CURRICULUM VITAE

KOSTOULI, Triantafyllia. Associate professor of 'School Literacy'. Faculty of Education, School of Primary Education, Department of Social and Cultural Studies.

Studies and Degrees.
Undergraduate studies (1981 – 1985): School of Philosophy, Department of Greek Language and Literature. University of Athens, Greece.
Postgraduate studies:
- **Master of Philosophy** (M.Phil.). (1986 – 1987). School of Education. Cambridge University, UK.
- **Ph.D.** (1987-1991). Department of Linguistics, Edinburgh University, Scotland**.**
Postdoctoral research (1991-1993). Boston University. Η.Π.Α.

Teaching and Research interests:

- Educational Linguistics, Critical literacy. Writing. Sociocultural and sociocritical approaches to literacy, school genres, critical analyses of writing practices in school contexts.
- Classroom discourse: Analyzing 'effective' teacher talk and developing practices for turning classroom communities into places of dialogic inquiry.
- Designing curricula for the teaching of Greek in elementary and secondary schools.
- Academic literacy. Students' socialization into the academic culture.

PROJECTS/RESEARCH PROGRAMS:

CURRICULUM DESIGN

- **Developing the curriculum for the teaching of Greek language in Cypriot schools (2009-2010)**

(in cooperation with Prof. Chatzisabbidis and Prof. St. Tsiplakou): Developing the curriculum for the teaching of Greek in Cypriot schools from the preschool and elementary school up to junior secondary level.

- **Developing tools and resources for classroom practice: 2010-2013.**

Creating a corpus of multimodal texts for L1 language teaching: This resource is to be used by Cypriot teachers for the teaching of L1 through the pedagogy of critical literacy. This corpus, of around 120 pages, contains a variety of multimodal texts drawn from the wider local community (newspapers, internet, school texts etc.) and offers teachers guidelines on how to use this collection in the process of creating along with their students a thematic unit through which they may foster students' critical language awareness.

RESEARCH PROJECTS

1997	Participating in a program run by the Center of Greek Language entitled 'Education of Muslim children'. (principal investigator Prof. Anna Frangoudaki, from the University of Athens). This involved documenting and analyzing the problems Muslim school children living in Thrace face in their use of Greek language to create oral and written texts. Working in cooperation with prof. D. Kati from the University of Athens.
1998	Participating in a program run by the Center of Greek Language entitled 'Designing and implementing programs of parallel intensive teaching' (principal investigator Prof. Tz. Skoura, AUTH). This involved the designing of interventions that would foster elementary students' engagement with Greek language and help them overcome difficulties they face in school.
2003-2004	IDEKE (Ινστιτούτο of LifeLong Adult Education) Designing a 120- hours course for the education of adult Roma (principal investigator and in charge of this: Prof. Ev. Tressou).

The course dealt with the teaching of basic literacy skills (level 0) to functionally illiterate Roma adults, i.e. adults who had either not attended elementary school education at all or had sporadically attended the first grades of elementary education.

By integrating the teaching of literacy and numeracy skills in thematic units that were focusing on issues of importance to Roma adults' everyday life (i.e. 'Work-related issues', 'Dealing with public services', 'Addressing family matters', 'Becoming aware of one's rights' etc.), this course was concerned with facilitating Roma adults' functioning in mainstream society.

Specific tasks:
- *Creating a theoretical framework*: Designing the theoretical theses of the program (in cooperation with Prof. Tressou and Prof. Aidinis) along axes developed by the Australian Committee for Training Curriculum and Prof. Mary Kalantzis.
- *Creating teaching materials*: Designing thematic units spread over 3 sub-levels of basic level 0; these integrated the teaching of literacy and numeracy in a variety of tasks.
- *Teacher training*: participating in seminars training teachers to use this material.

October 2010-now
Education of Roma schoolchildren at the provinces of Central, East and West Macedonia and Thrace.

- 2011-12: Designing thematic units to be used by teachers in their classrooms for responding for the difficulties Roma children face in learning Greek at elementary schools.
- February to June 2013: Working with support-teachers (i.e. teachers providing parallel support to the main teacher) and redesign the Greek language textbooks used in the first two grades so that they meet the needs of Roma school children.
- February – June 2013: Participating in a distance education course and working with a group of 4 secondary school teachers. The aim was to help them design interventions they could use in their classrooms for addressing the needs of their Roma students as well as other students facing problems in the learning of Greek as L2.

Indicative list of publications

Kostouli, Tr. (ed.) (2005) *Writing in Context(s): Textual Practices and Learning Processes in Sociocultural Settings*. Boston: Springer.

Supervising and editing the translation of a series of English books into Greek published by Epikendro.

- Pappas, Ch. C., L.B. Zecker (eds) (2001) **Transforming literacy curriculum genres: Working with teacher researchers in urban classrooms.** Mahwah, NJ: Lawrence Erlbaum Associates.
- Cook-Gumper, J. (ed.) (2006). **The social construction of literacy.** Cambridge: Cambridge University Press.
- Kostouli, Tr. (ed.) (2005) **Writing in Context(s): Textual Practices and Learning Processes in Sociocultural Settings**. Boston: Springer.
- Lee Mckay, S., and N.H. Horneberger (eds.) (1996). **Sociolinguistics and language teaching.** Cambridge: Cambridge University Press.

(2011) Supervising the edition and translation of the **'Greenwood Dictionary of Education', edited by John W. Collins and N.P. O'Brien. [2003] Westport, Connecticut: Greenwood Press.** (Αγγλο-Ελληνικό Λεξικό Όρων της Εκπαίδευσης' [μετφρ. Κ. Μιλτσακάκη, επιμ. Τρ. Κωστούλη).. Thessaloniki: Vanias Pubications. This lexicon introduces readers with all basic terms in sub-fields related to education.

Articles (in English)

A sociocultural framework: Writing as social practice (invited paper). In Beard, R., Myhill, D., Riley J. and M. Nystrand (eds.) (2009). The SAGE Handbook of Writing Development. (98-116) London: Sage.

Kostouli. T. and S. Mitakidou (2009). Policies as top-down structures versus as lived realities: An investigation of literacy policies in Greek schools. In Mitakidou, S., Tressou, E., B.B. Swadener and C.A. Grant (eds.), Beyond pedagogies of exclusion in diverse childhood contexts: Transnational Challenges. (47-63). New York: Palgrave Macmillan.

Introduction. **Making Social Meanings in Contexts: Writing, Literate Activities and Learning Processes in Sociohistorical Communities** (2005a). In Tr. Kostouli (ed.) *Writing in Context(s): Textual Practices and Learning Processes in Sociocultural Settings*. (1-26). Boston: Springer.

Co-constructing writing contexts in classrooms: Scaffolding, Collaboration, and asymmetries of knowledge (2005b). In Tr. Kostouli (ed.) *Writing in Context(s): Textual Practices and Learning Processes in Sociocultural Settings*. (93-116). Boston: Springer.

On the structure of textual rhetoric: Some evidence from Greek narratives. (1992). *TEXT* 12 (3): 373-96.

Narrative strategies and local norms: Literacy problems in a Greek village (1993α). *Papers in Mother Tongue Education 1*, G. Gagne and A.C. Purves (eds.). (47-64). Waxmann: Munster and New York.

Cross-cultural aspects of writing development. (1997). *Proceedings of the 16th International Congress of Linguistics*. (paper 0341). Oxford: Pergamon.

On writing conferences: The structuring of meaning negotiation in Greek classrooms. (2000). *Literacy – Challenges for the new millennium: Selected papers of the 11th European Conference on Reading*. August 1-4, 1999. Ing. Austad and El. T. Lyssand (eds.) (73-88). Center for Reading Research: Stavanger, Norway.

Discourse Analysis, language teaching and syllabus design: The Greek context. (2002). Review-article on the textbook entitled **"***Expository Discourse"* which is used in Greek high schools for the teaching of expository discourse. *GLOSSOLOGIA 13*.

Teaching Greek as L1: Curriculum and textbooks in Greek elementary education (2002β). *L1 – Educational Studies in Language and Literature* 2: 5-23.

A sketch of current work on Discourse Analysis in Great Britain. (1988-1989). *GLOSSOLOGIA* 7-8: 145-68.

Book review of the book entitled 'Socialization and educational inequalities' by J. Pyrgiotakis. *Journal of Modern Greek Studies 8* (1990): 151-3.

Selected Conference Papers

Applying Discourse Analysis to educational practice: An examination of coherence and grounding in children's narratives. (1990a). Paper presented at the AILA World Conference. Chalkidiki, Greece, April 1990.

Oral strategies in written language production: The patterned use of "and" – "and then" in children's narratives. (1990b). Paper presented at the 5th International Congress on Child Language. Budapest, Hungary, July 15-20, 1990.

On writing conferences: The structuring of meaning negotiation in Greek classrooms. Paper presented at the 11th European Congress on Reading. Stavanger, Norway, August 1-4, 1999.

Revision as a social process: An inquiry into the classroom processes that shape children's school writing. Paper presented at the 3rd IAIMTE Conference. Amsterdam, July 11- 13, 2001.

Tracing writing development through literacy events: An investigation into the social factors that shape children's writing. (2002α) Paper presented at the 8th International EARLI Writing Conference, 10-13 July 2002, Stafford, UK.

On the development of story writing: An investigation into the interactive processes that shape Greek children's story writing (2002β). Ανακοίνωση στο 8th International EARLI Writing Conference, 10-13 July 2002, Stafford, UK.

Social interaction in learning communities as a context supporting writing (2003α). Paper presented at the **Expert panel Symposium** organized by SIG Writing on *Fostering student involvement in writing* **.** 10th EARLI conference. Padova, Italy, August 26-30, 2003.

Co-organizing a symposium (with professor Linda Allal, University of Geneva) on **LEARNING TO WRITE IN CLASSROOM COMMUNITIES** (2003β). 10th EARLI conference. Padova, Italy, August 26-30, 2003.

Reading written texts and contexts from different angles: Research, policy and practice perspectives on the construction of students as literate subjects. (2004). Paper presented at the 9th International EARLI SIG Writing Conference, September 20-23, 2004, Geneva, Switcherland.

The role of intercontextuality in the co-construction of genre meanings: Evidence from Greek classrooms (2006). Paper presented at the Joint AAAL (American Association of Applied Linguistics) and ACLA/CAAL (Canadian Association of Applied Linguistics). Montreal, June 17-20, 2006.

Principles of "effective" teaching and learning in literacy classrooms: A multi-layered approach to dialogic discourse. **(2007α).** Paper presented at the 6th IAIMTE conference, Exeter, England, March 27-29, 2007.

From the design of literacy programs to classroom-constructed literate cultures: static and dynamic approaches (*Από τα προγράμματα γραμματισμού στο γραμματισμό της σχολικής τάξης: Στατικοί και δυναμικοί τρόποι*) (2005α). Paper presented at the 26th Annual meeting of the department of Linguistics, AUTH, May 14-15th, 2005.

Writing research in the classroom: Strengths and restrictions of different theoretical orientations and pedagogical perspectives. (2005β). Paper presented at the SIG Writing invited Symposium on '*Methodology in writing research: A condition for theoretical insight and for effective learning environments*'. Limassol, Cyprus, August 23-27, 2005.

Aidinis, Kostouli, Tr. And Tressou, Ev. (2006α). **Interweaving language and math in a course on basic literacy: An investigation of L2 language learning by Roma adults**. *(Διαπλέκοντας γλώσσα και μαθηματικά σε ένα πρόγραμμα καλλιέργειας των 'βασικών μορφών γραμματισμού'. Μια διερεύνηση με στόχο την εκμάθηση της ελληνικής ως δεύτερης γλώσσας από ενηλίκους Τσιγγάνους). Paper presented at the conference on 'Δια βίου μάθηση για την Ανάπτυξη, την Απασχόληση και την Κοινωνική Συνοχή'.) Volos, March 31- April 3rd 2006.*

Co-constructing writing strategies and plans: 'Expert' and 'struggling' writers in socially mediated contexts of instruction (2007γ). Paper presented at the 12^η EARLI Biennial Conference, 28 August- Σεπτεμβρίου 1st, 2007. Budapest. (Symposium entitled "The role of self regulation in writing". Organisers: Amos van Gelderen & Ron Oostdam [University of Amsterdam]) Contributors: Tr. Kostouli, (Aristotle University) Eva Lindgren (Umea University), Debra Myhill (University of Exeter), Mark Torrance (Staffordshire University).

Negotiating gender in and through writing: From correlational studies to a social practice approach. Paper presented at the <u>SIG WRITING: Invited Symposium entitled '</u> Boys, Girls and Writing: What's the Difference?' 13^η EARLI Biennial Conference, 25-29 August, 2009. Amsterdam. Organizer: Susan Jones (University of Exeter). Contributors: Judy M. Parr and Kane Meissel (the University of Auckland), Lorna Bourke (Liverpool Hope University) & Anne-Marie Adams (Liverpool John Moores University) and Shelley Stagg Peterson (Ontario Institute for Studies in Education of the University of Toronto). Triantafillia Kostouli (Aristotle University of Thessaloniki). Discussant: Debra Myhill (University of Exeter).

Kostouli, Tr., and Stylianou, M. (2012). **Dialogism, cross-curricular approaches to language teaching and written language development: Evidence from school communities**. Paper presented at the 15th International conference of Applied linguistics entitled 'Cross-curricular approaches to language education'. Thessaloniki, 23-25th November 2012. Mediterranean Palace Hotel.

Kostouli. Tr., and Stylianou, M. (2013) **Critical literacy from theory to practice: Tools for designing new pedagogical practices and reflecting upon new identities** (*Ο κριτικός γραμματισμός από τη θεωρία την πράξη: Εργαλεία δόμησης και αναστοχασμού νέων ταυτοτήτων και παιδαγωγικών πρακτικών.*) Papper presented at the 34th Annual Meeting of the Department of Linguistics at AUTH entitled 'Language and Education'. Thessaloniki, 16-18 May 2013.

Organizing a symposium entitled '**Using structural and functional grammar for the critical reading of multisemiotic reality: From the theory to the practice of critical literacy**'. Organized as part of a conference entitled 'Critical literacy in the school context'. (participants Chatzisavvidis, Tentolouris, F., Kostouli, Tr., Stylianou, M., Georgiou, An.) that will take place in Drama, 1-3 November 2013.

Kostouli, Tr., Stylianou, M. (2014). **Drawing from and contesting each other's words: Repetition and voicing in students' texts**. To be presented at the 'Writing across Borders' conference. Paris, 19-22 February 2014.

Selected articles in Greek

Temporal clauses and their role in text cohesion (Οι χρονικές προτάσεις και η συμβολή τους στη δόμηση ενός κειμένου). (1990). *Studies on Greek language. Proceedings of the 10th Annual Meeting. Department of Linguistics, School of Philosophy, Aristotle University of Thessaloniki.* (339-58). Thessaloniki: Kyriakidis.

Pragmatic principles and their effect on language use: The case of connectives and discourse markers (Πραγματολογικές αρχές και η συμβολή τους στη χρήση της γλώσσας: Η περίπτωση των συνδετικών). (1991). *Studies on Greek language. Proceedings of the 11th Annual Meeting. Department of Linguistics, School of Philosophy, Aristotle University of Thessaloniki.* (387-401). Thessaloniki: Kyriakidis.

Social context, text strategies and school success. (Κοινωνικό περιβάλλον, κειμενικές δεξιότητες και σχολική επίδοση) (1997). *GLOSSA* 41: 43-57.

Social-class differences in language use: The case of temporal adverbial clauses (Κοινωνικές διαφορές στη χρήση της γλώσσας: Δευτερεύουσες προτάσεις). (1998α). *Studies on Greek language. Proceedings of the 18th Annual Meeting. Department of Linguistics, School of Philosophy, Aristotle University of Thessaloniki.* (289-303). Thessaloniki: Kyriakidis.

Social-class differences in the construction of texts: A functional approach to linguistic variation (Κοινωνικές διαφορές στη δόμηση κειμένων: Λειτουργική θεώρηση της γλωσσικής ποικιλίας). (1998β). *Virtual School, The Sciences of Education Online* 1(1).

On the development of narrative discourse: A functional approach (Εξέλιξη αφηγηματικής ικανότητας: Λειτουργική προσέγγιση). (1999). *Greek Linguistics '97: Proceedings of the 3rd International Conference on Greek Language.* (808-16). Athens: Ellinika Grammata.

Discourse strategies, functional and critical literacies: Evidence from children's story books (Κειμενοκεντρική προσέγγιση και κοινωνική/κριτική εγγραμματοσύνη: Η συμβολή της παιδικής λογοτεχνίας). (2000α). *Virtual School, The Sciences of Education Online* 2 (1).

Strategies of academic listening (Στρατηγικές κατανόησης ακαδημαϊκού επιστημονικού λόγου: Πρώτες παρατηρήσεις). (2000b). *Studies on Greek language. Proceedings of the 20th Annual Meeting. Department of Linguistics, School of Philosophy, Aristotle University of Thessaloniki.* (256-67). Thessaloniki: Kyriakidis.

Classroom discourse in the framework of genre-literacy: Text strategies and the construction of knowledge (Η γλώσσα της σχολικής τάξης στο πλαίσιο της εγγραμματοσύνης των γλωσσικών ειδών: Κειμενικές στρατηγικές και οικοδόμηση της γνώσης). (2001a). *Studies on Greek language. Proceedings of the 21st Annual Meeting. Department of Linguistics, School of Philosophy, Aristotle University of Thessaloniki.* (359-70). Thessaloniki: Kyriakidis.

Social class differences in the construction of a speech event: Evidence from the Greek context (Κοινωνικές διαφορές στην πραγμάτωση μιας δραστηριότητας λόγου: Δεδομένα από τον ελληνικό χώρο). (2001b). *Proceedings of the 12th International Conference of Applied Linguistics.* Psaltou-Joycey, A., Valiouli, M. (eds.). (287-98). Thessaloniki: Greek Applied Linguistics Association.

From communicative teaching to genre-literacy: Similarities and differences (Από την επικοινωνιακή στην κειμενοκεντρική προσέγγιση: Κοινές θέσεις και σημεία διαφοροποίησης). (2001c). Proceedings of the 4th International Conference on Greek Linguistics. Thessaloniki: University Studio Press.

Intertextuality and learning in the classroom. (Διακειμενικότητα και μάθηση στη σχολική τάξη) Proceedings of the *5th International Conference on Greek Linguistics*. (317-320). L' Harmattan: Paris.

Critical Discourse Analysis of classroom literacies: Main theses (Κριτική ανάλυση του γραμματισμού της σχολικής τάξης: Βασικές θέσεις και άξονες μελέτης). Volume dedicated from the Department of Linguistics of Athens University to professor G. Babiniotis**. (577-590). Athens. Ellinika Grammata.

 (in press) **Combining dialogism and heteroglossia with grammar teaching and reading in school communities: The role of Critical Discourse Analysis in educational practice.** Invited article to a volume published in honor of professor N. Mitsis.

Kostouli. Tr. Stylianou, M. (submitted) **Critical literacy from theory to practice: Tools for designing new pedagogical practices and reflecting upon new identities** (*Ο κριτικός γραμματισμός από τη θεωρία την πράξη: Εργαλεία δόμησης και αναστοχασμού νέων ταυτοτήτων και παιδαγωγικών πρακτικών.*) Proceedings of the 34th Annual Meeting of the Department of Linguistics AUTH entitled 'Language and Education'. Thessaloniki, 16-18 may 2013.

Teacher-centered Workshops

'Reflecting upon about practices that implement critical literacy'. «Συζητώντας πρακτικές κριτικού γραμματισμού». Larnaca, Cyprus, March 24th, 2012. Workshop with Cypriot teachers.

Drawing upon the basic principles of critical literacy, discussion focused on how a thematic unit may be created along the lens of the critically literacy curriculum developed for Cypriot schools. On the basis of this, teachers, working in groups, designed their own thematic units drawing by texts given to them along with pertinent reading and writing practices. Each groups' project was presented and discussed in a whole-class presentation.

Member of Scientific Organizations
1. IAMTE (International Assocation for Mother Tongue Teaching)
2. GALA (Greek Association of Applied Linguistics)
3. EARLI
4. Greek Society of Language and Literacy (Ελληνική Εταιρεία Γλώσσας και Γραμματισμού).

International Journals
- Member of the editorial board of the **Journal of Writing Research**