

Maria Vender

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CURRENT POSITION

Associate Professor of *Educational Linguistics* (GLOT/01-B).
Department of Cultures and Civilizations, University of Verona.

PREVIOUS PROFESSIONAL EXPERIENCE

Dec. 2021 – Nov. 2024 **Tenure-Track Researcher (RTDb) in Modern Language Teaching (L-LIN/02)**
Department of Cultures and Civilizations, University of Verona

Research Fellow
Department of Cultures and Civilizations, University of Verona.
Project title: "Models of intervention for the enhancement of literacy skills in adults with developmental dyslexia"

Feb. 2020 – Mar. 2021 **Research Fellow**
Department of Cultures and Civilizations, University of Verona.
Project title: "The influence of literacy difficulties on the employability of adults with dyslexia: intervention models"

Mar. 2020 – Mar. 2021 **Research Fellow**
Department of Cultures and Civilizations, University of Verona.
Project title: "Identification of reading disorders in bilingual children with Italian as a second language"

Apr. 2014 – Feb. 2019 **Research Fellow**

Department of Cultures and Civilizations, University of Verona.
Project title: "Bilingualism and atypical linguistic development: experimental protocols"

May 2012 – May 2013 **Research Fellow**
Fondazione Marica De Vincenzi Onlus, Trento. Project title: "Analysis of the competence of Italian L2 preschool children in Italian's clinical markers of SLI".

INSTITUTIONAL ROLES

2026 – present Director of Bilingualism Matters – Trento Verona
2024 – present Member of the Scientific Committee of the Master's Programme in Inclusive Language Teaching, University of Verona
2022 – present Member of the Joint Committee of the LM-39 Linguistics degree programme, University of Verona

2022 – present Member of the Doctoral Board in Linguistics (Universities of Verona, Bolzano and Marburg)
2022 – present Member of the Teaching Board for Communication Sciences.
2022 – present Member of the Teaching Board for Foreign Languages and Literatures.
2021–2022 Member of the Quality Assurance Group of the LM-39 Linguistics degree programme, University of Verona
2016 – present Member of the Teaching Board for Linguistics.

EDUCATION AND TRAINING

2008–2011 PhD in Linguistics, University of Verona. Thesis title: Disentangling Dyslexia: Phonological and Processing Impairment in Developmental Dyslexia (20 May 2011)

2005–2007 Master's degree in Linguistics (110/110 cum laude), University of Verona.
Thesis title: Anaphora on the move: a preliminary study on the theory of anaphora and its potential application to linguistically impaired children.

2002–2005 Bachelor's degree in Communication Sciences (110/110 cum laude), University of Verona.
Thesis title: Clinical and socio-relational aspects of developmental dyslexia.

CAREER BREAKS

20 Feb 2011 – 20 Oct 2011 Maternity leave

17 Apr 2014 – 17 Mar 2015 Maternity leave (twins)

SCIENTIFIC PUBLICATIONS

1. Vender M., Venagli I., Nardon A., Piccinin S., Dal Maso S. and Melloni C. (2026) Processing event nominalizations in developing readers: eye-tracking evidence from bilingual and dyslexic readers. Front. Lang. Sci. 5:1912839. doi: 10.3389/flang.2026.1912839

2. Vender, M. (2026). Removing barriers: Fostering inclusive reading access through text layout modifications and dyslexia-friendly fonts. In S. Hartle & E. Tenca (Eds.), *Why Universal Design for Learning (UDL) matters: Creating opportunities for inclusive, equitable education* (pp. 193–217). Vernon Press.

3. Valcamonica, G., Caleffi, G., Piferi, F., Tagliani, M., Vender, M., Delfitto, D. and Garzotto, F. (2026). LLM-based conversational agents for dyslexia treatment: From chatbots to structured tutors. *Proceedings of the 8th ACM Conference on Conversational User Interfaces*. Association for Computing Machinery, New York, NY, USA, Article 15, 1–12. https://doi.org/10.1145/3816046.3816226

4. Panozzo Chiomento M, Vender M, Delfitto D. Language Competence in Parkinson's Disease: A Systematic Review of 20 Years of Research. *Journal of Speech Language and Hearing Research,* 69(1):253-272.

5. De Togni L, Dal Maso, S. & Vender, M. (2025). Transparencia percibida de los verbos morfologicamente complejos en hablantes nativos the español. Un estudio sobre los verbos parasintéticos. *E-AESLA*, 11, 3-17.

6. Dal Maso, S. & Vender, M. (2025). Promuovere la lettura nella classe plurilingue: una sperimentazione didattica con bambini con italiano L2. In Fiorentini, Ilaria & Ciccolone, Simone (a cura di) *La scuola e le altre lingue. La prospettiva della linguistica applicata*. Officinaventuno, Milano (pp 275-294). ISBN: 978-88-97657-77-4.

7. Redolfi, M., & Vender, M. (2025). Comprehension and production of referential expressions: An

instructional intervention for monolingual and bilingual Italian Primary School children. *Instructed Second Language Acquisition*, *9*(2), 222–250.

8. Tagliani, M., Vender, M., Valcamonica, G., Caleffi, G., Garzotto, F., & Delfitto, D. (2025). DEA—An innovative technological tool for personalized linguistic training for Italian children with developmental dyslexia. In S. Rebora, M. Rospocher, & S. Bazzaco (Eds.), *Diversità, equità e inclusione: Sfide e opportunità per l'informatica umanistica nell'era dell'intelligenza artificiale* (Quaderni di Umanistica Digitale, pp. 110–117). Verona: AIUCD. https://doi.org/10.6092/unibo/amsacta/8380. ISBN 978-88-942535-9-7

9. Tagliani, M., Cruz, L., Redolfi, M., Shirokorad, N., Canzi, M., Melloni, C., & Vender, M. (2025). L2 learners take more time to catch the rhyme: An eye-tracking study on predictive processing. *International Journal of Bilingualism*, *0*(0). https://doi.org/10.1177/13670069251365147

10. Melloni, C. & Vender, M. (2025). Lettura e benessere nei contesti di fragilità linguistica: un'indagine sugli studenti di un istituto tecnico. In Dalla Valle, M. & Meglioli, E., *Biblioterapia in biblioteca e a scuola*. Editrice Bibliografica, pp. 63-80.

11. Vender, M., Nardon, A., Venagli, I. (2025). Topicality, accessibility, and causality in anaphora resolution: An eye-tracking study of null and overt pronouns in Italian. *Intercultural Pragmatics*, 22 (1), 147-172.

12. Compostella A., Tagliani M., Vender M., Delfitto D. (2025) On the interaction between implicit statistical learning and the alternation advantage: Evidence from manual and oculomotor serial reaction time tasks. *PLOS ONE* 20(2): e0318638.

13. Vender, M., Delfitto, D. (2025). Bridging the Gap in Adult Dyslexia Research: Assessing the Efficacy of a Linguistic Intervention on Literacy Skills. *Annals of Dyslexia* 75, 42–70. https://doi.org/10.1007/s11881-024-00314-x

14. Festi, F. & Vender, M. (2024). Metalinguistic awareness in L2 Italian children with a migrant background: A trade-off between cognitive advantages and syntactic vulnerabilities. *Ampersand*, 13: 100208. https://doi.org/10.1016/j.amper.2024.100208.

15. Vender, M. (2024). Potenziare la consapevolezza morfologica nella lettura e nella comprensione del testo in italiano in contesti di fragilità linguistica. *Italiano LinguaDue*, 16(1), 565-583.

16. Melloni, C. & Vender, M. (2024). Morphological awareness in L2 Italian children with a migrant background. In Babatsouli, E. (ed) *Multilingual Acquisition and Learning: An ecosystemic view to diversity*. Studies in Bilingualism 67. John Benjamins (pp. 500-528).

17. Delfitto, D. & Vender, M. (2024). Puzzling Data, Beautiful Computations: A New Analysis of When 'or' Means 'and'. In Capone, A., Perconti, P. & Graci, R. (eds) *Philosophy, Cognition and Pragmatics. Perspectives in Pragmatics, Philosophy & Psychology*, Vol. 34, Springer, Cham (pp. 101-126).

18. Hu, S., Delfitto, D., Yang, Y., & Vender, M. (2024). The comprehension of double negation in Chinese children with reading difficulties. *Clinical Linguistics & Phonetics*, *38*(12), 1192–1211.

19. Vender, M. & Nardon, A. (2023). Un'analisi del vocabolario ortografico e fonologico di apprendenti italiani di inglese: Il ruolo delle parole imparentate. *Studi di Glottodidattica*, 2, 99-115.

20. Marzi, C., Melloni, C. & Vender, M. (2023). Finger-tracking reading profile in monolingual and bilingual early graders. *Lingue e Linguaggio*, XXII.2, 327–361.

21. Sartori, R.; Tommasi, F.; Abu Hamam, F.; Delfitto, D.; Vender, M.; Dal Maso, S.; Piccinin, S.; Ceschi, A. (2023). Facilitating Sustainable Career Development in Fragility: A Psycho-Linguistic Intervention for Employability of Individuals with Fragile Literacy Skills. *Sustainability*,15, 16162.

22. Vender, M., Vernice, M. (2023) Promuovere il bilinguismo nei disturbi del neurosviluppo: stato dell'arte e prospettive di ricerca. *Giornale italiano di psicologia*, 2/2023, 253-289.

23. Garraffa, M., Sorace, A. & Vender, M. (2023). *Bilingualism Matters. Language Learning Across the Lifespan*. Cambridge: Cambridge University Press.

24. Vender, M., Compostella, A. & Delfitto, D. (2023). Mapping precedence into containment: linear ordering in a bidimensional space. *Lingue e linguaggio*, XXII.1, 49-88.

25. Cordin, P., Vender, M., Arici, M. & Masiero, G. (2022). *Valorizzare il plurilinguismo a scuola. Esiti di un'esperienza di ricerca nelle scuole primarie trentine*. Provincia Autonoma di Trento, IPRASE.

26. Melloni C, Vender M (2022) Morphological awareness in developmental dyslexia: Playing with nonwords in a morphologically rich language. *PLoS ONE*, 17(11): e0276643.

27. Vender, M., Melloni, C. & Delfitto, D. (2022). The effectiveness of reading intervention in adults with developmental dyslexia: A systematic review. *Italian Journal of Linguistics*, 34.1, 189-232.

28. Melloni, C., Redolfi, M., Vender, M. (2022). Literacy skills in L2 Italian children with a migrant background: a qualitative analysis of spelling errors. *Lingue e Linguaggio*, 1, pp. 171-192, doi: 10.1418/104454

29. Tagliani, M., Vender, M., Melloni, C. (2022). The Acquisition of Negation in Italian. *Languages*, 7, 116. https://doi.org/10.3390/languages7020116

30. Cordin, P., Vender, M. & Virdia, S. (2021). Indici di bilinguismo e abilità di scrittura e lettura in italiano. Un'indagine nelle scuole primarie trentine. *RicercAzione*, 13 (2), 145-167.

31. Vender, M.; Vernice, M.; Sorace, A. (2021). Supporting Bilingualism in Vulnerable Populations. *Sustainability*, 13, 13830.

32. Cordin, P. & Vender, M. (2021). An inquiry into language uses of bilingual primary school children. *Lingue antiche e moderne*, 10, 259-279.

33. Tagliani, M., Vender, M. & Melloni, C. (2021). Object relatives with postverbal subject in Italian-speaking children and adults: The role of encyclopedic knowledge in detecting sentence ambiguity, *Language Acquisition*, DOI: 10.1080/10489223.2021.1914623.

34. Cristani, M., Dal Maso, S., Piccinin, S., Tomazzoli, C., Vedovato, M. & Vender, M. (2021). A Technology for Assisting Literacy Development in Adults with Dyslexia and Illiterate Second Language Learners. In: Uskov V.L., Howlett R.J., Jain L.C. (eds) *Smart Education and e-Learning 2021. Smart Innovation, Systems and Technologies,* vol 240. Springer, Singapore. https://doi.org/10.1007/978-981-16-2834-4_40.

35. Vender M. & Melloni C. (2021). Phonological Awareness across Child Populations: How Bilingualism and Dyslexia Interact. *Languages*, *6*(1):39.

36. Vender, M., Hu, S., Mantione, F., Savazzi, S., Delfitto, D. & Melloni, C. (2021). Inflectional morphology: Evidence for an advantage of bilingualism in dyslexia. *International Journal of Bilingual Education and Bilingualism*, 24:2, 155-172.

37. Vender, M., Lavarini, M. & Delfitto, D. (2020). Investigating the computation of scalar implicatures in Italian children with dyslexia: the role of quantifier properties. *Lingue & Linguaggio*, 2, 223-

256.

38. Arici, M., Cordin, P., Masiero, G., Vender, M. & Virdia, S. (2020). Che lingue conosci, ascolti, parli? Una ricerca sugli usi linguistici dei bambini plurilingui. *Italiano LinguaDue*, 12(1), 307-329.

39. Melloni, C. & Vender, M. (2020). Phonological processing and nonword repetition: A critical tool for the identification of dyslexia in bilingualism. In E. Babatsouli, M. J. Ball, *Anthology of bilingual child phonology*. Bristol: Multilingual Matters (309-333).

40. Vender, M. & Guasti, M. T. (2020). L'apprendimento della letto-scrittura nei bambini con Italiano L2 ('Learning to read and write in bilingual children with Italian L2'). In E. Bidese, J. Casalicchio and M. Moroni. *Linguistics: Views From the Alps. Language Theory, Didactics and Society*. Frankfurt: Peter Lang (pp. 241-267).

41. Vender, M. Krivochen D.G., Compostella A., Phillips B., Delfitto D. & Saddy D. (2020). Disentangling sequential from hierarchical learning in Artificial Grammar Learning: Evidence from a modified Simon Task. *PLoS ONE* 15(5): e0232687.

42. Vender, M., Delfitto, D. & Melloni, C. (2020). How do bilingual dyslexic and typically developing children perform in nonword repetition? Evidence from a study on Italian L2 children. *Bilingualism: Language and Cognition*, *23*(4), 884-896.

43. Garraffa, M., Sorace, A. & Vender, M. (2020). *Il cervello bilingue*. Roma: Carocci editore.

44. Vender M., Krivochen D.G., Phillips B., Saddy D. & Delfitto D. (2019). Implicit Learning, Bilingualism, and Dyslexia: Insights from a Study Assessing AGL With a Modified Simon Task. *Frontiers in Psychology*, 10:1647.

45. Garraffa, M., Vender, M., Sorace, A. & Guasti, M. T. (2019). Is it possible to differentiate multilingual children and children with Developmental Language Disorder? *Languages, Society & Policy*. DOI: 10.17863/CAM.37928

46. Delfitto, D., Melloni, C. & Vender, M. (2019). The en(rich)ed meaning of expletive negation. *Evolutionary Linguistic Theory*, 1, 57-89.

47. Hu, S., Zhou, P., Foppolo, F., Vender, M. & Delfitto, D. (2019). Scalar implicatures in Chinese children with reading difficulties. *First Language*, 39 (5), 479-507.

48. Melloni, C., Vender, M. & Delfitto, D. (2019). Nonword Pluralization: Evidence for an Advantage of Bilingualism in Albanian-Italian and Romanian-Italian Bilingual Children. In R. Slabakova, J. Corbet, L. Dominguez, A. Dudley, A. Wallington (eds.), *Explorations in Second Language Acquisition and Processing*, (pp. 238-250). Newcastle: Cambridge Scholars Publishing.

49. Hu, S., Vender, M., Fiorin, G. & Delfitto, D. (2018). The comprehension of Italian negation in Mandarin-Italian sequential bilingual children. In A. Gavarrò (ed.), *On the acquisition of the syntax of Romance*, Amsterdam, John Benjamins, pp. 169-184.

50. Vender, M., Hu, S., Mantione, F., Delfitto, D. and Melloni, C. (2018). The Production of Clitic Pronouns: A study on Bilingual and Monolingual Dyslexic Children. *Frontiers in Psychology*, 9:2301.

51. Vender, M., Delfitto, D. & Melloni, C. (2018). Clitic production and bilingualism: When exposure matters. *Languages*, 3, 1-17.

52. Hu, S., Vender, M., Fiorin, G. & Delfitto, D. (2018). The difficulties in comprehending affirmative and negative sentences: Evidence from Chinese poor readers. *Journal of Learning Disabilities* 51, 181–193.

53. Vender, M. (2017) *Disentangling Dyslexia: phonological and processing impairment in Developmental Dyslexia*. Bern: Peter Lang.

54. Vender, M., Mantione, F., Savazzi, S., Delfitto, D. & Melloni, C. (2017) Inflectional Morphology in Dyslexia: Italian children's performance in a nonword pluralization Task. *Annals of Dyslexia*, 67, 401-426.

55. Vender, M., Garraffa, M., Sorace, A. & Guasti, M. T. (2016). How early L2 children perform on Italian clinical markers of SLI: A study of clitic production and nonword repetition. *Clinical Linguistics & Phonetics*, 30, 150-169.

56. Vender, M., Garraffa, M., Sorace, A. & Guasti, M. T. (2014). Bilingualism and Specific Language Impairment: similarities and differences. In Contemori C. and Dal Pozzo L. *Inquiries into Linguistic Theory and Language Acquisition*, CISCL PRESS, Siena, pp. 217-228.

57. Vender, M. & Delfitto, D. (2010). Towards a pragmatics of negation: The interpretation of negative sentences in developmental dyslexia, *Generative Grammar in Geneva*, 6, 1-28.

58. Vender, M. (2009). Scalar implicatures and developmental dyslexia. *Proceedings of the 2nd International Clinical Linguistics Conference*, Universidad Autónoma de Madrid, Universidad Nacional de Educación a Distancia, and Euphonia Ediciones, pp. 254-261.

59. Fiorin, G. & Vender, M. (2008). The interpretation of pronominal expressions in dyslexic children. *Proceedings of the 1st Patras International Conference of Graduate Students in Linguistics*, University of Patras.

PARTICIPATION IN AND LEADERSHIP OF NATIONALLY AND INTERNATIONALLY FUNDED PROJECTS

2025 – present Principal investigator, with Serena Dal Maso, of the research project "*Leggere insieme: un progetto di shared reading per bambini prescolari con background migratorio*" [Reading Together: a shared-reading project for preschool children with a migrant background], within POLIS Veneto – FAMI 2021–2027 – Integration of migrants through co-designed policies and actions (PROG-916; CUP H19I24001030007; acronym 916_POLIS_FAMI_FAMI2021-2027_DIPCIV).

2023 – present Participant in the LinE (Language in Education) Cluster, "*Teaching morphologically complex languages: inflectional and derivational morphology in the teaching of morphologically complex languages (Russian, Serbo-Croatian, German and Italian as a second language).*"

2023–2026 Co-PI and coordinator of the Verona Unit the 2022 PRIN PNRR project "*REAding CompreHension for inclusion (REACH): analyzing and enhancing the comprehension of syntactic and semantic structures in children with linguistic fragilities*" (project code P2022Y5CWX; CUP code B53D23030370001).

2023–2026 Participant in the 2022 PRIN project "A technology-driven linguistic intervention for children with language and literacy weaknesses" (CUP code B53D23014380006).

2023–2026 Scientific lead for WP4 within the MNESYS project – A multiscale integrated approach to the study of the nervous system in health and disease, funded by #NEXTGENERATIONEU and the Italian Ministry of University and Research under the National Recovery and Resilience Plan (PNRR), (PE0000006), Spoke 1.

2020–2023 Participant in the project "How to enhance employability in fragile-literacy groups: testing an integrated psycho-linguistic intervention model", funded by Fondazione Cariverona (2018

Excellent Scientific Research call).

2014–2019 Participant in the project "Advancing The European Multilingual Experience (AThEME)", Seventh Framework Programme for research, technological development and demonstration, under grant agreement no. 613465.

2014–2017 Participant in the 2012 PRIN project "Theory, experimentation and applications: long-distance dependencies in forms of linguistic diversity."

2012–2013 Principal investigator of the project "Analysis of the linguistic competence of L2 Italian preschool children in the clinical markers of SLI in Italian", Fondazione Marica De Vincenzi Onlus. Funded by Fondazione Cassa di Risparmio di Trento e Rovereto, 2011 call.

UNIVERSITY TEACHING

- Language Learning. Bachelor's degree in Foreign Languages and Literatures, University of Verona (54 hours), academic years 2025–2026, 2024–2025 and 2023–2024.
- *Language Teaching. Bachelor's degree in Foreign Languages and Literatures, University of Verona (54 hours), academic years 2022–2023 and 2021–2022.*
- *Semiotics. Bachelor's degree in Communication Sciences, University of Verona (36 hours), academic years 2025–2026, 2024–2025, 2023–2024, 2022–2023, 2021–2022, 2020–2021 and 2019–2020.*
- *Methods of Language Teaching. International Master's degree in Linguistics, University of* Verona (36 hours), academic years 2025–2026, 2024–2025, 2023–2024, 2022–2023, 2021–2022, 2020–2021 and 2019–2020.
- *Atypical Language Development. Master's Programme in Inclusive Language Teaching, University of Verona (20 hours), academic year 2024–2025.*
- *Reading in children and adults with specific learning disorders. Master's Programme in Bibliotherapy, University of Verona (7 hours).*
- *Italian for immigrant children and adults. Master's Programme in Teaching Italian as a Second Language, University of Verona (24 hours, academic year 2021–2022; 12 hours, 2022–2023).*
- *Artificial Grammar Learning. Winter School in Linguistics, PhD programme in Foreign Literatures, Languages and Linguistics (Linguistics curriculum), University of Verona (4 hours, 2021).*
- *The Multilingual Classroom. Master's Programme in Teaching Italian as a Second Language, University of Verona (8 hours, 2018–2019).*
- *History of Linguistics. International Master's degree in Linguistics, University of Verona (36 hours), academic years 2017–2018 and 2018–2019.*
- *Theories of Language Learning. International Master's degree in Linguistics, University of Verona (36 hours), academic year 2016–2017.*
- *The Multilingual Classroom. Master's Programme in Teaching Italian as a Second Language, University of Verona (8 hours), academic years 2019–2020, 2018–2019 and 2017–2018.*
- *Theories of Language Learning. International Master's degree in Linguistics, University of Verona (18 hours), academic year 2015–2016.*
- *Syntax: A Generative Introduction. Master's Programme in Human Language and Technology Interfaces, University of Trento (10 contact hours, academic year 2008–2009).*

PRESENTATIONS AT CONFERENCES, WORKSHOPS, SEMINARS AND TRAINING COURSES

Invited seminars, workshops and conferences

- Reading and text comprehension in the multilingual classroom: different profiles of vulnerability among learners

with specific learning disorders and a migrant background. Presentation at the conference "Modern
and ancient language teaching in the context of specific learning disorders." University E-Campus, Novedrate, 12–
13 March 2026.

- Language education for reading and text comprehension. Presentation at the conference "Learning
disorders: early identification, the role of praxis, and guidance on enhancement and intervention." Verona, 16 May 2025.
- Reading and bibliotherapy in contexts of linguistic vulnerability: results of a preliminary study at a technical institute. Presentation at the conference "Books and Wellbeing: Bibliotherapy in Libraries and Schools." University of Verona, 15 March 2024 (with Chiara Melloni).
- *Multilingualism matters! The benefits of plurilingualism and multilingualism. Presentation at the study day "Multilingualism in Schools," organised as part of the AlpiLinK project. University of Verona, 30 April 2024 (with Patrizia Cordin).*
- *Enhancing literacy skills in adults with dyslexia. Invited presentation at the seminar "E-FraLit Employability and Fragile Literacies," University of Verona, 15 December 2023.*
- *Language and dyslexia: linguistic profiles and strategies to enhance literacy in children and adults. Invited presentation at the workshop "University and specific learning disorders: can we make a difference?", 6 October 2023 (with Chiara Melloni).*
- Convenor of the symposium "Morphological awareness and reading skills." Invited presentation at the 31st AIRIPA National Conference on Special Educational Needs and Learning Disorders, Foggia, 21–23 September 2023.
- The adult with dyslexia: Testing the effectiveness of a linguistic intervention. Invited seminar in the 2023 IUSS Linguistics Seminars series, Pavia, 19 June 2023.
- *The neuropsychological foundations of reading and writing. Invited seminar in the lecture series "Literacy development in multilingual environments," University of Udine, 4 November 2022.*
- Vender, M. (2022). Exploring the linguistic and literacy profile of the adult with developmental dyslexia: vulnerabilities and intervention strategies. Invited presentation at "Accessible and Inclusive Practices in Instructed Second Language Acquisition," Verona, 15–16 December 2022.
- *Disentangling bilingualism and language impairment in early L2 children: best practices. Invited seminar at the Petite Enfance 2021 International Conference, Montpellier, 21–23 October 2021 (with Chiara Melloni).*
- *Atypical bilingualism: challenges and opportunities. Invited seminar, University of Trento, 25 March 2021.*
- *Bilingualism and dyslexia in school-aged children: Addressing phonological competence. Invited seminar, BILS Seminars, University of Milano-Bicocca, 5 March 2021.*
- *Language practices of children from immigrant families. Invited seminar in the "Conversazioni Linguistiche" series, University of Trento, 18 December 2020 (with Patrizia Cordin).*
- *Sequential and hierarchical learning across different populations. Presentation at the Workshop on Hierarchical Structure Processing, University of Geneva, 26–28 August 2020 (with Denis Delfitto, Doug Saddy and Diego Krivochen).*
- *Developmental dyslexia through the lens of bilingualism: linguistic and cognitive effects. Seminar, University of Milano-Bicocca, 29 January 2020.*
- *AGL in typical and atypical populations: Evidence from a modified Simon Task featuring the Fibonacci Grammar. Seminar, University of Geneva, 16 December 2019.*
- *What languages do you know? A study of the language use of multilingual children. Invited seminar at the study day and good-practice event "How many languages in the classroom? Understanding and valuing linguistic diversity," University of Milan, 9–10 October 2019 (with Maria Arici, Patrizia Cordin, Giovanna Masiero and Simone Virdia).*
- *When bilingualism meets dyslexia: linguistic and cognitive effects. Departmental seminar series, University of Verona, 8 May 2019.*
- *Implicit Learning, Bilingualism and Dyslexia. Invited seminar, University of Nantes, 29 March 2019 (with Denis Delfitto).*
- *Implicit Learning, Bilingualism and Dyslexia. Invited seminar at the "Giornate di Studi Scientifici sul Linguaggio" in Rovereto, University of Trento, 11–12 February 2019 (with Denis Delfitto).*

- *Dyslexia and bilingualism: can they coexist? Invited presentation at the conference "Specific learning disorders and university: an opportunity to discuss," University of Verona, 4 October 2018 (with Denis Delfitto).*
- *Bilingualism is beneficial to dyslexia: The Case of Morphological Awareness. Invited presentation at the PhD Workshop "Issues in Experimental Psycholinguistics," University of Verona, 12 May (with Chiara Melloni).*
- *Developmental dyslexia and learning strategies. Invited presentation at the conference "Students with specific learning disorders and other difficulties at universities in the Triveneto," University of Padua, 16 February 2017.*
- *Dyslexia, bilingualism and morphological awareness. Seminar in the "Conversazioni di Linguistica" series, University of Trento, 2 December 2016.*
- *Beyond literacy: language and memory in developmental dyslexia. Presentation at the conference "Dyslexia and Dyspraxia: from prevention to training," University of Verona, 24 October 2015.*
- *Towards a pragmatics of negation: The interpretation of negative sentences in developmental dyslexia. Seminar, CNRS Institute of Cognitive Sciences, Lyon, 4 May 2010 (with Denis Delfitto).*
- *The interpretation of pronominal expressions in Developmental Dyslexia. Invited presentation at the International Workshop "Linguistic Perspectives on Dyslexia," University of Verona, 18 June 2008.*
- *Dyslexia and the Accessibility Theory. Invited seminar, ELiTU (Experimental Linguistics Talks in Utrecht), Utrecht University, 10 March 2008.*

International peer-reviewed conferences and workshops

- *Supporting emergent reading skills: the effectiveness of phonological awareness training in multilingual primary-school classrooms. Presentation at the 11th DILLE Conference, "Language Teaching and Vulnerability," University of Naples L'Orientale, Naples, 3–5 June 2026 (with Sara Cavaglià and Chiara Melloni).*
- *Enhancing academic Italian through text-based work: outcomes of an action research project in contexts of vulnerability. Presentation at the 11th DILLE Conference, "Language Teaching and Vulnerability," University of Naples L'Orientale, Naples, 3–5 June 2026 (with Serena Dal Maso and Sabrina Piccinin).*
- *Predicting emerging reading skills: A longitudinal study on monolingual and bilingual preschool children acquiring literacy in Italian. Presentation at the Bilingualism Matters Symposium 2026, University of Milano-Bicocca, Milan, 29–30 April 2026 (with Sara Cavaglià and Chiara Melloni).*
- *How event nominalizations impact reading comprehension in bilingual children with a migrant background and in monolingual Italian children with and without dyslexia. Presentation at the Bilingualism Matters Symposium 2026, University of Milano-Bicocca, Milan, 29–30 April 2026 (with Ilaria Venagli, Andrea Nardon, Serena Dal Maso, Sabrina Piccinin and Chiara Melloni).*
- *The processing of solo and anche in children: an eye-tracking study of typically developing, dyslexic and bilingual children. Presentation at the 33rd AIRIPA Conference, Pisa, 18–20 September 2025.*
- *On the role of event nominalizations in reading comprehension: Insights from an eye-tracking study. Presentation at the 11th Workshop on Nominalizations / 11èmes Journées d'Étude sur les Nominalisations (JENom 11), University of Graz, Graz, 3–4 July 2025 (with Chiara Melloni).*
- *Comprehension and Production of Referential Expressions: A Didactic Intervention for L1 and L2 Italian Primary School Children. Paper presented at the 15th International Symposium on Bilingualism (ISB15), San Sebastián, 9–13 June 2025 (with Michela Redolfi).*
- *Living between languages and cultures: a journey of self-reflection through literary texts. Paper presented at "A New Babel: Multilingualism, Translingualism, and Translation in Contemporary Literature," 26–28 May 2025 (with Serena Dal Maso).*
- *Comprehension and Production of Referential Expressions: A Didactic Intervention for L1 and L2 Italian Primary School Children. Paper presented at the Bilingualism Matters Symposium, Edinburgh, 23–25 March 2025 (with Michela Redolfi).*
- *Promoting reading and language development in the multilingual classroom: a teaching project with children learning Italian as an L2. Poster presented at AItLA 2024, "School and Other Languages: The Perspective of Applied Linguistics," University of Pavia, 21–23 February 2024 (with Serena Dal Maso).*

- Dyslexia as a source of inequality: Research avenues for a more inclusive society. Presentation at the In-Equality Conference 2024, University of Konstanz, 10–12 April 2024 (with Chiara Melloni).
- *New approaches and strategies for teaching second languages with complex morphological systems. Presentation at the 2024 Study Days of the LinE Interuniversity Research Centre, Reggio Emilia, 10–11 June 2024 (with Marco Magnani and Sabrina Piccinin).*
- *Challenges in measuring reading comprehension: towards a new proposal. Presentation at "Read and Lit' Eval' 2024," Toulouse, 11–12 July 2024 (with Serena Dal Maso and Sabrina Piccinin).*
- *Morpheme-based reading in typical and poor readers. Presentation at "Read and Lit' Eval' 2024," Toulouse, 11–12 July 2024 (with Chiara Melloni and Marta Tagliani).*
- *Processing morphology while reading: An eye-tracking study with typical and atypical adult readers. Presentation at "Morph2Read: From Morphological Knowledge to Reading Comprehension in L1 and L2 Learners," Paris, 9–11 September 2024 (with Chiara Melloni and Michela Redolfi).*
- *Morph2Read: From Morphological Knowledge to Reading Comprehension in L1 and L2 Learners. Presentation at the conference of the same name, Paris, 9–11 September 2024 (with Chiara Melloni and Marta Tagliani).*
- *Stroop tasks in bilingual children with dyslexia: Evidence for a bilingual advantage*. Talk. *Bilingualism Matters Research Symposium 2023*, University of South Carolina, 20-21 October 2023. (with Mirta Vernice).
- *Reading comprehension and morphological processing in language minority bilingual pupils in L2 Italian*. Talk. *Bilingualism Matters Research Symposium 2023*, University of South Carolina, 20-21 October 2023. (with Francesca Festi and Serena Dal Maso).
- *Reading predictors in bilingual and monolingual preschool children: a didactic intervention on phonological awareness*. Talk. *Bilingualism Matters Research Symposium 2023*, University of South Carolina, 20-21 October 2023. (with Sara Cavaglià and Chiara Melloni).
- *Metalinguistic awareness and bilingualism: evidence for an advantage in L2 Italian children with a migrant background*. Talk. *Bilingualism Matters Research Symposium 2023*, University of South Carolina, 20-21 October 2023. (with Francesca Festi).
- *Artificial Grammar Learning with the Fibonacci grammar: investigating statistical and hierarchical learning in the tactile sensory domain. Paper presented at Interdisciplinary Advances in Statistical Learning 2022, San Sebastián–Donostia, Spain, 1–3 June 2022 (with Arianna Compostella and Denis Delfitto).*
- *Hierarchy as Linear Ordering in a Multidimensional Space. TEX2022: Bringing Together Predictive Processes and Statistical Learning, SISSA International School for Advanced Studies, Trieste, Italy, 19–22 July 2022 (with Arianna Compostella and Denis Delfitto).*
- *Dyslexia, Bilingualism and the Stroop task: Evidence for a bilingual advantage that extends to dyslexia. Bilingualism Matters Research Symposium (online), 25–26 October 2021 (with Mirta Vernice).*
- *Rapid naming skills in monolingual and bilingual children with and without developmental dyslexia. COM21 Conference on Multilingualism, Konstanz (online), 23–25 June 2021 (with Mirta Vernice and Chiara Melloni).*
- *Metalinguistic awareness and bilingualism: A study involving Italian Primary School pupils. Poster presented at the TABU Dag 2021 Conference, University of Groningen (online), 10–11 June 2021 (with Francesca Festi).*
- A Technology for Assisting Literacy Development in Adults with Dyslexia and Illiterate Second Language Learners. Smart Education and e-Learning Conference, KES Virtual Conference Centre (online), 14–16 June 2021 (with Matteo Cristani, Serena Dal Maso, Sabrina Piccinin, Claudio Tomazzoli and Marco Vedovato).
- *Measuring the language use of multilingual schoolchildren. Second International Colloquium on Plurilingualism, University of Udine, 13–15 November 2019 (with Maria Arici, Patrizia Cordin, Giovanna Masiero and Simone Virdia).*
- *Playing with nonwords: morphological skills in dyslexia. ISMO (International Symposium on Morphology), Paris Diderot University, 27 September 2019 (with Chiara Melloni).*
- *Implicit learning, bilingualism and dyslexia: Assessing AGL with a modified Simon Task. GALA (Generative Approaches to Language Acquisition), University of Milano-Bicocca, 12–14 September 2019 (with Diego Krivochen, Beth Phillips, Chiara Melloni, Doug Saddy and Denis Delfitto).*
- *Morphological skills in developmental dyslexia. GALA (Generative Approaches to Language*

Acquisition), University of Milano-Bicocca, 12–14 September 2019 (with Chiara Melloni).

- *Phonological skills across child populations: How bilingualism and dyslexia interact. ISMBS (International Symposium on Monolingual and Bilingual Speech), Chania, Crete, 27–30 August 2019 (with Chiara Melloni and Denis Delfitto).*
- *Bilingualism and developmental dyslexia: linguistic and cognitive effects. Poster presented at CLASTA (Communication & Language Acquisition Studies in Typical and Atypical Populations), University of Verona, 10–11 May 2019 (with Denis Delfitto and Chiara Melloni).*
- *Nonword repetition in bilingualism and dyslexia. Presentation at the International Child Phonology Conference, Institute for Bilingual and Monolingual Speech, Chania, 18–20 June 2019 (with Chiara Melloni).*
- *Clitic production: How bilingualism and dyslexia interact. Presentation at the workshop "Transdisciplinary Approaches to Language Acquisition," University of Tromsø, 19–20 April 2019 (with Chiara Melloni and Denis Delfitto).*
- *Input and language use among children with a migrant background. Presentation at the Festival delle Lingue, Rovereto, 8 March 2019 (with Patrizia Cordin and Simone Virdia).*
- *How Bilingualism and Dyslexia interact: The Case of Clitic Production. Presentation at the Verona & Nova Gorica AThEME Workshop, Verona, 25 January 2019.*
- *Identifying SLI in child second language learners. Presentation at the 11th International Symposium on Bilingualism (ISB11), University of Limerick, 12–15 June 2017 (with Antonella Sorace, Maria Teresa Guasti and Maria Garraffa).*
- *Bilingualism is beneficial to dyslexia: The Case of Morphological Awareness. Presentation at the 11th International Symposium on Bilingualism (ISB11), University of Limerick, 12–15 June 2017 (with Federica Mantione, Shenai Hu, Silvia Savazzi, Denis Delfitto and Chiara Melloni).*
- *Clitic Production: How bilingualism and Dyslexia interact. Presentation at the Workshop on Syntax Processing, Rovereto (University of Trento), 5–6 June 2017 (with Denis Delfitto, Federica Mantione and Chiara Melloni).*
- *Effects of dyslexia on the production of complex Wh-Questions. Presentation at the Workshop on Syntax Processing, Rovereto (University of Trento), 5–6 June 2017 (with Federica Mantione, Chiara Melloni and Denis Delfitto).*
- *Bilingualism is beneficial to dyslexia: The Case of Morphological Awareness. Presentation at GASLA 14 (Generative Approaches to Second Language Acquisition), University of Southampton, 6–9 April 2017 (with Federica Mantione, Shenai Hu, Silvia Savazzi, Denis Delfitto and Chiara Melloni).*
- *Bilingualism is beneficial to dyslexia: The Case of Morphological Awareness. Presentation at the PRIN Conference, University of Siena, 4–6 April 2017 (with Chiara Melloni, Denis Delfitto and Federica Mantione).*
- *Effects of dyslexia on the production of complex Wh-Questions. Presentation at the PRIN Conference, University of Siena, 4–6 April 2017 (with Federica Mantione, Chiara Melloni and Denis Delfitto).*
- *Developmental dyslexia and learning strategies. Presentation at the conference "Students with specific learning disorders and other difficulties at universities in the Triveneto," University of Padua, 16 February 2017.*
- *Dyslexia, Foreign Language Learning and Bilingualism. Presentation at the TESOL Convention 2016, Roma Tre University, 18–19 November 2016.*
- *Asymmetries in the comprehension of affirmative and negative sentences in young Chinese poor readers. Paper presented at the 42nd Generative Grammar Meeting (IGG42), University of Lecce, 19 February 2016 (with Shenai Hu, Gaetano Fiorin and Denis Delfitto).*
- *Developmental Dyslexia and Foreign Language Learning. Presentation at the TESOL Convention 2015, Roma Tre University, 14 November 2015.*
- *Child L2 learning and Specific Language Impairment: superficially similar but linguistically different. Presentation at IGG41, Workshop MorLang, "More than one language in the brain: Acquisition and coexistence," University of Perugia, 25 February 2015 (with Maria Teresa Guasti, Maria Garraffa and Antonella Sorace).*
- *When two languages are not enough. The role of linguistic input's quality for children with an immigration background. Presentation at the 3rd LINEE+ International Conference: Linguistic and Cultural Diversity in Space and Time, Dubrovnik, 28–30 April 2014 (with Patrizia Cordin).*
- *Identifying SLI in bilingual children learning Italian as an L2. Presentation at the 2014 AITLA*

Conference, University of Verona, 8 February 2014.

- *The interpretation of scalar implicatures in developmental dyslexia. Presentation at the 2nd International Clinical Linguistics Conference, University of Madrid, 13 November 2009.*
- *The interpretation of pronominal expressions in Developmental Dyslexia. Presentation at the International Workshop "Linguistic Perspectives on Dyslexia," University of Verona, 18 June 2008.*
- *The interpretation of pronominal expressions in dyslexic children. Presentation at the 1st Patras International Conference of Graduate Students in Linguistics, University of Patras, 28–30 March 2008 (with Gaetano Fiorin).*
- *Dyslexia and the Accessibility Theory. Seminar, ELiTU (Experimental Linguistics Talks in Utrecht), Utrecht University, 10 March 2008.*

Seminars and training courses for teachers and healthcare professionals

- *Enhancing text comprehension in the multilingual classroom. Training course for primary and lower-secondary school teachers, organised by IC VR12 Golosine, 18 December 2025–8 January 2026 (4 hours).*
- *Cooperative learning. Teacher training course within the project "Annual language and methodology training courses for teachers," C.P.I.A. Verona, 2 December 2024 (3 hours).*
- *Specific learning disorders: understanding them in order to provide support. Training course for primary and lower-secondary school teachers, organised by Fondazione Istituto S. Girolamo Emiliani di Varese, 20 June 2025 (2 hours).*
- *Enhancing text comprehension in the multilingual classroom. Training course for primary and lower-secondary school teachers, organised by IC VR12 Golosine, 13 May 2025 (2 hours).*
- *Teaching students who speak Italian as an L2. Training course for upper-secondary school teachers, I.T.T.E. Galileo Galilei, Arzignano (VI), 9 December 2024 (2 hours).*
- *Reading in the mixed-ability classroom. Training session on text comprehension in multilingual, mixed-ability classrooms and cooperative learning, CESTIM, 15 April 2023 (with Serena Dal Maso, 4 hours).*
- *Learning, teaching and maintaining Italian as a cultural heritage abroad. Teacher training course in the United Kingdom, organised by Bilingualism Matters and funded by the Ministry of Foreign Affairs and International Cooperation, 29 October and 3 December 2022 (4 hours).*
- *I Can Too! Training and intervention pathways for students with specific learning disorders. Training course for upper-secondary school teachers, organised by Istituto "G. Galilei" in Arzignano, 25 November and 7 December 2022 (4 hours).*
- *How do we learn a language? The role of the school in language learning. Teacher training course for nursery and primary school teachers, organised by Rete TanteTinte and the University of Verona, Verona, 12, 19 and 26 February 2021 (with Chiara Melloni).*
- *Language and learning disorders (atypical bilingualism). Seminar for teachers within the teacher training project organised by Rete TanteTinte and the University of Verona, Verona, 22 November 2019 (with Chiara Melloni).*
- *Developing vocabulary in children learning Italian as an L2. Seminar for primary-school teachers within the teacher training project organised by Rete TanteTinte and the University of Verona, Verona, 6 December 2019.*
- *Reading across languages: reflections and proposals on reading difficulties among pupils from migrant backgrounds. Workshop for teachers organised as part of Kidsuniversity, University of Verona, 16 September 2019 (with Serena Dal Maso and Chiara Melloni).*
- *The benefits of bilingualism. Seminar, Peschiera del Garda, 11 November 2018.*
- *Growing up bilingual in Verona. Workshop for teachers organised as part of Kidsuniversity, University of Verona, 19 September 2018 (with Serena Dal Maso and Chiara Melloni).*
- *Mother tongue and multilingualism. Seminar for families and educators, Bassano del Grappa, 5 May 2018.*
- *Bilingualism: a problem or a resource? Bilingualism, Specific Language Impairment and dyslexia. Training course for healthcare professionals with CME credits, ULSS 1 Dolomiti, Belluno, 16 December 2017.*
- *Foreign languages and bilingualism: an opportunity for everyone's development! Training meeting for families, Vigolo Vattaro (TN), 7 November 2017.*

- *New frontiers in the right to education: presentation of the questionnaire on language use in the first and second grades of primary schools in Trentino. Seminar for teachers, Trento, 10 October 2017 (with Patrizia Cordin).*
- *Foreign languages and bilingualism: an opportunity to be embraced. Seminar for families and educators, Tuenno, 18 May 2017.*
- *Bilingualism and Specific Language Impairment. Seminar for healthcare professionals with CME credits, University of Trento, 11–12 June 2015.*
- *Bilingualism and Specific Language Impairment. Seminar for healthcare professionals with CME credits, University of Trento, 17–18 September 2015.*
- *Bilingualism and Specific Language Impairment. Seminar, Luserna (TN), 4 May 2015.*
- *Specific learning disorders and dyslexia: when learning seems difficult. Seminar, Fondo (TN), 10 April 2015.*
- *Bilingualism, dyslexia and Specific Language Impairment: guidance on identification and intervention. Seminar for foreign-language teachers at the University Language Centre (11 contact hours), University of Verona, 2–14 February 2015.*
- *Typical and atypical language development in bilingual children. Training course for teachers, MeMo (Multicentro Educativo Modena Sergio Neri), Modena, 13 December 2013.*
- *Developmental dyslexia: understanding it in order to provide support. Training course for teachers, Sondrio, 14 May 2010.*

PARTICIPATION IN SCIENTIFIC COMMITTEES

Reviewer for national and international journals:

Annals of Dyslexia
Applied Psycholinguistics
Applied Sciences
Bilingualism: Language & Cognition
First Language
Frontiers in Communication
Frontiers in Language Sciences
Languages
Language Problems and Language Planning
Lingue e Linguaggio
Linguistic Approaches to Bilingualism
Brain Sciences
Studi AiTLA

Editorial boards of scientific journals:

Guest Co-Editor for Languages, special issue on "Double-Negation and (Negative) Polarity Phenomena in the Romance Languages and Their Dialects"
(https://www.mdpi.com/journal/languages/special_issues/DNNPP)

Scientific committees for Master's programmes:

Member of the Scientific Committee of the Master's Programme in Inclusive Language Teaching, University of Verona.

Scientific committees for workshops and conferences:

Acquisition, teaching and promotion of "non-dominant" varieties, Annual Symposium of the RéAL2 scientific network, University of Verona, 3–5 October 2024.

Working Memory Resources in Language Processing and Acquisition, 47th SLE Congress, University of Salerno, 26–28 September 2013.

IGG40 (Generative Grammar Meetings), University of Trento, 13–15 February 2014.

GALA14 (Generative Approaches to Language Acquisition), University of Milano-Bicocca, 12–14 September 2019.

BMRS 2020 (Bilingualism Matters Research Symposium 2020), University of Kraków, 22 September 2020.

SCIENTIFIC SOCIETIES AND MEMBERSHIPS

Member of DILLE (Italian Society for Language Teaching and Educational Linguistics)

Member of AIRIPA (Italian Association for Research and Intervention in the Psychopathology of Learning)

Member of CLASTA (Communication & Language Acquisition Studies in Typical and Atypical Populations).

Member of AltLA (Italian Association of Applied Linguistics).

CONFERENCE AND WORKSHOP ORGANISATION

Verona & Nova Gorica AThEME Workshop, University of Verona (organising committee), 25 January 2018.

Language Processing, Impairment and Acquisition: Experimental Evidence. University of Verona (organising committee), 16 December 2016.

Consortium Meeting AThEME Project, University of Verona (organising committee), 15–16 September 2016.

Consortium Meeting Bilingualism Matters, University of Verona (organising committee), 13–14 September 2016.

Words don't come easy, International Conference, University of Verona (organising committee), 17–18 November 2008.

SUPERVISION OF RESEARCH FELLOWSHIPS AND GRANTS

- 2025–2026: Scientific supervision (with Serena Dal Maso) of a 14-month research fellowship for "Reading Together: a shared-reading project for preschool children with a migrant background," within POLIS Veneto – FAMI 2021–2027 – Integration of migrants through co-designed policies and actions (PROG-916; CUP H19I24001030007; acronym 916_POLIS_FAMI_FAMI2021-2027_DIPCIV).
- 2024–2025: Scientific supervision of two 12- and 14-month research fellowships in disciplinary sector L-LIN/02, entitled "Analysis and enhancement of text comprehension in
- children with language vulnerabilities," within the 2022 PRIN-PNRR project "REAding CompreHension for inclusion (REACH): analyzing and enhancing the comprehension of syntactic and semantic structures in children with linguistic fragilities" (project code P2022Y5CWX_002; CUP code B53D23030370001).
- 2023–2024: Scientific supervision of a 12-month research fellowship in disciplinary sector L-LIN/02 on the project "Analysis and enhancement of reading in children with developmental dyslexia: the role of anticipation and prediction skills," funded by the MNESYS project "A multiscale integrated approach to the study of the nervous system in health and disease," funded by #NEXTGENERATIONEU and the Ministry of University and Research under the PNRR (PE0000006), Spoke 1, WP4 (1 May 2023–31 May 2024).

SUPERVISION OF DOCTORAL THESES

- Elena Menegazzo. On the relationship of linguistic and musical processing. The case of scalar implicatures. (2016–2019; with Denis Delfitto).
- Chiara Bernardini. On the Interaction Between Music and Language: Processing Syntax Complexity. (2019–2022; with Denis Delfitto).
- Arianna Compostella. Language and perception: investigating linear and hierarchical implicit statistical learning across the visual, auditory, and tactile sensory domains (2020–2023; with Denis Delfitto).
- Sara Cavaglià. Analyzing and enhancing phonological awareness and literacy skills in monolingual and bilingual L2 Italian children. 2022–2025 (with Chiara Melloni).
- Maura Panozzo. Implicit Learning and Nonmotor Markers of Parkinson's Disease. 2022–2025 (with Denis Delfitto).
- Natalya Shirokorad. Online processing and prediction mechanisms in English L2 learners with typical and atypical development. 2022–2025 (with Lorenzo Spreafico).

- Letizia De Togni. Explicit morphological instruction and literacy acquisition in Italian learners of L2 Spanish. The benefits of morphological awareness. 2022–2025 (co-supervisor with Rosa Muñoz Luna).

LANGUAGE SKILLS

- Italian: Native speaker
- English: Academic proficiency in all four skills
- German: Excellent listening, reading and writing skills; good speaking skills.
- Spanish: Excellent listening, reading and writing skills; good speaking skills.