

1. PERSONAL DETAILS

Maria Teresa Guasti

Date and place of birth: 24/09/1959, Sabbioneta

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<http://www.bilgroup.it/it/home/>

<https://www.multilingualmind.eu/>

<http://leibnizdream.eu/>

2. EDUCATION AND QUALIFICATIONS

1993 Visiting scholar al CNRS, Laboratoire de sciences cognitives et psycholinguistique, Paris.

1992 Visiting Scholar, Department of Cognitive Science, Cambridge, Massachusetts, U.S.A.

1987-92 M.A., Ph.D., Département de linguistique générale, University of Geneva (Thesis: *Causative and Perception verbs*, Supervisor: Luigi Rizzi).

1979-83 University of Milan, B.A. Philosophy.

3. POSITIONS HELD

Current post (since 2005): Professor of Linguistics and Psycholinguistics, Department of Psychology, University of Milan-Bicocca

2013-2019 Scientific director of the Ph D program in “Psychology, Linguistics and Cognitive Neuroscience

2015-2019 Deputy Director Doctorate school of the University of Milano-Bicocca

2018-2020 Deputy Director of the Psychology Department

2019-2020 President of the Doctorate school of the University of Milano-Bicocca

Previous posts:

2000-2005 Assistant professor of Linguistics and Psycholinguistics, Department of Psychology, University of Milan-Bicocca

1997-2000 Researcher, University of Siena, Italy.

1994-97 Researcher, Cognitive Science Department, San Raffaele Hospital, Milan.

1989-94 Assistant, Department of General linguistics, University of Genève.

1988-89 Assistant, Department of Philosophy/Psychology, University of Genève.

1984-87 Information Technology employee (Fininvest, Olivetti)

4. INVITED AND HONORARY POSITIONS

1998 Invited Professor, GLOW Summer School, Mitilini Greece (July-August).

2006 Invited Professor, GLOW Summer School, Stuttgart (August).

2009 Visiting fellow University of Cambridge

2010 Visiting professor University of Cambridge, UK (May-August)

2010- Vice-president of the scientific committee and member of administrative board of the Fondazione Marica De Vincenzi Onlus

2011 Visiting professor Macquarie University, Sydney (July-August)

2012- Visiting Professor International Centre for Child Health, Haidan Distr., Beijin.

- 2012- Foreign expert Special school of education, Haidan Distr., Beijing.
- 2012-18 Associate investigator ARC Centre of Excellence in Cognition and its disorders (CCD), Macquarie University, Sydney
- 2019 Invited Professor, Xprag summer school, Berlin (August).
- 2020 Invited Professor, Universita Autonoma Barcelona (April)
- 2021 Fellow of the Academia Europeae
- 2021 Member of the Language Sciences Advisory Board, University of Cambridge
- 2022 Invited professor Creteling2022

5. GRANTS AND AWARDS

- 1998 European Community grant for the organization of the TECS-SISSA Workshop "Language variation, syntax and semantics", Sissa, Trieste (with Gennaro Chierchia).
- 2001 European Community grant for the organization of the TECS-SISSA Workshop "Bilingualism and Brain Plasticity", Sissa, Trieste (with Nuria Sébastian)
- 2002 University Milano-Bicocca grant for eye tracking equipment (36.000€)
- 2003-5 Local PI, Italian Ministry of University and Research, national PRIN grant "For an analysis of linguistic variation: growth and pathologies". (33.000€)
- 2005-9 Italian nominated representative in the European COST A33 "Cross-linguistically robust stages of children's linguistic performance".
- 2006-8 Expert for the Municipality of Milan to prepare linguistic material for education within the European Project *Enhancing early multilingualism* 'Enemu'. European coordinator Dr. Susanna Buttarone.
- 2008-11 Italian PI of the European project "Crosslinguistic language diagnosis". Life Long Learning Program. TRA-STUCOR 2007 - 1992 / 001 – 001. 135295-LLP-2007-UK-Ka1scr (European Coordinator from 2010). (968.201 €)
- 2008-10 Local PI, Italian Ministry of University and Research, national PRIN grant "Grammatical and Semantic features in language use and language acquisition". (37.750 €)
- 2009-13 Local PI, Italian Ministry of University and Research national FIRB project) "The basic research on the Italian language: documents, acquisition mono-, bilingual and L2 and the project for the creation of multimedia systems" (59.250 €)
- 2011-12 PI Caritro Foundation grant (Trento). Bilingualism matters. (56.000 €)
- 2009-13 High education and internationalisation of the Ph. D. Program in Experimental Psychology Linguistics and Cognitive Neuroscience. Fondazione Cariplo, co-PI (with Prof. C. Papagno)
- 2014-17 Participant in the national PRIN project "Theory, Experimentation, Applications: Long distance dependencies in forms of linguistic diversity"
- 2014-17 Grasping Meaning across Languages and Learners (GraMALL). NWO Internationalization in the Humanities grant for collaboration among 9 teams in 7 countries from the universities of Groningen; Cambridge; Greenwich; Nantes; Milano-Bicocca; Nova de Lisboa; Autonoma Barcelona; Pompeu Fabra (Barcelona); and ZAS (Berlin). PI: A. van Hout. Budget (€53.750)
- 2017-20 Language Abilities in Children with Autism (LACA). NWO Internationalization in the Humanities grant for collaboration among 12 teams in 8 countries from the universities of Amsterdam, Groningen, Potsdam, Milano-Bicocca, Bruxelles, Reading, CNRS Lyon, Haifa, UCL London, Tours, TEI Patras, Cambridge.
- 2016-19 EDUGATE. Multilingual teaching in early childhood education and care. Erasmus+. PI: Municipality of Piacenza. (€65.000)
- 2017 Grant for the organization of the Como Lake Summer school "Music, Language and Cognition" with co-organized with T. Fitch, I. Cross, N. Stucchi, T. Vecchi, N. Grande (€25.000)
- 2018 Competitive Grant from the University of Milano-Bicocca (€25.000)

2018 Competitive Grant from the University of Milano-Bicocca to support language research in the Maldivian Island (MaHre lab)

ONGOING GRANTS

2017-2022 Multimind. H2020-MSCA-ITN-2017, 76556. Starting 2018. (€516.122)

2019 ERC Sinergy with U. Sauerland & A. Alexiadou Leibniz's dream (€ 10.600.000) (from 2020-2026)

6. EDITORIAL ACTIVITIES

1991- Referee for:

Cognition
Linguistic Inquiry
Journal of Linguistics
Natural Language and Linguistic Theory
Neuropsychology
Developmental science
Giornale Italiano di Psicologia
Applied Linguistics
Lingua
Journal of speech, language and hearing research
Language, Learning and development
Probus
Journal of Child language
Plosone
Applied Psycholinguistics
Neuroscience and Behavioral Review

Referee:

Il Mulino
MIT Press
Cambridge University Press
Kluwer
Benjamins

2000 [Member of the reading committee of GALA, GLOW, GALANA, Boston University Conference on Language development, Going Romance, Romance Turn.](#)

2006-2011 Associate Editor for Language Acquisition

2011-2015 Member of the scientific committee of Lingua

2011-2020 Member of the scientific committee of Language Acquisition

2011- Member of the scientific committee of

Journal of Child Language
Biolinguistics
Glossa
First Language

2020 Associate editor Frontiers in Psychology

7. TEACHING

Introduction to syntax (1988-1992)

History of linguistics (1989-1992)

Language acquisition (1992-1993, 2000-2005)

Advanced class in Language acquisition (1997-2000)

Introduction to language acquisition (2000-2007)

Introduction to Linguistics (2003-2005)

Advanced course in Psycholinguistics (2010-present)

Language acquisition in exceptional circumstances (bilingualism, L2, Language disorders, Language in deaf children) (2005-present)

8. SUPERVISION

Currently supervising PhD students

Letizia Raminelli (end 2024)

Chiara Saponaro (end 2024)

Silvia Curti (end 2025)

2003- 10 PhD students have completed under my supervision

Francesca Foppolo (2007): Assistant professor, University of Milano-Bicocca

Flavia Adani (2008) : Associate Professor , Frei University of Berlin

Chiara Cantiani (2010): Researcher Istituto di ricerca e cura “Medea” Bosisio Parini

Angeliki Zachou (2012): Methopolitan College Athens

Laura Veronelli (2012) co-tutor: Dipartimento di scienze della riabilitazione. Casa di cura Policlinico, Milano.

Hu Shenai co-tutelle (2014). Assistant professor Xiamen University (China)

Elena Pagliarini (2015) Researcher University of Padua

Francesco Giannelli (2016) Research Project Manager at Barcelona Supercomputing Center

Beatrice Giustolisi (co-tutor) (2017) Research University of Milano-Bicocca

Francesca Costa (2021) Speech and language therapist

Giulia Mornati (2022) Post doc at BCBL, Spain.

Maren Eckerling (2022) Post doc at the University of Halle, Germany

2000- Supervised 12 post doc positions or early career researcher (lasting from 1 to 4 year each)

Francesca Foppolo (Professor, University of Milano-Bicocca)

Fabrizio Arosio (Assistant Professor, University of Milano-Bicocca)

Chiara Branchini (Assistant Professor, University of Venice)

Matteo Forgiarini (Senior Consultant at MindForest, Luxembourg)

Maria Nella Carminati (University of Dundee, retired)

Mirta Vernice (Researcher University of Urbino)

Hu Shenai (Professor, University of Xiamen)

David Lobina

Roberta Bettoni (Post Doc University of Milano-Bicocca)

Silvia Silleresi (Post doc, University of Milano-Bicocca)

Chiara Dal Farra (Post doc, University of Milano-Bicocca)

Aurore Gonzales (Post doc, University of Milano-Bicocca)

Sungyu Sun (Post doc, University of Milano-Bicocca)

Juhayna Taha (Speech Therapist, London)

Anastasia Parini (Post doc, University of Milano-Bicocca)

2000- Supervised scholarships

Sofia Rustioni
Elisa Bonanomi
Chiara Ioghà
Elisa Bonanomi
Anastasia Parini
Martina Riva

2000- On average 7 Psychology or Communication Science MPhil per year

2000- External PhD examiner at Utrecht, Padova, Nantes, Venice, Rome, Macquarie (Sydney), Rovereto, University San Raffaele, Milano, Pavia.

Internship

Joke de Lange (Univ. Utrecht)

Annaloes Canestrelli (Univ. Utrecht)

Francesca Citron (Univ. Milano-Bicocca; Now: Lanchaster University)

Pamela Franciotti (Università di Siena)

Angela Iannaccone (Univ. Milano-Bicocca)

Beatrice Briigliadori (Univ. Milano-Bicocca)

Elisa Bonanomi (Univ. Milano-Bicocca)

9. OTHER ACTIVITIES

2004- Referee for research projects in USA, Canada, France, Holland, and European Community

2006- Vice-director of the scientific committee and member of the board of the Marica De Vincenzi Foundation

2012-2015 Member of the scientific committee of the Multilingual Project in Kindergarten. Collegio San Carlo, Milano.

2012-3 Scientific coordinator of Bilingualism Matters@Trento

2014- Scientific director of Bilingualism Matters@Milano-Bicocca

2015-2018 Member of the working group “Toward a Consensus Conference on SLI”

2015 Member of the scientific committee “Consensus Conference for Augmented communication”

2017- Supervisor of the second language project at the Scuola dell'Infanzia Bambini Bicocca

10. PUBLICATIONS

Monographs

1. Guasti M. T. (1993) *Causative and Perception Verbs. A Comparative Study*. Torino: Rosenberg & Sellier.

2. Guasti, M. T. (2002) *Language acquisition. The Growth of grammar*. Cambridge, Mass: MIT Press.

3. Guasti, M. T. (2007) *L'acquisizione del linguaggio. Un'introduzione*. (Language Acquisition. An introduction). Cortina, Milano.

4. Belletti, A. & Guasti, M. T. (2015) *The acquisition of Italian: Different modes*. Amsterdam: Benjamins.

5. Guasti, M. T. (2017) *Language acquisition. The Growth of grammar*. Cambridge, Mass: MIT Press. II Edition.

6. Guasti, M. T., S. Silleresi, M. Vernice (2019) *Imparare la lingua giocando con frasi e parole*. Milano: Raffaello Cortina.

7. Guasi, M. T., Carioti, M. T., Costa, F., Silleresi S. (2023) *Multilinguismo. Contesti educativi e contesti clinici* Roma: Carrocci.

Edited book

1. Cardinaletti A. & M. T. Guasti (1995.) *Small Clauses*. San Diego:Academic Press.
2. Cecchetto, C., G. Chierchia e M. T. Guasti, M. T. (2001) *Semantic Interfaces*. Stanford:CSLI Publication.
3. Aboh, E., Guasti, M. T., Roberts, I. (2013) *Locality and Minimality*. Oxford University Press.
4. Garrafa, M., Guasti, M. T., Marinis, T, Morgan G. (2018) Language Acquisition in Diverse Linguistic, Social and Cognitive Circumstances. *Frontiers in Psychology*. E-book.

Articles in peer reviewed journals

1. Guasti, M.T. (1988), La Pseudorelativité et les phénomènes d'accord. Une étude comparée du français, de l'italien et de l'anglais. (The pseudorelativité and agreement phenomena). *Rivista di grammatica generativa*. 13:35-57.
2. Guasti, M.T. (1991) Analizzatori del linguaggio naturale basati su grammatiche. *Sistemi intelligenti*. (Grammar based natural language parser). 3:377-404.
3. Guasti, M.T. (1992) Incorporation, Excorperation and Lexical Properties of Causatives Heads. *Linguistic Review*. 8:209-232.
4. Dokic, J & M.T. Guasti (1992) La forme logique des phrases adverbiales et la nature des événements. (Logical form of adverbial sentences and the nature of events). *Lingua e Stile*. 27:183-198.
5. Cardinaletti, A. & M. T. Guasti (1993) Negation in epistemic small clauses. *Probus*. 5:39-61.
6. Guasti, M. T. (1993/1994) Verb Syntax in Italian Child Grammar. Finite and Nonfinite verbs. *Language Acquisition*. 3:1-40.
7. Guasti M. T. (1996) Semantic Restrictions in Romance Causatives and the Incorporation Approach. *Linguistic Inquiry*.27:294-313.
8. Guasti, M. T.& U. Shlonsky (1995) The acquisition of French relative clauses revisited. *Language Acquisition*. 4:257-276.
9. Guasti, M. T. (1996) On the controversial status of Romance interrogatives. *Probus*. 8:161-180.
10. Christophe, A., M. T. Guasti, M. Nespors & E. Dupoux (1997) Reflexions on prosodic bootstrapping: its role for lexical and syntactic acquisition. *Journal of language and cognitive processes*. 12:586-612.
11. Guasti, M. T., C. Dubugnon, S. Hasan-Shlonsky (1997) Les relatives que nous apprenons. *Rivista di grammatica generativa*. (Relatives we learn). 21:107-128.
12. Guasti, M. T. & G. Chierchia (1999/2000) Backward versus forward anaphora: Reconstruction in child language. *Language acquisition*. 8:129-170.
13. Luzzatti C. & M. T. Guasti (2000) Agrammatism, syntactic theory and the lexicon: Broca's area and the development of linguistic abilities in the human brain. Comments to "The neurology of Syntax: Language use without Broca's area" by Y. Grodzinsky, *Behavioral and Brain Science*. 23:41-42.
14. Luzzatti C., A. Toraldo, M. T. Guasti, G. Ghirardi, L. Lorenzi, e C. Guarnaschelli (2001) Comprehension of reversible active and passive sentences in agrammatism. *Aphasiology*. 15:419-441.
15. Guasti, M. T. & C. Luzzatti (2002) Syntactic Breakdown and the recovery of syntactic structure. *Brain and Cognition*. 48:385-391.
16. Nespors, M. e M. T. Guasti (2002) Focus-stress alignment and its consequences for acquisition. *Lingua e Linguaggi*. 1:79-106.
17. Christophe, A., M. Nespors, M.T. Guasti, B. Van Oyen (2003) Prosodic structure and syntactic acquisition: the case of the head-direction parameter. *Developmental Science*. 6:211-220.
18. Guasti, M. T. & A. Cardinaletti (2003) Relative clause formation in Romance child's

- production. *Probus*. 15:47-88.
19. Guasti, M. T. (2004) What accounts for children non-adult-like linguistic behaviour? *Journal of Child Language*: 31:476-479.
 20. Guasti, M. T., G. Chierchia, S. Crain, F. Foppolo, A. Gualmini & L. Meroni (2005) Why Children sometimes but not always compute scalar implicatures. *Language and Cognitive processes*. 20:667-676.
 21. Carminati, S., M. T., Guasti, H., Schadee, C. Luzzatti (2006) Subject and object relative clauses in Italian: Normal subjects and an agrammatic patient. *Brain and Language*. 99:164-165.
 22. Guasti, M.T., A., Gavarrò, J., De Lange, C. Caprin (2008) Article Omission across Child Languages. *Language Acquisition*. 15:89-119.
 23. Waxman, S. & M. T. Guasti (2009) Nouns, Adjectives and the Acquisition of Meaning: New Evidence from Italian-acquiring Children. *Language, Learning and Development*, 5:50-68.
 24. Caprin, C. & Guasti, M.T. (2009) The acquisition of Morpho-Syntax in Italian: a cross-sectional study. *Applied Psycholinguistics*. 30:23-52.
 25. Adani, F., van der Lely, H. K. J., Forgiarini, M. & Guasti, M.T. (2010) Grammatical Feature Dissimilarities Make Relative Clauses Easier: a Comprehension Study with Italian Children. *Lingua*. 120:2148-2166. Cit. 131
 26. Arosio, F., M. T., Guasti, & Stucchi N. (2011) Disambiguating Information and Memory resources in Children's Processing of Italian Relative Clauses. *Journal of psycholinguistic research*. 40:137-154. Published online 2010.
 27. Guasti, M. T. C., Branchini & F., Arosio (2012) Interference in the production of Italian subject and object wh-questions. *Applied Psycholinguistics*. 33:185-223. Published online June 2011.
 28. Guasti, M. T., S., Stavrakaki & F. Arosio (2012) Crosslinguistic differences and similarities in the acquisition of relative clauses. Evidence from Greek and Italian. *Lingua* 122:700-713. Q1 lin
 29. Guasti, M.T., C., Branchini, F., Arosio & M., Vernice (2012) A developmental study of subject and object relatives in Italian. *Revue Roumaine de Linguistique*. 57:105-116.
 30. Gavarró Algueró, A., M.T., Guasti, L., Tuller, P., Prévost, A., Belletti, L., Cilibrasi, H., Delage, M., Vernice (2012) The acquisition of partitive clitics in Romance five-year-olds. *Iberia*. 3:1-19.
 31. Foppolo, F., M. T., Guasti, & G., Chierchia (2012). Scalar Implicatures in Child Language: Give Children a Chance. *Language learning and development*. 8, 365-394. Q1 ling
 32. Arosio, F., K., Yausushiro, M., Forgiarini, M. T., Guasti (2012) Morphological information and memory resources in the acquisition of German Relative Clauses. *Language, Learning and Development*. 8, 340-364, DOI:10.1080/15475441.2011.634691.Q1 ling
 33. Cantiani, C., M. L., Lorusso, P., Perego, M., Molteni, M. T., Guasti (2013) (senior author) ERPs reveal anomalous morphosyntactic processing in developmental dyslexia. *Applied Psycholinguistics*. 34, 1135-1162 (online published 2012), DOI: <http://dx.doi.org/10.1017/S0142716412000185>. cit. 21
 34. Cantiani, C., M.L., Lorusso, M. T., Guasti, B., Sabisch, & C. Männel (2013) Characterizing the Morphosyntactic Processing Deficit And Its Relationship To Phonology in Developmental Dyslexia. *Neuropsychologia*, 51:1595-1607. Q1
 35. Vernice, M., F., Arosio, C., Branchini, L., Barbieri, E., Roncaglione, E., Carravieri, H.J.K., Van der Lely, & M.T. Guasti (2013). CLAD-ITA GAPS: un test di screening delle abilità fonologiche e morfo-sintattiche in bambini con un Disturbo Specifico del Linguaggio. (CLAD-ITA GAPS: a screening test of phonological and morphosyntactic abilities in children with Specific Language Impairment). *Psicologia Clinica dello Sviluppo*. XVII, 2:291-313.

36. Adani, F., M., Forgiarini, & M. T., Guasti & van der Lely, H. K. J. (2014) Number dissimilarities facilitate the comprehension of relative clauses in children with (grammatical) Specific Language Impairment. *Journal of Child Language*. 41:811-841. Published online 2013. Doi.101017/S0305000913000184.
37. Guasti, M.T., C. Papagno, M., Vernice, C., Cecchetto, A., Giuliani, & S., Burdo (2014) Language skills in Italian speaking cochlear implanted children. Variation across language areas. *Applied Psycholinguistics*.35:739-764. Online 2012.
38. Arosio, F., C., Branchini, L., Barbieri & M. T., Guasti (2014) Persistency of direct object clitic omission in Italian school age children with SLI. *Clinical linguistics and Phonetics*. 1-25, DOI:10.3109/02699206.2013.877081. 28:639-663.
39. Vernice, M. & M. T., Guasti (2014) Does sensitivity to contrastive stress influence children sentence continuation? *First Language*. 34:406-427. DOI:10.1177/0142723714550111
40. Veronelli, L, M. T., Guasti, L. S., Arduino, G., Vallar (2014) Combining language and space: sentence bisection in unilateral spatial neglect. *Brain & Language*. 137:1-13.
41. Vernice, M., & M. T., Guasti (2015). The acquisition of VS order in unaccusatives: manipulating the definiteness of the NP argument. *Journal of Child Language*. 42:210-237.
42. Hu, X., A., Gavarrò, M., Vernice, M. T., Guasti (2016) (senior author). The acquisition of Chinese relative clauses: contrasting two theoretical approaches. *Journal of Child Language*. 43:1-21. DOI: 10.1017/S0305000914000865 cit. 16
43. Hu, X., A., Gavarrò, & M. T., Guasti (2016) Children's production of head-final relative clauses: the case of Mandarin. *Applied Psycholinguistics*. 37:323-346. doi:[10.1017/S0142716414000587](https://doi.org/10.1017/S0142716414000587)
44. Stavrakaki, S., Tasioudi, M., Guasti, M. T. (2015) Morphological cues in the comprehension of relative clauses by Greek children with Specific Language Impairment and typical development: A comparative study. *International Journal of Speech and Language Pathology*. 17:617-626.
45. Varlokosta, S., A., Belletti, J., Costa, N., Friedemann, A., Gavarrò, K., Grohmann, M.T., Guasti, L., Tuller, M., Lobo, M., et al. (2016) A Cross-Linguistic Study of the Acquisition of Clitic and Pronoun Production. *Language Acquisition*. 23:1-26. DOI: 10.1080/10489223.2015.1028628.
46. Pagliarini, E. M.T.,Guasti, C., Toneatto, E., Granocchio, F., Riva, D., Sarti, D., B., Molteni, & N., Stucchi (2015) Dyslexic children fail in complying with rhythmic constraints of handwriting. *Human Movement Science*, 42: 161-182.
47. Cantiani, C., M.L., Lorusso, P., Perego, M., Molteni, & M. T., Guasti (2015) Developmental Dyslexia with and without language impairment: ERPs reveal qualitative differences in morphosyntactic processing. *Developmental Neuropsychology*. 40:291-312. DOI: 10.1080/87565641.2015.1072536.
48. Arosio, F., E., Pagliarini, M.,Perugini, L., Barbieri, & M. T., Guasti (2016) Morphosyntax and logical abilities in Italian poor readers: the problem of SLI misidentification. *First Language*). 36:295-315. DOI: 10.1177/0142723716639501
49. Vender, M., M., Garraffa, A. Sorace, & M. T., Guasti (2016) Child L2 learning and Specific Language Impairment: superficially similar but linguistically different. *Clinical linguistics & phonetics* 30, 150-169. DOI: 10.3109/02699206.2015.1120346.
50. Sauerland, U., Grohmann, K. Guasti, M. T. et al. (2016) How 5 year olds understand questions? Differences in languages across Europe. *First Language*. 36, 169-202. DOI: 10.1177/0142723716640236
51. Guasti, M.T., Palma, S., Genovese, E., Stagi, P., Saladini, G. & Arosio, F. (2016) The production of direct object clitics in pre-school and primary school-aged children with specific language impairments. *Clinical linguistics and Phonetics*. 30:663-678. DOI: 10.3109/02699206.2016.1173100
52. Katsos, N. et al. (2016) Cross-linguistic patterns in the order of acquisition of quantifiers.

- PNAS, 113:9244-9249. www.pnas.org/cgi/doi/10.1073/pnas.
53. Guasti M. T. (2016) Quale contributo dalla linguistica per I disturbi del linguaggio nei bambini. *Studi italiani di linguistica teorica e applicata*. 3:394-401.
 54. Arosio, F., Panzeri, B., Molteni, S., Magazù, & M. T., Guasti (2017) The Comprehension of Italian relative clauses in poor readers and in children with Specific Language Impairment. *Glossa*. 2: 1-25. DOI:<https://doi.org/10.5334/gjgl.107>
 55. Pagliarini, E., L., Scocchia, M. Vernice, M. Zoppello, U., Ballottin, S., Bouamama, M. T. Guasti & N. Stucchi (2017) Children's first handwriting productions show a rhythmic structure. *Scientific reports*. 7:5516. DOI:10.1038/s41598-017-05105-6.
 56. Guasti, M. T. (2017). Comparison of two types of omission in child language: Articles and third person direct object clitics. *Lingue e Linguaggio*. 16:279-304.
 57. Guasti, M. T. (2017). I disturbi specifici del linguaggio nei bambini con italiano L2. *Giornale di Neuropsichiatria dell'età evolutiva*. 37:83-91.
 58. Arosio, F., Foppolo, F., Pagliarini, E., Perugini, M. & Guasti, M. T. (2017) Semantic and Pragmatic abilities can be spared in Italian children with SLI. *Language, Learning and Development*. 13:418-429.
 59. Hu, S., & Guasti, M. (2017). Complexity in the acquisition of Relative Clauses from School-age sequential Mandarin-Italian bilingual children. *INTERNATIONAL JOURNAL OF CHINESE EDUCATION*, 7, 121-156.
 60. Guasti, M. T., Pagliarini, E., Stucchi, N. (2017) Language, reading and motor control: get rhythm! *Biolinguistics*, 11, 395-406.
 61. Hu, S., Gavarrò, A. & M.T. Guasti (2018) Chinese children's knowledge of topicalization: Experimental evidence from a comprehension study. *Journal of Psycholinguistic research*. 47, 1279-1300. DOI: 10.1007/s10936-018-9575-6
 62. Guasti, M. T., Pagliarini, E., Stucchi, N. (2018) The rhythm of handwriting. Response to Vivian Cook's comment on Children's first handwriting productions show a timing structures. *Inference*, 3:4. <http://inference-review.com/article/the-rhythm-of-handwriting>
 63. Hu, S., Cecchetto, C. & Guasti, M. T. (2018) A new case for structural intervention: Evidence from Wenzhounese relative clauses. *Journal of East Asian Linguistics*. 27:227-273.
 64. Pagliarini, E. Crain, S. & Guasti, M. T. (2018) The compositionality of logical connectives in Italian. *Journal of Psycholinguistic research*. 47: 1243–1277 <http://doi.org/10.1007/s10936-018-9596-1>
 65. Guasti, M. T., Vernice, M., Franck, J. (2018) Continuity in the Adult and Children's Comprehension of Subject and Object Relative Clauses in French and Italian. *Languages*. 3,24; doi:10.3390/languages3030024.
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35. Katsos, N. et al., Guasti, M. T. et al. (2012) The acquisition of quantification across languages: Some predictions. *Proceedings of 36 Boston University Conference on Language Development*. Cascadilla Press, Somerville, MA.
36. Guasti, M. T., Maggioni, A., Vernice M. (2013) Disturbi specifici del linguaggio, bilinguismo e acquisizione di L2. In *Nuovi contesti d'acquisizione e insegnamento: l'italiano nelle realtà plurilingui. Atti del Convegno CIS 2012 –Bergamo*. (New contexts of acquisition and teaching: Italian in multilingual contexts. Proceeding of CIS 2012 workshop-Bergamo) vol. 9, pp.189-197. Guerra Edizioni, Perugia.
42. Stavrakaki, S., Tasioudi, M. & Guasti, M.T. (2015). Cross-linguistic differences and learning Greek as L2. A comparative study of relative clause comprehension by German and Italian speakers. In A. Wiedenmayer, Pagalos, I., & A. Sapiridou (eds.), 'Languages and cultures in (inter)action. Proceedings of the International conference of the Dept. of German language and literature, AUTH: Thessaloniki, pp. 235-245.
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44. Spitale, M., Silleresi, S., Cosentino, G., Panzeri, F. & Garzotto, F. (2020). "Whom would you like to talk with?" Exploring Conversational Agents for Children's Linguistic Assessment". In *Interaction Design and Children (IDC '20)*, June 21–24, 2020, London, United Kingdom. ACM, New York, NY, USA. <https://doi.org/10.1145/3392063.3394421>
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48. Martin, F., Nie, Y., Alexiadou, A., & Guasti, M. T. (2022). Wearing Causation on Its Sleeve: Overt cause in Child French Causatives. *Proceedings of the 46th Annual Boston University Conference on Language Development*. BUCLD 46, Boston.
49. Yatsushiro, K., Dal Farra, C., Gonzalez, A., Hein, J., Silleresi, S., Avellana, A., Huang, Ai., Ilori, J. F., Krishnan, G. G., Pintér, L., Guasti, M. T., & Sauerland, U. (2022). Children's Wh-questions across Languages: Some Preliminary Results. *Proceedings of the 46th Annual Boston University Conference on Language Development*. BUCLD 46, Boston.

INVITED PRESENTATIONS to conferences/summer schools as keynote speaker (selection last 5 years)

- Guasti, M. T. (2022) Why children get it wrong and what? Lingcrete2022. Crete summer school.
- Guasti, M. T. (2022) Children non-target answers reveal some underlying structure. Keynote at LAGB, Belfast.
- Guasti, M. T. (2022) Verba volant: Anticipation in language acquisition. Summer school at LAGB, Belfast.
- Guasti, M. T. (2022) Relative clauses across languages and across modes of acquisition. The GK colloquium of the research training group "Nominal Modification" at Goethe University Frankfurt.
- Guasti, M. T. (2022) Verba volant, mais on les attrape très bien. Le rôle de la creation d'attents dans le langage. Collège de France, Paris
- Guasti, M. T. (2022) How children navigate the causative space. The Syntax of Causative, Perception and Restructuring Verbs in Romance and Latin (SCUP22), University of Palermo.
- Guasti, M. T. (2022) Issues in semantic acquisition. IRS Winter school.
- Guasti, M. T. (2021) Double literacy. Workshop on Bilingualism at Incontro di Grammatica Generativa, University of Siena
- Guasti, M. T. (2019) Wh-questions. Italo-German Conference at Villa Vigoni, Italy.
- Guasti, M. T. (2019) Comprehension of Relative clauses in Mandarin-Italian bilingual children. Acquisition Of Chinese: Bilingualism And Multilingualism. University of Cambridge, UK. July
- Guasti, M. T. (2019) Timing in Dyslexia: Language and reading. University of Tessaloniki. May
- Guasti, M. T. (2019) Language problems in children with Dyslexia. Xiamen University.
- Guasti, M. T. (2019) Negated disjunction. II International conference on Chinese linguistics. Tsinghua University Bejin.
- Guasti, M. T. (2019) From Language Acquisition to linguistic theory: the case of clitics. Department Seminar. Kostanz. January.
- Guasti, M. T. (2019) The Acquisition of Negated disjoint sentences. Workshop on The semantic and pragmatics of Logical Words. Geneva. January.
- Guasti, M. T. (2018) From Language Acquisition to linguistic theory: the case of clitics. Workshop on What is language? Zurich. December.
- Guasti, M. T. (2018) Timing in dyslexia: language, reading and writing. Cambridge linguistic society. University of Cambridge
- Guasti, M. T. (2018) Issues on Chinese acquisition. European Association for Chinese Linguistics, Milano. September.

- Guasti, M. T. (2018) Timing in dyslexia: language, reading and writing. Conference on Developmental Language Disorders. Madrid. September.
- Guasti, M. T. (2018) Why do children fail to produce clitics? From language acquisition to linguistic theory. Romance Turn. Bucarest, August.
- Guasti, M. T. (2018) The Acquisition of Negated Disjunction: Evidence from Italian, French, Dutch and Hungarian. Language Acquisition Workshop (LAW18). Sydney. August
- Guasti, M. T. (2018) Third person clitic production from a crosslinguistic perspective. CUSO Sciences of language. "Language acquisition and linguistic theory." CUSO Summer schools. Champex, CH. June.
- Guasti, M. T. (2018) Negation and OR from a crosslinguistic perspective. CUSO Sciences of language. "Language acquisition and linguistic theory." CUSO Summer schools. Champex, CH. June.
- Guasti, M. T. (2018) Finding out SLI in Italian L2. 7th Greek Language Disorders. Athens
- Guasti, M. T. (2018) Predicting from rhythmic and syntactic representations. Spring School on "Language, Music and Cognition" Cologne, February-March.
- Guasti, M. T. (2017) What are clitics in Romance and Greek? A new view from acquisition. Workshop on Language acquisition. Bucarest. November
- Guasti, M. T. (2017) How to identify SLI within the bilingual population. Summer school of International Training Network Predictable, Barcelona.
- Guasti, M. T. (2017) Improving on trees. International conference of psycholinguistic in Asia. Hong Kong. March, 2017.