

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”

Elected member of the Administrative Board of the University of Thessaly

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)

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EDUCATIONAL QUALIFICATIONS

- 1) Graduate of 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
- 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** (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** (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** (Impact Factor 3.252, Scimago: not yet assigned quartile).
4. Andreou, G., Krommydas, G, Gourgoulianis, K, Karapetsas, A. & Molyvdas, P.A. (2002). Handedness, asthma and allergic disorders: Is there an association? **Psychology, Health & Medicine, 7(1), 53-60** (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** (Impact Factor 3.117, Scimago Q1).
6. Andreou, G., Galanopoulou, C., Gourgoulianis, K., Karapetsas, A. & Molyvdas, P. (2002). Cognitive status in Down syndrome subjects with obstructive sleep apnea syndrome. **Brain and Cognition, 50, 145-149** (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**. (Greek journal).
8. Vlachos, F., Andreou, G. & Andreou, E. (2003). Biological and environmental influences in visuospatial abilities. **Learning and Individual Differences, 13, 339-347** (Impact Factor 3.897, Scimago Q1).
9. Andreou, G., Karapetsas, A., Gourgoulianis, K. & Agapitou, P. (2003). Verbal intelligence and sleep disorders in children with ADHD. **Perceptual and Motor Skills, 96, 1283-1288** (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** (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** (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** (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 (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 (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** (Impact Factor 6.78, Scimago Q1).
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 (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**, Vol. XIII, 1-8. (Impact factor 0,8).
19. **Andreou, G.** & Agapitou, P. (2007). Reduced language abilities in adolescents who snore. **Archives of Clinical Neuropsychology**, **22**, 225-229 (Impact Factor 3.448, Scimago Q2).
20. Vlachos, F., Papathanasiou, I. & **Andreou, G.** (2007). Cerebellum and Reading. **Folia Phoniatica et Logopaedica**, **59**, 177-183 (Impact Factor 1.391, Scimago Q1).
21. **Andreou, G.**, Vlachos, F. & Haftouras, N. (2007). The cerebellum and language functions. **Psychology**, **14(2)**, 113-126. (Greek Journal).
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 (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). Conceptual syllabus for teaching metaphors and idioms in a foreign language context. **Porta Linguarum**, **9**, 69-77 (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 (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 (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.
29. **Andreou, G.** & Karapetsas, A. (2008). Neurolinguistic differences in language processing between the sexes. **The Open Applied Linguistics Journal**, **1**, 56-58 (Greek journal).
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.
31. Vlachos, F. & **Andreou, G.** (2009). Brain asymmetry and education. **The Forum of Social Sciences**, Vol. ΙΔ, **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 (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 (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 (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.
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.
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 (Impact Factor 3.24, Scimago Q2).
39. **Andreou, G.,** Vlachos, F. & Mankanikas, 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/10.1155/2014/768210>
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. <http://www.tandfonline.com/doi/pdf/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.
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. DOI: 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.
46. Katsarou, D. & **Andreou, G.** (2017). Receptive and Expressive Semantic Skills in Children with Down Syndrome. **International Education and Research Journal**, **3(3)**, 135-136 (Impact Factor 6.579).
47. **Andreou, G.,** Liakou, M., & Galantomos, I. (2017). Differences in Syntactic Development in Adolescence. **European Journal of Language Studies**, **4(2)**, 6-11.

48. 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.
49. 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. (Impact Factor 0.7).
50. 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).
51. 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. (Impact Factor 0.2).
52. **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.
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. (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.
55. Makanikas, K., **Andreou, G.** & Vlachos, F. (2019). Chronic Obstructive Pulmonary Disease and Semantic Language Abilities. **Journal of Behavioural and Brain Science**, **9**, 130143 (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.
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 (Impact Factor 0.5).
58. Katsarou, D. & **Andreou, G.** (2019). Bilingualism in Down Syndrome: A Greek Study. **International Journal of Disability, Development and Education**, DOI: 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 (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 (Google based Impact Factor 0.2)
61. Makanikas, K., **Andreou, G.**, Simos, P. & Chartomatsidou, E. (2021). Effects of Obstructive Sleep Apnea Syndrome and medical comorbidities on language abilities. **Frontiers in Neurology**, **12**:721334. doi: 10.3389/fneur.2021.721334 (Impact Factor 4.086, Scimago Q1).
62. **Andreou, G.** & Aslanoglou, V. (2022). Written Language Production in Children with Developmental Language Disorder (DLD). **Frontiers in Psychology**, **13**: 833429. doi: 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 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: Q4).
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: Q3).
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).

SELECTED ARTICLES IN INTERNATIONAL PROCEEDINGS

1. **Andreou, G.** & Karapetsas, A. (2004). Language lateralization in bilingual females. *International Journal of Learning, Proceedings of the Learning Conference*, 11, 1721-1725.
2. **Andreou, G.** & Galantomos, I. (2008). Neurolinguistic aspects of metaphor theory. *Proceedings of ISCA Tutorial and Research Workshop on Experimental Linguistics ExLing 2008*, 17-20.

3. Galantomos, I., **Andreou, G.** & F. Anastassiou. (2010). Evaluating languages functions in a trilingual setting. **Proceedings of ISCA Tutorial and Research Workshop on Experimental Linguistics ExLing 2010**, 53-56.
4. Agapitou, P., Galantomos, I. & **Andreou, G.** (2010). Language deficits in children with ADHD. **Proceedings of ISCA Tutorial and Research Workshop on Experimental Linguistics ExLing 2010**, 1-4.
5. **Andreou, G.** & Baseki, V. (2010). Error profiles of dyslexic and non-dyslexic children in their L1 (Greek) and L2 (English). **Procedia: Social and Behavioral Sciences**, 6, 141-142.
6. **Andreou, G.** & Anastassiou, F. (2011). Vocabulary interaction among the three languages of trilingual children. **Selected Papers from the 19th ISTAL**, 111-117.
7. **Andreou, G.** (2011). Language impairments of the depressive brain. **Neuroscience Letters**, 500, Supplement, July 2011, p. e20.
8. **Andreou, G.**, Katsarou, D. & Galantomos, I. (2012). Phonological skills in Down Syndrome (DS): Experimental findings from a Greek sample. **Proceedings of ISCA Tutorial and Research Workshop on Experimental Linguistics ExLing 2012**, 5-8.
9. **Andreou, G.** & Liakou, M. (2012). A comparative assessment of texts of high school and lyceum students with normal language development. **Selected Papers of the 10th International Conference of Greek Linguistics**, 649-653.
10. **Andreou, G.** (2013). Syntactic development in Down Syndrome (DS). **Studies on Greek Language**, 33, 191-196.
11. **Andreou, G.** & Katsarou, D. (2013). Language learning in children with Down syndrome (DS): Receptive and expressive morphosyntactic abilities. **Procedia: Social and Behavioral Sciences**, 93, 921-924.
12. **Andreou, G.** & Anastassiou, F. (2014). Multilingualism and language learning: The case of Greek-Albanian children learning English as a third language. **Proceedings of the International Conference "Education Across Borders"**, 378-383.
13. Anastassiou, F. & **Andreou, G.** (2014). Multilingualism in Greece: A study of speech production of trilingual children. **Versita: Major Trends in Theoretical and Applied Linguistics**, 1, 187-198.
14. **Andreou, G.** & Tsela, V. (2015). Foreign language by dyslexics in Applied Linguistics: The case of Greek (L1) dyslexic children learning French (L2) as a foreign language, **Studies on the Greek Language**, 35, 80-91.
15. **Andreou, G.** & Tasioudi, M. (2015). Language acquisition in childhood Obstructive Sleep Apnea Syndrome. In E. Babatsouli & D. Ingram (eds.), **Proceedings of the International Symposium on Monolingual and Bilingual Speech**, 20-26. ISBN: 978-618-82351-0-6. URL: <http://ismbs.eu/publications>
16. **Andreou, G.** & Galantomos, I. (2015). Morphosyntactic abilities in Greek deaf university students. In **Proceedings of ICED 2015** (pp. 1-5) (CD ROM). Patras: University of Patras, Deaf Studies Unit.
17. **Andreou, G.** & Katsarou, D. (2016). Semantic processing in children with Down syndrome. **Selected Papers of the 21st International Symposium on Theoretical and Applied Linguistics (ISTAL 21)**, 59-66 ISSN 2529-1114.
18. Vaiouli, P. & **Andreou, G.** (2016). "Sing along!": language development through music for young children with autism. **Nordic Journal of Music Therapy** 25 (sup1), 80-80.
19. **Andreou, G.** & Anastassiou, F. (2017). Vocabulary interaction among the three languages of trilingual children. **Selected papers on theoretical and applied linguistics** 19, 111-117.
20. Liakou, M., **Andreou, G.** & Anastassiou, F. (2017). Comparing syntactic development in adolescents' written texts. In A. Botinis (Ed.) **Proceedings of the 8th Tutorial and**

- Research Workshop on Experimental Linguistics**, 65-69. Athens: University of Athens.
21. **Andreou, G.**, Liakou, M., Anastassiou, F. & Tsela, V. (2018). Gender differences in adolescents' written texts. In A. Botinis (Ed.) **Proceedings of the 9th Tutorial and Research Workshop on Experimental Linguistics**, 17-20. Paris: Universite ParisDiderot.
 22. **Andreou, G.**, Tsela, V., & Liakou, M. (2019). L1 and L2 skills in Specific Reading Disorder. In A. Botinis (Ed.) **Proceedings of the 10th International Conference of Experimental Linguistics**, 17-20. Athens: ExLing Society.
 23. **Andreou, G.**, Athanasiadou, P., & Gana, E. (2019). ICT and specific learning disabilities: A proposition for the use of the software Rewordify in the foreign language learning by students with reading comprehension difficulties. **Proceedings of the 10th International Conference in Open & Distance Learning**, 10(3A), 8593.
 24. Tsela, V., **Andreou, G.**, Liakou, M. & Baseki, V. (2020). Morphological awareness in L1 and L2 reading skills. In A. Botinis (Ed.) **Proceedings of the 11th International Conference of Experimental Linguistics**, 205-209. Athens: ExLing Society.
 25. Katsarou, D. & **Andreou, G.** (2021). Vocabulary skills in Down Syndrome and typical development. In A. Botinis (Ed.) **Proceedings of the 12th International Conference of Experimental Linguistics**, 137-140. Athens: ExLing Society.
 26. **Andreou, G.** & Segklia, M. (2021). The impact of L2 on L1 in students with learning disabilities. In A. Botinis (Ed.) **Proceedings of the 12th International Conference of Experimental Linguistics**, 25-28. Athens: ExLing Society.
 27. **Andreou, G.**, Aslanoglou, V., & Lymperopoulou, V. (2022). Reading and Children with Developmental Language Disorder: A Case of Greek Students. In F. Uslu (Ed.), **Proceedings of the 9th International Conference on Education & Education of Social Sciences (INTCESS)**, 510-517.
 28. **Andreou G.** & Chartomatsidou, E. (2022). Relative clauses in Down Syndrome: evidence from the Greek language. In Botinis A. (Ed.), **Proceedings of the 13th International Conference of Experimental Linguistics (ExLing 2022)**, 17-19/10/2022, Universite de Paris, 17-20.
 29. **Andreou G.** & Vasileiou, K. (2022). Auditory word recognition of nouns and verbs in Greek-speaking children with developmental Language Disorder (DLD): An eye-tracking study. **Proceedings of the 13th International Conference of Experimental Linguistics (ExLing 2022)**, 17-19/10/2022, Paris, 157-160.
 30. **Andreou, G.** & Lymperopoulou, V. (2022). Predictive Language Processing of children with Autism Spectrum Disorder and children with Developmental Language Disorder. In S. Halupka-Rešetar & N. Ilić (Eds.), **Proceedings of PNCLR9- Studies in Language and Mind 4**, Filozofski fakultet, Novi Sad: 30 October 2021 (pp. 87-106).
 31. **Andreou, G.** & Chartomatsidou, E. (2023). Pronominal clitics in the language of Greek-speaking individuals with Down syndrome. **Studies on the Greek Language 42, Proceedings of the 42nd Annual Meeting of the Department of Linguistics**, School of Philology, Aristotle University of Thessaloniki (pp. 21-29).
 32. **Andreou, G.**, Gillies, R. & Gkantaki, M. (2023). Collaborative Learning in Higher Education in Greece and Australia: Advantages and Challenges. **Global Innovations and Collaborative Solutions in Contemporary Science** (pp. 70-75). Futurity Research Publishing. https://futuraitypublishing.com/international_conference_3/
 33. **Andreou, G.** & Athanasiadou, P. (2023, in press). Accommodating assessment of reading comprehension for students with specific reading disability in English as a foreign language. **Proceedings of 25th International Symposium of Theoretical and Applied Linguistics**. Aristotle University of Thessaloniki, 13-15 May.
 34. Tsela, V., **Andreou, G.**, Cheimariou, S. & Baseki, V. (2024, in press). Rapid Automatized Naming (RAN) in developmental dyslexia: An eye-tracking study.

BOOKS-CHAPTERS IN BOOKS

- 1) **Andreou, G.** (2002, 1st edition, 2009, 2nd edition, 2012, 3rd edition). *Language: Theoretical and Methodological Approach*. Athens: Pedio Publications.
- 2) **Andreou, G.,** Andreou, E. & Vlachos, F. (2006). "Individual differences in second language learning among university Students" in S. N. Hogan (ed.) *Trends in Learning Research*, (pp. 81-98). NY: Nova Science Publishers.
- 3) Agapitou, P. & **Andreou, G.** (2010). "Language and Attention Deficit Disorder" in Vogindroukas, I, Okalidou, A. & Stavrakaki, S. (eds.) *Developmental Language Disorders: From basic research to clinical practice*, (pp. 35-56). Thessaloniki: Epikentro Publications.
- 4) Vlahos, F. & **Andreou, G.** (2011). "Language Development in infancy and childhood: A neuropsychological approach and current electrophysiological findings" in *Current Issues in Neuropsychology: Early detection, assessment and intervention*, (pp.140-170). Volos: Publications of the Laboratory of Neuropsychology, University of Thessaly.
- 5) **Andreou, G.,** Vlachos, F. & Mankanikas, K. (2012). "Neurocognitive deficits in patients with Obstructive Sleep Apnea Syndrome (OSAS)" in T. Heinbockel (ed.) *Neuroscience*, (pp.93-115). Intech Publications.
- 6) **Andreou, G.** & Mankanikas, K. (2014, 2022). "Obstructive Sleep Apnea Syndrome and its impact on verbal abilities from childhood to adulthood" in G. Andreou (ed.) *Language and Special Education: A psycholinguistic approach*, (pp.185-213 & 199-227). Thessaloniki: Giachoudis & Co publications. ISBN 978-960-6700-92-7
- 7) **Andreou, G.** (2015). Communicative approach of written texts in adolescence, in G. Androulakis (ed.), *Language Education: 35 studies devoted to the Professor Napoleon Mitsis*, (pp. 132-142). Athens: Gutenberg.
- 8) **Andreou, G.** & Tasioudi, M. (2017). "Obstructive Sleep Apnea Syndrome: Does it really affect language acquisition during early childhood?" in E. Babatsouli, D. Ingram, N. Muller (eds.) *Crosslinguistic Encounters in Language Acquisition: Typical and Atypical Development*, (pp. 175-196). Bristol: Multilingual Matters.
- 9) **Andreou, G.,** Tsela, V. & Tzivinikou, S. (2018). "Developmental Dyslexia and second/foreign language learning: Crosslinguistic transfer from Greek as first/native language to French as second/foreign language", in F. Vlachos (ed.) *Greek Review on Special Education (special issue on Developmental Dyslexia)*, (5, pp. 221-252).
- 10) **Andreou, G.** & Galantomos, I. (2018). Brain and language learning: Factors which influence second language processing. In F. Vlachos (ed.) *Brain, learning and special education*, (pp. 161-173). Athens: Gutenberg.
- 11) Anastassiou, F., **Andreou, G.** & Baseki, J. (2020). Learners of English as a foreign language in Greece: the factors of their heritage language and literacy, in F. Anastassiou & G. Andreou (eds.) *English as a foreign language: Perspectives on teaching multilingualism and interculturalism*, (pp. 20-39). Newcastle upon Tyne: Cambridge Scholars Publishing.
- 12) Baseki, J., **Andreou, G.** & Anastassiou, F. (2020). Mirrors and Windows Made of Language: The Case of Greek Dyslexic and non-Dyslexic Children Composing in Both Greek and English as a Foreign Language (A Linguistic - Cognitive Analysis), in F. Anastassiou & G. Andreou (eds.) *English as a foreign language: Perspectives on teaching multilingualism and interculturalism*, (pp. 238-274). Newcastle upon Tyne: Cambridge Scholars Publishing.

- 13) **Andreou, G.** & Raxioni, K. (2021). Language development and language deficits in Autism Spectrum Disorder (ASD). In S. Stavrakaki (ed.), *Language and Cognition in Developmental and Acquired Disorders* (pp. 3-21). Athens: Vita Medical Publications.
- 14) Liakou, M., **Andreou, G.** & Tsela, V. (2021). Syntactic abilities and syntactic deficits in adolescent students' written texts: A research study. In S. Stavrakaki (ed.), *Language and Cognition in Developmental and Acquired Disorders* (pp. 87-113). Athens: Vita Medical Publications.
- 15) Kokkinis, N. & **Andreou, G.** (2021). More rare syndromes which influence learning: Cri du Chat syndrome. In A. C. Malegiannaki & M. E. Kosmidou (eds.), *Neuropsychology of Genetic Syndromes* (pp. 607-631). Athens: Gutenberg.
- 16) **Andreou, G.** & Athanasiadou, P. (2022). Adaptations for teaching a second/foreign language to students with learning difficulties. In G. Andreou (ed.), *Language and Special Education: A Psycholinguistic Approach* (pp. 97-124). Thessaloniki: Giahoudis Publications.
- 17) Aslanoglou, V., **Andreou, G.**, Vlachos, F., & Lymperopoulou, V. (2023). Writing Skills of Individuals with Developmental Language Disorder (DLD). In D. Katsarou (Ed.), *Developmental Language Disorders in Childhood and Adolescence* (pp. 323-337). IGI Global. <https://doi.org/10.4018/979-8-3693-0644-4.ch024>

INVITED TALKS

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

Cyprus: European University

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

CONGRESSES-CITATIONS

More than 200 presentations in International Congresses

More than 1.900 citations (according to Publish or Perish, Scopus, ISI Web of Knowledge, Google Scholar h-index 25, i10-index 48) 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 10 Phd and 4 postgraduate dissertations (completed)
- 2) Member of the examination board of 8 Phd and 12 postgraduate dissertations (completed)
- 3) Supervisor or member of the advisory/examination board of 14 Phd and postgraduate dissertations (in progress)
- 4) Supervisor of 5 and member of the examination board of 15 graduate dissertations (completed)