

# Curriculum Vitae

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## Overview

Completed her undergraduate studies at the National and Kapodistrian University of Athens (NKUA), Greece, her postgraduate studies at Claremont Graduate School and at U.C.L.A. in the U.S.A., and her postdoctoral studies at the University of Cambridge, England. Involved with language education in Greece, she was responsible for the first and second extensive foreign language curricula reforms in the 80s and the 90s, while recently she led a team of language didactics experts in developing the Integrated Foreign Languages Curriculum (IFLC), which was adopted as the national foreign language core curriculum in 2016. She also directed the research team that designed the IFLC data base (Dendrinou & Gotsoulia 2015) and directed the national programme of [English for Young Learners](#) (2010-2014), on the basis of which English as a foreign language was introduced to pupils from the first year of primary school.

Interested in socially accountable applied linguistics, she has researched the discursive practices of English and English language teaching, critically analysed European language education policies, and explored ideological constructions in language policy texts and English as a foreign language teaching/learning materials. Her areas of expertise are language education politics, foreign language pedagogy, curriculum and materials development, language testing and assessment and multi-/plurilingualism in education. Her published work, which appears in English and Greek but also in Portuguese and Spanish is mainly on language teaching, learning and assessment, and on intra- and cross-linguistic linguistic mediation practices. However, she has also published her work on a variety of social issues including the linguistic representations of poverty, of gender and of the environment, as well as on the construction of bureaucratic discourse.

Since 2002-2003 she has devoted much of her time to developing a multilingual examination suite that leads to the state certificate of language proficiency, known by its Greek acronym [KPG](#). These exams – in English, French, German, Italian, Spanish and Turkish – are administered on a national level by the Greek Ministry of Education. She has also been involved in the development of the e-KPG platform which will contain automated services and a computer adaptive testing. Thousands of Greek learners take part in these exams every year and their scripts are the source for data feeding the KPG Corpus. Their performance has also provided ground for numerous research projects, some of which are presented in an edited collection (Karavas & Mitsikopoulou, Peter Lang 2018).

Since 2014-2015, she has been president of the European Civil Society Platform for Multilingualism ([ECSPM](#)), organising and supporting actions for multilingualism in European societies. The organisation's membership has been growing steadily particularly with academic institutions joining the [CURUM](#) – a Cluster of University Research Units for Multilingualism. Its annual symposia, concerned with multi-/plurilingualism especially in schools and universities, are hosted by different universities across Europe each year.

As of late she is Director of the newly founded Research Centre for Multilingualism and Language Policy of the NKUA, which will extend the work carried out by the Centre of Excellence with the same title on which she served as Head of the Scientific Committee (<http://elp.enl.uoa.gr/>).

## **Academic affiliation, instruction, supervision**

She joined the Department of English at the NKUA in 1976 in a junior teaching position and worked her way up to full professorship in 1992. The undergraduate courses she taught were on foreign language didactics, sociolinguistics, and critical language studies. In the early 1990s she designed the Initial TEFL Training Programme for undergraduates in their senior year and later helped plan the new pre-service Teacher Education and Training Programme of the Department, in effect since 2013. From 2005 to 2015 she taught postgraduate courses in language didactics research, language testing and assessment, and supervised numerous dissertations in the context of the Department's first postgraduate programme leading to an MA in Applied Linguistics.

She has worked with PhD students in Greece and abroad, advising and supervising doctoral theses in foreign language pedagogy and critical analysis of the ELT discursive practices. A special mention of the group of 15 Language Testing and Assessment PhDs she supervised from 2005 to 2015, at which time she retired from her full-time teaching position to devote more time to research and writing, and to build a European alliance investigating issues related to multilingualism in education.

## **Administration**

- 1989-1993 Head of the Language and Linguistics Division, Department of English, NKUA
- 1993-1997 Chair of the Department of English Language and Literature, NKUA
- 1991-1997 NKUA Senate Member
- 2003-2005 Member of the Board of Directors of the Ionian University, Corfu, Greece
- 2003-\_\_\_\_\_ President of the Examination Board for the KPG multilingual examination suite, Ministry of Education and Religious Affairs
- 2004-\_\_\_\_\_ Director of the Research Centre for Language Teaching, Testing and Assessment
- 2005-2011 Member of the Directive Board for Postgraduate Studies of the Faculty of English, NKUA
- 2003-2008 Co-director of the interdepartmental gender studies programme of the NKUA
- 2016-\_\_\_\_\_ President of the European Civil Society Platform for Multilingualism
- 2020-\_\_\_\_\_ Centre of Excellence for Multilingualism and Language Policy scientific committee leader

## **Recognition – awards**

- 1974-1975 Ford Foundation scholarship
- 1981-1982 Hornby Foundation grant
- 1983-2014 Consultant to the Greek Ministry of Education in matters of foreign language education
- 2000-2013 Expert advisor for the Centre for the Greek Language on issues of European language and language education policies
- 2004 *The Hegemony of English* (co-authored with D. Macedo and P. Gounari) received the 2004 American Educational Studies Association (AESA) Critics' Choice Award
- 2011 Awarded with the European Language Label for the quality of an English for Young Learners national project which introduced the first foreign language from the first grade of primary school
- 2014 Elected president of the European Civil Society Platform for Multilingualism (ECSPM)
- 2015 Awarded the title of Professor Emerita by the NKUA
- 2016 A conference, entitled "The political and social discourse of FL education today in Europe" was organized at the NKUA to honour her 40 years of distinguished academic career ([https://www.youtube.com/watch?v=rDjjpbx\\_HI](https://www.youtube.com/watch?v=rDjjpbx_HI)).
- 2018 An edited collection was published as a Festschrift in her honour, edited by E. Karavas and B. Mitsikopoulou, *Developments in Global Language Testing*, published by Peter Lang. It contains contributions of PhD students who completed their work in Language Testing and under her supervision.
- 2020 A volume in Greek dedicated to her, entitled *The Pedagogic and Political Discourse of Foreign Language Teaching* (Ο Πολιτικός και Παιδαγωγικός Λόγος για τη Ξενόγλωσση Εκπαίδευση, εκδόσεις Πεδίο), contains contributions by 18 language scholars, from different Greek universities, who have worked with her over the last 20 years.

## **Professional involvement and academic activity**

Localisation of the global, the international discourse of ELT has been at the centre of her work from the early stages of her academic career. Therefore, her first major mission, in the 80s, was a large-scale project that resulted in localised materials for the teaching of English in state schools (1983-87), introducing a task-based language learning approach in practice and making innovative use of learners' first language, which was still a very controversial issue in the dominant paradigm of TEFL. In the early 90s, she began investigating the ideological meanings in EFL textbooks, syllabuses, and educational materials for the teaching of EFL. Becoming increasingly interested in the critical discourse analysis of materials, language policies and policy documents as well as the discursive practices of different social institutions, she investigated the social meanings articulated in a variety of texts, her main purpose being the social critique of practices aiming at reproducing the social order – be it the TEFL enterprise, gender inequality or bureaucracy.

### **In the 1980s**

- Organised and taught in the context of programmes for the training, education, and professional development of EFL teachers mainly in Greece.
- 1979-1980 Founding member and vice-president of TESOL-Greece.
- Spent a year (1981-1982) as a visiting scholar at the University of Cambridge, and at the same time she had an attachment to the Institute of Education, University of London.
- 1982-1983 Head of the team of experts appointed by the Pedagogic Institute of Greece who designed the first national communicative curriculum for English.
- 1983 Wrote and designed the first Teacher's Handbook for the communicative teaching of English.
- Appointed as academic leader of a team of TEFL professionals, by the Pedagogical Institute of the Ministry of Education, a five-year action research programme was carried out, resulting in the first exclusively task based EFL textbook series: (*Task Way English 1, 2 and 3 students' and teachers' books*). The series was produced by the state publishing agency of the Ministry of Education and used in Greek junior high schools for 10 years (1986-1996).
- Collaboration with the University of Lisbon, the Orientale in Naples, and the University of La Laguna in Tenerife, through an Erasmus exchange programme, which resulted in the Southern European Collaboration for Language Research.

### **In the 1990s**

- 1991: Visiting scholar at the Department of Linguistics, University of Lancaster.
- First encounter and collaboration with Basil Bernstein.
- Collaboration with Emilia Ribeiro-Pedro and the CDA group (Fairclough, Kress, Martin-Rojo, van Dijk, van Leeuwen, and Wodak), which marked the beginning of her work in critical Applied Linguistics.
- 1993-1997: Elected president of the Department of English, School of Philosophy, NKUA, and re-elected for a second term.
- In the 1990s she organised numerous national and international academic workshops, panels, conferences, and symposia, the most notable of which was the 4th International Symposium of Critical Discourse Analysis on "Language, Social Life and Critical Thought" in 1995, at the NKUA, which featured M.A.K. Halliday as the keynote speaker, and other prominent scholars such as Gunther Kress, Theo van Leeuwen, Teun van Dijk, Ruth Wodak and many others. Halliday had just been awarded a doctorate *honoris causa* by the NKUA, proposed during her presidency at the Department of English Language and Literature.

- Special consultant on European language education policy issues to the Centre for the Greek Language (CGL) and collaboration with the eminent Director of the Centre's Linguistics Department, the late A.-F. Christidis.
- Designed and produced the CGL's e-journal for languages and language education, entitled "Glossikos Ypologistis" and served as editor of the first two volumes.

### **2000 to 2009**

- In 2001, she organised a European conference to celebrate the "2001 Year of Languages", entitled "Plurilingualism and Language Politics in the EU: Foreign Language Education Policy in Greece." Among the prominent speakers were Lid King from the UK, Peter Nelde from Belgium and Johanna Panthier from the Modern Languages Division of the Council of Europe. A bilingual volume (Greek and English) was created with the papers delivered at this event and it was edited by Dendrinou and Mitsikopoulou. It was published in 2004 by Metaixmio publishers.
- In 2002 she moved beyond critique to social action and became involved with the development of a 'glocal' multilingual language proficiency examination suite for people living, working and studying in Greece. She led a team of FL didactics and testing experts from the NKUA and the Aristotle University of Thessaloniki, to begin the development of the KPG Multilingual Examination Suite, on the basis of the 6-level scale of the Council of Europe, which today offers exams in English, French, German, Italian, Spanish and Turkish for the certification by the Greek state, through the Ministry of Education. The exams, designed and produced according to common guidelines and specifications across languages:
  - offer context-sensitive testing opportunities to FL learners who are studying and working in Greece (and have Greek as a common language),
  - are intended to have a targeted backwash effect on foreign language education in primary and secondary school in Greece,
  - are in the service of multilingualism in the global and national job market.
- 2003-2006: The KPG Examination Board of which she has served as president has been responsible for numerous actions related to the development of the exam system, such as producing the exam specifications, designing the regulations regarding the system as a whole. The KPG Examination Board is also responsible for exam delivery and administration, for the development of assessment criteria and rating grids and for supervision of the script rating centres. It also collaborates with teams of experts for the preparation of test papers (developing content, structure, design, and the items themselves), for piloting the test papers and analysing the results for test validity, reliability, and stability, and for final formatting, checking, and rechecking possible changes.
- In 2009 she was elected a board member of the European Federation of National Institutions for Language (EFNIL) and served as a member of its executive board for a three-year term.

### **2010 to 2015**

- 2010: She represented EFNIL in the Language Education Work Group for the European Commission's Civil Society Platform for the Promotion of Multilingualism which was initially launched in 2009 and re-launched in 2012.
- 2010-2012: Appointed as member of the committee to develop guidelines for the Greek national school curriculum reform.
- 2014: Began re-structuring the European Civil Society Platform for Multilingualism, independently from the European Commission as an NGO.
- 2010-2015: She directed a national project which involved 25 language teaching professionals for the design and development of the Integrated Foreign Languages Curriculum (IFLC) which was adopted in 2016 as the national curriculum for foreign

languages in compulsory education. The illustrative descriptors of leveled communicative competence of the IFLC was aligned to the CEFR.

### **2015 to the present**

- 2015-2017: Member for the National Board of Education Reform
- 2016-2017: Head of an FL advisory committee of the Institute of Educational Policy, which is a consultant to the Ministry of Education. After research and several surveys, the committee completed an extended report on the state of FL education in Greek state schools
- 2016-\_\_\_\_: As RCeL Director, she has been organising professional development courses for language professionals from various European countries, particularly Spain, funded through the Erasmus+ programme
- 2015-\_\_\_\_: Member of the Professional Network Forum of the European Centre of Modern Languages in Graz, Austria, and has been attending annual consultation meetings
- 2016-2018: Consultant to the European Commission on issues about multilingualism in education.
- 2015-\_\_\_\_: President of the European Civil Society Platform for Multilingualism ([ECSPM](#)), which is an umbrella organisation for 28 European associations, networks and university research centres, working for greater linguistic justice and language equality, driving for change in attitudes towards languages and the monolingual ethos of communication in education and the other social institutions. Currently these associations, networks and research centres represent more than 200 institutions that are concerned with covering all issues concerned with language rights, language education and the use of languages in society. Our members reach out to thousands of beneficiaries. The ECSPM has been involved with several projects including the [European Digital Language Equality](#) a flagship project of the European Union (2020-2022). In addition, the ECSPM holds annual symposia hosted by a different university each year. Information about the symposia and PPT presentations of the talks by distinguished speakers from Europe and beyond are [here](#).
- 2020-2023: Founding member of the CIVIS Multilingualism Network (CMN); a group of scholars in theoretical and applied linguistics (from European universities which make up the CIVIS European university consortium) sharing knowledge, research, with the aim of providing CIVIS universities with an academic environment that respects the rich linguistic diversity of its students and members of staff, advocates plurilingual education, and promotes multilingualism in studies and research. In 2021-2022 the CMN designed and carried out the Seminar Series entitled “Multilingualism: the language of CIVIS” which was offered online during the academic year to senior language study students and young scholars.
- 2023-\_\_\_\_: Elected Director of the Research Institute for Multilingualism and Language Policy and designing the project for Language Policy of NKUA.
- 2023-2024: Member of the programme committee for the Second International Workshop Towards Digital Language Equality (TDLE): Focusing on Sustainability, co-located with LREC-COLING 2024, May 2024, Turin (Italy), <https://european-language-equality.eu/tdle-2024/>

### **Research 2004-2024**

By the early part of the new century, critical language study was at the centre of her research interests, and she became more involved in investigating discourses of monolingualism, multilingualism and multiliteracies, as well as the ideological nature of foreign language policies in the EU, and of gendered practices in academia.

- In 2004 she founded and later became the Director of the Research Centre for Language Teaching, Testing and Assessment (RCeL), which developed into a fully equipped unit at the

School of Philosophy of the University of Athens. Initially concentrating exclusively on the KPG exams project, she worked with a team of young scholars, supervising research on testing issues such as the effect of text and reader variables on reading comprehension, the role of the examiner in oral testing, the development of mediation skills, test-taking strategies in the KPG exams, and world representations in reading comprehension texts. Also, work at the RCeL concentrated on research related to the validity of the test tasks, assessment and marking reliability. In the 10 years that followed (2004-2014), the RCeL offered numerous services to the foreign language teaching community in Greece and beyond, published a series of books and journals, offered e-infrastructures including e-repositories to store and manage large quantities of data, and to easily retrieve organised information, original data bases for item analysis and for retrieving linguistic information concerning tests.

- In 2007, upon securing funding from the ESF and the Greek state (3.425.400€), she directed a project at the NKUA, which was the cornerstone of the development of the KPG multilingual suite. By the end of 2008, the team had generated: (a) validated levelled descriptors aligned to the Common European Framework of Reference (CEFR), (b) detailed specifications and guidelines across languages for the papers testing different levels of different language competences; (c) levelled assessment criteria, (d) the KPG scoring system, (d) specifications for the script-rating centres, (e) specifications and materials for examiner- and script-rater training programmes.
- 2003-2008: Upon securing funding from the ESF and the Greek state (280.630€) she directed the PEDYAS project, on the basis of which the Department modernised its undergraduate curriculum, established and fully equipped a Centre for Self-Access Learning and Materials Development. The project also helped fund and design the Department's first portal and to launch the *Synthesis* e-journal for literary theory. Upon completion, the project received excellent reviews by its three international external evaluators.
- 2003-2008: Co-directed, with Prof. Stella Vosniadou, a pioneering project which led to an interdepartmental gender studies programme. Gender related courses were introduced in the undergraduate curricula of eleven departments of the NKUA, including Medicine, Law, Theology, Social Sciences and Humanities. The project, with the Greek acronym THEFYLLIS, allowed us to organise public lectures with prominent speakers from Greece and abroad to discuss gender bias in Greek academia, to publish gender related books and reports, and the first gender studies of Wikipedia in Greek (<http://www.fylopedia.uoa.gr>). This project was the basis for the NKUA's gender policy and the Gender Equality Centre.
- 2005-2006: Supervised an EU funded project which investigated the gender related meanings articulated by mainly female academics when talking about their career choices.
- 2010-2013: Secured funding (270.000€) for the NKUA, and directed a research project which led to a coherent and realistic Greek foreign language education policy following European policy strategies and recommendations for the promotion of multilingualism.
- 2011: Selected by the European Commission as an independent expert to act as reviewer for the research project "Language Dynamics and Management of Diversity" (DYLAN), funded through the Sixth Framework Programme of the European Community for research, technological development and demonstration activities contributing to the creation of the European Research Area and to innovation. The research was carried out by a network of 12 European universities.
- 2011-2015: In collaboration with V. Gotsoulia and the assistance of RCeL staff, she created a multilingual database, designed as the essential methodological apparatus for specifying benchmarks of language proficiency, and for furnishing comparable descriptions of levelled communicative performance across languages.

- 2012-2015: In collaboration with V. Gotsoulia, she built the KPG English Corpus to determine the linguistic 'profile' of the Greek learner of foreign languages included in the school curriculum. It comprises the essential research basis informing, on an ongoing basis, the IFLC and supporting the development of novel teaching materials tailored to the needs of Greek learners. The Corpus comprises collections of written texts (scripts) produced by candidates in the KPG examinations in English. The script collections have been systematized in a Script Database, maintaining a balance across proficiency levels, types of tasks which candidates are asked to perform as well as communicative environments to which they are asked to respond using the target language.

In directing the projects above, for which more than 100 language professionals (ICT educational statistics experts and interactive graphic designers) were selected and given full- or part-time employment.

- 2016-2019: Reviewer of research projects for the Social Sciences, mainly for the strand of education, to be funded by the National Research Foundation.
- 2020-2023: Head of the Scientific Committee of the Centre of Excellence for Multilingualism and Language Policy ([CEM](#)), in the context of which she founded the Observatory of Multilingualism, which conducted four major research projects related to languages in Greece and Cyprus, as well as to bi- and multilingual education.
- 2022-2023: Case study on linguistic mediation practices of university students [Étude de cas sur la médiation linguistique dans l'enseignement supérieur] – an action which aimed to investigate how university students cross-linguistically and intralinguistically mediate with their peers for cooperative learning and collaboration in plurilingual encounters. The research was carried out in the context of the project led by the University of Strasbourg entitled *Le Multi-/plurilinguisme dynamique, terreau de l'excellence inclusive dans l'enseignement supérieur (MUDExl), Action 2.*

### **Invited talks and seminars (1994-2024)**

- 1994 Ideological Practices in EFL Pedagogical Materials. Critical Discourse Analysis Symposium, University of Lisbon, Portugal.
- 1995 Foreign Language Textbook Discourse and the Pedagogisation of the Learner. Georgetown University Round Table on Languages and Linguistics, Washington D.C., USA
- 1995 The Silencing of Women. Onassis Centre of Greek Studies, New York University, N.Y., USA
- 1996 Planning Foreign Language Education: Planning Hegemony. International Symposium on Critical Discourse Analysis, Linguistic Society of Portugal, University of Lisbon, Portugal
- 1996 The discourse of ELT as ideological practice. International Symposium on Critical Discourse Analysis, Department of Linguistics, Autonomous University of Madrid, Spain
- 1998 Linguistic Racism in European Foreign Language Education Discourse. International Symposium on Critical Discourse Analysis, Department of Applied Linguistics, University of Vienna, Austria
- 1998 Ideologically Positioning EFL Learners via Instrumental Texts. 6<sup>th</sup> International Pragmatics Conference, Reims, France
- 1998 Developing Alternative Modes of Foreign Language Literacy in the European Union. International Conference on the "Loss of Communication in the Information Age", organized by the Austrian Academy of Sciences
- 1999 Language Education to Meet the New Social Challenge: Linguistic and Cultural Diversity in Europe. European conference on "Strategies for the Promotion of Linguistic Diversity in Europe" organized by Stichting Promotie Talen in the Netherlands, with the support of the European Commission
- 2000 Plurilinguisme et heteroglossia en Europe : Le défi pour des modes alternatifs d'enseignement des langues. Symposium on the "Lesser widely spoken and taught languages in Europe" at the "Expolangues" in Paris.

- 2001 Critical assessment of the devalued role of the “Non-Native Speaker” in the Teaching of English as a Foreign language. Invited speaker at the international conference, entitled “The pedagogic discourse of ELT and the discursive construction of the NNS’ professional value” organized by the Dept. d’Angles i Linguística, Universitat de Lleida, Catalunya, Spain.
- 2001 Linguistic ecology or linguistic ‘eulogy’ in the framework of the Gannett lectures on “Citizenship in the New Millennium” at the Rochester Institute of Technology, N.Y., USA (<https://www.youtube.com/watch?v=6gOujz2wro>)
- 2002 The marketisation of (counter)discourses of English as a global(ising) Language. World Congress on Literacy organized by the Australian Literacy Society “Learning for the Future: New Worlds, New Literacies, New Learning, New People”
- 2002 The value of bilingual education in a globalized world. Event organized by the University of Massachusetts in Boston, USA, on occasion of a referendum calling for sanctioning against bilingual education in Massachusetts. Invited panelist along with Jim Cummins and Jim Crawford
- 2004 Certification nationale de langues etrangeres, multilinguisme et plurilinguism. Expolangue, Paris, Janvier 2004.
- 2004 Glocal practices for foreign language literacy: Forms of resistance to global paradigms of foreign language teaching and assessment. International conference on “Literacy Education: Local Perspectives in a Globalised World” organized by the Centre for the Greek Language, the Ministry of Culture and the Ministry of Education (at the Goulandris-Horn Foundation).
- 2006 English as a pluricentric language in glocal examination systems. At the European conference on “Pluricentric Languages in Multilingual Europe”, organized by EFNIL and the Royal Academy of Madrid
- 2007 The gendered discourse of women academics with regard to career options. At Macaulay Honors College of the City University of New York
- 2007 The language policies of Greece. At the European conference on National and European Language Policies organized by EFNIL and the Latvian Ministry of Culture, in Riga, Latvia
- 2008 Multilingualism and multiliteracies in new learning contexts. At the European Symposium for the Celebration of Multilingualism, organized by the Accademia della Crusca in Florence, Italy.
- 2010 The global English language proficiency testing industry and counter hegemonic local alternatives. As part of the special panel entitled “British ELT in existential crisis?” held at the 43<sup>rd</sup> International Conference of the British Association of Applied Linguistics (BAAL) on “Applied Linguistics: Global and Local” organized by the University of Aberdeen, Scotland (<http://www.abdn.ac.uk/baal2010/programme/>)
- 2011 Social meanings in global and glocal language proficiency exam systems at the 1<sup>st</sup> International Conference on Language Testing and Assessment, entitled “Language Testing and Assessment round the Globe: Achievements and Experiences” organized by the University of Cyprus (<http://www.iclta2011.com/cms>)
- 2011 Monolingual practices in mainstream (foreign) language teaching, learning and testing in Europe, at the 11<sup>th</sup> European Conference of EFNIL, hosted by the British Council in London, U.K. (<http://www.efnil.org/conferences/london-2011/>)
- 2011 Language and language education policies: Challenges for Greece. At the EUNIC conference entitled “Language Rich Europe: Trends in Language Policies and Practices Across Europe,” organised by the Goethe Institute in Athens
- 2012 Making the shift from monolingual to multilingual teaching and testing: policies and practices, presented at the Poliglotti4.eu Expert Seminar on Early Language Learning, hosted by the Mercator Research Centre of Multilingualism and Language Learning, Fryske Akademy Leeuwarden, Fryslân, the Netherlands, 9-10 Feb, 2012 (<http://www.mercator-research.eu>)
- 2012 Evaluating the outcomes of the “Language Rich Europe” EU funded project, at the European Conference for the British Council and National Partners at the British Academy in London



- 2012 Digital practices in foreign language education: Projects and actions. Leader of thematic session at the 15<sup>th</sup> International Conference of Applied Linguistics, by the Greek Applied Linguistics Association, hosted by the Aristotle University of Thessaloniki
- 2012 The Mission of the Civil Society Platform for Multilingualism. Conference entitled “One continent, many tongues: Spotlight on Europe’s linguistic wealth” organised by the EU funded project, Poliglotti4.eu, in Parma, Italy.
- 2013 The politics and conditions of foreign language courses for Young Learners of English. First Hellenic Conference on Early Language Learning on “Early Steps to Multilingualism: The Greek Programme of English for Young Learners
- 2013 Managing societal heteroglossia, polyphony and multilingualism. Honoured speaker at the event organised by the Linguistic Society of Cyprus and the European Commission Office in Cyprus, on occasion of the European Day of Languages (Delivered in Greek)
- 2013 The Benefits of Multilingualism. Invited contribution representing the Multilingualism Unit of the Directorate of Education and Culture of the European Commission at the London Language Show and the event entitled “No Island is an Island: European Perspectives on Language Learning in Britain” (<https://www.youtube.com/watch?v=OyXUe5D0kB0>)
- 2014 Greek projects aiming at plurilingual education. Key-note speaker at the conference organized by the Ministry of Education, entitled “The road to a multilingual Europe: Supporting foreign language education in primary school”
- 2014 Relating the KPG exams with the Common European Framework. Invited presentation at the European Commission, DG Education and Culture, Multilingualism Unit.
- 2015 The KPG Exams: Social and Political Aspects of the Greek Multilingual Examination Suite in Times of Economic Crisis. Panel with Bessie Mitsikopoulou, Maria Stathopoulou. At the “Rethinking Language Diversity” International Conference organized by the University of the Aegean, in Rhodes, Greece, May 2015.
- 2015 Glocal vs. global language proficiency testing: The case of the KPG Exams. “Rethinking Language Diversity” International Conference organized by the University of the Aegean, in Rhodes, Greece, May 2015.
- 2015 Multilingualism in the EU on the decline. 13<sup>th</sup> Annual EFNIL conference, Language use in public administration – Theory and practice in the European states, hosted by the Kotimaisten kielten keskus / Institutet för de inhemska språken, Helsinki, Finland.
- 2015 Global economy and the urgent need for languages. American and European responses to foreign language learning urgencies. Invited talk sponsored by the Dept of Applied Linguistics of the University of Massachusetts (<https://www.youtube.com/watch?v=iEHln9eucG8>)
- 2015 Languages in Multicultural Europe: Challenge and Opportunity. Invited discussant in the event organised by the European Commission on occasion of the European Day of Languages, at the Charlemagne Conference Centre, Brussels.
- 2015 Glocal vs. global language proficiency testing: The case of the KPG. Plenary at the conference organised by the University of the Aegean on Rethinking Language, Diversity and Education (RLDE) in Rhodes, Greece (28-31 May, 2015).
- 2016 Multilingual in the EU: Language Education and Plurilingual Competence. Invited speaker for the Summer Course organized by the University of Castilla-La Mancha, Ciudad Real, Madrid, as part of the Jean Monnet Module “MIDLE: EU Multilingualism, Intercultural Dialogue and Language Education
- 2016 O politikos kai Pedagogikos Logos gia tin xenoglossi ekpaideusi [The political and pedagogic discourse of foreign language education]. Keynote address at the conference organized in honour of Bessie Dendrinos at the National and Kapodistrian University of Athens, November 2016, during which the Festschrift for her was announced: Karavas, E. & Mitsikopoulou, B. (Eds.) *Developments in Glocal Language Testing: The Case of the Greek National Foreign Language Exam System*. Peter Lang.
- 2017 Gender and STEM studies in institutions of higher learning in Greece. Representative of the NKUA at the Berlin, Gender Equality Congress concentrating on STEM, organized by the Frei Universität Berlin

- 2017 Invited participant in the Salzburg Global Seminar: session 586 “Springboard for Talent: Language Learning and Integration in a Globalized World” along with 60 other language experts from all 5 continents, who collectively produced the Salzburg Statement for a Multilingual World, originally in English ([www.salzburgglobal.org/go/586](http://www.salzburgglobal.org/go/586)), and translated later into more than 30 languages.
- 2018 Developing intercultural awareness and pluricultural competence in young children. Invited speaker at the conference entitled “Towards a multilingual society: the value of teaching and learning heritage, home, regional languages at an early age” organized by the Network for Promoting Linguistic Diversity, in collaboration with the Government of València in Spain.
- 2018 Creating Space for Plurilingual and Mediatorial Literacies in Heterogeneous European Societies: Paradigm Shift in Language(s) Education. Invited plenary at the 25<sup>th</sup> annual ICC conference, 4-6 May, Santorini, Greece.
- 2018 Adding Linguistic Details to Descriptors of Language Proficiency. European Commission, DG for Education, Youth, Sport and Culture, Youth, Education and Erasmus+, Strategy and Investments, Schools and Multilingualism. Language Learning Recommendation – Consultation Meeting, 5 February 2018.
- 2019 Multilingual testing and assessment in different educational contexts. Keynote speaker at the 26<sup>th</sup> ICC Annual Conference, Berlin, 3-5 May 2019.
- 2019 Learning and Using Language Creatively: Creating Meanings and Opportunities for Language Learners, Keynote speech at the Fifth Saarbrücken Conference on FLT, entitled “The Magic of Language Productivity in Linguistics and Language Teaching,” organized by the Saarland University of Applied Sciences, 29-31 October 2019.
- 2020 Mediation as an essential element of curricula for plurilingual education, at the conference on “The CEFR: a roadmap for the future research and development” organised by EALTA & UKALTA, hosted by the British Council, London, 7-8 February 2020.
- 2021 Linguistic Human Rights and Language Pedagogy – in honour of Tove Skutnabb-Kangas and Robert Phillipson, the James E. Alatis Honorary Plenary, 42<sup>nd</sup> TESOL-Greece Convention, 6-7 March 2021.
- 2021 Multilingual testing and assessment: Paths to achieving social and pedagogic goals, at the “Assessment in Multilingual Contexts” Online Colloquium, organised by the Department of English Language and Literature, in collaboration with the International Language Testing Association (ILTA), 15 May 2021.
- 2021 Multilingual educational policies and practices in Europe. Online seminar in the context of the course on “Monolingualism, Multilingualism and Plurilingualism: policies for language education in Europe and in Italy” for the MA programme in Linguistic Sciences and Intercultural Communication, at the University for Foreigners in Siena, Italy, April 2021.
- 2021 The multilingual turn in language teaching, testing and assessment. Lecture (delivered online) in the context of the Interdepartmental MA Programme on Second/Foreign Language Education of the University of the Aegean, May 2021.
- 2021 Part of a panel responding to the papers on “Multilingualism, multiliteracy, EMI, multilingual pedagogies, language-in-education policy” by Jeanine Treffers-Daller, Theodoros Marinis, and Ianthi Tsimpli, at the International Symposium on Bilingualism ISB13, University of Warsaw, Poland, July 2021
- 2021 Η πολυγλωσσική στροφή στην εκπαίδευση και η αξιολόγηση γλωσσομάθειας [The multilingual turn in education and assessment of language knowledge]. Κεντρική εκδήλωση του Διατμηματικού ΠΜΣ του Πανεπιστημίου του Αιγαίου, με τίτλο Ανάλυση και διδασκαλία πρώτης και δεύτερης/ξένης γλώσσας [Conference of the Interdisciplinary MA programme on the Teaching of the first, second and foreign language. University of the Aegean.
- 2021 Multilingual educational policies and practices in Europe paradigm shift in language education, Seminar for students attending the course: “Monolingualism, Multilingualism and Plurilingualism: policies for language education in Europe and in Italy” in the context of the MA in Linguistic Sciences and Intercultural Communication, organized by the UNISTRASI ((L'Università per Stranieri di Siena), in Italy.

- 2021 Linguistic Human Rights and Language Pedagogy: The James E. Alatis Honorary Plenary in the The 42nd TESOL-Greece International Convention on “Human Rights in Education, Literature and Art” (This keynote was in honour of Robert Phillipson and Tove Skutnabb-Kangas).
- 2022 Introduction to multilingualism and multilingualism studies. Seminar delivered online, in the context of the seminar series offered by the CIVIS Multilingualism Network (CMN) of the CIVIS university consortium, November 2022.
- 2022 EU language policies and practices. Seminar delivered online, in the context of the seminar series, offered by the CIVIS Multilingualism Network (CMN) of the CIVIS university consortium, November January 2022.
- 2023 On how the CEFRCV can facilitate curriculum design for action-oriented, plurilingual and intercultural language education. Invited by the Council of Europe to take part in the Reflection Day concerning “The CEFR Companion Volume: Enhancing engagement in language education”. Strasbourg, 15 June 2023.
- 2022 Inclusiveness and Multilingualism in Higher Education in the Context of Internationalisation [Inclusion et multilinguisme dans l'enseignement supérieur dans le contexte de l'internationalisation], organised by the Academic Network on Inclusiveness, Multilingualism and Excellence (ANIME) at the University of Strasbourg, in July 2022.
- 2023 Case study on linguistic mediation in HE. Results of the 1<sup>st</sup> phase of the Case Study. Le Multi-/plurilinguisme dynamique, terreau de l'excellence inclusive dans l'enseignement supérieur (MUDExI) at the Multilingualism and Internationalisation Closing Conference, ANIME Autumn Event, organised by the University of Sophia, 23-25 November 2023.
- 2023 Étude de cas sur la médiation linguistique dans l'enseignement supérieur. Séminaire en ligne destiné aux étudiants universitaires pour les impliquer en tant que chercheurs (participants) dans l'étude des pratiques de médiation à l'université, 2-12-2023, dans le contexte du projet MUDExI, Action 2.
- 2023 Μελέτη περίπτωσης για τις πρακτικές διαμεσολάβησης μεταξύ φοιτητών στην πανεπιστημιακή εκπαίδευση [Case Study on university students' linguistic mediation practices]. MUDExI, Δράση 2/Action 2. Ημερίδα του Ερευνητικού Ινστιτούτου «Πολυγλωσσία και Γλωσσική Πολιτική» (σε συνεργασία με το Πανεπιστήμιο του Στρασβούργου), με τίτλο Πολυγλωσσικό ήθος επικοινωνίας, εξωστρέφεια και συμπερίληψη στα ΑΕΙ, Αμφιθέατρο Βιβλιοθήκης Φιλοσοφικής Σχολής του ΕΚΠΑ, 11-12-2023 [Conference organised by the Research Institute for Multilingualism and Language Policy of the NKUA, in collaboration with the University of Strasbourg, entitled Multilingual ethos of Communication, Internationalisation and Inclusion in Higher Education, Amphitheatre of the NKUA School of Philosophy Library, 11-12-2023.

### **ECSPM symposia talks/presentations**

Having organized the symposia below, she gave the introductory talks/presentations theorizing the issues under consideration. More information on the symposia and the PPT presentations of all distinguished speakers can be accessed at <https://ecspm.org/ecspm-events/conferences-symposia/>

- 2017 “BEYOND LANGUAGE BARRIERS” hosted by the Hellenic Open University, in Greece, it addressed the following themes a) the social, aesthetic and linguistic literacies for the creative participation in European societies of displaced populations and people in adversity; b) the role of translation, technology and linguistic resources for the safeguarding of multilingualism in Europe.
- 2018 “PARADIGM SHIFT IN LANGUAGE EDUCATION” hosted by the Technical University of Darmstadt, in Germany, it to discuss how we can best change not only in the way languages are taught and learnt in formal educational settings, by resorting to a new language didactics paradigm, but also in the way that language teachers are prepared at universities and professional development centres.
- 2019 “MEDIATING CHALLENGES: Mediating images, languages & language pedagogy” hosted by the University of Reading, in England, it focused on mediation as a critical aspect of

communication in multilingual and multicultural educational settings, and as a crucial competence involving vision, creativity and language skills.

- 2020 “LINGUISTIC & CULTURAL (SUPER)DIVERSITY AT WORK” hosted by the University of Tilburg, in the Netherlands, it dealt with the role of technology, digital resources and practices for multilingualism, and with concerns with linguistic justice, support to minority and regional languages, as well as speakers’ linguistic rights. Multilingual policy in education was also one of the symposium focal points – hence the keynote presentation and the lively panel discussion on the issue.
- 2021 “MULTILINGUALISM IN HIGHER EDUCATION (HE)” hosted by the University of Konstanz, in Germany, and the European Reform University Alliance (ERUA), it focused on the role of English in HE, linked to the internationalisation and commercialisation of European universities.
- 2022 “LANGUAGE(S) AND THE CONSTRUCTION OF KNOWLEDGE IN EUROPEAN HE” hosted by the University for Foreigners in Siena, Italy, it focused on explicit and implicit policies of HE institutions, as well as multilingualism, academic literacies and the linguistic construction of academic knowledge in European universities.
- 2023 “THE SOCIAL ROLE OF HE: Developing the civil society’s awareness and impacting policies on the role of multilingualism in education” hosted by the University of Strasbourg, France and supported by the Education Department of Council of Europe, it focused on HE as producer of knowledge, and its important role in democratic societies through increasing access to quality education for all, on raising awareness about issues of social importance, on helping transform societies for sustainable development through technology transfer and practical application of knowledge and ideas, and on engaging with the community at local and transnational levels in pursuit of human and social development.

## **Publications**

- 1995 Foreign language textbook discourse and the pedagogization of the learner. In J. E. Alatis et al. (eds.) *Linguistics and the Education of Language Teachers: Ethnolinguistic, Psycholinguistic and Sociolinguistic Aspects*. Georgetown Round Table on Languages and Linguistics. Washington, D.C.: Georgetown University Press (1995), pp. 55-71.
- 1996 Xenoglossi ekpedeftiki politiki: Anaparagogi tis ideologias tou glossismou. [Foreign language policy: Reproducing the ideology of linguisticism]. *Ischires ke asthenis glosses stin Europaiki Enosi: Opsi igemonismou. Praktika Imeridas [Proceedings of the Symposium on 'Strong' and 'Weak' Languages: Aspects of Hegemony in Europe]*. Thessaloniki: Centre for the Greek Language (1996) pp. 163-174.
- 1996 Planning foreign language education: Planning hegemony. In Emilia Ribeiro-Pedro (ed.) *Proceedings of the 1st International Conference on Social Discourse Analysis*. Lisboa: Ediçoes Colibri (1996), pp. 255-268.
- 1997 Giving street directions: The silent role of women (co-authored with E. Ribeiro-Pedro). In A. Jaworski (ed.) *Silence: Interdisciplinary Perspectives*. The Hague: Mouton (1997), pp. 215-38.
- 1997 Prática ideológica em textos pedagógicos no ensino do Inglês como língua estrangeira. In E. Ribeiro-Pedro (ed.) *Análise Crítica do Discurso*. Lisboa: Caminho (1997), pp. 225-260.
- 1998 Una aproximacion politica a la planificacion de la ensenanza de lenguas extranjeras en la Union Europea. In L. Martin-Rojo and R. Whittaker (eds.) *Poder-decir o el poder de los discursos*. Madrid: Arrefice Producciones, S.L. (1998), pp. 149-168.
- 1999 The conflictual subjectivity of the EFL practitioner. In A.-F. Christidis (ed.). *'Strong' and 'Weak' Languages in the European Union: Aspects of Hegemony*. Vol. 2. Thessaloniki: Centre for the Greek Language (1999), pp. 711-727. (Also available in Greek, same volume.)

- 2000 Foreign language education for inter-lingual/cultural communication. *Conference Report: Strategies for the Promotion of Linguistic Diversity in Europe* (2000): European Commission and the Council of Europe. [www.promotietalen.nl/Engels/bp1](http://www.promotietalen.nl/Engels/bp1).
- 2001 Plurilingualism and heteroglossia in Europe. The challenge for alternative modes of language education. In Christidis, A.-F. (ed.) *Langue, Langues en Europe*. Athens: The Ministry of National Education and the Centre for the Greek Language (2001), pp. 71-78. (Also available in Greek, same volume.)
- 2001 European discourses of homogenisation within the discourse of language planning. In E. Kitis (ed.) *The Other Within*, Vol. II. Thessaloniki: Athanassios A. Altizis (2001), pp.23-35.
- 2001 Linguoracism in European foreign language education discourse. In M. Riesigl and R. Wodak (Eds.) *The Semiotics of Racism: Approaches in Critical Discourse Analysis*. Vienna: Passagen Verlag (2001), pp. 177-198.
- 2001 Re-designing public document texts: Re-constructing social relations (co-authored with Sophia Marmaridou), *Folia Linguistica*. *Folia Linguistica* XXXV/1-2 (2001), pp. 183-196.
- 2002 21st century: Sociopolitical changes and new forms of communication. Proceedings of the International Conference entitled "Language and Culture" organized by the NKUA, under the auspices of the Ministry of Education. Gelbesis publishing, pp. 71-97.
- 2003 The marketisation of (counter)discourses of English as a global(ising) Language. In M. Kalantzis, G. Varnava-Skoura and B. Cope (eds.) *Learning for the Future: New Worlds, New Literacies, New Learning, New People*. theUniversityPress.com (Australia): Common Ground Publishing (2002). (Also available in Greek: Varnava-Skoura, G., *Research Views, Educational Perspectives*. 2003.)
- 2003 Programmatismos koinonikis kai ekpaideftikis glossikis politikis. [Planning social and educational policy.] *Glosologia*: Periodical for General and Historical Linguistics (The Linguistics Society of Athens). Athens: Leader Books (2003), pp. 35-42.
- 2004 Linguistic diversity vs. national language protectionism: Language planning in action in Greece. Paper delivered at the annual conference of the European Federation of National Institutes for Language (Stockholm, Sweden, 2004).
- 2004 Ideologias conflitantes em discursos de resistência à hegemonia do inglês [Conflicting ideologies in discourses of resistance to the hegemony of English]. Fabio Lopes da Silva & Kanavillil Rajagopalan (eds.) *A lingüística que nos faz falhar. Investigação crítica*. Sao Paolo, Brazil: Parabola Editorial (2004), pp. 53-58.
- 2005 Certification de competences en langues etrangeres, multilinguisme et plurilinguisme. [Certification of foreign language competence, multilingualism and plurilingualism]. In *Langue nationales et plurilinguisme: Initiatives Grecques*. Athens: The Ministry of National Education and Religious Affairs & Centre for the Greek Language (2005), pp. 95-100. [Also available in Greek, same volume, pp. 51-56].
- 2005 The Study of Language and (anti)ecological consciousness. *Glossikos Periplous*, edited by the (Greek) Linguistics Department of the NKUA. Athens: Kardamitsas publications (published in Greek), pp. 55-87.
- 2006 Mediation in communication, language teaching and testing. *Journal of Applied Linguistics*, No. 22. Thessaloniki: Hellenic Association of Applied Linguistics (2006), pp. 9-35.
- 2007 I meleti tis glossas kai antiecologiki synidisi [The study of language and anti-ecological consciousness]. *Glossikos Periplous*. (eds. Department of Linguistics, Faculty of Greek Studies, University of Athens). Athens: A. Kardamitsas Book Institute (2007), pp. 75-87.

- 2007 O logos tis ftochias [The language of poverty]. *Licht und Wärme*, Linguistics volume, in memory of A.-F. Christidids, Maria Theodoropoulou (ed.), Thessaloniki: Centre for the Greek Language (2007), pp. 394-424.
- 2008 Theorizing New English(es). The double contingency of postcoloniality and globality. Introduction to the special issue of the *European Journal of English Studies* (co-authored with M. Karavanda and B. Mitsikopoulou), 12/1, April 2008, pp.1-14 (Publication of Taylor & Francis, Routledge).
- 2008 Response No. 3 to Robert Phillipson's article entitled *Lingua franca or lingua frankensteinia?* English in European integration and globalization. *World Englishes*, 27/2, Blackwell publishing, 2008.
- 2008 Language issues and language policies in Greece. In Gerhard Stickel (ed.) *National and European Language Policies*. Duisburg Papers on Research in Language and Culture, 73. Frankfurt, Berlin, Bern, Bruxelles, New York, Oxford, Wien: Peter Lang (2008), pp. 53-70.
- 2009 Los discursos que moldean la subjetividad periférica del docente de inglés como lengua extranjera. [Discourses shaping the subjectivity of the periphery EFL teacher]. *Educación y Pedagogía*, Vol. XX May-August, 2008, University of Antioquia, Colombia.
- 2011 Towards a corpus-based approach to modelling language production of foreign language learners in communicative contexts (co-authored with V. Gotsoulia). *Proceedings of the 8th International Conference on Recent Advances in Natural Language Processing: Association for Computational Linguistics Anthology* (<http://lml.bas.bg/ranlp2011/proceedings.php>), 2011.
- 2012 Multi- and monolingualism in foreign language education in Europe. In Gerhard Stickel, G. & Carrier, M. (ed.) *The Role of Language Education in Creating a Multilingual Europe*. Peter Lang, 2012, pp. 47-60.
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- 2013 [Testing and teaching mediation](#). *Directions in Language Teaching and Testing*. Athens: RCEL publications, National and Kapodistrian University of Athens, 2013.
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- 2015 The Politics of Early Language Learning Instructional Materials for English for Young Learners, in Xiao Lan Curdt-Christiansen & Csilla Wening (eds.), *Language, Ideology and Education: The politics of Textbooks in Language Education*, Routledge, 2015.
- 2015 Is 'multilingualism' taking a back seat in the EU? Time for action. In Gerhard Stickel & Pirkko Nuolijärvi (eds.) *Language Use in public administration. Theory and practice in the European states*. Budapest: Research Institute for Linguistics, Hungarian Academy of Sciences, 2015.
- 2018 Multilingualism language policy in the EU today: a paradigm shift in language education, *TLC Journal of the International Language Association (ICC) & Peoples' Friendship University of Russia (RUDN University)*, Volume 2 Issue 3, 2018 (doi: 10.29366/2018tlc.2.3).
- 2020 Μελέτη της γλώσσας και (αντι)οικολογική συνείδηση [The use of language for the construction of (anti)ecological habitus. Στο Σαλώμη Μπουκάλα & Αναστασία Γ. Στάμου (Επιμ.) [In Salomi Boukala & Anastasia Stamou (Eds.) *Κριτική Ανάλυση Λόγου: (Απο)δομώντας την ελληνική πραγματικότητα [Critical Discourse Analysis; Deconstructing the Greek Reality]* Εκδόσεις Πόλις (Polis publishing)].

- 2020 The magic of language and language teaching. In Thomas Tinnefeld (Ed.) in collaboration with Martin East & Ronald Kresta: [\*The Magic of Language - Productivity in Linguistics and Language Teaching\*](#). Saarbrücker Schriften zu Linguistik und Fremdsprachendidaktik (SSLF), 2020 (ISBN 978-3-942949-30-9)
- 2022 A data-driven curriculum and mediation for plurilingual education. David Little & Neus Figueras (Eds.) *The Common European Framework of Reference for Languages: Towards a Road Map for Future Research and Development*. Multilingual Matters, pp. 101-123, <https://doi.org/10.21832/9781800410206-013>
- 2022 Critical reflections on the case studies. North, B., Piccardo, E., Goodier, T., Fasoglio, D. Margonis, R. & Rüschoff, B. (Eds.) *Enriching 21st century language education: The CEFR Companion Volume in practice*. Council of Europe publications, pp. 301-303.
- 2023 Inclusiveness and Multilingualism in Higher Education in the Context of Internationalisation. In Irini-Tsamadou Jacobberger (Ed.). ANIME: Approaches and Practices on Inclusiveness and Internationalisation in Higher Education. University of Strasbourg: International Relations Office.

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- 1992 *The EFL Textbook and Ideology*. Athens: N.C. Grivas Publications
- 2000 *Readings in Language and Ideology* (ed.). Athens: The University of Athens publications
- 2001 *Language Education and Foreign Language Pedagogy: The Politics of ELT*. Athens: The University of Athens publications
- 2001 *Issues in the Didactics of Languages*. Athens: The University of Athens publications
- 2002 *Practices of English language Teaching*. Athens: The University of Athens publications
- 2001 *Glossikos Ipologistis. Periodiki Ekdoti tou Kentrou Ellinikis Glossas gia ti Glossa ke ti glossiki agogi*. [Periodical of the Centre for the Greek Language on Language and Language Education]. Vol. 1
- 2002 *Glossikos Ipologistis. Periodiki Ekdoti tou Kentrou Ellinikis Glossas gia ti Glossa ke ti glossiki agogi*. [Periodical of the Centre for the Greek Language on Language and Language Education]. Vol. 2
- 2002 *Applied Linguistics Reader and Workbook*. Athens: The University of Athens publications
- 2003 *The Hegemony of English* (co-authored with D. Macedo and P. Gounari). Boulder, Colorado: Paradigm Publishers. [This book won the 2004 award of the American Educational Studies Association (AES)]
- 2004 *Politics of Linguistic Pluralism and the Teaching of Languages in Europe* (co-edited with B. Mitsikopoulou). Athens: Metaixmio Publishers and University of Athens
- 2005 *Lengua, Ideología y Poder: La hegemonía del inglés* (co-authored with Donaldo Macedo & Panagiota Gounari). Crítica y Fundamentos 4. Barcelona: Editorial Graó
- 2006 *A Hegemonia da Lingua Inglesa* (co-authored with Donaldo Macedo & Panagiota Gounari). Lisboa: Edicoes Pedago
- 2008 Special issue on "New Englishes" of the *European Journal of English Studies* (co-edited with M. Karavanda and B. Mitsikopoulou), Vol. 12, No. 1, April 2008, pp.1-14 (Publication of Taylor & Francis, Routledge)
- 2010 Second and enriched edition of *The Hegemony of English* (with an introduction by Robert Phillipson) in a Greek translation from Epikentro editions.

- 2013 [KPG Handbook: Performance Descriptors and Specifications](#) (The Greek Foreign Language Examinations for the State Certificate of Language Proficiency). Athens: RCeL publications, National and Kapodistrian University of Athens.
- 2013 [Foreign Language Education to Promote Multilingualism in Greece Today: Approaches and Teaching Practices](#) (Edited with Kia Karavas). In Greek. Athens: RCeL publications, National and Kapodistrian University of Athens and the Institute of Educational Policy.
- 2013 Studies for the Implementation of the English for young Learners Programme. In Greek. Athens: RCeL publications, National and Kapodistrian University of Athens.
- 2020 *The Politics of Foreign Language Policies, Teaching and Testing*, Athens: Pedio publishers  
(in press) *Mediation as Negotiation of Meanings, Plurilingualism and Language Education*, edited collection to appear in Routledge Research in Language Series.

Advisor or reviewer for:

- *Journal of Applied Linguistics* (Hellenic Association of Applied Linguistics)
- *Porta Linguarum* (Revista Internacional de Didáctica de las Lenguas Extranjeras)
- *European Journal of English Studies* (Taylor & Francis, Routledge)
- *Language Policy* (Springer publishers)
- *Journal of Applied Linguistics and Professional Practice*
- *Theory and Practice of Second Language Acquisition* (sponsored by the Institute of Linguistics, Faculty of Humanities, University of Silesia in Katowice, Poland)

#### **BOOK SERIES, e-JOURNALS AND e-SERVICES**

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- Volume 3: *Fylo-sofikes diamesolaveisis. Meletes se kritiki analysi logou*. [‘Gender-sophic’ mediations. *Papers in Critical Discourse Analysis*.] Academic editing and prologue Bessie Dendrinou, copy editing and translation Ada Korda.

**Director of Fylopaedia**, the first Greek gender studies e-encyclopaedia. Editor: Eugenia Sifaki.

**General editor of RCeL publications**

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- DIRECTIONS in Language Teaching, Testing and Assessment
- The RCeL Research Periodical (featuring, on a regular basis, invited but peer reviewed papers concerning RCeL related projects)
- ΠΕ@Π an e-journal in Greek about teaching English to young and very young learners