Curriculum Vitae

VICTORIA ANTONIADOU
https://goo.gl/WzWS59

EDUCATION

2013   **Ph.D**., Language and Literature Education, Universitat Autònoma de Barcelona

2007   **M.A**., Advanced Language Studies (English & French), John Moores University, Liverpool

2005   **B.A,** French Language and Literature, University of Cyprus

ADDITIONAL TRAINING & QUALIFICATIONS

2015   Leading to the Institute of Linguists **Diploma in Translation** (CIoL), Spanish-English

2014   Social Media Business Seminar (SMBS), **Social Media Specialist**

2014   Cambridge **Certificate in English Language Teaching to Adults** (CELTA, from 11-16 years old); International House Barcelona

2011   **Visual Ethnography and Computer-Assisted Qualitative Discourse Analysis Software**, SAIC-UAB, Writing and review of high-impact qualitative research, SAIC UAB

            Developmental Psychology, Cultural-historical approaches to understanding learning and development, ISCAR Summer School, Moscow State University of Psychology and Education

            Methods of **Discourse Analysis**, Universidad de Barcelona

2009   Certificat de **nivell bàsic de llengua catalana**

2007   Cambridge **Certificate in English Language Teaching to Young Learners** (CELTYL, from 4-11 years old); EducationFirst, Nicosia Cyprus

2007   DELE A1-B2 (Diploma de Español como Lengua Extranjera)

TEACHING & OTHER PROFESSIONAL APPOINTMENTS

2014-present   **Interpreter, Translator, Coordinator, University of Nicosia Medical School**

                 English<>Greek, English<>Spanish language pairs; International student cohort

Spring 2016   **Translator**
                 Collaborated for the English to French translation of the CTO website

Spring 2015   **English teacher; Intercity College, Nicosia**

                 6 hours per week; 13 students
                 Cambridge A1-A2 levels, pre- & IGCSE level

2014-2015   **Scientific Collaborator in English as a Foreign Language; Department of Humanities, European University of Cyprus**

                 3 hours per week: 15 students
                 Designed and taught the Teaching (English to) Young Learners course, Methods and Skills
2013-2014   **Co-teacher/Consultant; L'Estel public primary school, Barcelona** [Volunteer service]

- Collaborative material design in Spanish and Catalan
- Co-Teaching and Collaborative classroom implementation

2012-2013	**Teaching Assistant; Universitat Internacional de Catalunya (UIC), Barcelona**

- Taught English for General and Academic Purposes
- Syllabus & material design; 13 hours per week; 20 students (dentistry); B2 level

2011-2013	**Research Assistant, Universitat Autònoma de Barcelona**

European Commission, DG Education and Culture, Lifelong Learning Programme.

Integrating Telecollaborative Networks into Foreign Language Higher Education, INTENT, [WA510572]

2011	**Technician of support, Universitat Autònoma de Barcelona**

European Commission, DG Education and Culture, Lifelong Learning Programme. Language Learning and Social Media: 6 Key Dialogues, [LS6-WP8]

2009-2010	**Independent translator (Spanish-English)**

- Academic articles in Communication Sciences, Media Studies

2009-2010	**Independent English Language teacher**

- A1-A2 levels
- Cambridge FCE
- preparation for presentations, conversation classes

2007-2008	**English and French Teacher; Eurognosis Foreign Language Centre**

- Cambridge examinations A1-A2, preparation for DELF A1-A4

2007-2008	**English teacher; Government Institutes of Nicosia**

- Evening language classes to adults; A1-A2 levels

LANGUAGES

Greek	**Native** proficiency; Mother tongue
English	**ILR Level 5 – Native or Bilingual** proficiency; 12-year education; 1-year living & studying in the UK; extended publishing; Equivalent to speaking, reading and writing of an educated native speaker
Spanish	**ILR Level 5 – Native or Bilingual** proficiency; 5+-year living & working in Barcelona, Spain; Equivalent to speaking, reading and writing of an educated native speaker
French	**ILR Level 4 – Full Professional** proficiency; 7-month living & studying in France; can understand and participate in any conversations within the range of own personal and professional experience with a high degree of fluency and precision of vocabulary
Catalan	**ILR Level 1- Elementary** proficiency; Able to satisfy routine social demands and limited work requirements; Able to read simple prose, in a form equivalent to typescript or printing, on subjects within a familiar context
Italian	**ILR Level 1 - Elementary** proficiency; Able to satisfy routine social demands and limited work requirements; Able to read simple prose, in a form equivalent to typescript or printing, on subjects within a familiar context

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

Associate Member of the GREIP research group (Group of Investigation on Teaching and Plurilingual Interactions), Output available at: http://greip.uab.cat/en/

COMPUTER SKILLS

Microsoft Office Package: Word, Excel, Powerpoint

Research management: ELAN Transcription Software, IBM SPSS Statistics, Qualitative Software
Research (CAQDAS) NVIVO, Photoshop

Educational Technology**:**   Zoho writer/wiki, Moodle, VoiceThread, Second Life, Dreamweaver

PUBLICATIONS

1.   **Antoniadou, V.** (2016, in press). Collecting, organizing and analysing multimodal data sets: The contributions of CAQDAS. E. Moore & M. Dooly (Eds.), *Enfocaments qualitatius per a la recerca en entorns plurilingües d'aprenentatge de llengüa: Un manual trilingüe/ Enfoques cualitativos para la investigación en entornos plurilingües de aprendizaje de lengua: Un manual trilingüe/ Qualitative approaches to research in plurilingual language learning environments: A trilingual handbook*. Bellaterra: Servei de Publicacions. Universitat Autònoma de Barcelona.

2.   **Antoniadou, V**. & Dooly, M. (2016, in press). Educational ethnography in blended learning environments. E. Moore & M. Dooly (Eds.), *Enfocaments qualitatius per a la recerca en entorns plurilingües d'aprenentatge de llengüa: Un manual trilingüe / Enfoques cualitativos para la investigación en entornos plurilingües de aprendizaje de lengua: Un manual trilingüe/ Qualitative approaches to research in plurilingual language learning environments: A trilingual handbook*. Bellaterra: Servei de Publicacions Universitat Autònoma de Barcelona.

3.   **Antoniadou, V.** (2013). An interview with Ohio University Associate Professor of CALL Greg Kessler. *Bellaterra Journal of Teaching & Learning Language & Literature*. 6(2): 99-108 [Monograph edition: Technology in language education, Special editor: V. Antoniadou].

4.   **Antoniadou, V.** & Dooly, M., (2012) Becoming 'languaging' teachers: Embodied Social Actions into Learning and Teaching. [conference abstract, abstractbook] Available at: https://www.jyu.fi/en/congress/applied-summerschool/insights2012/programme/abstractbook

5.   **Antoniadou, V.** (2011). Using Activity Theory to understand the contradictions in an online transatlantic collaboration between student-teachers of English as a Foreign Language. ReCALL 23(3): 233-251. Cambridge University Press.

6.   **Antoniadou, V.** (2011). Virtual collaboration, 'perezhivanie' and teacher learning: A socio-cultural-historical perspective. *Bellaterra Journal of Teaching & Learning Language & Literature* 4(3): 53-70. Available at: http://revistes.uab.cat/jtl3/article/view/424/461

7.   **Antoniadou, V.** (2011) Becoming a teacher through collaboration: A methodological   bricolage to investigate the complexity of the socially-constructed environment [short paper, conference proceeding)   pp.   180-182.   Available   at: http://professortanzi.wdfiles.com/local-files/admin:manage/Abstract%20PAPER-ISCAR_2011.pdf

8.   **Antoniadou, V.,** Canals, E., Mohr, C., & Zourou, K. (2011). Young people with fewer opportunities learning languages informally: perceptions and uses of ICT and social media. [Project report]. Study operated by the network "Language learning and social media: 6 key   dialogues".
Available at: http://www.openeducationeuropa.eu/en/article/Young-people-with-fewer-opportunities-learning-languages-informally%3A-perceptions-and-uses-of-ICT-and social-media

9.   **Antoniadou, V.** (2011). New media, new communicative genres and inclusive technology- mediated L2 pedagogy: A conversation with Steve Thorne. Bellaterra Journal of Teaching & Learning Language &   Literature   4(4):   99-109.   [interview]   Available   at: http://www.raco.cat/index.php/Bellaterra/article/view/248915

10.   **Antoniadou, V.** (2011). Constructing teacher knowledge via telecollaboration: A   methodological bricolage to investigate the complexity of the socially-constructed environment. *International Society*

for Cultural and Activity Research, ISCAR 2011 Congress (working paper). Available at : *http://professortanzi.wdfiles.com/localfiles/admin:manage/Abstract%20PAPERISCAR_2011.pdf*

RESEARCH EXPERIENCE/ PROJECT PARTICIPATION

- Expanding the socio-material spaces of teacher education programmes: A qualitative trace of teacher professionalization through blended pedagogy in Catalonia (Supervisor: Dr Melinda Dooly Owenby) [PhD Research 1-year ethnographic research in classroom, online and school environments]

- Gender Stereotypes in the Language of the Sitcom FRIENDS: Traditional or Revolutionary? (Supervisor: Prof. Linda Archibald) [MA Research, quantitative & qualitative components]

- Les stratégies d'apprentissage: L'initiation au FLE (Français Langue Étrangère)/ *Learning strategies: Initiation to French as FL (Foreign Language),* (Supervisor: Dr Freiderikos Valetopoulos) [BA Research, questionnaire-based]

- INTENT (Integrating Telecollaborative Networks into Foreign Language Higher Education) project. Funded by the European Commission, Directorate General (DG) Education and Culture, Lifelong Learning Programme, 2011-2013. Available at: http://www.intent-project.eu/; http://uni-collaboration.eu/ [WA510572]
- Language Learning and Social Media: 6 Key Dialogues. PanEuropean project funded by the European Commission, DG Education and Culture, Lifelong Learning Programme, (WP8), May-July 2011. Available at: http://www.openeducationeuropa.eu/en/article/Young-people-with-fewer-opportunities-learning-languages-informally%3A-perceptions-and-uses-of-ICT-and-social-media [LS6-WP8]

SERVICE TO PROFESSION: EDITORIAL AND REVIEW WORK

[Monograph Edition] Bellaterra Journal for Teaching and Learning Language and Literature, Special Edition 2013: Technology in language education. Available at: http://revistes.uab.cat/jtl3/issue/view/69

[Article Review] Bellaterra Journal for Teaching and Learning Language and Literature, 2013 -present

[Book Review] Cultural-Historical Perspectives on Teacher Education and Development: Learning Teaching, 2010. Routledge: Taylor & Francis Group, London and New York. Edited by Viv Ellis, Anne Edwards, and Peter Smagorinsky. Reviewed 2011

[Book Review] Telecollaboration 2.0: Language Literacies and Intercultural Learning in the 21st Century, 2010. Edited by Sarah Guth & Francesca Helm. Telecollaboration in Education v.1. Melinda Dooly & Robert O'Dowd (series' editors). Peter Lang. Reviewed 2011.

CONTACT DETAILS

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