

CURRICULUM VITAE

Filippos Tentolouris

Assistant Professor in Literacies & Language Teaching

Department of Early Childhood Education

School of Humanities & Social Sciences

University of Thessaly

Appointment: Gazette of the Greek Republic, 1203/25-5-2021, τ. Γ'

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PERSONAL DETAILS

Year and Place of Birth: 1975, Trikala

Address: Solomou 18, 38333 Volos

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STUDIES

1995-1999: Department of Primary Education, Aristotle University of Thessaloniki:
BA in Pedagogy

2000-2001: Department of Linguistics & Modern English Language, Lancaster
University: MA in Language Studies

2007-2011: School of Education, Communication & Society, King's College London,
University of London: PhD in Educational Linguistics

RESEARCH INTERESTS

1. Methods and approaches in language teaching
2. Epistemology of language teaching
3. Ethnographic analysis of literacy practices in typical and intercultural school contexts
4. Assessment of the official standards and the official resources of language teaching in preschool and primary education

RESEARCH EXPERIENCE

1. 2007-2011: Ethnographic Case Studies (research for the submission of my PhD Thesis)
2. 2008-2018: Critical & Dialogical Discourse Analyses, Thematic and Content Analyses (individual and collective studies)
3. 2018-2021: Critical Discourse Analysis (research for the submission of my Postdoctoral Report)

PUBLICATIONS

Research texts as prerequisites for academic titles

1. Sakellariou I. & F. Tentolouris. (1999). *Production of narrative texts: variation in different social and age groups of students* (Supervisor: Triantafillia Kostouli). Unpublished BA Dissertation. Department of Primary Education – Aristotle University of Thessaloniki. [In Greek]
2. Tentolouris, F. (2001). *The construction of knowledge in academic literacies within the academic field: an epistemological trial* (Supervisor: Roz Ivanič).

Unpublished MA Dissertation. Department of Linguistics & Modern English Language: Lancaster University.

3. Tentolouris, F. (2011). *School knowledge as “slim” and “threshold” genres: the implicit organization of genres in the Flexible Zone of Greek primary education* (Supervisors: Alexandra Georgakopoulou & Brian Street). Unpublished PhD Thesis. School of Education, Communication & Society – King’s College London, University of London.

Academic Texts in English

1. Tentolouris, F. (2017). Compartmentalizing literacy: the implicit relationship among the discourses of writing in Greek primary education (pp. 521-534). In “*Literacy and Contemporary Society: Spaces, Discourses, Practices*”: 2nd International Conference: 28-29 November 2017, Nicosia/Cyprus. <https://bit.ly/3koMLcy>

2. Tentolouris, F. (2021). Conceptualizations of Writing in the Curricula and the Teachers’ Guides of Greek Preschool Education: a Critical Discourse Analysis. *The Curriculum Journal*. 32(2), 269-289 <http://dx.doi.org/10.1002/curj.78>

3. Tentolouris, F. (2022). Writing Goals in the Instructional Designs of the Greek Preschool Education. *International Journal of Instruction*, 15(2), 1-18. <https://doi.org/10.29333/iji.2022.1521a>

4. Tentolouris, F. (2023). Greek Preschool Teachers’ Professional Features and their Knowledge and Views of the Official Standards of Early Writing Teaching. *Educational Process: International Journal*, 12(1), 55-72. <https://dx.doi.org/10.22521/edupij.2023.121.4>

5. Tentolouris, F. (2023). What Can Count as Critical Academic Literacy Education? *Journal of Language & Education*, 9(3), 192-199. <https://doi.org/10.17323/jle.2023.16211>

6. Tseliou, E., & F. Tentolouris. (forthcoming [2024]). Discourse Analysis. In Th. Iosifides (Ed.), *Elgar Concise Encyclopedia of Research Methods in the Social Sciences*. Edward Elgar Publishing.

7. Tentolouris, F. (forthcoming [2024]). In Between the Standard Greek and the “Other” Languages: the Neglect of Romani Language in the Official Standards of Early Language Teaching. In T. Hathaway & I. Papadopoulos (Eds.), *Multilingual Early Childhood Education: Modern Approaches and Research*. Nova.

8. Tentolouris, F., & Tseliou, E. (forthcoming [2024]). *Online Journals as Multimodal Meta-texts*. In M. Borcsa & V. Pomini (Eds.), *Handbook of Online Systemic Practices*. Springer NA.

Academic Texts in Greek

1. Tentolouris, F. (2008). Intertextuality, genres and social relations: the texts of the Flexible Zone. *Critical Science & Education*, 8, 89-113. <https://bit.ly/39rknjS>

2. Tentolouris, F. (2009). Epistemological and ideological frames in literacy practices: “writing” science in primary education (pp. 846-853). In Kariotoglou, P., Spirtou, A. & A. Zoupidis (Eds.), *Proceedings of the 6th Panhellenic Conference of Science Education and ICT in Education – The multiple approaches to teaching and learning about Science, 7-10 May 2009, Florina*. <https://bit.ly/2CtFrZO>

3. Krasidou, P. & F. Tentolouris. (2010). The teaching of written discourse as second/foreign language in the Greek-speaking education of diaspora: from communicative competence to literacy practices. In Ntinis, K., Chatzipanagiotidi, A.,

Vakali, A., Kostopoulos, T. & A. Stamou (Eds.), *“Proceedings of the Panhellenic Conference with international participation – The Teaching of Greek Language (as first, second/foreign language)”*, 4-6 September 2009, Nimfaio-Florina. <https://bit.ly/3lz6XYG>

4. Tentolouris, F. (2011). The epistemological construction of language teaching: from the non-framed to the framed “continuity” of language teaching. *Contemporary Education*, 164, 100-119.

5. Tentolouris, F. (2012). From the technical diglossia to the “technical monoglossia”: the pedagogical discourse of language teaching in the Primary Education between 1982-2006. In Koutsogiannis, D., Nakas, A., Ntinis, K., Papanastasiou, G. & S. Chatzisavvidis (Eds.), *Proceedings of the Panhellenic Conference “35 years from the Language Education Reform”*, 4-6 November 2011, Dion-Pieria. <https://bit.ly/2XsLdFt>

6. Tentolouris, F. (2014). Contrary to the teleology of the critical dimension of literacy and its grammatical theorization: the dialogism in critical literacy and the dialogism of critical literacy. In Griva, E., Koutsogiannis, D., Ntinis, K., Stamou, A., Chatzipanagiotidi, A. & S. Chatzisavvidis (Eds.), *Proceedings of the Panhellenic Conference “Critical Literacy in School Practice”*, 1-3 November 2013, Drama. <https://bit.ly/2BoXNL5>

7. Tentolouris, F. & S. Chatzisavvidis. (2014). The discourses of critical literacy as “situated” in school practice: towards language teaching reflexivity. *Studies for the Greek language*. 34, 395-405. <https://bit.ly/3AumBLi>

8. Tentolouris, F. & S. Chatzisavvidis. (2014). *Language teaching: history-epistemology-reflexivity*. Athens: Nefeli.

9. Tentolouris, F. (2016). (Socio)linguistics observations for the Romani language: Sofronis Chatzisavvidis’s contribution. *Polidromo*, 9, 18-27.

10. Tentolouris, F. (2016). Sofronis Chatzisavvidis as a pedagogue of language teaching: academic obituary to the Top of the Top (pp. 36-59). In Chontolidou, H., Tsokalidou, R., Tentolouris, F., Kiridis, A. & K. Vakalopoulos (Eds.), *In Memory of Sofronis Chatzisavvidis: Linguistic & Pedagogical Approaches*. Athens: Gutenberg.

11. Tentolouris, F. & S. Chatzisavvidis. (2016). “Constructing” the text and the writer: framed and non-framed semiotic frameworks of school language creativity (pp. 652-663). In Deltso, E. & M. Papadopoulou (Eds.) *Changing Worlds & Signs of the Times: Selected Proceedings from the 10th International Conference of the Hellenic Semiotics Society*. Volos: Hellenic Semiotic Association. <https://bit.ly/39rubdH>

12. Tentolouris, F. & S. Chatzisavvidis. (2016). The teaching of language in late modernity: seeking the conditions of an epistemological approach. *Selected papers on theoretical and applied linguistics*, 21, 790-804. <https://bit.ly/39o6TFF>

13. Tentolouris, F. (2018). Towards open intercultural schools: from the “monoglossia” of Roma children to the reflective use of Romani (pp. 605-613). In Grosdos, S. & A. Tsivas (Eds.), *Proceedings of the Panhellenic Conference “Schools open to social and pedagogical challenges”*, 4-6 May 2018, Thessaloniki. <https://bit.ly/3krvFef>

14. Tentolouris, F. (2019). *Literacy as social practice: four papers in Literacy Studies* (2nd edition – Foreword: Sofronis Chatzisavvidis). Volos: Readnet Publications. <https://bit.ly/34Tg1QC>

15. Tentolouris, F. (2020). “Sir, we are not Greek, we are Roma”: an ethnographic approach of identity in an intercultural classroom (pp. 124-137). In Diamantopoulos, D., Paraskevas, A., Antoniadou, E. & M. Tsoulis (Eds.), *Proceedings of the 2nd Pedagogical Conference of Imathia “Teachers share their research experiences with other teachers”*, 10-11 May 2019, Naousa. <https://bit.ly/3ktLCAt>

Book Edition

Chontolidou, H., Tsokalidou, R., Tentolouris, F., Kiridis, A. & K. Vakalopoulos. (2016). *In Memory of Sofronis Catzisavvidis: Linguistic & Pedagogical Approaches*. Athens: Gutenberg.

Oral Presentations

1. Tentolouris, F. (2015). Language Teaching and Epistemology: from the progress and the evolution to the reflexivity of language teaching. *Round Table in the Memory of Sofronis Chatzisavvidis / 2nd two-day Conference of Science & Interaction: Violence & Communication in Multi-cultural Contexts, 15 & 16 May 2015, Thessaloniki, School of Pedagogy, Aristotle University of Thessaloniki*.
2. Tentolouris, F. (2019). The written discourse as a learning goal and as a medium for representation in other school subjects: a Miltos Kountouras's topical position. In the Conference "*Miltos Kountouras – Stratis Mirivilis: Parallel and Crossing Lives*", 4-7 April 2019, Mitilini, Regional Directorate of Primary and Secondary Education of the North Aegean.
3. Tentolouris, F. (2021). The critical dimension of literacy in texts of the official polity of the preschool and primary education: issues of intertextuality and entextualization. *Conference with International Participation "Language Teaching and Learning in the Contemporary Educational and Social Context"*, 2-4 July 2021, Florina, University of Western Macedonia.

TEACHING EXPERIENCE

Academic Teaching

Department of Early Childhood Education – Aristotle University of Thessaloniki (2015-2019): Adjunct Lecturer in Greek Language, Sociolinguistics and Language Teaching
Department of Early Childhood Education & Care – International Hellenic Education (2019-2021): Adjunct Lecturer in Greek Language and Language & Literacy Education

School Teaching

Primary School Teacher (2003-2021): 2 years in schools of primary education, 4 years in Greek-language schools in London and 12 years in intercultural schools of Menemeni-Thessaloniki (schools with Roma children)

OTHER ACADEMIC ACTIVITIES

Journal Reviewer (ad hoc):

1. International Journal of Instruction
2. Mentor (Journal of the Institution of Education Policy [in Greek])
3. The Routledge International Handbook of Postmodern Therapies

Supervision of BA Dissertations (indicative topics)

1. The investigation of the pragmatic use of language in print workbooks of preschool education
2. The preschool teachers' perceptions and experiences for the contribution of games in children's language development

3. The official curriculum standards for the inclusion of the non-native speakers in preschool education and their transition to primary education

In Service Training Seminars to Primary Education Teachers

16/04/19, 21/05/19, 28/05/19: Kilkis – Greece. Topic: “Communication and Interaction in Cross-Thematic Activities”

18/06/19: Katerini – Greece). Topic: “Organizing learning contexts for Roma children: potential problems and resolutions”