

1. PERSONAL DETAILS

Maria Teresa Guasti

Address: Università degli Studi Milano-Bicocca, Psychology Department

P.zza Ateneo Nuovo 1, 20123 Milano

Phone: +39 02 64483812

Email: mariateresa.guasti@unimib.it

Orcid: <http://orcid.org/0000-0002-4470-4187>

Loop profile 368974

Scopus Author ID: 6603481428

Websites: <https://www.unimib.it/maria-teresa-guasti>

<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., Beijin.

2012-18 Associate investigator ARC Centre of Excellence in Cognition and its disorders (CCD), Macquarie University, Sydney
 2014-2024 President of Bilingualism matters, Milano-Bicocca branch
 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 Creteling
 2024 Co-founder with Franca Garzotto of the interuniversity center ME.TE (Methods and digital Technologies for cognitive Disorders-MeTe) and deputy director till 2025.

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

ONGOING GRANTS

- 2019 ERC Sinergy with U. Sauerland & A. Alexiadou Leibniz’s dream (€ 10.600.000) (from 2020-2026)**
- 2023 PRIN A technology-driven linguistic intervention for children with language and literacy weaknesses. Prot. 20228Y4ZAM, Local PI.**

6. EDITORIAL ACTIVITIES

1991- Referee for:

Cognition, Linguistic Inquiry, Journal of Linguistics, Journal of clinical 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, First language.

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

2011-2020 Member of the scientific committee of Glossa

2020-2023 Associate editor Frontiers in Psychology

2011- Member of the scientific committee of

Journal of Child Language

Biolinguistics

First Language

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 (2005-2019)

Multilingualism in clinical and educational settings (2019- present)
Linguistics and Psycholinguistics (2024-2025)
Linguistics for Artificial intelligence (2022-present)

8. SUPERVISION

Currently supervising PhD students

Silvia Curti (end 2025)
Anastasia Parini (end 2026)

2003- 14 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: Researcher University of Milano-Bicocca.
Hu Shenai co-tutelle (2014). Assistant professor Xiamen University (China)
Elena Pagliarini (2015) Researcher University of Barcelona
Francesco Giannelli (2016) Research Project Manager at Barcelona Supercomputing Center
Beatrice Giustolisi (co-tutor) (2017) Researcher 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
Letizia Raminelli (2024) Post doc at the University of Milano Bicocca
Chiara Saponaro (2024) Post doc at the University of Milano Bicocca

2000- Supervised 20 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 (Researcher Universitat Rovira i Virgili)
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)
Yungyu Sun (Post doc, University of Milano-Bicocca)
Juhayna Taha (Researcher, UCL London)
Anastasia Parini (Post doc, University of Milano-Bicocca)
Letizia Raminelli (Post doc, University of Milano-Bicocca)
Chiara Saponaro (Post doc, University of Milano-Bicocca)
Arianna Compostella (Post doc, University of Milano-Bicocca)
Karin Bertolino (Post Doc, University of Milano-Bicocca)
Desiré Carioti (Post doc, University of Milano-Bicocca)
Roberta Bettoni (Research Manager)

2000- Supervised scholarships

Sofia Rustioni
Elisa Bonanomi
Chiara Ioghà

Elisa Bonanomi
Anastasia Parini
Martina Riva
Laura Pinton
Valentina Conforti

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 Brigliadori (Univ. Milano-Bicocca)
Elisa Bonanomi (Univ. Milano-Bicocca)
Irin Amanaki (Univ. Of Crete)
Ana Zarandia (Univ. Of Tblisi)

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: Morphosyntax and Its Interfaces in Different Modes of Acquisition*. Amsterdam: Benjamin.
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. Guasti, 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.
5. Garrafa, M., Guasti, M. T., Marinis, T, Morgan G. (2018) Language Acquisition in Diverse Linguistic, Social and Cognitive Circumstances. *Frontiers in Psychology*. E-book. Voll.

Articles in peer reviewed journals

1. Guasti, M.T. (1988), La Pseudorelative et les phénomènes d'accord. Une étude comparée du français, de l'italien et de l'anglais. (The pseudorelative 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, Excorporation 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. Nespor & 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. Nespor, M. e M. T. Guasti (2002) Focus-stress alignment and its consequences for acquisition. *Lingua e Linguaggi*. 1:79-106.

17. Christophe, A., M. Nespore, 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. Guasti, M. T., G. Chierchia, S. Crain, F. Foppolo, A. Gualmini & L. Meroni (2005) Why children and adults sometimes (but not always) compute implicatures. *Language and Cognitive processes*. 20:667-676.
22. 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.
23. Guasti, M.T., A., Gavarrò, J., De Lange, C. Caprin (2008) Article Omission across Child Languages. *Language Acquisition*. 15:89-119.
24. 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.
25. Caprin, C. & Guasti, M.T. (2009) The acquisition of Morpho-Syntax in Italian: a cross-sectional study. *Applied Psycholinguistics*. 30:23-52.
26. 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
27. 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.
28. 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.
29. 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
30. 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.
31. 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.
32. 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
33. 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
34. 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
35. 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

36. 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.
37. 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:10.1017/S0305000913000184.
38. Guasti, M.T., C. Papagno, M., Vernice, C., Cecchetto, A., Giuliani, & S., Burdo (2014) The effect of language structure on linguistic strengths and weaknesses in children with cochlear implants: Evidence from Italian. *Applied Psycholinguistics*.35:739-764. Online 2012.
39. Arosio, F., C., Branchini, L., Barbieri & M. T., Guasti (2014) Failure to produce direct object clitic pronouns as a clinical marker of SLI in school-aged Italian speaking children. *Clinical linguistics and Phonetics*. 1-25, DOI:10.3109/02699206.2013.877081. 28:639-663.
40. Vernice, M. & M. T., Guasti (2014) Effects of prosodic cues on topic continuity in child language production. *First Language*. 34:406-427. DOI:10.1177/0142723714550111
41. 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.
42. Vernice, M., & M. T., Guasti (2015). The acquisition of SV order in unaccusatives: manipulating the definiteness of the NP argument. *Journal of Child Language*. 42:210-237.
43. 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
44. 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)
45. 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.
46. 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.
47. 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.
48. 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.
49. 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
50. Vender, M., M., Garraffa, A. Sorace, & M. T., Guasti (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. DOI: 10.3109/02699206.2015.1120346.
51. 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
52. 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
 53. 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.
 54. 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.
 55. Arosio, F., 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>
 56. 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.
 57. 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.
 58. Guasti, M. T. (2017). I disturbi specifici del linguaggio nei bambini con italiano L2. *Giornale di Neuropsichiatria dell'età evolutiva*. 37:83-91.
 59. 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.
 60. 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.
 61. Guasti, M. T., Pagliarini, E., Stucchi, N. (2017) Language, reading and motor control: get rhythm! *Biolinguistics*, 11, 395-406.
 62. 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
 63. 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>
 64. 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.
 65. 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>
 66. 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.
 67. Garraffa, M., Guasti, M. T., Marinis, T. and Morgan, G. (2018) Editorial: Language Acquisition in Diverse Linguistic, Social and Cognitive Circumstances. *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01807/full>
 68. Costa F., Sharley, S. & Guasti M.T. (2018) Does English delay learning to read Italian in primary school children? *Rivista di grammatical generativa*. 2018.05.
 69. Carioti, D, Danelli, L., Guasti, M. T. Gallucci, M., Perugini, M., Steca, P. Stucchi, N. Maffezzoli, A. Majno, M., Berlingeri, E., Paulesu, E. (2019) Music Education at School: Too Little and Too Late? Evidence From a Longitudinal Study on Music Training in Preadolescents. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2019.02704.

70. Arosio, F., Guasti M.T. (2019) The production of wh-questions by Italian-speaking children with SLI. *Clinical Linguistics and Phonetics*. 33, 349-376.
71. Giustolisi, B., Vernice, M., Guasti, M. T., Papagno, C., Cecchetto, C., Giuliani, A., Burdo, S., (2019) Narrative skills in Italian pre-school children with cochlear implants. Effects of late linguistic exposure on a late acquired domain. *Lingue e Linguaggi*. 18(1), 3-24.
72. Garraffa, M., Vender, M., Sorace A., and Guasti, M. T. (2019) Is it possible to differentiate multilingual children and children with DLD? *Policy paper for Languages, Society and Policy. Multilingualism: Empowering Individuals, Transforming Societies* (MEITS). <http://www.meits.org/policy-papers/paper/is-it-possible-to-differentiate-multilingual-children-and-children-with-dld>.
73. Vernice, M., Matta, M., Tironi, M., Caccia, M., Lombardi, E., Guasti, M. T., ... & Lang, M. (2019). An online tool to assess sentence comprehension in teenagers at risk for school exclusion: evidence from L2 Italian students. *Frontiers in Psychology*, 10, 2417.
74. Moscati, V., L. Rizzi, I., Vottari, A.M. Chilosi, R. Salvadorini, M.T. Guasti (2020) Morpho-syntactic weaknesses in Developmental Language Disorder: the role of structure and agreement configurations. *Journal of Child Language*. doi:10.1017/S0305000919000709, 1-36.
75. Vogelzang, M; Foppolo, F; Guasti, M; VanRijn, H; Hendriks, P (2020) Reasoning about alternative forms is costly: The processing of null and overt pronouns in Italian using pupillary responses. *Discourse Processes*. 57, 158-183.
DOI:10.1080/0163853X.2019.1591127. ISSN:0163-853X.
76. Guasti, M. T. (2020) Some notes on language, memory and bilingualism. *First Language* (special Issue). 485-490.
77. Costa, F., M. T. Guasti, S. Sharley (2020) Double literacy effects on language and reading skills in Italian-English primary school children. *Journal of Monolingual and Bilingual Speech*. 2:185-218
78. Hu, S., Costa, F., Guasti, M. T. (2020) Mandarin-Italian dual-language children's comprehension of head-final and head-initial relative clauses. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2020.01379>.
79. Giustolisi, B., M.T. Guasti, M. Nicastrì, P. Mancini, S. Palma, E. Genovese, F. Arosio (2020) Production of third-person direct object clitics in children with cochlear implants speaking Italian. *Journal of clinical linguistics and Phonetics*. Published online 14 Aug 2020
80. Pagliarini E., Scocchia, L., Sarti, D., Granocchio, E., Stucchi, N. Guasti M.T. (2020) Timing anticipation in adults and children with Developmental Dyslexia: evidence of an inefficient mechanism. *Scientific Report*, 10, 1:15.
81. Guasti, M. T., M. White, G. Bianco, F. Arosio, B. Camilleri, N. Hasson (2021) Two clinical markers of DLD in monolingual Italian speakers : what can they tell us about second language learners with DLD ? *Journal of clinical linguistics and Phonetics*. 35(9), 829-846. Online 2020.
82. Pagliarini E., M. T. Guasti, A. S. Crain, Gavarrò (2021) Negative sentences with disjunction in child Catalan. *Language Acquisition*. DOI: 10.1080/10489223.2020.1860055
83. Hu, S. Toneatto, C., Pozzi, S., Guasti, M.T. (2021) Processing Chinese relative clauses in context by Italian L3 learners. *Second Language Research*.
84. Pagliarini E., O. Longu, A. van Hout, L. Pintér, B. Surányi, S. Crain, M. T. Guasti (2021) How adults and children interpret disjunction under negation in Dutch, French, Hungarian and Italian : a crosslinguistic comparison. *Language, Learning and Development*.
85. Vogelanz, M. Guasti, M. T., van Rijn, H., Hendriks, P. (2021) How Children Process Reduced Forms: A Computational Cognitive Modeling Approach to Pronoun Processing in Discourse. *Cognitive Science*, 45.
86. Sansavini, A., Favilla, E., Guasti, M.T., Marini, A. et al. (2021) Developmental Language

- Disorder: Early Predictors, Age for the Diagnosis, and Diagnostic Tools. A Scoping Review. *Brain Sci.* **2021**, *11*, 654. <https://doi.org/10.3390/brainsci11050654>
87. Costa, F., & Guasti, M. T. (2021). Is Bilingual Education Sustainable? *Sustainability*, *13*(24), 13766.
 88. Eikerling, M., Secco, M., Marchesi, G., Guasti, M. T., Vona, F., Garzotto, F., & Lorusso, M. L. (2022). Remote Dyslexia Screening for Bilingual Children. *Multimodal Technologies and Interaction*, *6*(1),
 89. Carioti, D., Stucchi, N., Toneatto, C., Masia, M., Broccoli, M., Carbonari, S., Guasti, M. T. . & Berlingeri, M. (2022). Rapid Automatized Naming as a Universal Marker of Developmental Dyslexia in Italian Monolingual and Minority-Language Children. *Frontiers in psychology*, *13*.
 90. Taha, J. Carioti, D., Stucchi, N., Granocchio, E. Sarti, D., Guasti, M. T. (2022) Identifying the risk of dyslexia in bilingual children: The potential of language-dependent and language-independent tasks. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.935935>.
 91. Guasti, M. T. (2022) The Setting of The Head-Complement Parameter In Disharmonic Languages. *Tsinghua Linguistics*. The Commercial Press.
 92. Guasti, M. T., Alexiadou, A., Sauerland U. (2023) Undercompression errors as evidence for conceptual primitives. *Frontiers in Psychology*. DOI: 10.3389/fpsyg.2023.1104930.
 93. Bosch, J., Tsimpli, I., Guasti, M. T. (2023) How English-Medium affects language and learning outcomes of children in the Maldives. *Journal of English-Medium Instruction*.
 94. Eikerling, M., Andreoletti, M., Secco, M., Luculli, B., Cha, G., Castro, S., Gazzola, S., Sarti, D., Garzotto, F., Guasti, M. T. & Lorusso, M. L. (2023). Remote Screening for Developmental Language Disorder in Bilingual Children: Preliminary Validation in Spanish–Italian Speaking Preschool Children. *Applied Sciences*, *13*(3), 1442.
 95. Grimaldi, M., De Vincenzi, M., Lorusso, P., Di Russo, F., Di Matteo, R., Rizzi, L. & M.T. Guasti (2023) The processing of which-interrogative sentences: A behavioral and ERP study. *Journal of Neurolinguistics*. *68*. 101154
 96. Bettelli, G., Guasti, M. T. Ajmone, P., Tenca, E., Arosio, F. (2023) The effect of priming-based training on the production of object clitic pronouns in Italian speaking children with DLD. *Clinical Linguistics and Phonetics*. DOI: 10.1080/02699206.2023.2233049.
 97. Drakoulaki, K., Anagnostopoulou, C., Guasti, M. T., Tillmann, B., Varlokosta, S. (2024). Situating language and music research in a domain-specific versus domain-general framework: A review of theoretical and empirical data. *Language and Linguistics Compass*, e12509. <https://doi.org/10.1111/lnc3.12509>
 98. Arosio, F., Silleresi, S. and Guasti, M.T. (2024) The production of Relative Clauses in Italian-speaking children with DLD. *Isogloss*.
 99. Carioti, Desiré., Stefanelli, S., Giorgi, A., Masia, M.F., Del Pivo, G., Del Monte, M., Travellini, S., Marcelli, A., Guasti, M.T., Vernice, M., Berlingeri, M., (2024) The Daily Linguistic Practice Interview: A new instrument to assess language use and experience in minority language children and their effect on reading skills. *Ampersand*, doi: <https://doi.org/10.1016/j.amper.2024.100166>.
 100. Guasti, M. T., C. Saponaro, L. Raminelli (2024) L’acquisizione dell’italiano come seconda lingua da parte di bambini con mandarino o arabo come prima lingua. *Ricerche di Psicologia*, *1*, 41-56
 101. Taha, J. Stucchi, N. Pagliarini, E., Guasti, M. T. (2025) Unifying language, reading and handwriting impairments in dyslexia: The inefficient anticipatory planning hypothesis. *First Language*. 01427237251333482.
 102. Silleresi, S., Pagliarini, E., Guasti M.T. (2025) What bilingualism can tell us about the Semantic Subset Principle: the case of disjunction under negation. *First Language*. 01427237251331306.
 103. Saponaro, C., Carioti, D., Riva, M., & Guasti, M. T. (2025). Reaching Meaning through

- Language: What can Children Tell Us about Distributivity?. *Journal of Child Language*, 1-21.
104. Saponaro, C., Carioti, D., Riva, M., & Guasti, M. T. (2025). Supplementary material for the article "Reaching Meaning through Language: What can Children Tell Us about Distributivity?" [Data set]. Zenodo. <https://doi.org/10.5281/zenodo.14853185>
 105. Hu, S., Guasti M. T., & Zhao, J. (2025). Comprehension of relative clause in Chinese children with and without developmental dyslexia. *Applied Psycholinguistics*.
 106. Hu, S., Zhong, L., Guasti M. T., & Li, S. (2024). Comprehension and production of relative clauses by Mandarin-speaking children with and without developmental language disorder. *Brain and Language*.
 107. Hu, S., Guasti M. T., Ren, L., Wang, Y., & Wang, J. (submitted) Comprehension of relative clauses in Chinese dyslexic children with and without attention-deficit/hyperactivity disorder. *First Language*.
 108. Dal Farra, C.*, Silleresi, S.*, Alexiadou, A., Sauerland, U., & Guasti, M.T. (submitted). "The uses of clitic *si* in Child Italian". In *Isogloss*.
 109. Dal Farra, C.*, Gonzalez, A.*, Silleresi, S.*, Carioti, D., & Guasti, M.T. (submitted). *Si e no*: How Italian children and adults answer positive and negative polar questions. in *Language Acquisition*
 110. Lobina, D. J., Bulf, H., Guasti, M. T. (submitted) The comprehension of conjunction and disjunction by Toddlers. *Journal of child language*.
 111. Mornati, G., M.T. Guasti, P., Brusini, C. Cantiani (submitted) Electrophysiological correlated of article-Noun gender agreement: A comparison between biological and formal gender in Italian adults and 2-year-old toddlers.

In prep. Or under review

1. Silleresi, S.*, Bassi, I., Bimpeh, A.A., Driemel, I., Ilori, J.F., Nuworsu, A., Nweya, G. & Guasti, M.T. (in prep). "Pronoun preferences unmasked. An Experimental Study on the Interpretation of Logophoric and Ordinary Pronouns in Ewe, Igbo and Yoruba". In *Language*.
2. Silleresi, S.*, Dal Farra, C.*, Martin, F., Nie, Y., Alexiadou, A., & Guasti, M. T. "Argument structure encoding and agent bias in child Italian".
3. Saponaro, C., Carioti, D., Guasti M. T. (in prep) Comprehension and production of distributive and collective expressions
4. Raminelli, L. Carioti, D., Guasti M. T. (in prep) Comprehension of negative indefinites in Italian
5. Taha, J., Stucchi, N., Granocchio, E. Sarti, D., Olivieri, I., Guasti, M. T. (in prep.) Language and rhythm may be impaired in mono and dual language children with reading difficulties.
6. Taha, J. Gyorgy, D. Guasti, M. T., Franck, J. (in prep.) Rhythmic priming during language processing in dual language children.
7. Stucchi N., Attardo L., Carioti D., Guasti, M. T. (in prep) Improvising is enhanced by improvising: A comparison between jazz and classical musicians
8. Mornati, G. Arosio, F. Cantiani, C. Guasti, M.T. (in prep) A computerised test for the production of third-person direct object clitics: a normative study on a sample of Italian children from 3 to 11 years old.

Book chapters

1. Guasti M.T. (1991) La struttura interna del sintagma aggettivale (The internal structure of the adjectival phrase). In L. Renzi & P. Salvi (eds) *Grande grammatica italiana di consultazione*. Vol 2, pp.321-337, Bologna:Il Mulino.
2. Guasti, M.T. & D. Ricca (1992) Compendio di grammatica (Grammar Compendium). In F. Palazzi & G. Folena (eds) *Dizionario della Lingua Italiana*, pp. 1997-2015,

Loescher:Torino.

3. Cardinaletti A. & M.T. Guasti (1995) Small clauses: Some controversies and issues of acquisition. In A. Cardinaletti & M.T. Guasti (eds) *Small Clauses*, pp.1-23, San Diego: Academic Press.
4. Guasti, M. T. (1996) Acquisition of Italian interrogatives. In H. Clahsen (ed) *Generative perspectives on language acquisition*, pp. 241-269, Amsterdam and Philadelphia: John Benjamin.
5. Guasti M. T. (1996) A Cross-Linguistic Study of Romance and Arbëresh Causatives. In A. Belletti & L. Rizzi (eds), *Parameters and Functional Heads*, pp. 209-238, New York:Oxford University Press.
6. Guasti, M. T. (1996) Aspetti della sintassi dell'italiano (Some aspects of the syntax of Italian). In L. Haegeman *Manuale di grammatica generativa*, pp.589-639, capitolo aggiunto all'edizione italiana. (New chapter in the Italian version) Milano:Hoepli.
7. Nespor, M., M.T. Guasti, A. Christophe (1996) Selecting word order: The rhythmic activation principle. In U. Kleinhenz (ed) *Interfaces in Phonology*, pp.1-26, Berlino:Academic Verlag.
8. Guasti, M. T. (1997) Romance causatives. In Haegeman (ed) *New comparative syntax*, pp.124-144, New York:Addison Wesley Longman Inc.
9. Guasti, M. T. & M. Nespor (1999) Is syntax phonology free? In R. Kager & W. Zonneveld (eds) *Phrasal phonology*, pp. 73-97, Nijmegen:Nijmegen University Press.
10. Guasti, M. T. M. Nespor, A. Christophe, B. van Oyen (2000) Pre-lexical setting of the head-complement parameter through prosody. In J. Weissenborn and B. Hoehle (eds) *Approaches to Bootstrapping*, vol.2, pp. 231-248, Amsterdam and Philadelphia: John Benjamin.
11. Guasti, M. T. (2000) An excursion into interrogatives in early English and Italian. In M. A. Friedeman & L. Rizzi (eds) *The acquisition of syntax*, pp.105-128, Singapore:Pearson Education Limited.
12. Guasti, M. T. & A. Moro (2001) Romance causatives and dynamic antisymmetry. In G. Cinque & P. Salvi (eds) *Current studies in Italian Linguistics. Essays offered to Lorenzo Renzi*, pp. 173-188, Amsterdam, Elsevier North Holland.
13. Guasti, M. T. & L. Rizzi (2002) Agreement and tense as distinctive syntactic positions. Evidence from acquisition. In G. Cinque (ed) *Functional structure in DP and IP: The Cartography of Syntactic Structures*, vol. 1, pp.167-194 New York:Oxford University Press.
14. Chierchia, G. M. T. Guasti, A. Gualmini, L. Meroni, S. Crain e F. Foppolo (2004) Semantic and pragmatic competence in children and adults' comprehension of "or". In I. Noveck e D. Sperber (eds) *Experimental pragmatics*, pp. 283-300. New York:Palgrave Macmillian.
15. Guasti, M. T. (2005) Analytic causatives. In M. Everaert & H. van Riemsdijk *The Blackwell Companion to Syntax*. Oxford:Blackwell.
16. Guasti, M. T. (2005) Determinazione del valore dei parametri attraverso la prosodia: l'ipotesi di bootstrapping fonologico (Parameter setting through prosody: the phonological bootstrapping hypothesis). In N. Grandi (ed) *Morfologia e dintorni. Studi di linguistica tipologica e acquisizionale*. (Morphology and more. Typological and acquisition studies) pp. Milano:Franco Angeli.
17. Caprin, C. & M. T. Guasti (2006) A cross-sectional study on the use of "be" in early Italian. In Torrens, V., Escobar, L. *The Acquisition of Syntax in Romance Languages*, pp. 117-133. Amsterdam: John Benjamins.
18. Guasti, M. T. (2009) Universal grammar approaches to language acquisition. S. Foster Cohen (ed) *Advances in language acquisition*. New York:Palgrave Macmillian.
19. Arosio, F., Adani, F. e Guasti M.T. (2009) Grammatical features in the comprehension of Italian Relative Clauses by children. In A. Gavarrò et al. *Merging Features: Computation, Interpretation and Acquisition*, pp. 138-155. Oxford University Press.

20. Guasti, M. T. (2011) Der Erstspracherwerb (The first language). In S. Buttarone *Wie Sprache Funktioniert?* pp. 159-208. Schneider Verlag Hohengehren, Baltmannsweiler.
21. Checchetto, A.; Cecchetto C; Geraci, C.; Guasti MT; Zucchi (2011) Una varietà molto speciale : la LIST (lingua dei segni italiana tattile) (A very special variety: LIST; the Tactile Italian Sign Language). In Cardinaletti, A., Cecchetto, C., Donati, C. *Grammatica, Lessico e dimensioni di variazione nella LIS*, pp.207-235. Milano:Franco Angeli.
22. Guasti, M.T. (2013) Acquisition of Syntax. In Luraghi S. & Parodi, C. (eds) *Bloomsbury Companion to Syntax*. pp. 389-402. London, New York, Continuum ISBN: HB: 978-1-4411-2460-9
23. Guasti M. T. (2013) Locality and interference in the formation of object questions: a grammar through processing view. In Aboh, E., Guasti, M.T., Roberts, (eds) *I. Locality and Minimality*, pp. 223-253. Oxford University Press.
24. Foppolo, F., Panzeri, F. & Guasti, M. T. (2013) Acquisition meets comparison: Acquisition of gradable adjectives. In Caponigro, I. & Cecchetto, C. (eds) *From Grammar to Meaning*, pp 266-293. Cambridge, UK:Cambridge University Press.
25. Guasti, M.T. (2013) AGREEMENT in the production of subject and object wh-questions. In L. Cheng & N. Corver (eds). *Diagnosing in Syntax*, pp. 295-313. Oxford:Oxford University Press.
26. Guasti, M.T., Matushansky, O.(2013) Diagnosing Agreement. In L. Cheng & N. Corver (eds). *Diagnosing in Syntax*, pp.234-338. Oxford:Oxford University Press.
27. Zachou, A., Partesana, E., Tenca, E., Guasti, M. T. (2013). Production and Comprehension of Direct Object Clitics and Definite Articles by Italian Children with Developmental Dyslexia. In S. Stavrakaki, M. Lalioti and P. Kostantinopoulou (eds) *Advances in Language Acquisition*. pp. 464-471. Newcastle upon Tyne: Cambridge Scholar Press.
28. Guasti, M.T., (2013) Oral skills deficit in children with Developmental Dyslexia. In S. Stavrakaki, M. Lalioti and P. Kostantinopoulou (eds) *Advances in Language Acquisition*. pp. 416-424. Newcastle upon Tyne: Cambridge Scholar Press.
29. Guasti, M. T. (2016) First language acquisition. In Roberts, I. *Oxford Handbook of Universal Grammar*, Oxford University Press
30. Guasti M.T. (2016) Voice alternation. In Lidz, J., Snyder, W., & Pater, J. (eds.) *The Oxford Handbook of Developmental Linguistics*. Oxford University Press.
31. Guasti, M.T., Branchini, C., Vernice, M., Barbieri, L. & Arosio, F (2015) Language disorders in children with developmental dyslexia. In Stavrakaki, S. (ed) *Advances in research on Specific Language Impairment* John Benjamins.
32. Guasti, M. T. (2017) Analytic causatives. In M. Everaert & H. van Riemsdijk *The Blackwell Companion to Syntax*. Oxford: Blackwell. 2nd edition.
33. Pagliarini, E. & M. T. Guasti (2017) Which and how many questions in the acquisition of Italian. In E. Di Domenico *Syntactic Complexity*. Newcastle Upon Tyne: Cambridge Scholar Press.
34. Borghese, N. A., Palmiotto, C., Essenziale, J. Mainetti, R., Granocchi, E., Molteni, D., Sarti, D. Guasti, M. T., Stucchi, N., Pedrocchi, A. & Ferrante, S. (2017) Assessment of exergames as treatment and prevention of dysgraphia. In Ibañez et al. (eds.) *Converging clinical and engineering research on neurorehabilitation II*. Biosystems & Biorobotics 15, Springer. DOI10.1007/978-3-319-46669-9_72.
35. Guasti, M. T., Délage, H., Durrleman, S. (in press) Syntactic awareness of clitic pronouns and articles in French-speaking children with autism, specific language impairment and developmental dyslexia. In Gavarrò (ed.) *On the Acquisition of the Syntax of Romance*. Amsterdam: John Benjamins.
36. Guasti, M. T. & Costa, F. (2019) Lo sviluppo morfosintattico nel bambino che impara una seconda lingua. In Levorato, C. & A. Marini (eds), *Il bilinguismo in età evolutiva*. Erikson: Trento.

37. Guasti, M. T. (2019) Some thoughts of the early Dutch null subject. In M. Bağrıaçık, A. Breitbarth, and K. De Clercq (eds.) Mapping Linguistic Data, Ghent University Academic Bibliography.
38. Vona F., Silleresi, S., Beccaluva E., Garzotto F. (2020). "Social MatchUP: Collaborative Games in Wearable Virtual Reality for Persons with Neurodevelopmental Disorders". In: Ma M., Fletcher B., Göbel S., Baalsrud Hauge J., Marsh T. (eds) Serious Games. JCSG 2020. Springer, Cham. https://doi.org/10.1007/978-3-030-61814-8_4
39. Vender, M., Guasti, M. T. (2020) L'apprendimento della letto-scrittura nei bambini con italiano L2. In Bidese, E., J. Casalicchi & M. C. Moroni (eds). La linguistica vista dalle Alpi. Linguistic views from the Alps. Teoria, lessicografia e multilinguismo. Language Theory, Lexicography and Multilingualism Studi. Peter Lang. ISBN 978-3-631-79646-8
40. Bosch, J., Chailleux, M. Yee, J., Guasti, M.T., Arosio, F. (2022) Prediction on the basis of gender and number in Mandarin-Italian bilingual children. In Ayon, D. (ed) The Acquisition of gender. John Benjamin Publishing Company.
41. Guasti, M. T., Pagliarini E., Durrleman, S. (2021) The Acquisition of disjunction under negation and recursive *ni* in French. In Avram, L., Sevcenco, A., Tomescu V. (eds) *L1 Acquisition and L2 Learning. The view from Romance*. John Benjamin Publishing Company.
42. Samo, G., Zhao, Y., M. T. Guasti, Utunen, H., Stucke, O., Gamhewage, G. (2021) Could linguistic complexity be automatically evaluated? A multilingual study on WHO's Emergency Learning Platform. In J. Mantas et al. (Eds.) *Informatics and Technology in Clinical Care and Public Health*. IOS Press, Open access.
43. Taha J. and Guasti, M. T. (2024) Don't fall for it! Multilingualism is not a risk factor for dyslexia. In Franck, J., Falloppa, F. and Marinis T. (eds) *Miths and Facts about multilingualism*. New York, Paris: CALEC TBR books.
44. Guasti, M. T., Pagliarini E. (2025) Universal and Language specific properties of Language. A view from Language Acquisition. In Barbiers, S., Corvert, N., & Polinsky M. *The Cambridge Handbook of Comparative Syntax*. Cambridge, CUP.

Articles in Proceedings

1. Guasti, M. T. (1989), Romance Infinitive Complements of Perception Verbs. In P. Branigan & al. (eds) *MIT Working Papers*. Vol. 11, pp. 31-45, MIT, Cambridge, Mass.
2. Guasti, M. T. (1992) The Role of Tense in Perceptual Reports. In E. Fava (eds). *Proceeding of the XVII Meeting of Generative Grammar*, pp. 234-247, Torino:Rosenberg & Sellier.
3. Guasti, M. T. (1990) The 'Faire-Par' Construction in Romance and in Germanic. In A. L. Halpern (ed) *Proceeding of the West Coast Conference in Formal Linguistics*, pp. 205-218, Stanford:CLSI.
4. Cardinaletti, A. & Guasti, M.T. (1992) Epistemic Small Clauses and Null Subjects. In G. F. Westphal, A. Benjamin, H.-R. Chae (eds), *Proceeding of VII Eastern States Conference of Linguistics 1991*, pp. 23-33, Ohio State University Press.
5. Guasti, M.T., R. Thornton, K. Wexler (1995) Negation in Children's questions: The case of English. In D. MacLaughlin & S. McEwen (eds) *Proceedings of the 19 Boston University Conference on Language Development*. Vol.1, pp. 228-239, Somerville:Cascadilla Press.
6. Christophe, A., M. Nespore and M.-T. Guasti (1995) The role of prosody in language acquisition. *Proceedings of the Meeting of European Neuroscience*. Amsterdam.
7. Guasti, M. T. & L. Rizzi (1996) Null Aux and the acquisition of residual V2. In A. Stringfellow, D. Cahana-Amitay, E. Hughes & A. Zukowski (eds) *Proceedings of the 20 Boston University Conference on Language Development*, vol.1, pp. 284-295, Somerville:Cascadilla Press.
8. Chierchia, G. , S. Crain, M.T. Guasti, R. Thornton (1999) "Some" and "or": studies on the

- emergence of logical form. In A. Greenhill, H. M Hughes, H. Littlefield & H. Walsh(eds) *Proceedings of the 22nd Boston University Conference on Language Development*. Vol. 1, pp. 97-108, Cascadilla Press, Somerville.
9. Chierchia, S. Crain, M. T. Guasti, A. Gualmini and L. Meroni (2001) The Acquisition of Disjunction: Evidence for a Grammatical View of Scalar Implicatures. In A. H.-J. Do, L. Dominguez & A. Johansen (eds) *Proceedings of the 25th Annual Boston University Conference on Language Development*, vol.1, pp. 157-168, Somerville:Cascadilla Press.
 10. Gualmini, A. S. Crain, L. Meroni, G. Chierchia and M. T. Guasti, (2001) At the Semantics/Pragmatics Interface in Child Language. In R. Hastings, B. Jackson & Z. Zvolensky (eds) *Proceedings of Semantics and Linguistic Theory* vol.11, pp. 231-247, Ithaca, NY: Cornell University.
 11. Guasti, M. T., G. Chierchia, S. Crain, A. Gualmini and L. Meroni (2001) Children's semantic and pragmatic competence in interaction. *Proceedings of the GALA 2001*, pp. 12-18, Lisbona, Società di Linguistica Portoghese.
 12. Guasti, M. T. e A. Gavarrò (2003) Catalan as a Test for Hypotheses Concerning Article Omission. In B. Beachley, A. Brown & F. Conlin (eds) *Proceedings of the 27th Boston Conference on language development*, vol.1, pp. 288-298, Somerville:Cascadilla Press.
 13. Caprin, C. M.T. Guasti, F. Foppolo, G. Scazzola, D. Varin (2002). Omissioni e regolarità all'interno del sintagma nominale. (Omissions and regularities in nominal phrases). In *Atti del XVI Congresso Nazionale AIP - Sezione di Psicologia dello Sviluppo- Rimini-Bellaria*.
 14. Varin, D. C. Caprin, M.T. Guasti (2002). Esperienza di asilo nido e sviluppo di alcune competenze lessicali e sintattiche (Kindergarten experience and the developmental of some lexical and syntactic competencies). In *Atti del XVI Congresso Nazionale AIP - Sezione di Psicologia dello Sviluppo Rimini-Bellaria*.
 15. Guasti, M. T. (2003) How parameters are set early and the order of setting. In Y. Otsu *Proceeding of the Fourth Tokio Conference in Psycolinguistics*, pp. 23-58, Tokio:Hituzi Syobo.
 16. Guasti, M.T., Foppolo, F., Luzzatti, C.G., & Caprin, C. (2004). The privilege of first position in agrammatism, child language acquisition and headlines. In *Science of Aphasia 5. Cross Linguistic Aspects of Aphasia*. Pp 21-22.
 17. Guasti, M. T. A. Gavarrò, J. De Lange e C. Caprin (2004) Article Omission: across Child Languages and across Special Registers. In J. van Kampen & S. Baauw (eds) *Proceedings of GALA 2003*, Utrecht: LOT.
 18. Foppolo, F. & M. T. Guasti (2005) Scalar Implicatures in children: failures or skilful strategies? *Proceedings of NELS*, 35, GLSA, Amherst, MA.
 19. Lorusso, P., C. Caprin & M. T. Guasti (2005) Overt Subject Distribution in Early Italian Children. *Supplement Proceedings of Boston University Conference on Language Development*. <http://www.bu.edu/linguistics/APPLIED/BUCLD>
 20. Foppolo, F. & M. T. Guasti (2005) Children's comprehension of sentences involving scalar items. In L. Brugè, G. Giusti, N. Munaro, W. Schweikert, & G. Turano (eds) *Proceedings of the thirtieth "Incontro di Grammatica Generativa"*. Pp. 13-24. Cafoscarina, Venezia.
 21. Arosio, F., Adani F. e M. T. Guasti (2006) Processing grammatical features by Italian children. *Supplement 30th Proceedings of Boston University Conference on Language Development*. <http://www.bu.edu/linguistics/APPLIED/BUCLD>.
 22. Arosio, F., Adani F. e M. T. Guasti (2007). Children's processing of subject and object relatives in Italian. In A. Belletti, E. Bennati, C. Chesi, E. Di Domenico, I. Ferrari, *Language acquisition and development*. Cambridge Scholars Press/CSP. Newcastle, UK.
 23. De Lange, J., Avrutin, S. & Guasti M.T. (2007) Cross-Linguistic differences in Child and Adult Speech optional omission: A comparison of Dutch and Italian. In A. Belletti, E. Bennati, C. Chesi, E. Di Domenico, I. Ferrari, (eds) *Language acquisition and development*. Cambridge Scholars Press/CSP. Newcastle, UK.

24. Guasti, T., Stavrakaki, S. & Arosio, F. (2008). Number and case in the comprehension of relative clauses. Evidence from Italian and Greek. In A. Gavarro, & M. Joao Freitas (eds.), *Language acquisition and development*. Cambridge, UK: Cambridge Scholars Press/CSP.
25. Guasti, T., Stavrakaki, S. & Arosio, F. (2008). The acquisition of relative clauses in Greek and Italian: A comparative approach. In Ph. Gigopoulos, E. Kasapi & F. Kiskira-Kazandzi (eds.) *Working Papers of the Dept. of Italian Literature and Linguistics*, Aristotle University of Thessaloniki. Thessaloniki: University Studio Press.
26. Caprin, C., Varin, D., & Guasti, M.T. (2009). Early center based care and language development in the third year. In *The British Psychological Society 2009 Annual Developmental Psychology Conference* pp.90-90. Nottingham: Nottingham Trent University.
27. Adani, F., M.T. Guasti, M. Forgiarini, H. K. J. van der Lely (2009) *Comprensione di Relative nei bambini con e senza disturbi specifici del linguaggio: il ruolo del tratto di Numero* (Comprehension of relative clauses in children with and without specific language impairment: the role of number). In Bertinetto, P.M., Bambini, V., & Ricci, I., (eds). *Linguaggio e cervello / Semantica, Atti del XLII Convegno della Società di Linguistica Italiana*. Roma: Bulzoni. Volume 2 (CD ROM).
28. Cantiani, C., Lorusso, M.L., Perego, P., Guasti, M.T. (2009) Correlati elettrofisiologici dell'elaborazione morfosintattica nella dislessia evolutiva (Electrophysiological correlates in developmental dyslexia during the processing of morphosyntax). In Bertinetto, Bambini, Ricci et al. (Eds). *Linguaggio e cervello / Semantica, Atti del XLII Convegno della Società di Linguistica Italiana*. Roma: Bulzoni. Volume 2 (CD ROM).
29. Guasti, M.T. Branchini, C. Arosio, F., (2010) "The role of agreement in the production of Italian subject and object wh-questions". In XXXV Incontro di Grammatica Generativa, Siena online publication at <http://www.ciscl.unisi.it/pubblicazioni.htm>
30. Stavrakaki S., Tasioudi, M. and **Guasti** M.T. (2010) The effect of number and case on relative clause comprehension in specific language impairment. In J. Costa, A. Castro, M. Lobo & F. Pratas (Eds.). *Language Acquisition and Development: Proceedings of GALA 2009*, (pp. 441-452). Cambridge, UK: Cambridge Scholars Press/CSP.
31. Arosio, F., Branchini, C., Forgiarini M., Roncaglione, E., Carravieri E., Tenca E., Guasti M. T. (2010) SLI children's weakness in morphosyntax and pragmatics. In O. Yukio (ed), *The Proceedings of the Tenth Tokyo Conference on Psycholinguistics*, pp. 57-76. Tokyo : Hituzi Syobo Press
32. Cantiani C., Lorusso M. L., Perego P., **Guasti** M.T. (2010) Developmental Dyslexia: ERP correlates of anomalous morphosyntactic processing. In O. Yukio (ed), *The Proceedings of the Tenth Tokyo Conference on Psycholinguistics*, pp. 77-95. Tokyo : Hituzi Syobo Press
33. Cantiani C., Lorusso M. L., Perego P., **Guasti** M.T. (2011) ERP correlates of anomalous morphosyntactic processing in adults and children with developmental dyslexia. *Supplement 34th Proceedings of Boston University Conference on Language Development*. <http://www.bu.edu/linguistics/APPLIED/BUCLD>.
34. Cantiani, C., **Guasti** M.T., Perego P. & Lorusso M. L. (2012) Impaired inflexional morphology in children with developmental dyslexia: Converging evidence from behavioral and electrophysiological measures. *Proceedings of 35 Boston University Conference on Language Development*. Cascadilla Press, Somerville, MA.
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.

1. 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.
2. Hu S. & M. T. Guasti (2017) Complexity in the acquisition of relative clauses: Evidence from sequential Mandarin-Italian bilingual children. In *GALA2015 Proceedings*.
3. 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>
4. Torelli E., Shemy I.E., Silleresi, S., Moskwa L., Cosentino G. & Garzotto F. (2020). "Do You Speak Holo? A Mixed Reality Application for Foreign Language Learning in Children with Language Disorders". In *2020 IEEE Conference on Virtual Reality and 3D User Interfaces Abstracts and Work-shops (VRW)*, Atlanta, GA, USA, pp. 609-610. <https://doi.org/10.1109/VRW50115.2020.00155>
5. Spitale, M., Silleresi, S., Leonardi, G., Arosio, F., Giustolisi, B., Guasti, MT. & Garzotto, F. (2021). "Design Patterns of Technology-based Therapeutic Activities for Children with Language Impairments: A Psycholinguistic-Driven Approach". In *CHI Conference on Human Factors in Computing Systems Short paper (CHI '21)*, May 8–13 2021, Yokohama, Japan. ACM, New York, NY, USA. <https://doi.org/10.1145/3411763.3451775>.
6. 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.
7. 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.
8. Silleresi, S., Bassi, I., Bimpeh, A. A., Driemel, I., Nuworsu, A., & Guasti, M. T. (2024). The interpretation of logophoric and ordinary pronouns in Ewe: an experimental study. In *Proceedings of the Amsterdam Colloquium* (pp. 344-350).

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

Guasti, M. T. (2025) Wh-questions in in situ languages. Workshop della Fondazione Marica De Vincenzi, Roma.

Guasti, M. T. (2025) Dyslexie comme fenêtre pour étudier l'anticipation dans le langage oral et écrit. University of Geneva.

Guasti, M. T. (2024) What cross-linguistic language acquisition can contribute. SAFAL 2024 The South Asian Forum on the Acquisition and Processing of Language Indian Institute of Technology Bombay

Guasti, M. T. (2024) Acquisition of Reference. University of Siena.

Guasti, M. T. (2023) Issues in Language acquisition. Summer school University of Tblisi.

Guasti, M. T. (2023) Strutture concettuali e acquisizione del linguaggio. Conferenza Forma Mentis. Università di Pisa.

Guasti, M. T. (2023) "Acquiring language within the meaning first perspective" at the workshop "Meaning First and Language Acquisition" at CreteLing Summer School of Linguistics, University of Crete, Greece.

Guasti, M. T. (2023) “Language Acquisition within Meaning First” at the University of Konstanz.

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

Autorizzo il trattamento dei dati personali contenuti nel curriculum vitae ai sensi dell'art. 13 GDPR 679/16.

I authorize the processing of personal data contained in the curriculum vitae pursuant to art. 13 GDPR 679/16.