

CURRICULUM VITAE

MARIA ANDREOU

CURRENT POSITION

2021 -: Assistant Professor, Department of Speech and Language Therapy, University of Peloponnese.

EDUCATION

2015: Ph.D. in Psycholinguistics, Department of Theoretical & Applied Linguistics, School of English, Aristotle University of Thessaloniki. Dissertation title: The effects of bilingualism in verbal and non verbal cognition: The micro- and macro-structure of narratives in the weak and the dominant language of the bilingual child. Funded by: Thales project Bilingual Acquisition & Bilingual Education (BALED), (GPA: Excellent).

Advisor: Prof. Ianthi Maria Tsimpli.

2011: M.A. in Linguistics, University of Ioannina, School of Philology, Graduate Program in Linguistics. Title of M.A. Thesis: The realization of intonation in the sentences of Modern Greek (GPA: Excellent).

Advisor: Prof. Maria Baltazani.

2009: B.A., University of Ioannina, School of Philology, (Major in Medieval and Modern Greek Philology) (GPA: Very Good).

Research interests: Bilingualism and Multilingualism, Language Development, Language and Cognitive Processing, Language Disorders, Narrative Development, and Literacy.

PRIZES/AWARDS

1. DAAD funding "Corpus compilation and educational approaches in multilingual settings of Germany and Greece" (2020-2022). PI: Prof. Bongartz, German team leader: Dr. Andreou Maria. University of Cologne.
2. DAAD funding "German-Greek toolkit for Theory of Mind and Language in Autism". Pending. PI: Prof. Marinis, German team leader: Dr. Andreou Maria. University of Cologne.
3. NetEx scholarship "Linguistic Complexity and Academic language: The role of biliteracy", (2018). PI: Dr. Maria Andreou University of Cologne.
4. IFS-Mentoring Program for International Female Scholars. University of Cologne. Mentor: Prof. Martina Penke, Humanwissenschaftliche Facultaet, University of Cologne.

5. Scholarship for placement (internship) at the University of Reading (UK), granted by Aristotle University of Thessaloniki (Oct. 2014-Jan. 2015).
6. Scholarship Thales for conducting PhD research, granted by the Greek Ministry of Education, Lifelong Learning and Religious Affairs (2012-2015).
7. Scholarship IKYDA for participation at the research project Cognition, Literacy and Bilingualism in Greek-German-speaking children (CoLiBi), granted by Greek State Scholarship Foundation (I.K.Y.) (2011-2014).

RESEARCH EXPERIENCE

- 01/2017-2021 **Researcher** at the Project, Prominence in Language (SFB 1252), University of Cologne
 Director: Klaus von Heusinger
- 09/2012-2015 **Researcher** at the Project, Bilingual Acquisition & Bilingual Education: The Development of Linguistic & Cognitive Abilities in Different Types of Bilingualism (BALED), Program Thales, School of English Language & Literature, Aristotle University of Thessaloniki, Greece
 Director: Prof. Ianthi Maria Tsimpli
- 06/2011-Present **Researcher** at the Project, The effect of syntactic complexity, semantic reversibility and working memory on sentence comprehension in Alzheimer's Dementia, University of Ioannina, Greece
 Director: Prof. Maria Mastropavlou
- 10/2011-Present **Member** at the Project me 2 glosses, Aristotle University of Thessaloniki, Greece
 Director: Prof. Ianthi Maria Tsimpli
- 01/2011-2014 **Researcher** at the Project Cognition, Literacy and Bilingualism in Greek-German-speaking children (CoLiBi), Faculty of Humanities, University of Cologne & Aristotle University of Thessaloniki
 Directors: Prof. Ianthi Maria Tsimpli, Prof. Christiane Bongartz
- 09/2011-2014 **Researcher** at the Project, Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment, COST Action IS0804.

TEACHING EXPERIENCE

- 09/2017- 2021 University of Cologne
- "Bilingualism and Language Disorders" (2019-2020)
 - "Grammar and biliteracy in bilinguals' language development" (2018-2019)
 - "Reference Management and the Acquisition of Syntax" (2017-2018) (
- 09/2017- Today Hellenic Open University
- "Problems of oral and written speech: Theoretical approaches (2017-2018)

PUBLICATIONS

Monography

1. Andreou, M. (2021). Language and cognitive aspects of child bilingualism: Research observations and classroom applications. Inquiries in Language Learning. Peter Lang.

Journal articles

2. Skrimpa, V., V. Spanou, C. Bongartz, E. Peristeri, M. **Andreou**, D. Papadopoulou. 2021. Bilingualism effects in pronoun comprehension: Evidence from children with autism. Autism Research. <https://doi.org/10.1002/aur.2634>
3. Peristeri, E., L. Messinis, M. H Kosmidis, G. Nasios, A. A Mentis, V. Siokas, A. Aloizou, A. Kotrotsios, M. **Andreou**, E. Dardiotis. 2021. The Impact of Primary Progressive Aphasia on Picture Naming and General Language Ability. Cognitive and Behavioral Neurology, 34(3), 188-199.
4. **Andreou**, M., E. Peristeri. 2021. Interference Resolution in Nonfluent Variant Primary Progressive Aphasia: Evidence From a Picture–Word Interference Task. Cognitive and Behavioral Neurology, 34(1), 11-25.
5. Torregrossa, J., M. **Andreou**, C. Bongartz, I. Tsimpli. 2021. Bilingual acquisition of reference: The role of language experience, executive functions and cross-linguistic effects. Bilingualism: Language and Cognition, 1-13.
6. **Andreou**, M., I. Tsimpli, E. Masoura, E. Agathopoulou. 2021. Cognitive Mechanisms of Monolingual and Bilingual Children in Monoliterate Educational Settings: Evidence From Sentence Repetition. Frontiers in Psychology, 11, 3875.
7. **Andreou**, M., J. Torregrossa, C. Bongartz. 2021. Sentence Repetition Task as a Measure of Language Dominance. Proceedings of the 45th annual Boston University Conference on Language Development, 1, 14-25.
8. Peristeri, E., M. **Andreou**, I. Tsimpli, S. Durrleman. 2020. Bilingualism effects in the narrative comprehension of children with Developmental Language Disorder and L2-Greek. Developing Narrative Comprehension: Multilingual Assessment Instrument for Narratives, 61, 297. John Benjamins Publishing Company.
9. **Andreou**, M., I. Tsimpli, S. Durrlemann, E. Peristeri. 2020. Theory of Mind, Executive Functions, and Syntax in Bilingual Children with Autism Spectrum Disorder. Languages, 5(4), 27.
10. Tsimpli, I., M. **Andreou**, E. Peristeri. 2020. The multilingual assessment instrument for narratives: Greek. ZAS Papers in Linguistics, 64, 101-106.

11. **Andreou**, M., V. Skrimpa. 2020. Theory of mind deficits and neurophysiological operations in autism spectrum disorders: a review. *Brain sciences*, 10(6), 393.
12. **Andreou**, M., E. Peristeri, I. Tsimpli. 2020. Reference maintenance in the narratives of Albanian–Greek and Russian–Greek children with Developmental Language Disorder: A study on crosslinguistic effects. *First Language*, 1-29.
13. **Andreou**, M., Tsimpli, I. 2020. Bilingualism, biliteracy and syntactic complexity: the role of crosslinguistic influence and cognitive skills. *Language Acquisition, Processing and Bilingualism*, 132-159. Cambridge Scholars Publishing.
14. **Andreou**, M., I. Dosi, C. Bongartz. 2020. What's in a narrative? Variation in story telling at the interface between language and literacy. Peter Lang.
15. **Andreou**, M., J. Torregrossa, C. Bongartz. 2020. The use of null subjects by Greek-Italian bilingual children: Identifying cross-linguistic effects. *Individual differences in anaphora resolution: Language and cognitive effects*. Amsterdam: John Benjamins.
16. Peristeri, E., E. Baldimtsi, M. **Andreou**, I. Tsimpli. 2020. The Impact of Bilingualism on the Narrative Ability and the Executive Functions of Children with Autism Spectrum Disorders. *Journal of Communication Disorders*, 85.
17. Torregrossa, J., M. **Andreou**, C. Bongartz. 2020. Variation in production and interpretation of null subjects: A view from Greek and Italian. *Glossa*.
18. **Andreou**, M., J. Torregrossa & C. Bongartz. 2020. The sharing of reference strategies across two languages: The production and comprehension of referring expressions by Greek-Italian bilingual children. *Discours*.
19. **Andreou**, M., I. Dosi, D. Papadopoulou & I. M. Tsimpli. 2020. Heritage and Non- heritage Bilinguals: the Role of Biliteracy and Bilingual Education. *Studies in Bilingualism*. Amsterdam: John Benjamins.
20. **Andreou**, M. & I. M. Tsimpli. (2017). Aspectual distinctions in the narratives of bilingual children. (Special Issue: Tense, Aspect and Modality in L2) *International Review of Applied Linguistics in Language Teaching* 55(3), 305-324. doi: 10.1515/iral-2017-0111.
21. Peristeri, E., M. **Andreou**, & I. M. Tsimpli (2017). Syntactic and Story Structure Complexity in the Narratives of High- and Low-Language Ability Children with Autism Spectrum Disorder. (Special Issue: Investigating Grammar in Autism Spectrum Disorders) *Frontiers in Psychology*. doi: 10.3389/fpsyg.2017.02027.
22. Tsimpli, I. M., E. Peristeri, & M. Andreou. (2017). Determiners and object clitics in Russian-Greek bilingual children with typical development and with Specific Language Impairment. In L. Cornips, E. Blom, & Z. Schaeffer (Eds.), *Cross-linguistic influence in bilingualism in Bilingualism: A Festschrift for Aafke Hulk* (pp.331-353). John Benjamins Publishing Company.
23. Tsimpli, I. M., E. Peristeri, & M. **Andreou** (2016). Object clitic production in monolingual and bilingual children with Specific Language Impairment: Evidence from elicitation and

narrative tasks. *Linguistic Approaches to Bilingualism*.

24. Tsimpli, I. M., E. Peristeri & M. **Andreou** (2016). Narrative production in monolingual and bilingual children with Specific Language Impairment. *Applied Psycholinguists* 37(01): 195-216.
25. Andreou, M., I. M. Tsimpli, A. Kananaj & E. Kapia (2016). Narrative insights from 6 - 7 year old Greek-Albanian Children. *Selected Papers from the 21st International Symposium of Theoretical & Applied Linguistics (ISTAL 21)*.
26. Tsimpli, I. M., M. Andreou, M. Kaltsa & E. Kapia. (2015). Albanian-Greek bilingual children in Albania and Greece: the effects on mother tongue literacy/education on cognitive abilities, *Albanohellenica* (6), 1-7.
27. Andreou, M., E. Knopp, C. Bongartz, & I. M. Tsimpli (2015). Character Reference in Greek-German Bilingual Children's Narratives. In L. Roberts, K. McManus, N. Vanek, & D. Trenkic (Eds.), *EUROSLA Yearbook 15*, 1-40. John Benjamins Publishing Company.
28. Tsimpli, I. M., M. Andreou, E. Agathopoulou & E. Masoura (2015). Narrative production, bilingualism and working memory capacity: A study of Greek-German bilingual children. *Selected Papers of the 11th International Conference on Greek Linguistics*, G. Kotzoglou et al. (eds.). Rhodes: University of the Aegean, 1730-1742.
29. Tsimpli, I. M., E. Peristeri & M. **Andreou** (2013). Μελέτη της παραγωγής κλιτικών αντωνυμιών σε μονόγλωσσα και δίγλωσσα παιδιά με Ειδική Γλωσσική Διαταραχή (A study on the production of pronominal clitics in monolingual and bilingual children with specific language impairment (SLI): Diagnosis and suggestions for language support). *Psychologia (Ψυχολογία)* 20 (3), 302- 320.
30. Peristeri, E., M. **Andreou** & I. M. Tsimpli (2012). The adaptation of MAIN in Greek. In N. Gagarina, D. Klop, S. Kunnari, K. Tantele, T. Välimaa, I. Balčiūnienė, U. Bohnacker, and J. Walters (Eds.), *MAIN: Multilingual Assessment Instrument for Narratives [Part I]/ Download materials to be used for assessment IIa) Pictorial stimuli; IIb) Adaption of MAIN in different languages: Guidelines for assessment; Protocols, Scoring Sheets for Cat, Dog, Baby Birds, Baby Goats; Background questions; Story scripts [Part II]* (ZAS Papers in Linguistics 56) (pp. 140-152). Berlin: ZAS.

INVITED PRESENTATIONS

- Andreou, M. after invitation of Prof. Torregrossa, Jacopo, November 2018. Title: Referential strategies in Greek-Italian bilingual children: Evidence from production and comprehension. Hamburg, 2018
- Andreou, M. after invitation of Prof. Giannakidou, Anastasia University of Chicago, April 2018. Title: Bilingual advantages and educational setting: How do they relate? Chicago, U.S., 2018
- Andreou M. & M. Kaltsa, 2015. Differential effects of input on clitics and gender agreement in bilingual children. Linguistic Spring School: Bilingual Acquisition and Education, Perspectives from Greece, Germany and beyond, University of Cologne, Cologne, 9-13/03/2015.
- Andreou M., 2013. The effects of verbal and non verbal cognition in bilingual children. University of Cologne, English Department, Cologne 26/11/2012.