

My research experience has spanned language acquisition, pragmatic-communicative, and cognitive development (in monolingual, bi-dialectal, and bilingual children), discourse analysis, and language processing. My undergraduate thesis focused on discourse analysis and described the functions of various discourse markers through the analysis of 60 minutes of spontaneous oral conversation in Cypriot Greek. My master's thesis was on language processing and was a critical review of the literature on the time-course with which listeners employ pragmatic information during real-time comprehension. In the first year of my PhD studies I looked at the processing of pragmatically implied meanings (implicatures) and the cognitive or personality factors that affect their interpretation in adults. Based on this research, I have prepared a first-author article (together with Chris Cummins and Napoleon Katsos), which has been published in the *Journal of Pragmatics*.

In the main part of my doctoral thesis I examined how bilingualism and bi-dialectalism affect children's lexical, executive control (a system of partly interrelated cognitive functions that include working memory, inhibition and switching), and implicature understanding skills. I have developed this research (together with Kleanthes Grohmann, Maria Kambanaros, and Napoleon Katsos) into two first-author articles published in the *Proceedings of the Boston University Conference on Language Development*, a first-author paper, which has been published in *Cognition*, and another first-author article, which is currently in press in *Applied Psycholinguistics*.

In my postdoctoral research, I am involved in three projects with researchers in Belgium and Cambridge. The first project (the *BiBi* project) aims to establish whether previous findings on the relation between bilingualism/bi-dialectalism and language, EC, and implicature understanding generalise to groups of bilingual/bi-dialectal children who grow up in a different sociolinguistic context (Belgium) and speak different pairs of language/dialects than previously tested. The second project aims to examine how bilingualism and autism interact to affect children's pragmatic-communicative and EC skills. The goal of the third project is to investigate how adult participants comprehend ironic statements, how the processing of irony is affected by different cues (intonation, facial expression, context, perspective-taking information) and whether (and how) the process of interpreting irony differs in autistic individuals.

In another line of research, I am exploring the cognitive underpinnings of pragmatic-communicative development. Despite discussions in the literature, the basic cognitive factors that contribute to successful pragmatic understanding in children are still not well understood. So far, I have collected data from Greek-speaking children, English monolingual children, and Dutch-speaking children. Some findings from this research are reported in the *Applied Psycholinguistics* article and in a paper published in the *Pre-proceedings of Trends in Experimental Pragmatics*.

Finally, together with Napoleon Katsos, we are interested in developing a comprehensive test on children's ability to understand implicatures. Implicature understanding is an important, and perhaps the most sophisticated, aspect of children's pragmatic competence, that is routinely employed in everyday conversation. Currently, however, there is no test available that extensively measures all facets of this ability in children. A description of an old version of the test can be found in my PhD dissertation, even though a new, improved version of the task has now been implemented as part of the *BiBi* project.