

## **SCIENTIFIC AND PROFESSIONAL CURRICULUM**

**RITA CERSOSIMO**

### **CURRENT POSITION**

- November 2023 - November 2024: Post-doc researcher, Laboratory of Language and Cognition, DAFIST, University of Genoa.

### **EDUCATION**

- November 2020 - May 2024 (expected): Ph.D. in Languages, Cultures, and Digital Technologies. Department of Languages and Modern Cultures, University of Genoa.
- October 2018 - July 2020: Master's degree in modern Languages. Department of Languages and Modern Cultures, University of Genoa.
- October 2015 - July 2018: Bachelor's degree in modern Languages and Cultures. Department of Languages and Modern Cultures, University of Genoa.
- September 2010 - July 2015: G.P. Vieusseux Scientific High School, Imperia.

### **POSITIONS HELD IN THE ACADEMIC FIELD**

- Academic Year 2023/2024: Lecturer of "Language and Communication", Department of Education, University of Genoa.
- Academic Year 2023/2024: Educational tutor for the course "Glottology and Linguistics" for non-native speakers of Italian, Department of Languages, University of Genoa.
- Academic Years 2021/2022, 2022/2023, 2023/2024: Teaching support in the course "French Language I" activities to enhance linguistic and research skills, University of Genoa.

- Academic Year 2021/2022: Teaching support in the course “Linguistics and Philosophy”, workshops on phonetics and syntax, University of Genoa.
- Academic Year 2021/2022: Instructor in the CLIL course for teachers, workshops on the accessibility of language education, University of Genoa.
- Academic Year 2020/2021: Lecturer of English language, UNITE, University of Genoa.

#### STAYS AT FOREIGN UNIVERSITIES

- April - October 2022: Visiting PhD student at the University of East Anglia, UK, laboratory of Experimental Psychology, Prof. Paul Engelhardt.
- September- December 2017: Erasmus+ stay at the Université Saint-Louis, Brussels.

#### PARTICIPATION IN RESEARCH PROJECTS

- Academic Year 2023/2024 - ongoing: EPITHETS - Explaining Pejoratives In Theoretical and Experimental Terms. Principal Investigator: Filippo Domaneschi.
- Academic Year 2021/2022 - ongoing: University Students with Specific Learning Differences and Disabilities: A practical guide to inclusion, from teaching to exams. Self-learning course for university professors. TIDA-GLIA research group, University of Genoa.
- Academic Year 2020/2021 - ongoing: TE.L.E.MA.CO. Project (Test of Logic, Mathematics and Verbal Comprehension). Development of literacy competence assessment tests for University of Genoa freshmen and an online recovery program.

#### SCIENTIFIC PRODUCTION

- **Main research interests:** Main research interests: comprehension and processing of figurative language in adults with dyslexia (cf. [1], [2], [3]); fake news and hate speech (cf. [5]); technologies and tools for language learning (cf. [4], [6], [7], [9], [10], [11], [14], [15]); assessment of language skills (cf. [8], [9], [13]).

- **Currently under review:**

1. Cersosimo R., Domaneschi F., Cancer A. Understanding metaphors in academic texts: insights from university students with and without dyslexia.
2. Cersosimo R., Domaneschi F., Al-Azary H.; Automatic Metaphor Processing in Developmental Dyslexia.
3. Cersosimo R., Engelhardt P.E., Domaneschi F.; Novel metaphor processing in dyslexia: Evidence from a visual world eye-tracking study.
4. Cersosimo, R., Pennazio, V. The effects of VR, AI and robotics on children's attitudes towards English language learning: an inclusive intervention.

- **Publications:**

5. Cersosimo R., Gattiglia N., Lombardi G. (2023). Come il linguista (in ognuno di noi) disinnesci le fake news: un percorso didattico di avvicinamento alla Linguistica per le scuole secondarie di secondo grado. In Caruso V. e Maffia M., *Vecchie e nuove forme di comunicazione diseguale: canali, strutture e modelli*, Milano: Studi AIItLA, pp. 323-340.
6. Cersosimo R. (2023). Increasing inclusion and engagement in foreign language learning: a pilot study with Multilingual Digital Storytelling and Virtual Reality. *Instructed Second Language Acquisition*.
7. Cersosimo R. (2023). Le tecnologie per apprendere le lingue come strumenti di empowerment per gli studenti con DSA. *Nuova Secondaria Ricerca*, anno XXI, 2, 10/2023.
8. Cersosimo, R.; Santini, L. (2023). "Standard e 'requisiti minimi' di competenza della lingua inglese. Il Progetto Inglese all'interno delle lauree triennali all'Università di Genova". *ELLE*, 12(2), 1-24. 10.30687/ELLE/2280-6792/2023/02/007

9. Lombardi G., Pagnan R., Cersosimo R., Torrente M.L. (2023). PER.S.E.O.: analisi dell'efficacia di un percorso in autoformazione per l'assolvimento degli Obblighi Formativi Aggiuntivi. *Quaderni del GLIA*, Genova.
10. Cersosimo R., Staggini G. (2023). La multimodalità per la didattica inclusiva: l'esperienza di un corso di lingua inglese in Realtà Virtuale per bambini con BES. *La visualità all'intersezione delle discipline umanistiche e tecnologiche. Atti del 2° incontro ciVIS*.
11. Cersosimo, R., Pennazio, V. (2022). "L'inglese tra tecnologie ed emozioni": un percorso inclusivo di avvicinamento alla lingua inglese con elementi di robotica, intelligenza artificiale e realtà virtuale. *Lend – Lingua e Nuova Didattica*. 4/2022.
12. Cersosimo R., (2022). I manuali di lingua francese per la scuola secondaria di I grado: un'indagine sull'accessibilità per gli studenti con DSA. *SeLM, Scuola e Lingue Moderne*. 2/2022.
13. Giaufret A., Torsani S., Fedriani C., Cersosimo R., Lombardi G., Pagano A. (2022). RECOFA UniGe: Un protocollo per il recupero delle competenze di lettura in italiano lingua di studio. *AICLU: atti del convegno*.
14. Cersosimo R., Pagano A., Lombardi G. (2022). Bare conductive Ink as a tool to teach pupils new vocabulary. *Proceedings IEEE MELECON 2022*.
15. Staggini G., Cersosimo R. (2021). VR-ISLAND: Virtual Reality, Inclusion and Special Language Needs. In *CHIItaly 2021: 14<sup>th</sup> Biannual Conference of the Italian SIGCHI Chapter (CHIItaly '21)*. Association for Computing Machinery, New York, Article 38, 1-2.

#### **CONFERENCE COMMUNICATIONS**

- Cersosimo R., Cancer A. (2023). "La comprensione delle metafore nei testi accademici da parte degli studenti universitari con dislessia". XXXI Congresso AIRIPA, Università di Foggia.

- Cersosimo R., Engelhardt P., Domaneschi F. (2023). “Metaphor comprehension in developmental dyslexia: an eye-tracking study”. 18th International Pragmatics Conference (IPrA), Université Libre de Bruxelles (ULB).
- Cersosimo R., Rossi, M., Al Azary A. (2023). “Is metaphor an inclusive device in educational discourse?”. 16th RaAM Conference, Universidad Autónoma de Madrid and Universidad de Alcalá.
- Cersosimo R. (2023). “Metaphor processing in dyslexia: weakness or strength?”. Poster. 4th iWORDD - International Workshop on Reading and Developmental Dyslexia. Basque Center on Cognition, Brain and Language (BCBL).
- Cersosimo R. (2022). “I manuali di lingua francese nella scuola secondaria di I grado: analisi dell’accessibilità e del gradimento da parte degli studenti con DSA e dei loro docenti”, Convegno Nazionale GISCEL, Palermo.
- Cersosimo R. (2022). “La comprensione delle metafore negli adulti con dislessia”, XXX Congresso AIRIPA, Università di Padova.
- Cersosimo R., Lombardi G., Torrente M.L., Pagnan R. (2022). “Observing the effectiveness of PER.S.E.O, a distance remedial course for the key-competences to enroll in university”, HELMeTO 4th International Conference on Higher Education Learning Methodologies and Technologies Online.
- Lombardi G., Cersosimo R., Gattiglia N. (2022). “La complessità desiderata. La linguistica per il pensiero critico contro la disinformazione sul web”, Congresso AIItLA 2022, Università degli Studi di Napoli Federico II.
- Cersosimo R., Staggini G. (2022). “Inclusive language teaching and technologies”, Social and Cultural aspects of European Studies, Jean Monet Chair of the University of Russia, Moscow.
- Lombardi G., Pagano A., Cersosimo R. (2021). “Italian language skills workshops in 2019 and 2020: when an unexpected online readaptation brings a successful outcome”, ILTAL

2021, The 2nd International Conference on Language Teaching and Learning 2021, Hong Kong University.

- Lombardi G., Pagano A., Cersosimo R. (2021). “Integration and adaptation in higher-education foreign students: a case study”, AMLI 2021, University of Sussex.
- Lombardi G., Pagano A., Cersosimo R. (2020). “Test delle Competenze Linguistiche nel 2019 e nel 2020: quale riadattamento?”, Crisi, fratture, cambiamenti - Riflessi letterari, culturali e linguistici, Università di Genova.

### **CONFERENCES ORGANIZATION**

- “EXPRESSIVES - Theoretical and Experimental approaches to the Expressive Content”, XPRAG 2022 (Pre-Conference Workshop Committee), Università di Genova.

### **COURSES AND SUMMER SCHOOL**

- May 2023 – “Using the Tobii eye-tracker”, Dr. Camilo Rodriguez Ronderos.
- September 2022 - “Methods in Language Sciences - Introduction to Linear Mixed Modelling”, Prof. Shravan Vasishth, Ghent University.
- July 2022 - “Modern approaches to the assessment of language impairments”, Prof. Dörte de Kok, LOT Summer School, Center for Language and Cognition, University of Groningen.
- July 2022 - “Experimental Pragmatics”, Prof. Franziska Koder, LOT Summer School, Center for Language and Cognition, University of Groningen.
- July 2022 - “Research design for Experimental Linguistics”, Prof. Hugo Quené, Utrecht University.
- June 2021 - “Dyslexia in the EFL Classroom”, Prof. John Hird, University of Oxford.

## **AWARDS**

- “Young Researcher Award”. Figurative Thought and Language 7th Conference. 2023.
- “Prize Adriano Colombo” for young researchers. Conference GISCEL, Società di Linguistica Italiana (SLI). 2022.
- “Best poster award for assessment”, XXX AIRIPA Conference. 2022.
- “IRIS Award” - Highest performance of the first year of the course of Modern Languages and Cultures, University of Genoa. 2017.

## **LANGUAGE SKILLS**

- English language: C2 level (comprehension and production)
- French language: C1 level (comprehension and production)
- Spanish language: level A2 (comprehension and production)

## **TECHNICAL AND PROGRAMMING SKILLS**

- Statistical analysis (basic statistics and mixed models): R-Studio; Jamovi.
- Eye-tracking: EyeLink 1000; Tobii Pro X3-120; Tobii Pro Fusion.
- Experiments construction: Experiment Builder; EyeLink Data Viewer; PsychoPy.