

Curriculum Vitae

Maria Vender

October 2024

PERSONAL DATA

Name and Surname: MARIA VENDER

Place of Birth: Cles (TN), Italy

Date of Birth: November 30, 1983

Nationality: Italian

E-mail: maria.vender@univr.it

Website: <https://mariavender.com/>

CURRENT POSITION

December 2021 - present

Assistant Professor. Department of Cultures and Civilizations, University of Verona.

EDUCATION

- | | | |
|-------|------------|--|
| Ph.D. | 2008- 2011 | PhD in Linguistics (European Languages: History, Synchrony and Learning),
Scuola di Dottorato in Studi Umanistici, University of Verona (20 May 2011)

Title of the Dissertation: <i>Disentangling Dyslexia: Phonological and Processing
Impairment in Developmental Dyslexia.</i>

Supervisor: prof. Denis Delfitto. Coordinator: prof. Camilla Bettoni. Members of the
PhD committee: prof. Roberto Cubelli (University of Trento), prof. Nicola Grandi
(University of Bologna), prof. Frank Wijnen (University of Utrecht) |
| M.A. | 2005-2007 | M.A. Degree in Linguistics (110/110 <i>cum laude</i>), University of Verona

Title of the thesis: <i>Anaphora on the move: a preliminary study on the theory of
anaphora and its potential application to linguistically impaired children.</i> |
| B.A. | 2002-2005 | B.A. Degree in Communication Sciences (110/110 <i>cum laude</i>), University of
Verona

Title of the thesis: <i>Aspetti clinici e socio-relazionali della Dislessia Evolutiva</i> ('Clinical
and socio-relational aspects of Developmental Dyslexia') |
| H.S. | 1998-2002 | High School Graduation, Liceo Linguistico "B. Russell" Cles (TN) (96/100) |

ACADEMIC EMPLOYMENT

March 2021 - November 2021

**Postdoctoral fellowship at the Department of Cultures and Civilizations,
University of Verona.**

Title of the research project: *E-FraLit: Employability and Fragile Literacies. E-FraLit: Modelli di intervento per il potenziamento della letto-scrittura di adulti con dislessia evolutiva.* ('Models of intervention for the enhancement of literacy skills in adults with development dyslexia')

March 2020 – February 2021

Postdoctoral researcher at the Department of Cultures and Civilizations, University of Verona (L. 240/2010).

Title of the research project: *"L'impatto delle difficoltà di lettoscrittura sull'occupabilità di adulti dislessici: modelli di intervento"* ('The influence of literacy difficulties on the employability of adults with dyslexia: intervention models')

March 2019 – February 2020

Postdoctoral researcher at the Department of Cultures and Civilizations, University of Verona (L. 240/2010).

Title of the research project: *Identificazione dei disturbi della letto-scrittura in bambini bilingui con l'italiano come lingua seconda* ('Identification of reading disorders in bilingual children with Italian as a second language').

April 2014 – February 2019

Postdoctoral Researcher at the Department of Cultures and Civilizations, University of Verona (L. 240/2010).

Title of the Research Project: *Bilinguismo e sviluppo linguistico atipico: protocolli sperimentali* ('Bilingualism and atypical linguistic development: experimental protocols').

May 2012 – May 2013

Research Fellow for "Research, promotion and scientific dissemination activities in the linguistic field", Fondazione onlus "Marica de Vincenzi" (Rovereto, TN)

Title of the Research Project: *Analisi della competenza linguistica di bambini prescolari con italiano L2 nei marcatori clinici del Disturbo Specifico del Linguaggio in italiano* ('Analysis of the linguistic competence of L2 Italian preschool children in the clinical markers of SLI in Italian')

January 2012 – April 2015

Freelance Specialist in Learning and Language Disabilities (P.IVA 02224160222): rehabilitation and remediation therapies for children and students affected by Specific Language or Learning Disabilities.

RESEARCH INTERESTS

My research interests cover the domain of language acquisition and language teaching in both typical and atypical contexts, focusing in particular on the linguistic and cognitive competence of individuals suffering from language or learning disorders (like Developmental Dyslexia and Developmental Learning Disorder) on the one side, and of L2 learners and bilinguals on the other side. More particularly, I am interested in understanding how first and second languages are acquired and

processed in both typically developing individuals and impaired populations, which I believe can contribute to the development of more appropriate and inclusive teaching methods, as well as to the design of more refined diagnostic tools and intervention programs for the identification and treatment of reading and language disorders in both monolingual and bilingual children.

PUBLICATIONS

2024

1. Vender, M., Delfitto, D. Bridging the Gap in Adult Dyslexia Research: Assessing the Efficacy of a Linguistic Intervention on Literacy Skills. *Ann. of Dyslexia* (2024). <https://doi.org/10.1007/s11881-024-00314-x>
2. 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.
3. 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).
4. 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).
5. Hu, S., Delfitto, D., Yang, Y. & Vender, M. (2024). The comprehension of double negation in Chinese children with reading difficulties. *Clinical Linguistics and Phonetics*, 1-20. doi: 10.1080/02699206.2024.2317875.

2023

6. 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.
7. Marzi, C., Melloni, C. & Vender, M. (2023). Finger-tracking reading profile in monolingual and bilingual early graders. *Lingue e Linguaggio*, XXII.2, 327-361.
8. Sartori, R.; Tommasi, F.; Abu Hamam, F.; Delfitto, D.; Vender, M.; Dal Maso, S.; Piccinin, S.; Ceschi, A. Facilitating Sustainable Career Development in Fragility: A Psycho-Linguistic Intervention for Employability of Individuals with Fragile Literacy Skills. *Sustainability*, 2023, 15, 16162.
9. 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.
10. Garraffa, M., Sorace, A. & Vender, M. (2023). *Bilingualism Matters. Language Learning Across the Lifespan*. Cambridge: Cambridge University Press.
11. Vender, M., Compostella, A. & Delfitto, D. (2023). Mapping precedence into containment: linear ordering in a bidimensional space. *Lingue e linguaggio*, XXII.1, 49-88.

2022

12. 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.
13. Melloni C, Vender M (2022) Morphological awareness in developmental dyslexia: Playing with nonwords in a morphologically rich language. *PLoS ONE*, 17(11): e0276643.
14. 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.
15. 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
16. Tagliani, M., Vender, M., Melloni, C. (2022). The Acquisition of Negation in Italian. *Languages*, 7, 116. <https://doi.org/10.3390/languages7020116>

2021

17. Cordin, P., Vender, M. & Virdia, S. (2021). Indici di bilinguismo e abilità di scrittura e lettura in italiano. Un'indagine nelle scuole primarie trentine. *RicercaAzione*, 13 (2), 145-167.
18. Vender, M.; Vernice, M.; Sorace, A. (2021). Supporting Bilingualism in Vulnerable Populations. *Sustainability*, 13, 13830.
19. Cordin, P. & Vender, M. (2021). An inquiry into language uses of bilingual primary school children. *Lingue antiche e moderne*, 10, 259-279.
20. 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.
21. 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.
22. Vender M. & Melloni C. (2021). Phonological Awareness across Child Populations: How Bilingualism and Dyslexia Interact. *Languages*, 6(1):39.
23. 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.

2020

24. 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.
25. 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.
26. 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).
27. 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).
28. 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.
 29. 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.
 30. Garraffa, M., Sorace, A. & Vender, M. (2020). *Il cervello bilingue*. Roma: Carocci editore.

2019

31. 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.
32. 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
33. Delfitto, D., Melloni, C. & Vender, M. (2019). The en(rich)ed meaning of expletive negation. *Evolutionary Linguistic Theory*, 1, 57-89.
34. 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.
35. 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.

2018

36. 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.
37. 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.
38. Vender, M., Delfitto, D. & Melloni, C. (2018). Clitic production and bilingualism: When exposure matters. *Languages*, 3, 1-17.
39. 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.

2017

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

41. 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.

2016

42. 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.

2014

43. 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.

2010

44. 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.

2009

45. 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.

2008

46. 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.

RESEARCH REPORTS

2019

Vender, M., Melloni, C. & Delfitto, D. (2019). Recommendations for multilingualism and developmental communicative disorders. Research report available online at <https://www.atheme.eu/wp-content/uploads/2019/05/Recommendations-for-multilingualism-and-developmental-communicative-disorders.pdf>

2018

Vender, M., Melloni, C., Delfitto, D. Krivochen, D. & Saddy, D. (2018). Report on design of new teaching methods and remediation tools for dyslexia. Available online at: <https://www.atheme.eu/wp-content/uploads/2019/05/Report-on-design-of-new-teaching-methods-and-remediation-tools-for-dyslexia.pdf>

CONFERENCE AND WORKSHOP PRESENTATION

Seminars, workshops and conferences (invited)

2024

Lettura e biblioterapia in contesti di fragilità linguistica: risultati di un'indagine preliminare in un istituto tecnico industriale. Invited talk at the conference *Libri e Benessere: La Biblioterapia nelle Biblioteche a Scuola*. Università di Verona, 15 marzo 2024 (with Chiara Melloni).

Multilinguismo conta! I benefici del pluri- e multilinguismo. Invited talk within the workshop "Il multilinguismo fa scuola", AlpiLinK project. Università di Verona, 30 aprile 2024 (with Patrizia Cordin).

2023

Linguaggio e dislessia: profilo linguistico e strategie di potenziamento della letto-scrittura per bambini e adulti ('Language and dyslexia: linguistic profiles and strategies for the enhancement of reading and spelling skills in children and adults'). Invited talk at the workshop "Università e DSA: si può fare!" ('University and Specific Learning Disabilities: we can do it!'), University of Verona, 6 October 2023 (with Chiara Melloni).

Coordination of the Symposium "*Consapevolezza morfologica e abilità di lettura*". XXXI congresso nazionale AIRIPA su BES e Disturbi dell'apprendimento (National conference on Special Educational Needs and Specific Learning Disorders). Foggia, 21-23 settembre 2023.

Il ruolo della competenza morfologica nella dislessia evolutiva ('The role of morphological competence in developmental dyslexia'). XXXI congresso nazionale AIRIPA su BES e Disturbi dell'apprendimento (National conference on Special Educational Needs and Specific Learning Disorders). Foggia, 21-23 settembre 2023.

The adult with dyslexia. Testing the effectiveness of a linguistic intervention. Invited seminar given at 2023 IUSS Linguistics Seminars, Pavia, 19 June 2023.

2022

Le basi neuropsicologiche della lettura e della scrittura. ('Neuropsychological basis of reading and writing'). Invited seminar, within the project "Lo sviluppo della letto-scrittura negli ambienti plurilingui" ('Literacy development in multilingual contexts') organized by University of Udine. Udine, 4 November 2022.

2021

Disentangling bilingualism and language impairment in early L2 children: best practices. Invited talk given at the Petite Enfance 2021 International Conference, Montpellier, 21-23 October 2021 (with Chiara Melloni).

Il bilinguismo atipico: sfide e opportunità. (Atypical Bilingualism: challenges and opportunities). Invited seminar, University of Trento, 25 March 2021.

Bilingualism and Dyslexia in school-aged children: Addressing the phonological competence. Invited seminar, "BILS seminars", University of Milano-Bicocca, 5 March 2021.

2020

Pratiche linguistiche di bambini con famiglia immigrata. Invited seminar, "Conversazioni Linguistiche" ('Linguistic conversations'). University of Trento, 18 December 2020 (with Patrizia Cordin).

Sequential and hierarchical learning across different populations. Invited talk, "Workshop on Hierarchical structure processing", University of Geneva, 26-28 August 2020 (con Denis Delfitto, Doug Saddy & Diego Krivochen).

Developmental Dyslexia through the lens of bilingualism: Linguistic and Cognitive Effects. Invited seminar, University of Milano Bicocca, 29 January 2020.

2019

AGL in typical and atypical populations: Evidence from a modified Simon Task featuring the Fibonacci Grammar. Invited talk, University of Geneva, 16 December 2019.

Che lingue conosci? Ricerca sugli usi linguistici dei bambini plurilingui ('Which languages do you speak? Research on language uses in multilingual children'). Giornata di studio e buone pratiche "Quante lingue in classe! Conoscere e valorizzare la diversità linguistica" (Workshop on best practices in multilingual contexts "How many languages in the classroom! Studying and supporting linguistic diversity"), University of Milan Statale, 9-10 October 2019 (with Maria Arici, Patrizia Cordin, Giovanna Masiero and Simone Virdia).

Quando il bilinguismo incontra la dislessia: Effetti Linguistici e Cognitivi ('When bilingualism meets dyslexia: Linguistic and Cognitive effects'). Invited seminar. 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 talk, "Giornate di Studi Scientifici sul Linguaggio" ('Scientific Studies on Language'), Rovereto, University di Trento, 11-12 February 2019 (with Denis Delfitto).

2018

Dislessia e bilinguismo, una convivenza possibile? ('Dyslexia and bilingualism: A possible coexistence?') Invited talk, Workshop "DSA e università: un'occasione per discuterne insieme" ('Specific Learning Disabilities: An opportunity to discuss together'), University of Verona, 4 October 2018 (with Denis Delfitto).

2017

Bilingualism is beneficial to dyslexia: The Case of Morphological Awareness. Invited Talk. PhD Workshop: "Issues in Experimental Psycholinguistics". University of Verona, 12 May 2017 (with Chiara Melloni).

Dislessia Evolutiva e strategie di apprendimento ('Developmental Dyslexia and Learning Strategies'). Invited Talk. "Studenti con DSA e altre difficoltà nelle università del Triveneto" ('Students with learning disorders and other disabilities at the University'). University of Padova, 16 February 2017.

2016

Dislessia, Bilinguismo e Consapevolezza Morfologica ('Dyslexia, Bilingualism and Morphological Awareness'). Invited Talk, "Conversazioni di Linguistica". University of Trento, 2 December 2016.

2015

Non solo letto-scrittura: linguaggio e memoria nella dislessia evolutiva. ('Not only reading and writing disabilities: language and memory in Developmental Dyslexia'). Invited Talk. Conference "Dyslexia and Dyspraxia: from prevention to training". University of Verona, 20 October 2015.

2010

Towards a pragmatics of negation: The interpretation of negative sentences in developmental dyslexia. Invited talk. Lyon, CNRS, Institut des Sciences Cognitives, (with Denis Delfitto), 4 May 2010.

2008

The interpretation of pronominal expressions in Developmental Dyslexia. Invited Talk. International Workshop "Linguistic Perspectives on Dyslexia". University of Verona, 19 June 2008.

Dyslexia and the Accessibility Theory. Invited talk. ELiTU (Experimental Linguistics Talks in Utrecht). University of Utrecht, 10 March 2008.

Seminars, Workshop and conferences (peer-reviewed)

2024

Dyslexia as a source of inequality: Research avenues for a more inclusive society. Intervento alla *In-Equality Conference 2024*, University of Konstanz, 10-12 April 2024 (con Chiara Melloni).

Promuovere la lettura e lo sviluppo linguistico nella scuolaplurilingue: una sperimentazione didattica con bambini con italiano L2. Poster. *AltLA 2024 La scuola e le altre lingue: la prospettiva della linguistica applicata* ('School and other languages: the perspective of applied linguistics', 21-23 February 2024, Pavia. (with Serena Dal Maso).

2023

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).

2022

Artificial Grammar Learning with the Fibonacci grammar: investigating statistical and hierarchical learning in the tactile sensory domain. Talk. *Interdisciplinary Advances in Statistical Learning 2022*, San Sebastian - Donostia, Spain, 1-3 June 2022 (with Arianna Compostella and Denis Delfitto).

Hierarchy as Linear Ordering in a Multidimensional Space. Talk. *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).

Vender, M. (2022). Exploring the linguistic and literacy profile of the adult with developmental dyslexia: vulnerabilities and intervention strategies. Invited talk. *Accessible and Inclusive practices in instructed Second Language Acquisition*, Verona, 15-16 December 2022.

2021

Dyslexia, Bilingualism and the Stroop task: Evidence for a bilingual advantage that extends to dyslexia. Talk given at the 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. Talk given at the 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).

2019

Misurare gli usi linguistici degli scolari plurilingui ('Measuring language use in bilingual students'). Talk given at the "Secondo colloquio internazionale sul plurilinguismo ('Second International Colloquium on Multilingualism')". University of Udine, 13-14 November 2019 (with Maria Arici, Patrizia Cordin, Giovanna Masiero and Simone Virdia).

Playing with nonwords: morphological skills in dyslexia. Talk given at ISMO (International Symposium on Morphology). University of Parigi-Diderot, 27 September 2019 (with Chiara Melloni).

Implicit learning, bilingualism and dyslexia: Assessing AGL with a modified Simon Task. Poster presented at BLL (Brain, Language & Learning), University of Siena, 26 September 2019 (with Diego Krivochen, Beth Phillips, Chiara Melloni, Doug Saddy e Denis Delfitto).

Implicit learning, bilingualism and dyslexia: Assessing AGL with a modified Simon Task. Talk given at GALA (Generative Approaches to Language Acquisition), University of Milano-Bicocca, 14 September 2019 (with Diego Krivochen, Beth Phillips, Chiara Melloni, Doug Saddy and Denis Delfitto).

Morphological skills in developmental dyslexia. Talk given at GALA (Generative Approaches to Language Acquisition). University of Milano-Bicocca, 14 September 2019 (with Chiara Melloni).

Phonological skills across child populations: How bilingualism and dyslexia interact. Talk given at ISMBS (International Symposium on Monolingual and Bilingual Speech), Chania, Creta, 27-30 August 2019 (with Chiara Melloni e Denis Delfitto).

Bilinguismo e dislessia evolutiva: effetti linguistici e cognitivi ('Bilingualism and developmental dyslexia: linguistic and cognitive effects'). Poster presented at CLASTA (Communication & Language Acquisition Studies in Typical and Atypical populations, 11 May 2019 (with Denis Delfitto and Chiara Melloni).

2018

Nonword repetition in bilingualism and dyslexia. Talk given at the ICPC (International Child Phonology Conference). Institute for Bilingual and Monolingual Speech, Chania, 18 June 2018 (with Chiara Melloni).

Clitic production: How bilingualism and dyslexia interact. Talk given at the TALV workshop ("Transdisciplinary approaches to language acquisition"). University of Tromsø, 19 April 2018 (with Chiara Melloni and Denis Delfitto).

Input e usi linguistici dei bambini con background migratorio ('Input and language use of migrant children'). Talk given at the "Festival delle Lingue" ('Languages Festival'). Rovereto, 8 March 2018 (with Patrizia Cordin and Simone Virdia).

How Bilingualism and Dyslexia interact: The Case of Clitic Production. Talk given at the "Verona & Nova Gorica AThEME Workshop". University of Verona, 25 January 2018.

2017

Identifying SLI in child second language learners. Talk given at the "ISB11 (International Symposium on Bilingualism)". University of Limerick, 13 June 2017 (with Antonella Sorace, Maria Garraffa and Maria Teresa Guasti).

Bilingualism is beneficial to dyslexia: The Case of Morphological Awareness. Talk given at the "ISB11 (International Symposium on Bilingualism)". University of Limerick, 13 June 2017 (with Federica Mantione, Shenai Hu, Silvia Savazzi, Denis Delfitto e Chiara Melloni).

Clitic Production: How bilingualism and Dyslexia interact. Talk given at the "Workshop on Syntax Processing". Rovereto. University of Trento, 5-6 June 2017 (with Denis Delfitto, Federica Mantione e Chiara Melloni).

Effects of dyslexia on the production of complex Wh-Questions. Talk given at the "Workshop on Syntax Processing", Rovereto. University of Trento, 5-6 June 2017 (with Denis Delfitto, Federica Mantione e Chiara Melloni).

Bilingualism is beneficial to dyslexia: The Case of Morphological Awareness. Talk given at the "GASLA14 (Generative Approaches to Second Language Acquisition)". University of Southampton, 9 April 2017 (with Federica Mantione, Shenai Hu, Silvia Savazzi, Denis Delfitto e Chiara Melloni).

Bilingualism is beneficial to dyslexia: The Case of Morphological Awareness. Talk given at the "PRIN Workshop". University of Siena, 4-6 April 2017 (with Federica Mantione, Denis Delfitto e Chiara Melloni).

Effects of dyslexia on the production of complex Wh-Questions. Talk given at the "PRIN Workshop". University of Siena, April 4-6 2017 (with Federica Mantione, Denis Delfitto e Chiara Melloni).

2016

Dyslexia, Foreign Language Learning and Bilingualism. Talk given at "TESOL Convention 2016". University of Roma Tre, 18 November 2016.

Asymmetries in the comprehension of affirmative and negative sentences in young Chinese poor readers. Talk given at the "42° Incontro di Grammatica Generativa" (IGG42) (with Shenai Hu, Gaetano Fiorin and Denis Delfitto), 19 February 2016.

2015

Developmental Dyslexia and Foreign Language Learning. Talk. TESOL, Convention 2015. University of Roma Tre, University of Roma, 18 November 2015.

Child L2 learning and Specific Language Impairment: superficially similar but linguistically different. Talk given at the IGG41, Workshop MorLang, More than one language in the brain: acquisition and coexistence (with Maria Teresa Guasti, Maria Garraffa, Antonella Sorace), University of Perugia, 25 February 2015.

2014

When two languages are not enough. The role of linguistic input's quality for children with an immigration background. Talk. 3rd LINEE+ International Conference: Linguistic and Cultural Diversity in Space and Time, Dubrovnik, 28-30 April 2014 (with Patrizia Cordin).

Individuazione del DSL nei bambini bilingui con Italiano L2 ('Identifying SLI in bilingual children with Italian as a L2'). Talk given at AITLA (Associazione ITaliana di Linguistica Applicata). University of Verona, 8 February 2014 (with Maria Teresa Guasti, Maria Garraffa and Antonella Sorace).

2009

The interpretation of scalar implicatures in developmental dyslexia. Talk given at the "2nd International Clinical Linguistics Conference". University of Madrid, 13 November 2009.

2008

The interpretation of pronominal expressions in Developmental Dyslexia. Invited Talk. International Workshop "Linguistic Perspectives on Dyslexia", University of Verona, 19 June 2008.

The interpretation of pronominal expressions in dyslexic children. 1st Patras International Conference of Graduate Students in Linguistics. University of Patras, 28-30 March 2008 (with Gaetano Fiorin).

Seminars and training courses for teachers and health professionals

2022

L'apprendimento e l'insegnamento delle lingue a diverse età della vita. Bambini di età scolare: apprendimento della letto-scrittura. ('Learning and teaching languages across the lifespan. School-aged children: literacy acquisition'). Training course for Italian teachers in UK schools within the project "Imparare, insegnare e mantenere la lingua italiana come patrimonio culturale all'estero" ('Learning, teaching and maintaining Italian as heritage language') promoted by Bilingualism Matters and financed by the Ministero degli Affari Esteri Italiano. Online course, 3 December 2022.

Dislessia, lettura e comprensione del testo. ('Dyslexia, reading and text comprehension'). Training course for high school teachers, organized by Istituto Tecnico Tecnologico Economico G. Galilei, Arzignano (VI). Arzignano, 25 November-7 December 2022.

Il bilinguismo atipico: Dislessia e Disturbi del Linguaggio ('Atypical bilingualism: Dyslexia and Language Disorders'). Training course for UK teachers within the project "Imparare, insegnare e mantenere la lingua italiana come patrimonio culturale all'estero" ('Learning, teaching and maintaining Italian as heritage language') promoted by Bilingualism Matters and financed by the Ministero degli Affari Esteri Italiano. Online course, 29 October 2022.

2021

Come si impara la lingua? Il ruolo della scuola nell'apprendimento linguistico. (How do we learn languages? The role of the school in supporting language learning'). Training course for kindergarten and primary school teachers, organized by Rete TanteTinte and University of Verona. Verona, 12-19-26 February 2021 (with Chiara Melloni).

2019

Disturbi del linguaggio e dell'apprendimento: Bilinguismo atipico ('Language and learning disorders: Atypical bilingualism'). Training course for teachers within the "Progetto di formazione per insegnanti" ('Training courses for teachers') organized by Rete TanteTinte and University of Verona. Verona, 22 November 2019 (with Chiara Melloni).

Sviluppare il lessico in bambini con italiano L2 ('Developing lexical abilities in Italian L2 children'). Training course for primary school teachers within the "Progetto di formazione per insegnanti" ('Training courses for teachers') organized by Rete TanteTinte and University of Verona. Verona, 6 dicembre 2019.

Leggere tra le lingue. Riflessioni e proposte sulle difficoltà di lettura degli alunni stranieri. ('Reading across languages. Considerations and proposals on reading difficulties in L2 students'). Seminar for teachers within the "Kidsuniversity" project. University of Verona, 16 September 2019 (with Serena Dal Maso and Chiara Melloni).

2018

I vantaggi del bilinguismo ('The benefits of bilingualism'). Talk given in Peschiera del Garda, 11 November 2018.

Crescere bilingui a Verona ('Growing bilingual in Verona'). Seminar for teachers, "Kidsuniversity", University of Verona, 19 September 2018 (with Serena Dal Maso e Chiara Melloni).

Lingua Madre e multilinguismo ('Mother language and multilingualism'). Talk given in Bassano del Grappa, 5 May 2018.

2017

Bilinguismo: problema o risorsa? Bilinguismo, Disturbo Specifico del Linguaggio e Dislessia ('Bilingualism: a problem or a resource? Bilingualism, Specific Language Impairment and Dyslexia'). Training course for psychologists and speech therapists, ULSS 1 Dolomiti, Belluno, 16 December 2017.

Le nuove frontiere del diritto all'istruzione: presentazione del questionario sugli usi linguistici nelle prime e seconde classi delle scuole primarie del Trentino ('The new frontiers of instruction: presentation of the questionnaire on language uses in the first and the second classes of the primary schools in Trentino'). Training course for teachers. Trento, October 10 (with Patrizia Cordin).

Lingue straniere e Bilinguismo: Un'opportunità da cogliere ('Foreign languages and bilingualism: an opportunity to catch'). Seminar for families and educators. Tuenno (TN), 18 May 2017.

2015

Bilinguismo e Disturbi Specifici del Linguaggio ('Bilingualism and Specific Language Disorders'). Training course for health professionals. University of Trento, 11-12 June 2015.

Bilinguismo e Disturbi Specifici del Linguaggio. ('Bilingualism and Specific Language Disorders'). Training course for health professionals. University of Trento, 17-18 September 2015.

Bilinguismo e Disturbo Specifico del Linguaggio ('Bilingualism and Specific Learning Impairment'). Invited seminar. Luserna (TN), 4 May 2015.

DSA e Dislessia: quando imparare sembra difficile ('Learning Disabilities and Dyslexia: when learning seems to be difficult'). Invited seminar, Fondo (TN), 10 April 2015.

Bilinguismo, Dislessia e Disturbo Specifico del Linguaggio: indicazioni per l'identificazione e il trattamento ('Bilingualism, Dyslexia and SLI: identification and remediation therapies'). Training course for foreign language teachers (11 c.h.). Centro Linguistico di Ateneo, University of Verona, 2-14 February 2015.

2013

Sviluppo del linguaggio tipico e atipico nei bambini bilingui ('Typical and atypical linguistic development in bilingual children'). Training course for teachers, MeMo (Multicentro Educativo Modena Sergio Neri), Modena, 13 December 2013.

2010

La dislessia evolutiva: conoscerla e capirla per operare ('Developmental Dyslexia: knowing and understanding the disorder in order to face it'). Training course for teachers. Sondrio, 14 May 2010.

PARTICIPATION IN RESEARCH PROJECTS

NATIONAL AND INTERNATIONAL FUNDED PROJECTS

- 2023 - present Coordinator of the Verona Unit, PRIN 2022 PNRR "REAding CompreHension for inclusion (REACH): analyzing and enhancing the comprehension of syntactic and semantic structures in children with linguistic fragilities" (P2022Y5CW, codice CUP B53D23030370001; PI Matteo Greco).
- 2023 - present Member of the Research Group, PRIN 2022. "A technology-driven linguistic intervention for children with language and literacy weaknesses" (Codice CUP B53D23014380006; PI Denis Delfitto).
- 2023 - present Member of the Research Group, MNESYS, "A multiscale integrated approach to the study of the nervous system in health and disease", #NEXTGENERATIONEU and the Italian Ministry of University and Research, National Recovery and Resilience Plan (PNRR), (PE0000006), Spoke 1.
- 2023 - present Member of the Research Group, Cluster LinE (Language in Education), "La didattica delle lingue morfologicamente complesse: Aspetti di morfologia flessiva e derivazionale nell'insegnamento delle lingue a morfologia complessa (russo, serbo-croato, tedesco e italiano L2).
- 2020-2023 Member of the Research Group (postdoctoral researcher), "How to enhance employability in fragile-literacy groups: testing an integrated psycho-linguistic intervention model" funded by the Fondazione Cariverona (Bando Ricerca Scientifica di Eccellenza 2018; PI Denis Delfitto).
- 2017- present Member of the Research Group (postdoctoral researcher), "Ricerca sugli usi linguistici di bambini plurilingui" (coordinatore: Maria Arici) funded by 'Istituto Provinciale per la Ricerca e la Sperimentazione Educativa (IPRASE), within "Le nuove frontiere del diritto all'istruzione. Rimuovere le difficoltà di apprendimento, favorire una scuola inclusiva e preparare i cittadini responsabili e attivi del futuro", co-funded by Fondo Sociale Europeo, PO 2014-2020 Provincia autonoma di Trento.
- 2014 - 2019 Member of the Research Group (postdoctoral researcher), "Advancing The European Multilingual Experience (AThEME)", finanziato dal Seventh Framework Program for research, technological development and demonstration, under grant agreement no. 613465 (PI. Lisa Cheng)

MEMBERSHIP IN RESEARCH GROUPS AND LABORATORIES (SELECTED)

- 2022 - present Member of the Scientific Committee of the Interdepartmental Research Centre of the University of Verona, "Biblioterapia e Shared Reading: i libri nei processi di benessere"
- 2014 - present Member of the *Laboratorio LaTeC* (Language Text and Cognition). University of Verona.

2012 – present Member of *Bilinguismo conta @ Trento*, Italian branch of the international organization *Bilingualism Matters*.

ACADEMIC TEACHING

- 2023-2024** *Methods of Language Teaching*, Master's Degree in Linguistics, University of Verona (36 c.h.).
- Apprendimento delle lingue*, Bachelor's degree in Foreign Languages and Literatures, University of Verona (54 c.h.)
- Semiotica*, Bachelor's degree in Communication Studies, University of Verona (36 c.h.)
- La lettura in bambini e adulti con DSA*, Master in Biblioterapia, Università di Verona (7 ore).
- 2022-2023** *Methods of Language Teaching*, Master's Degree in Linguistics, University of Verona (36 c.h.).
- Insegnamento delle lingue*, Bachelor's degree in Foreign Languages and Literatures, University of Verona (36 c.h.)
- Semiotica*, Bachelor's degree in Communication Studies, University of Verona (36 c.h.)
- Italiano per Immigrati* ('Italian for immigrants'), Master in Didattica dell'Italiano come Lingua Seconda, University of Verona (12 c.h.).
- La lettura in bambini e adulti con DSA*, Master in Biblioterapia, Università di Verona (7 ore).
- 2021-2022** *Methods of Language Teaching*, Master's Degree in Linguistics, University of Verona (36 c.h.).
- Insegnamento delle lingue*, Bachelor's degree in Foreign Languages and Literatures, University of Verona (36 c.h.)
- Semiotica*, Bachelor's degree in Communication Studies, University of Verona (36 c.h.)
- Italiano per Immigrati* ('Italian for immigrants'), Master in Didattica dell'Italiano come Lingua Seconda, University of Verona (24 c.h.).
- La lettura in bambini e adulti con DSA*, Master in Biblioterapia, Università di Verona (7 ore).
- 2020-2021** *Artificial Grammar Learning. Disentangling implicit statistical and hierarchical learning across different populations*. Winter School in Linguistics, University of Verona. PhD in Foreign Literatures, Languages and Linguistics, Curriculum Linguistics. (4 c.h.)
- Methods of Language Teaching*, Master's Degree in Linguistics, University of Verona (36 c.h.).
- 2019-2020** *Methods of Language Teaching*, Master's Degree in Linguistics, University of Verona (36 c.h.).

La classe plurilingue ('The multilingual class'), Master in Didattica dell'Italiano come Lingua Seconda, University of Verona (8 c.h.).

2018-2019

Methods of Language Teaching, Master's Degree in Linguistics, University of Verona (36 c.h.).

La classe plurilingue ('The multilingual class'), Master in Didattica dell'Italiano come Lingua Seconda, University of Verona (8 c.h.).

Bilingualism in Families, School and Society, Laboratory for MA students Master's Degree in Linguistics, University of Verona (3 c.h.).

2017-2018

History of Linguistics, Master's Degree in Linguistics, University of Verona (36 c.h.).

La classe plurilingue ('The multilingual class'), Master in *Didattica dell'Italiano come Lingua Seconda*, University of Verona (12 c.h.).

2016-2017

History of Linguistics, Master's Degree in Linguistics, University of Verona (36 c.h.).

Laboratorio di Linguistica Sperimentale. Laboratory for MA students Master's Degree in Linguistics, University of Verona (3 c.h.).

2015-2016

Theories of Language Learning. Master's Degree in Linguistics, University of Verona (18 c.h.).

2008-2009

Syntax: A Generative Introduction. Master in *Human Language and Technology Interfaces*, University of Trento (10 c.h.).

ACADEMIC SERVICE

Reviewer for Scientific Journals:

Annals of Dyslexia

Applied Psycholinguistics

Frontiers in Communication

Languages

Brain Sciences

Studi AiTLA

RicercaAzione

Editorial Board 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 Workshops and Conferences:

Working Memory Resources in Language Processing and Acquisition, hosted by the XLVII SLE Congress, 26-28 September 2013, Salerno University.

IGG40 (Incontri di Grammatica Generativa), 13-15 February 2014, University of Trento.

Gala14 (Generative Approaches to Language Acquisition), 12-14 September 2019, University of Milano-Bicocca.

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

Membership of Scientific Associations:

Member of *AITLA* (Associazione Italiana di Linguistica Applicata) from 1.1.2014 to 1.1.2015.

Member of the *CLASTA* (Communication & Language Acquisition Studies in Typical and Atypical populations), from 10.05.2019 to 10.05.2020.

CONFERENCE AND WORKSHOP ORGANIZATION

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

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

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

Consortium Meeting Bilingualism Matters, University of Trento (organizing committee), 13-14 September, 2016.

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

PHD THESIS SUPERVISION

Elena Menegazzo. *On the relationship of linguistic and musical processing. The case of scalar implicatures*. (2016-2019; with Denis Delfitto).

Chiara Bernardini. *The role of syntactic complexity in language and music: an ERP study*. (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)

LANGUAGES

Italian: native speaker

English: academic proficiency in all four modalities (listening, reading, speaking and writing)

German: Good listening, reading and writing; moderate speaking

Spanish: Good listening, reading and writing; moderate speaking

Date: 13 maggio 2024

Maria Vender