



NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE

NEXT LEVEL YOU 

ENGLISH LANGUAGE & TEACHING SCHOOL

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



ISSUE 03 | 2024-2025



— Intro

A WELCOME ADDRESS BY THE SCHOOL HEADS



Welcome to the English Language and Teaching School at New York College, Athens, Greece. The programme you chose to study provides a wealth of opportunities to expand your interests academically, intellectually and socially. You will be given the freedom to explore new ideas and practices, and at the same time gain the qualifications and skills that will equip you for the challenges of life beyond University.

At New York College we have an excellent team of well qualified and supportive tutors who are available to assist you at all times. Show your commitment and realise your potential by making full use of the assistance that New York College has to offer. As your Programme Leader I will be glad to meet you often throughout your studies, in class and/or in scheduled one-to-one meetings to discuss your progress.

The Department of English Language at New York College is very active and well connected with the teaching community and organizes events and seminars with key figures in the area of language teaching. I encourage you to become a member of this community and to actively seek opportunities for organising yourselves events and activities that will increase your professional network and develop your employability skills.

I can assure you that Study at New York College is both challenging and exciting! I hope that your years of study here will be enjoyable, memorable and fulfilling.

Dr. Panagiota Nikoletou, PhD, MA, BA (Hons), BA
Head of the English Department, New York College Athens



Foteini Malkogeorgou MA, DELTA, BSc
Head of the English Department
NYC Thessaloniki Campus

Welcome to the English Language and Teaching School at New York College, Thessaloniki, Greece. The program you've chosen offers numerous opportunities to broaden your academic, intellectual, and social interests.

You'll have the freedom to explore new ideas and practices while gaining the qualifications and skills necessary for post-university life.

At New York College, we have a dedicated team of highly qualified and supportive tutors ready to assist you at any time. Show your commitment and realize your potential by fully utilizing the resources and support available here.

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

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— Studies in English Language Teaching

The college offers in collaboration with THE UNIVERSITY OF GREENWICH State University, degrees specialized in English Language Teaching.

The programs offered emphasize the interaction of theoretical linguistics with methodology and practical practice in a classroom.

The duration of studies is three years at undergraduate and 12 months at postgraduate level, while the diplomas are awarded directly by the University of Greenwich and meet the requirements of professional equivalence under the procedure laid down by the Ministry of Education and Religious Affairs. Graduates with English Language Studies upon the completion of the programme can work in sectors such as: Teaching, Linguistics, Translation, Media, Publications, Administration, etc.





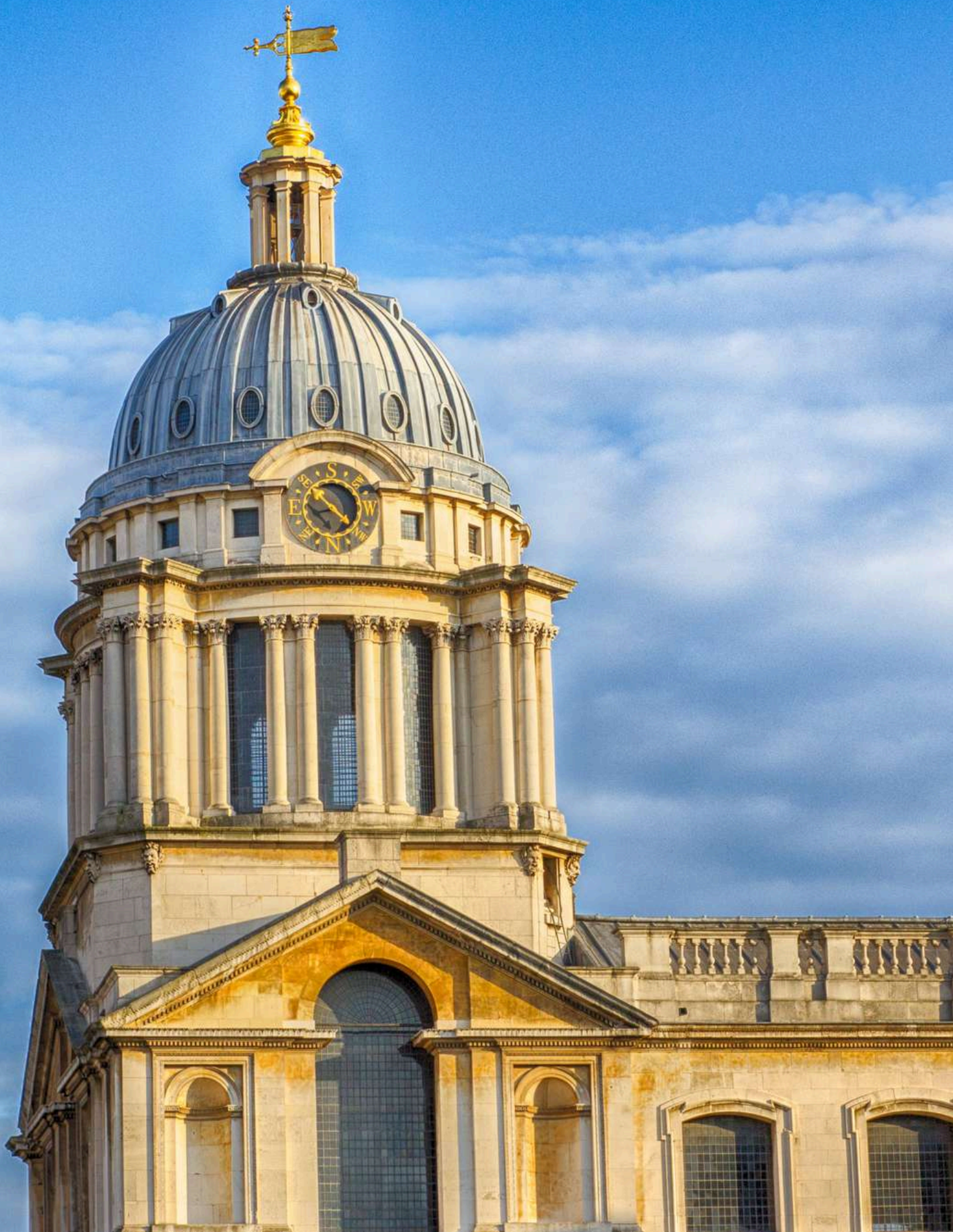
Why study English Language and English Language Teaching?



In today's globalised world and in an era in which movement of diverse people across geographical borders for a range of educational, socioeconomic or sociopolitical reasons has become a norm, people's ability to live in and with languages other than their mother tongue has become a valued personal, social, political and economic asset. The need for multilingual competence has been widely acknowledged in the Greek reality too, although it is true that this has been mainly linked to knowledge of English as a foreign language (EFL) and has been, until recently, predominantly associated with an individual's economic and career advancement. English is considered the global language and it widely spoken and understood in many parts of the world. This makes it an essential language to learn for communication in international business, travel, and education.

Therefore, those who study English will automatically have more career opportunities since many companies and organizations require employees who are proficient in English, as it is the language of international trade, diplomacy, and academia. Being able to communicate effectively in English can open up a range of job opportunities. Culturally speaking, enriching your intercultural competence is a great skill valued by a lot of employers because the need to engage in genuine communication with people of other linguistic and cultural backgrounds has become more pressing than ever. Furthermore, English is the language of some of the most influential literature, music, and films in the world. By studying English, individuals can gain a deeper understanding and appreciation of the cultures and people who use the language.

Finally, mastering a language at this level, adds to personal growth. While learning a new language can be challenging, it can be a rewarding experience that can enhance one's cognitive abilities, communication skills, and confidence in social situations.



UNIVERSITY OF GREENWICH GREAT BRITAIN

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

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

The UNIVERSITY OF GREENWICH offers, in cooperation with New York College, undergraduate and postgraduate programmes with studies, carried out entirely in Greece, where students receive the original degree of this world-renowned British State University.

New York College has a franchise agreement in accordance with the legislation of the Greek Ministry of Education and the degree you will receive at the end of your studies is awarded by the University itself.





UNIVERSITY OF GREENWICH

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

19th June 2020

Professor Jane Harrington
Vice-Chancellor

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



00045492

0006724 / P/2787 0037048-B-GAVE



University of Greenwich

PANAYOTA RAIKOU

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

4th December 2012

Professor David Maguire
Vice-Chancellor

Lord Hart of Chilton
Chancellor



0006724 / P/2787 0037048-B-GAVE

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



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



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

Α Π Ο Φ Α Σ Η

ΑΝΑΓΝΩΡΙΣΗΣ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΙΣΟΔΥΝΑΜΙΑΣ

Το Συμβούλιο Αναγνώρισης Επαγγελματιών Προσόντων
Έχοντας υπόψη:


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

Α Π Ο Φ Α Σ Ι Ζ Ο Υ Μ Ε

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

Μαρούσι, 26-1-2017

Ο ΠΡΟΕΔΡΟΣ


ΣΠΥΡΙΔΩΝ ΠΑΠΑΠΑΝΑΓΙΩΤΟΥ



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ



Λεωφόρος Εθνικής Αντιστάσεως 41, 142 34 Νέα Ξηρά
www.efop.gov.gr

Βεβαίωση υποβολής αναγγελίας έναρξης ασκήσεως επαγγέλματος της διδασκαλίας

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

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

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



Δρ. Ελένη Γιαννακοπούλου

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



Undergraduate

Bachelor's degree in English Language Teaching

This programme combines practical training in English language teaching with the academic study of language and communication. It leads to the securing of a teaching license from the Greek Ministry of Education as our graduates enjoy full professional rights which open up career opportunities in the teaching of the English language both in Greece and overseas for which there is an ever-greater demand.

At level one, students take three broadly-based 'core' courses, and two further courses chosen from a wide variety of other disciplines within the school. At levels two and three, students follow a more specialised programme of study with three core courses and one or two further optional courses chosen from a wide variety of other disciplines within the school. On completion of the programme the successful graduate will enjoy a wide variety of opportunities available in a range of areas, such as: Teaching, Translation, Editing, Educational Management, the Media and Publishing.



WHY CHOOSE THIS PROGRAM

- The UNIVERSITY OF GREENWICH degree ensures a teaching license from the Hellenic Ministry of Education, as graduates enjoy full professional rights that open up career opportunities in English teaching, both in Greece and abroad.
- Bachelor of Arts (BA Hons) degree from the world-renowned British State University "UNIVERSITY OF GREENWICH".
- The program combines academic study of Language and Communication with practical training in teaching English.
- At the first level, students take three core courses and two electives chosen from a wide variety of other disciplines.
- At levels two and three, students follow a more specialized curriculum with three core courses and one or two additional electives, chosen from a wide variety of other majors in the School.
- Upon completion of the program, the graduate has a wide variety of career opportunities in different fields, such as: Teaching, Linguistics, Translation, Media, Publishing, Management, etc.



Graduate

Master's degree in Applied Linguistics (TESOL)

The Master of Arts (M.A.) program of the British State University "UNIVERSITY OF GREENWICH", with a major in Applied Linguistics and full-time studies at New York College in Greece, is specifically designed not only for graduates with teaching experience, but also for language teachers and teacher trainers who wish to build a professional career in modern languages either at the research or teaching level: This course prepares students to contribute effectively to language teaching in the organization they work in, through research, development and application of newly acquired knowledge, as well as to strengthen their career prospects in training and higher education.

WHY CHOOSE THIS PROGRAM

- Master of Arts (M.A.) degree from the world-renowned British State University "UNIVERSITY OF GREENWICH".
- This postgraduate program is designed specifically for graduates with teaching experience, as well as the practice of foreign language teachers and trainers who wish to pursue a career in modern languages, particularly English.
- The program introduces postgraduate students to research, including second language learning, language testing and communicative language teaching.
- Students in the program explore the interface between language learning research and practical learning environments, while acquiring the technological skills to use digital language learning tools (computers, internet, etc.).
- Upon completion of the program, graduates enjoy a wide variety of alternative career opportunities in a variety of sectors, such as: Teaching, Translation, Educational Management, Media and Publishing.







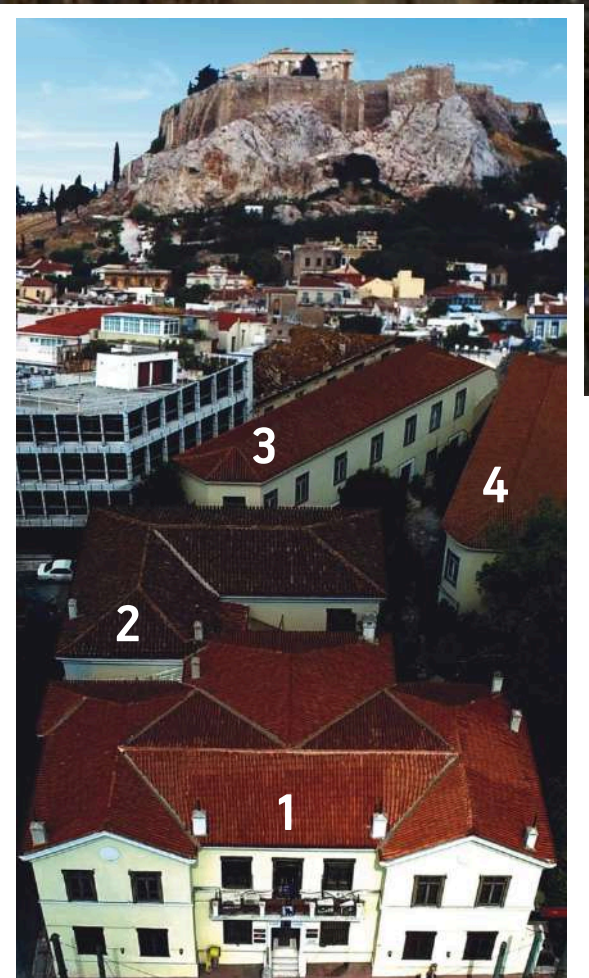
NYC ATHENS CAMPUS

The only multi-building campus in the heart of Athens!

New York College students benefit from a unique privilege: They study at the NYC Athens Campus, the only multi-building educational complex in the heart of Athens, whose history spans three centuries (19th-21st).

Historically, the site where NYC Athens Campus is now located, was inaugurated as an educational facility in 1879, and is an iconic landmark of the Old City of Athens, literally in the shadow of the Acropolis.

RIGHT:
Panoramic floor plan of the 4 buildings (halls) of the NYC Athens Campus in the shadow of the Acropolis. Syngros Hall (building 1), Mumper Hall (building 2), Kapodistrias Hall (building 3), Paparrigopoulou Hall (building 4).







NYC THESSALONIKI CAMPUS

In the heart of Thessaloniki,
in the historical area of Kamara!

NYC Thessaloniki Campus is the academic arm of New York College in Northern Greece and the wider region of the Balkans.

The Campus, located in the city centre, has conference rooms, a computer lab, a library, a writing centre and special classrooms with advanced audiovisual equipment and study areas.

NYC Thessaloniki Campus combines a student, technological and entrepreneurial character and is known for the vibrancy and diversity of its students.

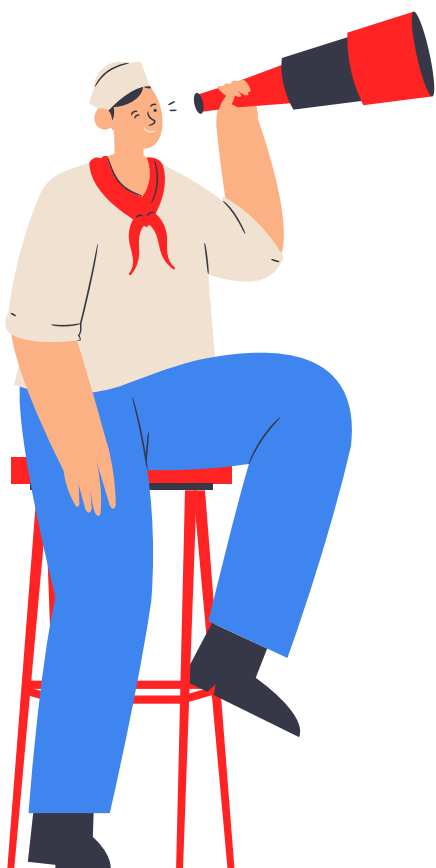


Articles by New York College Faculty

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

By Dr Panagiota Nikoletou, PhD, MA, BA (Hons)

Head of the English Department, New York College Athens



In the current era of globalisation and the ever-expanding trans-national movement – voluntary or forced – of people from all walks of life, the need to understand and facilitate language learning and adapt language teaching accordingly has become more important than before (The Douglas Fir Group, 2016). Understandably therefore, teachers quite often struggle to find ways in order to create a conducive learning environment to support learners' productive engagement in their EFL classroom and, by extension, their L2 development (Nikoletou, 2017).

Contemporary language classrooms are becoming more and more diverse with the inclusion of learners from different educational and cultural backgrounds, with different experiences, languages and interests. To reflect this "diversity" and accommodate learner's needs, Differentiated Instruction calls for rethinking and restructuring teaching and learning to ensure that all students receive equivalent level of education. According to Tomlinson and Imbeau (2010), differentiation is described as "classroom practice with a balanced emphasis on individual students and course content." (p. 14). Depending on learner's readiness, interest and learning profile, they propose that the modification of curriculum-related elements – content, process and product– is central to the classroom practice of differentiation.

Differentiated instruction is not a strategy as such but rather a philosophy, another way of thinking and while teachers are aware of the concept and the profound inclusion of specific implementations in their syllabus design and methodological approaches, many of them experience difficulties in their effort to integrate content, process and product differentiation in their EFL classrooms (Joseph, 2013) most likely due to lack of preparation or experience.



To this end, EFL teachers may want to consider drawing on the Flipped Classroom Teaching Model by which lecture content is delivered to learners at home through electronic means and thus, time in class can be used more efficiently allowing more interaction between teacher and student, more learner autonomy and addressing multiple learning styles (Arnold-Garza, 2014) which include visual, auditory and kinaesthetic sensory learning styles or sensory preferences. They concern the perceptual modes or learning channels through which students process input (Dörnyei & Ryan, 2015).

Another "supplementary tool" is NLP (Neuro Linguistic Programming), which has emerged as an "emotional bridge" to help teachers establish, as well as maintain, positive relationships with their students (Pishghadam & Shayesteh, 2014).

It offers an array of benefits; it helps learners to improve their memory skills, exercise effectively learning strategies, construct educational beliefs, boost self-esteem and self-confidence, and most importantly increase their motivation (Thornbury, 2001). This can be achieved by incorporating elements of various techniques such as role-play, storytelling or guided narratives in the lesson in order to better understand learner's differences. While adopting differentiated instruction in the contemporary EFL classroom can be quite challenging for the teacher, understanding learner's differences and transforming them into learning opportunities has indeed the potential to revolutionise learning and teaching in ways that will help L2 learner's reach their full potential.

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Technology-based foreign language learning (TBFL):

A challenge and opportunity for the teacher.

By Foteini Malkogeorgou MA, DELTA, BSc

Head of the English Department NYC Thessaloniki Campus

New technologies and on-line resources in foreign language teaching can be of great pedagogical and learning value but also a challenge for the teacher. The effective integration of ICT and Web 2.0 in any foreign language teaching and learning setting requires besides available and reliable infrastructure, well trained and informed teachers (Pirani, 2004; O'Neill, Singh & O'Donoghue, 2004; Baylor & Ritchie, 2002).

There is an abundance of free on-line resources which are either designed for language learning or which can be used as input or teaching tools. For example, there are platforms for creative writing (i.e., Storybird), for designing interactive worksheets and embedding videos and images (i.e., Wizer.me) or creating interactive video activities (i.e., Playposit). There are virtual "bulletin" boards which support collaboration and sharing (i.e., Padlet), Learning Management Systems (i.e., Moodle, Slack), free services (i.e., Google classroom), and videoconferencing platforms (i.e. Zoom, MS TEAMS) for setting up virtual classrooms or extending the face to face classroom or blending modes of learning.

The resources seem endless and while they place several demands on the teacher, they are also an opportunity for developing new skills. The challenge does not lie in developing ICT skills but in evaluating the affordances of each medium (the potential for language learning), understanding the cognitive demands different modes place on learners, and designing technology-mediated tasks in line with second language acquisition and language learning theories.

While multimedia applications support multimodality (textual, aural and/or visual communication, synchronous and/or asynchronous) and allow the learner to interact with the content, peers, and tutors enhancing learning, they can also bring about opposite results for instance, cause cognitive load if certain instructional design considerations are not met, as in the case of using bimodal film/video subtitles (the soundtrack and the subtitles being the same language) where research results show that watching a video and reading the subtitles simultaneously is challenging and learners tend to opt to exclude the audio, since they find it unnecessary for comprehension (Malkogeorgou and Papadopoulou, 2018) and load on to reading skills rather than listening skills distracting from the initial learning aim (Baltova, 1999). Humans are assumed to process information using two channels (i.e., visual and aural) and a demand for processing a third (i.e., textual) can create cognitive load and affect learning (Mayer, 2005:31).

The use of the World Wide Web (WWW) as an instructional tool can support a social constructivist approach to language learning which has its roots in Vygotsky's Sociocultural Theory of cognitive development, it can support task-based learning (Nunan 2004; Ellis 2014) with the design of Web Quests for example, which scaffold online reading, support negotiation of meaning, reinforce noticing and facilitate language acquisition and development (Mayer, 2002).

Appropriate design and managing of asynchronous on-line themed based discussions (on-line forums) can offer opportunities to learners to 'actively construct knowledge' in a 'self-regulated' and 'cumulative' way through goal orientated tasks (Mayes & de Freitas 2004:16), given that student engagement is achieved which requires effective task design and task management from the teacher.

These are only some of the possibilities that ICT and digital technologies can offer and the demands they pose on the teacher who is called to develop expertise in technology-based foreign language teaching and take informed decisions.

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— Embarking on the Journey of English Language Teaching (ELT)

By Dr Panagiota Nikoletou, PhD, MA, BA (Hons)

Head of the English Department, New York College Athens

English Language Teaching (ELT) stands as a diverse and captivating field, drawing individuals from various backgrounds, each propelled by unique motivations and ambitions. For many, the venture into ELT commences with a profound reverence for the potency of language. Whether it's the prospect of connecting with people worldwide or the chance to empower others through effective communication, the allure of language as a catalyst for transformation remains undeniable. At the core of ELT lies a dedication to cultivating proficient communication and language acquisition. Aspiring ELT practitioners delve into the intricacies of pedagogy, exploring innovative teaching methodologies and theories of language acquisition. They grapple with issues of linguistic diversity and cultural sensitivity, endeavoring to foster inclusive learning environments where students from all walks of life feel valued and supported.

Yet, ELT's appeal transcends the confines of the classroom. For some, it serves as a portal to global citizenship, providing avenues to travel, immerse oneself in diverse cultures, and effect tangible change in communities worldwide. Whether it involves teaching English as a second language in urban hubs or facilitating language immersion programs in remote areas, ELT professionals play a pivotal role in promoting cross-cultural understanding and collaboration. Nevertheless, the journey to becoming an ELT professional is not devoid of challenges. Aspiring educators must navigate a complex terrain of educational prerequisites, professional development opportunities, and cultural intricacies. They must contend with matters of language proficiency and cultural adaptability, continuously striving to refine their skills and meet the evolving needs of their students.

Despite these hurdles, the path into ELT is marked by moments of inspiration and fulfillment. Aspiring educators find joy in witnessing their students' progress, celebrating both significant milestones and small victories along the way. They derive fulfillment from knowing that their efforts yield tangible results, empowering individuals to realize their personal and professional aspirations through the transformative force of language.

Ultimately, the allure of ELT lies in its capacity to shape lives and communities. Whether it entails dismantling language barriers, fostering intercultural dialogue, or nurturing empathy and understanding, ELT possesses the potential to shape the future in profound and meaningful ways. As aspiring educators embark on their journey into this vibrant field, they do so with a sense of purpose and anticipation, eager to explore the pathways ahead and leave their mark on the world through the transformative power of language.





English Language & Teaching School Highlights and Activities

Foreign Languages Forum Athens

Topic: Willingness to Communicate in the EFL classroom



University of Greenwich Visit





Visit to PeopleCert

The students, attended a series of lectures on language proficiency exams and were informed about career prospects in the field of English Language and Education.





**From Athens to Greenwich:
Elevating English proficiency
across continents!**

University of Greenwich visit.

Dr. Panagiota Nicoletou, Head of the Program, along with the NYC Athens students, attended courses at the University, engaging with students and professors of the BA (Hons) in English Language and English Language Teaching program.

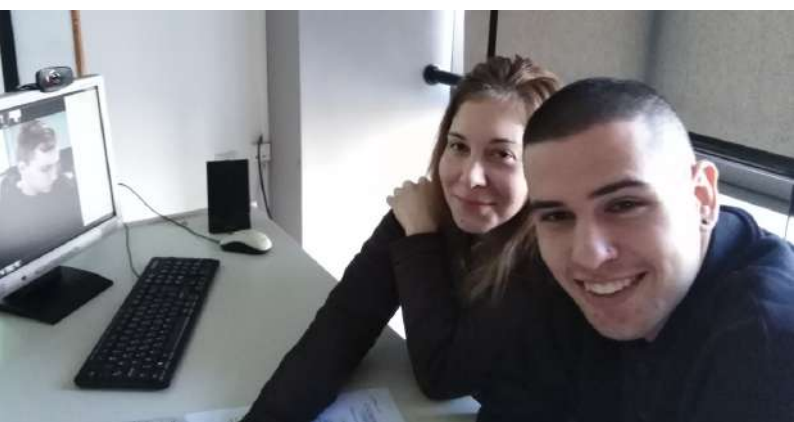




Dr. Panagiota Nikolettou, Head of the English Language & English Language teaching Department, Dr. Anastasios Liapakis, Head of the Informatics Department, Mrs. Nena Gkorou, Instructor of Mathematics & Head of Academic Advisors and Mrs. Kyvele Diareme, Instructor of Informatics presented their research work entitled: "A Sentiment Analysis Hybrid framework for recognizing Sarcasm and Negations in User Generated Content: The case of Greek Language" in the 3rd International Conference on Artificial Intelligence Machine Learning, Data Science and Robotics" which took place during June 26-27, 2023 in Rome, Italy.



Online joint workshop with the students at the University of Greenwich Campus



Teaching Practice at Language Centres



Visit to the school for the Blind (Thessaloniki)



National Geographic Seminar (Building Blocks to Global Citizenship) presented by Ms Mona Siksek

ELT students explored how National Geographic inspires learners to become effective global citizens through engaging in real-world content. The seminar delved into the innovative ways National Geographic empowers students and educators to navigate the challenges of a rapidly changing world.



Visit to KEAT (School of the blind)

ELT students had the chance to deepen their understanding of the psychological and learning challenges faced by individuals with impaired vision or blindness. The visit included a seminar and experiential workshop where participants interacted with educators and students, got introduced to Braille and learned about guide dogs for the blind.



Meet The Employer Event- NYC- Thessaloniki Campus

Instead of the traditional Career Day, the College organized the MTE Event, where five of the College's partnering organizations for the academic year 2023-24 initially presented their work and then conducted thematic sessions based on their field through experiential workshops and lectures. Additionally, they discussed collaboration opportunities with students in terms of volunteering, internships, and job positions. The event concluded with one-on-one sessions, allowing personal interaction between the students and the organization representatives. The event was highly successful, enhancing networking between students and prominent business executives in the city and strengthening collaboration opportunities. The participating organizations were:

- Connect Family, Amke Iasis: Participants: Konstantina Karaggeli, Psychologist & Anastasia Tsitouni, Mental Health Counselor and Psychotherapist/ Special Educator: [MTE-CONNECT FAMILY](#)
- InfinityGreece: Participant: Giannis Charchantis, Founder and President InfinityGreece/ Managing Director Saldo Agency: [MTE-INFINITYGREECE](#)
- Netcompany-Intrasoft: Participants: Dimitris Theocharis, Talent Acquisition Professional/ Team Leader & NYC's Lecturer (Business UG&PG), Elena Papadopoulou Human Resources Operations Coordinator: [MTE-NETCOMPANY-INTRASOFT](#)
- Doppler S.A: Participant: Marina Panagiotopoulou, HR Manager: [MTH- DOPPLER S.A.](#)
- Althaia Amke: Participants: Maria Sofologi, Psychologist, Afroditi Kamari, Psychologist & NYC's Lecturer (Psychology Department): [MTE-ALTHAIA](#)

SUCCESS STORIES



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

My studies at New York College were an unforgettable experience and I was well-qualified for my future career as a teacher of English. All of my professors were knowledgeable and able to convey their knowledge. They were also always willing to help me with whatever I needed. Thanks to their knowledge and their advice I managed to improve my skills as a teacher of English and they broadened my horizons to new future careers like the field of Translation. I would like to thank New York College for this unique journey of knowledge.



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

New York College helped me achieve my dream, being an English teacher and an experienced educator. Dedicated professors and excellent staff provided me with the appropriate support to move forward and complete with distinction the Master's degree in TESOL (Teaching English to Speakers of Other Languages) in the University of Sunderland, located in the United Kingdom.

Today I am working as an ESOL Lecturer in Middlesbrough College, in the United Kingdom.



Dimitra Loudarou

Bachelor of Arts in English Language and English Language Teaching, 2020 University of Greenwich, UK

Master in Applied Linguistics (TESOL), 2022 University of Greenwich, UK

"Studying at New York College has enabled me to broaden my knowledge of English language teaching methods, as well as my understanding of learning difficulties and linguistic diversity.

All of these skills have proven to be valuable tools in my professional career as an English teacher."

Dimitra Binou

Master in Applied Linguistics (TESOL), 2022 University of Greenwich, UK

"After finishing my first Degree at the School of Philosophy, I decided to continue my studies at New York College by choosing the Master of Arts in Applied Linguistics offered by the University of Greenwich. During my studies at New York College, I have enriched and broadened my knowledge and improved my skills in my subject area, resulting in the development and use of new methods and a different approach in teaching. At the same time, I was taught by highly qualified teachers, whose support and cognitive background enabled me to deepen my knowledge of the science of Language and Linguistics. Upon completion my postgraduate studies, I feel grateful to have chosen New York College from which I obtained a recognized Degree from a distinguished University with an international reputation!"





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

My studies at the BA (Hons) English language and English Language teaching Programme of the University of Greenwich, at New York College Thessaloniki, was such a rewarding journey and experience that I could do it over and over again. I had the privilege to be taught by exceptional tutors and lecturers who inspired me. I never felt alone and always had support and guidance by my tutors and from the Head of the Department and my tutor Mrs. Foteini Malkogeorgou who was my mentor and whom I very much admire.

Now at the age of 25, I am extremely honored to say that I have been awarded at the ELT Excellence Awards for my 'STEAM Network' a teaching curriculum which I designed for teaching English to primary school students. 'STEAM Network' is being adopted by many language schools in Greece and Cyprus. I have collaborated with great educators and have been delivering workshops and seminars as a teacher trainer. Learning never stops and this is something that I learnt during my studies.



Maria Spiliotopoulou
BA (Hons) in
English Language and English
Language Teaching,
University of Greenwich, UK, 2015

Studying at the BA (Hons) English Language and English Language teaching at New York College Thessaloniki helped me discover my potentials and pursue my dream. During my studies, I felt that I belonged to an Academic and Professional community. Even before I graduated, I had presented at two conferences the results of my Action research from my participation at the volunteer "Young Learners Project". This was achieved with the support of my tutor Foteini Malkogeorgou and was an invaluable experience for both my personal and professional development. Transitioning from student life to the working world was not a challenge because of the support I had after I graduated. Today, I am the Director of studies at Eurognosi Santorini and I am trying to make a difference as I was inspired to do during my studies.



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