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**ENGLISH LANGUAGE
& TEACHING DEPARTMENT**



NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE



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Welcome from the Heads



Welcome to the English Language and Teaching (TESOL) 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 (TESOL) School at New York College, Thessaloniki, Greece. The programme you have chosen to study offers a wealth of opportunities to broaden your academic, intellectual, and social interests.

At New York College, we have a dedicated team of highly qualified tutors and lecturers who will guide and support you through this academic journey.

Discover your potential and take advantage of opportunities that will open to you here. Explore ideas and practices, gain knowledge and skills, and build an academic and professional network that will be a springboard for your post-university life.

The Department of English Language at New York College is actively engaged with the TESOL community and prominent figures in the field of linguistics whom you will have the opportunity to meet through events and seminars the Department organises.

As your Programme Leader, I will be supporting you throughout your studies and I look forward to meeting you both in class and during scheduled one-on-one meetings to discuss your progress and aspirations.

I hope your years here will be enjoyable, memorable, and fulfilling.

Foteini Malkogeorgou MA, BSc, DELTA, Cambridge Accredited Teacher Trainer
Head of the English Department, New York College Thessaloniki

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.

Continuous Professional Development in English Language Teaching

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” — John Dewey

Teaching English as a second (ESL) or foreign language (EFL) requires linguistic knowledge, an understanding of second language acquisition (SLA), methodological awareness, and practical teaching skills. Rather than a fixed body of knowledge that can be transferred, it is a developing professional practice that involves creating conditions that support effective learning. Language teaching should be meaningful and relevant to learners, fostering autonomy, critical thinking, and discovery in order to enhance understanding and retention. It also needs to be continuously informed by research in second language acquisition, evolving methodologies, and new technologies.

The field of language education is shaped by constant change, driven by developments in research, shifts in society, technological innovation, and evolving learner expectations. Teachers are therefore expected to adapt their practice to diverse contexts, including technology-enhanced learning, assessment approaches, inclusive education, intercultural communication, and the growing role of artificial intelligence in education. Within this context, continuous professional development is not optional but essential for maintaining effective teaching practice and benefiting our learners in a rapidly changing field, as John Dewey observed

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

Continuous professional development (CPD) is central to maintaining effective practice. It involves engagement with practical training, postgraduate study, professional reading, and participation in conferences such as TESOL and IATEFL, as well as collaboration with colleagues and involvement in professional learning communities, where knowledge and practice are shared across global networks. Structured internationally recognized training programmes, such as the Cambridge CELTA qualification, help bridge the gap between theory and classroom practice by allowing teachers to experiment with approaches, receive feedback, and reflect on their teaching in a supportive environment. Reflection plays a key role in transforming everyday classroom experience into meaningful professional learning.

CPD is not an additional responsibility but a core element of professional practice. It enables teachers to further develop their approach, respond to change, and ensure that learning remains effective and relevant for their learners.

Foteini Malkogeorgou MA, DELTA, BSc, Cambridge accredited teacher trainer.

Head of the English Department and the CELTA Centre, New York College Thessaloniki



University of Greenwich, U.K.

A WORLD-RENOWNED PUBLIC UNIVERSITY IN ENGLAND



The British public university, UNIVERSITY OF GREENWICH, is located in London and is particularly well-known worldwide due to the high employability rate of its graduates, a fact that demonstrates its strong reputation in the job market.

The UNIVERSITY OF GREENWICH has consistently achieved top distinctions. The University earned the Gold rating (TEF 2023 Gold) for its teaching excellence, was named the 3rd best university in London by StudentCrowd (2024), as well as the 2nd top university in London in the field of sustainability according to the Times Higher Education Impact Rankings 2024. In a historic development, the University of Greenwich, which partners with New York College, is joining forces with the University of Kent, establishing the first "Super-University" in the United Kingdom starting in the autumn of 2026. (More information: 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.) The New York College offers, in collaboration with UNIVERSITY OF GREENWICH, undergraduate and postgraduate programs with studies entirely in Greece, where students receive the authentic degree of this world-renowned British public 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 and TESOL

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).

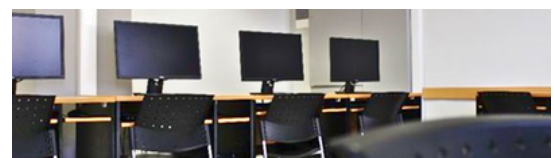
NYC Thessaloniki Campus

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)
Head of the English Department, New York College Athens



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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AI Chatbots in the EFL Classroom: Pedagogical Affordances, Classroom Applications, Responsible Use

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Educational Technology Affordances in Language Learning: From CALL to AI Chatbots

In language education, technological innovations have raised pedagogical and methodological questions regarding the integration of technology in the learning process. Computer-Assisted Language Learning (CALL) literature and research have explored the educational and pedagogical role of technologies from computer-based and mobile technologies to Web 2.0 interactive and participatory internet environments, and recently to AI-enhanced CALL.

The common thread in the literature addressing this question suggests that the integration of technology in the language classroom cannot be overlooked, as the classroom cannot be isolated from its social and technological context, and that educational technology should be integrated when it serves pedagogy rather than driving or replacing it. The value of educational technology is dependent on its affordances[1] (Bower, 2008), the instructional design [2] underlying its use, and the extent to which it contributes to meaningful learning outcomes. Among the most common affordances identified by Bower (2008) relevant to language learning contexts are media, metacognitive, personalisation, adaptation.



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These affordances support language learning in complementary ways. They enable learners to engage with reading, writing, listening, and speaking in an interactive, multimodal environment where communication happens in real time. They also help learners take more control of their learning by encouraging planning, monitoring, and reflection throughout the task. This sense of control is reinforced when learners can make choices and receive personalised support, which often strengthens motivation, confidence, and emotional engagement. At the same time, the system may respond to individual needs by adjusting feedback as interaction unfolds, creating a more responsive learning experience

AI-enhanced CALL has introduced a new phase in language education, moving from rule-based chatbots that select predefined responses to LLM-driven systems powered by large neural networks trained on vast corpora of text. These systems can generate human-like language by predicting contextually appropriate responses based on learned patterns from data, rather than retrieving verified information directly (Huang et al., 2023; Kasneci et al., 2023) and enhance CALL affordances by supporting spontaneous multi-turn interaction, task-based collaboration (Gao et al., 2023), and providing scaffolding and feedback that can promote learner autonomy and personalised learning experiences (Kartal, 2024).

AI-Based Task Design for EFL Classrooms

LLM chatbots such as ChatGPT and Google Gemini can be integrated into a range of pedagogical tasks which include collaborative and gamified learning activities, supporting the development of language systems (vocabulary and grammar) as well as language skills. They can function as writing partners in collaborative writing tasks such as chain stories, reflective writing, debating, and dialogue construction. When appropriately prompted[1], they can also generate different types of feedback depending on the pedagogical goals of the task. Feedback may be either direct or indirect. Indirect feedback guides learners to self-correct their errors. Research on corrective feedback suggests that indirect feedback may support noticing and deeper processing in certain contexts, although its effectiveness varies depending on learner proficiency and task conditions (Ellis, 2009; Ferris, 2010). Gamification elements can also be integrated into AI-supported tasks. For example, learners may participate in group-based treasure hunts generated by AI chatbots, where language-based clues are designed by the system in response to explicit teacher prompts aligned with specific learning objectives. Similarly, description-based tasks can be used in which students describe a given image and compare their output with an AI-generated response (or vice versa), supporting attention to meaning and noticing gaps in their language use, consistent with the Interaction Hypothesis (Long, 1996). These activities encourage collaboration and could also be implemented in peer-only formats, with AI acting as a mediating cultural tool from a sociocultural[1] perspective, and can also function as a scaffolding resource that provides language input, models more advanced forms of writing, and may help reduce cognitive load by supporting idea generation, thereby allowing learners to focus more on meaning-making during tasks such as chain storytelling (Lantolf and Thorne, 2015).

LLMs Chatbots can also support lexis-focused activities aimed at developing vocabulary depth and lexical awareness. Learners can be trained to use AI purposefully to request collocations, synonyms in context, and topic-specific vocabulary, rather than isolated word meanings, and to ensure that language is presented in meaningful context. Tasks such as topic-based vocabulary mind maps and collocation-building activities can help learners organise and expand their lexical knowledge. From a Lexical Approach perspective, awareness of lexical chunks[2] is central, as language is largely stored and acquired in prefabricated units rather than individual words (Lewis, 1993). These activities encourage learners to notice patterns in language use, strengthen lexical organisation, develop more precise and context-appropriate vocabulary choices, support retention and encourage learners to use AI as a tool for exploration and learning rather than as a source of direct answers.

Voice-based interaction with LLMs such as ChatGPT and Gemini also shows some potential for language learning through chatbot-human oral interaction, however, it is constrained by technical and communicative limitations. These include challenges in speech recognition, such as accent variation and speed of delivery as the system cannot not adjust pacing, repetition, or speech rate in response to learner difficulty, even when prompted. These limitations may lead to misunderstandings and disrupted conversational flow. Chatbots may also generate overly long responses and occasionally misinterpret pauses as turn completion, thereby limiting opportunities for learner turn-taking and spoken practice, which may lead to frustration and disengagement (Çakmak, 2022, p. 116).

The effectiveness of LLM-based chatbot-supported tasks in the classroom depends heavily on teacher presence and chatbot limitations. Teacher presence covers four key areas: task design to support intended learning outcomes; chatbot prompting aiming to ensure the chatbot fulfils its intended role; task management, which prepares learners to take ownership of the task and manage its procedure and rules independently during interaction; monitoring, where the teacher checks and supports task progress as needed; and feedback, which supports accurate language development. Chatbot limitations should be taken into consideration, such as difficulty in aligning responses with the required CEFR level. In general, AI-generated responses should also be checked for accuracy and treated as supplementary support. These considerations suggest that the effectiveness of LLM-based chatbots is determined by pedagogical design and teacher mediation rather than technology alone

Developing Responsible and Ethical AI chatbot Use

The use of LLM-based chatbots raises issues of bias, fairness, and data privacy, as well as concerns related to the reliability of chatbot outputs, as LLM responses may present inaccurate or misleading information. Additionally, they can easily lead to learner overreliance reducing critical thinking and independent problem-solving (Kasneci et al., 2023).

These concerns indicate the need for training learners, especially younger ones, to develop awareness of secure and responsible use by protecting personal data, avoiding the sharing of sensitive information, checking the accuracy of outputs, and using the technology purposefully to support learning rather than as a shortcut for ready-generated answers (Gao et al., 2025). Their use also involves ensuring that its integration in the classroom is in line with principles of inclusion and equity (UNESCO, 2023; European Commission, 2022).

AI chatbots open new opportunities for language learning; their integration in the language classroom serves multiple pedagogical purposes and their effectiveness depends on a range of considerations, as discussed. It is advisable for teachers to pilot and test tasks before implementing them in the classroom to locate and address potential problems in their application. It is certain that, being a relatively new technology which is still developing, there is a clear need for further empirical studies and research to better understand how these tools can be integrated effectively into language education.

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[1] Sociocultural theory in SLA originates from the Russian psychologist Vygotsky's theory that learning develops through social interaction and mediation.

[2] Lexical chunks are multi-word units of language such as collocations, fixed and semi-fixed expressions, idioms, and phrasal verbs etc.

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

Bridging Borders: NYC Athens & Thessaloniki Students at the University of Greenwich!

A group of students from the Department of English Language and Teaching at New York College in Athens and Thessaloniki visited the University of Greenwich in London.

The students attended classes at the University with Professor Maria Arche and interacted with students and faculty members of the BA (Hons) in English Language Teaching & TESOL programme.

From left to right: Dr. Panagiota Nikolettou, Head of the English Department in Athens; Simon Dye, Senior Lecturer and Programme Leader of the BA English Language & English Language Teaching, School of Humanities & Social Sciences, University of Greenwich; and Ms. Foteini Malkogeorgou, Head of the English Department in Thessaloniki.



Language, Learning, and Love for Animals: An Innovative TESOL Workshop

The undergraduate students of the BA (Hons) English Language and TESOL Programme at New York College Thessaloniki attended a dynamic seminar-workshop exploring how language can be used to raise awareness of the relationship between humans and animals. Through storytelling, creative writing, critical thinking, imagination, and real-life stories, participants experienced innovative approaches to fostering empathy, reflection, and meaningful learning. An enriching experience for future English language teachers who aspire to make a difference through education. We would like to thank Katerina Papapostolou, Headteacher of Nisio Elementary School, accredited animal-assisted therapist, dog trainer, and founder of AMKE Zoes, for inspiring our students and demonstrating the transformative impact of education.



ELT Career Day

The ELT Career Day 2026 was a great success, bringing together students, academics, and professionals from the field of English Language Teaching. Students had the opportunity to meet potential employers, learn about career pathways in ELT, and explore opportunities for further study and professional development, including CELTA, MA, and MPhil programmes. The event also provided valuable networking opportunities and allowed students to gain first-hand insights into the realities and expectations of the profession. We would like to thank all speakers, employers, and participants for making this event such a rewarding experience.



→ ENGLISH LANGUAGE & TEACHING DEPARTMENT

TESOL Conference

Our BA (Hons) English Language and TESOL students made us incredibly proud with their outstanding presentations at the TESOL Greece Conference, which took place on the 14th and 15th of March. Their work reflected not only strong academic knowledge but also creativity, critical thinking, and a genuine passion for teaching and learning. Seeing our students confidently share their ideas with a wider academic and professional audience was truly inspiring. This achievement is a testament to their hard work, dedication, and commitment throughout the programme. It also highlights the importance of bridging theory and practice, as our students continue to develop into reflective and capable future educators.



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.



→ 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



*I chose to study this programme because I wanted to acquire the knowledge and skills required of a modern educator through a combination of theoretical learning and practical experience. During my studies, I had the opportunity to participate in teaching placements and volunteer activities that helped me gain a deeper understanding of the social and pedagogical role of a teacher. The programme's lecturers were always supportive and willing to guide us, encouraging our development both academically and personally. The most important thing I have gained from NYC is the confidence to meet the challenges of teaching with creativity, empathy, and professionalism. To every new student, I would say: make the most of every opportunity that comes your way, because these studies can be a truly transformative experience. **Eleni Zenounlari**, Graduate, BA (Hons) English Language & English Language Teaching.*



*I'm **Vicky Kalaitzidou** and I studied English Language and English Language Teaching (ELT) at New York College in Thessaloniki. I chose to study the BA (Hons) English Language at New York College because I have always loved the English language and wanted to become an English teacher so that I could share my knowledge and passion for this language with my future students. My studies not only prepared me to meet the demands and responsibilities of the profession but also helped me develop an even deeper appreciation and love for the English language. Throughout my studies, the lecturers were extremely supportive, always available to guide us, assist us, and motivate us to reach our full potential. Having gained valuable knowledge and experience from this programme, I now apply these skills in my teaching. The College was the starting point that enabled me to expand my knowledge and begin the journey toward becoming the teacher I had always aspired to be.*



*My name is Stella and I recently completed the BA Hons program 'English Language & English Language Teaching' at New York College. I chose this degree because it offers a range of career opportunities in different fields like teaching, linguistics and translation. My experience at New York College was very positive. While job recommendations and insightful seminars were provided to us frequently, what transformed my journey was my highly qualified and supportive lecturers, who boosted my teaching skills to their fullest potential. This program challenged me to work strategically and plan ahead, developing my confidence both professionally and personally. In September, I will be working as a teacher ready to move away from traditional teaching practices and make a difference by applying the latest methodologies in language teaching. To future students, I would advise them to stay consistent with the lectures and take advantage and take full advantage of all the opportunities it the programme offers. **Styliani Sevasti Baxevanidou***



My name is Iordanis, and I studied English Language & TESOL at New York College Thessaloniki. I chose this programme because I have always loved the English language. Growing up speaking English with my mother and running four language schools in Evosmos, I wanted to build a strong academic foundation and become an English teacher. My experience at New York College, Thessaloniki was very positive. The programme combined theoretical knowledge with practical application and covered a wide range of subjects, including translation, literature, and linguistics. Through coursework, presentations, and portfolios, I developed my language skills, gained confidence, and acquired valuable organisational and communication skills. The lecturers were always approachable and willing to support us academically and professionally. I also had the opportunity to meet people with similar interests and collaborate on group projects. Today, I work as an English teacher, and I can confidently say that my studies at New York College contributed significantly to my professional and personal development.

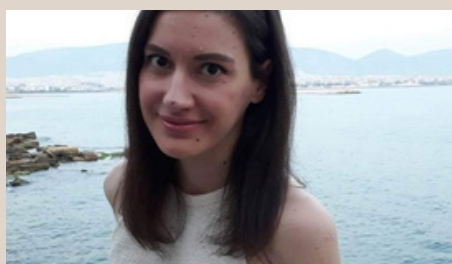
Iordanis Elekidis, BA (Hons) English Language & TESOL, New York College Thessaloniki



"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



"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

Success Stories



After completing a bachelor's degree in educational and social policy, I pursued the BA (Hons) English and English Language Teaching Programme of the University of Greenwich at New York College Thessaloniki to deepen my understanding of second language education and innovative teaching practices.

The programme strengthened my ability to connect educational theory, second language acquisition, and classroom practice, while equipping me with contemporary language teaching methodologies that continue to inform my work. These insights have been instrumental in developing the educational initiatives I lead through The Knowledge Bridge, an educational centre dedicated to meaningful learning experiences.

One of my key initiatives is Nature's Classroom Summer Camp, an English immersion programme that combines language learning with experiential, nature-based education. In recognition of this work, I received the 2025 Gold Award for Creativity in Language Teaching at the ELT Excellence Awards and was shortlisted again in 2026. In September 2025, I was invited to present the programme during the Lightning Talks sessions at the International Publishers Exhibition Autumn '25 in Athens, an opportunity that reinforced the value of authentic, learner-centred educational experiences.

My goal is to continue designing inclusive and innovative programmes that make language learning meaningful, accessible, and engaging.

Evangelia – Magdalini Skoudrianou





My experience at New York College Thessaloniki was excellent. The tutors were always supportive and genuinely interested in our academic development, creating a positive and encouraging learning environment.

One of the most valuable aspects of my studies was the opportunity to take part in teaching placements with major organisations. This was particularly important to me, as it enabled me to bridge the gap between theory and practice and develop the confidence and skills needed for my future career.

New York College provides a strong academic foundation while also offering a range of extracurricular activities that contribute to students' personal development and create valuable networking opportunities with professionals. I would highly recommend it to anyone considering this field of study, as it gave me the knowledge, experience, and confidence to pursue my goals and achieve my ambitions along with employability prospects.

After graduating, I immediately started working as an English teacher at a Foreign Language Centre and a higher vocational education institution, where I teach English for Specific Purposes in field such as healthcare, business administration, and tourism. At the same time, I collaborate with summerschools in Greece and abroad, teaching students from a wide range of nationalities and cultural backgrounds.

My internationally recognised qualification has prepared me to work in multicultural educational environments, such as CERAN Academy, a European centre for language and intercultural education that uses communicative and experiential teaching methods for children, adults, and corporate professionals.

To anyone considering this career path, I would say: invest in your education and pursue your dreams with determination and perseverance.

Eirini Damani, Graduate, BA (Hons) English Language and English language Teaching



Faculty

Athens

Academic Director of the English Department Athens: Dr Panagiota Nikoletou

Dr Nikoletou 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 IGSCE 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 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.

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.



Dr Nikos Angelopoulos

Dr Nikos Angelopoulos completed his undergraduate studies at the University of Patras and his Master studies at the University of Cambridge with high distinction, achieving first place. He received his Ph.D. from UCLA in December 2019. He specializes in Syntax and its interfaces with Morphology and Semantics. He has published more than 25 articles, given 29 presentations at top conferences (NELS, GLOW, SALT, WCCFL), and delivered 14 invited lectures at various universities (UC Santa Cruz, UCLA, NYU). He has also collaborated with distinguished scientists internationally. From 2022 to 2024, he was a postdoctoral researcher in the "Locality in Language" program at the University of Crete, funded by ELIDEK. His research has been published in top journals, including *Linguistic Inquiry* (MIT Press), *Natural Language and Linguistic Theory* (Springer), and *Glossa*. In 2023, he received an award for his contribution to linguistic diversity (Language Acquisition, Taylor and Francis), and in 2024, he was named the best young researcher at the University of Crete.

Mrs Athena Dermentzi

Mrs Athena Dermentzi is a PhD Candidate in Higher Education at the University of Greater Manchester specialising in student retention, first-year student experience, and dropout prevention in the Greek Higher Education context. Her research focuses on evidence-based intervention frameworks that promote student engagement, wellbeing, belonging, and academic progression. Mrs. Dermentzi has been teaching in diverse educational contexts for more than 20 years and she currently serves as Lecturer in Higher Education where she teaches Academic Writing, Special Educational Needs and Disabilities (SEND), and Equity, Diversity and Inclusion (EDI)-related courses, collaborating with American and European Universities. In Higher Education, she has supervised undergraduate dissertations and served as a Module Leader for Bachelor's degree programmes. She has presented and published her research at national and international conferences across Europe and Asia and have served as a proofreader for national journals. She has also received three national distinctions in Greece for 'Innovation in Teaching' and 'Inclusion in Academic Writing'. Mrs. Dermentzi has extensive experience in inclusive education practices, bilingual education, academic skills support, and digital learning environments and has also long-standing experience as an Oral Examiner and Supervisor for examination bodies.

Thessaloniki

Foteini Malkogeorgou

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

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 Cambridge accredited Teacher Trainer.

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 supports job placements for 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, and currently at UCL. In addition, she also has over 20 years of experience teaching English as a Foreign Language (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 in 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

Dr Konstantina Tsiouisia

Dr Konstantina Tsiouisia holds a PhD from the Faculty of Philology, Aristotle University of Thessaloniki, with doctoral research in the field of theoretical and applied linguistics. She holds a bachelor's degree in Greek Philology with specialisation in linguistics and a Master's degree in Applied Linguistics from the same university. She has received two scholarships during her PhD studies, two mobility grants, she has presented her work at international conferences, and has published articles in journals and conference proceedings. Her current research interests lie in the areas of language acquisition and teaching, language processing, and syntax. She has been an Adjunct lecturer at Democritus University of Thrace, and since 2022 she has been a member of the teaching staff at New York College, where she teaches undergraduate courses within the «English Language and TESOL» programme, offered in collaboration with the University of Greenwich.

Zoi Ioannidou (PhD Candidate)

Zoi Ioannidou is a PhD Candidate in Applied Linguistics at Democritus University of Thrace (DUTH). She studied Greek Philology at DUTH and completed her postgraduate studies (with distinction) in Teaching Greek as a second/foreign language at the University of Nicosia. Her research interests lie in the field of SFL, historical discourse, and Content-Based Instruction of Greek. She has been engaged in the development of the new 5th Grade elementary school textbooks of Greece published by "Nisos", the textbook for Greek as a second language (Level B1+) «Πάμε Ελληνικά», and the textbook for teaching History and Language (Level B1+) for the Pedagogical Institute of Cyprus. She participated in the Erasmus+ research project "RE.MA.C." – "Reinventing Mainstream Classrooms", in "Digital School", a project held by the Institute of Educational Policy, as well as at the "Refresh your Greek" program for teaching Greek to the diaspora in America, an initiative by the SynMorphoSi Linguistics Lab in collaboration with the Consulate General of Greece in Chicago and the Center for Hellenic Studies at the University of Chicago. She has presented her work at international conferences (e.g., ICGL, ICAL, ISTAL) and has published articles in conference proceedings. Finally, she is teaching Greek as a second/foreign language to incoming Erasmus students at DUTH, serves as a Teaching Assistant and Research Associate at Frederick University, co-teaches at the Department of Greek Philology at DUTH and works as an educator at DUTHs KEDIVIM training courses (e.g. "Accredited Linguistics Seminar (for specialists and non-specialists)).

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.

Maria Ampatzí

Maria Ampatzí 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 number of diplomas in various fields such as 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 experience teaching 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.



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.

Dr Maria Tziraki

Dr Maria Tziraki holds BASoc|BSc(Psyc)|MSc|PhD Academic Qualifications PhD in Medicine, University of Manchester, Manchester, UK MSc Neuropsychology, University of Bristol, School of Experimental Psychology, Bristol, UK BSc (Hons) Psychology, City University London, School of Social Sciences, London, UK Degree (Ptychio) Sociology & Criminology, Panteion University of Social and Political Sciences, Department of Sociology. She has a background in neuroimaging research, focusing on the neural mechanisms of neurodevelopmental disorders and the impact of traumatic brain injury on cognitive function. Her PhD investigated the effects of statin treatment on brain structure, function, and cognition using multimodal MRI, in a clinical trial in children with Neurofibromatosis Type 1 (NF1) and syndromic autism. She has also contributed to research examining the impact of traumatic brain injury on brain function and cognition in young people. In addition to her research expertise, she has received basic training in Cognitive Behavioural Therapy (CBT), mindfulness-based techniques, and the Method of Levels therapeutic approach. She has held academic positions in the UK and Greece and has extensive experience in both research and higher education teaching. Her research areas include Autism, Genetic Disorders, Neuroimaging, Traumatic Brain Injury, Cognitive Neuroscience, Neuropsychology





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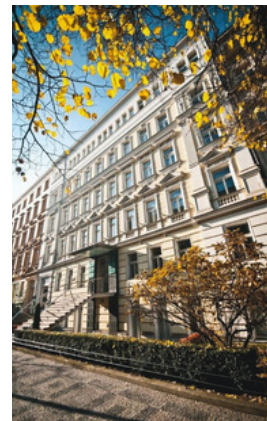
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