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Research domain:

M-PSI/04 DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

Curriculum:

Maria Antonietta Pinto is Associate 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 scientific 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 (MATs, in English acronym and TAM in Italian acronym), from age 4 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, they were translated into English (Pinto, Titone, Trusso, 1999), Spanish (Pinto, Titone, Gonzales Gil, 2000), French (El Euch, 2015), and German (Jessner, Hofer, Pinto, 2015; Jessner, Pellegrini, Moroder, Hofer, Pinto, 2015), and have given rise to international studies on bi/plurilingualism in Spain, Canada, Argentina with participants at different age levels.

Recently, thanks to a European Longlife Learning Project (LLP), named MATEL (*Metalinguistic Awareness Tests in European Languages*) of which Prof Pinto was 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. Currently, there are also ongoing translations into Portuguese, Farsi (Persian) and Russian, to be published shortly.

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 High-functioning Autistic Spectrum Disorders children, as shown by a range of publications in specialized journals.

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 to the latest.

Books

Pinto, M.A. (1990). *Svantaggio linguistico e ambiente sociale. Critica a B. Bernstein. (seconda edizione)*, Roma, Bulzoni, pp.219.

Pinto, M.A., Danesi, M. (1992) (a cura di), *La metafora fra processi cognitivi e processi comunicativi*, Roma, Bulzoni, pp. 198.

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Pinto, M.A. (1999). *La consapevolezza metalinguistica. Teoria, sviluppo, strumenti di misurazione*, Pisa-Roma, Istituti Editoriali e Poligrafici Internazionali, pp. 188.

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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, pp. 199.

- 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. pp. 86.
- 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. pp. 143.
- Pinto, M.A., Melogno, S., Iliceto, P. (2006).** *TCM. Test di comprensione delle metafore. Scuola elementare e scuola media.* Carocci Faber, pp. 118.
- Pinto, M.A., Iliceto, P. (2007).** *TAM-3. Test di abilità metalinguistiche n.3. Fascia adolescenti-adulti.* Roma, Carocci Faber, pp. 127.
- Pinto, M.A., Melogno, S. Iliceto, P. (2008),** *TCM junior. Test di comprensione di metafore - junior. Scuola dell'Infanzia – scuola primaria.* Carocci Faber, pp. 112.
- 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, Lilamé, Valore Italiano.
- Pinto, M.A., Fulgenzi, D. (2014).** *Quasi un big bang ! Potenziare le abilità di riflessione sulla lingua.* Roma, Lilamé, 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.

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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.

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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.

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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.

- 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 disabilita'/ 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.
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- 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.
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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.
- 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' Ardia, 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.
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- 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.
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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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