



Metalinguistic Awareness Tests  
in European Languages



“MATEL”

(Metalinguistic Awareness Tests  
in European Languages)

Project number 543277-LLP-1-2013-1-IT-KA2-KA2MP

KICK-OFF MEETING CONFERENCE

*University of Rome “SAPIENZA”*

*18 January 2014*

# **I. BACKGROUND AND AIMS OF THE PROJECT**

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# I. BACKGROUND AND AIMS OF THE PROJECT

- **The concept of “Metalinguistic awareness” and its social, scientific and educational implications.**
- Language awareness is involved in a plurality of everyday activities that are relevant to our social needs.
- Every time we need to go beyond (the prefix “meta” means “beyond”) our intuitive understanding of verbal messages,
- check whether our comprehension of political or financial news, of medical or technological information is correct or not,
- we must analyze forms and meanings.
- Reflecting upon the relationships between form and content, which constitutes the essence of metalinguistic operations, forces the individual to reflect also upon the consistency of the content that linguistic messages vehicle.

- Therefore, metalinguistic awareness, itself a metacognitive activity centered upon the structures of language, is a privileged tool for metacognitive activities, that are centered on the informational contents of language.

Extensive research carried out since the 1960s showed that:

- a) Bilingual individuals, especially when raised as simultaneous, show advantages in the analytical processing of linguistic structures as well as in some types of nonverbal cognitive tasks (Bialystok 1991, 2000, 2005; Friesen, Bialystok 2012).

- b) When confronted with a third language, and in general with additional languages, bilinguals tend to cope with linguistic novelties in a quicker and more successful way than monolinguals.
- Namely, bilinguals elaborate heuristic strategies that are clearly metalinguistic in nature, based on spontaneous contrastive analysis between the languages they already know and those they do not master yet (Jessner 2006).

- c) In monolinguals, high levels of metalinguistic awareness are predictive of learning abilities of additional languages (Lasagabaster 1997, 2000; Perales & Cenoz 2002) and strongly correlate with argumentative abilities (Pinto, Iliceto, Melogno 2012).
- On these assumptions, we can think that:
- 1) The **assessment** of metalinguistic abilities is a precious resource for predicting achievement in a series of metacognitive abilities, such as study skills in L1, and the learning of additional languages.

- Currently, there exist three major tests of metalinguistic awareness, created and validated by Pinto at the University of Rome, “SAPIENZA” on Italian samples (as *TAM*, Italian acronym for *Test di Abilità Metalinguistiche*. Pinto 1999) for subjects aged 4-6 (*TAM-1*), 9-14 (*TAM-2*) and for adolescents and adults (*TAM-3*).
- All three have been translated into English (as *MAT*, English acronym for *Metalinguistic Ability Test*. Pinto, Titone & Trusso 1999), Spanish (as *THAM*, Spanish acronym for *Tests de Habilidades Metalingüísticas*. Pinto, Titone & Gonzales Gil 2000) and French (as *THAM*, French acronym for *Tests d’Habilités métalinguistiques*. Pinto & El Euch, in preparation).

- These translations provided tools for research in bi/trilingual contexts published by leading scholars in the field of both metalinguistic awareness and multilingualism (Jessner 2006).
- Unfortunately, these English, Spanish and French versions have not been validated yet, which partially limits the interpretation of the results obtained through these tests, due to lack of age norms and other socio-demographic references.

- 2) We can also think that the **empowerment** of metalinguistic abilities in the classroom develops the capability of critically reading different types of linguistic materials, in L1 as well as in additional languages.
- This empowerment can help students creating their study skills whenever language is involved, including foreign or classical languages,
- and it can also stimulate teachers to constantly monitor the metalinguistic consistency of their definitions, explanations and assessments, thus making their teaching conceptually clearer.

- These phenomena come to light especially at the highest levels of educational systems, as in the transition from high school to university, when students must make the most of their study skills for coping with a variety of examinations.
- In the case of institutions offering partially or fully bilingual education these considerations are even amplified because the constant transition from one to the other language of the curriculum requires high flexibility.

- Well developed metalinguistic abilities in both the languages of the curriculum give students more control over such situations and prepare them to cope with further challenging contexts, such as in multilingual European contexts.

## I.2.Aims.

The project aims at:

- **1.2.1.** Providing the scientific and educational community in Europe with a **range of tests for assessing metalinguistic awareness (MLA) in various European languages, devised** on a common scientific basis, and targeted for **Middle school, High school and University** students.

- This first objective is subdivided into two sub-objectives:

**a) Validating** the linguistic versions of the Metalinguistic Ability Tests (MATs: Eng acronym) **already existing**,

namely the French and Spanish THAMs (acronyms of the MATs in these languages) on samples of participants having these languages as L1.

In practice,

- the Spanish THAM-3 will be validated under the supervision of the University of Vitoria Gasteiz on young adults,
- the Spanish THAM-2 under the supervision of the University of Granada on children and preadolescents
- the French THAM-3 under the supervision of the University of Québec à Trois- Rivières (Canada) on young adults.

**b) Translating the MAT-2 and the MAT-3 to German**, under the supervision of the University of Innsbruck, as a basis for future validation.

Some pilot studies are envisaged for an initial evaluation of the impact of the translated tests.

- The second main objective is:

**1.2.1) Creating educational materials for promoting MLA** in European languages, partially at **Middle school level**, and partially at **High school and University** level.

As MLA benefits from in-group discussions where different points of view can be expressed about linguistic judgments, **educational materials** under the form of videos can be developed on the basis of the existing MATs.

- The items of these tests can become the object of metalinguistic analyses argued by students in interaction, under the guidance of a tutor.
- Videos can show the dynamics that take place between participants and generate advances in consciousness.
- To this end, **didactic videos** will be implemented.

These will exploit some of the materials of the tests as a starting point for in-group discussions in the classroom or in small groups of students, under the guidance of a tutor expert in MLA.

Although the Italian team does not need to validate its own TAMs because they are already validated it will contribute a didactic video in Italian language.

- Therefore, in the whole, there will be **3 languages for these videos:** Spanish, French, and Italian.
- Given that a German translation of the tests is still to be implemented as part of the MATEL project itself, it has been thought that the creation of a didactic video based on these tests was premature.
- The prevailing focus of the project is on the High school/University level for reasons already expressed.

- Nevertheless, given the importance of Middle school in the curriculum, one didactic video will be created also for this age range, on the basis of the Spanish THAM-2 that generated a considerable number of developmental and educational studies (See the publications of both the University of Granada and of the Basque Country ).
- In all, there will be **4 videos: 3 based on MAT-3 (Spanish, Italian and French) and 1 on MAT-2 (Spanish).**

## II. THE PARTNERS AND THE TEAMS

- **P1. University of Rome “SAPIENZA”. Dipartimento di Psicologia dei Prcessi di Sviluppo e Socializzazione (DPPSS).**

Principal Investigator: **Prof. Maria Antonietta Pinto.**

- Associate Professor at the University of Rome “SAPIENZA”, she has dealt with metalinguistic issues in the past two decades from multiple perspectives:
- theoretical, developmental, methodological, educational, and clinical
- The three Tests of Metalinguistic Abilities (Italian acronym: TAM) she created, translated to English (Pinto, Titone, Trusso, 1999), Spanish (Pinto, Titone, Gonzales Gil, 1999) and French (Pinto, El Euch, in preparation), have been validated on Italian samples

- (Pinto, Candilera, 2000; Pinto, Candilera, Iliceto, 2003; Pinto, Iliceto, 2007).
- Their application to bilingual and monolingual participants has revealed the metalinguistic benefits of diverse types of bilingual growth, from preschoolers to young adults, in diverse sociocultural contexts, with language pairs of different typologies, in and out of Italy.
- **Collaborators:**
- **Dr. Irene Bracone. PhD**, has developed expertise in the areas of bilingualism and biculturalism in relation with metalinguistic awareness through her doctoral dissertation on Spanish/Italian bilingualism and biculturalism in Argentina.
- She also actively worked as consultant for a LLP Leonardo Da Vinci and a GRUNDTVIG program.

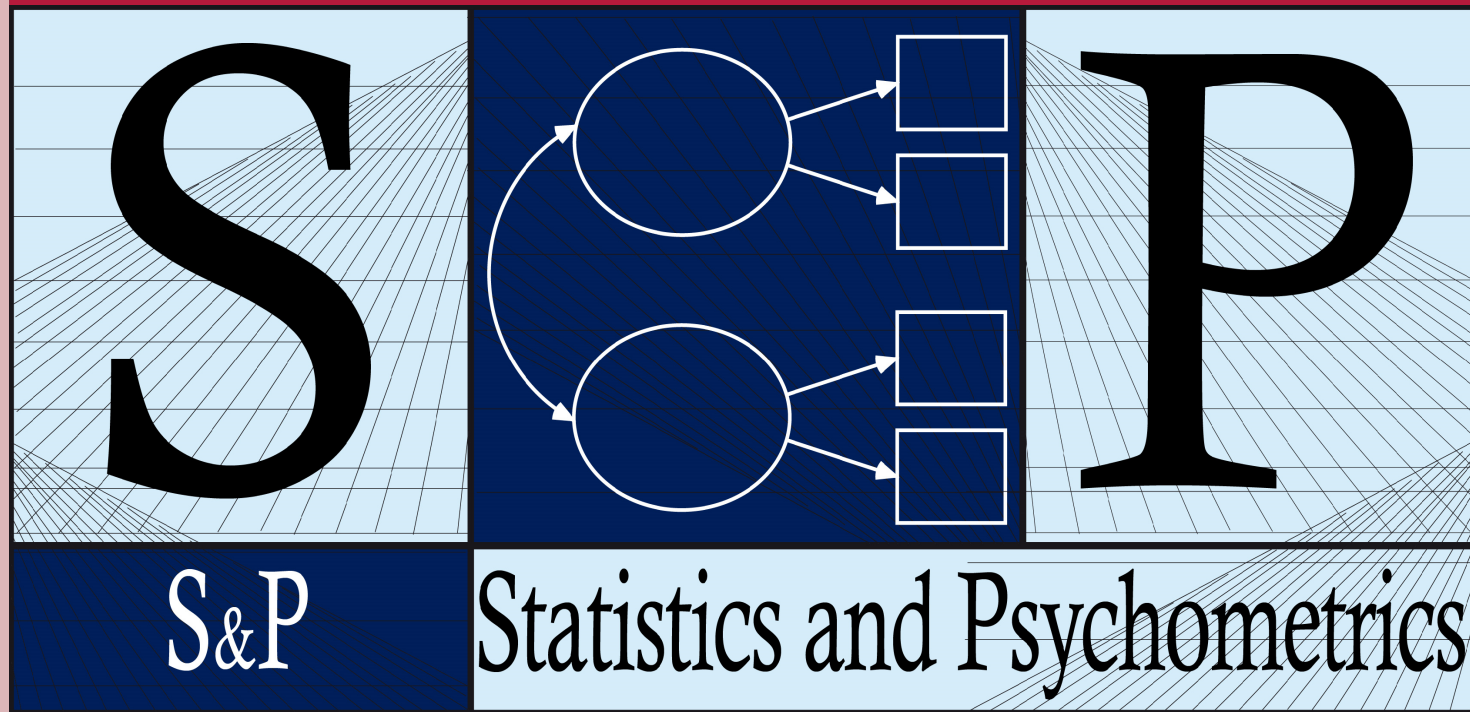
In the project, Dr Bracone will:

- a) help with the **supervision of the administration and coding** of the Spanish **THAM-2 and THAM-3**,
- b) with the creation of a didactic video based on in-group discussion of selected items of the **Italian TAM-3** and with its transposition to a similar video in Spanish.
- **Federica Micale. Graduate in Psychology** with a thesis on the role of in-group discussion for promoting Metalinguistic awareness in young adults (see Ppt Micale)
- In the project, Dr. Micale will help with the creation of a didactic video exploiting differences in levels of metalinguistic awareness (MLA) of young students, as measured by selected items of the Italian TAM-3.

- **KOSMO Strategio Ltd.**
- Kosmo Strategio Ltd. is a company founded in **Edinburgh (UK)** in 2011, whose main activities are:
- Consultancy and technical support in grant writing for European projects;
- EU-project management;
- Training, especially in the field of adult education.
- Kosmo was born in the NGO-sector, but has been constantly widening its action scope through collaborations with other SMEs, schools, universities.
- So far, it has gained wide experience about the Lifelong Learning Programme, achieving successful results in many subprogrammes, such as Grundtvig (both at individual and organisation level), Comenius and Multilateral Projects.

- **Maria Rosaria (Sara) Spano', Ph. D.** and scientific collaborator at the University of Turin, will offer support and consultancy in carrying out the project management during all the project lifetime, thanks to her multifaceted experience as a project consultant and manager in the framework of Lifelong Learning Programme.
- She is formally involved in the coordination of the project as co-manager at the University of Rome " Sapienza".
- **Francesco Maurelli, Ph. D.**, will offer support and consultancy in carrying out the project management during all the project lifetime, thanks to his experience about Lifelong Learning Programme.
- He is also a Researcher and a Project manager at Heriot-Watt University (Edinburgh).

- **P2. Statistics & Psychometrics**  
**Dr. Paolo Illiceto** (See ppt)



CEO: Dr. Paolo Iliceto



Metalinguistic Awareness Tests  
in European Languages

## Role in the project

- 1) To implement the validation of the Spanish THAM-2 and THAM-3, and of the French THAM-3, along the same methodological lines followed for the validation of the equivalent Italian tests, once the data of the validation samples have been collected by the Spanish and the Canadian teams.
- 2) To provide basic statistics for the trials to be accomplished on the German translation of the current Italian TAM-2, and TAM-3, once these translations are made available by the Austrian team.

## Classical Theory of Test

# Methodological lines

To build a measurement tool that can be free from *random* errors (not predictable, varying from subject to subject, and related to multiple factors) and *systematic* errors (predictable and t always operating to the same extent in all subjects), it is necessary to carry out a series of empirical evidences in relation to the following characteristics in order to be considered as a valid measurement tool:

**Reliability** and **Validity**.

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# Methodological lines

## Reliability

The results that testing provides are always about the same on several occasions and in different circumstances.

The raw score obtained by administering the test is then stable and consistent, and the instrument is able to control the many random factors that can change the performance of a subject regarding the actual presence of the attribute.

The test then sensitizes the subject, making him/her responsive **only to the content of the stimuli** offered, and not to external stimuli related to the surrounding environment, or to internal stimuli independent from the test, such as their expectations or their status mood.

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# Methodological lines

## Validity

A test quantifies efficiently the variable for which it is proposed; for example, if the construct corresponds to metalinguistic awareness, the test must provide a raw score that is an expression (though indirect) of this attribute, and not of other similar constructs.

Numerous empirical confirmations are requested to attribute the test various "qualities" related to different aspects of the test.

There are the various forms of validity:

**face, content, convergent, predictive and construct validity**

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# RESEARCH SUGGESTIONS

## 1. Cross-cultural studies

Such kind of study of the variations of a variable takes into account the ways in which the construct is influenced by the the cultural context.

This leads us to two central topics:

- 1) the **diversity of the human behavior** in the world;
  - 2) the attempt to link the **individual behavior** to the **cultural enviroment** in which it occurs.
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# Research Suggestions

## 2. Cross-cultural studies

Of interest in this kind of study is the extent to which the observed scores on psychological measures reflect equivalent constructs across groups.

Hence, we can use multiple-groups SEM (Structural Equation Model) to compare parameters of the measurement models for observed scores, exploring the equivalence of the form of the measurement models across each of our groups.

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# Research Suggestions

## 1. Latent Structures

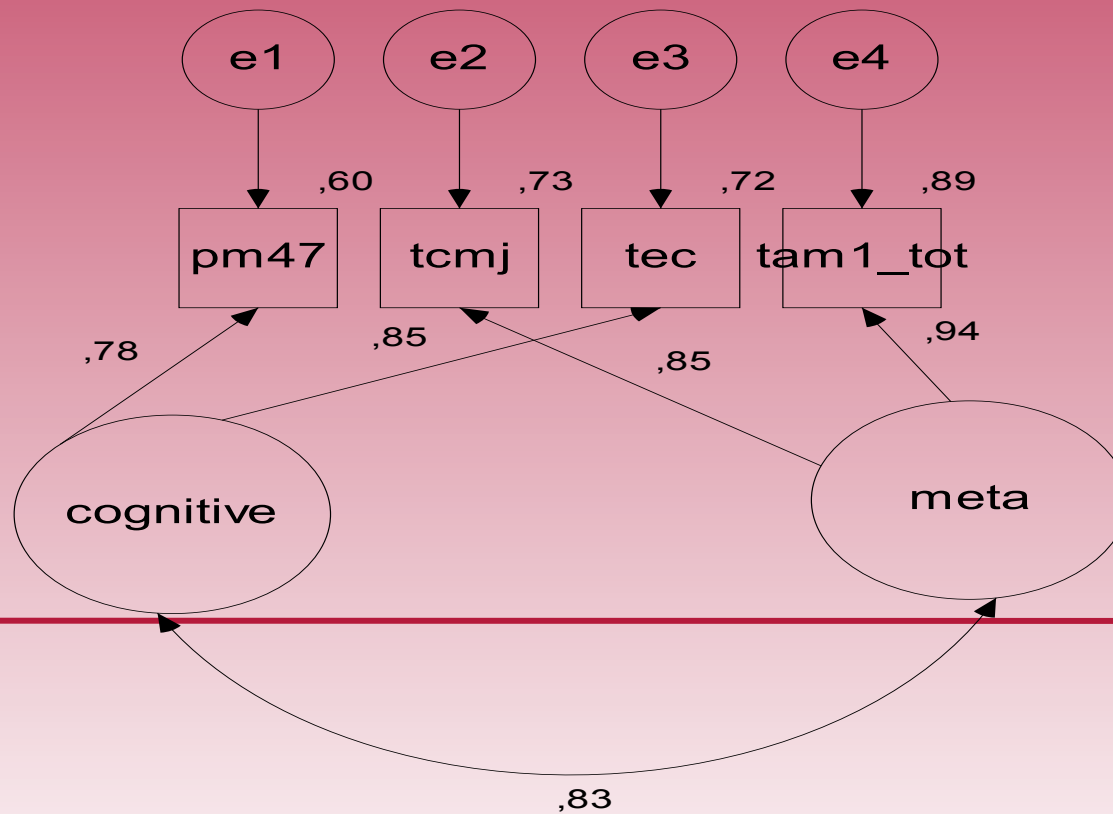
SEM (Structural Equation Model) tests theoretical models using the scientific method of hypothesis testing to advance our understanding of the complex relationships among different constructs.

The goal is to determine the extent to which the theoretical model is supported by sample data.

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# Research Suggestions

## 2. Latent Structures



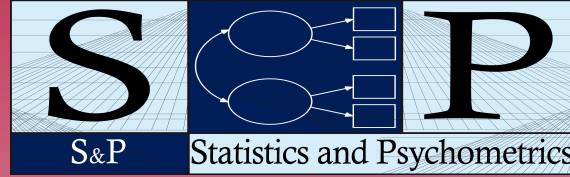
Model fit.  $\chi^2 = 0.6$ ;  $p = 0.42$ ;  $>.01$ ; CFI (Comparative Fit Index) = 0.98; RMSEA (Root Mean Square Error of Approximation) = 0.02.

## Implications

Both the previous research suggestions have relevant implications in our common work in the MATEL project.

Using rigorous methods for conducting the research, exploring the cross-cultural generalizability of an integrated model of metalinguistic awareness in different European languages, and determining the latent structures beyond such constructs, will bring all the MATEL partners to write several articles.

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*THANK YOU VERY MUCH*

**P.3. Universidad de Granada. UGR.**

**Prof. Pilar Núñez Delgado.** (See ppt)

# **Lifelong Learning Programme**

## ***Metalinguistic Awareness Tests in European Languages/ MATEL***

Kick-off meeting

Rome, january 2014

**PARTNER 3:**

**UNIVERSITY OF GRANADA,  
SPAIN**

[www.ugr.es](http://www.ugr.es)





LA ALHAMBRA CON SIERRA NEVADA AL FONDO



CLAUSTRO DEL HOSPITAL REAL,  
SEDE DEL RECTORADO DE LA UNIVERSIDAD

- Universidad pública
- Fundada en 1531, la segunda más antigua de España
- 62.706 alumnos
- 3.761 profesores

- Es la cuarta más grande de España
- Siete campus, dos en el norte de África
- Más de 70 titulaciones de grado
- Más de 70 titulaciones de posgrado

- Campus de Excelencia Internacional
- Miembro del grupo de Coimbra
- Aspectos destacados:
  - Campus de Ciencias de la Salud
  - Primera universidad española en los estudios de *Traducción e interpretación*
  - Elegida mejor universidad española por los estudiantes internacionales

# **EL EQUIPO DE LA UNIVERSIDAD DE GRANADA**

- GRUPO DE INVESTIGACIÓN "ÉTIMO" (HUM 508)  
DEL PLAN ANDALUZ DE INVESTIGACIÓN,  
DESARROLLO E INNOVACION (PAIDI)
  - <http://hum508.ugr.es>
  - [http://ofertaimasd.ugr.es/hum/grupos-de-investigacion/hum-508-etimo/?set\\_language=en](http://ofertaimasd.ugr.es/hum/grupos-de-investigacion/hum-508-etimo/?set_language=en)
- Fundado en 1995
- Didáctica de la lengua y la literatura españolas
- Español como L1 y como L2

- 12 profesores de la Universidad de Granada
- 4 colaboradores de otras universidades:
  - Universidad de Zaragoza (España)
  - Universidad de Columbia (Nueva York)
  - Universidad Nacional de Australia (Camberra)
  - Kennesaw State University (Georgia, EE.UU.)
- 2 profesores de secundaria y 2 de primaria
- 16 doctores

- Principales líneas de investigación:
  - DIDÁCTICA DE LA COMUNICACIÓN ORAL Y ESCRITA
  - COMPRENSION LECTORA Y ANIMACION A LA LECTURA
  - ALFABETIZACIÓN DIGITAL Y HERRAMIENTAS TECNOLÓGICAS EN LA ENSEÑANZA DE LENGUAS
  - DIDÁCTICA DE LA LITERATURA Y DE LA LITERATURA INFANTIL Y JUVENIL
  - DESARROLLO DE HABILIDADES METALINGÜÍSTICAS Y ENSEÑANZA-APRENDIZAJE DE LA GRAMÁTICA

## **Researchers involved in the project:**

- Antonio Romero López, PhD in Pedagogy
- Eduardo Fernández de Haro, PhD in Psychology
- José Rienda Polo, PhD in Philology
- Juan Mata Anaya, PhD in Philology
- Irene Alonso Aparicio, PhD in Philology
- M.<sup>a</sup> Pilar Núñez Delgado, PhD in Philology

**WEB: [www.ugr.es/local/ndelgado](http://www.ugr.es/local/ndelgado)**

**TWITTER: [@MPND\\_16](https://twitter.com/MPND_16)**

**BLOG: [Cocolengua.tumblr.es](http://Cocolengua.tumblr.es)**

**[ndelgado@ugr.es](mailto:ndelgado@ugr.es)**

## **RELACIÓN CON EL TEMA DEL PROYECTO**

- Origen: interés por el papel del conocimiento gramatical en la enseñanza y aprendizaje de lenguas.
- Indagación sobre niveles de consciencia lingüística y metalingüística en escolares mediante el THAM-2.
- Interés por las repercusiones de la consciencia metalingüística en el aprendizaje inicial del lenguaje escrito (lectura y escritura).
- Investigación sobre las relaciones posibles entre los niveles de conciencia metalingüística y dominio de la composición escrita.

## ALGUNAS PUBLICACIONES

### Books

- ROMERO LÓPEZ, A.; FERNÁNDEZ DE HARO, E. y NÚÑEZ, M.<sup>a</sup> P. (2008): *Habilidades metalingüísticas y enseñanza-aprendizaje de la composición escrita. Un estudio empírico realizado en educación primaria*. Granada: Grupo Editorial Universitario.
- NÚÑEZ, M.<sup>a</sup> P. (2011): *Didáctica de las habilidades lingüísticas en la educación inicial*. Madrid: ITEM multimedia.
- ALONSO, I. (2019): *Posibilidades de la práctica sistemática en el tratamiento didáctico de aspectos formales en la enseñanza del español como lengua extranjera*. Granada: Universidad de Granada.

## Publications in Journals

- NÚÑEZ, M.<sup>a</sup> P. y ALONSO, I. (2007): "Reflexiones y propuestas sobre la instrucción gramatical en el aula de idiomas", en *Lenguaje y textos*, 25: pp. 167-186. Sociedad Española de Didáctica de la Lengua y la Literatura.
- NÚÑEZ, M.<sup>a</sup> P.; FERNÁNDEZ DE HARO, E. y ROMERO LÓPEZ, A. (2009): "Adquisición de habilidades metalingüísticas y enseñanza-aprendizaje de la composición escrita en educación primaria: reflexiones didácticas sobre los resultados de un estudio experimental", en *Porta linguarum. Revista Internacional de Didáctica de las Lenguas Extranjeras*, 12: pp.149-169.
- NÚÑEZ, M.<sup>a</sup> P. y ALONSO, I. (2009): "The role of explicit grammar in second language teaching: instructional effectiveness of processing instruction", en *Rivista di Psicolinguistica applicata*, Anno IX, 1-2: pp. 93-110. Roma-Pisa (Italia).
- ALONSO APARICIO, I. (2010). "Retroalimentación negativa mediante reformulaciones correctivas: Impacto en el desarrollo de la distinción modal en español como segunda lengua". *Porta Linguarum. Revista Internacional de Didáctica de las Lenguas Extranjeras*, 13: pp. 179-195.
- ROMERO, A.; FERNÁNDEZ DE HARO, E.; NÚÑEZ, M.<sup>a</sup> P. (2011): "Aprendizaje de la lengua, adquisición de habilidades lingüísticas y enseñanza de la composición escrita en educación primaria: resultados de un estudio experimental", en *Investigación en la escuela*, n.º 73, pp. 77-94.
- FERNÁNDEZ DE HARO, E.; NÚÑEZ, M.<sup>a</sup> P.; ROMERO, A. (2012): "Consciencia metalingüística y enseñanza-aprendizaje de la composición escrita en educación primaria- Un estudio empirico", en *Rivista Italiana di Psicolinguistica Applicata (RIPLA)*, n.º XII, 1-2, pp. 25-46.
- RIENDA, J.; NÚÑEZ, M.<sup>a</sup> P. (2013): "Composición escrita e intertextualidad", en *Textos de Didáctica de la Lengua y la Literatura*, 62: pp. 46-60. Editorial Graó (Barcelona).

# Conference Proceedings

- NÚÑEZ DELGADO, M. P.; ALONSO APARICIO, I. (2008). "La hipótesis de la interacción: consideraciones teóricas, metodológicas y didácticas". *1st International Conference on Communicative Interaction and Language Teaching [I Congrés Internacional d'Interacció Comunicativa i Ensenyament de Llengües]*, University of Valencia, Valencia (Spain).
- NÚÑEZ, M.<sup>a</sup> P.; CONSTANZO, E. (2010): "La interacción didáctica y la integración de destrezas en la enseñanza de lenguas. Bases para una pedagogía del texto". *1st International Conference on Communicative Interaction and Language Teaching [I Congrés Internacional d'Interacció Comunicativa i Ensenyament de Llengües]*, University of Valencia, Valencia (Spain).
- ALONSO APARICIO, I. (2009). "El papel de la reformulación en el desarrollo de la interlengua en español como lengua extranjera". *38th International Symposium of The Spanish Society of Linguistics [XXXVIII Simposio Internacional de la Sociedad Española de Lingüística]*, Human and Social Sciences Centre of the Spanish National Research Council [Centro de Ciencias Humanas y Sociales del Consejo Superior de Investigaciones Científicas], Madrid (Spain).

## Conference Proceedings

- ALONSO APARICIO, I.; NÚÑEZ DELGADO, M. P. (2012). "Enseñanza de la gramática en el aula de idiomas: Una propuesta para la implementación de actividades de práctica sistemática". *30th Annual Conference of The Spanish Association of Applied Linguistics [XXX Congreso Internacional de la Asociación Española de Lingüística Aplicada]*, University of Lleida, Lleida (Spain). April, 19-21, 2012.
- ALONSO APARICIO, I.; NÚÑEZ DELGADO, M. P. (2012). "Input and output practice in instructed second language learning". *45th Annual Meeting of the British Association for Applied Linguistics*, University of Southampton, Southampton (England, United Kingdom). September, 6-8, 2012.
- ALONSO APARCIO, I.; NÚÑEZ DELGADO, M.<sup>a</sup> P.; RIENDA POLO, J. (2012) "Más allá de la atención a la forma en la enseñanza del español como lengua extranjera con fines específicos".  
Comunicación presentada en el XXX Congreso Internacional de ASELE (Asociación de Enseñantes del Español como Lengua Extranjera). Gerona, 19-22 de septiembre de 2012.
- ALONSO APARICIO, I.; NÚÑEZ DELGADO, M.<sup>a</sup> P. y RIENDA POLO, J. (2013). "Triggering the proceduralisation of the target language form in L2 grammar pedagogy". IX Language learning and teaching special interest group conference. Londres, 4 y 5 de julio de 2013.

- **P.4. University of the Basque country. / Euskal HERRIKO Unibertsitatea – UPV / EHU.**

**Prof. David Lasagabaster**

- Associate Professor and the leading researcher in the team participating in this proposal from the University of the Basque Country (Spain).
- He started to delve into the field of MLA in 1994, when he was working on his PhD dissertation and got in touch with Professor Pinto to have access to the Spanish version of the THAM-2 (Test of Metalinguistic Abilities n.2) designed by the latter.
- He was the first researcher to implement this test in Spain which led to his receiving his PhD title with a thesis entitled “Metalinguistic awareness and creativity: Their influence on the learning of English as an L3” (a dissertation awarded the label of Excellence by the University of the Basque Country).

- Since then, his research has been focused on the Basque multilingual context, where three languages (Basque, Spanish and English) coexist in both pre-university and university education levels, therefore embodying an excellent setting to carry out research on MLA, as research has confirmed that multilingual individuals possess highly developed metalinguistic abilities.
- The learning of English as a third language and the influence of bi/multilingualism on the development of MLA have been his two main research interests.
- He has published widely on the area of multilingualism and the development of MLA in national and international journals and edited volumes.
- He is the author or editor of 14 volumes.

### In the Basque Country University Team:

- **Aintzane Doiz**, Associate Professor.

She has worked on the issue pertaining to the development on language awareness for foreign language learning and teaching within a bilingual/multilingual context in two different settings.

- **Juan Manuel Sierra**, Associate Professor of English Language and Applied Linguistics
- His teaching includes undergraduate courses in English Language and Methodology, and in the new *Master in Language Acquisition in Multilingual Settings (LAMS)* at the UPV/EHU.
- He has published on Content and Language Integrated Learning (CLIL), second/third language acquisition, foreign language teaching methodology, curricular design and multilingualism

- **Marta Kopinska** and **Jon Ander Merino**:

**Both** PhD students at the doctoral programme *Language acquisition in multilingual settings*, a programme awarded the Label of Excellence by the Spanish Ministry of Education.

They will both help with the administration of the tests at school.

- **P.5. Leopold Franzens Universität. Innsbruck (AUSTRIA). UIBK.**
- **Prof. Ulrike Jessner.**
- **Ulrike Jessner** is Associate Professor and the leading researcher in the team participating in this proposal from the University of Innsbruck (Austria).
- She also focused in-depth on (multi)linguistic awareness in her work *Linguistic Awareness in Multilinguals: English as a Third Language* (2006), for which she won the Liechtensteinpreis 2007.
- She was also one of the “early adopters” (de Bot 2008: 176) and pioneers of Dynamic Systems Theory in the field of multilingualism and foreign language acquisition, as evidenced in the *Dynamic Model of Multilingualism* (Herdina & Jessner 2002).
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- The learning of English as a third language and the influence of bi/multilingualism on the development of metalinguistic awareness have been his two main research interests.
- She has researched and published extensively in the areas of second language acquisition, third language acquisition, linguistic awareness and bi/multilingualism (cf. list of publications).
- Among other projects, she is currently head of LAILA (Linguistic Awareness in Language Attriters), a longitudinal research project which examines multilingual awareness and foreign-language attrition in Austrian high-school graduates.

- **Dr. Barbara Hofer** , PhD .
- She has graduated with a doctoral dissertation on: “Early Trilingualism in South Tyrol. A Psycholinguistic Perspective”, under the supervision of Prof. Jessner.
- Dr. Hofer is also a high school English teacher in Bolzano (Italy). She has studied at the Universities of Innsbruck (Austria), Forlì (Italy), Westminster (London, UK) and Canterbury (Kent, UK; MA in European and Comparative Literary Studies).
- Her research interests include multilingualism, third language acquisition, and metalinguistic awareness.

- **P.6. Université du Québec-à-Trois-Rivières. UQTR.**  
**Prof. Sonia Eleuch.** (See ppt).

# Sonia El Euch, Ph.D.

Université du Québec à Trois-Rivières  
(Trois-Rivières, Québec, Canada)



# 1. Lines of research

- Bilingualism and plurilingualism
- Attitude and motivation
- Language aptitude
- Metalinguistic awareness
- Bilingual and trilingual literacy
- Adult learning

## 2. Congruence between my research studies and the MATEL project

- Metalinguistic awareness has been involved in my studies starting from my Ph.D. (it was a resulting feature from the data analysis)
- I used the English and the Spanish THAM3 simultaneously in one of the studies I carried out (El Euch, 2010)
- I (in collaboration with M.A. Pinto) translated the THAM1, THAM2 and THAM3 into French.
- The French THAM3 was part of a test battery used in my FRQSC funded study (2007-2012).
- At least 10 communications and publications have involved the THAM3.

### 3. My role in the MATEL project as indicated in the “*Agreement*”

- In charge of the validation of the THAM3 (French);
- to create a didactic video based on in-group discussions about selected items of the French THAM-3;
- in charge of the “quality plan”:
  - To disseminate the project via my website;
  - “a systematic report (three times a year) during the project life which will consider the timetable of the project, the partners’ roles in the Consortium, and the report on the quality of dissemination and exploitation.” (See details of the Quality Plan on the next slide)

# Details about the Quality Plan

- The Quality Plan will examine the timetable of the project, the partners' roles in the Consortium, and the dissemination and exploitation of the results of the project; it will be presented to the partners in order to assemble and enforce the Consortium action.
- The Quality Plan will include a press release report to evaluate the quality of the press release correlated to the project, a deep and detailed specialized report on the efficiency of the website and the argument that must be written in order to achieve a clear and effective communication of aims and tools used during the lifetime of the project and beyond it.
- I (Canadian Partner) will systematically monitor the activities of the project and will systematically issue reports about the progress of the project; I will deliver a Quality Report every four months during the project (in total, it will issue six reports).
- Reports will describe and account for the main events planned during the lifetime of the MATEL project. Their aim is to sustain the partners' motivation for implementing the project and developing an efficient exploitation strategy.

## 4. Impact of the MATEL project on my research perspectives

- A first step towards the validation of the French THAM1 and THAM2.
- An open door to future joint research projects with the MATEL project partners.
- The MATEL project data may be used to write comparative studies on adults' metalinguistic awareness profile in Quebec and in the other country partners and relate it to different educational characteristics (context, curriculum, etc.).

# A few References

- El Euch, S. (2012). Metalinguistic awareness and trilingual reading comprehension. *WEFLA2012 Proceedings*, ISBN: 978-959-16-1537-4.
- El Euch, S. (2012). Effect of metalinguistic awareness on reading in the first language, second language and third language of university students. *INTED2012 Proceedings*, ISBN: 978-84-615-5563-5.
- El Euch, S. (2010). Attitudes, motivations et conscience métalinguistique chez des bilingues et des trilingues adultes : effets, similarités et différences. *Language Awareness*, 19 (1), 17-33.

### III. SCHEDULE

- **First year**
- **A Kick-off meeting** will be organised in order to tune all the partners and plan the work for the two years of the project.  
(18 January, 2014)
- The first year will then start by carrying out the **validation and translation operations in parallel**, under the supervision of the Lead Partner

- **Translation**

On the basis of a previous experience with the Italian **TAM-2** in the bilingual context of Bolzano this test and the **TAM-3** will be translated to **German by the University of Innsbruck's** research team

- **Validation**

- Spanish tests

- the **THAM-2** will be tested under the supervision of the University of **Granada** on a sample of **300 students** (age range: **10- 14**)

- the **THAM-3** will be tested under the supervision of the University of **Vitoria Gasteiz** on **150 young adults**.

- French Tests:

**THAM-3** will be tested at the University of **Québec à Trois-Rivières** (Canada) on a sample of **150 young adults**.

- German Tests:

Translations of the current **TAM- 2 and TAM-3** will be tested under the supervision of the **University of Innsbruck** on **pilot samples** of **20 children** and of **20 High school or University students**.

- **Validation procedure**

The validation of each test will follow **the procedure adopted for the corresponding original Italian test**, as shown in the manuals of these tests.

### ***Spanish THAM-2***

- Descriptive statistics:

- Mean, standard deviations,
- Frequencies of responses for each subtest score, for each age level,
- Standardized T scores for each subtest score and each age level.

- Correlations between each subtest and the total subtest, between each item of each subtest and the total score of each subtest, between each item of each subtest and the total test score.
- Multiple discriminant analysis in relation with gender and age
- Factorial analysis of the test with principal axis extraction.

### Study of Reliability:

- Cronbach's alpha,
- Kuder & Richardson's formula (*K-R 20*) according to the different nature of the responses to the test;
- Inter-raters' agreement according to Kelly's formula.

- Study of Validity:

Convergent validity in relation to an abstract nonverbal intelligence test (correlations with the Raven's Progressive Matrices 1938).

### ***Spanish THAM-3 and French THAM-3***

The validation procedure for these two tests will basically follow the **same criteria used for the THAM-2**

## ***Second year***

- Part of the 2<sup>nd</sup> year will be devoted to completing the operations of first year  
and the other part to the creation of **didactic videos in 3 languages**: Spanish, French and Italian.
- Three will address High school and University students on the basis of the items of the MAT-3 and one will address Middle school students on the basis of the items of the MAT-2
- **Total = 4 videos.**

## ***Major milestones***

- Translation of the Italian TAM-2 and TAM-3 to German
- Administration of the Spanish THAM-2, the Spanish THAM-3 and the French THAM-3 to the respective validation samples
- Psychometric validation of the Spanish THAM-2, of the Spanish THAM-3 and of the French THAM-3
- Public presentation of the outcomes of the achieved validations and translations:
- **Intermediate Conference: end of 2014**
- Applications of the validated/translated tests in a given empirical study in each country of the partners.
- Creation of the 4 didactic videos in parallel
- Public presentation of the achieved didactic videos:
- **Final Conference: end of 2015.**

## IV. DISSEMINATION

The dissemination will be organized at **two different levels**:

- 1) **Within the scientific community**, by means of:
  - **Publications** in scholarly journals through special issues and/or in state-of-the art articles or in empirically-based articles:

*“Language awareness”,*

*“International Journal of Multilingualism”,*

*“International Journal of Applied Linguistics”,*

*“Journal of bilingualism and bilingual education”,*

*“Rivista di Psicolinguistica Applicata/Journal of Applied Psycholinguistics”.*

Presentation of results in **international conferences**, organized by specialized scholarly societies:

- IAM (International Association of Multilingualism),
- ALA (Association for Language Awareness),
- ACLA/CAAL (Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics),
- AILA (Association Internationale de Linguistique Appliquée/International Association of Applied Linguistics),
- ISAPL (International Society of Applied Psycholinguistics).

- 2) **Outside the scientific community:**
- Through **the Internet sites of the MINISTRIES OF EDUCATION** of each Partner country which will present:
  - the composition,
  - Administration
  - Assessment procedures of the validated and/or translated MLA tests in the respective languages,
  - the main findings in research using these tests and the didactic videos.

## V. SUSTAINABILITY

- Given the **educational implications** of MLA, the outcomes of the project can be sustained and mainstreamed in multiple ways.
- First, there is a **concern among scholars** for having the MLA tests available and validated or translated **in the languages they need**.
- After the validations and translations performed in the project, a concern for the **validation and/or translation in other European languages** is likely to emerge, in and outside Europe.
- This is itself a powerful **strategy for mainstreaming** the products of the MATEL project and its consequences for research

- A plausible development of the project could be also to **extend the validation and the translation operations to MAT-1 (4-6 years)** in widespread European languages and to prepare **didactic videos for promoting MLA also at this stage.**
- In schools or universities offering bi/multilingual education, the **MATs** could be systematically used as **entrance and final tests** in the languages of the curriculum.
- The **didactic videos on MLA** in different languages can be **commercialized** and used by a great number of language teachers, at Middle school, High school and University level.
- This, in turn, can stimulate further developments for enriching them with new ideas much beyond the life of the project.

## ABOUT THE MATEL WEBSITE

In the initial phase of the Project one of the necessary steps is the creation of a specialized website where each participant, partner or collaborator of the partner, can find the relevant materials for consultation and/or proposal.

As now, SAPIENZA has opened the first MATEL site on one of its platforms, called “elearning2”, that can be used by clicking on the following link:

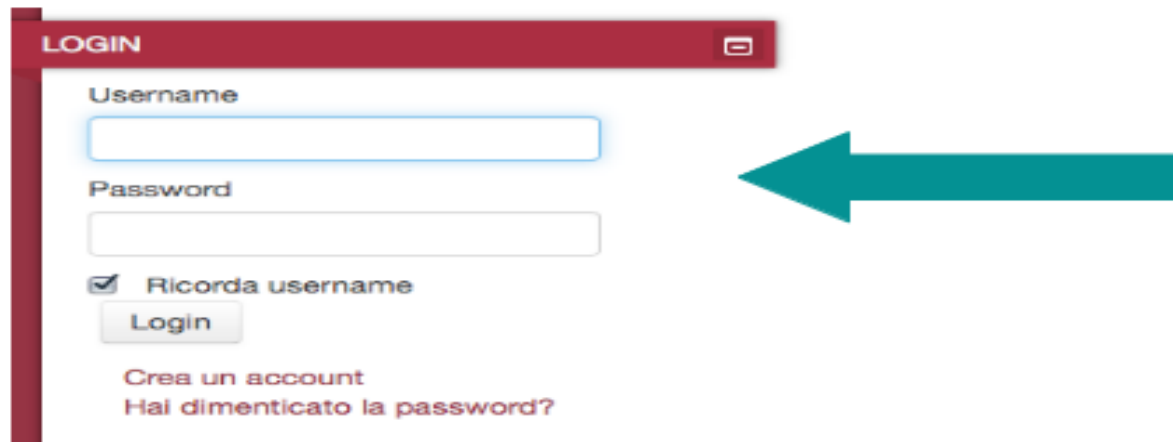
<http://elearning2.uniroma1.it>

The creation of this site does not exclude neither

- the creation of other, specialized sites by each of the universities involved in the Project
- nor the creation of a centralized, official site, on the basis of the resources foreseen by the Project itself.

# INSTRUCTIONS FOR USING THE MOODLE PLATFORM - SAPIENZA

- 1) Access the Elearning2 Moodle Platform via the following link:  
<http://elearning2.uniroma1.it>
- 2) Insert your personal credentials – that will be assigned to you individually by e-mail - in the appropriate fields.



The image shows a login interface with a red header bar containing the word "LOGIN" and a close button. Below the header, there are two input fields: "Username" and "Password". The "Username" field is highlighted with a blue border. A large teal arrow points from the right towards the "Username" field. Below the "Password" field, there is a checkbox labeled "Ricorda username" which is checked, and a "Login" button. At the bottom, there are two links: "Crea un account" and "Hai dimenticato la password?".

3) Click on the name of the Course appearing as

Courses “[MATEL Project-543277-LLP-1-2013-1-IT-KA2-KA2MP](#)” ;

