

## Curriculum vitae

Maria Antonietta PINTO

Maria Antonietta Pinto is Associate Professor, eligible as Full Professor, and currently teaches disciplines of the developmental and educational area: *Developmental Psychology*, *Educational Psychology* and *Educational Psycholinguistics*.

Graduated in Philosophy at the University of Rome “La Sapienza” and in Psychology at the University of Geneva (CH), she addressed her initial interests towards the sociolinguistic theory of Basil Bernstein, revisited according to the cultural specificities of the Italian context. Her first publications focused on linguistic and cognitive development in disadvantaged children and psycholinguistic aspects of vernacular-speaking children’s production in various Italian regions.

From the 1990s, her interests shifted towards the field of metalinguistic awareness, in both monolingual and bilingual individuals, from preschool age to adulthood. The most relevant products in this area are three metalinguistic ability tests (MAT -English acronym- and TAM - Italian acronym), from 4 years-old to adulthood, based on an original neo-piagetian theoretical construct. These tests have been validated on Italian participants and are currently in use throughout the national context. In parallel, these tests were translated into English (Pinto, Titone, Trusso, 1999), Spanish (Pinto, Titone, Gonzales Gil, 2000), French (El Euch, 2015), German (Jessner, Hofer, Pinto, 2015; Jessner, Pellegrini, Moroder, Hofer, Pinto, 2015), Portuguese (Couceiro Figueira, Pinto, 2018), Russian (Veggetti, 2017), and Farsi (Saif & Rahimi, 2018) and have given rise to international studies on bi/plurilingualism in various European countries, Canada and Argentina.

Recently, thanks to a European Longlife Learning Project (LLP), named MATEL (*Metalinguistic Awareness Tests in European Languages*) of which Prof Pinto became the Coordinator and Principal Investigator, (2013-2015), the Spanish THAM-2 and THAM-3 and the French THAM-3 were also validated and are now used in Spanish- and French-speaking contexts ([www.pintomatel.com](http://www.pintomatel.com)).

The Italian, Spanish, English and French versions of these tests also stimulated extensive research on the relationships between bilingualism, language learning and metalinguistic awareness in Italy. Lastly, the TAM and related forms of metalinguistic ability tests, such as two metaphor comprehension tests, the TCM and TCM junior (MCT in English acronym), developed together with Dr Sergio Melogno (Pinto, Melogno, Iliceto, 2006; Pinto, Melogno, Iliceto, 2008), were used for clinical assessment with children with Autistic Spectrum Disorders, and Klinefelter syndrome.

Prof. Pinto has been consultant for various educational projects concerned with early bilingualism:

- *I.E.D.P.E: Institut Européen pour le Développement des Potentialités de tous les Enfants 1989-1996*;

- Bilingual education in international schools in Rome (1993-1998),
- Teacher-training of L2-Italian teachers (*Asociación Cultural “Dante Alighieri”- Rosario- ARGENTINA - 1998-2006*).

Prof. Pinto is currently member of the scientific boards of the following peer-reviewed journals:

- RASSEGNA ITALIANA DI LINGUISTICA APPLICATA,
- LIDIL
- LINGUARUM ARENA.

In 2001, she founded an international peer-reviewed journal, indexed by APA PsycINFO, the RIVISTA DI PSICOLINGUISTICA APPLICATA / JOURNAL OF APPLIED PSYCHOLINGUISTICS, of which she is currently Editor-in-Chief.

Prof. Pinto is Member of the following Italian and international scientific associations:

- AIP: Association of Italian Psychology,
- SLI: Society of Italian Linguistics,
- ISAPL: International Society of Applied Psycholinguistics,
- ACLA/CAAL (Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics).
- CONTEXT (Association for the study of educational contexts).

### **Research interests:**

- Metalinguistic awareness from preschool age to adulthood.
- Instruments for testing metalinguistic awareness
- Translation into and adaptation of these tests to other languages.
- Figurative language competencies in typical and atypical development
- Metalinguistic awareness in relation to bilingual-trilingual situations and to linguistically enriched contexts.
- Metacognition in relation to metalinguistic awareness.

## **Publications.**

Below, a selection of major publications from the 1990s.

### ***Books***

**Pinto, M.A. (1990).** *Svantaggio linguistico e ambiente sociale. Critica a B. Bernstein. (seconda edizione)*, Roma, Bulzoni.

**Pinto, M.A., Danesi, M. (1992)** (a cura di), *La metafora fra processi cognitivi e processi comunicativi*, Roma, Bulzoni.

**Pinto, M.A., Danesi, M. (1993)** (a cura di / edited by.), *L'approccio umanistico nelle scienze del linguaggio. Studi in onore di Renzo Titone / Humanism in Linguistics. Studies in Honor of Renzo Titone*, Milano, ISFOL.

**Pinto, M.A. (1999).** *La consapevolezza metalinguistica. Teoria, sviluppo, strumenti di misurazione*, Pisa-Roma, Istituti Editoriali e Poligrafici Internazionali.

**Pinto, M.A., Titone, R., Trusso, F. (1999).** *Metalinguistic awareness. Theory, development and measurement instruments*, Roma, Istituti Editoriali e Poligrafici Internazionali.

**Pinto, M.A., Titone, R., Gonzales Gil, M.D. (2000).** *La consciencia metalingüística. Teoría, desarrollo e instrumentos de medición*, Roma, Istituti Editoriali e Poligrafici Internazionali.

**Pinto, M.A., Candilera, G. (2000).** *La valutazione del primo sviluppo metalinguistico. Il TAM-1 (Test di abilità metalinguistiche 4-6 anni). Manuale di istruzioni*. Milano, Franco Angeli, pp. 94.

**Timpano, M., Pinto, M.A., Albanese, O. (2002).** *Bilinguismo e biculturalismo nella comunità italo-greca di Atene. Aspetti socioculturali, metalinguistici e cognitivi*, Società Dante Alighieri, Atene.

**Pinto, M.A., Candilera, G., Iliceto, P. (2003).** *Tam-2. Test di abilità metalinguistiche n.2 (9-14 anni). La valutazione dello sviluppo metalinguistico tra scuola elementare e scuola media. Manuale di istruzioni*. Roma, Scione Editore.

**Pinto, M.A., Melogno, S., Iliceto, P. (2006).** *TCM. Test di comprensione delle metafore. Scuola elementare e scuola media*. Carocci Faber.

**Pinto, M.A., Iliceto, P. (2007).** *TAM-3. Test di abilità metalinguistiche n.3. Fascia adolescenti-adulti*. Roma, Carocci Faber.

**Pinto, M.A., Melogno, S., Iliceto, P. (2008),** *TCM junior. Test di comprensione di metafore - junior. Scuola dell'Infanzia – scuola primaria*. Carocci Faber.

**Bracone, I., Pinto, M.A. (2014).** *Bilingue e biculturale ? Uno studio sulla percezione della lingua e della cultura italiana in docenti di lingua italiana in Argentina*. **Roma, Lillamé, Valore Italiano.**

**Pinto, M.A., Fulgenzi, D. (2014).** *Quasi un big bang ! Potenziare le abilità di riflessione sulla lingua*. Roma, Lillamé, Valore Italiano.

**Pinto, M.A., Melogno, S. (2014).** *Lo sviluppo metalinguistico. Modelli, strumenti e applicazioni cliniche*. Firenze, SEID.

**Pinto, M.A., El Euch, S. (2015).** *La conscience métalinguistique. Théorie, développement et instruments de mesure*, Québec, P.U.L.

**Jessner, U., Hofer, B., Pinto, M.A. (2015).** *MKT Metalinguistischer Kompetenztest Teil 2*. Innsbruck, STUDIA, Universitätsverlag.

**Jessner, U., Pellegrini, C., Moroder, V., Hofer, B., Pinto, M.A. (2015).** *MKT Metalinguistischer Kompetenztest Teil 3*. Innsbruck, STUDIA, Universitätsverlag.

**Núñez Delgado, P., Pinto, M.A. (2015).** *THAM-2. Test de habilidades metalingüísticas n° 2 (9-14 años)*. Roma, SAPIENZA Università Editrice.

- Lasagabaster, D., Merino, J.A., Pinto, M.A. (2015).** *Test de Habilidades Metalingüísticas para adolescentes y adultos. THAM-3.* Bilbao, Zabalduz.
- Micale, F., Bracone, I., Pinto, M.A. (2015).** *Video didattico sull'uso interattivo del TAM-2.* Roma, SAPIENZA Università Editrice.
- Micale, F., Pinto, M.A. (2015).** *Video didattico sull'uso interattivo del TAM-3.* Roma, SAPIENZA Università Editrice.
- Pinto, M.A. (Ed. by) (2015).** *Metalinguistic Exercises as Classroom Activities.* Roma, SAPIENZA Università Editrice.
- Couceiro Figueira, A. P., Pinto, M.A. (2018).** *A consciência metalingüística. Teoria, desenvolvimento e instrumentos de medida.* Alverca, Psiclínica

### ***Articles in journals:***

- Pinto, M.A., Martella, A. (1990).** Prime fasi di acquisizione della lettura e della scrittura. Una ricerca nella scuola elementare, *Rassegna Italiana di Linguistica Applicata*, n.1,1-18.
- Pinto, M.A., Frassu, P.(1991).** Interferenze fonologiche e identificazione culturale, *Rassegna Italiana di Linguistica Applicata*, n.1,1-18.
- Pinto, M.A. (1993).** Le développement métalinguistique chez les enfants bilingues. Problématiques théoriques et résultats de recherche, *Scientia Paedagogica Experimentalis*, XXX,1, 119-148.
- Pinto, M.A. (1995).** Three Age-Level Metalinguistic Abilities Tests.Theoretical Framework and Description, *Il Forneri, Canadian Society for Italian Studies*, n.1, 4-32.
- Pinto, M.A. (1995).** Metalinguistic Abilities Across Different Typologies of Minority Language Speakers. Recent Advances in Italian Research, *Il Forneri, Canadian Society for Italian Studies*,n.2, 63-69.
- Melogno, S., Pinto, M.A. (1996).** La comprensione di metafore dai quattro ai sei anni. Una ricerca in contesto italiano. *Rassegna Italiana di Linguistica Applicata*, n.3, 43 -74.
- Pinto, M.A. (1997).** Une éducation plurilingue pour tous, dès l'école maternelle. Analyse de quelques expériences européennes, in *Rassegna Italiana di Linguistica Applicata*, n.2,131- 166.
- Pinto, M.A., Melogno, S., Intaglietta, B. (2000).** Il primo sviluppo metalinguistico e la comprensione di metafore in rapporto all'apprendimento precoce di una lingua straniera, *Rassegna Italiana di Linguistica Applicata*, n.3, 75-106.
- Pinto, M.A., Corsetti, R. (2001).** Ricadute metalinguistiche dell'insegnamento dell'esperanto sulla lingua materna dell'alunno: un'esperienza nella scuola media italiana, *Language Problems & Language Planning*.1,72-90.
- Pinto, M.A, Candilera, G., Iliceto, P. (2001).** La valutazione dello sviluppo metalinguistico tra 9 e 14 anni: composizione e caratteristiche metrologiche del Tam-2 (Test di abilità metalinguistiche n.2), *Ciclo evolutivo e disabilità / Life span and disability*, n.1, 87- 111.
- Pinto, M.A., Trusso, F., Kristiansen, K. (2002).** Metalinguistic abilities in Italian- English adult bilinguals. A comparison with Italian-speaking and English-speaking monolinguals, *Rivista di Psicolinguistica Applicata*, II, 2-3, 77-90.
- Pinto, M.A., (2003).** Svantaggio linguistico e classe sociale. Coordinate storiche del dibattito internazionale e specificità italiane, *Scuola & Città*, 3, 17-33.
- Pinto, M.A., Iliceto, P. (2003).** Quando la dialettofonia è utile metalinguisticamente in italiano. Ricerche in alcune regioni dell'Italia meridionale, in *Ciclo evolutivo e disabilità / Life span and disability*, n.1, 27-47.
- Pinto, M.A., Melogno, S., Iliceto, P. (2003)** Esplicitare la comprensione di metafore: uno studio evolutivo su soggetti dai 9 ai 14 anni, *Rivista di Psicolinguistica Applicata*, III, 2-3,53- 83.
- Pinto, M.A., Trusso, F., Bevilacqua, A. (2004),** Bilingualism in university students. Further evidences of metalinguistic benefits, *Rivista di Psicolinguistica Applicata*, IV,1, 43-52

- Corsetti, R., Pinto, M. A., Tolomeo, M. (2004).** Regularizing the regular: the phenomenon of overregularization in Esperanto-speaking children, *Language Problems and Language Planning*, n.3, 261-282.
- Pinto, M.A., Iliceto, P., Bracone, I., Pontani, S. (2005).** La percezione della lingua italiana in soggetti bilingui in relazione alla percezione di Sé e dell'altro. *Rivista di Psicolinguistica Applicata*, V, 1, 129-169.
- Pinto, M.A., Iliceto, P. (2006).** Il TAM-3. Test di abilità metalinguistiche n.3. Fascia adolescente-adulta. *Ciclo di vita e disabilità / Lifespan and disability*. 9, 2, 227-244.
- Codemo, S., Pinto, M.A., Trusso, F., Iliceto, P. (2007).** Primo sviluppo metalinguistico in bambini bilingui italiano-inglese. Una ricerca in contesto britannico. *Rivista di Psicolinguistica Applicata*. VII, 1-2, 105-125.
- Pafumi, M.L., Pinto, M.A., Iliceto, P. (2007).** Habilidades de paráfrasis en alumnos bilingües español-italiano entre 14 y 17 años. Un estudio comparativo entre Argentina e Italia, *Rivista di Psicolinguistica Applicata*. VII, 1-2, 127-149.
- Di Santo, A., Iliceto, P., Pinto, M.A. Melogno, S. (2007).** Capacità argomentative delle soluzioni delle Matrici di Raven PM38 e capacità metalinguistiche. Studi su studenti liceali. *Ciclo di vita e disabilità/Lifespan and disability*, 10,1, 105-127.
- Pinto, M.A., Fatigante, M. (2007).** Editoriale / Editorial, in M.A. Pinto & M. Fatigante (a cura di / ed. by), *Conversare, leggere, scrivere: studi in prospettiva culturale / Conversation, reading and writing. Studies in a cultural perspective*, Numero monotematico / Special issue, *Rivista di Psicolinguistica Applicata*, VII, 3, pp. 9-16.
- Tomasuolo, E., Di Renzo A., Pinto, M.A. (2008).** Competenze narrative di bambini sordi segnanti: un confronto in funzione del tipo di educazione linguistica, *Rivista di Psicolinguistica Applicata*, n.VII, 1-2, 91-115.
- Melogno, S., M.A, Iliceto, P. (2008).** Bambini con autismo ad alto funzionamento: cosa aspettarsi in un test di comprensione di metafore? Studio di casi con il TCM junior. *Ciclo evolutivo e disabilità/ Lifespan and disability*, vol. XI, 2; p. 217-234.
- Pinto, M.A., Volterra, V, (2008),** Editoriale / Editorial, in M.A. Pinto & V. Volterra (a cura di / ed. by), *Bilinguismo lingue vocali / lingue dei segni: Aspetti educativi e psicolinguistici / Spoken languages / vocal languages bilingualism: Educational and psycholinguistic issues*. Numero monotematico/ Special issue, *Rivista di Psicolinguistica Applicata*, VIII,3, pp. 9-17
- Pinto, M.A., Devescovi, A., Longobardi, E. (2009).** Editoriale / Editorial, in M.A.Pinto, A. Devescovi, E. Longobardi (a cura di/ ed. by) *Il lessico psicologico: aspetti evolutivi, cognitivi ed emotivi / Internal state talk: developmental, cognitive and emotional aspects*. Numero monotematico / Special issue, *Rivista di Psicolinguistica Applicata*, IX, 3, pp. 9-13.
- Pinto, M.A., Capirci, O. (2010).** Editoriale / Editorial in M.A. Pinto & O. Capirci (a cura di / ed. by.) *Gesto e parola in prospettiva semiotica, evolutiva ed interculturale / Gesture and speech in a semiotic, developmental and intercultural perspective*, Numero monotematico / Special issue. *Rivista di Psicolinguistica Applicata*, X, 3, pp. 9-18.
- Pinto, M.A., Melogno, S., Iliceto, P. (2011),** La comprensione di metafore e di metonimie come abilità metalinguistiche complesse: uno studio esplorativo con ragazzi dagli 11 ai 13 anni. *Logopedia e comunicazione*, pp. 193-214.
- Pinto, M.A. (2011).** “Long-term effects of early bilingualism on metalinguistic awareness: a study on young adults”, in P. Valore (ed.), *Multilingualism. Language, Power, and Knowledge*, Edistudio, Pisa 2011, pp. 7-27.
- Pinto, M.A., Melogno, S., Iliceto, P. (2011),** Assessing metaphor comprehension as a metasemantic ability in students from 9- to 14 years-old. *Linguarum Arena*. Vol.II.
- Pinto, M.A., Iliceto, P., Melogno, S. (2011),** When non verbal intelligence testing becomes linguistically based metacognition. A study on University students. *Proceedings of the IXth ISAPL Congress- Bari, 23-26 June 2010*.
- Pinto, M.A., Fontana, S. (2011).** Editoriale / Editorial, in M.A. Pinto & S. Fontana (a cura di / ed.

by.) *L'interpretariato lingue vocali / lingue dei segni: questioni sociolinguistiche, psicolinguistiche, educative / Insights into sign language interpreting: sociolinguistic, psycholinguistic and educational issues*. Numero monotematico / Special issue, *Rivista di Psicolinguistica Applicata*, XI, 3.

**Pinto, M.A., Iliceto, P., Melogno, S. (2012)**, Argumentative abilities in metacognition and in metalinguistics. A study on University students. *European Journal of Psychology of Education*. vol. 27, p. 35-58.

**Melogno, S. D'Ardia, Pinto, M.A., Levi, G. (2012)**, Explaining metaphors in high-functioning Autism Spectrum Disorder children: A brief report. *Research in Autism Spectrum Disorders*. 6, pp. 683-689.

**Melogno, S., Pinto, M.A., Levi, G. (2012)**. Metaphor and metonymy in ASD children: a critical review from a developmental perspective. *Research in Autism Spectrum Disorders*, vol. 6, p. 1289-1296.

**Melogno, S., Pinto, M.A. (2012)**, Metaphor comprehension in autistic spectrum disorders. A study on high-functioning children, *Child Language Teaching & Therapy*.

**Melogno, S., D'Ardua, C., Pinto, M. A., Levi, G. (2012)**. Metaphor comprehension in autistic spectrum disorders: Case studies of two high-functioning children. *Child Language Teaching and Therapy*, vol. 28, p. 177-188.

**Pinto, M.A., Zanobini, M., Viterbori, P. (2012)**. Editorial in M.A. Pinto, M. Zanobini, P. Viterbori, (Eds.), *Language Development and Executive Functions*, Special Issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XII, 2, 9-15.

**Melogno, S., Pinto, M.A., D'ardia, C., Levi, G. (2013)**. Le compagnon imaginaire et les paracosmes dans le développement typique et atypique à partir d'un cas clinique. *ENFANCE*, vol. 2, p. 103-116.

**Pinto, M.A., D'Amico, S. (2013)**. Editorial, in M.A. Pinto & S. D'Amico (Eds.) *Studies on language development: cognitive, social, communicative and clinical aspects*. Special Issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XIII, 2, 9-19.

**Sabatello, U., Fino, E., Pinto, M.A., Melogno, S. (2014)**. Executive functions, impulsivity, and inhibitory control in adolescents: A structural equation model. *Advances in Cognitive Psychology*, Vol. 10 (2), 32-38.

**Melogno, S., Pinto, M.A. Levi, G. (2014)**. Profile of the linguistic and metalinguistic abilities of a gifted child with autism spectrum disorder: A case study. *Child Language Teaching And Therapy*, April, 1-14.

**Melogno, S., Pinto, M.A. (2014)**. Enhancing Metaphor and Metonymy Comprehension in Children with High-Functioning Autism Spectrum Disorder, *Psychology*, Vol. 05 (11), 1375-1383.

**Pinto, M.A., D'Amico, S. (2014)**. Editorial, in M.A. Pinto & S. D'Amico (Eds.). *Lexical access. Studies on monolingual and plurilingual subjects at different developmental stages*, Special issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XIV, 2, 9-17.

**Pinto, M.A. (2015)**. Editorial, in M.A. Pinto (Ed. by), *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*. Special issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XV, 2, 9-13.

**Pinto, M.A. (2015)**. The Italian metalinguistic ability tests TAM-2 and TAM-3 (Pinto & Titone 1989 ; Pinto 1995, 1999) and their use in research : an overview. In M.A. Pinto (Ed. by), *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*. Special issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XV, 2, 15-29.

**Candilera, G., Iliceto, P., Núñez Delgado, P., Pinto, M.A. (2015)**. The validation of the THAM-2 (Test de Habilidades Metalingüísticas n. 2, Núñez Delgado, & Pinto 2015) . In M.A. Pinto (Ed. by), *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*. Special issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XV, 2, 31-57.



- Candilera, G., Iliceto, P., El Euch, S., Ostiguy, L., Pinto, M.A. (2015).** The validation of the THAM-3 (Test d'Habilités Métalinguistiques n. 3, Pinto & El Euch 2015, in M.A. Pinto (Ed. by), *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*. Special issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XV, 2, 75-89.
- Candilera, G., Iliceto, P., Lasagabaster, D., Merino, J.A., Pinto, M.A. (2015).** The validation of the THAM-3 (Test de Habilidades Metalingüísticas n. 3, Lasagabaster, Merino, & Pinto 2015)., in M.A. Pinto (Ed. by), *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*. Special issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XV, 2, 59-74.
- Jessner, U., Hofer, B., Pellegrini, C., Pinto, M.A. (2015).** The translation of the Italian metalinguistic ability tests TAM-2 and TAM-3 (Pinto, 1999) into the German MKT-2 (Jessner, Hofer, & Pinto 2015) and MKT-3 (Jessner, Pellegrini, Moroder, Hofer, & Pinto 2015). In M.A. Pinto (Ed. by), *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*. Special issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XV, 2, 91-109.
- Candilera, G., Iliceto, P., Hofer, B., Pellegrini, C., Pinto, M.A. (2015).** The pilot studies on the MKT-2 (Metalinguistischer Kompetenztest Teil 2, Jessner, Hofer, & Pinto 2015) and the MKT-3 (Metalinguistischer Kompetenztest Teil 3, Jessner, Pellegrini, Moroder, Hofer, & Pinto 2015). In M.A. Pinto (Ed. by), *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*. Special issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XV, 2, 111-128.
- Melogno, S., Trimarco, B., Pinto, M.A., Levi, G. (2016).** Sensitizing a Gifted Child with Autism Spectrum Disorder towards Social Cognition: From Assessment to Treatment, *World Journal of Neuroscience*, 6, 171-180.
- Pinto, M.A., Rinaldi, P. (2016).** Editorial, in M.A. Pinto & P. Rinaldi (Eds.) *MLA and Bimodal bilingualism: Studies on Deaf and Hearing Subjects*, Special issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XVI, 2, 9-16.
- Rinaldi, P., Bertocchini, G., Pinto, M.A. (2016).** Metasemantic abilities in spoken language in deaf and hearing bilinguals: and exploratory study, in M.A. Pinto & P. Rinaldi (Eds.) *MLA and Bimodal bilingualism: Studies on Deaf and Hearing Subjects*, Special issue, *Rivista di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, XVI, 2, 71-83.
- Melogno, S., Pinto, M.A., Orsolini, M. (2017).** Novel Metaphors Comprehension in a Child with High-Functioning Autism Spectrum Disorder: A Study on Assessment and Treatment, *Frontiers in Psychology*, 7, 1-8.
- Melogno, S., Pinto, M. A., Di Filippo, G. (2017).** Monitoring developmental trajectories in novel metaphor comprehension in children with ASD: A case study. *Neuropsychological Trends*, 22, 57-71.
- Melogno, S., Pinto, M. A., Di Filippo, G. (2017).** Sensory and physico-psychological metaphor comprehension in children with ASD: a preliminary study on the outcomes of a treatment. *Brain Sciences*. 7, 85, 1-13.
- Melogno, S, Pinto, M. A., Orsolini, M., Tarani, L. (2018).** Beyond the literal meaning of words in children with Klinefelter syndrome: Two case studies. *Brain Sciences*, 8, 171.
- Melogno, S., Pinto, M.A., Badolato, F., Sist, E., Esposito, A., Orsolini, M., Tarani, L. (2019).** High-level language competencies and Theory of Mind in a group of children with Klinefelter syndrome. *American Journal of Medical Genetics Part A*, 1-7. <https://doi.org/10.1002/ajmg.a.12>.
- Floquet, O., & Pinto, M.A. (2019).** Conscience métalinguistique et maîtrise de l'orthographe. Y-a-t-il une relation ? Une première enquête au Niger. *Cognitive Philology*, 12, 1-13.
- Melogno, S. & Pinto, M.A. (2019).** Un programme d'intervention pour améliorer la compréhension de métaphores dans le trouble du spectre de l'autisme. *Enfance*, 2, 223-239.

### ***Chapters in books***

**Pinto, M.A. (2011).** Long-term effects of early bilingualism on metalinguistic awareness: a study on young adults, in Paolo Valore (Ed. by). *Multilingualism, Language, Power, and Knowledge*. Pisa, Edistudio, 7-27.

**Pinto, M.A. (2016).** Interlinguistic contacts and metalinguistic awareness: studies with children and preadolescents in Italian contexts, in F. Gobbo (Red/Acd/Ed). *Lingua, politica, cultura. Serta gratulatoria in honorem Renato Corsetti*, New York, Mondial, pp. 207-219.

**Pinto, M.A. (2019).** Lo sviluppo metalinguistico nei bambini bilingui, in Marini, A. & Levorato, M.C. (A cura di). *Il bilinguismo in età evolutiva*, Trento, Erikson, cap. 8.

### ***Abstracts and Presentations in Proceedings:***

**Pinto, M.A. (2009).** "Early metalinguistic development in Italian-English bilingual preschoolers. A study in a British context". *Proceedings of the ACLA/CAAL Annual Conference, Ottawa, May, 26-28, 2009*.

**Pinto, M.A. (2013).** "Metalinguistic awareness in Italian-English and Italian-French young bilinguals: A comparison with English, French and Italian monolingual controls", in: N.V. Ufimtseva, A.A. Stepanova, D.V. Makhovcov, L. S. Zhukova. *Proceedings of the 10th International Congress of the International Society of Applied Psycholinguistics (ISAPL) - June 26-29 / 2013 - Moscow*.

**Pinto, M.A., Micale, F. (2014).** Promoting metalinguistic awareness in group discussions: an empirical study on university students. *Proceedings of the ACLA/CAAL Annual Conference, St. Catharines, May, 26-28, 2014*.

**Pinto, M.A. (2015).** Twenty years on metalinguistic awareness and bilingualism: the history of a long partnership, in Liliana Landolfi (Ed. By). *Living roots, living routes*, Università di Napoli "L'Orientale", 27 novembre 2014, pp. 61-67.

**Pinto, M.A., El Euch, S. (2015).** "Metalinguistic Awareness in Italian-French Bilingual Preschoolers compared to Italian and French Monolinguals". *Proceedings of the AAAL/CAAL Joint Conference, Toronto, March, 20-22, 2015*.

**Pinto, M.A. (2015).** Twenty years on metalinguistic awareness and bilingualism with Renzo Titone: the history of a long partnership, in L. Landolfi (Ed. by), *Atti del Convegno "Living roots, living routes"*, Università di Napoli "L'Orientale", 27-28 Novembre 2014, pp. 61-67.

**Pinto, M.A. (2016).** Capacités métalinguistiques chez des préscolaires bilingues italien-anglais et italien-français comparés à des monolingues italophones, francophones et anglophones. *Actes du Colloque CCERBAL 2016/Proceedings of the CCERBAL Conference 2016, «Bilingue dès la naissance: processus, pédagogie et politique / Bilingual from birth: process, pedagogy and policy»*, Ottawa, April, 28-29 2016.

**El Euch, S., & Pinto, M.A. (2016).** The " Test d'Habilités Métalinguistiques n°3 (THAM-3) " : What it has revealed and what is yet to come. WEFLA 2016, International Conference on Foreign Languages, Communication and Culture, Holguin (Cuba), April 27-29.

**Pinto, M.A. & El Euch, S. (2017).** Développement métalinguistique chez de jeunes enfants bilingues comparés à des monolingues, *Cahiers de l'ILOB*, Vol 8. 2017. pp 95-117.