



WORK PACKAGE 3 - DISSEMINATION

Final Report by UGR

The Work Package addressing the dissemination of the MATEL Project (WP3) was formally assigned to the University of Granada in the new workplan indicated in the Amendment Request at the end of March 2015. As specified in the Dissemination Plan, that has been outlined just after (see www.matelproject.com), this WP comprises various tasks, which have all been implemented from the beginning of April to the end of November.

1) Contracting, development and management of the **website of the project** by the University of GRANADA.

The website is composed of two parts:

- a. **Intranet**, of private accessibility, where administrative documents and other documents concerning the exchanges between the Partners and their collaborators are uploaded. A special access has been created for the contracted external evaluator, Prof. Lucilla Lopriore, and other individual accesses can be created for authorized evaluators, when needed.
- b. **A public part**, accessible to any user.

For improving the visibility of the Project, the address of the website has been made accessible via Google. A “cloud of words”, including the keywords of the project in different languages, was created.

The videos were first uploaded on Youtube in order to broaden their diffusion and their potential public. For the same reason, the presentations have been converted into videos that can be uploaded on Youtube.

The website has been constantly updated with the products and the events of the project.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The Partners received periodical e-mail information about the updates of the website, and in the facebook page of the website, all users can visualise the latest news.

2) Diffusion of information concerning the project on various **websites and on-line specialized forums**, addressing teachers or scholars and academics (Un. of GRANADA). Below, a list is reported on the websites where information has been sent.

Social networks:

- Facebook pages:

a) from the University of GRANADA (112 “I like”, 30 posts dedicated to the Project, 1600 covered posts until November, 30, end of the Project);

b) from the University of Rome SAPIENZA (100 “I like”, 17 posts dedicated to the Project, about 1500 covered posts until November, 30, end of the Project).

- Twitter account!./twitter.com/1Matel. 37 tweets, 21 followers.

Below are the addresses of the websites, the Facebook pages and the Twitter accounts that followed the project.

3) Development of a pattern (Un of GRANADA) for reporting dissemination activities, as recommended by the evaluators of the Project during a Monitoring visit in February 2015.

It is composed of:

- A cover page with the appropriate logos (EU, MATEL Project, Partner’s University) and disclaimers in the language/languages involved.
- An abstract in English if the language of the report is different from English.
- Basic parameters of the event: venue, date, duration, type of public, authorities, title of the presentation, language/es.
- Description of the contents: conceptual background and educational objectives. e. Activities implemented in the group/s, if applicable.
- Attendance sheet
- Pictures of the event (previously consented)

This is the basic pattern that has been implemented for reporting dissemination events, now visualizable in specific folders, university by university, all included in the folder DISSEMINATION (www.matelproject.com. Private access)

4) Presentations (ALL PARTNERS), seminars or work sessions with professors, educational authorities, university students, and teacher trainees Below is a list of the presentations implemented by each Partner in the period April-November.

5) Presentations in Conferences (ALL PARTNERS). Below is a detailed list of these presentations in the period April-November

6) Diffusion of the Publications (ALL PARTNERS) of books, articles, and other products. Below is a list of the publications of the Partners.

7) Diffusion of the Final Conference, on November, the 20th, 2015. Un. of Rome SAPIENZA (ALL PARTNERS). In the public as well as in the private part of the website, contents and modalities of the Conference are visualisable.

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**A)PRESENTATIONS OF THE MATEL PROJECT
IN SEMINARS AND WORKSHOP SESSIONS**

Date	Place	Description of the activity
UNIVERSITY OF GRANADA (SPAIN)		
04-15-2014	Teacher Training Center in Granada	<p>Dra. P. Núñez (University of GRANADA-P-3):</p> <p><u>Presentation of the MATEL project</u> (for future teachers)</p> <ul style="list-style-type: none"> • 1. Review of the basic concepts that define metalinguistic awareness (MLA), its relation to bilingualism, and metacognition, 1st and language teaching, etc. • 2. Analysis of the structure of the THAM-2, and reflection on its potential use as a tool for teachers in the classroom. • 3. Further possibilities: more in-depth information on MLA in teacher training sessions. • 4. Session with training consultants.
04-21-2015	Public school, “Río Verde”, Almuñécar (Granada)	<p>Dra. P. Núñez (P3):</p> <p><u>Presentation of the MATEL project</u> (for in-service teachers of Infant and Primary Education level.</p> <ul style="list-style-type: none"> • 1. Review of the basic aspects that define metalinguistic awareness (MLA), its relation to bilingualism and metacognition, and 1st language teaching, etc. • 2. Analysis of the structure of the THAM-2: reflection on its potential use as a tool for teachers in the classroom. • 3. Further possibilities: more in-depth information on MLA in teacher training sessions.
04-22-2015	Faculty of Education Sciences (University of Granada)	<p>Prof. J. Rienda (Team of the Un. of GRANADA-P3) :</p> <p><u>Presentation of the MATEL project and the metalinguistic tests</u> (for future Primary level teachers)</p> <ul style="list-style-type: none"> • 1. Each participant received a copy of the protocol of the THAM-2. This session was related to other issues discussed in Language Teaching courses, where students had to do some practice.

		<ul style="list-style-type: none"> • 2. Participants discussed in groups of four about the usability of the test in elementary classrooms. • 3. Each group had to produce a document showing educational proposals.
05-13-2015	Teacher Training Center in Granada	<p>Dra. P. Núñez (P3): <u>Presentation of the MATEL project</u> (for future teachers)</p> <ul style="list-style-type: none"> • 1. Review of the basic concepts that define metalinguistic awareness (MLA), its relation to bilingualism, and metacognition, 1st and language teaching, etc. • 2. Analysis of the structure of the THAM-2, and reflection on its potential use as a tool for teachers in the classroom. • 3. Further possibilities: more in-depth information on MLA in teacher training sessions.
09-25-2015	Faculty of Education Sciences (University of Granada)	<p>Dra. P. Núñez and Dr. J. Rienda (P3): <u>Meeting: “Night of Researchers”.</u> Presentation of MATEL project (objectives, innovative elements, results, publications). This meeting aims to highlight the figure of the researcher in society. Researchers can share their work with visitors.</p>
10-29-2015	Faculty of Education Sciences (University of Granada)	<p>Prof. P. Núñez (P3) : <u>1st Session: Presentation of the MATEL project</u> (for university students). Students were illustrated in detail:</p> <ul style="list-style-type: none"> • the concept of metalinguistic awareness (MLA), • the main objectives of the MATEL project. • some activities to work on MLA, specifically phonological awareness.
10-30-2015	Faculty of Education Sciences (University of Granada)	<p>Prof. P. Núñez (P3): <u>2nd session:</u></p> <ul style="list-style-type: none"> • Recall of the concept of MLA and of previous practical examples. • Then students worked in groups of four for developing proposals for working on MLA in different areas (phonological, pragmatic, syntactic or semantic). • Each group had to produce a written document explaining the activity proposed, and sign it personally.

UNIVERSITY OF INNSBRUCK (AUSTRIA)		
05-26-2015	High Schools: a)! Mals b)! Meran (South Tyrol- Italy)	<p>Prof. M.A. Pinto (P1) and Dr. C. Pellegrini (Collaborator of Prof. JESSNER-P5):</p> <p><u>Presentation of the results of the pilot studies with the MKT-3</u> (for High school students and teachers).</p> <p>1st Presentation: High school in Mals (Meran) (9,10 to 10 am) 2nd Presentation: High school in Meran (2,50 to 3,40 pm).</p> <ul style="list-style-type: none"> • Prof. M.A. Pinto and Dr. C. Pellegrini explained the place that the translation of the ML tests into German and the pilot studies have in the MATEL Project. • They then described to the students and the teachers the results of the pilot studies conducted in their classrooms (Statistical processing by Dr Candilera & Dr Illiceto, Statistics & Psychometrics Ltd, P2 in the Project) • They illustrated the significance of these results and the potentialities they have for future academic success.
05-27-2015	Junior school- Terlan (South Tyrol-Italy)	<p>Prof. M.A. Pinto (P1) and Dr. B. Hofer (Collaborator of Prof. JESSNER-P5):</p> <p><u>Presentation of the results of the pilot studies with the MKT-2 (10,30 to 11, 30 am)</u> (for Junior school students and teachers).</p> <ul style="list-style-type: none"> • Prof. M.A. Pinto and Dr. B. Hofer explained the place that the translation of the ML tests into German and the pilot studies have in the MATEL Project. • They then described to the students and the teachers the results of the pilot studies conducted in the classrooms (Statistical processing by Dr G. Candilera & Dr. P. Illiceto, Statistics & Psychometrics Ltd, P2 in the Project) • They illustrated the significance of these results and the potentialities they have for future academic success.!
11-12-2015	Leopold-Franzens Universität Innsbruck	<p>Prof. U. Jessner, Dr Barbara Hofer and Ms Claudia Pellegrini (Leopold-Franzens Universität INNSBRUCK-P5).</p>

	Room 40134	<p><u>Presentation of the MATEL Project</u> (for the University students of “Language Development in Multilingual Children” and “Research and Master Thesis: Methods”).</p> <ul style="list-style-type: none"> • Dr Hofer presented examples from the Italian TAM-2 and its German equivalent MKT-3, together with the translation of these items into English, French and Spanish, and their use at school. • Claudia Pellegrini described the German version of the TAM-3, i.e. the MKT-3. • All participants engaged actively in the analysis of the items of the MKT-3.
UNIVERSITY OF ROME “LA SAPIENZA”		
04-17-2015	<p>Faculty of Letters and Philosophy</p> <p>Foreign Languages Laboratory.</p> <p>Un. of Rome “SAPIENZA”</p>	<p>Prof. M.A. Pinto (Un. of Rome “SAPIENZA” P1) <u>Session on: “Metalinguistic awareness: (MLA) theory, tools, and research”</u> (For future French L2 teachers)</p> <ul style="list-style-type: none"> • Prof. M.A. Pinto illustrated the concept of MLA and the ML tests in the framework of the MATEL project. • She showed how MLA is an essential tool for L1, L2, etc. teachers, translators and interpreters. • She then presented the use of the French ML tests in research on bilingualism and the potentialities of the interactive use of these tests for empowering pupils’ MLA. • Participants were invited to work for developing ML exercises from the ML tests.
06-11-2015	<p>Faculty of Letters and Philosophy</p> <p>Un. of Rome “SAPIENZA” Room V.</p>	<p>Prof. M.A. Pinto (P1) <u>Seminar on: “Metalinguistic Awareness (MLA): a complex construct with multiple application fields”</u> (For students of Modern Languages curricula (SAPIENZA), trainees and in-service teachers of French L1 and L2)</p> <ul style="list-style-type: none"> • The seminar was organized in the form of a <i>European conference</i>, with speakers invited from various countries for presenting the book by Pinto, El Euch: “La conscience métalinguistique. Théorie, développement et instruments de mesure” (2015). • The MATEL Project has been illustrated

		<p>(objectives, instruments and educational resources)</p> <ul style="list-style-type: none"> The use of the French tests for research on bilingualism and their educational relevance for French L1 and L2 learners was shown.
07-03-2015	<p>Faculty of Medicine and Psychology. University of Rome "SAPIENZA".</p> <p>Master DASC (Learning and Cognitive Disabilities)</p>	<p>Prof. M.A Pinto (P1) and Dr. D. Fulgenzi (voluntary collaborator of P1): <u>One-day session: <i>Empowering MLA in atypically developing children,</i></u> (for students of the Master DASC (Learning and Cognitive Disabilities))</p> <p>Prof. M.A. Pinto and Dr. D. Fulgenzi made a joint presentation focused on:</p> <ul style="list-style-type: none"> the role of MLA in metacognition, in all types of language teaching, in bi/plurilingualism in general. how the metalinguistic tests involved in the MATEL Project can illuminate core aspects of some learning disabilities how MLA can be empowered with classroom activities, particularly for children with special needs.

09-4-2015	Schweizer Schule Rom (Swiss School of Rome) Rome	<p>Prof. M.A. Pinto (P1) <u>Presentation of the MATEL Project at the Swiss school of Rome (2,30 to 5 pm)</u> (for the Heads and the teachers from Preschool to High school levels).</p> <ul style="list-style-type: none"> • General introduction on MLA and its relevance in metacognition, language teaching, bi/plurilingualism. • The MATEL Project: objectives and instruments. • The German ML tests: MKT-2 and MKT-3 and the results of the pilot studies on German-speaking students (N.B. The vehicular language of the Swiss school is German)
10-21-2015	Lycée Chateaubriand (French School) Rome	<p>Prof. M.A. Pinto (P1) <u>Presentation of the MATEL Project at the French school of Rome (3 to 5 pm)</u> (for the Heads and the teachers from preschool to High school.</p> <ul style="list-style-type: none"> • General introduction on MLA and its relevance in metacognition, language teaching, bi/plurilingualism. • The MATEL Project: objectives and instruments. • The results of the research on Italian-French bilingualism with the French and the Italian ML tests. Implications for bilingual education (N.B.French is the vehicular language of the French Lycée).
UNIVERSITY OF QUÉBEC À TROIS RIVIÈRES (CANADA)		
04-25-2014	Montreal, Canada	<p>Prof. S. El Euch (University of Québec-à-Trois Rivières - P 6). Oral communication: “Attitudes, motivations et conscience métalinguistique: le rôle de l’affectif dans le cognitif.” For English L2 teachers.</p>
04-9-2015	University of Québec-à-Trois Rivières	<p>Prof. S. El Euch (P 6). Presentation of the book: Pinto, El Euch, (2015). <i>La conscience métalinguistique. Théorie,</i></p>

	(UQTR-Canada)	<i>développement et instruments de mesure</i> . Québec: Presses de l'Université Laval.
02-26-2015	University of Québec-à-Trois Rivières (UQTR – Canada)	Prof. S. El Euch (P 6). Oral communication: <i>“Pourquoi la conscience métalinguistique est-elle importante?”</i> <i>Quels sont les moyens pour la développer chez des apprenants adultes?”</i> For French L1 and English L2 teachers, lecturers, graduate students.
10-13-2015	Centre de Formation et de Soutien aux maîtres Université du Québec à Trois-Rivières, Québec. Canada	Prof. S. El Euch (P6) and Prof. I. Monette (Team of P6) . Presentation: <i>“Comment améliorer ma performance académique? La conscience métalinguistique au coeur de ma démarche”.</i> (For trainees and in-service teachers, and pedagogical consultants).
UNIVERSITY OF BASQUE COUNTRY (SPAIN)		
09-22-2015	Faculty of Arts, University of the Basque Country (UPV/EHU) (Spain)	Prof. Juan Manuel Sierra (Team of the University of the Basque Country UPV/EHU - P4) <u>Presentation of the MATEL project.</u> (For English teachers and translators). Group 1 (9 to 10,45 am) <ul style="list-style-type: none"> • Review of the main concepts defining metalinguistic awareness (MLA), its relation to bilingualism and translation competence. • Presentation of selected items of the Spanish THAM-3. • Organization in small groups for reflecting on the test items • Organization in small groups for developing possible activities for enhancing MLA and translation competence.
09-25-2015	Faculty of Arts, University of Basque Country (UPV/EHU) (Spain)	Prof. Juan Manuel Sierra (Team of the University of the Basque Country UPV/EHU - P4) <u>Presentation of the MATEL project.</u> (For English teachers and translators). Group 2 (1 to 2,30 pm) <ul style="list-style-type: none"> • Review of the main concepts defining metalinguistic awareness (MLA), its relation to bilingualism and translation

		<p>competence.</p> <ul style="list-style-type: none"> • Presentation of selected items of the Spanish THAM-3. • Organization in small groups for reflecting on the test items • Organization in small groups for developing possible activities for enhancing MLA and translation competence.
<u>11-20-2015</u>	<p>THE WHOLE MATEL CONSORTIUM</p> <p>Faculty of Letters and Philosophy</p> <p>University of Rome “SAPIENZA” Room V</p>	<p>The FINAL MATEL Project CONFERENCE <i>The “MATEL” (Metalinguistic Awareness Tests in European Languages) Project:</i> <i>Scope, objectives and achievements.</i></p> <p>(For students of the Foreign Languages curricula of the Faculty and of the Faculty of Medicine and Psychology (SAPIENZA), professors of the Universities of SAPIENZA, Tor Vergata, Roma TRE and scholars from other research Centers.)</p> <ul style="list-style-type: none"> • Each Partner presented the results of the research carried out in his/her respective country. • Other scholars presented work on MLA with different and complementary perspectives (see programmes and presentations on the website).

B)PAPERS IN CONFERENCES		
04-25-2014	3rd annual Meeting on English Language Teaching (MELT), UQAM, Montréal (Canada)	El Euch, S. (2014). “Attitudes, motivations et conscience métalinguistique chez des bilingues et des trilingues adultes : effets, similarités et différences”.
05-26/28-2014	Annual ACLA/CAAL Conference – Brock University-, St Catharines (ON)	Pinto, M.A., & Micale, F. (2014). “Promoting metalinguistic awareness in group discussions. A study with university students”.
07-3/4-2014	10th Annual Conference of the British Association for Applied Linguistics Language Learning and Teaching Special Interest Group (BAAL LLT SIG), University of Leeds, Leeds, (United Kingdom).	Aparicio, A.; Núñez, P. (2014). “Disentangling complexities in form-focused instruction”.
06-26/27-2014	II Congreso Internacional Nebrija en Enseñanza de Lenguas y Lingüística Aplicada. Madrid (España)	Alonso, I.; Núñez, P. (2014). “Concienciación metalingüística y aprendizaje gramatical”.
11-27/28-2014	International Conference Living Roots-Living Routes. University of Naples “L’Orientale”	Pinto, M.A. (2014). “Vent’anni di metalinguistica e di bilinguismo con Renzo Titone”.
02-6/7-2015	“In classe ho un bambino che..”, organized by Psicologia e Scuola, Florence (Italy)	Pinto, M.A. (2015). “Il bilinguismo precoce come acceleratore dello sviluppo metalinguistico”.
03-22-2015	Joint AAAL and CAAL Conference Toronto (Canada)	Pinto, M.A. & El Euch, S. (2015). “Metalinguistic awareness in Italian-French bilingual preschoolers compared to Italian and French monolinguals”.
03-23-2015	Joint AAAL and CAAL Conference Toronto (Canada)	Alonso, I.; Núñez, (2015): “Beyond Focus on Form: a Practiced-Based Grammar Teaching Approach”.
03-23-2015	Joint AAAL and CAAL Conference Toronto (Canada)	El Euch, S., Pinto, M.A. & Ostiguy, L. (2015). “Metalinguistic awareness and multi-literacy in undergraduates: Does time matter?”

04-27-2015	WEFLA2015 Conferencia Internacional sobre lenguas extranjeras, comunicación y cultura Holguín, Cuba	El Euch, S. (2015). "Strategies to develop metalinguistic awareness in adult learners. For English and French L2/L3 teachers".
09-25-2015	"La noche europea de los investigadores". Melilla (España)	Núñez, M.P.; Rienda, J. (2015). "Test de Consciencia Metalingüística en distintas lenguas de Europa. El proyecto europeo MATEL".

C) PUBLICATIONS

- Bracone, I., & Pinto, M.A. (2014). *Bilingue e biculturale ? Uno studio sulla percezione della lingua e della cultura italiana in docenti di italiano in Argentina*, Roma, VALORE ITALIANO Lilamé.

- De Angelis, G., Jessner, U., & Kresic, M. (Eds.) (2015). *Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning*. London, Bloomsbury.

- Doiz, A.; Lasagabaster, D.; Sierra, J.M. (2014). "Language Friction and Multilingual Policies in Higher Education: The Stakeholders' View", en *Journal of Multilingual and Multicultural Development*, n.º 4, 345-360.

- Candilera, G., Iliceto, P., El Euch, S., Ostiguy, L., & Pinto, M.A. (2015). *The validation of the THAM-3 (Test d'Habilités Métalinguistiques n. 3, Pinto & El Euch 2015)*, in M.A. Pinto, (Ed. by) *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*, Special issue of the *RIVISTA DI PSICOLINGUISTICA APPLICATA / JOURNAL OF APPLIED PSYCHOLINGUISTICS*. XV, 2

- Candilera, G., Iliceto, P., Hofer, B., Pellegrini, C., & Pinto, M.A. (2015). The pilot studies on the MKT-2 (Metalinguistischer Kompetenztest Teil 2, Jessner, Hofer, & Pinto 2015) and the MKT-3 (Metalinguistischer Kompetenztest Teil 3, Jessner, Pellegrini, Moroder, Hofer, & Pinto 2015), in M.A. Pinto, (Ed. by) *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*, Special issue of the *RIVISTA DI PSICOLINGUISTICA APPLICATA / JOURNAL OF APPLIED PSYCHOLINGUISTICS*. XV, 2

- Candilera, G., Iliceto, P., Lasagabaster, D., Merino, J.A., & Pinto, M.A. (2015). The validation of the THAM-3 (Test de Habilidades Metalingüísticas n. 3, Lasagabaster, Merino, & Pinto 2015), in M.A. Pinto, (Ed. by) *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*, Special issue of the *RIVISTA DI PSICOLINGUISTICA APPLICATA / JOURNAL OF APPLIED PSYCHOLINGUISTICS*. XV, 2.

- Candilera, G., Iliceto, P., Núñez Delgado, P., & Pinto, M.A. (2015). The validation of the THAM-2 (Test de Habilidades Metalingüísticas n. 2, Núñez Delgado, & Pinto 2015), in M.A. Pinto, (Ed. by) *The "MATEL" (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*, Special issue of the *RIVISTA DI PSICOLINGUISTICA APPLICATA / JOURNAL OF APPLIED PSYCHOLINGUISTICS*. XV, 2.

- Hofer, B. (2015). *On the Dynamics of Early Multilingualism. A Psycholinguistic Study*. Berlin/Boston: Mouton de Gruyter

- Jessner, U. (2014). "On Multilingual Awareness or Why the Multilingual Learner is a Specific Language Learner", en Pawlaw, M.; Aronin, L. (eds.), *Essential Topics in Applied Linguistics and Multilingualism, Second Language Learning and Teaching*. Wien/New York: Springer, 175-184.

- Jessner, U., Hofer, B., Pellegrini, C., & Pinto, M.A. (2015). The translation of the Italian metalinguistic ability tests TAM-2 and TAM-3 (Pinto, 1999) into the German MKT-2 (Jessner, Hofer, & Pinto 2015) and MKT-3 (Jessner, Pellegrini, Moroder, Hofer, & Pinto 2015), in M.A. Pinto, (Ed. by) *The “MATEL” (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*, Special issue of the *RIVISTA DI PSICOLINGUISTICA APPLICATA / JOURNAL OF APPLIED PSYCHOLINGUISTICS*. XV, 2.

- Jessner, U., Hofer, B., & Pinto, M.A., (2015). *MKT, Metalinguistischer Kompetenztest Teil 2*. Innsbruck, Studia UniversitätsVerlag.

- Jessner, U., Pellegrini, C., Moroder, V., & Pinto, M.A (2015). *MKT. Metalinguistischer Kompetenztest Teil 3*. Innsbruck. Studia UniversitätsVerlag Inn

- Lasagabaster, D. (2014). “El español y las lenguas cooficiales en el Estado español: actitudes lingüísticas en un contexto multilingüe”, en *Revista internacional de lingüística iberoamericana*, n.º 23, 25-40.

- Lasagabaster, D., Merino, J.A., & Pinto, M.A. (2015). *Test de habilidades metalingüísticas para adolescentes y adultos: THAM-3*. Servicio Editorial de la Universidad del País Vasco / Euskal Herriko Unibertsitateko Argitalpen Zerbitzua.

- Micale, F. Bracone, I., & Pinto, M.A. (2015). *Video didattico sull’uso interattivo del TAM-2*. Roma, SAPIENZA, Università Editrice.

- Micale, F., & Pinto, M.A. (2015). *Video didattico sull’uso interattivo del TAM-3*. Roma, SAPIENZA, Università Editrice.

- Merino, J.A., & Lasagabaster, D. (2015). *Utilización interactiva del THAM-3. Video didáctico sobre un grupo de discusión*. Roma, SAPIENZA, Università Editrice.

- Monette, I., & El Euch, S. (2015). *Utilisation interactive du THAM-3. Vidéo didactique à partir d’items du THAM-3*. Roma, SAPIENZA, Università Editrice.

- Núñez, M.P. (2015). “Metacognición, habilidades metalingüísticas y aprendizaje”, en Palacios, A. (comp.). *Claves para incluir. Aprender, enseñar y comprender*. Buenos Aires (Argentina): Noveduc.

- Núñez P. (2015). La comprensión lectora. Aspectos teóricos y didácticos. En Mata, J., Núñez, P. y Rienda, J.(eds.). *Didáctica de la lengua y la literatura*. Madrid: Pirámide.

- Núñez Delgado, P., & Pinto, M.A. (2015). *THAM-2. Test de habilidades metalingüísticas n.2 (9-14 años)*. Roma, SAPIENZA, Università Editrice.

- Núñez, M.P., & Santamarina, M. (2014). “Prerrequisitos para el proceso de aprendizaje de la lectura y la escritura: conciencia fonológica y destrezas orales de la lengua”, en *Lengua y habla, Revista del Centro de Investigación y Atención Lingüística C.I.A.L.*, 18: 72-92.

- Núñez Delgado, P., & Santamarina Sancho, M. (2015). *Utilización interactiva del THAM-2. Video didáctico sobre un grupo de discusión*. Roma, SAPIENZA, Università Editrice.

- Pinto, M.A. (2015). The Italian metalinguistic ability tests TAM-2 and TAM-3 (Pinto & Titone 1989 ; Pinto 1995, 1999) and their use in research : an overview, in M.A. Pinto, (Ed. by) *The “MATEL” (Metalinguistic Awareness Tests in European Languages) Project: Validations and Translations*, Special issue of the *RIVISTA DI PSICOLINGUISTICA APPLICATA / JOURNAL OF APPLIED PSYCHOLINGUISTICS*. XV, 2.

- Pinto, M.A. (Ed. by) (2015). *The “MATEL” Project: Research Results*. Roma, SAPIENZA, Università Editrice.

- Pinto, M.A. (Ed. by) (2015). *Metalinguistic Exercises as Classroom Activities*. Roma, SAPIENZA, Università Editrice.


Pinto, M.A., & El Euch, S. (2015). *La conscience métalinguistique. Théorie, développement et instruments de mesure*. Québec : Presses de l’Université Laval.


- Pinto, M.A., & Melogno, S. (2014). *Lo sviluppo metalinguistico. Modelli, strumenti e applicazioni cliniche*, Firenze, SEID (pp 289).

D) OTHER PRODUCTS


CD-ROM	Pinto, M.A., & Fulgenzi, D. (2014). <i>Quasi un big bang ! Potenziare la riflessione sulla lingua</i> , Roma, VALORE ITALIANO-Lilamé.
RADIO INTERVIEW	<p>March 5, 2015-11-30 Dr. El Euch, in the “Génie en liberté” show on CFOU radio campus (89.1 FM). The interview did reach a large number of students and colleagues who commented and asked questions about the project. You can download the podcast: https://oraprdnt.uqtr.quebec.ca/pls/public/docs/GSC3641/F843370686_G_nie_en_libert__5_mars_2014__Entrevue_recherche.wav</p>

E)DISSEMINATION IN SOCIAL NETWORKS

Web/profile	Title	Web address	Description
FACEBOOK 	Matel Project	https://www.facebook.com/matelproject?fref=ts (SPAIN) https://www.facebook.com/MATEL-LLP-European-project-1593940834180210/?fref=ts (ITALY)	Matel Project Facebook profile.
	Docentes	https://www.facebook.com/groups/126847027370642/	Group of teachers to share learning experiences.
	University of Granada	https://www.facebook.com/universidadgranada	The University of Granada Facebook profile.
	Docentes en línea	https://www.facebook.com/docentes.co?ref=ts&fref=ts	Group of teachers to share learning experiences.
	RedIris	https://www.facebook.com/RedIRIS.facebk?ref=ts&fref=ts	Spanish network of computer resources of universities and research centres.
	Recursos y materiales educativos	https://www.facebook.com/groups/712624942166771/?fref=ts	Resources and educational materials.
	Centro del Profesorado del Campo de Gibraltar (Cádiz, España)	https://www.facebook.com/elcep.algeciraslalineafref=ts&pnref=story	Training teachers center (Campo de Gibraltar, Cádiz, Spain).
	Educar.org	https://www.facebook.com/educar.org?fref=ts	Virtual collaborative learning communities.
	Educación docente	https://www.facebook.com/educaciondocente	To share learning experiences.
	SMconecta2	https://www.facebook.com/pages/SMconecta2/126838930688103?fref=ts	Website of the publishing house SM, with educational activities and teaching resources for infant, primary, secondary and high school teachers
Matel project	@1Matel	Matel Project Twitter profile.	
Blog de lengua	https://twitter.com/blogdelengua	Resources for teaching language and literature in classroom.	

<p>TWITTER</p> 	TodoEle	https://twitter.com/todoele	Materials, resources and information for teachers of Spanish as foreign language.
	Didactalia	@didactalia	Global educational community for teachers, parents and students from Infant education to high school.
	Recursos Educativos	@Reducativos	Educational resources for teachers and teaching community.
	Universidad de Granada	@CanalUGR	University of Granada Twitter profile.
	UGR divulga	@UGRdivulga	Community of the University of Granada to show progress and research on any topic.
	ProfeEle	@profedeelerT	Blog for students and teachers of Spanish as a foreign language with a wide variety of ideas, resources, and practical activities.
	EducaSpain	@EducaSpain	Web (twitter profile) for the teacher of Spanish as foreign language (ELE).

F)DISSEMINATION IN ACADEMIC AND EDUCATIONAL FORUMS

WEB SITES 	Red AGE	http://www.redage.org/	Support educational management.
	INFOLING	http://infoling.org/	Moderate distribution list specializes in Hispanic Linguistics.
	Cátedra UNESCO	http://www.uned.es/catedraunesco-ead/	Resources for distance education, the e-learning, teaching and learning open education.
	Foros educativos virtuales	http://www.foroseducativos.com/	Educational area with resources for teachers.
	Red Iris	http://www.rediris.es/rediris/	Spanish network for interconnection of the computer resources of the universities and research centers.
	FORMESPA	http://bscw.rediris.es/pub/bscw.cgi/257391?cliente=1280x667	Web site for teachers of Spanish as foreign language.
	Docentes en línea	http://docentes.co/	For teachers and researchers of all levels who want to improve their educational practices.
	Portal Hispanismo Cervantes	http://hispanismo.cervantes.es/detalleRed.asp?ID=80	Databases with University departments, associations of hispanists, Spanish teachers and news.
	AESLA	http://www.aesla.org.es/es	Spanish Association of Applied Linguistics.
	Educastur	http://www.educastur.es/	Services and contents for education.

Granada, November, 30, 2015.