Curriculum Vitae

Dina Tsagari

Professor in English Language Pedagogy/TESOL
Department of Primary and Secondary Teacher Education
OsloMet – Oslo Metropolitan University
Oslo, Norway

TABLE OF CONTENTS

PERSONAL INFORMATION 2
EDUCATION 2
EMPLOYMENT HISTORY 2
RESEARCH GROUPS – PROJECTS – TRAINING 3
GRANTS, AWARDS AND DISTINCTIONS 6
CONSULTANCY 7
PUBLICATIONS 8
PRESENTATIONS 22
SUPERVISION – MENTORSHIP 45
TEACHING OVERVIEW 50
ACADEMIC COMMITTEES 51
REVIEWING ACTIVITIES 52
ORGANISATION OF ACADEMIC AND OTHER EVENTS 55
ADMINISTRATIVE DUTIES 57
OTHER ACTIVITIES 58
PROFESSIONAL TRAINING 58
MEMBERSHIP AND ACTIVIES IN PROFESSIONAL ORGANISATIONS 60

PERSONAL INFORMATION

First Name : Dina (Konstantia)
Surname : Tsagari

Contact Details : Department of Primary and Secondary Teacher Education, Faculty of Education and Internationalisation
OsloMet, Pilestredet 42, N-0130 Oslo, Norway

EDUCATION

2007 **PhD** in *Linguistics*, Department of Linguistics and English Language, Lancaster University, UK. Thesis title: 'Investigating the Washback Effect of a High-Stakes EFL Exam in the Greek Context: Participants' Perceptions, Material Design and Classroom Applications'. Supervisor: Professor J. C. Alderson.

1994 **Master of Arts** in *Linguistics for English Language Teaching*, Department of Linguistics and English Language, Lancaster University, UK. Dissertation title: 'Method Effect on Testing Reading Comprehension: How far can we go?' Supervisor: Professor J. C. Alderson. Title awarded with 'Distinction'.

1991 **RSA diploma** *for Overseas Teachers of English (DOTE)* - UCLES/RSA Schemes for Teachers. University of Cambridge Local Examinations Syndicate/RSA. Teaching and Training Unit, British Council, Athens, Greece. Title awarded with Distinctions in 'Methodology' and 'Project Work'.

1990 **Bachelor of Arts** in *English Language and Linguistics*, Department of Language and Linguistics, Faculty of English Studies, School of Philosophy, National and Kapodistrian University of Athens, Greece.

EMPLOYMENT HISTORY

a. Higher Education

2017 -	Professor in English Language Pedagogy/TESOL, Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
2014 – 2017	Assistant Professor in Applied Linguistics/TEFL, Department of English Studies, University of Cyprus.
2010 – 2013	Lecturer in Applied Linguistics/TEFL, Department of English Studies, University of Cyprus.
2009 (Fall)	Visiting Lecturer, Department of English Studies, University of Cyprus.
2008 (Fall)	Visiting Lecturer, Department of English Studies, University of Cyprus.
1999-2003 & 2007-2010	Adjunct Lecturer, School of Humanities, Hellenic Open University, Greece.
1996-1999 & 2002	Teaching Assistant, Department of Language and Linguistics, National and Kapodistrian University of Athens, Greece.

b. EFL Teacher Training and Language Teaching

2008, 2009	EFL State School Teacher, Experimental Junior High School, Laggouras, Patras, Greece
2007-2008	EFL Tutor (Adult Courses), National Centre for Public Administration and Local Government, Patras, Greece.
2004-2009	EFL State School Teacher, Technical and Vocational Senior High School, Kato Achaia, Achaia Prefecture, Greece.
2000-2003	EFL State School Teacher, Junior High School, Havari, Amaliada, Ilia Prefecture, Greece.
1999-2000	EFL State School Teacher, Junior High School, Avgio, Amaliada, Ilia Prefecture, Greece.
1995-1997	ESP/EAP Tutor, Independent Science & Technology Studies College (IST College), Athens, Greece.
1998-1999	EFL Teacher Trainer, Centre of European Languages: D. Koutougera-Korre, Athens, Greece.
1994-1995	EFL Teacher Trainer, Centre of English Language and Training (CELT), Athens, Greece.
1989-1993 & 1994-1999	EFL Private Language School Teacher, Centre of European Languages: D. Koutougera-Korre, Athens, Greece.

RESEARCH GROUPS – PROJECTS – TRAINING

ORCID iD https://orcid.org/0000-0002-6884-108X
SCOPUS: https://www.scopus.com/authid/detail.uri?authorId=56140159500
Google Scholar: https://scholar.google.com/citations?user=lATniNMAAAAJ&hl=en
Research Gate: https://www.researchgate.net/profile/Dina_Tsagari2
Academia.edu: https://oslomet.academia.edu/DinaTsagari

Training in Research Leadership

2022 Managing Research Projects – OsloMet

2019 *The Research Leadership Programme – Consolidating Level 2019 (RLP13)* University of Oslo (UiO), Soria Moria, Oslo, Norway (March-December 2019)

PhD Course co-coordinator

Spring 2021 - PhD Course on 'Assessment and Learning' PHUV9440 offered jointly with USN, Norway. https://www.sv.uio.no/english/research/phd/courseportal/courses/other/usn/2020/Assessment-and-Learning%20 https://www.usn.no/forskning/doktorgradsutdanning/pedagogiske-ressurser-og-lareprosesser/kurs-og-emner/

https://www.oslomet.no/en/study/lui/phd-course-assesment-learning

Research Group Leader/Coordinator

2018 - 'Evaluation and Assessment (EnA)' - Faculty of Education and International Studies, OsloMet, Oslo, Norway. https://www.oslomet.no/forskning/forskningsgrupper/evaluering-vurdering

2010 - 'Classroom-based Language Assessment SIG (CBLA SIG)', affiliated to European Association for Language Testing and Assessment - EALTA http://www.ealta.eu.org/sig.html

COST Actions

2022-2026 'CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies (CLILNetLE)' COST action – CA21114. Work Group 1: Conceptualising bi/multilingual disciplinary literacies https://www.cost.eu/actions/CA21114/#tabs+Name:Description

2019-2023 '*Transnational Collaboration on Bullying, Migration and Integration at School Level (TRIBES)*' COST action - CA18115. Work Group 3: School Bullying, Tolerance & Integration https://www.cost.eu/actions/CA18115/#tabs|Name:overview www.tribesproject.com https://www.cost.eu/actions/CA18115/

2025 'Training Programme on Assessment Literacy' for the EOI Terrassa, Catalonia, Spain, Erasmus+, by Evaluation and Assessment Research Group, EnA FoU, OsloMet 203922 https://www.oslomet.no/en/research/research-groups/evaluation-assessment/training-programme-eoi-terrassa

2022-2023 '*Supporting Content and Language Learning Across Diversity - SCALED*'. Funding in the CALL for applications under the Education Programme financed from the Financial Mechanism of the European Economic Area – EEA Norway-Poland (Duration: 14 months: 1 May 2022 – June 2023, Amount of Fund: 117 960 Euros – 38975 Euros for Norway) SCALED (202796) https://scaled.uw.edu.pl
Partners: LUI, GFU OsloMet, Norway and University of Warsaw, Poland

2022 *'Formative Assessment Competence'* Training programme for EOI – Santiago de Compostela, Spain, Erasmus+, by Evaluation and Assessment Research Group, EnA FoU, OsloMet 202844 https://www.oslomet.no/en/research/research-groups/evaluation-assessment/training-programme-formative-assessment

2015-2018 '*Teachers' Assessment Literacy Enhancement (TALE)'* Erasmus+, Cooperation for innovation and the exchange of good practices, Strategic Partnerships for school education, KA2, European Lifelong Learning Programmes, 2015-1-CY01-KA201-011863 (Duration: 36 months, Amount of Fund: €272.418,00)
University Partners: Bedfordshire, UK; Debrecen, Hungary; Heidelberg, Germany; Hellenic Open University, Greece; OsloMet, Norway. http://taleproject.eu/
In 2025, TALE received received the Promotion of Language Assessment Literacy Award by ELTSociety. In 2019 TALE received the 'Innovation in Assessment' Award by the British Council, a major recognition in the field of Language Testing and Assessment worldwide!

2017 '*Supporting evidence towards the validity of the GSE Vocabulary: does size and use of lexicon at different CEFR levels/GSE ranges matter?'* Pearson external research program, Pearson, UK (with Dr Theodosia Demetriou) (Duration: 12 months, Amount of Fund: £8,500)

2016 '*Investigation of linguistic parameters accounting for progress in proficiency on the GSE'.* Pearson external research program, Pearson, UK (with Dr Theodosia Demetriou) (Duration: 8 months, Amount of Fund: £10,000) (GSE 3411-61040) http://pearsonpte.com/wp-content/uploads/2016/06/26959953_research_call_2016.pdf

2014-2015 *'An Investigation of the Reading and Test-Taking Strategies for the TOEFL Junior Standard Reading Test: Evidence from Retrospective Think-Aloud Protocols'.* TOEFL Young Students Research Program 2015, Educational Testing Service (ETS), USA (with Dr Elly Ifantidou & Dr Trisevgeni Liontou, University of Athens) (Duration: 12 months, Amount of Fund: $30,000) http://www.ucy.ac.cy/eng/documents/ETS_2014.pdf

2011 – 2012 '*Investigating the face validity of Cambridge ESOL exams in the Cypriot context'*
Funded Research Program Round 3, Research Programs 2011, Cambridge English Language Assessment, University of Cambridge, UK (Duration: 12 months, Amount of Fund: £5,000)

2010 - 2011 '*The Influence of the Examination for the Certificate of Proficiency in English (ECPE) upon test preparation materials'* Spaan Fellowship for Studies in Second or Foreign Language Assessment, Cambridge Michigan Language Assessments (CaMLA), Ann Arbor, Michigan, USA (Duration: 12 months, Amount of Fund: $4,000)

2010 – 2011 '*FCE-exam preparation discourses: insights from an ethnographic study'*
Funded Research Program Round 2, Research Programs 2010, Cambridge English Language Assessment, University of Cambridge, UK (Duration: 12 months, Amount of Fund: £5,000)

Local Coordinator/Participant

2024-2027 **Teacher education across Europe: Innovative Mobility Opportunities (TEIMO)**' Erasmus+, 2024-1-NL01-KA220-HED-000246429, Project number 203863-100. (Duration: 36 months, Amount of Fund: € 400.000 €)
Partners: Stichting Saxion Netherlands; Katholieke Universiteit Leuven Belgium; Universitaet Zu Köln Germany; Helsingin Yliopisto Finland; Universiteit Utrecht Netherlands; Oslomet – Storbyuniversitetet Norway; Izmir Ekonomi Universitesi Türkiye
https://teimo.eu/

2024-2027 **"Let's Become Inspirers and Architects of a Sustainable School": KA122-SCH** - Short-term project for mobility of learners and staff in school education (KA122-SCH), (Duration: 36 months, Amount of Fund: € 44.391€)
Partners: NO-OSLOMET - STORBYUNIVERSITETET (NO-OsloMet); 1o Gymnasio Mandras (1st High School of Mandra), Attica, Hellas;"Mihai Viteazul" Secondary School, Craiova, Romania; Comprehensive State "G. Marconi", Valdarno, Italy; Diverse vertsskoler/organisasjonar for lærarutdanning i Tyskland, Portugal, Finland, Spania og Italia.
https://www.oslomet.no/forskning/forskningsprosjekter/erasmus-inspirator-berekraftig-skole

2023-2026 '**Teacher Research Literacy (TREL): Comparative Trajectories in the Nordic-Baltic Region**' Nordplus Higher Education 2022, Project number NPHZ-2023/10004, LUI - TREL Teacher Research Literacy: 203278-100 (Duration: 36 months, Amount of Fund: € 40.000 €)
Partners: UNIVERSITETET I SØRØST-NORGE (NO); EE-Tallinn University (EE); NO-OSLOMET - STORBYUNIVERSITETET (NO-OsloMet); SE-University of Gothenburg (SE); LT-Kaunas University of Technology (LT-KTU); NO-UNIVERSITETET I STAVANGER (NO-UiS); SE-Malmö University (SE); NO-Lier videregående skole (NO-Lier vgs); LV-University of Latvia (LV); FI-Seinäjoki high school (FI); NO-Drammen Upper secondary school (NO-DMVS);
https://www.oslomet.no/en/research/research-projects/trel-comparative-trajectories-nordic-baltic-region

2023-2026 '***Teacher Education for a Future in Flux (TEFF)***' with University of Cologne, Partnership for Excellence - Erasmus+ Teacher Academies ERASMUS-EDU-2022-PEX-TEACH-ACA], EU Grants: Application form (ERASMUS BB and LS Type II): V1.0 – 25.02.2021 (Duration: 36 months, Amount of Fund: € 1.206.642 €) https://www.teff-academy.eu/
Partners: University of Cologne; District Government Cologne; Inclusive University School Cologne (Inklusive Universitätsschule Köln, IUS) (Secondary); University of Florence; KU Leuven; KOGEKA; Nantes Université; OsloMet; Universidad de Murcia; CEIP Virgen del Oro; Linnaeus; Växjö Internationella Grundskola; University of Helsinki; Saxion University; Wendakker Primary School; Universiteit Utrecht; NUOVO Academie Tien; Pacemaker

2021-2024 '***Key inclusive development strategies for life-long learning (KIDS4ALLL)***' EU Framework Programme Horizon 2020 under Section 6 titled: "Europe in a Changing world – inclusive, innovative and reflective societies". Project No: 202368-100 (Duration: 36 months)
https://www.kids4alll.eu
Partners: Universita Degli Studi Di Torino, Italy (Coordinator); Oslomet, Norway; Tarki Social Research Institute, Hungary; Sirius – Policy Network On Migrant Education, Belgium; Koç University, Turkey; University Of Peloponnese, Greece; University Of Jena, Germany; University Of Barcelona, Spain; University Of Padua, Italy; Indire - National Institute For Documentation, Innovation And Educational Research, Italy; Levinsky College Of Education, Israel; ARS MEDIA SRL, Italy; Institute For Education, Malta; Foundation For Access To Rights, Bulgaria; University Of Girona, Spain.

2019-2023 "*BEYOND ACCESS: Improving Quality of Early Years Reading Instructions in Ethiopia and South Sudan*". Funded by NORHED Norwegian Directorate for Development Cooperation, Norway.
https://www.oslomet.no/forskning/forskningsprosjekter/okt-kvalitet-tidlig-leseopplaering-etiopia
(Duration: 48 months)
Partners: OsloMet – storbyuniversitetet; Addis Ababa University (AAU) & Bahir Dar University (BDU), Ethiopia; UNESCO International Institute for Capacity Building in Africa (IICBA)

2020-2023 '*Critical Thinking in Primary Education - KRiT*'. Funded by NRF, The Research Council of Norway Project Number: 309873.
https://www.oslomet.no/en/research/research-projects/critical-thinking-primary-education
https://prosjektbanken.forskningsradet.no/en/project/FORISS/309873?Kilde=FORISS&distribution=Ar&chart=bar&calcType=funding&Sprak=no&sortBy=date&sortOrder=desc&resultCount=30&offset=450&Fag.1=Samfunnsvitenskap&source=FORISS&projectId=138096
(Duration: 36 months, Amount of Fund: 1.631.481 NOK)
Partners: OsloMet – storbyuniversitetet; Utdanningsetaten i Oslo Kommune; Norsk Rikskringkasting (NRK); Nasjonalt senter for flerkulturell opplæring (NAFO); Norsk barnebokinstitutt (NBI)

2020-2022 '*Digital and inclusive challenges for Norwegian and German Learning and Education (DINGLE)*' DAAD Project ID 57524954 (Duration: 24 months, Amount of Fund: 88.000NOK) https://www.researchgate.net/project/DINGLE-Digital-and-inclusive-challenges-for-Norwegian-and-German-Learning-and-Education 309285
Project code number : 201969 Arbeidsordre: 201969-100 Budenhet: 14390 The German Academic Exchange Service (DAAD)
Partners: Europa-Universität Flensburg & Pädagogische Hochschule, Germany; University of Oslo & OsloMet, Norway
https://www.uio.no/for-ansatte/arbeidsstotte/fa/forskpro/prosjekter/uv/ils/digital-and-inclusive-challenges-for-norwegian-and-german-learning-and-education-(dingle)/index.html

2018-2022 '*English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)'* Erasmus+, Cooperation for innovation and the exchange of good practices, Strategic Partnerships for school education, KA2, European Lifelong Learning Programmes, 2018-1-EL01-KA201-047894 (Duration: 36 months, Amount of Fund: €299.608,00) http://enrichproject.eu/ (prosjektnr 201038)
Partners: Hellenic Open University and Institouto Technologias Ypologistonkai Ekdoseon Diofantos, Greece; Roma Tre University, Italy; Universidade de Lisboa, Portugal; OsloMet, Norway; Bogazici University, Turkey
https://www.oslomet.no/en/research/research-projects/english-lingua-franca-inclusive-multilingual-classrooms

2017-2018 '*Teachers' Assessment Literacy Enhancement (TALE)'* Erasmus+, Cooperation for innovation and the exchange of good practices, Strategic Partnerships for school education, KA2, European Lifelong Learning Programmes, 2015-1-CY01-KA201-011863 (Duration: 36 months, Amount of Fund: €272.418,00)
University Partners: OsloMet, Norway; Bedfordshire, UK; Debrecen, Hungary; Heidelberg, Germany; Hellenic Open University, Greece.
http://www.ucy.ac.cy/eng/documents/Erasmus_2015-1-CY01-KA201-011863_-_TALE_info.pdf
http://taleproject.eu/ & https://www.facebook.com/TALEonlinetrainingcourse/?ref=aymt_homepage_panel

2015 – 2017 '*Promoting authentic language acquisition in multilingual contexts - PALM'* Erasmus+, Cooperation for innovation and the exchange of good practices, Strategic Partnerships for school education, KA2, European Lifelong Learning Programmes, 2015-1-AT01-KA201-005060. (Duration: 36 months, Amount of Fund: €295.576) (PI: Dr Claudia Mewald, University College of Teacher Education, Paedagogische Hochschule Niederösterreich (PH NOE), Lower Austria, Austria).
Partners: Stiftung Private Pädagogische Hochschule Burgenland, Austria; NILE, DELTA Language Training & Consultancy Ltd, UK; Kaposvari University, Hungary; Libera Universita Di Bolzano, Italy; Zweisprachiges Bundesgymnasium Oberwart, Austria; Volksschule Oberpullendorf, Austria; Istituto Comprensivo Bolzano 1 Centro Storico, Italy; JHS Carlbergergasse, Austria.
http://www.ucy.ac.cy/eng/documents/2018.pdf & http://www.palm-edu.eu/

Training and Mobility Researcher

1997-2000 '*The Teaching of Foreign Languages in European Primary Schools'.* Funded by the European Commission: Training and Mobility of Researchers Programme (TMR). (Coordinator: Prof. Pauline Rea-Dickins)
http://www.warwick.ac.uk/CELTE/MLPS-Research/newsletter/reports_3.htm
ftp://ftp.cordis.europa.eu/pub/tmr/docs/fmmact9600087finalreport.pdf

Research Associate

Jan.-April 1998 '*The Graduate Student Language Proficiency Assessment (GSLPA) English*', English Department, Polytechnic University of Hong Kong, Hong Kong, P. R. China. (Project Director: Prof. Liz Hamp-Lyons)
http://gslpa.polyu.edu.hk/eng/web/er0.html

GRANTS, AWARDS AND DISTINCTIONS

2025-2026: Sabbatical leave: travel to Greece, Cyprus, Japan, Switzerland

2019:

- Tildeling av sentrale FoU-midler for 2019 til antologi, 'Language Assessment Literacy' Amount of fund; 45,000 NOK (prosjektnr 201156) OsloMet, Norway

2018:

- Presentasjonstipend for 2018, Amount of fund: 10,000 NOK (prosjektnr 140042/budenhet 14030). OsloMet, Norway
- Prosjektmidler 2018, 'Teachers' Attitudes and Practices towards Assessment for Learning in state school education in Norway' Amount of fund: 30,000 NOK (prosjektnr 14068), OsloMet, Norway
- Stipend for språkvask 2018, Amount of fund: 5,000 NOK (budehet 14030 språkvask). OsloMet, Norway

March 2026 ERASMUS Teaching Staff Mobility Grant (1 week). University of Cologne, Germany.

Jan. 2026 Research visit, St. Gallen, Switzerland.
March 2025 ERASMUS Teaching Staff Mobility Grant (1 week). University of Helsinki, Finland.
Nov. 2024 ERASMUS Teaching Staff Mobility Grant (1 week). Cyprus Open University, Cyprus.
Jan. 2017 *Personal Research Budget Grant.* Travel and Research Funding, University of Cyprus. (Amount of Fund: 4,900 Euros)
Jan. 2016 *Personal Research Budget Grant.* Travel and Research Funding, University of Cyprus. (Amount of Fund: 5,000 Euros)
Jan. 2015 *Personal Research Budget Grant.* Travel and Research Funding, University of Cyprus. (Amount of Fund: 5,000 Euros)
Sep. 2014 *ERASMUS Teaching Staff Mobility Grant* (1 week). Department of Education and Special Education, University of Gothenburg, Sweden.
May 2014 *ERASMUS Teaching Staff Mobility Grant* (1 week). Department of Education, University of Malta, Malta.
Jan. 2014 *Personal Research Budget Grant.* Travel and Research Funding, University of Cyprus. (Amount of Fund: 5,500 Euros)
Jan. 2013 *Personal Research Budget Grant.* Travel and Research Funding, University of Cyprus. (Amount of Fund: 4,900 Euros)
Jan. 2012 *Personal Research Budget Grant.* Travel and Research Funding, University of Cyprus. (Amount of Fund: 6,300 Euros)
Feb. 2011 *ERASMUS Teaching Staff Mobility Grant* (1 week). Pädagogische Hochschule Heidelberg, Institut für Fremdsprachen, University of Education, Heidelberg, Germany.
Jan. 2011 *Personal Research Budget Grant.* Travel and Research Funding, University of Cyprus. (Amount of Fund: 5,900 Euros)
Oct. 2010 ***Start-up Funding Grant to set up the 'Language Testing and Assessment Lab'.*** **University of Cyprus, Cyprus (Amount of Fund: 50,000 Euros)**
Jan. 2010 *Personal Research Budget Grant.* Travel and Research Funding, University of Cyprus. (Amount of Fund: 6,000 Euros)
2003-2006 ***Phd Scholarship*** **awarded by the Greek Ministry of Education and Religious Affairs, Greece (based on merit).**
1997 *IATEFL Scholarship Winners 1997 - First time speaker Scholarship.* International Association of Teachers of English as a Foreign Language, Brighton, UK.
1993 '*Teacher Training Preparatory Course*'. Teacher training course funded by the British Council, Athens, Greece.

CONSULTANCY

Expert Member

2018 - 2022 Member of the TOEFL Committee of Examiners and Chair/Member of the TOEFL YSS Research Committee, Educational Testing System (ETS), Princeton, USA.

2020 *Mediation in Teaching, Learning and Assessment (METLA)*. Funded by the European Centre for Modern Languages of the Council of Europe (ECML), Austria https://www.ecml.at/ECML-Programme/Programme2020-2023/Mediationinteachingandassessment/tabid/4305/Default.aspx

2015 *Validation of CEFR related descriptors for Mediation*. Common European Framework of Reference for Languages: learning, teaching, assessment: 2014 Extended set of Illustrative descriptors. Project coordinated by Dr Brian North and Dr Gunther Schneider. Language Policy Unit, DG II, Department of Education, Council of Europe, Strasbourg, Cedex.

2014 - 2016 *Dyslexia for Teachers of English as a Foreign Language* (DysTEFL) 2014-2016. Project-Number: DysTEFL 518466-LLP-1-2011-PL-COMENIUS-CMP Project Coordinator: University of Lodz. http://www.dystefl.eu/ (DysTEFL2 project is a continuation of the Comenius Multilateral Project)

2011-2013 *Dyslexia for Teachers of English as a Foreign Language* (DysTEFL) 2011-2013. Project-Number: 518466-LLP-1-2011-PL-COMENIUS-CMP. Project Coordinator: University of Lodz. Grant agreement number: 2011-3631/001-001 http://www.dystefl.eu/

2013 *Standard setting and linking Dutch National exams to the CEFR*. Project coordinated by the Dutch Ministry of Education in collaboration with Cito, The Hague, Netherlands (16-20 September, 2013). http://www.cito.com/research_and_development/participation_international_research/cefr

Member of the Technical Advisory Group

2007 – 2013 *Language Tests of English (LTE),* Pearson Language Tests, UK. http://www.pearsonpte.com/research/Pages/TechnicalAdvisoryGroupPTEGeneral.aspx

Testing Expert Collaborator

2006 - to date *Research Centre for English Language Teaching, Testing and Assessment (RCEL),* Faculty of English Studies, University of Athens, Greece. http://www.cc.uoa.gr/english/rcel/

2007-2008 *Integrated Skills in English (ISE) and Graded Examinations in Spoken English (GESE)*, Trinity College London Exams, Greece**.** http://www.trinitycollege.co.uk

PUBLICATIONS

New Books

- Tsagari, D. and Mahan, R. K. (in preparation) Teaching English to Diverse Students. To be submitted to Routledge / Taylor & Francis Group (Education editor: Ms Megha Patel, Routledge / Taylor & Francis Group)
- Vogt, K. & TSAGARI, D. (in preparation) Innovations in Language Assessment for Multilingual Education: Digital, Inclusive, and Global Perspectives. Special Issue: Education Sciences https://www.mdpi.com/journal/education/special_issues/F54B0U1AS8

Authored Books and Textbooks

1. TSAGARI, D., K. Vogt, V. Froehlich, I. Csépes, A. Fekete, A. Green, L. Hamp-Lyons, N. Sifakis and S. Kordia (2018). *Handbook of Assessment for Language Teachers*. '*Teachers' Assessment Literacy Enhancement (TALE)*' Erasmus+, Cooperation for innovation and the exchange of good practices, Strategic Partnerships for school education, KA2, European Lifelong Learning Programmes, 2015-1-CY01-KA201-011863. ISBN 978-9925-7399-0-5 (printed) ISBN 978-9925-7399-1-2 (digital). http://taleproject.eu/pluginfile.php/2129/mod_page/content/12/TALE%20Handbook%20-%20colour.pdf

2. TSAGARI, D. (2009). *The Complexity of Test Washback: An Empirical Study*. Frankfurt am Main: Peter Lang GmbH. (Language Testing and Evaluation Series, Vol. 15), ISBN 978-3-631-58506-1. pp. 289). http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=55017&concordeid=58506

3. West, R. and D. Tsagari (2004). *Testing and Assessment in Language Learning*. (Vol. 3). Hellenic Open University: Patras, Greece. ISBN: 960-538-542-2. pp. 481.

Edited Books and Special Journal Issues

1. TSAGARI, D. & H. Bøhn (eds.) (2023) *Recent Developments in Language Testing and Assessment* (Special Issue) Issue 7: *Languages (open access journal)* https://www.mdpi.com/journal/languages/special_issues/Language_Testing_Assessment

2. TSAGARI, D., Nijakowska, J. and Guz. E. (2022). *Good practices in inclusive language education and foreign language teacher training - universal design in education and increasing accessibility, especially for marginalized groups*. ©SCALED Report was developed in the SCALED project (funded by Iceland, Liechtenstein and Norway through the EEA Grants, project number: EOG/21/K4/W/0127W/0174). Retrieved from https://scaled.uw.edu.pl

3. TSAGARI, D., & Vogt, K. (eds.) (2022) *Contextualizing Language Assessment Literacy* (Special Issue). *Studies in Language Assessment (SiLA),* formerly *Papers in Language Testing and Assessment (PLTA), 11(1)*. https://www.altaanz.org/2022.html

4. TSAGARI, D. (ed.) (2020) *Language Assessment Literacy: From Theory to Practice*. Newcastle upon Tyne: Cambridge Scholars Publishing. ISBN (10): 1-5275-4835-X, ISBN (13): 978-1-5275-4835-0. pp. 332 https://www.cambridgescholars.com/language-assessment-literacy

5. TSAGARI, D. (ed.) (2016). *Classroom-based Assessment in L2 Contexts.* Newcastle upon Tyne: Cambridge Scholars Press. ISBN-13: 978-1-4438-9102-8 ISBN-10: 1-4438-9102-9. pp. 410. http://www.cambridgescholars.com/classroom-based-assessment-in-l2-contexts & http://www.cambridgescholars.com/download/sample/63222

6. Banerjee, J. and D. TSAGARI (eds.) (2016). *Contemporary Second Language Assessment.* (Contemporary Applied Linguistics Volume 4) London: Bloomsbury. ISBN: HB: 978-0-5676-3274-6, ePDF: 978-0-5671-4706-6, ePub: 978-0-5676-2871-8. pp. 318 http://dx.doi.org/10.5040/9781474295055

7. TSAGARI, D. and J. Banerjee (eds.) (2016). *Handbook of Second Language Assessment.* Boston & Berlin: Muton De Gruyter. ISBN: 978-1-61451-542-5. pp 438. https://www.degruyterbrill.com/document/doi/10.1515/9781614513827/html

8. TSAGARI, D. and G. Floros (eds.) (2013). *Translation in Language Teaching and Assessment*. Newcastle upon Tyne: Cambridge Scholars Press. ISBN: 978-1-4438-5044-5. pp. 257. http://www.cambridgescholars.com/translation-in-language-teaching-and-assessment-14 & http://www.cambridgescholars.com/download/sample/61312
   - book review (2014): by Arnaldo Robles, *Linguist* http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=33015865
   - book review (2015): by Sara Laviosa, *The Interpreter and Translator Trainer* 9(3):356-360, doi: 10.1080/1750399X.2015.1016280
   - book review (2017): by Constanza Peverati, *Translation Ireland* 20(21): 221-216
   - book review (2019): by Rita Ferreira Arcenio, *Cad. Trad., Florianópolis,* 39(2):227-233, doi: http://dx.doi.org/10.5007/2175-7968.2019v39n2p227

9. TSAGARI, D. and G. Spanoudis (eds.) (2013). *Assessing L2 Students with Learning and Other Disabilities.* Newcastle upon Tyne: Cambridge Scholars Press. ISBN: 978-1-4438-5136-7. pp. 294 http://www.cambridgescholars.com/assessing-l2-students-with-learning-and-other-disabilities-16 & http://www.cambridgescholars.com/download/sample/57903
   - book review (2016): by Rachel Lange, *Language Testing* doi: 10.1177/0265532216649267

10. TSAGARI, D. and R. van Deemter (eds.) (2013). *Assessment Issues in Language Translation and Interpreting*. Frankfurt am Main: Peter Lang GmbH. (Language Testing and Evaluation Series, Vol. 29). ISBN: 978-3-631-63603-9. pp. 199. http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=65040&concordeid=263603
    - book review (2016): by Chao Han, *Interpreting* 18(1):120-126, doi:10.1075/intp.18.1.05han

11. TSAGARI, D., S. Papadima-Sophocleous and S. Ioannou-Georgiou (eds.) (2013). *International Experiences in Language Testing and Assessment - Selected papers in Memory of Pavlos Pavlou.* Frankfurt am Main: Peter Lang GmbH. (Language Testing and Evaluation Series, Vol. 28). ISBN: 978-3-631-62192-9. pp. 312. http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=64366&concordeid=262192

12. Burston, J., TSAGARI, D. and F. Doa (eds.) (2012). *Foreign Language Instructional Technology: Theory & Practice.* Proceedings of the 1st FLIT Conference. Nicosia: University of Nicosia Press. ISBN: 978-9963-711-05-5. pp. 204. http://www.amazon.co.uk/Foreign-Language-Instructional-Technology-Practice/dp/9963711057

13. TSAGARI, D. (ed) (2012). *Research on English as a Foreign Language in Cyprus (Vol. II).* Nicosia: University of Nicosia Press. ISBN: 978-9963-711-04-8. pp. 320.

14. TSAGARI, D. and I. Csépes (eds.) (2012). *Collaboration in Language Testing and Assessment.* Frankfurt am Main: Peter Lang GmbH. (Language Testing and Evaluation Series, Vol. 26). ISBN 978-3- 631-63529-2. pp. 227. http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=62922&concordeid=263529

15. TSAGARI, D. and S. Papageorgiou (eds.) (2012). *Language Testing and Assessment Issues in the Greek Educational Context* (Special Issue). *Research Papers in Language Teaching and Learning* 3(1). ISSN: 1792-1244. Available at http://rpltl.eap.gr/images/stories/issue_03/RPLTL-03-01-fulltext.pdf

16. TSAGARI, D. and I. Csépes (eds.) (2011). *Classroom-based Language Assessment*. Frankfurt am Main: Peter Lang GmbH. (Language Testing and Evaluation Series, Vol. 25). ISBN 978-3-631-60643-8. pp. 203. http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=59503&concordeid=260643
    - book review (2014): by Kathryn Hill, *Language Testing* 31(4): 532-535, doi:10.1177/0265532214529704
    - book notice (2013): by Janna Fox, *Language Testing* 30(3): 413-415, doi:10.1177/0265532212475125

Papers submitted for publication

1. Admiraal, W., Knudsmoen, H., Giæver, T. B. H., TSAGARI, D., Hatlevik, O. E., Engen, B. K., Zhou, N., & Li, T. (submitted). From Ready to Lost: Insights from Novice Teacher Profiles and Their Impact on Induction Practices. *International Journal on Studies in Education.*
2. TSAGARI, D., & Gokturk-Saglam, L. A. (in print). *Critical/Democratic approaches to language assessment.* In M. Bigelow & J. Ennser-Kananen (Eds.), *The Routledge handbook of educational linguistics* (2nd ed.).
3. TSAGARI, D. (in print). Teaching and assessing language learners with special educational needs (SEN). In J. Springob, D. Frison, G. del Gobbo, & B. Busse (Eds.), (Re)imagining teacher education in times of change: Empowering future teachers through future skills: Perspectives from the Erasmus+ Teacher Academy TEFF.
4. Surkalovic, D., TSAGARI, D., Chvala, L., & Goldshaft, B. (in print). *Case country section – Norway.* In A. L. Gokturk-Saglam, R. Calafato, S. Nolan, A. Wärnsby, & K. Dikilitaş (Eds.), *Research literacy development: A toolkit for teachers and teacher educators* (2026, in press). Malmö University Press.
5. Chvala, L., Tishakov, T., Flognfeldt, M. E., & TSAGARI, D. (under review). *Exploring Norwegian learners' beliefs about the extramural use of English as a lingua franca (ELF) and classroom learning.* Acta Didactica Norden (ADNO).
6. Gokturk-Saglam, A. L., Dikilitas, K., & TSAGARI, D. (under review). *Exploring pre-service English language teachers' research self-efficacy beliefs.* Nordic Journal for Language Teaching and Learning (NJLTL).
7. Gokturk-Saglam, L. A., Sevgi-Sole, E., Vogt, K., & TSAGARI, D. (submitted). *Online communities of practice (CoPs) as catalysts for enhancing language assessment literacy.* TESOL Quarterly.
8. Schei Metiva, D., & TSAGARI, D. (submitted). *Differentiated EFL homework in Norway: Teachers' understanding and practices of differentiation in the implementation of differentiated EFL homework in primary schools in Norway.* Nordic Journal of Language Teaching and Learning (NJLTL).
9. Kartalia, E., & TSAGARI, D. (submitted). *EFL teachers' self-reflective awareness of assessment instruments and practices as metacognitive flashbacks.* Research Papers in Language Teaching and Learning (RPLTL).
10. Yildirim, A., TSAGARI, K., Wärnsby, A., Goldshaft, B. H., Roziņa, G., Ratkevičienė, M., Horbačauskienė, J., Nolan, S., Saglam, A., Chvala, L. A., Calafato, R., Karapetjana, I., & Kasper, M. (submitted). Integrating research literacy in teacher education: A comparative analysis of practice in four Nordic and Baltic universities. Compare: A Journal of Comparative and International Education
11. TSAGARI, D., Rousoulioti, T., & Giannikas, C. (submitted). *Parental involvement and English language learning in Greek state primary schools: Bridging home, school, and shadow education.* English Teaching & Learning
12. TSAGARI, D., Wärnsby, A., Kasper, M., Saglam, A., Gokturk Saglam, A. L., Chvala, L. A., Horbačauskienė, J., Ratkevičienė, M., & Goldshaft, B. H. (in preparation). Integrating research literacy in teacher education: A comparative analysis of practice in four Nordic and Baltic universities.
13. Lamprianou, I., & TSAGARI, D. (under preparation). AI as assessor: Disrupting authority, recalibrating trust, restructuring labor. Assessment in Education: Principles, Policy & Practice.
14. Mäkipää, T. K., TSAGARI, D., & Gokturk-Saglam, L. A. (in preparation). *EFL teacher and student feedback literacy.*
15. TSAGARI, D., & Gokturk-Saglam, L. A. (in preparation). *Student teacher research efficacy: A comparative study.*
16. Neokleous, G., & TSAGARI, D. (in preparation). Multilingual assessment in Norway.
17. TSAGARI, D. (in preparation). Test-oriented textbooks and their pedagogical impact: A critical evaluation of test preparation materials. Nordic Journal of Language Teaching and Learning.
18. TSAGARI, D., Themelis, G., Kenny, M., & Bowden, R. (in preparation). Exploring in-service teacher evaluation practices across Europe.
19. VOGT, K., & TSAGARI D. (in preparation). Harnessing AI for enhancing teacher LAL in classroom-based language assessment contexts. Future in Education Research.
20. TSAGARI, D., & Kostopoulou, S. (in preparation). AI-enhanced language assessment literacy across cultural contexts: A cross-symposium thematic analysis. Future in Education

21. TSAGARI, D., & Vogt, K. (in preparation). Assessing language performance of students with special needs. In K. R. Mahan & D. TSAGARI (Eds.), Inclusive instruction and assessment in TESOL: Strategies for teaching diverse learners. Routledge.
22. TSAGARI, D., Vogt, K., & Nijakowska, J. (in preparation). Assessment of diverse language students. Language Teaching.
23. TSAGARI, D., & Tsiplakou, S. (in preparation). *Ideology and language assessment: The case of the Greek university entrance exam.* Language Variation and Change.
24. Auestad, E., Bakke, I., Gyllensten, T., & TSAGARI, D. (in preparation). *Differentiated instruction for high-achieving students in ELL.*

Published articles in International Refereed/Online Journals

1. Mäkipää T, TSAGARI D. (2026). Feedback and self-regulation in L2 writing: A research timeline of formative assessment practices. *Language Teaching*, 1-20. https://doi.org/10.1017/S0261444826101220

2. Mavroudi, A., Göktürk Sağlam, A. L., & TSAGARI, D. (2025). Perceived benefits and challenges of scaffolds in online education: A mixed-method case study with teacher students. *Interactive Learning Environments*. https://doi.org/10.1080/10494820.2025.2596897

3. TSAGARI, D., and S. Armostis (2025) 'Contextualizing Language Assessment Literacy: A Comparative Study of Teacher Beliefs, Practices, and Training Needs in Norway and Cyprus' *Educ. Sci.* 2025, 15(7), 927; https://doi.org/10.3390/educsci15070927

4. TSAGARI, D., & Rousoulioti, T. (2025). 'Enhancing Assessment Literacy for Teachers of Less Commonly Taught Languages: Insights from Greek as a Second Language'*. Trends in Higher Education*, 4(1), 12. https://doi.org/10.3390/higheredu4010012

5. Vogt, K., and TSAGARI, D. (2024). 'Insights from Emergency Remote Language Assessment for a post-pandemic world' *Studies in Language Assessment*, 13:2, pp. 115-146 https://doi.org/10.58379/JJZP4250

6. Chilla, S., Doetjes, G., Vogt, K., Abed Ibrahim, L., & TSAGARI, D., (2024). 'Digital-inclusive Transformation and Teacher Preparedness for Foreign Language Education – A Bilateral German-Norwegian Perspective'. Center for Educational Policy Studies Journal, *CEPS Journal*, 15(1), 83–124. https://doi.org/10.26529/cepsj.1690

7. Vogt K, Bøhn H, TSAGARI, D. (2024). 'Language assessment literacy'. *Language Teaching*. 57(3), 325-340. https://doi.org/10.1017/S0261444824000090

8. Lamprianou, J., TSAGARI, D. and N. Kyriakou (2023). 'Experienced but detached from reality: Theorizing and operationalizing the relationship between experience and rater effects'. *Assessing Writing***,** 56, 100713 https://doi.org/10.1016/j.asw.2023.100713

9. TSAGARI, D., Reed, K., & L. Lopriore, D. (2023). 'Teacher beliefs and practices of language assessment in the context of English as a Lingua Franca (ELF) – insights from a CPD course' *LANGUAGES*, 8(1), 58 https://doi.org/10.3390/languages8010058

10. Maaoui A., TSAGARI D., and Dammak H. (2023). 'The Relationship between Language Educators' Perceptions and Assessment Practices during the COVID-19 Crisis'. *LANGUAGES* 8(1), 54 https://doi.org/10.3390/languages8010054

11. TSAGARI, D, Liontou J. and C. N. Giannikas (2023) 'EFL educators in the COVID-19 era: Examining the case of Greece'. *Research Papers in Language Teaching and Learning* 13(1), 27-49. Available online at http://rpltl.eap.gr and https://rpltl.eap.gr/images/2023/02_Tsagari_et_al.pdf

12. Tsiplakou, S. and TSAGARI, D. (2023) 'Language ideologies and washback effects in a high-stakes Greek language examination'. *Research Papers in Language Teaching and Learning* 13(1), 64-92. Available online at http://rpltl.eap.gr and https://rpltl.eap.gr/images/2023/04_Tsiplakou___Tsagari.pdf

13. Sifakis, N., Bayyurt, Y., Cavalheiro, L., Fountana, M., Lopriore, L., TSAGARI, D. and Kordia, S. (2022). 'Developing English language teachers' and learners' ELF awareness: the background, design and impact of the ENRICH project's continuous

professional development programme'. *Journal of English as a Lingua Franca*, 11(2), 255-279. https://doi.org/10.1515/jelf-2022-2083

14. Jarsve Flaten C. and TSAGARI, D. (2022) 'Dyslexia and English as a Foreign Language in Norwegian Primary Education: A Mixed Methods Intervention Study', *CEPS Journal* 12(4), 155-180 https://doi.org/10.26529/cepsj.1459

15. Bøhn, H. and TSAGARI, D. (2022). 'Language Assessment Literacy: Understanding the construct from Norwegian EFL teachers' perspective' (Special Issue). *Studies in Language Assessment (SiLA),* formerly *Papers in Language Testing and Assessment (PLTA), 11(1), 119-148*. https://www.altaanz.org/uploads/5/9/0/8/5908292/6._sila_11_1__bøhn__tsagari.pdf & https://doi.org/10.58379/UNUD5510 & https://www.altaanz.org/6_sila_11_1__boslashhn__tsagari.html

16. Vogt, K. and TSAGARI, D. (2022). 'Language assessment literacy and test validation: Highlighting the role of language teachers' (Special Issue). *Studies in Language Assessment (SiLA),* formerly *Papers in Language Testing and Assessment (PLTA), 11(1), 1-15*. https://www.altaanz.org/uploads/5/9/0/8/5908292/1._sila_11_1__vogt__tsagari.pdf & https://doi.org/10.58379/UQVQ7101 & https://www.altaanz.org/1_sila_11_1__vogt_tsagari.html

17. TSAGARI, D. and Vogt, K. (2022). 'Introduction to the Special Issue: Contextualising language assessment literacy' (Special Issue). *Studies in Language Assessment (SiLA),* formerly *Papers in Language Testing and Assessment (PLTA), 11(1), ii-vii*. https://www.altaanz.org/uploads/5/9/0/8/5908292/0._sila_11_1__front_matter_introduction.pdf & https://www.altaanz.org/0_sila_11_1__front_matter_introduction__tsagari__vogt.html https://www.altaanz.org/current-issue.html

18. Rousoulioti, T., D. TSAGARI and C. N. Giannikas (2022) 'Parents' New Role and Needs during the COVID-19 Educational Emergency" *Interchange*, 53(2) https://doi.org/10.1007/s10780-022-09464-6

19. Tishakov, T. and TSAGARI, D. (2022) 'Language Beliefs of English Teachers in Norway'. *Encyclopedia*. Available online: https://encyclopedia.pub/entry/25162 (accessed on 12 August 2022). This entry is adapted from https://doi.org/10.3390/languages7020141

20. Tishakov, T. and TSAGARI, D. (2022) 'Language beliefs of English language teachers in Norway: Trajectories in transition'. *LANGUAGES*, 7(2), 141 https://doi.org/10.3390/languages7020141

21. Saglam, A.L.G. and D. TSAGARI (2022). 'Perceptions towards the Consequential Validity of Integrated Language Proficiency Assessment'. *LANGUAGES*, *7*(1), 65 https://doi.org/10.3390/languages7010065 (This article belongs to the Special Issue Recent Developments in Language Testing and Assessment)

22. Ioannou S. and D. TSAGARI (2022). 'Effects of recasts, metalinguistic feedback, and students' proficiency on the acquisition of Greek perfective past tense'. *LANGUAGES*, *7*(1), 40 https://doi.org/10.3390/languages7010040
(This article belongs to the Special Issue Recent Developments in Language Testing and Assessment)

23. TSAGARI, D. and Demetriou, T. (2022). 'Investigating the Parameters Accounting for Language Proficiency: the case of an English Language Test used for Academic purposes'. *Research Papers in Language Teaching and Learning*. 12(1), 89-110. http://rpltl.eap.gr and https://rpltl.eap.gr/images/2022/06_Tsagari__Demetriou.pdf

24. Ioannou, S. and TSAGARI, D. (2022). 'Interactional Corrective Feedback in beginner level classrooms of Greek as a second Language: Teachers' Practices'. *Research Papers in Language Teaching and Learning*. 12(1), 7-25 http://rpltl.eap.gr and https://rpltl.eap.gr/images/2022/01_Ioannou__Tsagari.pdf

25. Meletiadou, E. and TSAGARI, D. (2022) 'Exploring teachers' perceptions of the use of peer assessment in external exam-dominated writing classes' *LANGUAGES*, *7*(1), 16; https://doi.org/10.3390/languages7010016
(This article belongs to the Special Issue Recent Developments in Language Testing and Assessment)

26. TSAGARI, D. (2021). 'Gauging the Assessment Literacy Levels of English Teachers in Norway'. Special issue on 'Assessment in the English Language Classroom' edited by A. Cirocki and J. Dean, *The European Journal of Applied Linguistics and TEFL,* 10:1, 161-191. www.theeuropeanjournal.eu/download/EJALTEFL_01_2021.pdf

27. TSAGARI, D. and C. Giannikas (2021). 'The Impact of Cert-mania of English Language Learning and Teaching: The Cypriot Case'. Special issue on 'Assessment in the English Language Classroom' edited by A. Cirocki and J. Dean, *The European Journal of Applied Linguistics and TEFL*, 10:1, 193-215. www.theeuropeanjournal.eu/download/EJALTEFL_01_2021.pdf

28. Bøhn, H. and TSAGARI, D. (2021). 'Teacher Educators' Conceptions of Language Assessment Literacy in Norway'. *Journal of Language Teaching and Research,* 12: 2, 222-233. http://dx.doi.org/10.17507/jltr.1202.02
https://jltr.academypublication.com/index.php/jltr/article/view/787
https://openarchive.usn.no/usn-xmlui/handle/11250/2762697

29. Nijakowska, J., TSAGARI, D. and G. Spanoudis (2020). 'Cross-country comparison of EFL teacher preparedness to include dyslexic learners: Validation of a questionnaire' – *Studies in Second Language Learning and Teaching* - SSLLT 10:4 779-805. http://dx.doi.org/10.14746/ssllt.2020.10.4.6 https://pressto.amu.edu.pl/index.php/ssllt/article/view/19175

30. Flognfeldt, E. M., TSAGARI, D., Šurkalović, D., and Tishakov, T. (2020). 'The practice of assessing Norwegian and English language proficiency in multilingual elementary school classrooms in Norway' *Language Assessment Quarterly.* https://www.tandfonline.com/doi/full/10.1080/15434303.2020.1827409

31. Lamprianou, J., TSAGARI D. and N. Kyriakou (2020). 'The longitudinal stability of rating characteristics in an EFL examination: methodological and substantive considerations'. *Language Testing* 2021, Vol. 38(2) 273–301 https://doi.org/10.1177/0265532220940960

32. Vogt, K., D. TSAGARI and G. Spanoudis (2020). 'What do teachers think they want? A comparative study of in-service language teachers' beliefs on LAL training needs' *Language Assessment Quarterly* 17:4, 386-409, https://doi.org/10.1080/15434303.2020.1781128

33. Vogt, K., TSAGARI, D., Csépes, I., Green, A. and Sifakis, N. (2020). 'Linking Learners' Perspective on Language Assessment Practices to Teachers' Assessment Literacy Enhancement (TALE): Insights from Four European Countries'. *Language Assessment Quarterly* 17:4, 410-433, https://doi.org/10.1080/15434303.2020.1776714

34. Kektsidou, N. and D. TSAGARI (2019). 'Using DIALANG to track English language learners'. *Papers in Language Testing and Assessment.* 8 (1), 1-30. https://doi.org/10.58379/QFSP2110 http://www.altaanz.org/current-issue.html and *http://www.altaanz.org/uploads/5/9/0/8/5908292/8_1_s1_kektsidou_tsagari.pdf*

35. TSAGARI, D. (2019) 'Interface between feedback, assessment and distance learning written assignments'. *Research Papers in Language Teaching and Learning.* 10(1), 72-99. https://rpltl.eap.gr/images/2019/10-01-072-TSAGARI.pdf or https://rpltl.eap.gr/current-issue/volume-10-february-2019

36. TSAGARI, D. and C. N. Giannikas (2018). 'Early language learning in private language schools in the Republic of Cyprus: teaching methods in modern times'. *Mediterranean Language Review. 25,* 53-74.
https://doi.org/10.13173/medilangrevi.25.2018.0053
https://www.jstor.org/stable/10.13173/medilangrevi.25.2018.0053
https://www.jstor.org/stable/10.13173/medilangrevi.25.2018.0053
https://www.jstor.org/stable/10.13173/medilangrevi.25.2018.0053?seq=1#page_scan_tab_contents
https://www.jstor.org/stable/10.13173/medilangrevi.25.2018.0053?seq=1#page_scan_tab_contents

37. TSAGARI, D. and C. N. Giannikas (2018). 'Re-evaluating the use of L1 in the L2 Classroom: learners vs. teachers'. *Applied Linguistics Review,* 11, 151-181. https://doi.org/10.1515/applirev-2017-0104

38. Nijakowska, J., D. TSAGARI and G. Spanoudis (2018) 'English as a foreign language teacher training needs and perceived preparedness to include dyslexic learners: The case of Greece, Cyprus, and Poland'. *Dyslexia: An International Journal of Research and Practice.* 24(4), 357-379. https://doi.org/10.1002/dys.1598

39. Kliueva, E. and TSAGARI. D. (2018). 'Emotional literacy in EFL classes: The relationship between teachers' trait emotional intelligence level and the use of emotional literacy strategies'. *System: An International Journal of Educational Technology and Applied Linguistics,* 78, 38-53. https://doi.org/10.1016/j.system.2018.07.006

40. Mavroudi, A. and TSAGARI, D. (2018). 'Profiling of English Language Teachers as Trainees in an Online Course and Ensuing Implications'. *Computers & Education,* 126, 1-12. https://doi.org/10.1016/j.compedu.2018.06.029

41. TSAGARI, D. and K. Vogt (2017). 'Assessment Literacy of Foreign Language Teachers around Europe: Research, Challenges and Future Prospects'. *Papers in Language Testing and Assessment.* 6(1), 41-63. Special Issue edited by K. Hill on 'Teacher Assessment Literacy in Second and Foreign Language Education'. https://doi.org/10.58379/UHIX9883 http://www.altaanz.org/papers-in-language-testing-and-assessment-plta.html

42. TSAGARI, D. and E. Georgiou (2016). 'Use of Mother Tongue in Second Language Learning: Voices and Practices In Private Language Education In Cyprus'. *Mediterranean Language Review.* 23, 101-126. http://dx.doi.org/10.13173/medilangrevi.23.2016.0101 https://www.jstor.org/stable/10.13173/medilangrevi.23.2016.0101?seq=1#page_scan_tab_contents

43. TSAGARI, D. (2016). 'Assessment orientations of primary state school EFL teachers in two Mediterranean countries'. In *C·E·P·S Journal – CEPS Journal (Center for Educational Policy Studies Journal*). Special thematic issue entitled *'Assessment of Young Foreign Language Learners'* 6(1), 9-30. Available from https://ojs.cepsj.si/index.php/cepsj/issue/view/5 & https://ojs.cepsj.si/index.php/cepsj/article/view/102/43

44. TSAGARI, D. and E. Meletiadou (2015). 'Peer assessment of adolescent learners' writing performance'. *Writing & Pedagogy*, 7(2), 305-328. https://doi.org/10.1558/wap.v7i2-3.26457

45. TSAGARI, D. and C. Diakou (2015). 'Students' and teachers' attitudes towards the use of the First Language in the EFL state school classrooms'. *Research Papers in Language Teaching and Learning.* 6(1), 86-108. Available at http://rpltl.eap.gr/images/2015/06-01-086-TSAGARI-DIAKOU.pdf

46. TSAGARI, D. and N. Sifakis (2014). 'EFL course book evaluation in Greek primary schools: views from teachers and authors'. *System: An International Journal of Educational Technology and Applied Linguistics*. 45, 211-226. http://dx.doi.org/10.1016/j.system.2014.04.001 *[Review Article]*

47. Vogt, K. and TSAGARI, D. (2014). 'Assessment literacy of foreign language teachers: findings of a European study'. *Language Assessment Quarterly* 11(4), 374-402. https://doi.org/10.1080/15434303.2014.960046

48. TSAGARI, D. (2014) 'Investigating the face validity of Cambridge English First in the Cypriot context'. *Research Notes*. 57(1), 23-31. Available at http://www.cambridgeenglish.org/images/177881-research-notes-57-document.pdf

49. TSAGARI, D. and A. Pavlou (2013). 'The nature and impact of textbook-based vocabulary tests on teaching and learning'. *Research Papers in Language Teaching and Learning.* 4(1), 59-80. Available at http://rpltl.eap.gr/images/stories/issue_04/04-01-059-tsagari-pavlou.pdf

50. TSAGARI, D. (2012). 'FCE-exam preparation discourses: insights from an ethnographic study'. *Research Notes*. 47, 36-47. Available at http://www.cambridgeesol.org/rs_notes/rs_nts47.pdf

51. TSAGARI, D. (2012). 'Classroom evaluation in EFL state-schools in Greece and Cyprus: towards 'assessment literacy'. *Journal of Applied Linguistics* (Annual Publication of the Greek Applied Linguistics Association), 27, 127-149.

52. TSAGARI, D. (2009). 'Revisiting the concept of test washback: investigating the FCE in Greek language schools'. *Research Notes*, 35, 5-10. Available at http://www.cambridgeesol.org/rs_notes/rs_nts35.pdf

53. Eckes, T., M. Ellis, V. Kalnberzina, K. Pizorn, C. Springer, K. Szollas and TSAGARI, C. (2005). 'Progress and problems in reforming public language examinations in Europe: Cameos from the Baltic States, Greece, Hungary, Poland, Slovenia, France and Germany'. *Language Testing*, 22(3), 355-377. https://doi.org/10.1191/0265532205lt313oa

54. TSAGARI, C. (1999). 'Clauses of concession in written English: A corpus-based study'. *Journal of Applied Linguistics* (Annual Publication of the Greek Applied Linguistics Association), 15, 97-107.

Chapters in Edited Volumes (peer-reviewed)

1. TSAGARI, D. (in press). Teaching and assessing language learners with special educational needs (SEN). In J. Springob, D. Frison, G. del Gobbo, & B. Busse (Eds.), (Re)imagining teacher education in times of change: Empowering future teachers through future skills: Perspectives from the Erasmus+ Teacher Academy TEFF.

2. Surkalovic, D., TSAGARI, D., Chvala, L., and Goldshaft, B. (in press). Case Country Section – Norway. In Teacher Research Literacy Across Nordic and Baltic countries, in Gokturk-Saglam, A. L., Calafato, R., Nolan, S., Wärnsby, A., & Dikilitaş, K. (Eds.). (2026, in press). Research Literacy Development: A Toolkit for Teachers and Teacher Educators. Malmö: Malmö University Press.

3. TSAGARI, D. (2025). 'Assessment literacy of language teachers'. In O. Kvasova, T. Kavytska, & V. Osidak (Eds.) *Transforming Language Teacher Assessment Literacy: achievements, impact, way forward*, Kyiv: Kyiv University Publishing, pp. 28-43. https://drive.google.com/file/d/1bP2zFQ76SfZBTJw-BXYYJzNltAUvnnsx/view

4. TSAGARI, D., Lopriore, L. and K. Vogt (2025) 'Multilingualism and test washback'. In Allen David Brian (Eds.) Washback Research in Language Assessment: Fundamentals and Contexts. Routledge, pp.121 134. DOI:10.4324/9781003472681-12

5. Vogt, K. and TSAGARI, D. (2025) *'L*anguage Assessment Literacy: professional development for language teachers with an experience- and context-sensitive orientation'. In Dalton-Puffer, C., Bacovsky-Novak, T., Heaney, H., Hüttner, J. (Eds.): *Current Challenges in Language Teacher Education,* pp. 94-113, Cambridge Scholars Publishing, pp. 94/113. https://books.google.no/books?hl=en&lr=&id=tz93EQAAQBAJ&oi=fnd&pg=PA94&dq=info:BFsFZnxhlgcJ:scholar.google.com&ots=59zgwYLXYW&sig=miLlRwc7-_Lo7CzSZb-S1XMzxvo&redir_esc=y#v=onepage&q&f=false

6. Johannessen, O. L., Almeida, S. de, Friant, N., Győri, J. G., Sebestova, J. D., Støen, J., Tsagari, D. & Fandrem, H. (2024). Diverse responses to differing, complex realities: Inclusive Educational programmes for Newly Arrived Migrant Students in five European countries. In H. Fandrem & J. O'Higgins Norman (Eds), International Perspectives on Migration, Bullying, and School: Implications for Schools, Refugees, and Migrants (pp 54-70), Routledge. https://doi.org/10.4324/9781003439202

7. Bøhn H. and TSAGARI, D. (2024) 'Collaborative assessment cultures and the development of LAL'. In Baker B. and L. Taylor (eds.) *Language Assessment Literacy and Competence Volume 1: Research and Reflections from the Field*, Studies in Language Testing (SiLT). Cambridge: Cambridge University Press and Assessment, pp. 223-230. ISBN 978-1-009-80231-4

8. Karagkouni, I., Rousoulioti, T. and D. TSAGARI (2023) *The Effectiveness of Dynamic Assessment on Improving Multilingual Students' Writing Skills in Distance Education*. In Gokturk-Saglam, A. L. and Sevgi-Sole, E. (eds.) Emerging Practices for Online Language Assessment, Exams, Evaluation, and Feedback, IGI Global pp. 82-98. https://doi.org/10.4018/978-1-6684-6227-0.ch005
https://www.igi-global.com/chapter/the-effectiveness-of-dynamic-assessment-on-improving-multilingual-students-writing-skills-in-distance-education/325665

9. TSAGARI, D. (2023) *Language assessment literacy: overview and way forward*. In Gallina, F. and Martari, Y. (eds.) DIDATTICA DELLE LINGUE E VALUTAZIONE Tra società, scuola e università (LANGUAGE TEACHING AND EVALUATION Between society,

school and university). Pisa: Pisa University Press, pp. 19 -32. ISBN 978-88-3339-849-5 https://www.pisauniversitypress.it/scheda-libro/autori-vari/didattica-della-lingue-e-valutazione-9788833398495-576901.html

10. Lopriore, L., Reed, K. and TSAGARI, D. (2023) Multilingual assessment competences and practices in Europe: ENRICH Erasmus+ In Gallina, F. and Martari, Y. (eds.) DIDATTICA DELLE LINGUE E VALUTAZIONE Tra società, scuola e università (LANGUAGE TEACHING AND EVALUATION Between society, school and university). Pisa: Pisa University Press, pp. 415-427. ISBN 978-88-3339-849-5 https://www.pisauniversitypress.it/scheda-libro/autori-vari/didattica-della-lingue-e-valutazione-9788833398495-576901.html

11. TSAGARI, D. (2022) *Inclusive and Accessible Assessment*. In Tsagari, D., Nijakowska, J. and Guz. E. (eds). Good practices in inclusive language education and foreign language teacher training - universal design in education and increasing accessibility, especially for marginalized groups (pp. 185-202). Retrieved from https://scaled.uw.edu.pl

12. Armostis, S. and D. TSAGARI (2022). *Learning English as a foreign language in a bidialectal setting*. In Krulatz, A. Neokleous, G. and A. Dahl (eds.) *Theoretical and applied perspectives on teaching foreign languages in multilingual settings*: Pedagogical Implications (pp. 101–117). Bristol, UK; Jackson, TN: Multilingual Matters. (ISBN 9781788926409) https://doi.org/10.21832/9781788926423-011

13. Giannikas, N. C., TSAGARI D., and T. Liontou (2022) *Digital Literacy in Language Education: The COVID-19 era of Cyprus*. In Giannikas, N. C. *Transferring Language Learning and Teaching from Face-to-Face to Online Settings*, IGI Global, pp. 189-202. ISBN13: 9781799887171|ISBN10: 1799887170|ISBN13 Softcover: 9781799887188|EISBN13: 9781799887195 https://doi.org/10.4018/978-1-7998-8717-1.ch010 https://www.igi-global.com/book/transferring-language-learning-teaching-face/272678?fbclid=IwAR1SzLWknmBGllzx_Z0mG5vN8eSTEwv7Z0TNwnqXTnOFyn3XlVou7ysyH2U https://www.igi-global.com/gateway/chapter/296861

14. TSAGARI, D., M. E. Flognfeldt, L. Chvala, T. Tishakov and K. Kristin (2021). '*Evaluation and Lessons Learnt*'. In The Handbook to English as a Lingua Franca: Practices for Inclusive Multilingual Classrooms. Edited by L. Cavalheiro, L. Guerra and R. Pereira. Edições Húmus (pp. 229-242) *'English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)'* Erasmus+, Cooperation for innovation and the exchange of good practices, Strategic Partnerships for school education, KA2, European Lifelong Learning Programmes, 2018-1-EL01-KA201-04789. ISBN: 978-989-755-676-0 (digital). http://enrichproject.eu/handbook

15. Tsiplakou, S. and D. TSAGARI (2021). '*Ideology and language assessment: The case of the Greek University Entrance Exam'*. In Motsiou, E., E. Vasilaki, E. Gana and A. Kostoulas (Eds.). *Ideologies, Language Communication and Education*, Gutenberg: Athens, pp. 190-216 (in Greek)

16. TSAGARI, D. (2020). '*Language Assessment Literacy: concepts, challenges and prospects*'. In Hidri. S. (ed.) *Perspectives on Language Assessment Literacy: Challenges for Improved Student Learning*. New York: Routledge. pp. 13-33. ISBN: 978-0-367-85969-5 (hbk) & ISBN: 978-1-003-01608-3 (ebk) https://doi.org/10.4324/9781003016083. https://books.google.no/books?hl=en&lr=&id=TlrqDwAAQBAJ&oi=fnd&pg=PT21&ots=1z6-u5LK17&sig=yNnifWr1puhW-nvTWHUB_6N5S30&redir_esc=y#v=onepage&q&f=false & https://www.routledge.com/Perspectives-on-Language-Assessment-Literacy-Challenges-for-Improved-Student/Hidri/p/book/9780367859695

17. Maaoui, A. and TSAGARI, D. (2020) *'Inside the Black Box of L2 Reading Ability Measurement: Interfaces between Assessment Literacy and Validity'*. In Tsagari, D. (ed.) *Language Assessment Literacy: From Theory to Practice*. Newcastle upon Tyne: Cambridge Scholars Publishing. pp. 160-191.

18. Kouvdou, A. and TSAGARI, D. (2018). *'Towards an ELF-aware assessment paradigm in EFL contexts*'. In N. Sifakis and N. Tsantila (eds.) *English as a Lingua Franca for EFL Contexts*. ISBN: 9781788921787. Multilingual Matters. pp. 227-246.

19. TSAGARI, D. and S. Ioannou-Georgiou (2017). '*Assessing English Competences of Young Learners in Primary School Education*'. In D. Capperucci and E. Guerin (eds.) *Innovative European Approaches for In-Service and Pre-Service English Language*

Teachers in Primary Education: Theory and Practice. Pisa: ETS, ISBN 978-884675061-7 pp. 267-284. http://www.edizioniets.com/Priv_File_Libro/3387.pdf

20. TSAGARI, D. and C. N. Giannikas (2017). '*To L1 or not to L1, that is the question: research in young learners' foreign language classroom*'. In Y. Bayyurt and N. Sifakis (eds.) *English Language Education Policies and Practices in the Mediterranean Countries and Beyond*. Frankfurt am Main: Peter Lang GmbH. ISBN: 978-3-631-68127-5, 978-3-631-71419-5, http://dx.doi.org/10.3726/b10989, pp. 131-152. https://www.peterlang.com/view/9783631714195/xhtml/chapter07.xhtml

21. TSAGARI, D. and G. Michaeloudes (2017). '*Provision of feedback in L2 exam classes in the Republic of Cyprus*'. In Y. Bayyurt and N. Sifakis (eds.) *English Language Education Policies and Practices in the Mediterranean Countries and Beyond*. Frankfurt am Main: Peter Lang GmbH. ISBN: 978-3-631-68127-5, 978-3-631-71419-5, http://dx.doi.org/10.3726/b10989 pp. 259-285. https://www.peterlang.com/view/9783631714195/xhtml/chapter12.xhtml

22. TSAGARI, D. and I. Sperling (2017). '*Assessing SLLs with SpLDs: Challenges and Opportunities for Equity in Education*'. In Szymańska-Czaplak, E. (ed.), *At the Crossroads: Challenges of Foreign Language Learning*, Series: Second language learning and teaching. Springer. pp 175-188. http://dx.doi.org/10.1007/978-3-319-55155-5_10 Retrieved from: https://link.springer.com/chapter/10.1007/978-3-319-55155-5_10

23. TSAGARI, D. and L. Cheng (2016). '*Washback, Impact and Consequences*'. In E. Shohamy and N. H. Hornberger (eds.), *Encyclopedia of Language and Education*, 3rd Edition, Volume 7: Language Testing and Assessment, pp. 1-13. Educational Linguistics: Springer. http://dx.doi.org/10.1007/978-3-319-02326-7_24-1

24. Liontou, T. and D. TSAGARI (2016). '*Integrating Corpus Linguistics and Classroom-based Assessment: Evidence from Young Learners' Written Corpora*'. In Tsagari, D. (ed.) *Classroom-based Assessment in L2 Contexts.* Newcastle upon Tyne: Cambridge Scholars Press, pp. 356-382.

25. TSAGARI, D. and Kontozi, A. (2016). '*Classroom-based language assessment practices in EFL classes*'. In Tsagari, D. (ed.) *Classroom-based Assessment in L2 Contexts.* Newcastle upon Tyne: Cambridge Scholars Press, pp. 273-295.

26. Michaeloudes, G. and D. TSAGARI (2016). '*EFL primary school teachers' understanding of FA in Cyprus*'. In Tsagari, D. (ed.) *Classroom-based Assessment in L2 Contexts.* Newcastle upon Tyne: Cambridge Scholars Press, pp. 254-272.

27. Meletiadou, E. and D. TSAGARI (2016). '*The washback effect of peer assessment on adolescent EFL learners in Cyprus*'. In Tsagari, D. (ed.) *Classroom-based Assessment in L2 Contexts.* Newcastle upon Tyne: Cambridge Scholars Press, pp. 138-160.

28. TSAGARI, D. and J. Banerjee (2015). '*Language Assessment in the Educational Context*'. In Bigelow, M. and J. Ennser-Kananen (eds.) *Handbook of Educational Linguistics*. New York: Routledge/Taylor & Francis Group, pp. 339-352.

29. TSAGARI, D. and G. Michaeloudes (2012). '*Formative assessment practices in private language schools in Cyprus*'. In TSAGARI, D. (ed) *Research on English as a Foreign Language in Cyprus (Vol. II).* Nicosia: University of Nicosia Press, pp. 246-265.

30. Meletiadou, E. and D. TSAGARI (2012). *'Investigating the attitudes of adolescent EFL learners towards the peer assessment of writing*'. In TSAGARI, D. (ed) *Research on English as a Foreign Language in Cyprus (Vol. II).* Nicosia: University of Nicosia Press, pp. 225-245.

31. TSAGARI, D. (2011). '*Investigating the 'assessment literacy' of EFL state schoolteachers in Greece*'. In Tsagari, D. and I. Csépes (eds.) *Classroom-based language assessment.* Frankfurt am Main: Peter Lang, pp. 169-190.

32. TSAGARI, D. (2008). '*Identifying the intervening factors that mediate test washback in the Greek educational context: The case of the FCE exam*'. In Burston, J., M. Burston, E. Gabriel and P. Pavlou (eds.) *Languages for intercultural dialogue*, European Parliament Office in Cyprus and Ministry of Education and Culture of the Republic of Cyprus (pp. 119-129).

Chapters in Conference Proceedings (peer-reviewed)

1. Liontou, T. and D. Tsagari (2017). *Integrating Corpus Linguistics and Classroom-based Assessment: Evidence from Young Learners' Written Corpora*. Proceedings 6th ALTE International Conference entitled 'Learning and Assessment: Making the Connections', pp. 214-218. Bologna, Italy. May 3-5, 2017. http://events.cambridgeenglish.org/alte2017-test/perch/resources/alte-2017-proceedings-final.pdf

2. Mavroudi, A. and D. TSAGARI (2016). *Language Assessment Literacy Enhancement: Any Room for Technology-Enhanced Language Learning?* 2016 IEEE 16th International Conference on Advanced Learning Technologies (ICALT), pp. 342-346, 2016, http://dx.doi.org/10.1109/ICALT.2016.87 http://www.ask4research.info/icalt/2016/accepted_papers https://ieeexplore.ieee.org/document/7756992 (Proceedings of 16 IEE International Conference on Advanced Learning Technologies – ICALT2016). July 25-28, 2016, Austin, Texas, USA.)

3. TSAGARI, D. (2016) *Language Assessment Literacy: Empirical Research Findings and Pedagogical Recommendations*. Proceedings in 'Literacy and Contemporary Society', pp. 61-72. http://www.pi.ac.cy/pi/files/epimorfosi/synedria/literacy/Papers_presented_at_the_Literacy_conference_in_English_Cyprus_2015.pdf 23-24 October, 2015, Nicosia http://www.pi.ac.cy/literacy

4. TSAGARI, D. and C. N. Giannikas (2014) Η διδακτική Ξένων Γλωσσών σε Παιδιά Δημοτικού στην Ιδιωτική Εκπαίδευση: Νέοι Καιροί, Νέες Προκλήσεις; Πρακτικά 13ου Παγκύπριου Συνεδρίου Παιδαγωγικής Εταιρείας Κύπρου 'Μπροστά στις Εκπαιδευτικές Προ(σ)κλήσεις: Από την Θέση και την Αντίθεση στην Σύνθεση'. Πανεπιστήμιο Κύπρου, Λεωφόρος Καλλιπόλεως, Λευκωσία, 10-11 Οκτωβρίου, 2014, pp. 310-318. Available at https://drive.google.com/file/d/0By3MHWf-3yJpTXFLTHhYUXhsQU0/view?pli=1

5. TSAGARI, D. (2013) 'Contact sessions in distance education: students' perspective'. In N. Lavidas, T. Alexiou, A. and M. Sougari (eds.), *Major Trends in Theoretical and Applied Linguistics: Selected papers from the 20th International Symposium on Theoretical and Applied Linguistics (April 1-3, 2011). Volume 3*. London: Versita de Gruyter, pp. 385-405. Available at http://www.degruyter.com/viewbooktoc/product/422024

6. Meletiadou, E. and D. TSAGARI (2013) 'An exploration of the reliability and validity of peer assessment of writing in secondary education'. In N. Lavidas, T. Alexiou and A. M. Sougari (eds.), Major Trends in Theoretical and Applied Linguistics: *Selected papers from the 20th International Symposium on Theoretical and Applied Linguistics (April 1-3, 2011). Volume 3*. London: Versita de Gruyter, pp. 235-249. Available at http://www.degruyter.com/viewbooktoc/product/422024

7. TSAGARI, D. (2013) 'EFL students' perceptions of assessment in Higher Education'. In Tsagari, D., S. Papadima-Sophocleous and S. Ioannou-Georgiou (eds.) *International Experiences in Language Testing and Assessment.* Frankfurt am Main: Peter Lang GmbH, pp. 117-143.

8. TSAGARI, D. and G. Michaeloudes (2013) 'Formative assessment patterns in CLIL primary schools in Cyprus'. In Tsagari, D., S. Papadima-Sophocleous and S. Ioannou-Georgiou (eds.) *International Experiences in Language Testing and Assessment.* Frankfurt am Main: Peter Lang GmbH, pp. 75-93.

9. TSAGARI, D. (2011) 'Washback of a high-stakes English exam on teachers' perceptions and practices'. In Kitis, E., N. Lavidas, N. Topintzi and T. Tsangalidis (eds.), *Selected papers from the 19th International Symposium on Theoretical and Applied Linguistics (ISTAL 19)*, Department of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, School of English, Aristotle University of Thessaloniki, Greece, pp. 431-445. http://www.enl.auth.gr/symposium19/ or http://www.enl.auth.gr/symposium19/19thpapers/042_Tsagari.pdf

10. TSAGARI, D. (2011) 'LSP assessment in tertiary settings: proposals and implementations'. In Panourgia E. and F. Perdiki (eds.) *Proceedings of the 2nd ESP/EAP Conference*', Language Centre of the Kavala Institute of Technology, Kavala, Greece, pp. 1-8.

11. TSAGARI, D. (2007) 'Myth, metaphor and reality of washback in Greek ELT: findings from an empirical research study'. In Irvine-Niakaris, C. and A. Nebel (eds.) (2007) *Conference Proceedings of the 2nd Language Testing and Evaluation Forum, Teaching and Testing: Opportunities for Learning*, Hellenic American Union, Athens, Greece, pp. 124-131.

12. TSAGARI, C. (2005) 'Portfolio assessment with EFL young learners in Greek state schools'. In Pavlou P. and K. Smith (eds.) *Serving TEA to Young Learners: Proceedings of the Conference on Testing Young Learners*. University of Cyprus, IATEFL and CyTEA. Israel: ORANIM – Academic College of Education, pp. 74-90.

13. TSAGARI, C. (2001) 'The implementation of portfolio assessment in English classes in Greek state schools: teachers' perceptions'. In *The Contribution of Language Teaching and Learning to the Promotion of a Peace Culture*, Proceedings of the 12th International Conference of the Greek Applied Linguistics Association (GALA), School of Philosophy, Aristotle University of Thessaloniki, Thessaloniki, Greece. Vol. 8, pp. 517-527.

Introductions/Prefaces

1. TSAGARI, D. and Bøhn, H. (2025). Preface to "Recent Developments in Language Testing and Assessment" *Languages*, 10(2), 22; https://doi.org/10.3390/languages10020022 (This article belongs to the Special Issue Recent Developments in Language Testing and Assessment)

2. Tsagari, D. (2025). Foreword. In T. Rousoulioti, C. Pitsou, A. Saglam, & K. Finch (Eds.), Language education and human rights in democratic educational settings (pp. xvii–xix). IGI Global Scientific Publishing. https://www.igi-global.com/book/language-education-human-rights-democratic/368852

3. TSAGARI, D. (2022). Preface. In Skevi Vassiliou, Salomi Papadima-Sophocleous, and Christina Nicole Giannikas 'Formative assessment in second language learning: a systematic review and an annotated bibliography' pp. xv-xxi. Research-publishing.net. Available online: https://research-publishing.net/publication/chapters/978-2-38372-013-3/1418.pdf & https://research-publishing.net/book?10.14705/rpnet.2022.60.9782383720133

4. TSAGARI, D. and Vogt, K. (eds.) (2022). 'Introduction' In Tsagari, D. & K. Vogt (eds.), *Contextualising Language Assessment Literacy*, Special Issue. *Papers in Language Testing and Assessment 11 (1)*, pp. ii-vii. https://doi/10.0000/0000 https://www.altaanz.org/uploads/5/9/0/8/5908292/0._sila_11_1__front_matter_introduction__tsagari__vogt.pdf https://www.altaanz.org/2022.html

5. TSAGARI, D. (ed.) (2020) 'Introduction'. In Tsagari, D. (ed.) *Language Assessment Literacy: From Theory to Practice*. Newcastle upon Tyne: Cambridge Scholars Publishing. pp.1-5. https://www.cambridgescholars.com/language-assessment-literacy

6. TSAGARI, D. (ed.) (2019) 'Introduction'. Special Issue '*Language Teaching for Special Educational Needs'.* European Journal of Special Needs Education, 34(2), 152-155. https://doi.org/10.1080/08856257.2019.1581396

7. TSAGARI, D. (ed.) (2018) 'Introduction'. Handbook of Assessment for Language Teachers. '*Teachers' Assessment Literacy Enhancement (TALE)'* Erasmus+, Cooperation for innovation and the exchange of good practices, Strategic Partnerships for school education, KA2, European Lifelong Learning Programmes, 2015-1-CY01-KA201-011863. ISBN 978-9925-7399-0-5 (printed) ISBN 978-9925-7399-1-2 (digital).

8. TSAGARI, D. (ed.) (2016) 'Introduction'. In *Classroom-based Assessment in L2 Contexts.* Newcastle upon Tyne: Cambridge Scholars Press, pp. 1-6.

9. Banerjee, J. and D. TSAGARI, (eds.) (2016) 'Introduction'. In *Contemporary Second Language Assessment.* London: Bloomsbury, pp. 1-13.

10. TSAGARI, D. and J. Banerjee (eds.) (2016) 'Introduction'. In *Handbook of Second Language Assessment.* Berlin & N. York: Muton De Gruyter, pp. 1-9.

11. TSAGARI, D. and G. Floros (eds.) (2013) 'Preface'. In *Translation in Language Teaching and Assessmen*t. Newcastle upon Tyne: Cambridge Scholars Publishing, pp. vii-xi.

12. TSAGARI, D. and G. Spanoudis (eds.) (2013) 'Introduction.' In *Assessing L2 Students with Learning and Other Disabilities.* Newcastle upon Tyne: Cambridge Scholars Publishing, pp. viii-xiii.

13. TSAGARI, D., S. Papadima-Sophocleous and S. Ioannou-Georgiou (eds.) (2013). 'Foreword'. In *International Experiences in Language Testing and Assessment.* Frankfurt am Main: Peter Lang GmbH, pp. 9-14.

14. Burston, J., TSAGARI, D. and F. Doa (eds.) (2012). 'Introduction'. *In Foreign Language Instructional Technology: Theory & Practice.* Proceedings of the 1st FLIT Conference. Nicosia: University of Nicosia Press, pp. 1-3.

15. TSAGARI, D. (2012) 'Preface'. In *Research on English as a Foreign Language in Cyprus' (Vol. II).* Nicosia: University of Nicosia Press, pp. vii-ix.

16. Burston, J., TSAGARI, D. and F. Doa (2012). 'Introduction'. In *Foreign Language Instructional Technology: Theory & Practice.* Proceedings of the 1st FLIT Conference. Nicosia: University of Nicosia Press, pp. 1-3.

17. TSAGARI, D. and S. Papageorgiou. (2012) 'Introduction'. In *Research Papers in Language Teaching and Learning*, Issue *3(1)*, pp. 4-7 (Special Issue on: 'Language Testing and Assessment Issues in the Greek Educational Context'). Available online from http://rpltl.eap.gr/images/stories/issue_03/RPLTL-03-01-fulltext.pdf

Technical Research Reports

1. TSAGARI, D., J. Liontou and E. Ifantidou (under preparation) 'An Investigation of the Reading and Test-Taking Strategies used in the TOEFL Junior Standard Reading Test: Evidence from Retrospective Think-Aloud Protocols'. TOEFL Research Report Series. TOEFL Young Students Research Program 2015. Educational Testing Service (ETS), Princeton, USA. https://www.ets.org/toefl/research/archives/research_report/

2. TSAGARI, D. and T. Demetriou (2017) 'Investigation of Linguistic Parameters accounting for Progress in Proficiency on the GSE' Pearson external research program, Pearson, UK (GSE 3411-61040)

3. TSAGARI, D. and N. Kektsidou (2017) 'Monitoring Performance of English Language Learners over time at UCY', Department of Economics, University of Cyprus.

4. TSAGARI, D., J. Liontou and E. Ifantidou (2016) 'An Investigation of the Reading and Test-Taking Strategies used in the TOEFL Junior Standard Reading Test: Evidence from Retrospective Think-Aloud Protocols'. Technical Final Report. TOEFL Young Students Research Program 2015. Educational Testing Service (ETS), Princeton, USA.

5. TSAGARI, D. (2013) 'Investigating the Face Validity of Cambridge ESOL Exams in the Cypriot Context'. Internal report sponsored by the Funded Research Program Round 3, Research Programs 2012, Cambridge English Language Assessment, Cambridge Assessment, University of Cambridge, UK.

6. TSAGARI, D. (2012) 'The Influence of the Examination for the Certificate of Proficiency in English (ECPE) on Test Preparation materials'. Internal report sponsored by the SPAAN Fellowship for Studies in Second or Foreign Language Assessment, Cambridge Michigan Language Assessments (CaMLA), Ann Arbor, Michigan, USA.

7. TSAGARI, D. (2011) 'FCE-exam Preparation Discourses: Insights from an Ethnographic Study'. Internal report sponsored by the Funded Research Program Round 3, Research Programs 2011, Cambridge English Language Assessment, Cambridge Assessment, University of Cambridge, UK.

8. TSAGARI, C. (1999) 'Assessment and Teacher Development: the Greek Context'. Research report submitted for the project: 'The teaching of foreign languages in European primary schools'. Funded by EU Framework 4, DGXII, Training and Mobility of Researchers.

Other Peer-Reviewed Publications

1. TSAGARI, D. and Vogt, K. (2024). 'Foreign language learning, teaching and assessment in multilingual contexts – In conversation with Dina Tsagari'. In Vogt, K. and Antia, B. A. (eds.) *Multilingual Assessment – Finding the Nexus*, pp. 305-312. Peter Lang. https://www.peterlang.com/document/1453166 https://doi.org/10.3726/b21992

2. Papamattheou, M. and D. Tsagari (2024). 'Τι ακριβώς σημαίνει καλό σχολείο – Τι έδειξε το crash test σε Ελλάδα, Σουηδία, Νορβηγία' (in Greek) Εφημερίδα Το Βήμα https://www.tovima.gr/print/society/ti-akrivos-simainei-kalo-sxoleio-ti-edeikse-to-crash-test-se-ellada-souidia-norvigia/

3. TSAGARI, D. and S. Kordia (2018). *'The TALE project: What every teacher should know about language assessment'*. Communicare pp. 64-65. A subject didactic journal from the Foreign Language Center. https://www.fremmedspraksenteret.no/communicare

4. Sifakis, N. and D. TSAGARI (2015) '*Πιστοποιητικοκρατία, πιστοποιητικολαγνεία και ξενόγλωσση εκπαίδευση'. (in Greek) Εφημερίδα Το Βήμα:* http://www.tovima.gr/opinions/article/?aid=659802 και Alfavita: http://www.alfavita.gr/apopsin/πιστοποιητικοκρατία-πιστοποιητικολαγνεία-και-ξενόγλωσση-εκπαίδευση

5. TSAGARI, D. (2014). 'School progress – between tradition and innovation: the case of Language Assessment Literacy'. In M. Duminica and V. Cerbu (eds) 'School Progress between Tradition and Innovation' Colegiul National Militar "Stefan Cel Mare", Suceava, Campulung Moldavenesc: George Tofan Publishing House, pp. 3-16, ISBN 978-606-625-123-5.

6. Βεντούρης, Α., Ζουγανέλη, Α.. and ΤΣΑΓΓΑΡΗ, Κ. (2014). «Η Αξιολόγηση του Μαθητή της Ξένης Γλώσσας». Στο Δενδρινού, Β. and Κ. Καραβά (επιμ.) *Ξενόγλωσση Εκπαίδευση για την Προώθηση της Πολυγλωσσίας στην Ελλάδα Σήμερα: Προσεγγίσεις και Πρακτικές Διδασκαλίας* (σελ. 169-186). Αθήνα: Κέντρο Έρευνας για τη Διδασκαλία ξένων Γλωσσών και Αξιολόγηση Γλωσσομάθειας, ΕΚΠΑ και Ινστιτούτο Εκπαιδευτικής Πολιτικής.

7. TSAGARI, D. (2011) 'Alternative Methods of Language Assessment'. *Research Periodical*, Article of the month: November 2011. Research Centre for English Language Teaching, Testing and Assessment (RCEL): National and Kapodistrian University of Athens, Faculty of English Studies, Athens, Greece (in Greek). Available online from: http://rcel.enl.uoa.gr/periodical/prev_articles_5_en.htm http://rcel.enl.uoa.gr/periodical/articles/Article5_Dina_Tsagari_periodical.pdf

8. TSAGARI, D. (2011) 'The Washback Effect of Language Proficiency Testing on Education and Learning Processes'. *Research Periodical,* Article of the month: March 2011. Research Centre for English Language Teaching, Testing and Assessment (RCEL): National and Kapodistrian University of Athens, Faculty of English Studies, Athens, Greece (in Greek). Available online from: http://rcel.enl.uoa.gr/periodical/articles/Article3_Tsaggari_periodical.pdf

9. TSAGARI, D. (2010) 'Alternative Assessment: The Use of 'Portfolios' Round the Globe'. *TEASIG NEWSLETTER*. March 2010, pp. 7-13. https://issuu.com/iatefl/docs/best-of-teasig_2_-_1-2-21_final?fr=sYmUyNzIwNDg0MjA

10. TSAGARI, D. (2007) 'Review Of Washback in Language Testing: What Has Been Done? What More Needs Doing?' ERIC Document Reproduction Services No. ED 497709. Washington, DC: Center for Applied Linguistics. http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED497709&ERICExtSearch_SearchType_0=eric_accno&accno=ED497709

11. TSAGARI, C. (2005) 'Alternative Assessment: Some Considerations'. *Language Testing Upd*ate, Issue 36, pp. 116-124.

12. TSAGARI, C. (2005) 'The European Language Portfolio and its Greek Version'. *Language Testing Update,* Issue 36, pp. 88-99.

13. TSAGARI, D. (2004) 'Life Beyond Language Testing: An Introduction to Alternative Language Assessment'. *CRILE Working Paper*, No 58. Centre for Research in Language Education. Available at: http://www.ling.lancs.ac.uk/groups/crile/docs/crile58tsagari.pdf

14. TSAGARI, C. (2004) 'The Greek State Certificate of Language Proficiency (KPG): Some Preliminary Considerations'. *Language Testing Update*, Issue 35, pp. 29-40.

15. TSAGARI, C. (2004) 'The Assessment in Language Learning' Module Offered on the MEd In TESOL, Hellenic Open University'. *Language Testing Update*, Issue 35, pp. 93-97.

16. TSAGARI, C. (2002) 'Selecting Coursebooks: How to go about it at the Beginning of the School Year: A Mini-workshop'. *ASPECTS*, Issue 68, pp. 31-39.

17. TSAGARI, C. (2000) 'Using Alternative Assessment in Class: The Case of Portfolio Assessment'. *ASPECTS*, Issue 61, pp. 6-24.

18. TSAGARI, C. (1999) 'Test Method Effect: Testing Reading Comprehension. How Far Can We Go?' ERIC Document Reproduction Services No. ED 424768. Washington, DC: Center for Applied Linguistics.
http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED424768&ERICExtSearch_SearchType_0=eric_accno&accno=ED424768
https://files.eric.ed.gov/fulltext/ED424768.pdf

19. TSAGARI, C. (1999) 'Using DIARIES to Assess Students' Performance in Language Classes'. In Diamandidou, A. (ed) (1999) *Evaluation of Student Foreign Language Learning in Senior High Schools*, Centre of Educational Research, Ministry of Education and Religious Affairs: Athens 1999, pp. 47-49.

20. TSAGARI, C. (1996) 'Placement Tests in Junior High Schools: An Experience in West Attica Schools'. *ASPECTS*, Issue 47, pp. 12-15.

21. TSAGARI, C. (1995) 'Washback Effect of Testing in the Greek EFL Context: Some Considerations'. *TESOL-GREECE Newsletter*, Issue 45, pp. 11-12.

PRESENTATIONS

a. Invited Plenary Talks

1. Dec 2025 *From Constructs to Classrooms: Advancing Interactional Competence Assessment Through Language Assessment Literacy*. Tsukuba International Language Assessment Symposium 2025 – "Assessing Interactional Competence in the Second Language Classroom". December 6–7, 2025, University of Tsukuba, Japan. https://www.linkedin.com/feed/update/urn:li:activity:7380145909067816960/

2. Nov 2025 *Looking into the Complex Nature of Washback: Test-Takers' Perspectives*. TEFL-IP Language Testing Symposium – "Bringing Washback into the Language Classroom: Connecting Research and Instruction". November 15–16, 2025, Sophia University, Tokyo, Japan. https://www.tufs.ac.jp/documents/education/pg/exchange/TEFL-IP_251017.pdf

3. Sept 2025 Language Assessment Literacy: Transforming the Field of Language Learning. SEMAPLE / EPIC / LAALTA 2025 Conference. September 11-13, 2025, São Paulo, Brazil. https://sites.google.com/view/semapleepiclaalta/english-home

4. Feb 2024 *Inclusivity and Accessibility in Language Assessment for Teacher Education.* Plenary Talk (online). 2023-2024 Lunchtime Lecture Series (Winter 2024), Research Group – Measurement and Evaluation in a Second or Foreign Language (MELSE), Faculty of Communication & Programmes d'anglais, École de langues, Université du Québec à Montréal - UQAM, Canada, 15 February 2024. https://uqam-ca.libcal.com/event/3785195

5. Jan 2024 *Multilingualism and Assessment: Practices and Challenges*. Plenary Talk (online). PH Ludwigsburg, University of Education, Germany. WiSe2324: Lecture Series: Learning in multilingual and multicultural contexts – impact on teacher education, 18 January 2024. https://www.ph-ludwigsburg.de/international/programme/daad/invite/events/international-lecture-series-learning-in-multilingual-and-multicultural-contexts-impact-on-teacher-education

6. Feb 2023 *Language Assessment: Diversity, Accessibility and Inclusion.* Plenary Talk (online). English Language Testing Society (ELT Society) Spring Symposium: *The Future of English Language Assessment*. 18 February 2023. https://us02web.zoom.us/meeting/register/tZYpdu2prjIjEtOjv4YSD2GEVGJXYIMcHmf2?fbclid=IwAR13bnId205EnvepjMS2kqD0RNDcjRaHA1Km24Aewop4ZwUVS6_cHy3bqkY

7. Jan 2023 *Language Assessment: Diversity, Accessibility and Inclusion.* Plenary Talk (online). Inclusive Assessment SIG, AEA. 24 January 2023. https://aea-europe.net/special-interest-groups/inclusive-assessment/

8. Jan 2023 *Operationalising inclusion and accessibility in language education: universal design and accommodations.* Plenary Talk. Equality, Diversity and Inclusion, SIG Group, EALTA. 18 January 2023 (co-presenter: Prof. Joanna Nijakowska). https://www.ealta.eu.org/sig.html

9. Jan 2023 *Language Assessment Literacy: challenges and solutions.* Plenary Talk. TEFL8 International Conference: 'Learning to communicate-communicating to learn: English language learning in formal education', 13 – 14 January 2023. This conference is part of CETAPS' project UIDB/04097/2020, funded by FCT. University of Lisbon, Portugal. https://tefl8fcsh2023.wordpress.com

10. May 2022 *Language Assessment Literacy: challenges and prospects.* Plenary Talk. The VII conference of the Societa di Didattica delle Lingue e Linguistica Educativa - DILLE (Language Teaching and Educational Linguistics Association). 'Language education and assessment: society, school, university'. University of Pisa, Italy 12-13 May 2022. https://dille2020.fileli.unipi.it/en/home-en/

11. Jan 2022 *Language Assessment Literacy for Teachers.* Plenary Talk. Online. *Language Assessment Literacy for Practitioners*, LAL EVO 2022 (TESOL'S Electronic Village Online) (13 January, 2022). https://www.facebook.com/groups/311837444146896/

12. Nov 2021 *The prospects of assessing language competencies in multilingual learners.* Plenary Talk. Online International Colloquium organised by the University of Education Heidelberg, Germany and University of the Western Cape, South Africa: Symposium on Multilingual Assessment: A global conversation (13 November, 2021). https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbit.ly%2F3BP1L8Z&data=04%7C01%7Cdintsa%40oslomet.no%7C251b71f949604f56f4f608d9a4ee369c%7Cfec81f12628645508911f446fcdafa1f%7C0%7C0%7C637722165458627651%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Xl6dRfBpkdxeNZKsuC8uFfxOlpAov%2BEpDb3jyIMcrEM%3D&reserved=0

13. May 2021 *The practice and challenges of assessing language competencies in multilingual learners.* Plenary Talk. Online International Colloquium organised by the Department of English Language and Literature (NKUA) in collaboration with the International Language Testing Association (ILTA) & supported by the Centre of Excellence for Multilingualism & Language Policy (CEM, NKUA): Assessment in Multilingual Contexts: Trends & Challenges in Foreign Language Education. University of Athens, Greece (15 May, 2021). https://view.genial.ly/608fea48b37b890db147f6e6/presentation-assessment-in-multilingual-contexts-online-colloquium

14. March 2021 *Teachers' Assessment under COVID-19: Challenges and Prospects.* Plenary Talk. Hellenic Association for the Study of English (HASE), 1st Online Colloquium: English Language Teaching in the COVID-19 Era: Challenges & Opportunities, Athens, Greece (Saturday 27 March, 2021). https://www.enl.auth.gr/hase/main.html https://view.genial.ly/604e44ef289c2b0d3579a043/presentation-hase-online-colloquium

15. Sept. 2019 *The Interface between CBLA and LAL*. Plenary Talk. 5th International Language Assessment Conference in Egypt – ILACE 2019 'Assessment in Practice: Applying Testing Principles to Classroom Use'. Organised by the British Council. The American University in Cairo (AUC), Downtown Cairo (Tahrir), Cairo, Egypt (3-4 September, 2019). http://conf.aucegypt.edu/ILACE2019

16. May 2019 *Teacher Assessment Literacy*. Plenary Talk. Linguapeda 2019. Helsinki, Finland (17-18 May, 2019). https://www.helsinki.fi/en/conferences/linguapeda-2019-seminar/programme

17. Feb. 2019 *Assessment Literacy and Formative Assessment*. Plenary Talk. Conference Topic: 'Teaching and Learning English In and Beyond the Classroom'. Organised by Tunisia TESOL 6th International Conference. Sousse, Tunisia (7-10 February, 2019). http://tt6interconf.tilda.ws/program#rec83701076

18. Nov. 2018 *Assessment and testing of L2 students with SpLDS*. Colloquium organised jointly by Inclusive Practices (TESOL Greece) and SEN (IATEFL) and BELTA. Athens, Greece (24-25 November, 2018). http://tesolgreece.org/?p=1272 or http://tesolgreece.org/?tribe_events=colloquium-on-specific-learning-differences-with-the-support-of-ipsen-iatefl-and-belta-belgium#Prog

19. June 2017 *Enhancing EL Teachers' Assessment Literacy: A European-Funded Project*. Conference topic: 'Classroom-based Language Assessment for Young Learners: Challenges and Considerations in the Context of State Primary Schools in Greece'. Organised by Greek Ministry of Education and International Language Testing Association - ILTA. Athens, Greece (19 June, 2017).

20. May 2017 *Assessing the L2 of special needs populations for HE entry*. SNEMHE 2017. Conference topic: 'Multimodal World: Research and Practice in Higher Education'. Universitat Jaume I, Castello, Spain (4-5 May 2017) https://sites.google.com/site/snemheuji/

21. February 2017 *Assessment and accommodations of L2 students with learning and other difficulties.* Conference Topic: 'Dyslexia and Foreign Languages', Greek Parents Association with Dyslexic Children and LD Difficulties, Thessaloniki, Greece (18-19 February 2017) http://www.dyslexia-goneis.gr/

22. March 2016 *Assessing language competencies of students with learning and other difficulties.* Conference Topic: 'Teaching and assessing students with disabilities and other educational needs in Secondary Education', Primary and Secondary Education Offices, Greek Ministry of Education, Heraklion, Crete, Greece (18-19 March 2016) http://www.4disabled.gr/archives/17068

23. March 2016 *Understanding Assessment: What Teachers Need to Know.* 15th International Publishers Exhibition, Nicosia, Cyprus (8-9 March 2016) www.ip-exhibitions.eu

24. Nov. 2015 *Assessing L2 students with learning and other difficulties.* 5th International Conference Topics in Applied Linguistics: Success and failure in foreign language learning, Department of Applied Linguistics at Institute of English, Opole University, Poland (16-17 November 2015) http://www.tal.uni.opole.pl/shownews.php?cat=1&lang=pl&m=1

25. Oct. 2015* *Learning Foreign Languages in Higher Education in Cyprus*. Invited plenary. European Commission, Directorate General for Translation, Athens Field Office and Laboratory of Education Policy, Research, Development and Interuniversity Cooperation (ERDIC), Department of International and European Studies, School of Economics, Business and International Studies, University of Piraeus, Greece (3rd October, 2015) http://ec.europa.eu/greece/about-us/translation/index_el.htm

26. Dec. 2013 *Computer-based language testing: challenges and prospects.* 2nd international Foreign Language Instructional Technology Conference, University of Cyprus, Nicosia.

27. Dec. 2012 *Research in EFL testing and assessment in Cyprus.* Colloquium on *Research in the field of Languages in Cyprus*, organized by the Language Centre, Cyprus University of Technology, Limassol, Cyprus.

28. May 2010 *LSP assessment in tertiary settings: Proposals and implementations.* 2nd ESP/EAP Conference, Language Centre of the Kavala Institute of Technology, Kavala, Greece.

29. May 2010 *Investigating EFL teachers' assessment literacy.* 11th Pancretan Conference of Foreign Language Education, Rethymno, Crete, Greece.

30. Sept. 2008 *Alternative methods of language assessment* & *Validating language tests*. 1st Conference on Testing and Assessment, organized by 'EPAFI' EFL Teachers' Association, Heraklion, Crete, Greece.

31. May 2008 *Assessment literacy of EFL teachers in Greece – current trends and future prospects.* 5th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Hellenic American Union, Athens, Greece. http://www.ealta.eu.org/conference/2008/docs/saturday/Tsagari.pdf

32. Jan. 2008 *The European Language Portfolio: a new challenge for language teachers and learners.* TESOL Greece Event, organized by TESOL Greece, Athens, Greece.

33. April 2002 *Planning continuous assessment in the EFL classroom.* 1st Conference of Foreign Language Education, organized by the Federation of Private Language Schools of Evia and Fthiodida Prefectures, Greece.

34. April 2002 *The contribution of the Hellenic Open University in foreign language education.* 1st Conference of Foreign Language Education, organized by the Federation of Private Language Schools of Evia and Fthiodida Prefectures, Greece.

b. Invited Webinars/Workshops/Seminars/Summer Schools

35. March 2026 *Multilingualism in schools.* Workshop. BIP – Insights into Diversity in Education Today, March 23–27, 2026, Cologne, Germany. Hosted by University of Cologne. https://zfl.uni-koeln.de/bachelor/auslandsaufenthalt/blended-intensive-programme

36. Feb 2026 *Inclusive Education: From Theory to Practice* [Seminar to Special Needs Teachers and Policy Makers]. 'Let us become inspirers and architects for a sustainable school' Erasmus+, 1st High School of Mandra, Attica, Greece, 4 February 2026. https://www.oslomet.no/forskning/forskningsprosjekter/erasmus-inspirator-berekraftig-skole

37. Feb 2026 *Assessment of the Performance of Students with Learning Difficulties* [Seminar to Special Needs Teachers]. 'Let us become inspirers and architects for a sustainable school' Erasmus+, 1st High School of Mandra, Attica, Greece, 3 February 2026. https://www.oslomet.no/forskning/forskningsprosjekter/erasmus-inspirator-berekraftig-skole

38. Feb 2026 *Understanding learning difficulties* [Seminar to Special Needs Teachers]. 'Let us become inspirers and architects for a sustainable school' Erasmus+, 1st High School of Mandra, Attica, Greece, 2 February 2026. https://www.oslomet.no/forskning/forskningsprosjekter/erasmus-inspirator-berekraftig-skole

39. Dec 2025 *Teaching and Assessing Students with Learning Difficulties* [Invited online seminar]. For Splendid project: https://www.linkedin.com/posts/splendid-project_join-our-cloud-hd-video-meeting-activity-7402366505692053504-8HCs/?utm_source=share&utm_medium=member_desktop&rcm=ACoAAEe4jbwBbKK-DXB_qieJLaMFVsUZk8WG6jQ

40. Dec 2025 *Teaching and assessing students with learning difficulties*. Invited presentation. 60th Research Meeting of the Japan Language Testing Association (JLTA), Japan Language Testing Association, Japan. https://jlta2016.sakura.ne.jp/?p=2320 https://www.linkedin.com/feed/update/urn:li:activity:7392050991820419072/

41. Nov 2025 *Developing language assessment literacy: Bridging research, policy, and classroom practice*. Invited presentation. JALT Testing and Evaluation Special Interest Group (TEVAL SIG) Meeting 2025, Japan Association for Language Teaching, Japan. https://teval.jalt.org/

42. Nov 2025. *Teaching and assessing speaking in the English language classroom. Invited presentation*. Japan Association for Language Teaching (JALT), Ibaraki Chapter Meeting 2025, Ibaraki, Japan. https://www.ibarakijalt.org/

43. Nov 2025 *Washback of Multilingual Assessment*. Invited Lecture. Hosted by the Graduate School of Education, Waseda University, Tokyo, Japan.

44. Nov 2025 *Research into Washback: Past, Present, and Future*. Workshop TEFL-IP Language Testing Symposium – *"Bringing Washback into the Language Classroom: Connecting Research and Instruction"*. November 15–16, 2025, Sophia University, Tokyo, Japan. https://www.tufs.ac.jp/documents/education/pg/exchange/TEFL-IP_251017.pdf

45. Oct 2025 *Empowering teachers through language assessment literacy: Challenges, insights, and innovations*. Workshop. In Assessment Literacy in Action: Celebrating 10 Years of UALTA's Impact on Language Testing and Assessment in Ukraine (10th anniversary conference, October 24–25, 2025). Ukrainian Association for Language Testing and Assessment (UALTA), Kyiv, Ukraine (held online).

46. Sept 2025 *Assessing English Language Students with Specific Learning Difficulties (SpLDs).* Workshop SEMAPLE / EPIC / LAALTA 2025 Conference. September 11-13, 2025, São Paulo, Brazil. https://sites.google.com/view/semapleepiclaalta/english-home

47. March 2025 Assessing L2 students with special needs in inclusive classrooms. Invited guest lecture. Graduate programme for TESOL Students (Language Testing Module), Center for Community Service & Continuing Education, Sultan Qaboos University, Al-Khoud, Oman (delivered online via Google Meet).

48. Nov 2024 *Inclusive and Accessible Language Assessment*. Workshop. Cyprus Open University, Erasmus Exchange Visit

49. Nov 2024 *Language Assessment Literacy: How far have we been?* Digital Lecture. Cyprus Open University, Erasmus exchange visit

50. June 2023 *Inclusive and Accessible Language Assessment*. Workshop. Dissemination Event 2 – Final Conference: 2nd SCALED Conference – Inclusion and Accessibility in Language Education, 15-16 June, 2023, University of Warsaw, Poland. https://scaled.uw.edu.pl/final-conference/

51. April 2023 *The Impact of Covid-19 on Language Assessment in Higher Education*. Webinar presentation on 'Formative Language Assessment in the Time of COVID 19: Lessons Learned', organised by International Language Testing Association (ILTA) https://www.iltaonline.com/event/April2023-Webinar (with prof. Karin Vogt)

52. June 2021 *Language Assessment Literacy: How far have we been?* Digital Lecture. Research Forum of the Multilingual Education Program at Tel Aviv University, Israel. (3rd June 2021)

53. May 2021 *Assessing Young Learners* Digital Lecture. State University of Londrina, Center of Letters and Human Sciences. Brazil. 13 May 2021

54. April 2021 *FoU publication stories: Don Quixote fiction or Reality?* Forskergruppelederseminar. 4 April 2021, Department of Primary and Secondary Teacher Education, OsloMet, Norway.

55. March 2021 *Language Assessment Literacy: what, how, who?* Invited Digital Lecture. Faculty of Arts and Sciences, Department of English Language Teaching, Çağ University, Turkey (10 March 2021). www.cag.edu.tr

56. Feb. 2021 *Language Assessment Literacy: Challenges and Prospects*. Webinar offered to the Department of Methods of Teaching Ukrainian and Foreign Languages and Literatures of the Institute of Philosophy with the Ukrainian Association for Language Testing and Evaluation (UALTA), Kiev, Ukraine (15 February 2021).

57. Oct. 2020 *Three years later: Overview of R&D*, 5 Oct October 2020, English Section, Department of Primary and Secondary Teacher Education, OsloMet, Norway.

58. Oct. 2020 Inclusive Multilingual Classrooms, 1 Oct October 2020, Roma Tre University, Italy. http://www.anglisti.it/english-as-a-lingua-franca-practices-for-inclusive-multilingual-classrooms-1-october-2020/?fbclid=IwAR3n83m1tVvZNgM-geazgsYVYj43EiBH-nsHXCZNwwLbwrrsUayN7ypQemM

59. Dec. 2019 *Language Assessment Literacy: What, Why and How*. Organised by EALTA (12 December, 2019). https://BritishCouncil.zoom.us/webinar/register/WN_l9t5YvbUQgmFbl2HjvclrA

60. Feb. 2019 *Formative Methods of Assessment inside and outside the Classroom*. Pre-conference workshop. Conference Topic: 'Teaching and Learning English In and Beyond the Classroom'. Organised by Tunisia TESOL 6th International Conference. Sousse, Tunisia (7-10 February, 2019). http://tt6interconf.tilda.ws/program#rec83701076

61. June 2018 *Teaching and Assessing L2 students with dyslexia* Seminar. Tailor-made seminar offered upon invitation by the Cyprus Teachers of English Association (2 days). European University Cyprus, Nicosia, Cyprus. 25-26 June, 2018. http://www.eltnews.eu/education/1644-teaching-and-assessing-l2-students-with-dyslexia

62. March 2018 Designing Language Assessment Tasks for Young Learners (1 hour). Workshop. International Conference 'Multilingualism and Language Learning in the Digital Era'. Part of '*Promoting authentic language acquisition in multilingual contexts*' Erasmus+, Cooperation for innovation and the exchange of good practices, Strategic Partnerships for school education, KA2, European Lifelong Learning Programmes, 2015-1-AT01-KA201-005060. Department of Education, University of Cyprus, Cyprus. 22-23 March, 2018.

63. January 2018 The Mediation Scales of the CEFR Companion Volume. Response to paper presented by Prof. Barry O' Sullivan, British Council. VIth EALTA CEFR SIG, Trinity Long Room Hub, Trinity College Dublin. January 27th 2018. http://www.ealta.eu.org/documents/Programme_1.pdf

64. Nov. 2017 How to improve EFL Teachers' Assessment Literacy: A European-Funded Project. Webinar to Belgian English Language Teachers' Association (BELTA) and TESOL Greece Associations. November 26th 2017. http://www.beltabelgium.com/webinars

65. May 2017 *Assessment and Differentiation (1.5 hours)*. Workshop offered at International Scientific Conference entitled 'Differentiation of Instruction for Teacher Professional Development and Students' Success'. Nicosia, Cyprus. (26-27 May 2017) http://www.didesu.cy.net/

20. May 2017 *Learning Difficulties: focus on Asperger's (2.5 hours)*. Tailor-made workshop offered upon invitation to undergraduate and postgraduate students of University of Castellon de la Planas, Spain (May 3 2017).

21. February 2017 *Assessing EFL students with dyslexia (4 hour workshop).* Conference Topic: 'Dyslexia and Foreign Languages', Greek Parents Association with Dyslexic Children and LD Difficulties, Thessaloniki, Greece (18-19 February 2017). http://www.dyslexia-goneis.gr/

22. June 2016 *Teaching vocabulary/grammar, reading/writing and assessing EFL students with dyslexia* (2 day Seminar) DysTEFL 2, Erasmus+ programme (continuation of the Comenius Multilateral Project - DysTEFL 518466-LLP-1-2011-PL-COMENIUS-CMP) University of Łódź, Faculty of Philology, Poland (26-30 June 2016) http://dystefl2.uni.lodz.pl/

23. May 2016 *On line testing resources & computer-based assessment* Pre-conference workshop (2 days) (Co-presenters: Dr Trisevgeni Liontou). 13th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Universitat Politècnica de Valencia, Valencia, Spain (2-4 May 2016) http://www.ealta2016.com/

24. March 2016 *How to assess L2 students with dyslexia.* Tailor-made seminar (3 hours). Conference Topic: 'Teaching and assessing students with disabilities and other educational needs in Secondary Education', Primary and Secondary Education Offices, Greek Ministry of Education, Heraklion, Crete, Greece (18-19 March 2016) http://www.4disabled.gr/archives/17068

25. Nov. 2015 *Accommodations in assessing EFL students with dyslexia.* DysTEFL 2, Erasmus+ programme (continuation of the Comenius Multilateral Project - DysTEFL 518466-LLP-1-2011-PL-COMENIUS-CMP http://dystefl2.uni.lodz.pl) (1.5 hours) Department of Applied Linguistics at Institute of English, Opole University, Poland. (16-17 November 2015) http://www.tal.uni.opole.pl/shownews.php?cat=1&lang=pl&m=1

26. Oct. 2015 *The Case of Portfolios in Language Assessment: Do's and Don'ts,* Tailor-made seminar (2 hours). 6th Symposium of the EALTA CBLA SIG, entitled: '*Language Assessment Literacy revisited*'. Department of English Studies, University of Cyprus, Nicosia, Cyprus (31 October, 2015) http://www.ealta.eu.org/events/SIG_CBLA_cyprus2015/SIGsymposium2015.html

27. Sept. 2015 *Classroom-based assessment in the foreign language classroom in secondary school settings*, Tailor-made seminar (7 hours). Institute für Fachdidaktik, Bereich Didaktik der Sprachen, School of Education, Universität Innsbruck, Austria (11th September, 2015).

28. April 2015 *Training raters of the University Entrance Exam in Cyprus*, Tailor-made seminar (7 hours) (Co-presenters: Dr Iasonas Lamprianou). Pedagogical Institute, Nicosia, Cyprus (3rd April, 2015).

29. March 2015 *Professional Event on Publishing in Language Assessment.* 37th Language Testing Research Colloquium, Toronto, Canada. (Discussant) (March 16-20, 2015).

30. July/Aug. 2014 *Testing and Assessment for Learning Languages* Summer School (4 days) (Co-presenters: Dr Ildiko Csépes, Prof. Gudrun Erickson and Dr James E. Purpura). 3rd EALTA Summer School. Università per Stranieri di Siena Italy. (28 July – 1 August, 2014). http://www.ealta.eu.org/resources.htm

31. March 2014 *Summative Assessment: Practices and Challenges.* Tailor-made In-service EFL Teacher Training Seminar. Pedagogical Institute, Cyprus (12 & 15 March, 2014).

32. May 2013 *Classroom-based assessment* Pre-conference workshop (2 days) (Co-presenters: Dr Neus Figueras Casanovas & Oscar Soler-Canela). 10th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Istanbul, Turkey. (23-26 May, 2013) http://ealta2013.sabanciuniv.edu/pre-conference-workshops

33. Feb. 2013 *Developing skills in the selection and evaluation of EFL coursebooks*. Undergraduate Seminar. BA in English Language and Literature, European University of Cyprus**,** Nicosia, Cyprus.

34. Feb. 2013 *Language testing and assessment for ESL teachers*. Postgraduate Seminar. MA in TESOL with Applied Linguistics, UCLAN University, Larnaca, Cyprus.

35. June 2012 *Designing and validating language tests.* Tailor-made In-service EFL Teacher Training Seminar. Language Centre, University of Cyprus, Cyprus.

36. April 2011 *Language testing & alternative assessment: portfolios.* Undergraduate Seminar. BA in English Language and Literature, European University of Cyprus**,** Nicosia, Cyprus.

37. Feb. 2011 *Selecting and evaluating ELT coursebooks.* Training Seminar. 12th International Publishers Exhibition. In cooperation with the Ministry of Education and Culture of Cyprus, Nicosia, Cyprus.

38. Oct. 2010 *EFL test construction and evaluation.* Training Seminar. EFL State School Teachers, Pedagogical Institute of Cyprus, Nicosia, Cyprus.

39. March 2009 *Quantitative and qualitative research methods.* Graduate Seminar. MA in Applied Linguistics, Department of English Studies, Faculty of Humanities, University of Cyprus, Nicosia, Cyprus.

40. March 2008 *The assessment function of the European Language Portfolio.* Training Seminar. EFL State School Teachers. Regional Educational Centre of Patras, Greece.

41. Nov. 2007 *Setting up a washback study of a high-stakes exam: how can we go about it?* Graduate Seminar. MA in Applied Linguistics, Department of English Studies, Faculty of Humanities, University of Cyprus, Nicosia, Cyprus.

42. Oct. 2007 *Classroom-based language testing and assessment*. Training Seminar. EFL School Teachers, Regional Educational Centre of Patras, Greece.

43. Sept/Oct.2007 *The European Language Portfolio: From theory to practice*. Series of Training Seminars. School Teachers of Patras, Pyrgos, Zakynthos & Agrinio, on behalf of the Pedagogical Institute, Greece.

44. Oct. 2000 *Self-Assessment: a new challenge in state school foreign language education.* Workshop. TESOL-Greece Event, TESOL Greece, Athens, Greece.

45. Feb/April 1999 *Language testing principles and techniques*. Series of Training Seminars. EFL School Teachers, for 'Ziridis', 'PALSO' & 'Argoudelis' Private Schools, Athens, Greece.

46. Oct. 1997 *Traditional and alternative methods of assessment.* Training Seminar. EFL School Teachers, Regional Educational Centre of West Attica, Athens, Greece.

47. April 1997 *Basic principles of test construction and evaluation*. Training Seminar. EFL School Teachers, Regional Educational Centre of Pireus, Athens, Greece.

c. Invited Presentations

48. March 2026 *Enhancing language assessment literacy: Connecting evidence, policy, and pedagogy* [Guest lecture]. Leicester Applied Linguistics Guest Speakers Series. March 31, 2026. Online.

49. March 2026 *Every voice matters in the classroom: Teaching and assessing diverse learners in inclusive educational contexts. Conference presentation.* 3rd teff Conference: Every Voice Matters – Diversity in Schools and Teacher Education, March 25–26, 2026, Cologne, Germany. Hosted by University of Cologne. https://www.teff-academy.eu/get-involved/events/detail/3rd-teff-conference

50. June 2025 *Promotion of Language Assessment Literacy Award Lecture*. Panel contribution and award lecture. ELTSociety Summer Symposium – "Understanding Equity in Language Assessment". June 28, 2025. Online. https://lnkd.in/edm6inVN

51. May 2025 *Building better BIPs: Participant voices and lessons learnt*. Conference presentation. 2nd teff Conference: A Sense of Belonging – Inclusion and Well-Being in Classrooms across Europe, May 8–9, 2025, Brussels, Belgium. Hosted by KU Leuven, School of Education. https://www.teff-academy.eu/who-we-are/news/article/2nd-teff-conference-news

52. Nov 2023 *Diversity, Inclusion and Accessibility in Language Assessment*. Lecture. Postgraduate Programme on 'Intercultural Studies and Greek as a second/foreign language' Frederick University, Cyprus 15 November 2023.

53. Nov. 2023 *Social Justice in Assessment.* Discussant: Position paper "Assessment reform journeys: intentions, enactment and evaluation" 01-04 November, 2023, Malta. https://2023.aea-europe.net/

54. Oct 2019 *Implementing COIL in Research Literacy*. Faculty conference OsloMet & Malmø. Malmö University, Sweden 13 – 14 October 2022.

55. May 2017 *Implementing CLIL in Cyprus: 10 years*. Discussant. Event organized by the Ministry of Education and Culture and the Pedagogical Institute, Cyprus. May 31, 2017.

56. Nov. 2016 *Teacher Assessment Language Enhancement – TALE: Update*. 7th CBLA SIG Symposium, 'Language Assessment and Learning Differences', November 19th, Department of English Studies, University of Cyprus, Nicosia, Cyprus http://www.ucy.ac.cy/eng/documents/Conferences/7th_EALTA-CBLA-Programme_v1.pdf

57. Dec. 2015 *Lessons Learnt from Research in EFL Language Testing and Assessment in Cyprus*. Public Lecture. 'ELT for a day: Current Trends'. Language Center. University of Cyprus, Cyprus. http://www.ucy.ac.cy/langce/en/projects/conferences/elt-for-a-day

58. June 2015 *What does 'washback' look like in high-stakes exam classes?* Lecture. Department of English Language & Applied Linguistics, University of Reading, UK.

59. June 2015 *Assessment Literacy for Language Teachers*, Lecture. Department of English and American Studies, Faculty of Philosophy, University of Erfurt, Germany.

60. June 2015 *Language Testing and Assessment: A short introduction*, Seminar. Department of English and American Studies, Faculty of Philosophy, University of Erfurt, Germany.

61. May 2015 *Implementation of the CLIL method in pre-primary and primary education in Cyprus*. Discussant. Event organized by the Ministry of Education and Culture and the Pedagogical Institute, Cyprus. May 16, 2015.

62. March 2015 *Publishing in Language Assessment: Professional Event*. Discussant. 37th Language Testing Research Colloquium, Toronto, Canada. March 16-20, 2015.

63. Feb. 2015 *What is CLIL?* Public Lecture, Faculty of Teacher and Interpreter Education, Sør-Trøndelag University College (HiST), Trondheim, Norway.

64. June 2013 *Recent Developments in Language Testing and Assessment* Public Lecture, Modern Languages/Linguistics, Faculty of Humanities, Southampton, UK.

65. June 2010 *Learner autonomy in distance education: how can reflective journals help?* Paper, 1st Zirve University International ELT Conference: Independent Learning, Gaziantep. Turkey.

66. March 2009 *Language test washback: implications for researchers, trainers and teachers.* Public Lecture, Department of English, Faculty of Arts and Sciences, American University of Beirut, Beirut, Lebanon.

67. Feb. 2009 *Research in Higher Education programmes across international contexts: Benefits for curriculum, pedagogy and quality assurance.* Public Lecture, Centre for English Language Education (CELE), The University of Nottingham, Nottingham, UK.

68. Nov. 2008 *Test washback and impact: implications for language teaching and learning.* Public Lecture, Cyprus Linguistic Society (CyLing), Nicosia, Cyprus.

69. Nov. 2008 *Washback of high-stakes language testing: past, present and future.* Public Lecture, Department of English Studies, Faculty of Humanities, University of Cyprus, Nicosia, Cyprus.

70. Sept. 2008 *Conceptualising the design of an English language proficiency test for university entrance.* Public Lecture, Centre for Applied Linguistics, University of Warwick, UK.

71. July 2008 *Assessment purposes and procedures in Greek EFL classrooms.* Public Lecture, Department of Linguistics and English Language, Lancaster University, UK.

72. Nov. 2007 *The CEFR: from theory to practice.* Public Lecture, Department of English Studies, Faculty of Humanities, University of Cyprus, Nicosia, Cyprus.

73. Oct. 2005 *Investigating the washback effect of a high-stakes EFL exam: stake-holders' perceptions, materials design and classroom use.* Public lecture, Centre for Research on Language & Education (CREOLE), School of Education, University of Bristol, UK.

74. April 2003 *The Greek educational system: the use of information and communication technologies.* Public Lecture, Secondary Education Bureau of Achaia Prefecture, Local Office of European Programmes, Patras, Greece.

75. Sept. 2001 *Selecting coursebooks: how to go about it*. Public Lecture, Pahnellenic Association of EFL State School Teachers (PEKADE), Athens, Greece.

76. Sept/Oct.1999 *The use of portfolio assessment in primary schools.* Paper, 3rd Euroconference, 'The Teaching of Foreign Languages in Primary Schools in Europe', San Sebastian, Spain.

77. Oct. 1998 *The role of technology in assessing the performance of English language learners.* Paper, 1st International Conference on ICT. Centre of Educational Research (KEE), Lagonisi, Athens, Greece.

78. Sept/Oct 1998 *Teacher development and assessment.* Paper, 2nd Euroconference: 'The Teaching of Foreign Languages in Primary Schools in Europe', Saint-Cloud, Paris, France.

79. April 1997 *Designing placement tests for Greek junior high state schools.* Paper, 31st Conference of the International Association of Teachers of English as a Foreign Language (IATEFL), Brighton, UK.

80. March 1996 *How reading comprehension depends on the activation of relevant knowledge.* Presentation, the Panhellenic Association of Teachers of English in Private Schools ('BYRON'), Athens, Greece.

d. Conference presentations (peer-reviewed)

81. Nov 2025 *Designing Inclusive Assessments: Strategies for Equity and Accessibility in Education*. 2025 AEA Europe Annual Conference. November 5–8, 2025, The Hague, The Netherlands. https://aea-europe.net

82. Nov 2025 *Washback effects on teaching practice: the Greek Language University Entrance Examination*. 2025 AEA Europe Annual Conference. November 5–8, 2025, The Hague, The Netherlands. https://aea-europe.net *(Co-presenter: Tsiplakou, S.).*

83. Oct 2025 *Language Assessment Literacy: Empowering Teachers for the Future*. 2025 English Language Testing Society (ELTSociety) Annual Online Conference. October 25, 2025, Online. https://eltsociety.org

84. June 2025 Washback of Multilingual Assessment. 46th Language Testing Research Colloquium (LTRC 2025) – *"Language Assessment in Multicultural Contexts: West Meets East"*. June 4–8, 2025, Bangkok, Thailand. https://www.iltaonline.com/ltrc2025 *(Co-presenters: Vogt, K., & Lopriore, L.).*

85. May 2025 *Making an impact? Educational technology in Language Teachers' Professional Development in Assessment.* 21st Annual Conference of the European Association of Language Testing and Assessment (EALTA), Salzburg, Austria. 26-31 May, 2025 https://ealta-annual-conference.org/ (co-presenters: Gokturk Saglam, A. L., Sevgi-Sole E., & Vogt, K.).

86. Nov 2024 Exploring the Nexus of AI in English Language Classroom-Based Assessment: Implications and Ethical Considerations. 25th AEA Conference – "Advances in Educational Assessment Practices: Considering the use of Technology, Artificial Intelligence and Process Data for Assessment" Nov 6-9, 2024, Paphos, Cyprus. https://2024.aea-europe.net/

87. Nov 2024 Assessment Literacy Enhancement of teachers of a less commonly taught language during COVID-19. 25th AEA Conference – "Advances in Educational Assessment Practices: Considering the use of Technology, Artificial Intelligence and Process Data for Assessment" Nov 6-9, 2024, Paphos, Cyprus. (Co-presenters Thomais Rousoulioti.) https://2024.aea-europe.net/

88. Sept 2024 Exploring Norwegian learners' beliefs about the extramural use of English as a lingua franca (ELF) and classroom learning. ELF14 2024 Conference – "From Global Englishes to bot-English. Language use in the era of AI." Sept 11-14, 2024, Prague, Czech Republic. (Co-presenters Chvala, L., Tishakov, T., and Flognfeldt, M.) https://www.praguecityuniversity.cz/elf/portal

89. June 2024 Inclusivity and accessibility in language teacher education. Faculty Conference LUI-LS OsloMet – Oslo Metropolitan University, 2024; 10-11 June, Oslo, Norway https://www.oslomet.no/om/arrangement/fakultetskonferansen-lui-ls

90. June 2024 Detecting washback effects in teaching practice: preparing for the Greek Panhellenic Examinations. 20th EALTA Conference 2024; 4-9 June (Co-presenters: Dr Stavroula Tsiplakou) https://ealta-belfast-2024.org/

91. June 2024 Online Communities of Practice (CoPs) as Catalysts for Enhancing Language Assessment Literacy. 20th EALTA Conference 2024; 4-9 June (Co-presenters: Dr Asli Gokturk-Saglam, Dr Ece Sevgi-Sole, Prof. Karin Vogt) https://ealta-belfast-2024.org/

92. June 2024 *EFL teachers' assessment literacy: trajectories from the north to the south*. 20th EALTA Conference 2024; 4-9 June (Co-presenters: Dr Spyros Armostis) https://ealta-belfast-2024.org/

93. March 2024 Beliefs and Practices of Multilingual Language Assessment: a comparative study. MoMM Conference 2024; 21-22 March 2024 (Co-presenters: Dr Lucilla Lopriore, and Kirstin Reed) https://www.uib.no/en/rg/multilingual/169049/momm-conference-2024-multilingualism-individuals-education-and-society

94. Dec. 2023 *EFL Teachers' Assessment Literacy in Norway and Cyprus: A Comparative Study.* 5th International Conference "Literacy and Contemporary Society: Creativity, Equity, Social Action" 4-6 December 2023, Nicosia, Cyprus https://sites.google.com/e-epimorfosi.ac.cy/5thlitconcyp/home (Co-presenters: Dr Spyros Armostis)

95. Nov. 2023 Preparation for a high stakes language examination: practitioners' views from the field of shadow education. "Assessment reform journeys: intentions, enactment and evaluation" 01-04 November, 2023, Malta. https://2023.aea-europe.net/ (Co-presenters: Dr Stavroula Tsiplakou)

96. Nov. 2023 *Experienced but detached from reality: Theorizing and operationalizing the relationship between experience and rater effects*. "Assessment reform journeys: intentions, enactment and evaluation" 01-04 November, 2023, Malta. https://2023.aea-europe.net/ (Co-presenters: Dr Iasonas Lamprianou and Dr Nansia Kyriakou)

97. June 2023 *Emergency remote language assessment: The impact of Covid-19 on language assessment in higher education – a qualitive study.* LTRC Conference 2023: Language Assessment for a Global, Digital, and More Equitable Era. 5-9 June, 2023, New York, USA. https://ltrc2023.weebly.com/
(Co-presenters: Prof. Karin Vogt)

98. June 2023 *EFL teachers' assessment literacy: where the north meets the south*. 13th CBLA SIG (online) Meeting, 1st June, 2023, EALTA (paper, Co-presenter: Dr Spyros Armostis).

99. March 2023 *Developing Research Literacy of Pre-service Language Teachers in Norway.* NERA Conference 2023: Digitalization and Technologies in Education Opportunities and Challenges. 15-17 March, 2023, OsloMet, Oslo, Norway. https://booking.berg-hansen.no/eventportal/#/event/109273/published/f770af4c8d01fec1c9737f4adeb685896ded6d03
(Co-presenters: Dr Asli Lidice Gokturk-Saglam1 and Prof. Kenan Dikilitas)

100. March 2023 *Enriching Accessibility and Inclusion Trajectories of Language Teachers of SEN students: The SCALED project.* NERA Conference 2023: Digitalization and Technologies in Education Opportunities and Challenges. 15-17 March, 2023, OsloMet, Oslo, Norway. https://booking.berg-hansen.no/eventportal/#/event/109273/published/f770af4c8d01fec1c9737f4adeb685896ded6d03 (Co-presenter: Prof. Joanna Nijakowska)

101. March 2023 *Teacher preparedness for digital-inclusive foreign language education.* NERA Conference 2023: Digitalization and Technologies in Education Opportunities and Challenges. 15-17 March, 2023, OsloMet, Oslo, Norway. https://booking.berg-hansen.no/eventportal/#/event/109273/published/f770af4c8d01fec1c9737f4adeb685896ded6d03 (co-presenter: Profs. Solveig Chilla, Karin Vogt, Gerard Doetjes)

102. Nov 2022 *Language Assessment against the backdrop of the COVID-19 Pandemic.* 23rd Annual Meeting of the Association for Educational Assessment Europe (AEA): New Visions for Assessment in Uncertain Times. 9-12 November, 2022, University College Dublin, Ireland. https://2022.aea-europe.net (co-presenter: Prof. Karin Vogt)

103. Nov 2022 Language assessment practices in the COVID-19 era in Greece. 23rd Annual Meeting of the Association for Educational Assessment Europe (AEA): New Visions for Assessment in Uncertain Times. 9-12 November, 2022, University College Dublin, Ireland. https://2022.aea-europe.net (co-presenter: Dr. Trisevgeni Liontou and Dr. Christina Nicole Giannikas)

104. Nov 2022 *Teachers' Language Assessment Literacy during COVID-19: What have we learnt?* 23rd Annual Meeting of the Association for Educational Assessment Europe (AEA): New Visions for Assessment in Uncertain Times. 9-12 November, 2022, University College Dublin, Ireland. https://2022.aea-europe.net

105. Oct 2022 *Learning English as a foreign language in the diglossic Grecophone setting of Cyprus*. Multidisciplinary Approaches to Migration and Multilingualism (MAMM2022). October 22-23, 2022, Department of English Studies and Department of French and European Studies, University of Cyprus. Nicosia, Cyprus https://mamm2022.wordpress.com (paper, co-presenter: Dr Spyros Armostis)

106. Oct 2022 *Language Assessment Literacy: towards increasing societal and educational equity, inclusion and participation* (online) AFinLA Autumn Symposium, University of Helsinki, Finland, 27-29 October, 2022. https://www.helsinki.fi/en/conferences/afinla-2022

107. Sept 2022 *Language Assessment Literacy: what, why, and how have we done things so far?* SLTED2022 (Second Language Teacher Education: Challenges and New Horizons), University of Vienna, Austria 15-17 September, 2022. https://slted2022.univie.ac.at/home/

108. Sept 2022 *Developing Research Literacy of Pre-service Language Teachers in Norway.* SLTED2022 (Second Language Teacher Education: Challenges and New Horizons), University of Vienna, Austria 15-17 September, 2022 (paper, Co-presenter: Dr Saglam, Asli Göktürk Lidice and Dr Dikilitas). https://slted2022.univie.ac.at/home/

109. Sept 2022 *Ο νέος ρόλος και οι ανάγκες των γονέων κατά την διάρκεια της εξ αποστάσεως εκπαίδευσης στην πρώτη φάση της πανδημίας.* Εργαστήρι Ψηφιακών Ανθρωπιστικών Σπουδών 'Ψηφίς' της Φιλοσοφικής Σχολής ΑΠΘ, 1η Ακαδημία Ψηφιακών Επιστημών, Θεσσαλονίκη , Ελλάδα, 23 Σεπτεμβρίου, 2022 (paper, Co-presenter: Dr Thomais Rousoulioti and Dr Christina Nicole Giannikas).

110. June 2022 *EFL educators' teaching and assessment practices in the COVID-19 era: Examining the case of Greece.* 18th EALTA Conference EALTA, Budapest, Hungary, 31 May – 5 June, 2022 (paper, Co-presenter: Dr Jenny Liontou and Dr Christina Nicole Giannikas). www.euroexam.com/conference-programme

111. June 2022 *Effects of Recasts, Metalinguistic Feedback, and Students' Proficiency on the Acquisition of Greek Perfective Past.* 12th CBLA SIG (online) Meeting, EALTA (paper, Co-presenter: Dr Sophia Ioannou).

112. June 2022 *Evaluating Perceptions towards the Consequential Validity of Integrated Language Proficiency Assessment.* 12th CBLA SIG (online) Meeting, EALTA (paper, Co-presenter: Dr Asli Lidice Göktürk Saglam).

113. May 2022 *Centralized high-stakes assessment, language ideologies, washback effects: the Greek case.* The VII conference of the Societa di Didattica delle Lingue e Linguistica Educativa - DILLE (Language Teaching and Educational Linguistics Association). 'Language education and assessment: society, school, university'. University of Pisa, Italy 12-13 May 2022. (paper, Co-presenter: Stavroula Tsiplakou)
https://dille2020.fileli.unipi.it/en/home-en/

114. May 2022 *Multilingual assessment competences and practices in Europe: ENRICH Erasmus+.* Plenary Talk. The VII conference of the Societa di Didattica delle Lingue e Linguistica Educativa - DILLE (Language Teaching and Educational Linguistics Association). 'Language education and assessment: society, school, university'. University of Pisa, Italy 12-13 May 2022. (paper: Co-presenters: Lucilla Lopriore & Kirstin Reed)
https://dille2020.fileli.unipi.it/en/home-en/

115. Dec. 2021 *Emergency remote assessment during the COVID-19 crisis: Accommodations versus teachers' perceptions*. Tunisia TESOL 14th National Day: Teaching, Learning and Assessment at Times of Pandemics, ISEAH, Tunis, University of Tunis, December 8, 2021, Virtual Conference (paper, Co-presenter: Asma Maaoui & Hanen Dammak).

116. Dec. 2021 *ELT in the COVID/19 era: Challenges & Opportunities for the Future.* Tunisia TESOL 14th National Day: Teaching, Learning and Assessment at Times of Pandemics, ISEAH, Tunis, University of Tunis, December 8, 2021, Virtual Conference (paper, Co-presenter: Trisevgeni Liontou & Christina Nicole Giannikas).

117. Dec. 2021 *Assessment practices and challenges in the context of English as a Lingua Franca*. 1st International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms, Athens, Greece 3-5 December 2021, Virtual Conference (paper, Co-presenter: K. Reed & L. Lopriore). https://enrich2021.eap.gr

118. Nov. 2021 *Assessment Literacy Enhancement of language teachers: How can we support them?* 22nd Annual Meeting of the Association for Educational Assessment Europe (AEA): Assessment for Changing Times: Opportunities and Challenges. 2-5 November, 2021 (paper, Co-presenter: T. Rousoulioti). https://2021.aea-europe.net

119. Nov. 2021 *Language Assessment under COVID-19: What about teachers?* 22nd Annual Meeting of the Association for Educational Assessment Europe (AEA): Assessment for Changing Times: Opportunities and Challenges. 2-5 November, 2021 (paper, Co-presenter: A. Maaoui & H. Dammak). https://2021.aea-europe.net

120. Sept. 2021 *Teachers' Assessment Literacy and COVID-19: Challenges and Prospects.* IATEFL TEASIG Open Forum, Online Event, 25 September 2021 (Theme: Lessons learnt from online assessment practices under Covid-19) (paper, Co-presenters: A. Maaoui, and H. Dammak). https://tea.iatefl.org & https://tea.iatefl.org/wp-content/uploads/2021/07/TEASIG_Online-Event_25092021_Timetable.pdf

121. Sept. 2021 Standortbestimmung für einen digital-inklusiven Fremdsprachenunterricht im Projekt DINGLE (Digital-inclusive challenges for Norwegian and German learning and education): Wie bereit sind angehende Lehrkräfte für einen inklusiv-digitalen Fremdsprachenunterricht? DGFF Conference 2021. (paper, Co-presenters: S. Chilla, G. Doetjes, C. Filk, K. Vogt, S. Odenwald, A. Gillespie, T. Yearwood) 22-24 September 2021. https://kongress.dgff.de/assets/Uploads/Programmuebersicht-20210831.pdf

122. Sept. 2021 *Learning English as a foreign language in a bidialectal setting*. 6th International Conference 'Crossroads of Languages and Cultures' (CLC6) Plurilingualism, Variation, Spaces of Literacy, 2-4 September 2021 (paper, Co-presenter: S. Armostis). www.cyprusconferences.org/clc6/

111. Sept. 2021 *Teacher and learner beliefs and perceptions in multilingual ELF contexts as basis for continuing professional development of teachers*. 6th International Conference 'Crossroads of Languages and Cultures' (CLC6) Plurilingualism, Variation, Spaces of Literacy 2-4 September 2021 (paper, Co-presenters: T. M. Tishakov, M. E. Flognfeldt, L. Chvala, and K. Reed) www.cyprusconferences.org/clc6/

112. August 2021 *English Language Teachers' needs for online teaching during the COVID-19 pandemic. EuroCALL2021, Teacher Education SIG Symposium, 26-27 August* (paper, Co-presenters: C. N. Giannikas & T. Liontou). https://www.eurocall-languages.org/conferences/current-conference

113. August 2021 *Teacher and learner beliefs and perceptions in multilingual ELF contexts as basis for continuing professional development of teachers*. (Symposium S099: Multilingual Education or How to learn to teach multilingual learning). AILA 2021, 15-20 August 2021, Groningen, the Netherlands. (paper, Co-presenters: M. E. Flognfeldt, T. M. Tishakov, L., Chvala, and K. Reed). https://www.aila2021.nl & https://www.aila2021.nl/scientific-programme-1 (Theme: The dynamics of Language, communication and culture in a changing world)

114. August 2021 *Conceptualizing language assessment literacy: A collaborative approach* (Symposium S021: Collaborative Research in Language Education: reciprocal benefits and challenges). AILA 2021, 15-20 August 2021, Groningen, the Netherlands. (paper, Co-presenter: H. Bøhn). https://www.aila2021.nl & https://www.aila2021.nl/scientific-programme-1 (Theme: The dynamics of Language, communication and culture in a changing world)

115. August 2021 *The Impact of a Rating Scale on High-stakes Writing Assessment*. (Symposium S024: Connecting Second Language Acquisition Research to Language Testing). AILA 2021, 15-20 August 2021, Groningen, the Netherlands. (paper, co-presenter: N. Kyriakou). https://www.aila2021.nl & https://www.aila2021.nl/scientific-programme-1 (Theme: The dynamics of Language, communication and culture in a changing world)

116. August 2021 *Collaboration and Sharing: Building LAL expertise in Latin American Countries* (Discussant: Symposium S086 Language Testing and Assessment in Latin America). AILA 2021, 15-20 August 2021, Groningen, the Netherlands. https://www.aila2021.nl & https://www.aila2021.nl/scientific-programme-1 (Theme: The dynamics of Language, communication and culture in a changing world)

117. July 2021 *English language teachers' cognition within the multilingual context in Norway*. 9th EDiLiC International Congress 2021 (Éducation et Diversité Linguistique et Culturelle). Aristotle University of Thessaloniki, School of French Equipe de Recherche Pluralités, Greece. (Theme: Pluralistic approaches, plurilingual competences, language appropriations: the learner at the center of educational realities) (paper, Co-presenter: Therese Tishakov, MA) 6-9 July 2021 https://congresedilic2021.web.auth.gr/en/home-3/

118. June 2021 *Theoretical perspectives on teacher language assessment literacy.* 42nd Language Testing Research Colloquium (LTRC) June 14-17, 2021 (Theme: Assessment in Multilingual Contexts: Models, Practices, Policies & Challenges) (paper, Co-presenter: Dr H. Bøhn) https://www.iltaonline.com/page/LTRC2021 https://cdn.ymaws.com/www.iltaonline.com/resource/resmgr/docs/ltrc_2021/ltrc2021_schedule_version_ma.pdf

119. June 2021 *Language assessment literacy and validation: an unequal pair?* 42nd Language Testing Research Colloquium (LTRC) June 14-17, 2021 (Theme: Assessment in Multilingual Contexts: Models, Practices, Policies & Challenges) (poster, Co-presenter: K. Vogt) https://www.iltaonline.com/page/LTRC2021 https://cdn.ymaws.com/www.iltaonline.com/resource/resmgr/docs/ltrc_2021/ltrc2021_schedule_version_ma.pdf

120. June 2021 *The case of the Greek National Language Test for university admission.* 42nd Language Testing Research Colloquium (LTRC) June 14-17, 2021 (Theme: Assessment in Multilingual Contexts: Models, Practices, Policies & Challenges) (paper, Co-presenter: S. Tsiplakou) https://www.iltaonline.com/page/LTRC2021 https://cdn.ymaws.com/www.iltaonline.com/resource/resmgr/docs/ltrc_2021/ltrc2021_schedule_version_ma.pdf

121. June 2021 *Teachers' Assessment Literacy and adjustment to the New Normal under COVID-19: Challenges and Prospects*. 42nd Language Testing Research Colloquium (LTRC) June 14-17, 2021 (Theme: Assessment in Multilingual Contexts: Models, Practices, Policies & Challenges) (poster, Co-presenters: A. Maaoui, & H. Dammak) https://www.iltaonline.com/page/LTRC2021 https://cdn.ymaws.com/www.iltaonline.com/resource/resmgr/docs/ltrc_2021/ltrc2021_schedule_version_ma.pdf

122. June 2021 *Addressing teacher and learner needs in multilingual ELF contexts through continuing professional development of teachers.* Exploring Language Education (ELE) 2021: Teaching and Learning Languages in the 21st Century June 9th - 11th 2021, University of Oslo. (paper, Co-presenters: Dr M. E. Flognfeldt, L. Chvala, K. Reed, T. M. Tishakov) https://www.uv.uio.no/ils/english/about/events/2021/exploring-language-education-2021/

123. June 2021 *Digital and inclusive challenges for Norwegian and German Learning and Education (DINGLE): A Pilot Study*. Exploring Language Education (ELE) 2021: Teaching and Learning Languages in the 21st Century. June 9th - 11th 2021, University of Oslo. (paper, Co-presenters: S., Chilla, G. Doetjes, K. Vogt, C. Filk, A. Gillespie, S. Odenwald, & T. Yearwood) https://www.uv.uio.no/ils/english/about/events/2021/exploring-language-education-2021/

124. June, 2021 *Enhancing pre-service EFL teachers' Assessment Literacy Skills: An Exploratory Approach*. Paper presented 17th Annual Conference of the European Association of Language Testing and Assessment (EALTA): Variations on Common Standards, June 4-5, 2021 (paper, Co-presenter: T. Liontou). https://www.ealta.eu.org/conference-redirect.htm

125. June 2021 *Assessment Literacy Enhancement of teachers of Greek: How can we support them?* 11th CBLA SIG (online) Meeting, EALTA (paper, Co-presenter: Dr Thomais Rousoulioti)

126. April 2021 *Language Educators Working Online during the COVID-19 Pandemic: Learning, Teaching & Assessment Practices in the Limelight*. ALTE Conference: Safeguarding the Future of Multilingual Assessment in the Covid world. 28-30 April, 2021 (paper, Co-presenters: T. Liontou & C. N. Giannikas) (online conference). https://www.alte.org/Digital-Symposium-2021

127. March 2021 *ELT in the COVID-19 era: Examining the case of Greece*. TESOL Greece 42nd Convention, 6-7 March 2021. (paper, Co-presenter: Dr Trisevgeni Liontou and Dr Christina Nicole Giannikas) https://tesolgreece.org/event/tesol-greece-42nd-annual-international-convention/

128. Nov. 2020 *Language Assessment Literacy: what, why, how.* Online Colloquium on Multilingual Assessment: Finding the nexus. Organised by the University of Heidelberg, Germany and the University of the Western Cape, South Africa. 28 November 2020. (paper, Co-presenter: Prof. Karin Vogt)

129. Nov. 2020 *Peer Assessment: A dynamic learning-oriented tool for the development of writing skills*. LTRC/ALTAANZ Online Celebratory Event 2020, 30th Anniversary of the LTRC and the 10th Anniversary of ALTAANZ, 19-20 November 2020. (paper, Co-presenter: Dr Eleni Meletiadou) http://www.altaanz.org/ltrcaltaanz-online-celebratory-event-2020.html

130. Oct. 2020 *On the washback effects of national, high-stakes examinations: A longitudinal case study from Greece*. 24th Conference of the International Symposium on Theoretical and Applied Linguistics (ISTAL24), 2-4 October 2020, Thessaloniki, Greece. (paper, Co-presenter: Assoc. Prof. Stavroula Tsiplakou) http://www.new.enl.auth.gr/istal24/

131. June 2020 *Assessment under the COVID/19 Crisis: Teachers' Assessment Literacy vs their Perceptions of Assessment Accommodations*. 10th CBLA SIG online Meeting, EALTA (paper, Co-presenter: Dr Asma Maaoui and Hanen Dammak)

123. June 2020 *Teacher views of assessment of oral skills in the context of English as a Lingua Franca (ELF)*. 10TH CBLA SIG online Meeting, EALTA (paper, Co-presenter: Kirstin Reed)

124. Nov 2019 *Reading and Test-taking Strategies used in the TOEFL Junior Standard Reading Test: Evidence from Retrospective Think-Aloud Protocols*. 20th Conference of the Association for Educational Assessment Europe (AEA-Europe), 13-16 November 2019, Lisbon, Portugal https://2019.aea-europe.net/ (paper, Co-presenter: Dr Trisevgeni Liontou) https://2019.aea-europe.net/programme/

125. Nov 2019 *Ideology and language assessment: the case of the Panhellenic examinations for language.* Ideology, Language Communication and Education, 6 November, 2019, University of Thessaly, Volos, Greece (Co-presenter: Assoc. Prof. Stavroula Tsiplakou) http://old.uth.gr/en/ekdiloseis/825-20191104-workshop

126. October 2019 *Teaching to the test for National, High-stakes examinations and its implications for literacy learning.* 3rd International Conference 'Literacy and Contemporary Society: Identities, Texts, Institutions. Pedagogical Institute of Cyprus and University of Cyprus. Filoxenia Conference Centre, Nicosia, Cyprus. 11-12 October, 2019 http://www.pi.ac.cy/literacy (Co-presenter: Assoc. Prof. Stavroula Tsiplakou) http://www.pi.ac.cy/pi/files/epimorfosi/synedria/literacy/2019/programme_Lit_Conf_2019.pdf

127. August 2019 *English language teachers as trainees of an online program: needs, challenges and support*. EUROCALL 2019, UCLouvain and KU Leuven, August 28-31, 2019. (Co-presenter: Dr Anna Mavroudi) https://sites.uclouvain.be/eurocall2019/

128. June 2019 *English teachers and students' perceptions of multilingual competences and practices in Norway*. Teacher Well-being and diversity: Managing Language and Social Diversity in Classrooms (TWBD)/Erasmus+ Conference. OsloMet, Norway, 14 June 2019 https://www.oslomet.no/om/arrangement/twbd (with Tishakov, T., Flogenfeldt, M. E., Šurkalović, D.).

129. June 2019 *Multilingual competences and English Language learning and teaching in Norway*. 24th Conference of the International Association of World Englishes Limerick, Ireland. 20-22 June 2019 https://iawe2019.wordpress.com/programme/ (with Tishakov, T., Flogenfeldt, M. E., Šurkalović, D.).

130. May 2019 *The case of Greek National Language Test for University Admission.* 16th Annual Conference of the European Association of Language Testing and Assessment (EALTA), University College Dublin, Ireland. May 30-3 June, 2019 https://www.ucd.ie/alc/ealta2019/ (Co-presenter: Assoc. Prof. Stavroula Tsiplakou)

131. May 2019 *Teachers' and Teacher Educators' Language Assessment Literacy in Norway.* 16th Annual Conference of the European Association of Language Testing and Assessment (EALTA), University College Dublin, Ireland. May 30-3 June, 2019 https://www.ucd.ie/alc/ealta2019/ (with Assoc. Prof. Henrik Bøhn)

132. May 2019 *Multilingual Assessment Competences and Practices in Europe: ENRICH Erasmus+.* 16th Annual Conference of the European Association of Language Testing and Assessment (EALTA), University College Dublin, Ireland. May 30-3 June, 2019 https://www.ucd.ie/alc/ealta2019/ (co-presenter: Assoc. Prof. Lucilla Lopriore)

133. May 2019 *The role of language assessment literacy in consequential validity*. 16th Annual Conference of the European Association of Language Testing and Assessment (EALTA), University College Dublin, Ireland. May 30-3 June, 2019 https://www.ucd.ie/alc/ealta2019/ (co-presenter: Prof. Karin Vogt)

134. May 2019 *A comparative study of in-service language teachers' beliefs on assessment.* 16th Annual Conference of the European Association of Language Testing and Assessment (EALTA), University College Dublin, Ireland. May 30-3 June, 2019 https://www.ucd.ie/alc/ealta2019/ (co-presenter: Prof. Karin Vogt)

135. April 2019 Assessment Practices in Multilingual classes in Norway. 3rd Swedish conference on Translanguaging, TL2019, Linnæus University, Växjö, Sweden, 11-12 April, 2019. https://lnu.se/en/research/conferences/3rd-translanguaging-conference/ (paper, Co-presenters: Mona Evelyn Flognfeldt, Therese Marie Tiskahkov, Dr Dragana Šurkalović)

136. April 2019 Learning English as a foreign language in bidialectal setting: Translanguaging practices in Cyprus. 3rd Swedish conference on Translanguaging, TL2019, Linnæus University, Växjö, Sweden, 11-12 April, 2019.https://lnu.se/en/research/conferences/3rd-translanguaging-conference/ (paper, Co-presenter: Dr Spyros Armostis)

137. Nov 2018 *Probing the impact of an (arguably) unsuitable rating scale in high-stakes language assessment*. 19th Conference of the Association for Educational Assessment Europe (AEA-Europe), 7-10 November 2018, Arnhem - Nijmegen, the Netherlands https://www.aea-europe.net/ (paper, Co-presenter: Dr Iasonas Lamprianou)

138. Nov 2018 *Teachers as trainees of an online program: challenges and support*. 19th Conference of the Association for Educational Assessment Europe (AEA-Europe), 7-10 November 2018, Arnhem - Nijmegen, the Netherlands https://www.aea-europe.net/ (poster: Co-presenter: Dr Anna Mavroudi) https://doi.org/10.13140/RG.2.2.28500.45444

139. Nov 2018 *TALE: the development of a new assessment training paradigm*. 19th Conference of the Association for Educational Assessment Europe (AEA-Europe), 7-10 November 2018, Arnhem - Nijmegen, The Netherlands https://www.aea-europe.net/ (paper)

140. June 2018 *English language teachers as trainees of an online program: needs, challenges and support*. International conference 'Exploring Language Education (ELE): Global and Local Perspectives', Stockholm University, June 18-20, 2018. (Co-presenter: Dr Anna Mavroudi) www.isd.su.se/ele

141. June 2018 *Use of mother tongue/s in learning English as a foreign language: practices in private language schools in Cyprus*. International conference 'Exploring Language Education (ELE): Global and Local Perspectives', Stockholm University, June 18-20, 2018. (Co-presenter: Dr Spyros Armostis) www.isd.su.se/ele

142. June 2018 *Emotional Literacy in EFL classrooms*. International conference 'Exploring Language Education (ELE): Global and Local Perspectives', Stockholm University, June 18-20, 2018. (Co-presenter: Ekaterina Kliuewa, MA) www.isd.su.se/ele

143. June 2018 Early Language Learning in Private Language Schools in the Republic of Cyprus: coming out of the shadows. Early Language Learning: Multiple perspectives – Diverse voices, The Vigdís Finnbogadóttir Institute of Foreign Languages and the School of Education, University of Iceland Reykjavik, Iceland June 13-15, 2018. (Co-presenter: Dr Christina Giannikas) http://vigdis.hi.is/early_language_learning_conference_2018 (CANCELLED)

144. June 2018 *Use of Mother Tongue in Second Language Learning*. 5th International Conference: Crossroads of Languages and Cultures: Languages and Cultures at home and at school, Rethymno, Crete, Greece June 1-3, 2018 https://clc5.ediamme.edc.uoc.gr/papers/index.php/5/5 (CANCELLED)

145. May 2018 *Enhancing Language Teacher's Language Assessment Literacy Online*. 15th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Bochum, Germany. May 22-27, 2018 (Co-presenter: Prof. Dr. Karin Vogt) https://ealta2018.testdaf.de/ https://doi.org/10.13140/RG.2.2.28424.52487

146. May 2018 *Strengthening Language Teachers' Assessment Literacy: A European-funded project.* 15th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Bochum, Germany. May 22-27, 2018 (SIG Meeting) https://ealta2018.testdaf.de/

147. May 2018 *Learning English as a foreign language in a bidialectal setting: a linguistic* ménage à trois?. Multilingualism and Education: Interdisciplinary and International Perspectives. Conference organised by the Center for Multilingualism in Society across the Lifespan and the research group SISCO at the Department of Teacher Education and School Research. Blindern campus, University of Oslo. May 7 - May 8, 2018. (Co-presenter: Dr Spyros Armostis)
http://www.hf.uio.no/multiling/english/news-and-events/events/conferences/2018/multilingualism-and-education/

148. May 2018 *Use of Mother Tongue in Second Language Learning*. Multilingualism and Education: Interdisciplinary and International Perspectives. Conference organised by the Center for Multilingualism in Society across the Lifespan and the research group SISCO at the Department of Teacher Education and School Research. Blindern campus, University of Oslo. May 7 - May 8, 2018. http://www.hf.uio.no/multiling/english/news-and-events/events/conferences/2018/multilingualism-and-education/

149. Sept. 2017 *An Investigation of the Reading and Test-Taking Strategies used in the TOEFL Junior Standard Reading Test: Evidence from Retrospective Think-Aloud Protocols*. 2nd International Conference on Situating Strategy Use: Present Issues and Future Trends, organized by The +MorPhoSe Laboratory of Linguistics, Department of Greek, Democritus University of Thrace, Komotini, Greece. September 28-30, 2017 (Co-presenters: Dr. Jenny Liontou and Dr Elly Ifantidou). http://synmorphose.compulaw.gr/ssu2017/

150. July 2017 *Why listening to the voice of stakeholders matters in defining LAL*. 39th Language Testing Research Colloquium, Universidad de los Andes, Bogotá, Colombia. July 17-21, 2017 http://www.iltaonline.com/LTRC/

151. July 2017 *Our TALE: Developing Online Teacher Assessment Literacy Training Materials*. 39th Language Testing Research Colloquium, Universidad de los Andes, Bogotá, Colombia. July 17-21, 2017 (Co-presenters: Prof. Tony Green, Prof. Dr Karin Vogt, Dr Ildiko Csépes, Dr Nicos Sifakis) http://www.iltaonline.com/LTRC/

152. July 2017 *The importance of contextualizing language assessment literacy*. Paper presented in the Symposium entitled 'Towards an ILTA policy on language Assessment Literacy: How to define the construct and for whom?'. 39th Language Testing Research Colloquium, Universidad de los Andes, Bogotá, Colombia. July 17-21, 2017 http://www.iltaonline.com/LTRC/

153. July 2017 *Test preparation in high-stakes language exam contexts: a European perspective*. Paper presented in the Symposium entitled 'Test Preparation: A Double-Edged Sword'. 39th Language Testing Research Colloquium, Universidad de los Andes, Bogotá, Colombia. July 17-21, 2017 http://www.iltaonline.com/LTRC/

154. June 2017 *Enhancing the Language Assessment Literacy of Teachers – A Study of Training Needs across Europe*. 14th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Centre International d'etudes pedagogiques, Serves, France. June 1-3, 2017 (Co-presenters: Prof. Dr Karin Vogt). http://www.ciep.fr/en/ealta2017

155. June 2017 *A Computational Linguistics Analysis of the Development of L2 Writing Proficiency: Evidence from ESL Young Learners*. 14th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Centre International d'etudes pedagogiques, Serves, France. June 1-3, 2017 (Co-presenters: Dr. Jenny Liontou). http://www.ciep.fr/en/ealta2017

156. May 2017 *Emotional Literacy in EFL classrooms: Teacher practices in Cyprus*. International Scientific Conference entitled 'Differentiation of Instruction for Teacher Professional Development and Students' Success'. Nicosia, Cyprus. May 26-27 2017 (Co-presenter: Ekaterina Kliueva, MA) http://www.didesu.cy.net/

157. May 2017 *Integrating Corpus Linguistics and Classroom-based Assessment: Evidence from Young Learners' Written Corpora*. 6th ALTE International Conference entitled 'Learning and Assessment: Making the Connections'. Bologna, Italy. May 3-5, 2017 (Co-presenter: Dr. Jenny Liontou) http://events.cambridgeenglish.org/alte-2017/

158. April 2017 *Enhancing Teachers' Assessment Literacy: A European-funded project.* 23rd ISTAL (International Symposium on Theoretical and Applied Linguistics), Department of Theoretical and Applied Linguistics of the School of English, Aristotle University of Thessaloniki, Greece, 31 March – 2 April, 2017 (Co-presenter: Stefania Kordia) http://www.enl.auth.gr/ISTAL23/index.html

159. Nov. 2016 *Our TALE: the importance of the social and educational context of assessment*. 17th International Conference of the Association of Educational Assessment - Europe (AEA-Europe), Limassol, Cyprus, November 3-5, 2016, (Co-presenters: Prof. Dr Karin Vogt, Dr Ildiko Csépes, Prof. Tony Green, Dr Nicos Sifakis). http://www.aea-europe.net/index.php/about-the-conference-limassol

160. Nov. 2016 *Provision of feedback in L2 exam classes in Cyprus*. 17th International Conference of the Association of Educational Assessment - Europe (AEA-Europe), Limassol, Cyprus, November 3-5, 2016 (Co-presenter: George Michaeloudes) http://www.aea-europe.net/index.php/about-the-conference-limassol https://doi.org/10.13140/RG.2.2.11537.22889

161. Sept. 2016 *Foreign Language Testing and Assessment in Cyprus: Recent Developments*. 1st International Conference Language Acquisition Methodology – Innovation: why and how?, September 23-24, 2016 Nicosia, Cyprus http://methodal.net

162. Sept. 2016 *Contextualizing Language Assessment Literacy*. Language Assessment Literacy Symposium 'Enhancing Language Assessment Literacy: Sharing, Broadening, Innovating', September 16-17, 2016, Lancaster University, UK (Co-presenters: Prof. Tony Green, Prof. Dr Karin Vogt, Dr Ildiko Csépes & Dr Nicos Sifakis). http://wp.lancs.ac.uk/ltrg/symposium/

163. July 2016 *Language Assessment Literacy Enhancement: any room for Technology-Enhanced Language Learning?* 16th IEE International Conference on Advanced Learning Technologies – ICALT2016. July 25-28, 2016, Austin, Texas, USA (Co-presenter Dr Anna Mavroudi) http://www.ask4research.info/icalt/2016/

164. June 2016 *Assessment Literacy Enhancement: Identifying Contextual Factors*. 38th Language Testing Research Colloquium, Palermo, Italy. June 20-24, 2016 (Co-presenters: Prof. Tony Green, Prof. Dr Karin Vogt, Dr Ildiko Csépes, Dr Nicos Sifakis) http://www.iltaonline.com/LTRC/

165. May 2016 *The Interface of consequential validity and language assessment literacy*. 13th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Universitat Politècnica de Valencia,

Valencia, Spain. May 5-8, 2016 (Co-presenter: Prof. Dr Karin Vogt). http://www.ealta2016.com/ https://doi.org/10.13140/RG.2.1.3034.7767

166. May 2016 *A framework for enhancing teachers' assessment literacy*. 13th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Universitat Politècnica de Valencia, Valencia, Spain. May 5-8, 2016 (Co-presenters: Prof. Dr Karin Vogt, Dr Ildiko Csépes, Prof. Tony Green, Dr Nicos Sifakis). http://www.ealta2016.com/

167. Nov. 2015 *Enhancing the fairness of high-stakes examinations a mixed-methods study of rater effects in Cyprus*. 16th International Conference of the Association of Educational Assessment - Europe (AEA-Europe), (Co-presenter: Dr. Iasonas Lamprianou), University of Glasgow, UK. November 5-7, 2015. http://www.aea-europe.net/images/Pages_from_Programme_Booklet_AEA_conf_2015_r4p.pdf http://aea-europe.net/index.php/about-the-glasgow-conference

168. Oct. 2015 *Language Assessment Literacy: The new 'kid' on the block*. International Conference 'Literacy and Contemporary Society: Bridging sociocultural, philosophical, pedagogical and technological dimensions', Pedagogical Institute, Cyprus. Filoxenia Conference Centre, Nicosia, Cyprus. October 23-24, 2015. http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1312&Itemid=124&lang=en

169. August 2015 *Learning-Oriented Assessment in EFL classrooms: Synergies between teaching, assessment and research*. 16th Biennial Conference EARLI (European Association for Research in Learning and Instruction), Cyprus University of Technology (CUT), Limassol, Cyprus, 25-29 August, 2015. http://www.earli2015.org/

170. May 2015 *Investigating Corpus Linguistics & Classroom-based Assessment: Evidence from Young Learners' Written Corpora*. 7h CBLA SIG Meeting part of 12th Annual EALTA Conference University of Copenhagen, Denmark. May 28-31, 2015. (Co-presenter: Dr Trisevgeni Liontou). http://ealta2015.ku.dk/sig/

171. March 2015 *Assessment Literacy of Foreign Language Teachers: Research, Challenges and Future Prospects*. 37th Language Testing Research Colloquium, Toronto, Canada. March 16-20, 2015. (Co-presenter: Prof. Dr. Karin Vogt) http://iltaonline.com/images/LTRC_archives/LTRC2015_Program_Book.pdf

172. Nov. 2014 *Assessment Literacy of Foreign Language Teachers: Findings of a European Study*. 4th ALTAANZ Conference (The Association of Language Testing and Assessment of Australia and New Zealand), University of Queensland, Brisbane, Australia. November 27-29, 2014. (Co-presenter: Prof. Dr. Karin Vogt). http://www.altaanz.org/uploads/5/9/0/8/5908292/altaanz_2014-conference_timetable_5_nov.pdf

173. Nov. 2014 *What does classroom interaction look like in high-stakes exam classes?* 4th ALTAANZ Conference (The Association of Language Testing and Assessment of Australia and New Zealand), University of Queensland, Brisbane, Australia. November 27-29, 2014. http://www.altaanz.org/uploads/5/9/0/8/5908292/altaanz_2014-conference_timetable_5_nov.pdf

174. Nov. 2014 *Language Assessment Literacy: Definitions, Research and Prospects.* Conference organized by the Cyprus Teachers of English Association (CyTEA) and the Pancyprian Association of English Teachers (OELMEK). European University, Nicosia, Cyprus, 8-9 November, 2014. http://egkyklioi.moec.gov.cy/Data/pvt190b.pdf

175. Oct. 2014 *Unplanned LOA in EFL classrooms: Findings from an empirical study.* Roundtable on Learning-Oriented Assessment In Language Classrooms And Large-Scale Assessment Contexts. Teachers College, Columbia University, New York, October 10-12, 2014. http://www.tc.columbia.edu/i/a/document/33784_16Paper_Tsagari.pdf

176. Sept. 2014 *Language Assessment Literacy and the ELF orientation: links between theory and practice.* 7th International Conference of English as a Lingua Franca (ELF), DEREE- The American College of Greece, Athens, Greece September 4-6, 2014. http://www.erasmus.gr/microsites/1014/colloquia

177. May/June 2014 *Linking EFL textbooks to the CEFR* (poster presentation). 11th Annual Conference of the European Association of Language Testing and Assessment (EALTA), University of Warwick, Coventry, UK.

178. Nov. 2013 *Formative Assessment Practices in Private Language Schools in Cyprus.* 2nd Annual Conference of Cyprus Teachers of English Association (CyTEA), Nicosia, Cyprus (Co-presenter: George Michaeloudes).

179. Sept. 2012 *Course-book evaluation in Greek primary state EFL schooling: lessons learned*. 11th Conference for the European Society for the Study of English (ESSE), Bogazici University, Istanbul, Turkey. (Co-presenter: Dr Nicos Sifakis).

180. Sept. 2012 *Assessment practices and orientations of EFL state school teachers in two Mediterranean countries.* 11th Conference for the European Society for the Study of English (ESSE), Bogazici University, Istanbul, Turkey.

181. May-June 2012 *Peer assessment of writing in the Cypriot secondary education* (poster presentation). 9th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Innsbruck, Austria. (Co-presenter: Eleni Meletiadou).

182. June 2011 *EFL students' assessment literacy in Higher Education*. 1st International Conference on Language Testing and Assessment (ICLTA), Nicosia, Cyprus. (Co-presenter: Dr Dimitris Evripidou).

183. May 2011 *Classroom-based language assessment – teachers' perspectives* (poster presentation). 8th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Sienna, Italy. (Co-presenter: Prof. Dr. Karin Vogt).

184. April 2011 *Peer assessment of writing in the Cypriot secondary education*. 20th International Symposium on Theoretical and Applied Linguistics, Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki, Thessaloniki Greece. (Co-presenter: Eleni Meletiadou).

185. April 2011 *Contact sessions in a distance TESOL programme: students' perspectives.* 20th International Symposium on Theoretical and Applied Linguistics, Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki, Thessaloniki Greece.

186. March 2011 *The Cypriot adolescent learners' attitudes towards peer assessment of writing*. 32nd Annual TESOL Greece Convention, Hellenic American Union, Athens, Greece. (Co-presenter: Eleni Meletiadou).

187. March 2011 *Teacher-made tests: what do they really look like?* 32nd Annual TESOL Greece Convention, Hellenic American Union, Athens, Greece.

188. Dec. 2010 *Considerations in designing and using L2 proficiency computer-mediated tests.* 1st Foreign Language Instructional Technology Conference (FliT-1), University of Cyprus, Nicosia Cyprus.

189. Nov. 2010 *Assessment practices of EFL teachers in Greece and Cyprus.* 1st Annual Conference of Cyprus Teachers of English Association (CyTEA), Nicosia, Cyprus.

190. Nov. 2010 *Peer assessment of writing in secondary education*. 1st Annual Conference of Cyprus Teachers of English Association (CyTEA), Nicosia, Cyprus. (Co-presenter: Eleni Meletiadou).

191. May 2010 *Linking textbooks to the CEFR: a collaborative approach.* 7th Annual Conference of the European Association of Language Testing and Assessment (EALTA), The Hague, Netherlands.

192. May 2010 *Profiling the writing competency of advanced EFL Cypriot learners*. 6th International ELT Research Conference, Ephesus-Selçuk, İzmir/Turkey. (Co-presenter: Dr Pavlos Pavlou).

193. March 2010 *What is in the test? EFL teachers´ testing practices.* 31st Annual TESOL Greece Convention, Hellenic American Union, Athens, Greece.

194. June 2009 *Practices, policies and tensions in classroom-based assessment*. 6th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Turku, Finland. (Co-presenter: Dr Pavlos Pavlou).

195. April 2009 *Impact of a high-stakes English exam on teachers and students' perceptions, attitudes and practices.* 19th International Symposium on Theoretical and Applied Linguistics (ISTAL), Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki, Thessaloniki, Greece.

196. March 2009 *Using language portfolios for all ages: inspiration for teachers, motivation for learners.* 30th Annual TESOL Greece Convention, Hellenic American Union, Athens, Greece.

197. Nov. 2008 *The influence of the FCE on the teaching and learning of English in Greek private language schools.* International Conference on "Languages for Intercultural Dialogue", Ministry of Education and Culture and the University of Cyprus, Nicosia, Cyprus.

198. Nov. 2008 *A comparative study of the assessment literacy of EFL teachers in Greece and Cyprus*. International Conference on "Languages for Intercultural Dialogue", Ministry of Education and Culture and the University of Cyprus, Nicosia, Cyprus. (Co-presenter: Dr Pavlos Pavlou)

199. May 2008 *Assessment literacy in Europe and beyond: realities and prospects*. 5th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Hellenic American Union, Athens, Greece. (Co-presenters: Prof. Dr. Karin Vogt, Dr. Sehnaz Sahinkarakas, Dr Pavlos Pavlou, Dott. Elizabeth Guerin, Mr Qatip Arifi).

200. April 2008 *Revisiting the concept of language washback: results from an empirical study,* 3rd International Conference of the Association of Language Testers in Europe (ALTE), Cambridge, UK.

201. March 2008 *Voices from an exam-preparation class: what do students say?* 29th Annual TESOL Greece Convention, Hellenic American Union, Athens, Greece.

202. Dec. 2007 *Test washback: how far have we come? what more needs. to be done?* 14th International Conference of the Greek Applied Linguistics Association (GALA), Thessaloniki, Greece.

203. Dec. 2007 *Alternative assessment: the use of 'portfolios'.* 14th International Conference of the Greek Applied Linguistics Association (GALA), Thessaloniki, Greece. (Co-presenter: Dr. Pavlos Pavlou)

204. Oct. 2007 *Using learners' diaries to investigate the washback effect of a high-stakes test,* 15th Annual TESOL Macedonia-Thrace Convention, Thessaloniki, Greece.

205. June 2006 *Myth, metaphor and reality of washback in Greek ELT: findings from an empirical research study,* 2nd Language Testing & Evaluation Forum, Hellenic American Union, Athens, Greece.

206. May 2006 *What do exam-oriented textbooks look like?* 4th British Universities/MATSDA Postgraduate Research Conference, School of Languages, Metropolitan University, Leeds, UK.

207. May 2006 *Linking EFL textbook materials to exam specifications.* 3rd Annual Conference of the European Association of Language Testing and Assessment (EALTA), Krakow, Poland.

208. Nov. 2005 *Using students' diaries in the investigation of washback: a case study.* 25th Language Testing Forum, Downing College, Cambridge University, Cambridge, UK.

209. Nov. 2004 *Investigating washback on teaching materials: can it be measured?* 24th Language Testing Forum, Lancaster University, Lancaster, UK.

210. Feb. 2004 *Portfolio assessment with EFL young learners in Greek state schools.* 1st Conference organized by the University of Cyprus and IATEFL TEA and Young Learners SIG, University of Cyprus, Nicosia, Cyprus.

211. July 2003 *From the candidates' point of view: diary-keeping in a testing context.* 25th Language Testing Research Colloquium (LTRC), University of Reading, Reading, UK.

212. March 2001 *Organising an inter-library loan system with English junior state students.* 22nd Annual TESOL Greece Convention, Athens, Greece.

213. April 2000 *Bringing 'Diaries' in TEFL: Why? How? When?* 21st Annual TESOL Greece Convention, Athens, Greece.

214. Dec. 1999 *Alternative assessment: the case of portfolio in state schools: an experiment.* 12th International Conference of the Greek Applied Linguistics Association (GALA), School of Philosophy, Aristotle University of Thessaloniki, Thessaloniki, Greece.

215. August 1999 *Test anxiety in the English language exam preparation classes.* 5th European Conference on Psychological Assessment, University of Patras, Patras, Greece.

216. April 1999 *A Metaphorical approach to romantic love: corpus-based study.* 13th International Symposium on Theoretical & Applied Linguistics, School of English, Aristotle University of Thessaloniki, Thessaloniki, Greece.

217. March 1999 *Alternative methods of assessment: the case of 'portfolios': do's and dont's.* 20th Anniversary TESOL Greece Convention, Athens, Greece.

218. Nov. 1998 *Test anxiety in the FCE class: what could be done?* 6th Annual TESOL Macedonia-Thrace Convention, University of Macedonia, Thessaloniki, Greece.

219. June 1998 *What assessments do English language teachers in primary schools prefer?* 15th Language Testing Symposium of the Academic Committee for Research on Language Testing (ACROLT), Haifa University, Israel.

220. May 1998 *Culture-bound language in reading texts: how to overcome the problems.* 3rd International Conference of the Hellenic Association for the Study of English (HASE), Aristotle University of Thessaloniki, Greece.

221. August 1997 *The washback effect of FCE (University of Cambridge/ESOL exams) in Greek private language schools: preliminary findings.* 7th European Conference for the Research on Learning and Instruction (EARLI), Athens, Greece.

222. April 1997 *Our experience of designing placement tests for state schools.* 18th Annual TESOL Greece Convention, Athens, Greece.

223. March 1997 *Testing reading comprehension: how fair is our choice of method?* 19th Annual Language Testing Research Colloquium (LTRC), Orlando, Florida, USA.

e. Invited Chair at Conference Presentations

224. May 2019 *Technology-Based Language Assessment: Benefits and Challenges*. 15th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Bochum, Germany. May 22-27, 2019.

225. June 2019 *The Future of Genres*. NFEAP, Oslo Metropolitan, Norway. June 7-8, 2019.

226. June 2018 *The Future of Genres*. NFEAP, Oslo Metropolitan, Norway. June 7-8, 2018.

227. May 2018 *Technology-Based Language Assessment: Benefits and Challenges*. 15th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Bochum, Germany. May 22-27, 2018,

228. June 2016 *Language Constructs, Contexts and Content in Classroom and Large-Scale Assessments*. 38th Language Testing Research Colloquium, Palermo, Italy.

229. May 2016 *Validity of what ….? Revisiting the issue of construct(s)*. 13th Annual EALTA Conference. Universitat Politècnica de Valencia, Valencia, Spain.

230. May 2012 '*Validity in Language Testing and Assessment*'. 9th Annual EALTA Conference. University of Innsbruck, Austria.

231. May 2012 '*Endangered Languages of Eastern Mediterranean: Current Challenges*'. INALCO conference, University of Nicosia, Cyprus.

232. May 2011 '*Ethics in Language Testing and Assessment*'. 8th Annual EALTA Conference. Siena, Italy.

233. Dec. 2010 '1st International Conference on Foreign Language Instructional Technology: Theory and Practice (1st FLIT)'. University of Cyprus, Nicosia, Cyprus.

234. June 2010 '*Strokes Across Cultures'*. The 15th Triennial ACLALS Conference, University of Nicosia, Cyprus.

235. May 2010 '*1st International Postgraduate Conference in Linguistics at the University of Cyprus*'. English Department, University of Cyprus, Nicosia, Cyprus.

236. Nov. 2008 '*Languages for Intercultural Dialogue'*. The University of Cyprus (UCY) and the Ministry of Education and Culture (MOEC). Nicosia, Cyprus.

SUPERVISION – MENTORSHIP

1. Mentor

2019 - Member of the Mentoring Programme for Academic Promotions of Members of Teaching Staff, Faculty of Education and International Studies, OsloMet, Oslo, Norway.

2. PhD thesis

Main Supervisor

1. Therese Acaley Tishakov (2019 - ; part-time). *Developing English Language Teachers' Cognition in Multilingualism and Multilingual Pedagogy in Norway* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
2. Lynell Chvala (2017- 2022) *Teachers' pedagogical vision for 21st century English education - Expanding landscapes for English as a multilingua franca of global citizenship in Norwegian schools.* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway **(second supervisor)**
3. Georgios Michaeloudes (2011-2018). *Formative Assessment in EFL Primary Schools in Cyprus*. Department of English Studies. University of Cyprus, Cyprus.

4. Eleni Meletiadou (2011-2017). *Peer-Assessment of Writing Skills in Secondary Education*. Department of English Studies. University of Cyprus, Cyprus.
5. Irini Papakammenou (2011-2017). *A Study of the Teaching Practices Used in EFL Multi-exam Preparation Classes in Greece.* Department of English Studies, University of Cyprus, Cyprus.

Member of Supervising Committee

6. Samuel Zenabu (2021 - 2022) *The phonological awareness instruction in early reading in Koorete.* University of Addis Ababa, Ethiopia. (funded by the NORHED project: 'BEYOND ACCESS: Improving Quality of Early Years Reading Instruction in Ethiopia and South Sudan')
7. Niki Kouvdou (2011-2019). *Exploring the potential of Alternative Assessment in an ELF speaking context within the broader framework of Greek state secondary EFL classes.* School of Humanities, Hellenic Open University, Patras, Greece. ('excellent')

Examiner

8. Magdalini Liontou (forthcoming) *How different pedagogical approaches affect students' perceptions of assessment: a case study of Finnish and Chinese higher education institutions.* University of Jyvaskyla, Finland.
9. Nicolas Antoniades (2021 - 2025) *Investigating Secondary EFL students' Engagement with Teacher Written Corrective Feedback (WCF) in Authentic Classroom Settings: A Longitudinal Study.* Department of Education, University of Cyprus, Cyprus.
10. Eva Knechtelsdorfer (2024) *ELF-informed pedagogy and the assessment of learning* University of Vienna, Austria.
11. Matthew Hayes (2022) *A case study from the United Arab Emirates of Global Citizenship Education in national English language textbooks*. Institute of Education, University College London, UK.
12. Ruaa Osama Hariri (2022) *Exploring EFL teachers' cognitions and practices of assessment feedback on learners' L2 writing at a Saudi University*. School of Education. University of Leeds, UK.
13. Arwa Abdulhadi Alyami (2022) *Classroom-based Language Assessment in a Saudi Context: Teachers' Practices, Beliefs and Assessment Literacy*. School of Languages, Cultures and Linguistics. University College Dublin, Ireland.
14. Toni K. Mäkipää (2021) *'I have never received feedback from my teachers'. Students' Perceptions of Assessment and Feedback Practices in Finnish General Upper Secondary Education*. Faculty of Educational Sciences, University of Helsinki, Finland.
15. Hui Ma (2020) *The Washback Effects of the IELTS Test: Views and Experiences of Chinese Students in the Context of a Sino-UK Joint Programme with English as the Medium of Instruction*. EdD in TESOL. Faculty of Arts, Humanities and Social Sciences, Queen's University Belfast, Ireland.
16. Van Dyk, A.L.M. (2020). *The Role of the Head of Department in Quality Assurance of Language Assessment Practices in the Intermediate Phase in Primary Schools.* University of South Africa, South Africa.
17. 4 other PhD STUDENTS PhD Process Seminar. NAFOL Summer School 2019, 12–14 June, UiT Norges Arktiske Universitet, campus Alta, Norway
18. Karina Rose Mahan (2019) *Dimensions of CLIL teaching in Norway*. PhD Process Seminar. NAFOL Summer School 2019, 12–14 June, UiT Norges Arktiske Universitet, Campus Alta, Norway
19. Linda Borger (2018) *Investigating and Validating Oral Competence in a Foreign Language Testing Context: Rater Perspectives*. Phd Thesis in Education at the Department of Education and Special Education, University of Gotheborg, Sweden.
20. Asma Maaoui (May 2016). *Test-Taker Beliefs, Strategies and Achievement in EFL Reading*. Higher Institute of Languages of Tunis, Tunisia. ('excellent')
21. Melanie Satraki (June 2015). *The Development of Children's Attitudes Towards Linguistic Variation: A Study on a Dialect/Register Continuum*. Department of English Studies. University of Cyprus, Cyprus.
22. Marianna Kyprianou (April 2015). *Teaching and Learning English Pronunciation in Cyprus: Analysis and Challenges*. Department of English Studies. University of Cyprus, Cyprus **(also Chair of the Research Committee**).
23. Giorgos Georgiou (February 2015). *Language Struggle and Diglossia: Code-switching and Power in the Court.* Department of English Studies. Department of English Studies. University of Cyprus, Cyprus **(also Chair of the Research Committee**).
24. Sviatlana Karpava (January 2014). *Vulnerable Domains for Cross-linguistic Influence in L2 Acquisition of Greek* Department of English Studies. Department of English Studies. University of Cyprus, Cyprus. ('excellent')
25. Xenia Delieza (June 2014) *The Impact of Oral Examiners' Conduct on Candidates' Performance: The Case of the KPG exam in English* Department of Language and Linguistics, Faculty of English Studies, School of Philosophy, National and Kapodistrian University of Athens, Greece. ('excellent')
26. Dionysios Zoumbalides (January 2014). *A Sociolinguistic Investigation of the Processes of Language Shift/Language Maintenance: The Case of Pontic Greeks in Cyprus* Department of English Studies. University of Cyprus, Cyprus. ('very good')

27. Elena Theodorou (September 2013) *Diagnosing Specific Language Impairment: The case of Cypriot Greek.* Department of English Studies. Department of English Studies. University of Cyprus, Cyprus. ('excellent')
28. Elena Kkese (May 2013). *Identifying Plosives in L2 English: The Case of L1 Cypriot Greek Speakers.* Department of English Studies. Department of English Studies. University of Cyprus, Cyprus. ('very good')
29. Trisevgeni Liontou (February 2013). *The Effect of Text and Reader Variables on Reading Comprehension: The Case of the Greek State Certificate of English Language Proficiency Exams (KPG) - A New Text Difficulty Index for Automatic Text Classification.* Department of Language and Linguistics, Faculty of English Studies, School of Philosophy, National and Kapodistrian University of Athens, Greece. ('excellent')
30. Dimitris Evripidou (October 2010). *A Study of Language Attitudes in Cyprus and Their Change: The Case of The Greek Cypriot Variety and Standard Modern Greek In Frederick University.* Institute of Work Based Learning, Middlesex University, UK.
31. Maria Xanthou (May 2010). *The Development of a CLIL Teaching Model: Focusing on its Effects on L2 Vocabulary Development and Content Knowledge*. Department of English Studies, University of Cyprus, Cyprus. ('cum laudae') **(also Chair of the Research Committee**)

3. MA dissertations

Supervisor

1. Magnus Jarberg; Øyvind Sannerud Moe; Eirik Uttisrud (2025). Extramural English in Norway. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
2. Rina Zeqiri; Anna Magdalena Kwoczka; Andrea Einarson Jørgensen (2025). Homework use in Norway. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway. Eline Auestad, Ingrid Bakke and Tone Gyllensten (2024). *Differentiated Instruction for High-Achieving Students in ELL*. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
3. Debra Metiva Schei (2024). *Teachers' understanding and practices of differentiation in the implementation of differentiated EFL homework in primary schools in Norway*. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
4. Rahab Njeri Kamau Hristovska (2024). *Differentiated Reading Instruction for EFL learners*. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway. https://oda.oslomet.no/oda-xmlui/handle/11250/3162706
5. Mathias Bergan Paus (2024). *The impact of formative assessment on student motivation – A systematic literature review*. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
6. Kristine Flobergseter (2023). *Differentiation for Higher Performing Students in The English Language Classroom*. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
7. Anders Roald & Matthias Hänsgen van Raalten (2023). *Strategies to support reluctant speakers* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway. https://oda.oslomet.no/oda-xmlui/handle/11250/3097257
8. Atle Philip Gulliksen (2022). *Pre-service Teacher Readiness in English Language Assessment in Norway* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway. https://oda.oslomet.no/oda-xmlui/handle/11250/3026365
9. Sophie Vedø Saunders (2022). *Writing tasks with real-world purpose: A qualitative analysis of ESL textbooks* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
10. Caroline Kaldager Blokkum (2022). *Norwegian Primary Teachers' Beliefs concerning Online Informal Learning of English and Vocabulary Learning from Social Media* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway. https://oda.oslomet.no/oda-xmlui/handle/11250/3027140
11. Martin Englund (2022). *Extramural English – What do Students learn on their own?* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway. https://oda.oslomet.no/oda-xmlui/handle/11250/3027500
12. Lene Kristin Daastøl (2022). *Speaking reluctance in the English as a Foreign Language Classroom: Teachers' Experiences and Practices regarding Speaking Reluctance in Oral Activities in Norwegian Primary Schools* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway. https://oda.oslomet.no/oda-xmlui/handle/11250/3027375

13. Meseret Gedamu (2022). *An Investigation of Teachers' Use of Continuous Assessment in Teaching Early Grade Reading: In a Case Study at Dona Berber Primary Schools in Bahir Dar Town.* Faculty of Humanities, Bahir Dar University, Ethiopia, under the auspices of the NORHED project - OsloMet, Oslo, Norway. **(co-supervisor)** funded by the NORHED project: 'BEYOND ACCESS: Improving Quality of Early Years Reading Instruction in Ethiopia and South Sudan')
14. Jasmina Macjic (2020). *Differentiated Instruction in the English Classroom: Teachers' and pupils' understanding and practice of differentiated instruction and its implementation in the English classroom* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway. https://oda.oslomet.no/oda-xmlui/handle/10642/9166
15. Christopher Flaves (2019). *Dyslexia and English as a Foreign Language in Norwegian Elementary Education: A Mixed Methods Intervention Study*. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway. https://oda.oslomet.no/oda-xmlui/handle/10642/8693
16. Maren Moe (2019). *A Teacher's Approach to Reluctant Speakers in the English Classroom: A Case Study.* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway. **(co-supervisor)** https://oda.oslomet.no/oda-xmlui/handle/10642/8708
17. Ekaterina Kliueva (2017). *Emotional literacy in EFL classrooms: teacher practices in Cyprus.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
18. Ioanna Papaleontiou (2017). *Teachers' perceptions towards pair-work in the EFL Classroom in Cyprus.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
19. Maria Thoma (2017). *Teachers' attitudes towards the implementation of Communicative Language Teaching in English lessons in primary schools in Cyprus.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
20. Nantia Kektsidou (2017). *Using DIALANG to measure English language performance over time.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
21. Paraskevi Mavroudi (2017). *Teaching English in Public Kindergartens in Cyprus: Teachers' Beliefs*. MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
22. Andrea Hadjisoteriou (2017). *An investigation of Code-Switching in the EFL classroom in Cyprus*. MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
23. Elena Charilaou (2017). *The Relationship between Multiple Intelligences and Reading Strategies among Cypriot EFL Learners.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
24. Andri Christofi (2017). *Teaching English as a Foreign Language to Dyslexic Students*. MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
25. Katerina Miltiadous (2017). *Students' perception towards using Facebook as a tool for learning English as a foreign language*. MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
26. Niki Demetriou (2017). *Teachers' perceptions towards mixed-ability EFL classes in Cyprus*. MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
27. Talin Keshishian (2017). *Teachers' and students' perception on using films in EFL classrooms in the private sector in Cyprus* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
28. Nicoletta Antoniou (2017). *Teachers' and students' perception towards 'learning how to learn' and its importance in EFL classes*. MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
29. Hiltrud Awad (2014) *English as a Foreign Language and Cultural Bias: A Textbook Analysis.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
30. Constantina Diakou (2014). *Teachers' and Students' perceptions and attitudes towards the use of the First Language in the EFL classroom.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
31. Evaggelia Charalambous (2014). *Investigating the Implementation of the New Curriculum of English in the First and Second Grade of Primary Schools: Teacher's Attitudes and Practical Problems.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
32. Styliana Michael (2014). *The Use of the Interactive Whiteboard in Young EFL learners' Classrooms in Cyprus.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
33. Egli Georgiou (2014). *Evaluating the Use of L1 in Foreign Language Teaching in Cyprus: Teachers' beliefs and practices towards First Language Use in EFL Classrooms.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
34. Andrie Kontozi (2013). *Classroom-based Language Assessment Practices in the EFL Cypriot Context.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
35. Maria Kypai (2013). *Washback of IGCSE on Teaching and Learning in EFL Classes in Private Institutes in Cyprus*. MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.

36. Eleni Kouratou (2011) *Washback of FCE on Teaching and Learning on B2 EFL Classes*. MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
37. Eleni Meletiadou (2011). *Peer Assessment of Writing Skills in Secondary Education.* MA in Applied Linguistics. Department of English Studies. University of Cyprus, Cyprus.
38. Vassiliki Baglantzi (2010). *Can Learners be Trained to Develop Accurate Self-Assessment of Their Reading Skills and Strategies?* MEd in TESOL, School of Humanities, Hellenic Open University, Patras, Greece.
39. Eleni Daskalogiannaki (2010). *Integrating a Classroom Blog in Secondary Education as a Tool to Develop and Assess Writing Skills*. MEd in TESOL, School of Humanities, Hellenic Open University, Patras, Greece.
40. Athena Pavlou (2010). *Assessing Vocabulary Knowledge in Primary Education: An Adaptation of the 5th Class Self-Assessment Tests*. MEd in TESOL, School of Humanities, Hellenic Open University, Patras, Greece.
41. Stella Kroustallidou (2010). *Developing Learner Autonomy in Technical Vocational Education through a Reading Portfolio*. MEd in TESOL, School of Humanities, Hellenic Open University, Patras, Greece.
42. Christina Tsimpoukaki (2010). *Retrospective Evaluation of the Grammar Component in the New Books of the Sixth Grade of Primary Education*. MEd in TESOL, School of Humanities, Hellenic Open University, Patras, Greece.
43. Stavroula Vlanti (2010). *Comparing Teacher and Student Perceptions About Assessment Practices in the English Language Classroom of Greek Junior High Schools*. MEd in TESOL, School of Humanities, Hellenic Open University, Patras, Greece.

Examiner

44. Martin Mitevski Fredriksen (2024). Plunder! – an engaging English grammar boardgame for 5th-7th grade students based on Language Awareness. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
45. Joakim Angel Meisingset & Mika Johannes Pedersen (2024). Parental attitudes toward Extramural English. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
46. Jasica Shankar (2024). Reader`s theatre using picturebook as a resource. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
47. Doruntina Zagragja (2024). English as a Lingua Franca (ELF) and ELF Awareness in Norwegian Schools: A Study of Teachers and Learners in a Local Context. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
48. Halvor Morønning Nybø (2024). *A multilingual approach in the EFL classroom: A micro-ethnographic study of multilingualism in the English Foreign Language Classroom*. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
49. Balder August Brastad (2024). *Video games´ influence on pupils´ willingness to communicate in English L2 classroom.* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
50. Veronica Andresen Jørgensen (2024). *Exploring Multilingualism in ELT: Translanguaging in Northern Norway*. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
51. Anna-Maria Viland (2024). *English, Multilingualism, and Culture A Study on English Teaching and Learning in Reception Classes*. Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
52. Inger Jorunn Helland Montgomery (2023). *Formative Assessment in EFL Teaching: A Grounded Theory Study on the Change of Teachers'. Formative Assessment Practices*. Department of Foreign Languages. University of Bergen, Norway
53. Johannes Nunpau Thorssøn Engøy (2023). *Teachers' conceptions of and attitudes towards primary school pupils' extramural English activities* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
54. Christian Bustgaard Angeland (2022). *A mixed methods case study of learner and teacher perceptions of exposure to English in 6th grade at a middle school in Norway* Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet, Oslo, Norway.
55. Eva Anastassi (2016). *Early Language Development in Monolingual and Bilingual Infants.* MA in TAAL. Department of English Studies. University of Cyprus, Cyprus.
56. Athanasia Karapiperi (2015). *Η Αξιολόγηση της Νεοελληνικής γλώσσας - η Περίπτωση των Πανελλαδικών Εξετάσεων [Assessing Modern Greek – the case of the University Entrance Exam]* (2001-2014). MA Programme in Greek Linguistics and Literature, Open University of Cyprus, Cyprus.

57. Stella Hadjicharalambous (2015). *The Differentiation of Learning in the Cypriot EFL classroom.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
58. Eleni Stavrou (2014). *A Case Study of Two Trilingual Children with Specific Language Difficulties among Three Languages.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
59. Eleni Vrahimi (2014). *Morphological Awareness in Foreign Language Learners with and without Dyslexia.* Department of Psychology. University of Cyprus, Cyprus.
60. Kyriaki Stylianou (2012). *Η Κατανόηση του Χιούμορ και η Σχέση του με την Πραγματολογική και Νοητική Ικανότητα* (Humor Comprehension and its Relation to Pragmatic Ability and Intelligence) Department of Psychology. University of Cyprus, Cyprus.
61. Marina Agathocleous (2012). *The Role of the Social Environment in the Production of Clitics in Cypriot Greek within the COST Action A33 Testing Tool*. MA in TAAL. Department of English Studies. University of Cyprus, Cyprus.
62. Maria Tenizi (2012). *Meta-Language awareness in Greek-Cypriot TD & SLI Children. Language Production and Comprehension: The Case of Noun and Verbal Compounds*. MA in TAAL. Department of English Studies. University of Cyprus, Cyprus.
63. Anastasia Themistokleous (2011) *Differentiating Instruction in Mixed-ability Classes.* MA in TEFL. Department of English Studies. University of Cyprus, Cyprus.
64. Paraskevi Goritsa (2010). *Developing and Promoting New Literacies Through Webquest and Project Work in the EFL primary Classroom.* MEd in TESOL, School of Humanities, Hellenic Open University, Patras, Greece.
65. Konstantina Papaioannou (2010). *Supplementing the textbook for 6th Grade primary learners with WebQuests: An Alternative Route towards New Literacy Achievement.* MEd in TESOL, School of Humanities, Hellenic Open University, Patras, Greece.
66. Efstathia Rapti (2009). *Designing an Implementation of Teacher Development Program in Greek State Schools Focusing on Memory*. MEd in TESOL, School of Humanities, Hellenic Open University, Patras, Greece.
67. Clio Ftika (2009). *Phonological Awareness as a Possible Predictor for the Reading Comprehension in English: A Case Study for Greek Year 3 and Year 6 Students Learning English as a Foreign Language*. MEd in TESOL, School of Humanities, Hellenic Open University, Patras, Greece.

4. Independent Undergraduate/Postgraduate Study

Other Universities

1. Ines Sperling (Spring 2016). *Teaching and Assessing Students with Dyslexia.* Department of Education, University of Heidelberg, Germany.
2. Otilia Staton (Spring 2013). *Using DIALANG in ELT*. MA in English Didactics. Faculty of English philology and literature. Universitatea "Alexandru Ioan Cuza", Iasi, Romania.
3. Olimpiada Vidrascu (Spring 2012). *English Language Teaching in Cyprus and Romania*. Faculty of Russian/English philology and literature. Universitatea "Alexandru Ioan Cuza", Iasi, Romania.

TEACHING OVERVIEW

University	Period	Programme	Course Title	Teaching hours/week	Student Enrolment
University of Athens	Spring 1996	BA	ENL111-EFL Test Construction and Evaluation	4	28
	Spring 1997	BA	ENL111-EFL Coursebook Selection, Evaluation and Adaptation	4	26
	Spring 1998	BA	ENL111-EFL Coursebook Selection, Evaluation and Adaptation	4	22
	Spring 1999	BA	ENL111-EFL Coursebook Selection, Evaluation and Adaptation	4	24
	Spring 2002	BA	ENL111-Language Testing and Assessment	4	23
Hellenic Open University	1999-2000	MEd in TESOL	AGG61-Assessment in Language Learning	4	10
	2000-2001	MEd in TESOL	AGG61-Assessment in Language Learning	4	38
	2001-2002	MEd in TESOL	AGG61-Assessment in Language Learning	4	32
	2002-2003	MEd in TESOL	AGG61-Assessment in Language Learning	4	12
	2007-2008	MEd in TESOL	AGG65-Testing and Assessment in Language Learning	4	18
	2008-2009	MEd in TESOL	AGG65-Testing and Assessment in Language Learning	4	14
	2009-2010	MEd in TESOL	AGG65-Testing and Assessment in Language Learning	4	22
University of Cyprus	Fall 2008	BA	ENG334-English Teaching Methodology I	3	41
		BA	ENG560-Language Testing and Assessment	3	25
	Fall 2009	BA	ENG334-English Teaching Methodology I	3	36
		BA	ENG556-EFL Materials Design and Evaluation	3	22

		MA in TEFL	ENG740-Language Teaching and Learning (with Dr Pavlos Pavlou)	4	14
	Spring 2010	BA	ENG443 - EFL Methodology II (with Dr Pavlos Pavlou)	3	35
		BA	ENG548-Language Assessment: Principles and Classroom Practices	3	19
		MA in TEFL	ENG753-Language Testing and Assessment	4	6
	Fall 2010	BA	ENG540-Action Research Methods	3	19
		MA in TEFL	ENG747-Materials Development and Course Design	4	6
		MA in TEFL	ENG768-Portfolio Development III	1	6
		PRESET	PR0Y23.1-Pre-Service Teacher Training (EFL Methodology1)	2	15
		PRESET	PROY23.2-Pre-Service Teacher Training(EFL Methodology1)	2	3
	Spring 2011	BA	ENG334-EFL Methodology I	3	42
		PRESET	PRE048-Pre-Service Teacher Training (EFL Methodology2)	2	18
	Fall 2011	BA	ENG555-EFL Methodology II	3	22
		BA	ENG543-Teaching English to Young Learners	3	23
	Spring 2012	BA	ENG334-EFL Methodology I	3	22
		BA	ENG561-Observations in the EFL Classroom	3	19
	Fall 2012	MA in TEFL	ENG740-Language Teaching and Learning	4	11
		MA in TEFL	ENG766-Portfolio Development I	1	11
		BA	ENG350-EFL Methodology I	3	42
	Spring 2013	ON SABBATICAL LEAVE			
	Fall 2013	MA in TEFL	ENG753-Language Testing and Assessment	4	10
		MA in TEFL	ENG768-Portfolio Development III	1	10
		BA	ENG350-EFL Methodology I	3	47
	Spring 2014	BA	ENG555-EFL Methodology II	3	25
		BA	ENG558- Teaching and Assessing EFL Students with SpLDs	3	30
	Fall 2014	MA in TAAL	ENG742-Trends in Applied Linguistics	4	7
		BA	ENG350-EFL Methodology I	3	59
	Spring 2015	BA	ENG543-Teaching English to Young Learners	3	20
		BA	ENG 559-Materials and Teaching Approaches in TEFL	3	20
	Fall 2015	BA	ENG350-EFL Methodology I	3	54
		MA in TEFL	ENG740-Language Teaching and Learning	4	13
		MA in TEFL	ENG766-Portfolio Development I	1	13
		PRESET	PR0Y23-Pre-Service Teacher Training (EFL Methodology1)	1.5	15
		PRESET	PROY48-Pre-Service Teacher Training (EFL Methodology2)	1.5	15
	Spring 2016	BA	ENG558- Teaching and Assessing EFL Students with SpLDs	3	26
		BA	ENG 546-Differentiated Teaching in TESOL	3	28
	Fall 2016	MA in TEFL	ENG753-Language Testing and Assessment	4	13
		BA	ENG350-EFL Methodology I	3	47
	Spring 2017	BA	ENG558- Teaching and Assessing EFL Students with SpLDs	3	7
OsloMet	Since Fall 2017 -	BA & MA	Lectures, workshops and seminars on Language Assessment, Teaching language skills, Differentiated Learning, Teaching and Assessing Students with SpLDs, Research Methods, etc Coordinator: EngDid3		

ACADEMIC COMMITTEES

Member of the Internationalisation Committee

2020 - *Internationalisation Committtee,* Faculty of Education and International Studies, Department of Primary and Secondary Teacher Education, OsloMet – Oslo Metropolitan University, Oslo, Norway.

Member of the Academic Council

2014-2015 *Postgraduate Programme 'Continuing Education and Life Long Learning',* Faculty of Humanities and Social Sciences, Open University of Cyprus (OUC), Cyprus.

Assistant Editor on Testing Issues

2007-to date *Directions in English Language Teaching and Testing* (Refereed E-journal). Publication of the Research Centre for English Language Teaching, Testing and Assessment (RCEL). National and Kapodistrian University of Athens, Faculty of English Studies, Athens, Greece. http://rcel.enl.uoa.gr/directions/editorial.htm

REVIEWING ACTIVITIES

International/Editorial Advisory Board

2021 – to date The European Journal of Applied Linguistics and TEFL www.theeuropeanjournal.eu
2021 – to date International Journal of Language Testing www.ijlt.ir
2020 – to date Ars Linguodidacticae Journal http://journals.uran.ua/ald
2016 – 2019 Language Assessment Quarterly. https://www.tandfonline.com/toc/hlaq20/current
2013 – to date The Arab Journal of Applied Linguistics (Refereed E-Journal). www.tjaling.org
2011 – to date Greek Language Research Forum (Refereed E-journal). Publication of the Division for the Support and Promotion of the Greek Language, Centre for the Greek Language, Thessaloniki, Greece. http://www.greeklanguage.gr/
2009 – to date Research Papers in Language Teaching and Learning (Refereed E-journal). Publication of the Faculty of Humanities, Hellenic Open University, Athens, Greece. http://rpltl.eap.gr
2010-2012 Papers in Educational Research (Refereed E-journal). Publication of the Department of Education Sciences, School of Arts and Education Sciences, European University, Nicosia, Cyprus. http://eduresearchjournal.org

Article Editor of International Peer-reviewed Journals

2013 – to date SAGE Open www.sageopen.com
2015 – to date International Journal of Language Teaching Research (IJLTR) http://www.sciencepublishinggroup.com/journal/editorialboard.aspx?journalid=318

Reviewer of International Peer-reviewed Journals

2021 – to date International Journal of Inclusive Education https://www.tandfonline.com/toc/tied20/current
2019 – to date Acta Didactica Norge https://www.journals.uio.no/index.php/adno/index
2018 – to date Journal of Applied Language Studies (APPLES) http://apples.jyu.fi/
2018 – to date International Journal of Language Testing and Assessment http://jurnal.unsyiah.ac.id/IJoLTA/index
2017 – to date Australian Review of Applied Linguistics https://benjamins.com/#catalog/journals/aral/main
2015 – to date Language Teaching Research http://ltr.sagepub.com/
2015 – to date System An International Journal of Educational Technology and Applied Linguistics http://www.journals.elsevier.com/system/
2015 – to date Computers & Education http://www.journals.elsevier.com/computers-and-education/
2015 – to date International Journal of Language Teaching Research (IJLTR) http://researchpub.org/journal/ijltr/ijltr.html
2015 – to date Educational Research Review http://www.journals.elsevier.com/educational-research-review/
2014 – to date International Journal of English and Literature http://www.academicjournals.org/journal/IJEL
2013 – to date SAGE Open www.sageopen.com
2013 – to date Assessing Writing http://www.journals.elsevier.com/assessing-writing/
2013 – to date Language Assessment Quarterly http://www.tandfonline.com/toc/hlaq20/current#.UpRX95T8LIU
2013 – to date Language Learning in Higher Education http://www.degruyter.com/view/j/cercles
2012 – to date Language Testing Journal http://ltj.sagepub.com/

Reviewer of Research Applications

2019- The Cyprus Research Promotion Foundation (RPF), Government of the Republic of Cyprus https://iris.research.org.cy
2015- The Estonian Research Council (ETAg), Estonia. https://www.etis.ee/index.aspx?lang=en

Reviewer of English Syllabi

2014-2015 The English Syllabi for Primary and Secondary Education, Ministry of Education and Culture, Cyprus.

Reviewer of Academic Publications
Anonymous review of book proposal, Oxford University Press, 2015.

Bayyurt, Y. & S. Akcan (eds.), (2014) *Current Perspectives on Pedagogy for ELF*. Berlin & N. York: De Gruyter Mouton.

Lavidas, N., T. Alexiou & A. Sougari (eds.), (2013) *Selected papers from the 20th International Symposium on Theoretical and Applied Linguistics (ISTAL 20)*. Warsaw: Versita.

Karyolemou, M. & P. Pavlou (eds.) (2013) *Language Problems and Language Planning in the Mediterranean*. Cambridge: Cambridge Scholars Publishing.

Anonymous review of book proposal, Pearson ELT, 2012 (352 pages).

Burston, J., M. Burston, E. Gabriel and P. Pavlou (eds.) (2008) *Languages for intercultural dialogue*, European Parliament Office in Cyprus and Ministry of Education and Culture of the Republic of Cyprus.

Sifakis, N., M. Hill, & A. Georgountzou (2004) *Language Learning Skills and Materials* (Vol. 1). Hellenic Open University: Patras, Greece.

Kalfoglou, C. & S. Sifakis (2004) *Language Learning Skills and Materials* (Vol. 2). Hellenic Open University: Patras, Greece.

West, R. (2004) *Testing and Assessment in Language Learning*. (Vol. 1 & 2). Hellenic Open University: Patras, Greece.

Reviewer of EFL Publications
Jones, L. (1998) *New Progress to First Certificate*. Cambridge: CUP.
Foll D. & A. Kelly (1998) *First Certificate Avenues*. Cambridge: CUP.

Reviewer of International Conference Abstracts

June 2020 '*Assessment in multilingual contexts: model, practices, policies & challenges'.* 42nd Language Testing Research Colloquium. Hammamet, Tunisia, 9-13 June, 2020 https://www.iltaonline.com/page/LTRC2020

June 2020 '*Variations on Common Standards'.* 17th Annual EALTA Conference, 5-7 June 2020 http://www.euroexam.com/ealta-2020

March 2020 24th International Symposium on Theoretical and Applied Linguistics 27-29, March 2020, Thessaloniki, Greece http://www.new.enl.auth.gr/istal24/

Nov. 2019 '*Assessment for transformation: teaching, learning and improving educational outcomes'.* 20th AEA-Europe. Lisbon, Portugal, November 13-16, 2019. https://www.aea-europe.net/conferences/20th-annual-conference/

May 2019 '*Transitions in Language Assessment***'.** 16th Annual EALTA Conference. University College Dublin. May 31st May – 2nd June, 2019 https://www.ucd.ie/alc/ealta2019/

April 2019 '*Assessment Cultures in a Globalised World*'. 36th International Conference of the Spanish Association of Applied Linguistics (AESLA). Cadiz, Spain. April 19-21, 2018 http://ila.uca.es/36th-international-aesla-conference-2018/?lang=en

March 2019 '*Language assessment and Social Justice'.* 41st Language Testing Research Colloquium. Atlanta, Georgia, USA. 4-8 March, 2019 https://www.iltaonline.com/page/LTRC2019Landing

Nov. 2018 'Building bridges to future educational assessment'. 19th AEA-Europe. Arnhem/Nijmegen, the Netherlands, November 8-10, 2018. http://easyconferences.eu/aea2018/

July 2018 '*Language Assessment in Times of Movement, Transition, and Change'*. 40th Language Testing Research Colloquium. Auckland, New Zealand. July 2-6, 2018 https://www.iltaonline.com/page/LTRC2018Recap

May 2018 '*Technology-based Language Assessment: Benefits and Challenges*'**.** 15th Annual EALTA Conference. Bochum, Germany. May 25-27, 2018 https://ealta2018.testdaf.de/

April 2018 '*Assessment Cultures in a Globalised World*'. 36th International Conference of the Spanish Association of Applied Linguistics (AESLA). Cadiz, Spain. April 19-21, 2018 http://ila.uca.es/36th-international-aesla-conference-2018/?lang=en

Nov. 2017 *'*Assessment Cultures in a Globalised World'. 18th AEA-Europe. Prague, Czech Republic November 9-11, 2017. http://easyconferences.eu/aea2017/

July 2017 '*Language assessment literacy across stakeholder boundaries'*. 39th Language Testing Research Colloquium. Universidad de los Andes, Bogotá, Colombia. July 17-21, 2017 http://www.iltaonline.com/LTRC/index.php/ltrc2017

May 2017 '*Language testing and assessment. Its role in mobility and social integration*'**.** 14th Annual EALTA Conference. Serves, France. May 1-3, 2017 http://www.ciep.fr/en/ealta2017

Nov. 2016 *'Social and Political underpinnings of educational assessment: Setting priorities for the 21st century*'. 17th AEA-Europe. University of Cyprus, Limassol, Cyprus November 3-5th 2016. http://www.cyprusconferences.org/aea2016/index.html

June 2016 '*Language Constructs, Contexts, and Content in Classroom and Large-Scale Assessments*'. 38th Language Testing Research Colloquium. Palermo, Italy. June 21-24, 2016 http://www.iltaonline.com/LTRC/index.php

April 2016 '*Professional and Academic Discourse: an Interdisciplinary Perspective*'. 34th International Conference of the Spanish Association of Applied Linguistics (AESLA). Alicante, Spain. April 14-16, 2016 http://web.ua.es/en/aesla2016/presentation.html

May 2015 '*Policy and Practice in Language Testing and Assessment*'**.** 12th Annual EALTA Conference. University of Copenhagen, Denmark. May 28-31, 2015 http://ealta2015.ku.dk/

April 2015 22nd International Symposium on Theoretical and Applied Linguistics, Aristotle University of Thessaloniki, April 24-26, 2015 http://www.enl.auth.gr/ISTAL22/index.html

Sept. 2014 7th International Conference of English as a Lingua Franca (ELF7). DEREE - The American College of Greece in Athens, September 4-6, 2014 http://www.elf7.org

June 2014 '*Towards a Universal Framework'* 36th Language Testing Research Colloquium. University of Amsterdam, The Netherlands. 4-6 June 2014 http://ltrc2014.nl/

Dec. 2013 '*2nd International Conference on* Foreign Language Instructional Technology: Theory and Practice (2nd FLiT)'. University of Cyprus, Nicosia, Cyprus. http://lcweb.ucy.ac.cy/flit/

May 2012 '*Validity in Language Testing and Assessment*'. 9th Annual EALTA Conference. University of Innsbruck, Austria. http://www.uibk.ac.at/news/ealta-conference2012/

June 2011 '*Language Testing and Assessment round the Globe: Achievements and Experiences*'**.** 1st International Conference on Language Testing and Assessment: In memory of Dr Pavlos Pavlou. Nicosia, Cyprus. http://www.iclta2011.com/cms/

May 2011 '*Ethics in Language Testing and Assessment*'. 8th Annual EALTA Conference. Siena, Italy. http://ealta2011siena.cils.unistrasi.it/articolo.asp?sez0=130&sez1=0&sez2=0&art=209

Dec. 2010 '*Foreign Language Instructional Technology: Theory and Practice*' (FLiT) 1st International Conference. University of Cyprus, Nicosia, Cyprus. http://lcweb.ucy.ac.cy/Flit/index.htm

June 2010 *´If We Had To Do It Over Again: Implementing Learner Autonomy in the 21st century´*. 1st International Foreign Language Teaching Conference of Zirve University**.** Gaziantep, Turkey. http://ilac2010.zirveuniversitesi.org/

ORGANISATION OF ACADEMIC AND OTHER EVENTS

International Conferences

May 2018 Scientific Board 'Language Assessment Literacy: Theory and Practice'. Teachers' Assessment Language Enhancement, TALE/Erasmus+ project, Final Conference, University of Cyprus, Nicosia, Cyprus, May 12 2018. http://taleproject.eu/assets/Language%20Assessment%20Literacy%20-%20Programme.pdf

May 2017 *Chair of the Organising Committee* 'Multimodal World: Research and Practice in Higher Education'. Universitat Jaume I, Castello, Spain, May 4-5 May 2017. https://sites.google.com/site/snemheuji/home/organizing-committee

Nov. 2016 *Member of the Organising Committee* '*Social and Political underpinnings of educational assessment: Setting priorities for the 21st century*'. 17th AEA-Europe. University of Cyprus, Limassol, Cyprus (3-5th November 2016). http://www.cyprusconferences.org/aea2016/index.html

June 2011 *Chair of the Organising Committee* '*1st International Conference on Language Testing and Assessment*'. Department of English Studies, University of Cyprus, Nicosia, Cyprus (3-5 June, 2011). http://www.iclta2011.com/cms

December 2010 *Member of the Organising Committee* '*1st International Conference on Foreign Language Instructional Technology: Theory and Practice (1st FLIT)*'. University of Cyprus, Nicosia, Cyprus (3-5th December, 2010). http://lcweb.ucy.ac.cy/Flit/index.htm

International Colloquia

Sept 2014 *Organiser Language and Assessment Colloquium*, 7th International Conference of English as a Lingua Franca (ELF7). DEREE - The American College of Greece in Athens, September 4-6, 2014 http://www.elf7.org

Multiplier Events

October 2020 *Organiser,* Multiplier Event for the ENRICH Project/Erasmus+, entitled: '*ENRICH ME: Linguistic Diversity and English Language Teaching'*. Department of Primary and Secondary Teacher Education, Pilestredet 46, PA318, Oslo Metropolitan University, Oslo (26th October, 2020). https://enrichoslomet.squarespace.com/
ENRICH ME: Linguistic Diversity in English Language Teaching,26 October 2020 - Enrich (enrichproject.eu)

May 2016 *Organiser* 1st Multiplier Event for the TALE Project/Erasmus+, entitled: '*Language Assessment: What EFL Teachers in Cyprus Need and Want*'. Department of English Studies, University of Cyprus, Nicosia, Cyprus (28th May, 2016). http://www.ucy.ac.cy/eng/documents/Conferences/1st_ME_CY_-Programme.pdf

SIG Symposia

Nov. 2016 *Organiser* 7th Symposium of the EALTA CBLA SIG, entitled: '*Language Assessment and Learning Differences*'. Department of English Studies, University of Cyprus, Nicosia, Cyprus (19 November, 2016). http://www.ucy.ac.cy/eng/documents/Conferences/7th_EALTA-CBLA-Programme_v1.pdf

Oct. 2015 *Organiser* 6th Symposium of the EALTA CBLA SIG, entitled: '*Language Assessment Literacy revisited*'. Department of English Studies, University of Cyprus, Nicosia, Cyprus (31 October, 2015). http://www.ealta.eu.org/events/SIG_CBLA_cyprus2015/6th_EALTA-CBLA-Programme.pdf http://www.ealta.eu.org/events/SIG_CBLA_cyprus2015/SIGsymposium2015.html

Nov. 2014 *Organiser* 5th Symposium of the EALTA CBLA SIG, entitled: '*Issues in Classroom-based Language Assessment*'. Department of English Studies, University of Cyprus, Nicosia, Cyprus (1 November, 2014). http://www.ealta.eu.org/events/CBLA-cyprus2014/5th%20EALTA-CBLA%20SIG%20Symposium.pdf

Nov 2013 *Organiser* 4th Symposium of the EALTA CBLA SIG, entitled: *´Language Assessment Literacy´***.** Department of English Studies, University of Cyprus, Nicosia, Cyprus (1-2 November, 2013). http://www.ealta.eu.org/events/CBLA-cyprus2013/4th%20EALTA%20CBLA%20SIG%202013%20-%20Programme.pdf

Nov 2012 *Organiser* 3rd Symposium of the EALTA CBLA SIG, entitled: *´Test Washback in the Language Classroom´***.** Department of English Studies, University of Cyprus, Nicosia, Cyprus (2-3 November, 2012). http://www.ealta.eu.org/events/3rdCBLA_SIG2012_Programme.pdf

Nov 2011 *Organiser* 2nd Symposium of the EALTA CBLA SIG, entitled: *´Learners' Perspective in Language Testing and Assessment´*. Department of English Studies, University of Cyprus, Nicosia, Cyprus (4-5 November, 2011). http://www.ealta.eu.org/events/CBLA_symposium_cyprus2011/Programme_and_abstracts.pdf

Oct 2010 *Organiser* 1st Symposium of the EALTA CBLA SIG, entitled: *'Assessment of or for learning?'.* Department of English Studies, University of Cyprus, Nicosia, Cyprus (22-23 October, 2010). http://www.ealta.eu.org/events/SIG_sympoisum_cyprus2010/Symposium%20Programme-Abstracts.pdf

SIG Meetings

June 2021 *Organiser* 11th Meeting of the Classroom-based language Assessment SIG, 17th Annual Conference of the European Association of Language Testing and Assessment (EALTA), https://www.ealta.eu.org/conference-redirect.htm

June 2020 *Organiser* 10th (Online) Meeting of the Classroom-based language Assessment SIG, EALTA

May 2019 *Organiser* 9th Meeting of the Classroom-based language Assessment SIG, 16th Annual Conference of the European Association of Language Testing and Assessment (EALTA), University College Dublin, Ireland https://www.ucd.ie/alc/ealta2019/ https://www.ucd.ie/alc/ealta2019/pre-conferenceworkshops/

May 2018 *Organiser* 8th Meeting of the Classroom-based language Assessment SIG, 15th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Bochum, Germany https://ealta2018.testdaf.de/

May 2016 *Organiser* 7th Meeting of the Classroom-based language Assessment SIG, 13th Annual Conference of the European Association of Language Testing and Assessment (EALTA), Universitat Politècnica de Valencia, Valencia, Spain http://www.ealta2016.com/

May-June 2015 *Organiser* 6th Meeting of the Classroom-based language Assessment SIG, 12th European Association for Language Testing and Assessment, Copenhagen, Denmark. http://ealta2015.ku.dk/documents/CBLA_-_Programme.pdf

May-June 2014 *Organiser* 5th Meeting of the Classroom-based language Assessment SIG, 11th European Association for Language Testing and Assessment, Warwick, UK. http://www2.warwick.ac.uk/fac/soc/al/research/conferences/ealta2014/sig/cbla_sig_programme.pdf

May 2013 *Organiser* 4th Meeting of the Classroom-based language Assessment SIG, 10th European Association for Language Testing and Assessment, Istanbul, Turkey.
http://ealta2013.sabanciuniv.edu/SIG-meeting

May-June 2012 *Organiser* 3rd Meeting of the Classroom-based language Assessment SIG, 9th European Association for Language Testing and Assessment, Innsbruck Austria.
http://www.ealta.eu.org/conference/2012/sigmeetings.html

May 2011 *Organiser* 2nd Meeting of the Classroom-based language Assessment SIG, 8th European Association for Language Testing and Assessment, Sienna, Italy.
http://cils.unistrasi.it/articolo.asp?sez0=130&sez1=150&sez2=0&art=236

May 2010 *Organiser* 1st Meeting of the Classroom-based language Assessment SIG, 7th European Association for Language Testing and Assessment, The Hague, The Netherlands.

Social Events

November 2010 & 2011 Visiting Staff and Erasmus Students. Department of English Studies, University of Cyprus.

ADMINISTRATIVE DUTIES

Ministry of Education and Culture – Cyprus

2016-2017 Academic coordinator of the Examination Committee for the Introduction of a New Examination System for the entry of English Language Teachers in the State School System.

2016-2017 Board Member of the Examination Committee for the Introduction of a New English Language Examination System for high school students.

2015-2017 Board Member of CLIL Coordinating Centre, Primary Education.
http://www.moi.gov.cy/moi/pio/pio.nsf/All/1D586F55B8772AFDC2257EDF00454029?OpenDocument

2015 Member of Evaluation Committee for EFL Textbooks, Secondary Education.

2014-2017 Member of the Revision of the English Syllabi for Primary and Secondary Education.

2014-2017 Member of the Evaluation Committee of Private Colleges.

2013-2017 Member of the Cypriot Accreditation Board of L1/L2 English Language Certification.

2011 Intra-discipline Curriculum Committee (for English).

2011-2012 Member of the Internal Committee for the Teaching of English as a Foreign Language.

2010-2011 Member of the Examination Committee (for English).

University of Cyprus

- University Committees

Sept. 2014-May 2016 Board Member of the University Research Committee.

Feb. 2011-May 2015 Board Member of the Student Disciplinary Committee.

April 2011-Jan. 2013 Board Member of the University and Society Committee.

Nov. 2010-Jan. 2013 Board Member of the Graduate Student Committee, Alumni Relations Council.

- School of Humanities

Jan. 2017 - July 2017 Board Member of the School Board of Humanities.

Nov. 2013-Sept. 2015 Representative of School of Humanities to KEDIMA (Centre for Teaching and Learning), University of Cyprus.

May 2012-Jan. 2013 Representative of the School of Humanities of UCY to the Humanities and Social Sciences Subject Committee of the EUF-CE network (European University Foundation – Campus Europae).

Sept. 2011-Sept. 2012 Board Member of the School Board of Humanities.

- Department of English Studies (DES)

Sept 2016- July 2017 Member of Departmental Postgraduate Committee

Oct. 2013-Sept. 2015	Representative of DES to the Language Centre, University of Cyprus.
June 2012- Aug. 2017	Administrator of the Language Testing and Assessment Lab (E102, UCY).
Nov. 2011	Representative of postgraduate courses of DES at the Exhibition of Postgraduate Fair.
Oct. 2010- Aug. 2017	Academic coordinator of the MA in TEFL.
Oct. 2010- Aug. 2017	International Affairs Representative.
Feb. 2010- Aug. 2017	Erasmus/Socrates Coordinator.
Sept. 2010- Aug. 2017	Undergraduate/Postgraduate Student Advisor.
April 2010-Sept. 2015	Selection Committee Member for the renewal of EEP Contracts, Language Centre.
Jan. 2010- Aug. 2017	Departmental Board Member.

Hellenic Open University – Greece

2000-2002 General Secretary *MEd in Teaching English to Speakers of Other Languages (TESOL)*, School of Humanities, Hellenic Open University (HOU), Patras, Greece.

OTHER ACTIVITIES

Member of Standard Setting Activity

2013 Standard setting for writing "English as a Foreign Language" for SLO, Nationaal expertisecentrum leerplanontwikkeling, National Institute for Curriculum Development, Netherlands. http://www.slo.nl/

Local Coordinator

2010-2013 '*Learning for sustainability: Exploring routes to alternative preferable local and global futures*' (staff and student exchange). Intensive Programme (IP). Lifelong Learning Programme. Erasmus. http://fano.tsf.hu/erasmusip/

Accredited Assessor of Trainers of Adult Educators

2007-2009 The National Accreditation Centre for Continuing Vocational Training (EKEPIS), Certification of Trainers of Adult Education Scheme, Athens, Greece.

Trinity College London

2007-2008 Area Manager *Integrated Skills in English (ISE) and Graded Examinations in Spoken English (GESE) exams*, Trinity College London, Greece.

Item Reviewer

June 1998 *The DIALANG Project,* Funded by the European Commission XXII, under the Socrates Programme, LINGUA Action D. http://www.dialang.org

Marker/Oral Examiner

June 1998 *The Greek National Examination of Graduate Teachers of English*, Evaluation Department, Supreme Council for Personnel Selection (ASEP), Ministry of Labour, Greece.

May 1996 'Standard' and 'Higher' EFL PALSO exams, Panhellenic Federation of Language School Owners (PALSO) – Greece.

PROFESSIONAL TRAINING

Nov 2021 *How hard can it be? Issues around how best to provide evidence for assessment validity, reliability and fairness: the practice and challenge of validation (Prof. Stuart Shaw)*
21st Conference of the Association for Educational Assessment Europe (AEA-Europe), Workshop (3-5 November 2021) - digital

Nov 2018 *Achieving in Content Through Language: Assessing Bilingual and Multilingual Learners (Prof. Stuart Shaw)*
19th Conference of the Association for Educational Assessment Europe (AEA-Europe), Workshop (7-10 November 2018) Arnhem - Nijmegen, the Netherlands

July 2017 *Current and Emerging Applications of Information Technologies for Language Assessment*
39th Language Testing Research Colloquium, Workshop (17-18 July, 2017), Bogota, Colombia.

Nov 2016 *Discussing and sharing experiences of the social, political and also cultural drivers of assessment practices and policies*
17th International Conference of the Association of Educational Assessment - Europe, Workshop (3-5 November, 2016), Limassol, Cyprus

June 2016 *Scenario-Based Language Assessments in Educational Settings: Theoretical Foundations, Prototype Examples and Future Applications*
38th Language Testing Research Colloquium, Workshop (20-21 June, 2016), Palermo, Italy.

May 2015 *Self-assessment, the CEFR, and the ELP*
12th EALTA Pre-Conference Workshop (26-28 May, 2015), Copenhagen, Denmark.

March 2015 *Situating mixed methods research in language assessment: Evolution and practice*
37th LTRC Pre-Conference Workshop (17 March, 2015), Toronto, Canada.

May 2014 *Test Item Analysis for English Teachers: Applying Classical Test Theory using Excel*
11th EALTA Pre-Conference Workshop (27-29 May, 2014), Coventry, UK.

August 2012 *Good Practice in Language Testing and Assessment: A Psychometric Perspective*
2nd EALTA Summer School (6-10 August, 2012), University of Gothenburg, Sweden.

May 2012 *Diagnosing Reading and Writing*
9th EALTA Pre-Conference Workshop (29-31 May, 2012), Innsbruck, Austria.

May 2009 *Relating Language Examinations to the Common European Framework of Reference for Languages* (3-day Workshop No 2/2009), European Centre for Modern Languages, Graz, Austria (RelEx).

Feb - April 2007 *Assessing Trainers of Adult Educators (accredited course)*
The National Accreditation Centre for Continuing Vocational Training (EKEPIS), Athens, Greece.

Feb 2005 *Using Advanced Excel and SPSS to Analyse Quantitative Data*
Centre of Applied Statistics, Lancaster University, UK.

Feb 2005 *Using Atlas.ti v4 to Analyse Qualitative Data,* Centre of Applied Statistics, Lancaster University, UK.

July 2003 *Using winMAX® to Analyse Qualitative Data in Language Testing Research*
Pre-Conference Workshop, 25th Annual Language Testing Research Colloquium, Reading, UK.

June 2003 *Using N6® and NVivo® to Analyse Qualitative Data*
Department of Sociology, University of Surrey, Guildford, UK.

March 1997 *An Approach to the Design and Development of Language Test Tasks & Statistical Data Handling: A Principled Process. Pre-conference w*orkshop, 19th Annual Language Testing Research Colloquium, Florida, USA.

June 1993 *Teacher Training Preparatory Course*
British Council, Athens, Greece.

June 1990 *General Methods Course*
The Educational and Training Consultants (ETC), Athens, Greece.

MEMBERSHIP AND ACTIVIES IN PROFESSIONAL ORGANISATIONS

Membership in International and Local Committees:

- **Nominated Member of Evaluation Committee** of 2020 ILTA Community & Outreach Award Committee
- **Chair of Evaluation Committee** of 2020 Jacqueline Ross TOEFL Dissertation Award - ETS
- **Nominated Member** 2019 – to date: International Language Testing Association in Language Assessment Literacy (LALSIG) - ILTA
- **Nominated Member** 2019 – to date: International Language Testing Association in Young Learners SIG (YLSIG) - ILTA
- **Member of Nominating Committee** 2016 – to date. International Language Testing Association – ILTA
- **Expert Member** 2014 - to date. European Association for Language Testing and Assessment – EALTA http://www.ealta.eu.org/expert-members.php
- **Membership Committee** 2013 - to date. European Association for Language Testing and Assessment – EALTA http://www.ealta.eu.org/committees.htm
- **Expert Member** 2012 - to date. The European Centre of Modern Languages – ECML http://www.ecml.at/Resources/Experts/tabid/115/language/en-GB/Default.aspx
- **Chair of Nominating Committee** 2012 - 2015. European Association for Language Testing and Assessment – EALTA
- **Member of the EALTA Task Force** 2012- 2014. European Association for Language Testing and Assessment – EALTA.
- **Coordinator** 2010 - to date. *Classroom-based Language Assessment* - Special Interest Group, European Association of Language Testing and Assessment – EALTA. http://www.ealta.eu.org/sig.html
- **Former Board Member -** Teachers of English to Speakers of Other Languages – TESOL Greece.

Regular Membership:

- **Member** – International Language Testing Association - ILTA.
- **Member** – Association of Evaluation and Assessment - AEA.
- **Member -** European Association for Language Testing and Assessment – EALTA.
- **Member** - Cyprus Pedagogical Association.
- **Member** - Literacy and Reading Association of Cyprus – LitRACY.
- **Member -** Canadian Association of Language Assessment/L'Association Canadienne pour l'Évaluation des Langues (CALA/ACEL).
- **Member -** Special Interest Group of the Canadian Educational Researchers' Association – CERA.
- **Member -** Cyprus Teacher Association of Language Teachers – CyTEA.
- **Member -** Cyprus Linguistic Society – CyLing.
- **Member -** Teachers of English to Speakers of Other Languages – TESOL Greece.
- **Member -** European Association of Research in Learning and Instruction – EARLI.
- **Member -** Teachers of English to Speakers of Other Languages - TESOL Inc.
- **Member -** American Association of Applied Linguistics - AAAL.
- **Member -** International Association of Teachers of EFL - IATEFL.
- **Member -** Greek Applied Linguistics Association - GALA.