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EDUCATION

- **Ph.D.** from the Department of Greek Philology, Democritus University of Thrace, Greece. The dissertation is entitled: *Language learning strategy use by early adolescent monolingual EFL and multilingual EFL/Greek L2 learners in the Greek educational context.* (September 2014).
- **MA in TEFL** (Teaching English as a Foreign Language) from the Open University of Patras, Greece. The thesis is entitled: *Designing an activity-based course for young learners with particular reference to the Muslim minority children in Greek all-day primary schools* (October 2005).
- **English Language and Literature Teacher** Degree from the School of English, Faculty of Philosophy, University of Nis, Serbia (September 1989)

CAREER HISTORY

- **Assistant Professor** at the Department of Early Childhood Education Sciences, Democritus University of Thrace, Greece (2022-)
- **Specialised Teaching Staff** at the Department of Greek Philology, Democritus University of Thrace, Greece (2017- up to present).
- **Adjunct assistant lecturer** at the Hellenic Open University, course – Language development (EAG51), Joint Post graduate program in Education: Special education and education of children with speech and writing impairments (2016- up to present).
- **Adjunct assistant lecturer** at the Department of Greek Philology, Democritus University of Thrace, Greece, (2015-2017).
- **EFL teacher** at the 3rd primary school for Muslim minority children, Komotini, Greece (2004-2017)
- **ESP teacher** at the Department of Greek Philology, Democritus University of Thrace (2009 – 2010)
- **Substitute EFL teacher** at primary schools for the Muslim minority children in the Prefecture of Rodopi, Greece (2002-2003 & 2003-2004).
- **EFL teacher** in primary, secondary and private language schools, Serbia and Greece (1989-2002).

PUBLICATIONS

Editions

1. Gavriilidou, Z., Mitits, L. & S. Kiosses (2020). *EURALEX XIX Congress of the European Association for Lexicography, Lexicography for inclusion, Proceedings Book, 2.*
2. Gavriilidou, Z & L. Mitits (eds.) (2020). *Situating Language Learning Strategy Use: Present issues and future trends.* Multilingual Matters: Bristol.
3. Gavriilidou, Z., Mitits, L. & Ch. Dourou (eds.) (2019). *Situating strategy use in the Greek setting.* Saita Publications: Kavala, Greece. <http://www.saitabooks.eu/2019/08/ebook.228.html>

Books

1. Mitits, L. (2015). *Language learning strategies and multilingualism: monolingual EFL and multilingual EFL/L2 Greek learners in Greek secondary education.* Saita publications: Kavala, Greece.

Chapters in collective volumes

1. Γαβριηλίδου, Ζ., Μητσιάκη, Μ., Μίτιτς, Λ., Κρομμύδα, Α., Κουλαρμάνης, Α. (2022), Πρόγραμμα Σπουδών για την Ελληνική ως Γλώσσα Πολιτισμικής Κληρονομιάς στις ΗΠΙΑ, Στο Γαβριηλίδου, Ζ., Μαθιουδάκης, Ν., Μητσιάκη, Μ., Φλιάτουρας, Α. (Επιμ.), Γλωσσανθοί: Μελέτες αφιερωμένες στην Πηνελόπη Καμπάκη-Βουγιουκλή, Επιστημονική Επετηρίδα της Σχολής Κλασικών και Ανθρωπιστικών Σπουδών, τ. 1ος, Ηρόδοτος Αθήνα, σσ. 69-83.

2. Alexiou, Th., Mitits, L. & J. Milton (2020). The Language of the Home in Learning L2 vocabulary. in Z. Gavriilidou & L. Mitits (eds.), *Situating Language Learning Strategy Use: Present issues and future trends*. Multilingual Matters: Bristol.
3. Mitits, L., Gavriilidou, Z. & A. Vrettou (2020). Multilingual learners, language learning strategies and school type: Do they relate? in Z. Gavriilidou & L. Mitits (eds.), *Situating Language Learning Strategy Use: Present issues and future trends*. Multilingual Matters: Bristol.
4. Mitits, L. (2018). EFL teachers' feedback on their students' writing in the Greek context. In N. Lazarevic, T. Paunovic, Lj. Markovic (eds.), *Teaching languages and cultures*. (pp. 43-62). Cambridge Scholars Publishing: Newcastle upon Tyne, UK.
5. Gavriilidou, Z., Mitits, L., Kambakis-Vougiouklis, K. & K. Petrogiannis (2017). Profiling strategy use of learners and teachers in minority primary and secondary schools. Implications for foreign language teaching. In Z. Gavriilidou, K. Petrogiannis, M. Platsidou & A. Psaltou-Joycey (eds.), *Language Learning Strategies: theoretical issues and applied perspectives*. (pp. 120-142). Saita Publications: Kavala, Greece.
6. Μίτιτς, Λ. & Γ. Χαμζαδάκη. (2017). Στρατηγικές εκμάθησης της Ελληνικής για μαθητές των μειονοτικών σχολείων: Δημιουργία δραστηριοτήτων βασισμένων στην ύλη των σχολικών εγχειριδίων. In Z. Gavriilidou, K. Petrogiannis, M. Platsidou & A. Psaltou-Joycey (eds.), *Language Learning Strategies: theoretical issues and applied perspectives*. (pp. 192-211). Saita Publications: Kavala, Greece.
7. Mitits, L., Psaltou-Joycey, A. & A. M. Sougari (2016). Language learning strategy profiling of Greek primary/secondary school learners of English as a FL. In Z. Gavriilidou & K. Petrogiannis (eds.), *Language Learning Strategies in the Greek Setting*. (pp. 6-23). Saita Publications: Kavala, Greece.
8. Mitits, L. & A. Sarafianou (2015). Activities for minority primary & lower secondary schools. In A. Psaltou-Joycey (Ed), *Foreign Language Learning Strategy Instruction: A Teacher's Guide*. (pp. 175-211). Saita Publications: Kavala, Greece.
9. Mitits, L. (2014). Three languages, three school subjects, one thematic framework – A cross-curricular approach to language learning in Muslim minority schools. In A. Psaltou-Joycey, E. Agathopoulou & M. Mattheoudakis (eds.), *Cross-curricular approaches to language education*. (pp. 14-35). Cambridge Scholars Publishing: Newcastle upon Tyne, UK.

Papers in scientific journals

1. Cohen, A. D., Peter Yongqi Gu , Martha Nyikos, Luke Plonsky, Vee Harris, Pamela Gunning, Isobel Kai-Hui Wang, Mirosław Pawlak, Zoe Gavriilidou, Lydia Mitits, Julie M. Sykes and Xuesong (Andy) Gao, (2023). Tangible insights on the strategizing of language learners and users. *Language Teaching* 1–20. <https://doi.org/10.1017/S0261444823000046>
2. Mitits, L. & Z. Gavriilidou. (2022). Predictors of language learning strategy promotion by teachers in dual-immersion schools. *Journal of Applied Linguistics* 35 (2022), 109-132. <https://doi.org/10.26262/jal.v0i35.9184>
3. Mitits, L. (2022) The Covid-19 pandemic within a global linguistic landscape: a comparative case study, *AWPEL*.
4. Gavriilidou, Z., & Mitits, L. (2021). The Socio-linguistic Profiles, Identities, and Educational Needs of Greek Heritage Language Speakers in Chicago. *Journal of Language and Education*, 7(1): 70-81. <https://doi.org/10.17323/jle.2021.11959>
5. Gavriilidou, Z., Mitits, L., Mavrommatidou, S. Chatzipapa, E., Dourou, Ch. (2019). The compilation of Greek heritage language corpus (GHLC): a language resource for spoken Greek by Greek communities in the U.S. and Russia. *European Journal of Language Studies*, 6 (1), 61-74.
6. Gavriilidou, Z. & L. Mitits (2019). Profiling Greek heritage language speakers in the USA and Russia. *European Journal of Language Studies*, (6)1: 28-42.
7. Mitits, L., Alexiou, Th. & J. Milton (2018). Does the language you speak at home affect the size of your L2 Vocabulary? *Language Learning Journal: Language learning strategies*. Routledge.
8. Mitits, L. (2017). Multilingual Students in Greek Schools: Teachers' Views and Teaching Practices. *Journal of Education and e-Learning Research*, 5(1): 28-36.
9. Mitits, L. & Z. Gavriilidou (2016). Exploring language learning strategy transfer between Greek L2 and English FL in case of early adolescent multilinguals. *International Journal of Multilingualism*.

<http://www.tandfonline.com/doi/full/10.1080/14790718.2016.1158266>

Papers in conference proceedings

1. Gavriilidou, Z. & L. Mitits (2020). Loanblends in the speech of Greek heritage speakers: a corpus-based lexicological approach. *EURALEX XIX Congress of the European Association for Lexicography, Lexicography for inclusion, Proceedings Book, 1*, 351-360.

2. Gavriilidou, Z., S. Mavrommatidou & L. Mitits (2019). Standardization of an online tool for tracing electronic dictionary users' strategies, In Topintzi, N., Lavidas, N & M. Moutzi (eds.) *Selected papers of ISTAL 23*, 191-201.
3. Mitits, L. (2016). Language learning strategy profile of monolingual and multilingual EFL learners. In M. Mattheoudakis and K. Nicolaidis (eds.), *Selected papers from the 21st International Symposium on Theoretical and Applied linguistics* (ISTAL 21). (pp. 698-713). Thessaloniki: Aristotle University of Thessaloniki. <https://ejournals.lib.auth.gr/thal/article/view/5263>
4. Gavriilidou, Z. & L. Mitits (2016). Adaptation of the Strategy Inventory for Language Learning (SILL) for students aged 12-15 into Greek: Developing an adaptation protocol. In M. Mattheoudakis and K. Nicolaidis (eds.), *Selected papers from the 21st International Symposium on Theoretical and Applied linguistics* (ISTAL 21). (pp. 588-601). Thessaloniki: Aristotle University of Thessaloniki. <https://ejournals.lib.auth.gr/thal/article/view/5256/5144>
5. Mitits, L. (2014). Language learning strategy use in Greek as a second language versus English as a foreign language. In G. Kotzoglou, K. Nikolou, E. Karantzola, K. Frantzi, I. Galantomos, M. Georgalidou, V. Kourti-Kazoullis, Ch. Papadopoulou & E. Vlachou (eds.) *11th International Conference on Greek Linguistics: Selected Papers/Πρακτικά*, (pp. 1122-1134). Rhodes: University of the Aegean.
6. Mitits, L. & Z. Gavriilidou (2014). Effects of gender, age, proficiency level and motivation differences on monolingual and multilingual students' language learning strategies. *Studies in Greek Linguistics* 34, (pp. 285-299). Aristotle University of Thessaloniki.
7. Gavriilidou, Z., Petrogiannis, K., Achilles, B., Kambakis-Vougiouklis. P., Mitits, L. & M. Noursen (2014). Translation and cultural adaptation of the Strategy Inventory for Language Learning (SILL) into Turkish for measuring strategy use in Muslim students learning Greek as a second language. In G. Kotzoglou, K. Nikolou, E. Karantzola, K. Frantzi, I. Galantomos, M. Georgalidou, V. Kourti-Kazoullis, Ch. Papadopoulou & E. Vlachou (eds), *11th International Conference on Greek Linguistics: Selected Papers/Πρακτικά*, Rhodes: University of the Aegean. (pp. 479-487)
8. Mitits, L. & A. Sarafianou (2012). Development of language learning strategies in multilingual learners: empirical evidence from a combined methods case study. In Z. Gavriilidou, A. Efthymiou, E. Thomadaki & P. Kambakis-Vougiouklis (eds.), *Selected papers of the 10th ICGL*, (pp. 453-462). Komotini, Greece: Democritus University of Thrace.

RESEARCH INTERESTS

Bilingualism/Multilingualism, Heritage languages, Language learning strategies, Language development, Linguistic landscapes