

Dosi Ifigeneia
Assistant Professor, Applied Linguistics: Bilingual Language Development
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EDUCATION

10/2012-06/2016 **Doctor of Philosophy** (Psycholinguistics), Dept. of Linguistics, School of Philology, Aristotle University of Thessaloniki (A.U.Th.); Grade: 10/10 (Honor)
Dissertation thesis: Verbal aspect in bilingual children. Linguistic, cognitive and environmental effects [in Greek]
Funded by: Thales project *Bilingual Acquisition & Bilingual Education*
Supervisor: Prof. Despina Papadopoulou

10/2015-06/2017 **M.Sc. in Language Disorders & Educational Intervention**, School of Italian Language & Philology, A.U.Th., Grade: 9.36/10 (Honor)
Master Thesis: Proverbs test: Designing a task for assessing metaphorical speech [in Greek]
Supervisor: Prof. Maria Helen Kosmidis

10/2009-12/2011 **M.A. in Language & Culture in German speaking Countries**, School of German Language & Philology, A.U.Th. Grade: 9.07/10 (Honor)
Major: Linguistics & Language Teaching
Master Thesis: *The functions of the pronoun es: a linguistic & teaching methodology approach* [in Greek]
Supervisor: Prof. Charis-Olga Papadopoulou

03/2007-07/2007 **Erasmus Studies**, Dept. of German Language & Linguistics, Humboldt University of Berlin

09/2004-09/2008 **B.A. in German Language & Philology**, School of German Language & Philology, A.U.Th. Grade: 7.75/10
Major: Linguistics & Language Teaching

CAREER HISTORY

06/2022-Today **Assistant Professor** in Linguistics (Applied Linguistics: Bilingual language development), Democritus University of Thrace (School of Greek Philology)

12/2016-Today **Lecturer** in Linguistics, Interdepartmental Postgraduate Study Program “*Specialization in IT and Special Education: Psychopedagogy of Inclusion*” of the School of Philology, D.U.Th & Institute of Informatics and Telecommunications *Democritus*

10/2016-06-2022 **Lecturer** in Linguistics, School of Philology, D.U.Th, Komotini, Greece

10/2016-2022 **Lecturer** in Linguistics, **Distance Learning** M.A. Education Sciences “Special Education for Individuals with Speaking and Writing Issues”, Hellenic Open University, Patra

02/2020-09/2020 **Lecturer** in Linguistics, School of Philology, Aristotle University of Thessaloniki, Greece

02/2019-09/2019 **Lecturer** in Linguistics, School of English Language & Literature, Aristotle University of Thessaloniki, MA in Linguistics

02/2018-09/2018 **Lecturer**, Department of Education Sciences in Early Childhood, Democritus University of Thrace (D.U.Th), Alexandroupoli, Greece

04/2018 **Visiting lecturer** (IKY Fellowship); ERASMUS+ mobility program, MA Greek Language and Literature, Open University of Cyprus

10/2017-01/2018 **Invited Lecturer** in Linguistics, M.A. in Second Language Learning & Teaching, University of New York in Prague, Prague

PUBLICATIONS

Books

1. **Dosi, I.** (in press). The development of morphosyntactic abilities in the bilingual child. In the book *Bilingualism: Language development and educational implications*. Athens: Gutenberg.

Chapters in collective volumes

1. **Dosi, I.** (2022). Breadth and depth of vocabulary knowledge in bilingual learners: evidence from a teaching intervention. In *New Trends in Applied Linguistics Research and Implementation*, Karpava, S. & Papadopoulos, I. (Eds.), pp. 93-113. Disigma Publications.
2. **Dosi, I. & Maniati, V.** (2022). Studying decontextualized language by means of a word definition task in monolingual and bilingual learners with dyslexia. *International Current Trends in Applied Linguistics and Pedagogy*, Papadopoulos, I. & Chiper, S. (Eds.), pp. 215-227. Nova Publishing. <https://doi.org/10.52305/QVOB1389>
3. **Dosi, I. & Resta, Z.** (2022). Dissociation between pragmatic abilities in high-functioning Greek-speaking learners with autism spectrum disorders. *International Current Trends in Applied Linguistics and Pedagogy*, Papadopoulos, I. & Chiper, S. (Eds.), pp. 229-241. Nova Publishing. <https://doi.org/10.52305/QVOB1389>
4. **Dosi, I.** (2021). How do school-aged Greek-speaking children with Developmental Language Disorder define words? Στον συλλογικό τόμο *Multicultural and Interdisciplinary Approaches to Language Pedagogy*, S. Chiper & V. Zorbas (Eds.), pp. 20-32. Generis Publishing.
5. Andreou M., **Dosi, I.** & Bongartz, C. M. (2021). Aspectual choices by Greek-Italian and Greek-English children. In C. Bongartz and J. Torregrossa (Eds.), *What's in a narrative? Variation in story telling at the interface between language and literacy*, pp. 183-206. Peter Lang. <https://doi.org/10.3726/978-3-653-05182-7>
6. Andreou M., I. **Dosi, D.** Papadopoulou & I. M. Tsimpli. (2020). Heritage and Non-heritage Bilinguals: the Role of Biliteracy and Bilingual Education. In Brehmer, B. & Treffers-Daller, J., *Studies in Bilingualism*, 59, pp. 172–196. Amsterdam: John Benjamins. <https://doi.org/10.1075/sibil.59.07and>
7. **Dosi, I.** (2017). The linguistic development of bilingual speakers at different linguistic levels I: Phonetic/ phonological and morphosyntactic development. [E-Book]. Patras: Hellenic Open University. [in Greek]
8. Chrysochoou, E. & **Dosi, I.** (2017). Bilingualism & cognitive development. [E-Book]. Patras: Hellenic Open University. [in Greek]
9. **Dosi, I.**, Papadopoulou, D. & Tsimpli I. M. (2016). Issues in the acquisition of grammatical aspect in Greek-English bilingual children. In *Studies in Bilingualism, Tense-Aspect- Modality in a Second Language: Contemporary Perspectives* 50, M. Howard and P. Leclercq (Eds.), 75–102, Amsterdam: John Benjamins. <https://doi.org/10.1075/sibil.50.04dos>
10. **Dosi, I.** (2014). Die Funktionen des Pronomens es: Ein linguistischer und didaktischer Ansatz [Οι λειτουργίες της αντωνυμίας es: Μια γλωσσολογική & διδακτική προσέγγιση]. In N. Katsaounis & R. Sidiropoulou (Eds.) *Sprachen und Kulturen in Inter(Aktion)*. Series: *Hellenogermanica*. Bern, Switzerland: Peter Lang International Academic Publishers. <https://doi.org/10.3726/978-3-653-03658-9>

Papers in scientific journals

1. **Dosi, I.** (2023). Quantity and quality of vocabulary knowledge in Greek-speaking university students. *International Journal of Research Studies in Education*, 12(2), 11-20. <https://doi.org/10.5861/ijrse.2023.19>
2. **Dosi, I.**, Siskou, G., Dourou, C., Kouki, E., (2023). The quality of the vocabulary knowledge of bilingual learners with different language dominance: the effect of vocabulary quantity and working memory. *Rhodope* 3. [<https://rhodope.helit.duth.gr/i-poiotita-tis-lexilogikis-gnosis-diglosson-mathiton-mediaforetiki-glossiki-kyriarchia-i-epidrasi-tis-posotitas-tou-lexilogiou-kai-tis-ergazomenis-mnimis/>]
3. **Dosi, I.** (2022). Decontextualized Language Skills in Children with Developmental Language Disorder and Developmental Dyslexia: Evidence from a Word Definition Task. *European Journal of Education and Pedagogy*, 3(5), 80–85. <https://doi.org/10.24018/ejedu.2022.3.5.399>
4. Fyndanis, V., Masoura, E., Malefaki, S., Chatziadamou, E., **Dosi, I.** & Caplan, D. (2022) The Role of Working Memory, Short-Term Memory, Speed of Processing, Education, and Locality in Verb-Related Morphosyntactic Production: Evidence from Greek. *Frontiers in Psychology*, 13, 851440. <https://doi.org/10.3389/fpsyg.2022.851440>
5. **Dosi, I.**, Gavriilidou Z. & Dourou, C. (2021). Definitional Skills of Learners with and without Developmental Language Disorder. *International Journal of Learning, Teaching and Educational Research*, 20(10), 193-216. <https://doi.org/10.26803/ijlter.20.10.11>
6. **Dosi, I.** (2021a). The impact of inhibitory control, working memory and updating on definitional skills of learners with and without Developmental Language Disorder. *International Journal of Research Studies in Education*, 10(13), 97-107. <https://doi.org/10.5861/ijrse.2021.a055>

7. **Dosi, I.** (2021b). The development of formal word definitions in bilingual junior high school students: A study of a teaching intervention. *Hellenic Journal of Research in Education*, 10(1), 65-78. <https://doi.org/10.12681/hjre.25863>
8. Dourou, C. & **Dosi, I.** (2021). One word, two definitions: A comparison of word definitional skills between monolingual and bilingual students. *Journal of Education and Practice*, 12(8), 1-11. <https://doi.org/10.7176/JEP/12-8-01>
9. Gavriilidou, Z., **Dosi, I.**, & Mitsiaki, M. (2021). Comparing strategy use of dyslectic and non-dyslectic Greek EFL learners: The effect of gender, educational level, self-perceived proficiency, and motivation. *International Journal of Research Studies in Education*, 10(6), 77-94. <https://doi.org/10.5861/ijrse.2021.5>
10. **Dosi, I.**, & Douka, G. (2021). Effects of language proficiency and contextual factors on second language learners' written narratives: A corpus-based study. *International Journal of Research Studies in Education*, 10(5), 1-18. <https://doi.org/10.5861/ijrse.2021.5076>
11. **Dosi, I.** (2020a). Enhancing formal word definitions: an educational intervention plan for monolingual & bilingual children. *Journal of Innovation in Psychology, Education and Didactics* 24(2), 179-188.
12. **Dosi, I.** (2020b). Lexical and grammatical aspect in past events: teaching approaches for bilingual elementary students. *European Journal of Research in Social Sciences*, 8(2), 13-20.
13. **Dosi, I.** & Dolaptsoglou, E. (2020). Teaching German as foreign language to elementary students with developmental dyslexia: a language intervention approach for monolingual and bilingual learners. *European Journal of Language Studies*, 7(1), 56-65.
14. **Dosi, I.**, & Gavriilidou, Z. (2020). The role of cognitive abilities in the development of definitions by children with and without Developmental Language Disorder. *Journal of Psycholinguistic Research*, 49(5), 761-777. <https://doi.org/10.1007/s10936-020-09711-w>
15. **Dosi, I.** & Papadopoulou, D. (2020). The role of educational setting in the development of verbal aspect and executive functions: evidence from Greek-German bilingual children, *International Journal of Bilingual Education and Bilingualism* 23(8), 964-980. <https://doi.org/10.1080/13670050.2018.1539465>
16. **Dosi, I.**, & Sotiriadis, S. (2020). Interventions for early language development in monolingual and bilingual children with autism spectrum disorders: Two case studies. *International Journal of Research Studies in Education*, 9(7), 1-11. <https://doi.org/10.5861/ijrse.2020.5047>
17. **Dosi, I.** (2019a). The role of literacy in vocabulary & morphosyntactic development in Arabic-speaking refugees & migrants. *European Journal of Research and Reflection in Educational Sciences*, 7 (11), 28-34.
18. **Dosi, I.** (2019b). Literacy/schooling, developmental differences, socioeconomic status: factors affecting cognitive development of bilingual children. *European Journal of Research in Social Sciences*, 7(5), 24-32.
19. **Dosi, I.** (2019c). The effect of home language practices and bilingual schooling in the production of grammatical aspect. *European Journal of Language Studies*, 6(1), 43-52.
20. **Dosi, I.** (2019d). The production of telicity in balanced and dominant bilinguals. *European Journal of Research in Social Sciences*, 7(4), 38-45.
21. **Dosi, I.** (2019e). The effects of input, literacy & updating on vocabulary growth of sequential bilinguals. *European Journal of Psychological Research*, 6(2), 1-9.
22. **Dosi, I.** (2019f). The effect of updating on the production of aspect in Greek-American heritage bilingual speakers. *European Journal of English Language, Linguistics and Literature*, 6(1), 23-31.
23. **Dosi, I.** (2019g). Do proverbs measure abstract or metaphorical thinking: evidence from healthy Greek-speaking adults. *European Journal of Psychological Research*, 6(1), 75-83.
24. **Dosi, I.** (2019h). Linguistic deficit as a result of working memory deficit in Developmental Language Disorder: Evidence from the acquisition of grammatical aspect. *European Journal of Language Studies*, 5(1), 1-12.
25. **Dosi, I.** (2019i). Aspectual and cognitive asymmetries in Greek-speaking children with Specific Language Impairment (SLI). In N. Topintzi, N. Lavidas & M. Moutzi (Eds.), *Selected papers on theoretical and applied linguistics*, [S.l.], 23, pp. 122-140. Aristotle University of Thessaloniki. <https://doi.org/10.26262/istal.v23i0.7325>
26. **Dosi, I.** & Harris, E. M. (2019). The impact of verbal working memory on vocabulary acquisition of English as a second language. *European Journal of Research and Reflection in Educational Sciences*, 7(9), 1-8.
27. **Dosi, I.** & Koutsipetsidou, E. C. (2019a). The production of object clitic pronouns in developmental language disorder: evidence from Greek-speaking children. *European Journal of Research in Social*

Sciences, 7(5), 33-41.

28. **Dosi, I.** & Koutsipetsidou, E. C. (2019b). Measuring linguistic and cognitive abilities by means of a Sentence Repetition Task in children with Developmental Dyslexia and Developmental Language Disorder. *European Journal of Research in Social Sciences*, 7(4), 10-19.
29. **Dosi, I.**, & Kamoura, S. (2018). Elicited Imitation Tasks as Measurement of Language and Working Memory: Evidence from L2 learners of English. *Humanising Language Teaching* 1. ISSN 1755-9715

Papers in conference proceedings

1. **Dosi, I.**, & Gavriilidou, Z. (2022). Definitional skills in children with Developmental Language Disorder: delayed or deviant? In Ying Gong and Felix Kpogo (Eds), *Proceedings of the 46th annual Boston University Conference on Language Development*, pp. 167-179. Somerville, MA: Cascadilla Press.
2. **Dosi, I.** (2022). Two languages, one definition: an instructional intervention to improve formal noun definitions in bilingual high school students. In *Language teaching and learning in the modern educational and social environment*, Griva, E., Giannakopoulou, A., Kipourpoulou, E. & Korosidou, E. (eds.), pp. 100-111, vol. A'. Publisher: University of Western Macedonia / PEK "TIMENOS". ISBN 978-618-5613-08-2.
3. **Dosi, I.**, Papadopoulou, D. & Tsimpli I. M. (2016β). Linguistic and cognitive factors in Elicited Imitation Tasks: A study with mono- and biliterate Greek-Albanian bilingual children. In Jennifer Scott and Deb Waughtal (Eds.) *Proceedings of the 40th annual Boston University Conference on Language Development*, pp. 101-115. Somerville, MA: Cascadilla Press.
4. **Dosi, I.** (2017). Asymmetries in grammatical aspect in (non-)heritage Greek-English bilingual children: Evidence from comprehension and production tasks. In *Studies in Greek Linguistics* 37, 213-226, Institute of Modern Greek Studies, Aristotle University of Thessaloniki.
5. Tantos, A., Alexandri, K., **Dosi, I.**, Fotiadou, Γ., Pouliou, K. & Savvidou, P. (2015). Error Analysis in Greek Lerner Corpus (GLC): First findings [in Greek]. In *Studies in Greek Linguistics* 35, 719-732, Institute of Modern Greek Studies, Aristotle University of Thessaloniki.

CONFERENCE PRESENTATIONS

1. **Dosi, I.** (2023). Online data collection in academic research. Is it an appropriate method? *1st International Conference of the Network of Learning and Teaching Centers in Greek Universities: Transforming Higher Education Teaching Practice*, Alexandroupolis, 6-7 July 2023.
2. **Dosi, I.** Gavriilidou, Z., Katsampoxaki-Hodgetts, K., Kedraka, K., Koutsoklenis, Th., Lefkos, I., Mitits, L., Penderi, E. & Petrogiannis, K. (2023). Teaching and Learning in Higher Education: A toolkit to guide teaching practice transformation. *1st International Conference of the Network of Learning and Teaching Centers in Greek Universities: Transforming Higher Education Teaching Practice*, Alexandroupolis, 6-7 July 2023.
3. **Dosi, I.** & Resta, Z. (2023). Aspects of social skills in high-functioning individuals with autism spectrum disorders: related or separable? *Quality of life in people with intellectual and developmental disability, autism: advances in practice and research*, Univeristy of Macedonia, Thessaloniki, 19-20 May 2023.
4. **Dosi, I.**, Siskou, G. & Dourou, C. (2023). Definitional skills in bilingual children with different language dominance in Greek: the effect of expressive vocabulary and working memory. *43η 43rd Annual Meeting of the Department of Linguistics, School of Philology, Aristotle University of Thessaloniki*, 4-7 May 2023.
5. **Dosi, I.**, Karadimoula, E. & Loubonia, K. (2023). Vocabulary, reading comprehension, verbal working memory & contextual factors: their interrelation in the case of Greek monolingual and Greek-Turkish bilingual children. *C&C 2023 - Languages in Cultural Perspectives: Practices, Discourses, Cognition*. University of Applied Sciences in Konin, Poland, 27-29 March 2023.
6. **Dosi, I.**, Karadimoula, E. & Loumbonia, K. (2023). Factors affecting the reading comprehension of Greek-speaking and Greek-Turkish elementary school students. In *38th International Humanities and Social Sciences Online Conference on "The Greek Language"*, Institute for Culture, Democracy and Education, March 17-19, 2023.
7. Fyndanis, V., Masoura, E., Chatziadamou, E., **Dosi, I.**, Malefaki, S. & Caplan, D. (2022). The role of working memory, short-term memory, speed of processing, and education in verb-related morphosyntactic production: Evidence from Greek. *15th International Conference on Greek Linguistics*, 15-18 September 2022.
8. Lada, A., Paquier, P., **Dosi, I.**, Manouilidou, C., Keulen, S. (2021). 200 Greek Idiomatic Expressions: Ratings for Familiarity, Ambiguity and Decomposability. Presented at the *Group de Contact Psycholinguistique & Neurolinguistique (GCPN)*, University of Liege, Belgium, 26 November 2021.
9. **Dosi, I.**, & Gavriilidou, Z. (2021). Definitional skills in children with Developmental Language Disorder:

delayed or deviant? Poster at *46th Annual Boston University Conference on Language Development*, Boston, 4-7 November 2021.

10. Lada, A., Paquier, P., **Dosi**, I., Manouilidou, C. & Keulen, S. (2021). 200 Greek Idiomatic Expressions: Ratings for Familiarity, Ambiguity and Decomposability. Oral presentation at *Linguists' Day - Taaldag - Journée Linguistique LSB 2021* - Vrije Universiteit Brussel, Brussels, Belgium, October 22, 2021.
11. **Dosi**, I., Papadopoulou, D. & Tsimpli, I. M. (2021). Bilingual vocabulary knowledge in Greek-Albanian children: the impact of home language input and emergent literacy. Oral presentation at *6th International Conference 'Crossroads of Languages and Cultures' (CLC6) Plurilingualism, Variation, Spaces of Literacy*, September 2-5, 2021.
12. **Dosi**, I. (2021). Two languages, one definition: an instructional intervention to improve formal noun definitions in bilingual high school students. Oral presentation at *Language Teaching and Learning in the Modern Educational and Social Environment*, University of Western Macedonia, July 2-4, 2021.
13. **Dosi**, I. (2021). The role of vocabulary and executive functions in the development of word definition ability in children with and without Developmental Language Disorder: first findings. Oral presentation at the *1st e-Colloquium of Postgraduate Students, Doctoral Candidates and Postdoctoral Researchers specializing in Linguistics*. Department of Greek Philology, D.U.Th., Komotini, May 29-30, 2021.
14. **Dosi**, I. & Maniati, V. (2021). Studying decontextualized language by means of a word definition task in monolingual and bilingual learners with dyslexia, Oral presentation at "*2nd International Conference on Language Teaching & Learning in the 21st Century: from theory to pedagogical practice*", Department of Early Childhood Education of the Institute "DIMITRA", μ.ά., Larisa (online), May 22-23 2021.
15. **Dosi**, I. & Resta, Z. (2021). Dissociation between pragmatic abilities in high-functioning Greek-speaking learners with autism spectrum disorders, Oral presentation at "*2nd International Conference on Language Teaching & Learning in the 21st Century: from theory to pedagogical practice*", Department of Early Childhood Education of the Institute "DIMITRA", μ.ά., Larisa (online), May 22-23 2021.
16. **Dosi**, I. (2020). How do school-aged Greek-speaking children with Developmental Language Disorder define words?, Oral presentation at "*International Conference Language Teaching & Learning in the 21st Century: from Theory to Pedagogical Practice*", Department of Early Childhood Education of the Institute "DIMITRA", a.o., Larisa (Online), September 5-6 2020.
17. Andreou, M. & **Dosi**, I. (2019). The effect of different bilingual educational settings: Evidence from a Sentence Repetition Task. Oral presentation at Workshop του Winter school "*The interplay of language, literacy and cognition in bilingual settings*". School of Philology A.U.Th., Thessaloniki, December 13-14 2019.
18. **Dosi**, I. (2019). Cross-linguistic, lexical and input effects in the acquisition of grammatical aspect by Greek-German and Greek-Albanian bilingual children. Oral presentation in "Bilingual Development Seminar". Department of Philology, A.U.Th., Thessaloniki, November, 13 2019.
19. **Dosi**, I. (2019). The interaction of linguistic and cognitive abilities by means of testing word definitions of children with Developmental Language Disorder. Oral presentation in 4o Colloquium of Master and PhD students and Post-doctoral researchers. School of Greek Philology, D.U.Th., Komotini, May-June 31-1, 2019.
20. Masoura, E., Chatziadamou, E., **Dosi**, I. & Fyndanis, V. (2019). The role of short-term memory and working memory in verb-related morphosyntactic production [in Greek]. Oral presentation in Symposium "Language processing and development: experimental approaches", 17o Panhellenic Conference of Psychological Research. Alexandroupolis, May 15-19 2019.
21. **Dosi**, I. & Koutsipetsidou, E. C. (2019). Measuring linguistic and cognitive abilities by means of a Sentence Repetition Task in children with Developmental Dyslexia and Specific Language Impairment. Poster at *40th Annual Meeting Dept. of Linguistics*, A.U.Th, Thessaloniki, 5-6 April 2019.
22. **Dosi**, I. (2019). The interaction of language and memory skills in children with dyslexia. How can we help them? [in Greek], Oral presentation in Dyslexia - Learning Disabilities - ADHD and Technology in Education. Association of Parents of Children and Persons with M.D. and Dyslexia N. Xanthi Association of Robotics - Mathematics - Physics and Technology of Xanthi "Robospecialists", Co-organizers: Region of Eastern Macedonia and Thrace, K.E.S.Y. N. Xanthi, Xanthi 30-31 March 2019.
23. **Dosi**, I. (2018). The role of (bi-)literacy and educational setting in the linguistic and cognitive skills of bilingual speakers, Research Seminar of the Department of Education Sciences in Early Childhood, D.U.Th., Alexandroupolis, 10th May, 2018.
24. Masoura, E., Chatziadamou, E., **Dosi**, I. & Fyndanis, V. (2018). The role of short-term memory and working memory in verb-related morphosyntactic production. Poster in *59th Annual Meeting of the Psychonomic Society*, New Orleans, Louisiana, U.S.A. November, 15-18, 2018.
25. **Dosi**, I., Andreou, M. & Peristeri, E. (2018). Task effects on the production of grammatical aspect in

- Greek-speaking children with Specific Language Impairment. Oral presentation at *Language Disorders in Greek 7*. Athens, Greece, 2-3 June 2018.
26. **Dosi, I.** & Koutsipetsidou E. (2017). Language Impairment in Specific Language Impairment. Is it a matter of memory? [in Greek]. Oral presentation at *1st Scientific Conference on Speech Therapy*, Ioannina, 10-12 November 2017.
 27. **Dosi, I.** & Papadopoulou, D. (2017). The production and comprehension of verbal aspect in heritage speakers. Oral presentation at 16th International Conference Greek Applied Linguistics Association (GALA) on "Migration and Language Education" Thessaloniki, Greece, 6-8 October 2017.
 28. Andreou, M., **Dosi, I.** & Knopp E. (2017). The questionnaire as a tool in bilingual research. Oral presentation at *International Linguistic Summer School "School-based linguistic research from an international perspective"*, Aristotle University of Thessaloniki, Greece, 20th September 2017.
 29. **Dosi, I.** (2017). Aspectual and cognitive asymmetries in Greek-speaking children with SLI, Oral presentation at *23rd International Symposium on Theoretical and Applied Linguistics*. Aristotle University of Thessaloniki. 31 March-2 April 2017.
 30. **Dosi, I.** (2016). Asymmetries in grammatical aspect in (non-)heritage Greek-English bilingual children: Evidence from comprehension and production tasks, Oral presentation at *37th Annual Meeting Dept. of Linguistics*, A.U.Th, Thessaloniki, 13-14 May 2016.
 31. **Dosi, I.**, Papadopoulou, D. & Tsimpli I. M. (2015). Linguistic and cognitive factors in Elicited Imitation Tasks: A study with mono- and biliterate Greek-Albanian bilingual children, Oral presentation at *40th Annual Boston University Conference on Language Development*, Boston, 13-15 November 2015.
 32. Andreou M., I. **Dosi**, D. Papadopoulou & I. M. Tsimpli. (2015). Heritage and non-heritage bilinguals: the role of biliteracy and bilingual education. Oral presentation at *Workshop on Lost in Transmission; the role of attrition and input in heritage language development*, University of Reading, Reading, 08-09 October 2015.
 33. Tsimpli, I. M., Papadopoulou, D., **Dosi, I.** & Andreou, M. (2015). Sentence Repetition tasks in bilingual children: Are they measures of language processing or working memory abilities?, Oral presentation at *10th International Symposium on Bilingualism (ISB10)*, Rutgers University, New Jersey, 20-24 May 2015.
 34. **Dosi, I.** & Papadopoulou, D. (2015). The comprehension and production of aspect in Greek-German bilinguals, Oral presentation at *Linguistic Spring School Bilingual Acquisition and Education*, University of Cologne, 9-13 March 2015.
 35. Andreou, M., **Dosi, I.** & Papadopoulou, D. (2014). Lexical and grammatical aspect in bilingual children: evidence from production and comprehension tasks, Oral presentation at *24th Annual Conference of the European Second Language Association (EUROSLA)*, University of York, 3-6 September 2014.
 36. **Dosi, I.**, Papadopoulou, D. & Tsimpli, I.M. (2014). Aspects on the acquisition of aspect in Greek-English bilingual children, Poster at *13th International Congress for the Study of Child Language (IASCL)*, University of Amsterdam, 14-18 July 2014.
 37. **Dosi, I.**, Papadopoulou, D. & Tsimpli, I.M. (2014). Aspects on the acquisition of aspect in Greek-English bilingual children, Oral presentation at *The Expression of Temporality by L2 Learners of French and English: Acquisition of Time, Aspect, Modality*, Université Paul Valéry Montpellier 3, 22-24 May 2014.
 38. Andreou M., **Dosi, I.** & M. Kaltsa. (2014). Lexical and syntactic abilities in bilingual children: effects of language dominance and crosslinguistic influence. Oral presentation at *Workshop, Language Knowledge and Development in native and non-native speakers*, Thessaloniki, 2 May 2014.
 39. Tantos, A., Alexandri, K., Dosi, I., Fotiadou, G., Pouliou K. & Savvidou P. (2013). Error Analysis in Greek Lerner Corpus (GLC): First findings [in Greek], Oral presentation, 34th Annual Meeting of the Department of Linguistics, School of Philology, A.U.Th, 16-18 May 2013.
 40. Tantos, A., Papadopoulou, D., Alexandri, K., **Dosi, I.**, Fotiadou, G., Pouliou K. & Savvidou P. (2013). Greek Learner Corpus: design and implementation Oral presentation at *21st International Symposium on Theoretical & Applied Linguistics*, School of English Language & Literature, A.U.Th., 5-7 April 2013.
 41. **Dosi, I.** (2011). The functions of the pronoun es: a linguistic & teaching methodology approach [in Greek], paper presentation, Colloquium of Master Program, School of German Language & Philology, A.U.Th., 11 May 2011.

RESEARCH INTERESTS

- Bilingualism (heritage speakers, a.o.)
- Interaction of linguistic & cognitive abilities
- Learning & Teaching a second/foreign language by means of language teaching interventions
- Acquisition of first & second/foreign language
- Developmental & acquired language disorders