

CV of GEORGIA ANDREOU

Professor, Department of Special Education, University of Thessaly, Greece.

Position (title): Professor in “Linguistics: Educational and Neuropsychological Approach of First and Second/Foreign Language”

Director of the Laboratory of Bilingual Education (for typically and non-typically developing children)

Director of the Postgraduate Program of Studies “Special Education and Training of People with Oral and Written Language Problems” (joint Masters degree with the Hellenic Open University)

President of the Scientific Council of the Hellenic Foundation for Research and Innovation (H.F.R.I)

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EDUCATIONAL QUALIFICATIONS

- 1) Graduate from the English Department of the School of Philosophy, University of Athens, Greece
- 2) MSc in Language and Communication Impairment from the Department of Human and Communication Sciences, University of Sheffield, UK
- 3) Phd holder in Neurolinguistics from the Department of Special Education, University of Thessaly, Greece (Thesis title: Neuropsychological factors which influence first and second/foreign language learning)

LANGUAGES SPOKEN

- 1) English (Level C2)
- 2) French (Level C2)

MEMBERSHIP IN INSTITUTIONS, ASSOCIATIONS AND EDITORIAL BOARDS

- 1) *Member* of the Linguistics Association of Great Britain
- 2) *Member* of the Greek Applied Linguistics Association
- 3) *Member* of the American Association for the advancement of Sciences
- 4) *Member* of the Greek Association of Language and Literacy
- 5) *Member* of the International Speech Communication Association (ISCA)
- 6) *Member* of the International Linguistics Community Online (Linguist List, Directory of Linguists)
- 7) *Reviewer* in the Journals: International Journal of Learning, Educational Psychology, Neuroscience Letters, Learning and Individual Differences, Developmental Neuropsychology, Language Culture and Curriculum, Learning and Instruction, Journal of Psycholinguistic Research, Hellenic Journal of Psychology, Hellenic Journal of Psychology, Language Learning

- and Development, Journal of Speech, Language and Hearing Research, Computers and Education, Journal of Child Language, Discourse Processes
- 8) *Consulting Reader* in the Journal: Perceptual and Motor Skills
 - 9) In the *Reviewer Board* of the Journals: a) European Journal of Language, Linguistics and Literature b) European Journal of Educational Sciences
 - 10) In the *Editorial Board* of the Journals: a) Theory and Practice in Language Studies b) The Linguistics Journal c) Education Research Journal d) Higher Education Studies e) Australian Journal of Learning Difficulties f) GiST Education and Learning Research Journal g) English Linguistics Research h) American Journal of Life Sciences i) Journal of Curriculum and Teaching j) European Journal of Language, Linguistics and Literature k) Advances in Neuroscience Research l) Scientia Research Library
 - 11) *Guest Editor* of the International Journal of Disability, Development and Education, Vol.63, 1, 2016

SELECTED PUBLICATIONS

ARTICLES IN INTERNATIONAL AND GREEK JOURNALS

1. Karapetsas, A. & **Andreou, G.** (1999). Cognitive development of fluent and nonfluent bilingual speakers assessed with tachistoscopic techniques. *Psychological Reports*, 84, 697-700 <https://doi.org/10.2466/pr0.1999.84.2.697> (Impact Factor 1.789, Scimago Q2).
2. Karapetsas, A. & **Andreou, G.** (2001). Visual field asymmetries for rhyme and semantic tasks in fluent and non-fluent bilinguals. *Brain and Language*, 78, 53-61 <https://doi.org/10.1006/brln.2000.2443> (Impact Factor 2.781, Scimago Q1).
3. **Andreou, G.** & Karapetsas, A. (2001). Hemispheric asymmetries of visual ERPs in lefthanded bilinguals. *Cognitive Brain Research*, 12, 333-335 [https://doi.org/10.1016/S0926-6410\(01\)00060-X](https://doi.org/10.1016/S0926-6410(01)00060-X) (Impact Factor 3.252, Scimago: not yet assigned quartile).
4. **Andreou, G.**, Krommydas, G, Gourgoulisanis, K, Karapetsas, A. & Molyvdas, P.A. (2002). Handedness, asthma and allergic disorders: Is there an association? *Psychology, Health & Medicine*, 7(1), 53-60 <https://doi.org/10.1080/13548500120101559> (Impact Factor 3.898, Scimago Q2).
5. **Andreou, G.** & Karapetsas, A. (2002). Accuracy and speed of processing verbal stimuli among subjects with low and high ability in Mathematics. *Educational Psychology*, 22(5), 613-619 <https://doi.org/10.1080/0144341022000030358> (Impact Factor 3.117, Scimago Q1).
6. **Andreou, G.**, Galanopoulou, C., Gourgoulisanis, K., Karapetsas, A. & Molyvdas, P. (2002). Cognitive status in Down syndrome subjects with obstructive sleep apnea syndrome. *Brain and Cognition*, 50, 145-149 [https://doi.org/10.1016/S0278-2626\(02\)00019-2](https://doi.org/10.1016/S0278-2626(02)00019-2) (Impact Factor 2.682, Scimago Q1).
7. **Andreou, G.** & Karapetsas, A. (2002). Language aptitude in bilingual subjects. *Journal of Special and Curative Education*, 1, 97-103.

8. Vlachos, F., **Andreou, G.** & Andreou, E. (2003). Biological and environmental influences in visuospatial abilities. *Learning and Individual Differences*, 13, 339-347 [https://doi.org/10.1016/S1041-6080\(03\)00014-1](https://doi.org/10.1016/S1041-6080(03)00014-1) (Impact Factor 3.897, Scimago Q1).
9. **Andreou, G.**, Karapetsas, A., Gourgoulisanis, K. & Agapitou, P. (2003). Verbal intelligence and sleep disorders in children with ADHD. *Perceptual and Motor Skills*, 96, 1283-1288 <https://doi.org/10.2466/pms.2003.96.3c.1283> (Impact Factor 2.212, Scimago Q3).
10. **Andreou, G.** & Karapetsas, A. (2004). Verbal abilities in low and highly proficient bilinguals. *Journal of Psycholinguistic Research*, 33(5), 357-364 <https://doi.org/10.1023/B:JOPR.0000039545.16783.61> (Impact Factor 1.420, Scimago Q1).
11. **Andreou, G.** & Karapetsas, A. (2002). Perception and comprehension of the written form of native and foreign language. *Applied Linguistics*, 18, 7-18 (Greek journal).
12. Andreou, E., **Andreou, G.** & Vlachos, F. (2004). Studying orientations and performance on verbal fluency tasks in second language. *Learning and Individual Differences*, 15, 23-33 <https://doi.org/10.1016/j.lindif.2004.05.001> (Impact Factor 3.897, Scimago Q1). **This article was in the Top 25 articles of the Journal during the trimester July-September 2005.**
13. **Andreou, G.**, Agapitou, P. & Karapetsas, A. (2005). Verbal skills in children with ADHD. *European Journal of Special Needs Education*, 20(2), 231-238 <https://doi.org/10.1080/08856250500055743> (Impact Factor 2.42, Scimago Q1)
14. **Andreou, G.** & Mitsis, N. (2005). Greek as a foreign language by speakers of Arabic. *Language Culture and Curriculum*, 18(2), 181-187 <https://doi.org/10.1080/07908310508668740> (Impact Factor 2.214, Scimago Q1).
15. **Andreou, G.**, Vlachos, F. & Andreou, E. (2005). Affecting factors in second language learning. *Journal of Psycholinguistic Research*, 34(5), 429-438 <https://psycnet.apa.org/doi/10.1007/s10936-005-6202-0> (Impact Factor 1.420, Scimago Q1). **(This article was within the most read articles for the trimester July-September 2006)**
16. Agapitou, P., **Andreou, G.** & Karapetsas, A. (2006). Gender differences in verbal intelligence in children with ADHD. *Life Sciences*, 11-19.
17. Andreou, E., Vlachos, F. & **Andreou, G.** (2006). Approaches to studying among Greek university students: the impact of gender, age, academic discipline and handedness. *Educational Research*, 48(3), 301-311 <https://doi.org/10.1080/00131880600992363> (Impact Factor 2.968, Scimago Q1).
18. **Andreou, G.** & Galantomos, I. (2006). Proposition for teaching metaphors and idioms of Modern Greek as a foreign language. *Investigationes Linguisticae*, XIII, 1-8 <https://doi.org/10.14746/il.2006.13.1> (Impact factor 0.8).
19. **Andreou, G.** & Agapitou, P. (2007). Reduced language abilities in adolescents who snore. *Archives of Clinical Neuropsychology*, 22, 225-229 <https://doi.org/10.1016/j.acn.2006.12.008> (Impact Factor 3.448, Scimago Q2).

20. Vlachos, F., Papathanasiou, I. & **Andreou, G.** (2007). Cerebellum and Reading. *Folia Phoniatrica et Logopaedica*, 59, 177-183
<https://doi.org/10.1159/000102929> (Impact Factor 1.391, Scimago Q1).
21. **Andreou, G.**, Vlachos, F. & Haftouras, N. (2007). The cerebellum and language functions. *Psychology*, 14(2), 113-126
https://doi.org/10.12681/psy_hps.23856.
22. **Andreou, G.** (2007). Phonological awareness in bilingual and trilingual schoolchildren. *The Linguistics Journal*, 3(3), 8-15.
23. Andreou, E., **Andreou, G.** & Vlachos, F. (2008). Learning styles and performance in second language tasks. *TESOL Quarterly*, 42(4), 665-674
<https://www.jstor.org/stable/40264496> (Impact Factor 3.41, Scimago Q1).
24. **Andreou, G.** & Galantomos, I. (2007). Language change and educational procedure: attitudes of primary and secondary education teachers concerning the phenomenon of alterations of proportional structure. *Mentor*, 10, 94-101 (Greek journal).
25. **Andreou, G.** & Galantomos, I. (2008). Designing a conceptual syllabus for teaching metaphors and idioms in a foreign language context. *Porta Linguarum*, 9, 69-77 <http://hdl.handle.net/10481/31746> (Impact Factor 0.391, Scimago Q1).
26. Dermitzaki, I., **Andreou, G.** & Paraskeva, V. (2008). High and low reading comprehension achievers' strategic behavior and its relation to performance in reading comprehension. *Reading Psychology*, 29, 471-492
<https://doi.org/10.1080/02702710802168519> (Impact Factor 0.938, Scimago Q1).
27. Agapitou, P. & **Andreou, G.** (2008). Language deficits in ADHD preschoolers. *Australian Journal of Learning Disabilities*, 13(1), 39-49
<https://doi.org/10.1080/19404150802093711> (Impact Factor 1.4).
28. **Andreou, G.**, Karapetsas, A. & Galantomos, I. (2008). Modern Greek language: acquisition of morphology and syntax by non-native speakers. *Reading Matrix*, 8(1), 3542
<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=c72f5989a7a0c933573be430ec6a128b8bbfd46f>.
29. **Andreou, G.** & Karapetsas, A. (2008). Neurolinguistic differences in language processing between the sexes. *The Open Applied Linguistics Journal*, 1, 56-58 (Greek journal)
<https://benthamopen.com/contents/pdf/TOALJ/TOALJ-1-56.pdf>.
30. **Andreou, G.** & Galantomos, I. (2008). Teaching idioms in a foreign language context: preliminary comments on factors determining Greek idiom instruction. *Metaphorik.de*, 15, 7-23
https://www.metaphorik.de/sites/www.metaphorik.de/files/journal-pdf/15_2008_andreou-galantomos.pdf?origin=publication_detail.
31. Vlachos, F. & **Andreou, G.** (2009). Brain asymmetry and education. *The Forum of Social Sciences*, 11 (54), 61-81 (Greek journal).
32. **Andreou, G.** & Galantomos, I. (2009). Conceptual competence as a component of second language fluency. *Journal of Psycholinguistic Research*, 38, 587-591 <https://doi.org/10.1007/s10936-009-9122-6> (Impact Factor 1.420, Scimago Q1).

33. **Andreou, G.** & Galantomos, I. (2009). The native speaker ideal in FLT. *Electronic Journal of Foreign Language Teaching*, 6(2), 200-208 <https://e-flt.nus.edu.sg/wp-content/uploads/v6n22009/andreou.pdf> (Impact Factor 0.44, Scimago Q2).
34. **Andreou, G.**, Galantomos, I. & Gourgoulisanis, K. (2010). The “language” of the unsuccessful anti-smoking campaign in Greece: examples from Greek newspaper headlines. *Preventive Medicine*, 51, 336-337 <https://doi.org/10.1016/j.ypmed.2010.05.016> (Impact Factor 4.637, Scimago Q1).
35. Galantomos, I., **Andreou, G.** & Gourgoulisanis, K. (2011). The content and language of newspaper articles related to the official ban on smoking in Greece. *The Open Applied Linguistics Journal*, 4, 1-8 <https://benthamopenarchives.com/contents/pdf/TOALJ/TOALJ-4-1.pdf>.
36. **Andreou, G.** & Baseki, J. (2012). Phonological and spelling mistakes among dyslexic and non-dyslexic children learning two different languages: Greek vs English. *Psychology*, 3(8), 595-600 <http://dx.doi.org/10.4236/psych.2012.38089>.
37. Galantomos, I. & **Andreou, G.** (2013). Attitudes of students who learn Modern Greek as a second/foreign language concerning the teaching of metaphors. *Journal of Applied Linguistics*, 28, 13-27 (Greek journal).
38. **Andreou, G.**, & Trott, K. (2013). Verbal fluency in adults diagnosed with attention-deficit hyperactivity disorder (ADHD) in childhood. *ADHD Attention Deficit and Hyperactivity Disorders*, 5(4), 343-351 <https://doi.org/10.1007/s12402-013-0112-z> (Impact Factor 3.24, Scimago Q2).
39. **Andreou, G.**, Vlachos, F. & Mekanikas, K. (2014). Effects of Chronic Obstructive Pulmonary Disease and Obstructive Sleep Apnea on cognitive functions: Evidence for a common nature. *Sleep Disorders*, 1-18 <http://dx.doi.org/101155/2014/768210>
40. Giatsou, A., Papadimitriou, A., Dardiotis, E., **Andreou, G.** & Koute, V. (2014). Diagnostic assessment of learning difficulties in children with epilepsy. *Encephalos*, 51, 94-97 (Greek journal).
41. Stavroussi, P, **Andreou, G.** & Karagiannopoulou, D. (2016). Verbal fluency and verbal short-term memory in adults with Down Syndrome and Intellectual Disability. *International Journal of Disability, Development and Education*, 63(1), 122-140 <https://doi.org/10.1080/1034912X.2015.1111307> (Impact Factor 1.3, Scimago Q2).
42. **Andreou, G.**, Riga, A. & Papagiannis, N. (2016). Influences of gender and Information and Communication Technologies (ICTs) concerning the overall performance of students with ADHD in writing. *Themes in Science and Technology Education*, 9 (1), 25-41.
43. Baseki, J., **Andreou, G.** & Tzivinikou, S. (2016). Dyslexia and spelling in two different orthographies (Greek vs English): A linguistic analysis. *Journal of Advances in Linguistics (JAL)*, 7(1), 1172-1191 <https://doi.org/10.24297/jal.v7i1.4622>.
44. Vaiouli, P. & **Andreou, G.** (2017). Communication and language development of young children with autism: A review of research in music. *Communication Disorders Quarterly*, 1-7

- <https://doi.org/10.1177/1525740117705117> (Impact Factor 0,764, Scimago Q1).
45. **Andreou, G.** & Segklia, M. (2017). Learning difficulties in first and second language: Preliminary results from a cross-linguistic skills transfer. *English Linguistics Research*, 6(3), 62-71 <https://doi.org/10.5430/elr.v6n3p62>.
 46. **Andreou, G.**, Liakou, M., & Galantomos, I. (2017). Differences in Syntactic Development in Adolescence. *European Journal of Language Studies*, 4(2), 6-11 <https://www.idpublications.org/wp-content/uploads/2017/04/Full-Paper-DIFFERENCES-IN-SYNTACTIC-DEVELOPMENT-IN-ADOLESCENCE.pdf> .
 47. Anastassiou, F., **Andreou, G.** & Liakou, M. (2017). Third language learning, trilingualism and multilingualism: a review. *European Journal of English Language, Linguistics and Literature*, 4 (1), 61-73 <https://www.idpublications.org/wp-content/uploads/2017/01/Full-Paper-THIRD-LANGUAGE-LEARNING-TRILINGUALISM.pdf>.
 48. Riga, A., **Andreou, G.** & Anastassiou, F. (2017). Enhancing the language literacy skills of children with Specific Learning Difficulties; a review on the use of technology and the application of innovative teaching methods. *European Journal of Educational Sciences*, 4(3), 13-18 <http://dx.doi.org/10.19044/ejes.v4no3a2> (Impact Factor 0.7).
 49. Anastassiou, F. & **Andreou, G.** (2017). Factors associated with the code mixing and code switching of multilingual speakers. *International Journal of Linguistics, Literature and Culture*, 4(3), 13-26 (Impact Factor 0.15)
 50. Anastassiou, F. & **Andreou, G.** (2017). Speech production of trilingual children: a study on their transfers in terms of content and function words and the effect of their L1. *International Journal of English Linguistics*, 7(6), 30-37 <https://doi.org/10.5539/ijel.v7n6p30> (Impact Factor 0.2).
 51. **Andreou, G.** & Segklia, M. (2017). Learning difficulties in first and second language: Preliminary results from a cross-linguistic skill transfer. *English Linguistics Research*, 6(3), 62-71 <https://doi.org/10.5430/elr.v6n3p62>.
 52. Chalmpé, M., Vlachos, F., Avramidis, H. & **Andreou, G.** (2017). Researching phonological memory and visual-spatial memory in children with dyslexia. *Hellenic Review of Special Education*, 5, 37-58 (Greek journal).
 53. **Andreou, G.**, Tsela, V. & Anastassiou, F. (2018). Reading skills in Greek as a first language and in French as a foreign language among primary and secondary education school children with specific reading disorder. *Education and Linguistics Research*, 4 (1), 81-102 <https://doi.org/10.5296/elr.v4i1.12820> (Impact Factor 0.1).
 54. Riga, A. & **Andreou, G.** (2018). Students with ADHD: The impact of Information and Communication Technologies and their mothers' occupational status on their writing skills. *Global Journal of Special Education and Services*, 6 (2), 137-146 <https://www.globalscienceresearchjournals.org/articles/students-with-adhd-the-impact-of-information-and-communication-technologies-and-their-mothers-occupational-status-on-the.pdf>.
 55. Mekanikas, K., **Andreou, G.** & Vlachos, F. (2019). Chronic Obstructive Pulmonary Disease and Semantic Language Abilities. *Journal of Behavioral and Brain Science*, 9, 130143 <http://dx.doi.org/10.4236/jbbs.2019.93011> (Google based Impact Factor 0.4).

56. **Andreou, G.**, Athanasiadou, P. & Tzivinikou, S. (2019). Accommodations on reading comprehension assessment for students with learning disabilities: A review study. *Psychology*, 10(4), 521-538 <https://doi.org/10.4236/psych.2019.104034>.
57. **Andreou, G.**, & Segklia, M. (2019). Cross-Linguistic Skills Transfer from the Second/Foreign Language to the First among Students with Learning Disabilities after an Intervention Program in the Second Language. *Creative Education*, 10, 1023-1036 <http://www.scirp.org/journal/PaperInformation.aspx?PaperID=92782&#abstract> (Impact Factor 0.5).
58. Katsarou, D. & **Andreou, G.** (2019). Bilingualism in Down Syndrome: A Greek Study. *International Journal of Disability, Development and Education* 376-382 <https://doi.org/10.1080/1034912X.2019.1684458> (Impact Factor 1.3, Scimago Q2).
59. **Andreou, G.** & Lemoni, G. (2020). Narrative Skills of Monolingual and Bilingual Pre-School and Primary School Children with Developmental Language Disorder (DLD): A Systematic Review. *Open Journal of Modern Linguistics*, 10, 429-458 <https://www.scirp.org/journal/ojml> (Google based Impact Factor 0.2).
60. **Andreou, G.** & Chartomatsidou, E. (2020). A Review Paper on the Syntactic Abilities of Individuals with Down Syndrome. *Open Journal of Modern Linguistics*, 10, 480-523 <http://www.scirp.org/journal/Paperabs.aspx?PaperID=103384> (Google based Impact Factor 0.2).
61. Mekanikas, K., **Andreou, G.**, Simos, P. & Chartomatsidou, E. (2021). Effects of Obstructive Sleep Apnea Syndrome and medical comorbidities on language abilities. *Frontiers in Neurology*, 12: <https://doi.org/10.3389/fneur.2021.721334> (Impact Factor 3.552, Scimago Q2).
62. **Andreou, G.** & Aslanoglou, V. (2022). Written Language Production in Children with Developmental Language Disorder (DLD). *Frontiers in Psychology*, 13 <https://doi.org/10.3389/fpsyg.2022.833429> (Impact Factor 4.232, Scimago Q1).
63. **Andreou, G.** & Raxioni, K. (2022). Language development, reading and word learning in Autism Spectrum Disorder (ASD): A review on eye tracking studies. *International Journal of Developmental Disabilities*, 1-18 <https://doi.org/10.1080/20473869.2021.2024404> (Impact Factor 2.170, Scimago Q3).
64. Katsarou, D. & **Andreou, G.** (2022). Morphosyntactic abilities in young children with Down Syndrome: evidence from the Greek language. *International Journal of Language & Communication Disorders*, 1-11 <https://doi.org/10.1111/1460-6984.12730> (Impact Factor 2.909, Scimago Q1).
65. Katsarou, D. & **Andreou, G.** (2022). Phonological patterns in Greek language in toddlers and children with Down Syndrome and children with language

- impairment. *British Journal of Special Education*, <http://doi.org/10.1111/1467-8578.12410> (Impact Factor 0.983, Scimago Q2).
66. Vaiouli, P. & **Andreou, G.** (2022). Promoting Communication for Young Children with Autism Spectrum Disorders: A Family-centered Music Therapy Intervention. *Electronic Journal of Research in Educational Psychology*, 20(3), 533-560 (Impact Factor 0.644, Scimago Q3).
 67. **Andreou, G.**, Lymperopoulou, V. & Aslanoglou, V. (2022). Developmental Language Disorder (DLD) and Autism Spectrum Disorder (ASD): similarities in pragmatic language abilities. A systematic review. *International Journal of Developmental Disabilities* <https://doi.org/10.1080/20473869.2022.2132669> (Impact Factor 2.170, Scimago Q2)
 68. **Andreou, G.**, Aslanoglou, V., Lymperopoulou, V. & Vlachos, F. (2023): Morphological and phonological errors in the written language production of children with DLD. *European Journal of Special Needs Education* <https://doi.org/10.1080/08856257.2023.2207055> (Impact Factor 2.42, Scimago Q1)
 69. Charitaki, G., **Andreou, G.**, Alevriadou, A. & Soulis, S. G. (2023). A nonlinear state space model predicting dropout: the case of special education students in the Hellenic Open University. *Education and Information Technologies*, 1-18. <https://doi.org/10.1007/s10639-023-12057-0> (Impact Factor 5.5, Scimago Q1)
 70. **Andreou, G.** & Argatzopoulou, A (2023). A Systematic Review on the Use of Technology to Enhance the Academic Achievements of Children with Attention Deficit Hyperactivity Disorder in Language Learning. *Research in Developmental Disabilities*, 145 <https://www.sciencedirect.com/science/article/pii/S0891422223002445?via%3Dihub> (Impact Factor 3.1, Scimago Q2)
 71. **Andreou, G.**, & Gkantaki, M. (2024). Tracking adults' eye movements to study text comprehension: A review article. *Languages*, 9(12), 360 <https://doi.org/10.3390/languages9120360> (Impact Factor 0.9, Scimago Q1)
 72. Tsatzali, K., Beazidou, E., Stavropoulou, G., Botsoglou, K., & **Andreou, G.** (2025). The development and validation of the intercultural communicative competence evaluation instrument (ICCEI). *Cogent Education*, 12(1) <https://doi.org/10.1080/2331186X.2025.2464374> (Impact Factor 1.5, Scimago Q2)
 73. **Andreou, G.**, & Gkantaki, M. (2025). An eye-tracking study on text comprehension while listening to music: Preliminary results. *Applied Sciences*, 15(7), 3939. <https://doi.org/10.3390/app15073939> (Impact Factor 2.5, Scimago Q1)
 74. **Andreou, G.**, Lymperopoulou, V., & Papoudi, D. (2025). Similarities and differences in pragmatic skills between Greek speaking school aged children with Autism Spectrum Disorder and Developmental Language Disorder.

Advances in Neurodevelopmental Disorders. <https://doi.org/10.1007/s41252-025-00438-0> (Impact Factor 1.3, Scimago Q2)

75. **Andreou, G.,** & Argatzopoulou, A. (2025). Unraveling ADHD Through Eye-Tracking Procedures: A Scoping Review. *Journal of Attention Disorders*, 29(11). <https://doi.org/10.1177/10870547251344731> (Impact Factor 2.7, Scimago Q1)
76. **Andreou, G.,** Argatzopoulou, A. (2025). Neurodevelopmental Disorders and Foreign Language Learning: A Systematic Review of Educational Interventions. *Review Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s40489-025-00512-2> (Impact Factor 2.9, Scimago Q1)
77. **Andreou, G.,** & Lemoni, G. (2025). Narrative skills of children with developmental language disorder: retelling in macrostructure. *Frontiers in Education*, 10: 1626433. <https://doi.org/10.3389/educ.2025.1626433> (Impact Factor 2.6, Scimago Q1)
78. **Andreou, G.,** & Argatzopoulou, A. (2025). Investigating Foreign Language Vocabulary Recognition in Children with ADHD and Autism with the use of Eye-Tracking Technology. *Brain Sciences*, 15(8), 876. <https://doi.org/10.3390/brainsci15080876> (Impact Factor 2.8, Scimago Q2)
79. **Andreou, G.,** Lymperopoulou, V., & Aslanoglou, V. (2025). Structural language in neurodevelopmental disorders: Comparison between Autism Spectrum Disorder (ASD) and Developmental Language Disorder (DLD). *Frontiers in Education*, 10. <https://doi.org/10.3389/educ.2025.1641303> (Impact Factor 2.6, Scimago Q1)
80. **Andreou, G.,** & Christani, P. (2025). The Benefits and Limitations of the Use of Generative Artificial Intelligence Tools in the Acquisition of Productive Skills in English as a Foreign Language—A Systematic Analysis. *Applied Sciences*, 15(21), 11476. <https://doi.org/10.3390/app152111476> (Impact Factor 2.5, Scimago Q1)
81. **Andreou, G.,** Charitaki, G., & Gkantaki, M. (2026). Rapid Automatized Naming and alternating stimulus including letters and numbers: An exploratory comparative eye-tracking study in a sample of university students with and without learning disabilities. *Disability & Rehabilitation: Assistive Technology*. <https://doi.org/10.1080/17483107.2026.2645905> (Impact Factor 2.2, Scimago Q1)
82. Katsarou, D., **Andreou, G.** & Mantsos, E. (2026). Sensory-Rich Play and Language Development in Children with Down Syndrome and Intellectual Disabilities: A Quasi-Experimental Study. *Education Sciences*, 16(4), 650. <https://doi.org/10.3390/educsci16040650> (Impact Factor 3.5, Scimago Q1)
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22. **Andreou, G.**, Beazidou, E., Gillies, R., & Gkantaki, M. (2026). University Professors' views and perspectives on collaborative learning in Greece and Australia. In R. Gillies (ed.), *Teaching and Learning 21st-Century Skills: Communication and Collaboration in Formal and Informal Settings* (pp. 103-121). Springer.
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INVITED TALKS

Australia: Flinders University, University of Sydney, University of Queensland

Cyprus: European University

Morocco: University of Agadir

USA: University of Massachusetts, San Francisco State University, University of California Sacramento, Chapman University, Florida International University, University of Alabama, University of California San Diego

CONGRESSES-CITATIONS

1) more than 250 presentations in International Congresses

2) more than 2.650 citations (according to Publish or Perish, Scopus, ISI Web of Knowledge, Google Scholar h-index 30, i10-index 64) in books and Scientific Journals such as: Neuroscience Letters, Journal of Abnormal Child Psychology, Clinical Neurophysiology, Brain and Language, Brain and Cognition, Learning and Individual Differences, Cortex, Journal of Phonetics, Journal of Attention Disorders, Modern Language Journal and others.

SUPERVISION OF PhD, POSTGRADUATE, GRADUATE DISSERTATIONS

- 1) Supervisor of 16 Phd and 5 postgraduate dissertations (finished).
- 2) Member of the examination board of 10 Phd and 12 postgraduate dissertations (finished).
- 3) Supervisor or member of the examination board of 13 Phd and postgraduate dissertations still in progress.
- 4) Supervisor of 5 and member of the examination board of 20 graduate dissertations (finished).