση της υπ' αριθμ. 352/2019-03-01 Συνεδρίασης του Δ.Σ. του Ε.Ο.Π.Π.Ε.Π., εγκρίθηκε η αναγγελία έναρξης ασκήσεως επαγγέλματος διδασκαλίας σε ΑΓΓΛΙΚΗ ΓΛΩΣΣΑ.

Η Διευθύνουσα Σύμβουλος του Ε.Ο.Π.Π.Ε.Π.



Δρ. Ελένη Γιαννακοπούλου



Recognition of
professional equivalence
of degrees by the Greek
Ministry of Education.





Bachelor's degree in English Language Teaching

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.



Math 101
Math 102
Math 103

$12 \times 9 = 108$
 $7 - 3 = 4$
 $5 \times 6 = 30$
 $2 = 2$
 $4 = 13$



Master's degree in Applied Linguistics (TESOL)

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.





NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE

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).

A world-class city campus!





NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE

NYC Pythagoras Hall

The technological arm of NYC Athens Campus at a short distance from Kallithea train & metro station.

The state-of-the-art five-storey building of New York College in Kallithea is named "NYC Pythagoras Hall" and is the laboratory and technological arm of the NYC Athens Campus: the NYC Pythagoras Hall is home to the School of Maritime Studies of the educational group, as well as to the Biomedical Laboratory of the School of Health Sciences and the School of Engineering & Informatics of the College.





N

Y

C

NEW YORK
COLLEGE

NEW
NEW YORK

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.





FACULTY

Programme Director: Professor Maria Arche

Dr Maria J. Arche has a PhD in Theoretical Linguistics and Language Acquisition. Maria J. Arche is the Programme Leader of the BA (Hons) English Language and English Language Teaching and English Language and Literature at Greenwich and is an active researcher with a pronounced international profile. Her thesis was a collaboration between the Research Institute Ortega y Gasset in Madrid and the department of Linguistics of the University of California at Los Angeles. Arche's research focuses on the grammar of Tense, Aspect, Argument Structure and copular verbs, their crosslinguistic variation and acquisition. She has developed this agenda in a variety of individual and collaborative works. She has been a visiting scholar at the University of Massachusetts Amherst and is part of an international network funded by the Netherlands Academy of Science. With colleagues from Tromsø and Lille, she has founded the international Workshop series on Aspect and Argument Structure of Adjectives and Participles (WAASAP), now established in the field as a referential event for discussion around non-verbal categories with editions at Greenwich 2012, Tromsø 2014, Lille 2016, Barcelona 2018, Oxford 2020. She has led the organisation of other three international conferences (Aspect Across Languages 2011, Copulas Across Languages 2015 and Tenselessness 2017). To date, she has authored a monograph and a good number of solo and joint papers with international scholars from the Universities of Tromsø, Lille, Groningen, Southampton and Essex, all published in top Quarter 1 journals. Maria Arche has also edited volumes at Oxford University Press and special issues in established international journals such as Natural Language and Linguistic Theory and Lingua where she also is a regular reviewer, as well as in others such as Journal of Linguistics, Second Language Research or Studies in Second Language Acquisition, among others.

Academic Director 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.

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 Efi Gavriil

Dr Gavriil holds a PhD in Communication and Tourism Media (H.F.R.I. scholar) from University of Macedonia, Greece. She has also obtained her Master's Degree in Theoretical and Applied Linguistics from Aristotle University of Thessaloniki. Since 2013 she works as a medical interpreter and a certified translator (projects/collaborations with European Commission, Greek National Tourism Organisation, IKEA Greece, Nielsen Hellas, and University of Athens). She is collaborating as an editor with several publishers in Greece and abroad (Kyriakidis Publications S.A, Edizioni Universum and more). Her research interests include Advertising translation, Tourism Multimedia and Communication. At New York College, she teaches "Translation Principles and Strategies" at the BA program and "Perspectives of Translation" at the MA program.

Dr Renos Georgiou

Dr Georgiou holds a PhD in Theoretical Linguistics at the University of Patras. He has studied Speech and Language Therapy (B.A.) and he holds an MA in Theoretical Linguistics. He has received scholarships from the State Scholarships Foundation of Greece (IKY) and Cyprus (IKYK) for his undergraduate and postgraduate studies and an award by the Greek State Scholarships Foundation for his academic performance. His area of specialization is Syntax and the Syntax-Semantics interface. His research areas are the syntactic and the semantic representation of movement in Greek, the comparison between Standard Modern Greek and Cypriot Greek as well as language disorders. He has participated at international Linguistics conferences and contributed as author to the proceedings of international conferences. He is a member of the research team for the project 'MiLA' whose goal is the development of a German – Greek toolkit for Theory of Mind and Language in Autism. At New York College of Athens he teaches 'Advanced Structure and Meaning' for the undergraduate program 'English Language and English Language Teaching' and 'Syntax and Semantics' for the postgraduate program in 'Applied Linguistics'.

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.

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.

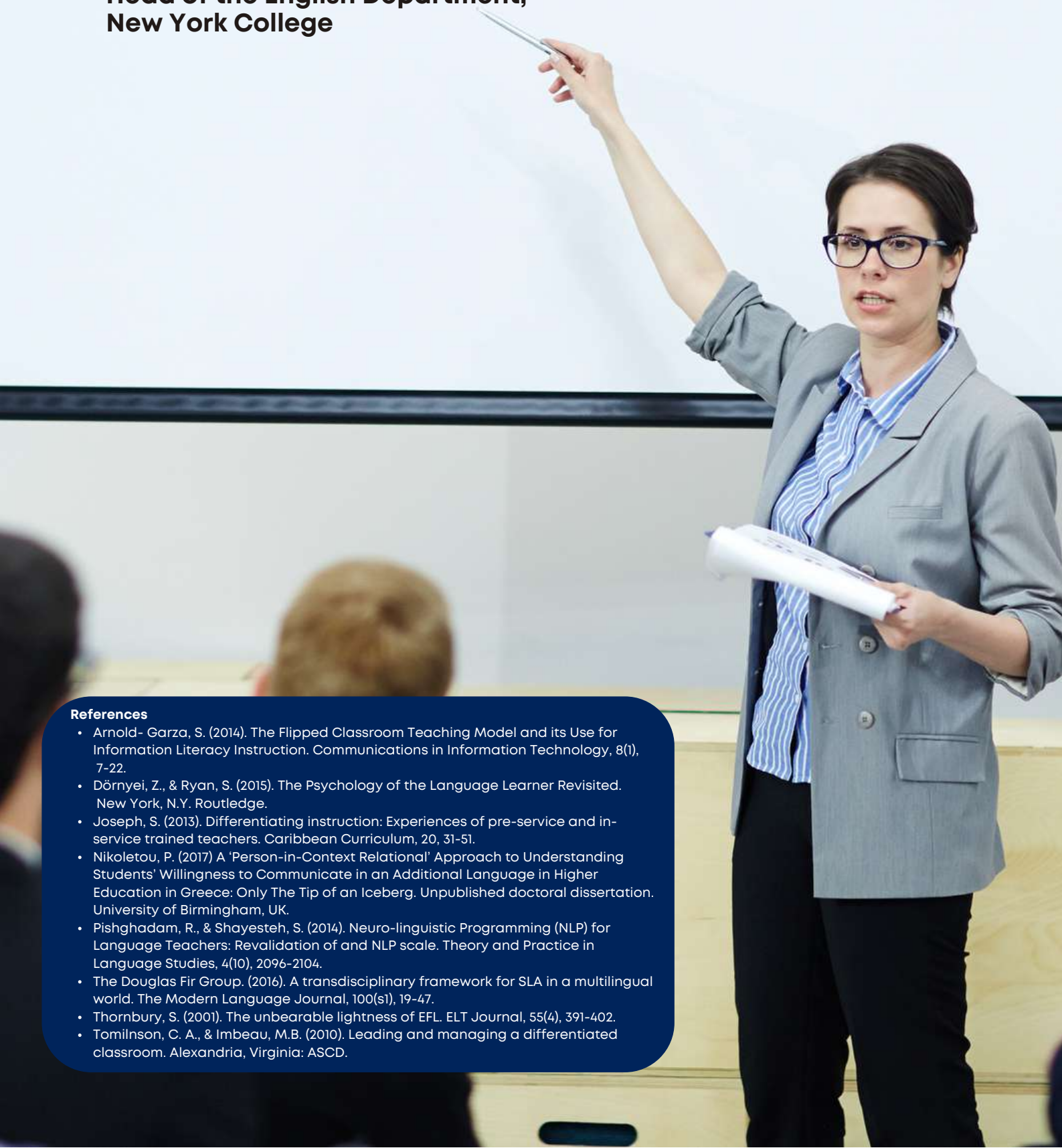


Teaching and beyond: Differentiated instruction, flipped Classrooms, NLP and Learning Styles

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

References

- Arnold- Garza, S. (2014). The Flipped Classroom Teaching Model and its Use for Information Literacy Instruction. *Communications in Information Technology*, 8(1), 7-22.
- Dörnyei, Z., & Ryan, S. (2015). *The Psychology of the Language Learner Revisited*. New York, N.Y. Routledge.
- Joseph, S. (2013). Differentiating instruction: Experiences of pre-service and in-service trained teachers. *Caribbean Curriculum*, 20, 31-51.
- Nikolettou, P. (2017) A 'Person-in-Context Relational' Approach to Understanding Students' Willingness to Communicate in an Additional Language in Higher Education in Greece: Only The Tip of an Iceberg. Unpublished doctoral dissertation. University of Birmingham, UK.
- Pishghadam, R., & Shayesteh, S. (2014). Neuro-linguistic Programming (NLP) for Language Teachers: Revalidation of and NLP scale. *Theory and Practice in Language Studies*, 4(10), 2096-2104.
- The Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal*, 100(s1), 19-47.
- Thornbury, S. (2001). The unbearable lightness of EFL. *ELT Journal*, 55(4), 391-402.
- Tomlinson, C. A., & Imbeau, M.B. (2010). *Leading and managing a differentiated classroom*. Alexandria, Virginia: ASCD.



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.



SUCCESS STORIES



Katerina Varela

Graduate BA (Hons) in English Language and English Language Teaching,
University of Greenwich, UK, 2022



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.



Maria Papagiannopoulou

Graduate BA (Hons) in English Language and English Language Teaching,
University of Greenwich, UK, 2020



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.



Athens, Syntagma



Athens, Kallithea



Thessaloniki



Prague



NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE

www.nyc.gr

NYC ATHENS CAMPUS

38 Amalias Avenue,
Syntagma, 105 58
Tel.: (0030) 2103225961,
email: info@nyc.gr

NYC PYTHAGORAS HALL

286 Thessalonikis Str.,
Kallithea, 177 78
Tel.: (0030) 2104838071,
email: info@nyc.gr

NYC THESSALONIKI CAMPUS

138 Egnatias & P.P. Germanou
(KAMARA AREA), 546 22
Tel.: (0030) 2310889879,
email: info@nyc.gr

**UNIVERSITY OF NEW YORK
IN PRAGUE (UNYP)**

Londýnská 41, 120 00 Praha
Tel.: (0042) 0224221261,
email: unyp@unyp.cz, www.unyp.cz