**FORM NUM: 500.1.03**

|  |
| --- |
| **Academic Personnel Short Profile / Short CV** |

|  |  |
| --- | --- |
| **University:** | Cyprus University of Technology |
| **Surname:** | Papastefanou |
| **Name:** | Theodora |
| **Rank/Position:** | Special Teaching Stuff  |
| **Faculty:** | Health Sciences |
| **Department:** | Rehabilitation Sciences |
| **Scientific Domain: \*** | Typical language development, bi-multilingualism, language disorders and learning difficulties |

*\* Field of Specialization*

|  |
| --- |
| **Academic qualifications****(list by highest qualification)** |
| **Qualification** | **Year** | **Awarding Institution** | **Department** | **Thesis title (Optional Entry)** |
| PhD in Psycholinguistics | 2020 | University of Reading, UK | School of Psychology & Clinical Language Sciences | Language and literacy development of Greek-English speaking children. |
| MSc in Speech Difficulties | 2015 | University of Sheffield, UK | Division of Human Communication Sciences, Health Sciences School | Language skills of Greek-English children with language disorders. |
| BSc in Speech & Language Therapy | 2013 | University of Ioannina (former TEI Epirus), Greece | Department of Speech and Language Therapy |  |
|  |  |  |  |  |

|  |
| --- |
| **Employment history in Academic Institutions/Research Centers – List by the three (3) most recent** |
| **Period of employment** | **Employer** | **Location** | **Position** |
| **From** | **To** |
| 2023 | present | Cyprus University of Technology | Limassol | Special Teaching Stuff |
| 2021 | 2023 | Cyprus University of Technology | Limassol | Special Scientist |
| 2020 | 2022 | Institute of Education, Department of Culture, Communication and Media, University College London | London | Research Assistant |

|  |
| --- |
| **Key *refereed* journal papers, monographs, books, conference publications etc. List the five (5) more recent and other five (5) selected –(max total 10)** |
| **Ref. Number** | **Year** | **Title** | **Other authors** | **Journal and Publisher / Conference** | **Vol.** | **Pages** |
| 1 | 2023 | Plural Suffixation Skills in Developmental Language Disorders: A Preliminary Investigation from Bilectal Cypriot-Greek-Speaking Children With DLD | Petinou Kakia, Giannikas Christina, Papastefanou Theodora, Hadjigeorgiou Lia Stamelou Ioanna | *Communication Disorders Quarterly* |  | [https://doi.org/10.1177/1525740123118694](https://doi.org/10.1177/15257401231186949) |
| 2 | 2023 | Socio-economic status and language development in hearing loss: A critical appraisal.  | Binos Paris, Papastefanou TheodoraPsillas Georgios | *Audiology Research* | 13 | 151-159 |
| 3 | 2023 | Learning to read in the heritage language supports literacy skills in the majority language – evidence from Greek-English speaking children.  | Papastefanou Theodora | LiVVaL, Linguaggio e Variazione, Ca’Foscari University Editions |  |  |
| 4 | 2021 | Development of reading comprehension in bilingual and monolingual children—effects of language exposure.  | Papastefanou Theodora Marinis TheodorosPowell Daisy | *Languages* | 6(4) | 166 |
| 5 | 2019 | Language and decoding skills in Greek-English primary school bilingual children: effects of language dominance, contextual factors and cross-language relationships between the heritage and the majority language. | Papastefanou Theodora Marinis TheodorosPowell Daisy | *Frontiers in Communication* | *4* | 65 |
| 6 | 2020 | Language and Literacy development of Greek-English speaking children | Papastefanou Theodora | Doctoral Thesis | 2020 |  |

|  |
| --- |
| **Exhibitions (where applicable). List the five (5) more recent and other five (5) selected.** **(max total 10)** |
| **Ref. Number** | **Date** | **Topic** | **International / Local** | **Location\*** | **Role in Exhibition** |
| 1 | 2023 | The effects of vocabulary, morphosyntax and home literacy activities on Greek-English bilingual children’s reading comprehension. | International Conference on Bilingual Education and Bilingualism | Valetta, Malta | Oral presentation |
| 2 | 2023 | Narrative abilities of Cypriot-Greek children with and without developmental language disorder: implications for clinical practice. | International Developmental Language Disorder (DLD) Research Conference | Australia | Oral presentation |
| 3 | 2023 | The Bus story validation study in Cypriot-Greek variety. | Symposium of the International Clinical Linguistics and Phonetics Association | Salzburg, Austria | Oral presentation |
| 4 | 2022 | Narrative abilities of Cypriot-Greek children with and without developmental language disorder: implications for clinical practice. | International conference on bilingualism with local languages: Language Attitudes and Bi(dia)lectal Competence | Venice, Italy | Oral presentation |
| 5 | 2022 | Reading comprehension abilities of children with Greek as a heritage language – effects of language exposure. | 5th International Conference on Greek Linguistics | Belgrade, Serbia | Oral presentation |
| 6 | 2019 | Evidence that language dominance changes over pre-school age in Greek-English bilingual children. | Conference on Multilingualism | Leiden, Netherlands | Oral presentation |
| 7 | 2019 | Language and decoding skills in Greek-English primary school bilingual children: effects of language dominance, language input and exposure. | Forum for Language and Literacy | Reading, UK | Oral presentation |
| 8 | 2018 | Cross-language transfer in bilingual children’s phonological awareness and reading decoding has implications for the identification of bilingual children with reading difficulties. | Conference on Bilingualism and Second Language Impairment | Reading, UK | Oral presentation |
| 9 | 2018 | Effects of bilingualism in phonological awareness and reading decoding development in Greek-English speaking children. | European Second Language Acquisition Conference | Munster, Germany | Oral presentation |
| 10 | 2018 | Cross-language transfer in bilingual children’s phonological awareness and reading decoding has implications for the identification of bilingual children with reading difficulties. | Greek Language Disorders | Athens, Greece | Oral presentation |

\**Specify venue, geographic location etc*

|  |
| --- |
| **Research Projects. List the five (5) more recent and other five (5) selected** **(max total 10)** |
| **Ref. Number** | **Date** | **Title** | **Funded by** | **Project Role\*** |
| 1 | 2023-2027 | Justice to youth language needs: human rights undermined by an invisible disadvantage | Cost Action CA22139  | Management Committee Member Cyprus |
| 2 | 2020-2021 | How does literacy experience in more than one language shape cognition? | Institute of Education, Department of Culture, Communication and Media, University College London | Research Assistant |
| 3 | 2018-2019 | Improving cognitive abilities and educational attainment in children with Down syndrome through mediated learning | Jerome Lejeune Foundation | Research Assistant |
| 4 |  |  |  |  |

*\*Project Role: i.e. Scientific/Project Coordinator, Research Team Member, Researcher, Assistant Researcher, other*

|  |
| --- |
| **Academic Consulting Services and/or Participation in Councils / Boards/ Editorial Committees.** **List the five (5) more recent (Optional Entry)** |
| **Ref. Number** | **Period** | **Organization** | **Title of Position or Service** | **Key Activities** |
| 1 | 2021-2023 | European Speech and Language Therapy Association SLPhD Network | Board member |  |
| 2 | 2023 | Childrens, MDPI Journal | reviewer |  |
| 3 | 2022-2023 | Frontiers in Communication | reviewer |  |
| 4 | 2015-2020 | First language and Literacy Research Group, Institute of Education, University of Reading | Member |  |

|  |
| --- |
| **Awards / International Recognition (where applicable). List the five (5) more recent and other five (5) selected.** **(max total 10) (Optional Entry)** |
| **Ref. Number** | **Date** | **Title** | **Awarded by:** |
| 1 | 2018 | Conference Award: Best Presentation | European Second Language Acquisition Conference |
| 2 | 2016 | School of Psychology and Clinical Language Sciences Travel Grant | Graduate School, University of Reading |
| 3 | 2015 | School of Psychology and Clinical Language Sciences Travel Grant | Graduate School, University of Reading |
| 4 | 2015 | School of Psychology and Clinical Language Sciences: PhD | Graduate School, University of Reading |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |

|  |
| --- |
| **Other Achievements. List the five (5) more recent and other five (5) selected.** **(max total 10) (Optional Entry)** |
| **Ref. Number** | **Date** | **Title** | **Key Activities:** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |