



Aikaterini Florou

Assistant Professor of Applied Linguistics

kathyflorou@ill.uoa.gr

EDUCATION

- 2017-2019: Post Doc in Language Analysis: Interlanguage Studies in Linguistic Structures in Multilingual Corpora. National and Kapodistrian University of Athens
- 2004-2009: PhD in Didactics: Research in Learner corpora on to error analysis tagging processing. National and Kapodistrian University of Athens
- 1998-2001: MA in Applied Linguistics: Aristotelian University of Thessaloniki. Research on how bilingualism affects language learning.
- 1993-1998: Bachelor in Italian Language Studies: Aristotelian University of Thessaloniki

RESEARCH FIELDS

- Error analysis
- Learner corpora
- Contrastive analysis in multilingual corpora

ACADEMIC POSITIONS

- 2021 – present: Assistant Professor in the Department of Italian Language and Literature, School of Philosophy, National and Kapodistrian University
- 2016-2020: Lecturer of Corpus Linguistics and Error Analysis in the Department of Italian Language and Literature, School of Philosophy, National and Kapodistrian University
- 2013-2015: Professor of Didactics: Tertiary School of Pedagogical Studies (Ioannina)
- 2006-2015: Professor of Italian Terminology in Administration and Commerce: Technological and Educational Institute (Igoumenitsa)
- 2002-2006: Professor of Italian Terminology in Tourism: Technological and Educational Institute (Larisa)

COURSES

Undergraduate teaching:

- Corpus Linguistics
- Error Analysis
- Digital Humanities
- Phonetics and Phonology
- Syntax of the Italian Language

REPRESENTATIVE PUBLICATIONS

- Florou, K. & Biliarios, D. (2026). Exploring Interlanguage Pragmatics: An Analysis of Italian Pragmatic Markers in Learner Corpora. *Linguistics and language Teaching* Volume 17 (2026) Issue 1 .
- Florou, K. (2025). An Application of Learner Corpus Analysis in Grammatical Comprehension—Task Based Language Teaching and Corpus Linguistics. *Frontiers of Contemporary Education*, Vol. 6, No. 1, 2025 <https://doi.org/10.22158/fce.v6n1p1> (<https://www.scholink.org/ojs/index.php/fce/article/view/56211>)
- Florou, K. (2025). Harnessing the Power of Corpus Linguistics in Language Education: A Student-Centered Approach. *Journal of Contemporary Language Research*, 4(2). DOI: 10.58803/jclr.v4i2.132 (<http://jclr.rovedar.com/>)
- Φλώρου, Κ. (2025). Παίζοντας με «Τα ψηλά βουνά» στο Voyant (ή μία πρόταση σεναρίου). Νέος Παιδαγωγός online, 49, σσ. 483-495. https://neospaidagogos.online/files/49_Teyxos_Neou_Paidagogou_Ioulis_2025.pdf
- Florou, K. (2024). The Effect of English as a Second Foreign Language on Learning Italian as a Third Foreign Language: A Learner Corpus-Based Research in Written Speech. *International Journal of Language and Literary Studies*. 6(3).407-419. <http://doi.org/10.36892/ijlls.v6i3.1812>
- Florou, K., & Tyrou, I. (2024). La particella “ne” nella scrittura creativa in italiano LS. Indagine su un corpus di apprendenti greci. *Umanistica Digitale*, (18), 87-101. <http://dx.doi.org/10.6092/issn.2532-8816/19939>
- Florou, K. (2023). Comparing NLP Tools and AI Generators in the Context of Achieving Optimal Textual Analysis in an Educational Setting. *International Journal on Recent and Innovation Trends in Computing and Communication*, 11(9),5407-5412. Retrieved from <https://ijritcc.org/index.php/ijritcc/article/view/10655>
- Florou, K. (2020). “Contrastive Corpus Analysis: investigating the use of opinion verbs in Italian by Greek learners”. *Global Research in Higher Education*, Vol.3 No2, 2020 (<http://dx.doi.org/10.22158/grhe.v3n2p1>)
- Florou, K. (2019). “Informal Correspondence by Greek learners of the Italian language: a Study based on Learner Corpora, Native Corpora and Textbooks”. *Frontiers in Education Technology* Vol. 2, No. 3, 2019 (www.scholink.org/ojs/index.php/fet)
- Florou, K. (2019). “Learner Translator Corpus: Italogreco or another way to confirm teachers’ intuitions”. *Journal of Education and Learning*; Vol. 8, No. 5; 2019 (<https://doi.org/10.5539/jel.v8n5p75>)
- Florou, K. (2018). “Parallel-learner corpora or another way to confirm teachers’ intuitions”. 13th Teaching and Language Corpora Conference, University of Cambridge, 18-21 July 2018