

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 in light of 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), Farsi (Saif & Rahimi, 2018), and, more recently, into Turkish (Dolat, 2022), and have given rise to international studies on bi/plurilingualism in various European countries, in addition to Turkey, Canada, Argentina, China,

Recently, thanks to a European Longlife Learning Project (LLP), called 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). 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), have been used for clinical assessment with children with Autistic Spectrum Disorders, Klinefelter syndrome, and other neurodevelopmental disorders.

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, the *RIVISTA DI PSICOLINGUISTICA APPLICATA / JOURNAL OF APPLIED PSYCHOLINGUISTICS*, of which she is currently Editor-in-Chief, indexed by APA PsycINFO, ERIH Plus, Web of Science (WOS), and Scopus.

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

- AIP (Association of Italian Psychology)
- C.L.A.S.T.A. (Comunicazione, Linguaggio, Acquisizione, Sviluppo Tipico e Atipico; Eng: *Communication, Language, Acquisition, Typical and Atypical Development*)

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.
- Metalinguistic awareness enhancement programs at Junior High School and University level
- Metalinguistic awareness in relation to metacognition.

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.
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- 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 metalinguística. Teoria, desenvolvimento e instrumentos de medida.* Alverca, Psiclínica

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- 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.
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- 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.
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- 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.
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- 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
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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.

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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.

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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.

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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.

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