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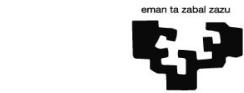


Metalinguistic Awareness Tests  
in European Languages

DIPARTIMENTO DI PSICOLOGIA  
DEI PROCESSI DI SVILUPPO  
E SOCIALIZZAZIONE



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# THE “MATEL” (Metalinguistic Awareness Tests In European Languages) LLP Project: SCOPE, OBJECTIVES AND ACHIEVEMENTS

## ***FINAL CONFERENCE***

Friday, November, 20, 2015

9.15-5.30 pm

Faculty of Letters and Philosophy – University of Rome “SAPIENZA”  
Villa Mirafiori Via C. Fea, 2.

*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.*



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## THE “MATEL” (Metalinguistic Awareness Tests In European Languages) LLP PROJECT: OBJECTIVES AND ACHIEVEMENTS

*Final Conference*

*Faculty of Letters and Philosophy - University of Rome “SAPIENZA”  
Villa Mirafiori, v. C. Fea, 2, Roma.  
Friday, November, 20, 2015.*

**MARIA ANTONIETTA PINTO**

*Coordinator of the MATEL Project and Principal Investigator*

*Faculty of Medicine and Psychology  
University of Rome “SAPIENZA”  
[mariantonietta.pinto@uniroma1.it](mailto:mariantonietta.pinto@uniroma1.it)*

*[www.matelproject.com](http://www.matelproject.com)*

## **I. THE GENERAL STRUCTURE OF THE PROJECT**

### **I.1. Research**

- a) Validate existing linguistic versions of 2 ML tests : MAT-2 (9-14 y) and MAT-3 (16 y.onwards)**
- b) Translate them into German and pilot them**

### **I.1. Creation of educational resources**

## **II. THEORETICAL BACKGROUND**

### **II.1 The concept of MLA: general definitions and things at stake**

### **II.2 The theoretical construct of the ML tests**

## **III. RESEARCH RESULTS**

### **III.1. The validations**

### **III.2 The translations and the pilot studies**

## **IV. EDUCATIONAL RESOURCES**

### **IV. 1. The videos on the interactive use of the items of the tests: a dynamic conception of MLA**

### **IV.2 ML exercices as classroom activities: analysing mathematics, history, geography texts, and advertisements**

## **V. POSSIBLE DEVELOPMENTS**

**Further Translations, further validations, collaboration with teachers for training and creation of educational resources for enhancing MLA.**

## I. THE GENERAL STRUCTURE OF THE PROJECT

### I.1. Research

a) Validate the existing linguistic versions of 2 ML tests (MATs in English acronym), translated and adapted from the original TAM-2 (*Test di abilità metalinguistiche n.2*; 9-14 y.) and TAM-3 (16 y. onwards) (Pinto, 1999). These were:

The **Spanish THAM-2** (University of Granada-Spain)

The **Spanish THAM-3** (University of the Basque Country-Vitoria Gasteiz- Spain)

The **French THAM-3** (University of Québec-à-Trois Rivières-Canada)

b) Creating a new linguistic version by translating these tests into German and piloting the resulting German versions (MKT-2 & MKT-3) with German-speaking subjects.  
(University of Innsbruck-Austria)

### I.2. Education

Creating educational resources for enhancing MLA at the THAM-2 and THAM-3 level

- **Didactic videos** on small group interactions about selected items of the respective tests.
- **Metalinguistic exercices** as classroom activities

## II. THEORETICAL BACKGROUND

### II.1 The concept of MLA: general definitions and possible applications

Metalinguistic awareness (**MLA**) has been defined in multiple ways, within the field of **linguistics**, theoretical and applied (*Jakobson; 1964, Benveniste 1973; Masny, 1997; James, 1998; Schmidt, 1994; Jessner, 2006*)

and of **psycholinguistics**, particularly by developmentalists (*Hakes, 1980; Tunmer, Pratt, Herriman, 1984; Brédart & Rondal, 1982; Bonnet & Tamine-Gardes, 1984; Bialystok, 1985, 1991; Gombert, 1990; Karmiloff-Smith, 1992*).

Beyond variability, **recurrent features** can be found in these definitions

a) The contemplative character of MLA vs more basic linguistic abilities, for understanding and producing language.

### **Benveniste (1974)**

*«la faculté métalinguistique renvoie à la possibilité que nous avons de nous éllever au-dessus de la langue, de nous en abstraire, de la **contempler**, tout en l'utilisant dans nos raisonnements et nos observations»*

### **James (1998):**

*«Language awareness is the ability to **contemplate** metacognitively an item of language over which one already has a degree of skilled control and about which one will therefore have developed a coherent set of intuitions. »*

*b) the objectivation of language* as a result of the metalinguistic activity

**Tunmer, Herriman & Pratt (1984):**

*«To be metalinguistically aware is to begin to reflect upon and manipulate the structural features of spoken language, treating language itself as an **object of thought**, as opposed to simply using the language system to comprehend and produce sentences,*

*c) The existence of **different degrees of consciousness**, from intuitive and elementary forms - sometimes even nonverbal (e.g. pauses, hesitations, re-starts) to intentional and explicit analyses (not necessarily with a specialized terminology).*

*N.B. A typical developmentalist's focus, as **degrees of consciousness correspond to developmental stages.***

# **Areas of MLA and application to real life abilities and jobs**

MLA affects **all the areas of language**, therefore there are:

- Metasemantic
- Metagrammatical
- Metasyntactic
- Metaphonological
- Metapragmatic

Abilities and competences that are of interest to:

- **Teachers and students**, for:
  - L1** in terms of metacognitive activities on first language basic competences (**reading and writing, learning in general**)
  - L2, L3, etc.**, as a metacognitive requisite for getting a deeper grasp of the structures and rules of a second, third, additional languages in general.

*N.B. Indirect confirmation*

**Bilingualism**, and particularly early bilingualism, as a factor that accelerates MLA development compared to monolingual growth, facilitates additional languages learning precisely *via ML abilities* (better capability of understanding common features between languages, conversion rules)

- **Translators and interpreters**
- **Speech therapists and Clinical psychologists**

*In general:*

All the professionals who make extensive use of **writing for special purposes**, typically:  
lawyers, journalists, politicians, communication analysts, and the like.

## **II.2 The theoretical construct of the MATs used in the project**

**TAMs 2 & 3 (It acr.) /THAMs 2 & 3 (Fr and Sp. Acr. /MKTs 2 &3 (Germ. acr)**

The MAT-2 (9-14 y.)

a) **Subtests (6 subtests - 96 items )**

*Comprehension* (Msem), *Synonymy* (Msem), *Acceptability* (Mgr), *Ambiguity*, (Msem & Mgr) *Grammatical function* (Mgr), *Phonemic segmentation* (Mphon).

b) **Type of Questions**

Always a first global question (LQ) on a specific point (ex: “*Do these two sentences mean the same thing or not ?*”) and a justification question (MLQ) (*How can you be sure it is the way you said*”).

c) **Coding system:**

LAs (Answers to LQs) are coded on a dichotomic basis: yes/no, right/false (score: 0/1).

MLAs (answers to MLq) are coded on a three-step scale, based on qualitative grounds, namely, the elaboratedness of the answer.

(See theoretical construct ; score: 0,1 and 2).

## The MAT-3 (late adolescence (16 y.) - adulthood)

### a) Subtests (3; 29 items)

*Comprehension* (Msem), *Acceptability* (Mgr), *Figurative language* (Msem)

### b) Questions:

Nearly always an LQ and a MLQ:

In **metasemantic** tasks (*Comprehension*, *Figurative language*), some items have no univocal truth value and might be answered as well as yes or no in a LQ.

ex: “*The future is already present/ The present already includes the future*”

Same type of temporal relation ?

Only the MLQ (justification answer) is made.

In the **metagrammatical** task (*Acceptability*), as there is an univocal grammatical acceptability value (acceptable or unacceptable), LQs and MLQs are perfectly symmetrical.

### c) Coding system: same as for the MAT-2.

## **Common features** in the theoretical construct of the two tests.

A definite distinction between an **intuitive** form of MLA, as explored by the LQ, and an **explicit, analytic and argumented** form of MLA, which comes to light at the moment of the MLQ.

This is where we can ascertain whether subjects are really able to “go **beyond**” (according to the meaning of the greek prefix “meta”) **the surface of the item**, and reach a consistent “meta” level.

To this end, they necessarily have to analyse **forms and meanings** to find a suitable **solution** to the metalinguistic problem posed by the task they are confronted with.

## Major claim

*If there is a solution to be found, it is because there is a **conflict** between something and something else. Our claim is that a **metalinguistic task** is inherently based on a **conflict between linguistic data**.*

Between two or more different forms of the same meaning

Between two or more meanings expressed by the same form,

Between two words simply differing by one letter or by an accent or by their position in a sentence, etc.

The way the conflict is solved is not reductible to a yes-or-no, or false/right answer.

It does not simply reveals knowledge about language but **reasoning about language**.

To assess this type of reasoning on linguistic conflicts, a precise **cognitive model** has been adopted, derived from the latest **equilibration model of Piaget (1975)**.

According to Piaget, to face these contradictions and recompose them into a new synthesis, subjects may use **three types** of cognitive processes, called “**mental regulations**”.

At the lowest level, with an “**alpha**” regulation, subjects simply **ignore the perturbation** created by a given conflict.

At an immediately higher level, that of “**beta**” regulations, subjects take into account the perturbation and face it but they limit their action to **local and successive adjustements**, without an overall view of the problem at hand.

Only at the “**gamma**” regulation level is the conflict consistently recomposed, and the representation of the problem is restructured in such a way as to justify the **place of each particular data in a comprehensive, abstract system**.

## Regulations and scoring: examples

### **alpha/0:**

blanks, “I don’t know answers”, of pseudo-justifications.

### **beta/1:**

relevant but partial linguistic elements, overall view missing.

### **gamma/2:**

relevant, exhaustive responses, search for consistency, overall view.

The idea that metalinguistic tasks are intrinsically based on conflicts between this or that aspect of language is the **common conceptual thread** that underlies the **coding system** of the ML answers in the **TAM-2 and the TAM-3**.

## **Commonalities between the newly validated tests and the original tests.**

Psychometric operations performed by Dr Gabriella Candilera and Dr Paolo Iliceto (S & P Ltd), Partner 2 in the Project, with extensive knowledge of the three Italian TAMs, having been the validators of the source tests.

1) In all cases, performances at the **L level** were **much higher** than those at the **ML level**.

**MLA** at the **explicit** level proves **more discriminant** than **MLA** at the **implicit level**, a confirmation of its abstract, **metacognitive nature**.

2) The **Acceptability** subtest in the **Spanish, French THAM-3, and Italian TAM-3** was by far **the most difficult** of the three subtests that compose the test, especially in the **ML** part, i.e. when subjects must justify their responses.

Acceptability is a **metagrammatical** subtest, that requires **solid grammatical knowledge** and the capability of detecting where and how grammatical rules are violated. This is what makes it a **particularly demanding** task, both on linguistic and metalinguistic grounds.

The gaps found in performances at metasemantic and metagrammatical tasks could also be attributed to **intrinsic aspects of the metalinguistic abilities required in each case**.

Categorizing and explaining grammatical errors requires a strong ***normative attitude*** towards language,

An attitude much less relevant when we must ***propose some coherent interpretation*** of meanings in a metasemantic task.



A delicate theoretical point regarding the **diversification of MLA** in relation to the **language areas** it refers to (semantics, grammar, syntax, phonology, pragmatics, etc..).

- A third important commonality between the validated versions of the tests and the original Italian tests is the **robustness of the ML factor**, that emerged from the **EFA** (Exploratory Factor Analysis – original tests) as well as from the **CFA** (Confirmatory Factor Analysis – newly validated tests).

Given the architecture of the MLA construct, and the characteristics attributed to the ML dimension,

**consistency found in this dimension in all the linguistic versions available** is especially significant.

Overall, the **Spanish THAM-2**, the **Spanish THAM-3** and the **French THAM-3** met the requirements for **reliable and valid** instruments.

All three can be used in their respective countries with **reference norms** for populations having **Spanish or French as a first language**, in and out of Europe, and also for learners of Spanish or French as foreign or second languages.

This will offer important **opportunities for both research and education**.

The **translation of the Italian TAM-2 and TAM-3 into German** (Jessner, Hofer, & Pinto 2015; Jessner, Pellegrini, Moroder, Hofer, & Pinto 2015) raised **issues of a different kind**.

Compared to the other translations of the same tests into Spanish, French and English, German posed further linguistic specificities that required a **larger number of adaptations and reformulations**.

The outcomes of the **pilot studies** seemed to indirectly confirm the appropriatedness of the linguistic renderings.

The German equivalent of the TAM-2, i.e. the **MKT-2**, was administered in a class of **7<sup>th</sup> graders** (Mittel schule) in a small center in South Tyrol (North of Italy), and the equivalent of the TAM-3, i.e. the **MKT-3**, was administered in **two High school classes** of the same region.

In both cases, participants were **native speakers of German**.

In general terms, the *type* of answers provided by the participants were **the same** as those elicited by the **Italian TAM-2 and TAM-3**, which indicates that the *processes* elicited by the items and the questions were of the **same nature as those elicited by the original version**.

In addition, in quantitative terms, the L performances of these native German speakers were **totally comparable to those of the Italian counterparts**, and the ML performances were even superior.

This happened **at each age level**, with the **MKT-2** as well as with the **MKT-3**.

If the participants were able to process even the most demanding questions at a high level the **renderings** must have captured the **essence of the metalinguistic tasks** successfully.

These outcomes do stimulate **further validation studies** of both the MKT-2 and MKT-3 on larger samples, in other German-speaking countries in Europe (Germany, Austria, Switzerland).

## **IV. EDUCATIONAL RESOURCES**

### **IV. 1. The didactic videos on the interactive use of the items of the ML tests: a dynamic conception of MLA**

#### Nature of the didactic video

It is a video-recording on a **group of participants** while they are discussing about the **answers previously given** to the **items of a ML test** (be it the TAM-1, 2 or 3).

*Aim:*

In the interactive use of this instrument, **assessment** is only the **first step** of an experience where the aim is to **empower** the abilities the test measures.

The participants reconsider their previous performance together with other participants, in a focus group, under the guidance of a tutor expert in the test to analyse their answers only on **some selected items**, and not the whole test.

## The stimulating factors:

- the **gaps between the initial levels** of the participants (there must be a 0 level, a 1 level and a 2 level) prior to the experience.
- the **confrontation** of the points of view between participants of heterogenous levels (**role of the socio-cognitive conflict**)
- the leading **role of the tutor** in drawing the participants'attention towards core elements of their own phrasing, recapitulating the outcomes of the exchanges directing and re-directing the interventions,

In the videos, we can observe:

- how participants exchange agreement and disagreement on single points
- how the tutor tries to favour more advanced levels of awareness.
- How the participants evolve from their initial position towards more elaborated points of view.

Overall, this type of interaction embodies two central ideas, complementary to one another:

- the **Piagetian idea of “mental regulation”** (1975), as a basis for the attribution of ML levels. This provides a *static* type of assessment.
- the **vygotskyan “proximal zone of development”** (Vygotsky, 1934; It. 1962;1990) for each participant, in the sense that everybody can take a little or a great step further, even in a relatively short time, thanks to the stimulating power of the interaction.

This offers a *dynamic assessment*.

## **IV.2 ML exercices as classroom activities:**

### **Joint teacher and students' analysis of mathematics, history, geography texts and advertisements**

#### The basic idea.

- Considering diverse types of texts conveying different types of notions:  
maths, history, geography, sophisticated advertisements,
  
- Drawing **attention on the meanings of certain words** that are **key to understanding the core notions** of the text.  
(some sort of “Sherlock Holmes exercices”)

Ex: in short texts of maths problems, to understand the type of arithmetic operations to perform and the right sequence to perform them, you must transform yourself into a **detective who puts the lens of the right cues**.

## General aims:

- To sensitize pupils or students to the *special power of language*, as a vehicle of thoughts, communicative intentions and also as a guide for interpreting nonverbal messages.
- Language is not a neutral and immediately transparent objet of thought. Its opacity must be made transparent, which matches precisely one of the many definitions of ML processing (Cazden 1976): to realise that language has an opaque surface.
- A ML analysis about **the why of that word in that place**, is presented as the **royal road** to grasping what has to be grasped, and to **elaborate a study method**.

## Modality:

Exercises are presented as forms of **mental training** to be **conducted** in a classroom, under the form of questions to be faced together, in a totally different spirit than that of individual tasks or tests for assessment.

## **V. POSSIBLE DEVELOPMENTS**

### **V.1. Research**

- Further translations (The 3 THAMs are already available in Portuguese; presumed date of publication: 2016),  
Currently under translation: THAM-3 into Persian (Farsi).  
Possible translation of the German MKT-1 ?
- Further validations: in principle, all the other tests not yet validated among those available in the existing versions.
- Further refinements of the previous validations: extension of the numerosity of the samples, in-depth study of convergent validity with a galaxy of language competence tests.

### **V.2. Education**

Collaboration with schools for:

- a) sensitization to language awareness issues
- b) development of educational materials and related research on the impact of these materials.

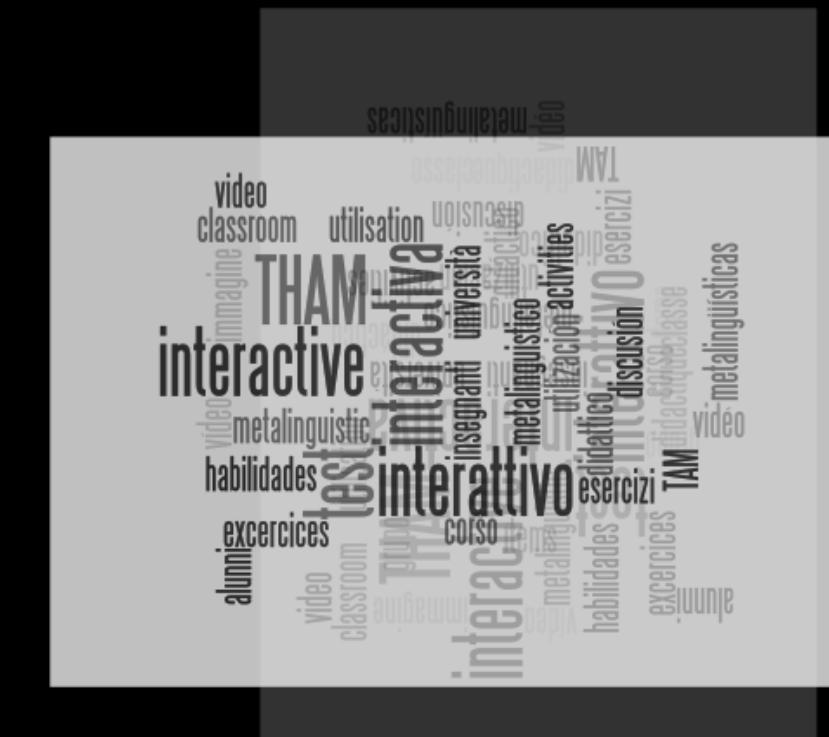
*WE HOPE IT STIMULATED IDEAS  
FOR YOUR OWN WORK*

*WE WOULD LIKE TO FIND OTHER OPPORTUNITIES  
FOR SHARING THESE IDEAS*

*THANK YOU FOR YOUR ATTENTION*

*Visit our website  
[www.matelproject.com](http://www.matelproject.com)*

## The “MATEL” Project: Research Results







Neuerscheinung im Studia Universitätsverlag  
Innsbruck

## MKT Metalinguistischer Kompetenztest TEIL 2

von Jessner | Hofer | Pinto

**Euro (A) 23,50 • Band 2**

ISBN 978-3-903030-09-1

## MKT Metalinguistischer Kompetenztest TEIL 3

von Jessner | Pellegrini | Moroder | Hofer | Pinto

**Euro (A) 24,80 • Band 3**

ISBN 978-3-903030-15-2

### MKT Metalinguistischer Kompetenztest TEIL 2

Der MKT-2 ist ein umfassendes Testverfahren zur Erhebung und Messung metalinguistischer Fähigkeiten und Kompetenzen bei Kindern der Altersstufe 9 bis 14. Er basiert auf dem von Pinto et al. (1999) entwickelten Test di Abilità Metalinguistica 2 (kurz TAM-2), und richtet sich insbesondere an Forschende und Sprachwissenschaftler im Bereich der Angewandten Linguistik und der Zwei- und Mehrsprachigkeitsforschung, an Schulpsychologen, Logopäden und interessierte Lehrpersonen. Der MKT-2 fokussiert auf formale Aspekte von Sprache sowie auf die Sprachbewusstseinsebene von Kindern und jungen Erwachsenen, und erhebt metalinguistische Kompetenzen. Metalinguistische Kompetenzen und Fähigkeiten beziehen sich auf das Vermögen, Sprache zu reaktivieren, zu analysieren und zu kommentieren. Die Bearbeitung metalinguistischer Aufgabenstellungen erfordert bekanntlich ein hohes Maß an sprachlicher und metakognitiver Kompetenz.

### MKT Metalinguistischer Kompetenztest TEIL 3

Der MKT-3 ist ein umfassendes Testverfahren zur Erhebung und Messung metalinguistischer Fähigkeiten und Kompetenzen bei Jugendlichen und Erwachsenen. Er basiert auf dem von Pinto (1995) entwickelten Test di Abilità Metalinguistica 3 (kurz TAM-3), und richtet sich insbesondere an Forschende und Sprachwissenschaftler im Bereich der Angewandten Linguistik und der Zwei- und Mehrsprachigkeitsforschung, an Schulpsychologen, Logopäden und interessierte Lehrpersonen. Der MKT-3 fokussiert auf formale Aspekte von Sprache sowie auf die Sprachbewusstseinsebene von Jugendlichen und Erwachsenen und überprüft deren metalinguistische Kompetenzen (meist in ihrer L1). Metalinguistische Kompetenzen und Fähigkeiten beziehen sich auf das Vermögen, Sprache zu reaktivieren, zu analysieren und zu kommentieren.

#### Bestellinfo:

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# **THAM-2 test de habilidades metalingüísticas nº 2**

(9-14 años)



**Test de habilidades  
metalingüísticas  
para adolescentes y  
adultos:  
THAM-3**

David Lasagabaster  
Jon Ander Merino  
Maria Antonietta Pinto



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# Utilización interactiva del THAM-2

editado por

Pilar Núñez Delgado y María Santamarina Sancho



# Video didattico sull'uso interattivo del TAM-2

a cura di:

Federica Micale, Irene Braccone, Maria Antonietta Pinto



Materiali e documenti

## Video didattico sull'uso interattivo del TAM-3

a cura di

Federica Micale e Maria Antonietta Pinto



## Utilisation interactive du THAM-3

Vidéo didactique  
à partir d'items du THAM-3

## Utilización interactiva del THAM-3

## Vídeo didáctico

The image is a word cloud centered around the concept of 'interactive'. The words are arranged in a circular pattern, with 'interactive' at the center and other related terms like 'video', 'classroom', 'utilisation', 'metalinguistic', 'habilidades', 'exercices', and 'alumni' surrounding it. The words are in various fonts and sizes, creating a dense and circular arrangement.



# Metalinguistic Exercices as Classroom Activities

edited by  
Maria Antonietta Pinto



SAPIENZA  
UNIVERSITÀ EDITRICE



Lifelong  
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Metalinguistic Awareness Tests  
in European Languages

## MATEL FINAL CONFERENCE

# The European MATEL Project: Scope, objectives and achievement



*ugr*

Universidad  
de Granada

M.<sup>a</sup> Pilar Núñez Delgado



# **PHASES AND PRODUCTS**

# MATEL Project-Granada

- **Ist Phase:** Revising of the Spanish translation of the THAM-2 (Pinto *et al*, 2000) and updating the examples
  - Administration of 450 test (300 valid cases) to students of schools in Granada

## PRIMARIA

CURSO	EDAD
4.º Primaria	9-10 años
5.º Primaria	10-11 años
6.º Primaria	11-12 años

## SECUNDARIA

(Educación Secundaria Obligatoria)

CURSO	EDAD
1.º E.S.O.	12-13 años
2.º E.S.O.	13-14 años

# Phases MATEL Project-Granada

- **IIInd Phase:** Test Validation

Double rating: THAM-2 and RAVEN's test  
(Raven, Raven, Court, 1998)

TEST DE MATRICES PROGRESIVAS DE RAVEN

CLAVE DE CALIFICACIÓN

SERIE/ NO. DE REACTIVO	A	B	C	D	E
1	4	2	8	3	7
2	5	6	2	4	6
3	1	1	3	3	8
4	2	2	8	7	2
5	6	1	7	8	1
6	3	3	4	6	5
7	6	5	5	5	2
8	2	6	1	4	4
9	1	4	7	1	1
10	3	3	6	2	6
11	5	4	1	5	3
12	4	5	2	6	5

# Results: descriptive statistics THAM-2

Grupo		N	Mínimo	Máximo	Prom.	Desv. típica
4. <sup>º</sup> -5. <sup>º</sup> Primaria	Comprensión L	53	10	15	13,04	1,441
	Comprensión ML	53	0	21	7,72	4,785
	Sinonimia L	53	2	5	3,98	,693
	Sinonimia ML	53	0	10	2,74	2,823
	Aceptabilidad L	53	10	28	25,08	2,868
	Aceptabilidad ML	53	0	21	9,13	6,309
	Ambigüedad L	53	3	7	5,83	1,122
	Ambigüedad ML	53	0	14	5,85	2,983
	Función L	53	1	6	5,68	,779
	Función ML	53	0	19	4,83	4,556
	Segmentación L	53	8	31	25,06	5,454
	Segmentación ML	53	1	18	12,77	3,851
	THAM-2 total L	53	55	90	78,66	7,947
	THAM-2 total ML	53	4	90	43,04	19,211
	THAM-2 total test	53	65	170	121,70	24,524

**Table I:** Means, Standard deviations, mín, máx for all the ML (THAM-2 subtests) and cognitive (PM38) measures in 4.<sup>º</sup>-5.<sup>º</sup> de primaria (N = 53).

# Results: descriptive statistics THAM-2

Grupo		N	Mínimo	Máximo	Prom.	Desv. típica
6. <sup>o</sup> Primaria	Comprensión L	94	9	15	13,50	1,326
	Comprensión ML	94	0	30	7,16	5,625
	Sinonimia L	94	0	5	3,44	1,590
	Sinonimia ML	94	0	10	3,37	2,958
	Aceptabilidad L	94	16	28	24,69	2,378
	Aceptabilidad ML	94	0	17	7,24	4,352
	Ambigüedad L	94	2	7	5,78	1,128
	Ambigüedad ML	94	0	10	5,22	2,176
	Función L	94	0	6	4,86	2,123
	Función ML	94	0	13	3,24	3,457
	Segmentación L	94	10	31	25,05	4,943
	Segmentación ML	94	2	18	11,70	4,013
THAM-2 total L		94	50	89	77,32	7,531
THAM-2 total ML		94	11	64	37,95	13,153
THAM-2 total test		94	61	153	115,27	18,607

**Tabla 2:** Means, Standard deviations, mín, max for all the ML (THAM-2 subtests) and cognitive (PM38) measures in 6.<sup>o</sup> de Primaria (N = 94).

# Results: descriptive statistics THAM-2

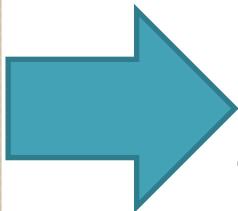
Grupo		N	Mínimo	Máximo	Prom.	Desv. típica
I. <sup>º</sup> E.S.O.	Comprensión L	57	12	15	13,98	,876
	Comprensión ML	57	1	25	9,28	5,209
	Sinonimia L	57	2	6	4,07	,842
	Sinonimia ML	57	0	10	5,56	3,088
	Aceptabilidad L	57	19	28	25,18	2,114
	Aceptabilidad ML	57	0	16	7,18	4,396
	Ambigüedad L	57	1	8	5,47	1,241
	Ambigüedad ML	57	0	10	4,26	2,280
	Función L	57	2	8	5,91	,635
	Función ML	57	0	12	4,91	3,517
	Segmentación L	57	8	31	26,32	5,285
	Segmentación ML	57	0	18	14,32	3,892
	THAM-2 total L	57	57	91	80,93	6,948
	THAM-2 total ML	57	15	78	45,51	14,293
	THAM-2 total test	57	77	169	126,44	19,432

**Table 3:** Means, Standard deviations, min, max for all the ML measures (THAM-2 subtests) and cognitive measures (PM38) in I.<sup>º</sup> ESO (N = 57).

# Results: descriptive statistics THAM-2

Grupo		N	Mínimo	Máximo	Prom.	Desv. típica
2.º E.S.O.	Comprensión L	97	11	15	14,01	1,075
	Comprensión ML	97	0	30	11,08	5,571
	Sinonimia L	97	0	5	3,99	,884
	Sinonimia ML	97	0	10	4,91	2,689
	Aceptabilidad L	97	10	28	25,25	2,626
	Aceptabilidad ML	97	1	16	7,73	3,967
	Ambigüedad L	97	3	8	6,11	,956
	Ambigüedad ML	97	0	8	4,47	1,815
	Función L	97	0	6	5,65	,867
	Función ML	97	0	15	4,66	3,775
	Segmentación L	97	8	31	26,18	4,977
	Segmentación ML	97	1	18	14,15	3,706
	THAM-2 total L	97	54	91	81,19	7,282
	THAM-2 total ML	97	17	93	47,01	14,809
	THAM-2 total test	97	73	180	128,20	19,920

**Table 4:** Means, Standard deviations, min, max for all the ML measures (THAM-2 subtests) and cognitive measures (PM38) in 2.º ESO (N = 97).



Results are basically coincident with those obtained in the validation of the Italian original test s(TAM-2, Pinto et al. 2003)

.

# Phases MATEL Project-Granada

- **IIIrd Phase:** Didactic Video on the interactive use of the THAM-2  
Creation of the related booklet

Discussion group between 4 participants of heterogeneous MLA levels, as previously assessed with the THAM-2:

- ML0
- ML1 (a y b)
- ML2

# Phases MATEL Project-Granada

- IIIrd Phase: Didactic Video on the interactive use of the THAM-2 and creation of the related booklet
  - Discussion group on items of the THAM-2

## GRUPO DE DISCUSIÓN SOBRE LOS ÍTEMS DEL THAM-2

Duración: 52:07 minutos

Fecha: Abril de 2015

Lugar: Granada (España)



Enlace del vídeo a “Youtube” para ver la grabación del grupo de discusión.

Link to “Youtube for wathcing the discussion

# EDUCATIONAL RESOURCES

- THAM-2 Manual:

<b>1. Theoretical grounds and history of the test</b>
<b>2. Composition of the test</b>
<b>3. The THAM-2: the protocol</b>
<b>4. Administration procedure</b>
<b>4.1. Timing</b>
<b>4.2. About the articulation of linguistic (L) and metalinguistic (ML) questions</b>
<b>4.3. Guidelines for the administration of the familiarisation items.</b>
<b>5. Coding and rating procedures</b>
<b>5.1. General guidelines</b>
<b>5.2. Assessment Criteria</b>
<b>6. Psychometric characteristics</b>
<b>6.1. The sample</b>
<b>6.2. Descriptive statistics</b>
<b>6.3. Group differences</b>
<b>6.4. Reliability</b>
<b>6.5. Validity</b>
<b>References</b>



# **EDUCATIONAL RESOURCES**

# Educational resources

- Video and booklet on the discussion group about the interactive use of the THAM-2.

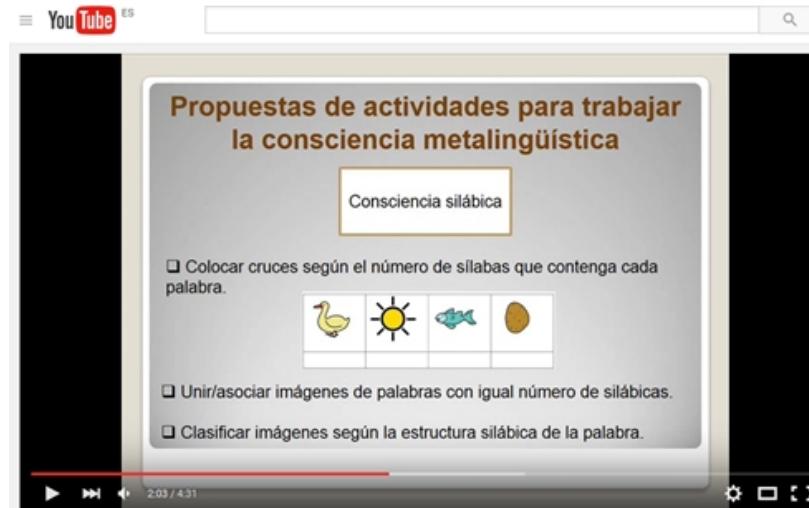
# EDUCATIONAL RESOURCES

- Booklet with two types of activities for applying metalinguistic and metacognitive components of reading comprehension to Geography and History texts for Junior School in Spain. (12-14 años).
  - Introduction
  - Reading comprehension in PISA tests.
  - Competence components in reading comprehension
  - Sequence of activities
  - Criteria for devising the activities
  - References

# Recursos didácticos

- **Video-presentation:**

Activities for working on metalinguistic awareness in reading and writing learning.



- Revision of translations of metalinguistic exercises on mathematics texts into Spanish



# **OTHER WORKING PACKAGES**

# I) Creation and administration of the websites

## MATEL Project



Font size: **Smaller** **Bigger** **Reset**



This project has been funded with support from the European Commission.  
This publication 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.

## Creation of profiles in social networks



- 1) To elaborate on a systematic basis, common to a plurality of European languages, Metalinguistic Ability Tests (English acronym: MAT), which both assess and empower a type of abilities which are pivotal for a broad spectrum of learning abilities, particularly in the language domain.
- 2) To systematize previous scientific knowledge about these tests (Italian acronym: TAM), which have first been created and then validated in Italian language.
- 3a) To validate those tests which have already been translated into other languages than Italian: the Spanish and the French versions of the MATs (Spanish and French acronyms: THAM).
- 3b) To translate the MATs into one more relevant European language, German, starting from the intermediate developmental age, the MAT-2 (9-14 years).

# 2) Dissemination

## DIFFUSION OF THE MATEL PROJECT AND RELATED WEB PAGE IN ACADEMIC RESEARCH FORUMS

- Educar.org (comunidades virtuales de aprendizaje colaborativo)
- Educación docente
- Grupos docentes

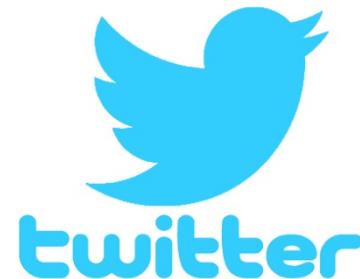


### Web pages

- ❖ Foro didáctico Centro Virtual Cervantes
- ❖ Foro Educastur
- ❖ Smconecta2 (portal educativo con actividades educativas y recursos didácticos para profesores de Infantil, Primaria, Secundaria y Bachillerato)

### Twitter

- ProfedeEle RT
- EducaSpain (ELE)
- Centro de Estudios Iberoamericanos
- Educación INTEF
- Revista Educación XXI
- Etc.



# Dissemination

- Presentation of the MATEL Project, of the web page, and practical activities

DATE	PLACE	DESCRIPTION
15-04-2015	Centro de Formación del Profesorado de Granada	Presentation of the MATEL project to training tutors. Conceps recall: metalinguistic awareness, bilingualism, etc.: Analysis of the THAM-2 and educational reflection
21-04-2015	Colegio público Almuñécar (Granada)	Presentation of the MATEL Project.. Concepts recall: metalinguistic awareness, bilingualism, etc. : Analysis of the THAM-2 and educational reflection

# Dissemination

DATE	PLACE	DESCRIPCIÓN
22-04-2015	Facultad de Ciencias de la Educación. Universidad de Granada.	<p>Presentation of the THAM-2 and the MATEL Project to trainees of Primary level teachers.</p> <p><b>Educational proposals for working on MLA.</b></p>
13-05-2015	Centro de Formación del Profesorado de Granada	<p>Presentation of the MATEL project to language teachers of Secondary level Education</p> <p>Recall of concepts of metalinguistic awareness, bilingualism, etc , and its role in language teaching.</p> <p>Analysis of the THAM-2 and educational reflection</p>

# Paquete de diseminación

DATE	PLACE	DESCRIPTION
18-05-2015	Colegio público en Badolatosa (Sevilla)	Presentation of the THAM-2 and the MATEL Project to a group of future teachers of Preschool and Primary school.
29-10-2015	Facultad de Ciencias de la Educación. Universidad de Granada.	Presentation of the MATEL Project and of the concept of metalinguistic awareness to the future Primary teachers
30-10-2015	Facultad de Ciencias de la Educación. Universidad de Granada.	Practical session with the future teachers of Primary school. <b>Creation of groups of sequences of activities for working MLA..</b>



# **OTHER RESULTS AND PRODUCTS**

- Monográfico en RIPLA sobre validación del THAM-2.
- 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”. *Lengua y habla*, 18: 72-92.
- 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, M.P.; Rienda, J. (2015). “Test de Consciencia Metalingüística en distintas lenguas de Europa. El proyecto europeo MATEL”. “La noche europea de los investigadores”. Melilla, 25 de septiembre de 2015.

+ info: [www.matelproject.com](http://www.matelproject.com)



**Metalinguistic Awareness  
Tests in European Languages**



Education and Culture DG

Lifelong Learning Programme

This project has been funded with support from the European Commission.

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# MATEL

METALINGUISTICS AWARENESS TEST IN EUROPEAN LANGUAGES

## METALINGUISTIC AWARENESS IN LANGUAGE TEACHING

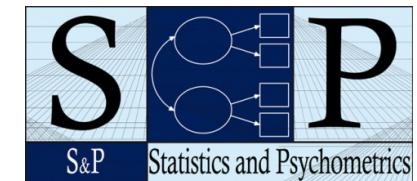
DIPARTIMENTO DI PSICOLOGIA  
DEI PROCESSI DI SVILUPPO  
E SOCIALIZZAZIONE



**SAPIENZA**  
UNIVERSITÀ DI ROMA



**universität  
innsbruck**



*ugr*

Universidad  
de **Granada**

**UQTR**



Université du Québec  
à Trois-Rivières

Universidad  
del País Vasco



Euskal Herriko  
Unibertsitatea

# Fostering university students' metalinguistic awareness: The THAM-3 in action

David Lasagabaster

david.lasagabaster@ehu.es



**MATEL, Final Conference  
Rome, 20 November 2015**



Lifelong  
Learning Programme



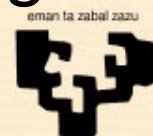
Universidad  
del País Vasco  
Euskal Herriko  
Unibertsitatea

- 1. Introduction
- 2. Spanish THAM-3
- 3. Results
- 4. The didactic video
- 5. Conclusions



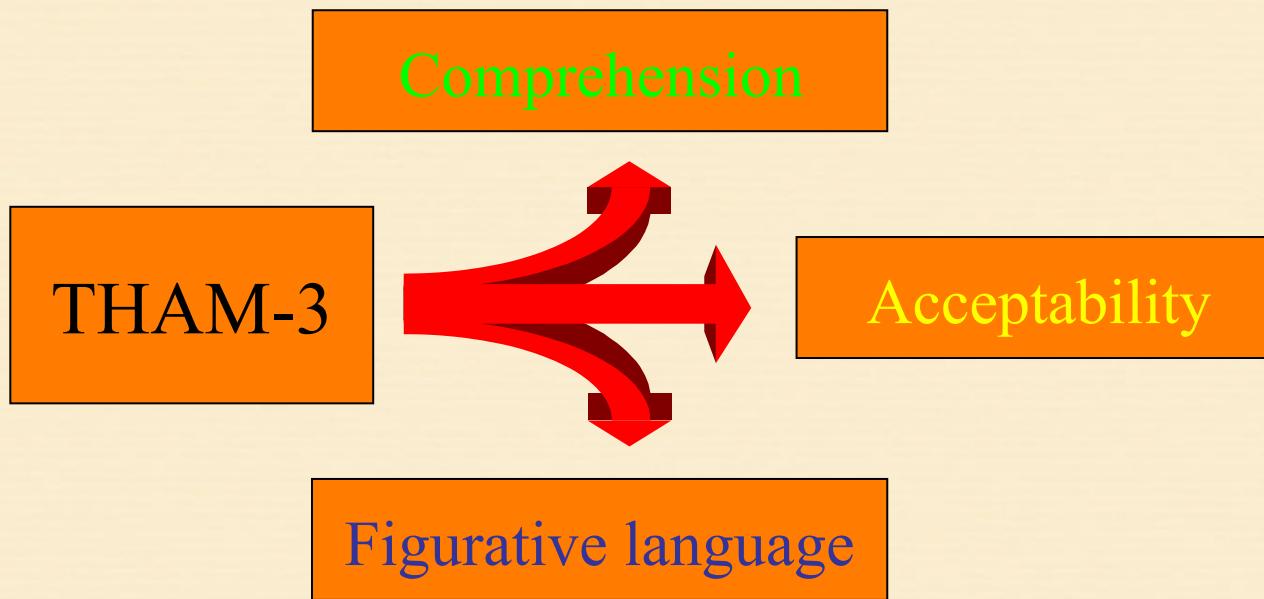
# 1. Introduction

- MA → ability to look inwardly at language and accumulate knowledge about the language itself
- Language Ts → make Ss' implicit knowledge of L1 explicit
- MA & language learning are closely interrelated
- Met. activity is a basic tool to boost reflection about language
- Last rungs of the educational ladder → There is less research into metalinguistic activity at higher educational levels



## 2. Spanish THAM-3

- THAM-3 → Test of Metalinguistic Abilities number 3
- Translated into Spanish (Pinto, Titone, & González Gil, 2000; Lasagabaster, Merino, & Pinto, 2015)
- Measure high school students' and adults' MA



## 2. Spanish THAM-3

- Two types of questions & answers:
  1. LQ → LA, intuitive level of awareness
  2. MLQ → MLA, intentional and explicit analysis
- LA → score 0 for incorrect & 1 for correct
- ML → score 0 (absent analysis), 1 (partial analysis) & 2 (adequate analysis, relevant elements considered)
- Each subtest → both L & ML score
- 3 total scores: total L, ML and total THAM-3



## 2. Spanish THAM-3

The THAM-3 (epub or pdf) is free access at:

[https://web-argitalpena.adm.ehu.es/  
listaproductos.asp?  
IdProducts=UHF00152203&titulo=Test%20de  
%20habilidades%20metaling%C3%ADsticas  
%20para%20adolescentes%20y%20adultos:  
%20THAM%203](https://web-argitalpena.adm.ehu.es/listaproductos.asp?IdProducts=UHF00152203&titulo=Test%20de%20habilidades%20metaling%C3%ADsticas%20para%20adolescentes%20y%20adultos:%20THAM%203)



## 2. Spanish THAM-3

### Comprehension (*metasemantic subtest; 8 items*)

- Pairs of sentences with similar/different meanings (semantic / temporal / morphological / spatiotemporal relationships)
  1. Meanings are similar or different?
  2. Justify



## 2. Spanish THAM-3

- **Acceptability** (*metagrammatical subtest; 13 items*)
- A short text containing 13 errors:
  1. Detect each error
  2. Correct it
  3. Indicate the type of rule violated.



## 2. Spanish THAM-3

### Figurative language (*metasemantic subtest ; 6 items*)

1. Two metaphorical sentences
2. Two advertising slogans
3. Two short poetic verses

Interpret the metaphorical meanings



### 3. Results

Candilera, G., Iliceto, P., Lasagabaster, D., Merino, J.A. & Pinto, M.A. (in press) "The validation of the THAM-3". *Rivista di Psicolinguistica Applicata/Journal of Applied Psycholinguistics*.

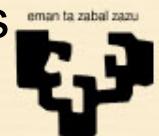
- 150 university Ss
- University of Valladolid (Soria) → pre-service Ts
- 18 to 37 years old (mean age = 21.1; SD = 2.7)
- 55 male and 95 female Ss → no age difference



### 3. Results

## Comprehension

- *Spatiotemporal relations:*
  - **La barca se encontraba en medio del lago** (*The boat was in the middle of the lake*)
  - **El agua del lago rodeaba la barca** (*The lake water surrounded the boat*)
- **ML0:** “The spatial relation is the same because in both cases the boat is in the lake: in order to understand this I focused on the verb in the first sentence ‘was in the middle’ and the verb in the second ‘surrounded’” → identifies the relevant terms but does not carry out an analysis
- **ML1:** “They do not have the same spatial meaning because when a boat is in the water it is always surrounded by it, whereas when it is in the middle of a lake it can be in just one specific space” → Different meanings are stated, but whereas ‘in the middle of’ is defined as a precise place, ‘surrounded’ remains unfocused



### 3. Results

## Comprehension

- *Spatiotemporal relations:*
  - **La barca se encontraba en medio del lago** (*The boat was in the middle of the lake*)
  - **El agua del lago rodeaba la barca** (*The lake water surrounded the boat*)
- **ML2:** “The spatial determiners are different: the first is a precise localization given by the expression ‘in the middle of’. The second is more general in the sense that the boat is in the lake but the specific place is not expressed. It could be in any part of the lake: *near the shore, on the left, anchored at a pier*” → systematic explanation of ‘in the middle of’ as a precise point in the lake and the verb ‘surrounded’ as a generic point in the lake



### 3. Results

## Figurative language

- *Advertising slogans:*
  - **Home Sapiens** (*Slogan used by an interior design company*)
- **ML0:** “This expression means that the architects who decorate a house will do their job in the most sapient and balanced way possible. Home = house; sapiens = sapient” → comprehension of the object advertised, but total absence of any analysis of the humour involved; simple translation of the terms without retrieving the original formula
- **ML1:** “This is a good humorous invention for an advertisement in which ‘Home sapiens’ recalls ‘Homo sapiens’ and therefore the idea of a house designed intelligently” → adequate understanding of the relation between slogan and object advertised. Identification of the relation between the ancient and the modern formula as a basis for the humour, but incomplete linguistic analysis



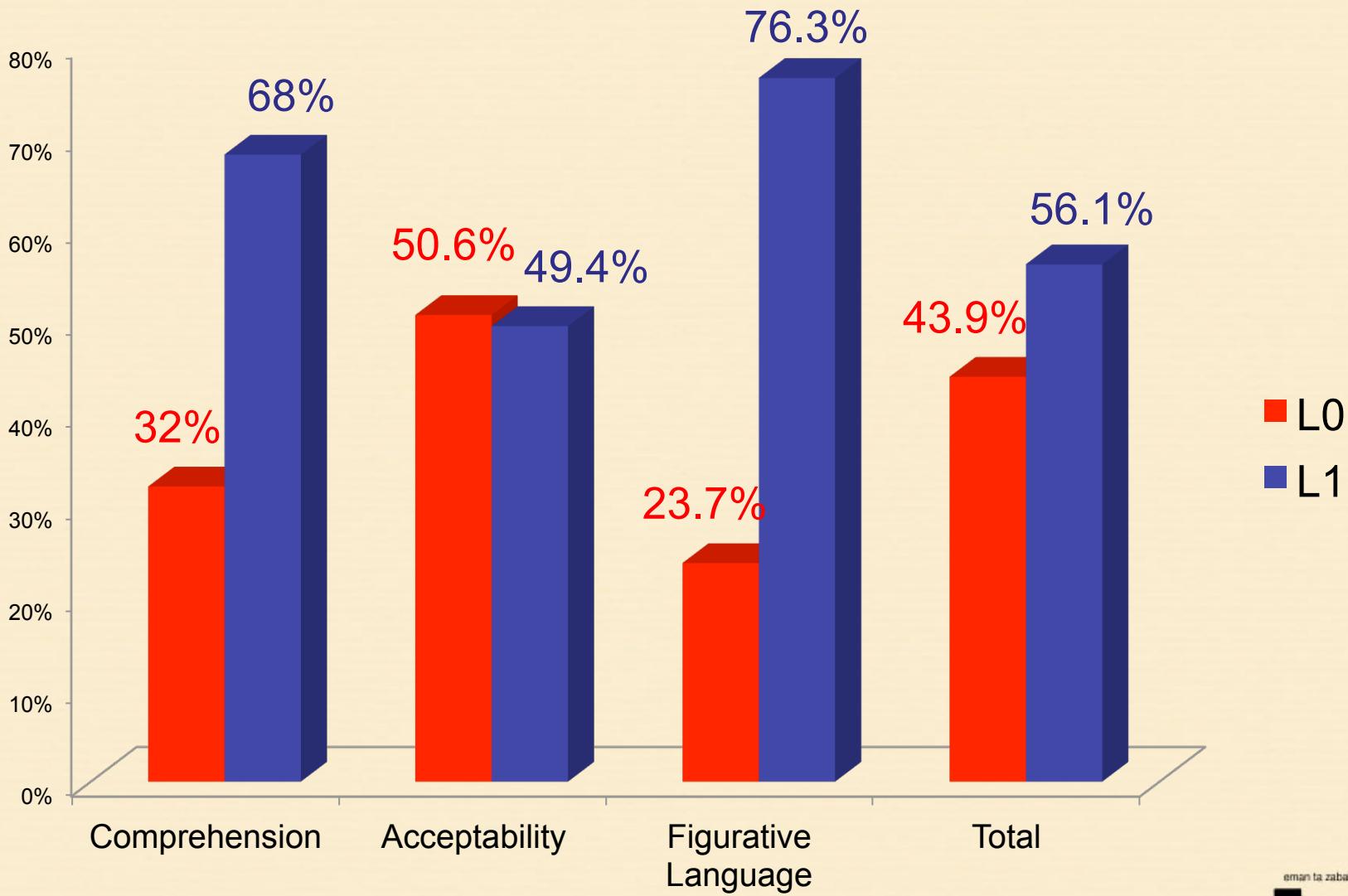
### 3. Results

## Figurative language

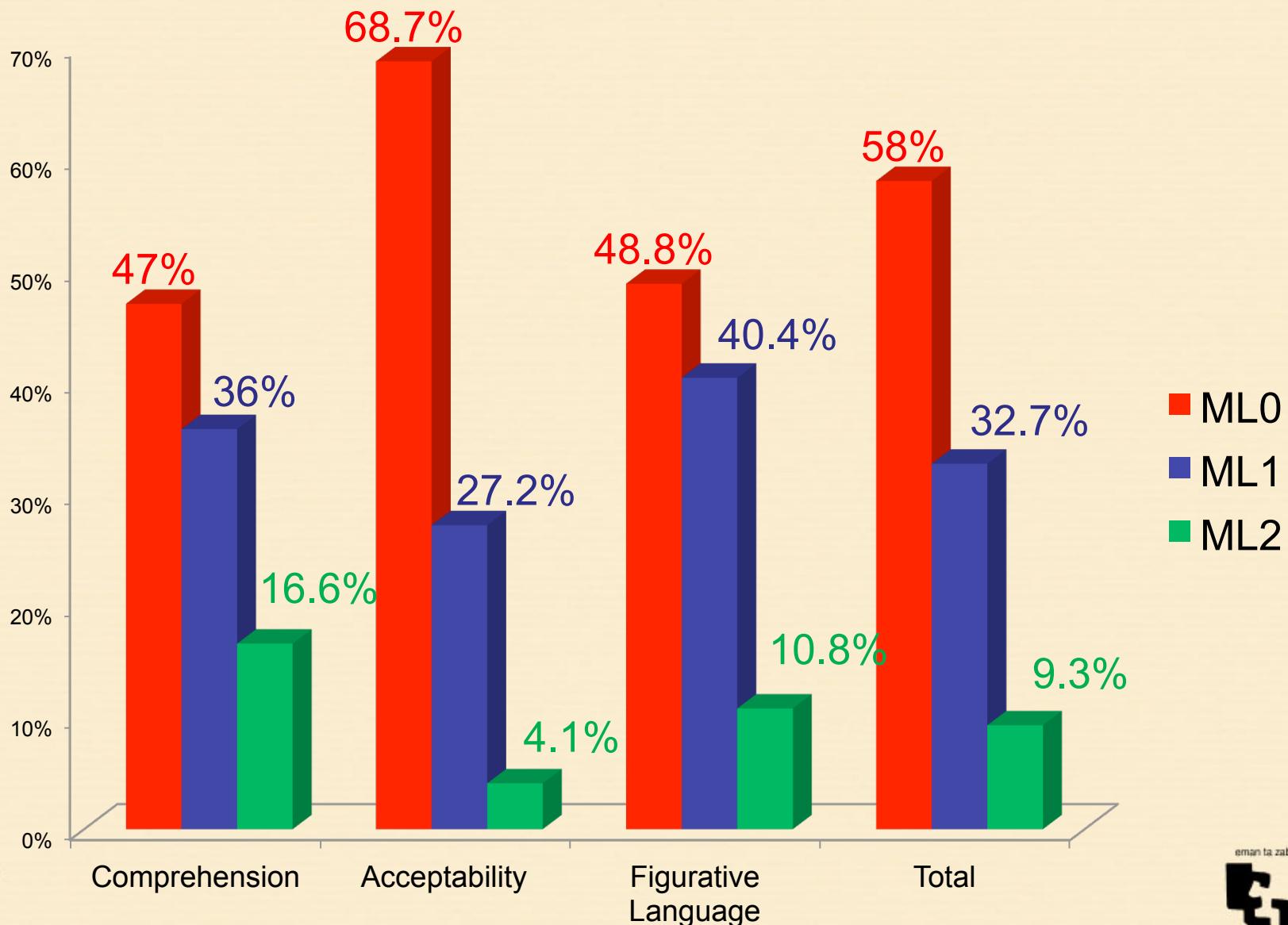
- Advertising slogans:
  - **Home Sapiens** (*Slogan used by an interior design company*)
- **ML2**: “An interior design study is published here by underlining the ability of the designers to adapt to any need the client may have. The most outstanding feature is the simplicity of the basic idea: the author has taken a Latin phrase used even by those who don't know Latin, the classic ‘Homo sapiens’. By changing only one letter ('Homo' into 'Home'), the Latin has been turned into English. This immediately identifies the product to which the slogan refers: the home. By adding the word ‘sapiens’, the home becomes modern and intelligent, as designed by this interior design agency” → Detailed and comprehensive analysis of the slogan



### 3. Results



### 3. Results



## 4. The didactic video

- **ML0 student (75%)**

“Sí. Me gustó. Me gustaron las pruebas ... pues al final **le das un poco a la cabeza** y ves... y ves que es bastante interesante y que tiene **más allá de** lo que... de **las simples palabras** que vemos y me pareció bastante interesante para hacerla. Sí, además, pues, **debates**, escuchas un poco lo que opinan los demás, **ves otras cosas también**. Quizá alguna vez pues después de algún examen que no has expresado exactamente lo que querías decir o que alguna expresión que tenías arraigada y que no era la correcta, pero **no tan profundamente como esta vez**. Me ha parecido bastante interesante. **Y reflexionarlo con gente, más interesante aún por eso**, porque ves otros puntos de vista que quizá desde tu perspectiva no lo puedes ver.”



## 4. The didactic video

- **ML0 student (75%)**

“(Al salir de la sesión lo comentamos) sí, claro ... Luego comentándolo igual con algún amigo todavía sí. Me resultaba más clara. Luego pues con, pues contándole a la gente pues, “¿a qué has ido a Soria?”, “Pues a esto, a lo otro, tal...”

“No, pues eso que me ha parecido muy interesante, me ha parecido muy interesante porque estas cosas del lenguaje me parecen bastante interesantes”



## 4. The didactic video

- **ML1 student (75%)**

“Claro eso es, que no me reuno a hablar de lengua todos los días sino que, pues eso fue lo **diferente**. Y bueno, **lo más estimulante** a lo mejor.”

“Y claro y luego, a lo mejor lo que contesté aquí en ese momento no era justamente lo que quería decir porque, pues fue... en el momento. Pero luego **fuerá, sí que me comía la cabeza en plan diciendo**, \*\*\*\* ¿por qué he contestado yo esto?

(¿cuáles han sido los aspectos que te han parecido menos interesantes o más negativos por así decirlo, algo que... que no te gustó, o más...? ) “Es que, no es que... o sea, **todo me... me pareció interesante**”

- 2 reasons → observed & novelty



## 4. The didactic video

- **ML2 student (75%)**

“Me gustó porque... nunca había hecho nada de esto ni, **ni conocía tampoco a nadie que hubiera hecho nada de eso y me pareció interesante.** Como lo íbamos comentando entre todos porque además eso es algo que a mí **me ha gustado desde siempre.** Pues, siempre me ha gustado eso de corregir y **encima con otros compañeros ver sus opiniones** porque **cada uno tiene un estilo de escritura** pero... más o menos todos estábamos de acuerdo.”

“...siempre he sido de reflexionar, pero más que en las redes sociales que parece que ahí se permite cualquier cosa, **reflexiono más en**, cuando estoy haciendo... trabajos más de **la universidad** además estoy haciendo la mención de inglés y **comparo mucho los dos idiomas.**”

“**Qué encantada de esto**”



## 5. Conclusions

- Challenging test
- Still, poor results
- Pre-service Ts → MLA will play a fundamental role in their future job
- Need to boost MLA → helps to bring to light Ss' deficiencies, while they become aware
- The test and the didactic video can help → more similar activities are needed to have a greater impact



## 5. Conclusions

- Video → very positive response, irrespective of MA level
- If work in groups, Ss enjoy it
- Grammar has nearly disappeared from the curricula in some Spanish autonomous communities: “Going against the general current trend, there are only a few research groups, teachers and teacher training groups taking as a starting point the idea that writing activities require metalinguistic reflection and developing teaching models with a higher grammar content” (Fontich & Camps, 2014: 601)
- Need to develop more alluring materials



**VI RINGRAZIO PER L'ATTENZIONE**

**ESKERRIK ASKO ZUEN ARRETAGATIK**

**MUCHAS GRACIAS POR SU ATENCIÓN**

**THANK YOU FOR YOUR ATTENTION**

**MERCI BEAUCOUP POUR VOTRE ATTENTION**

**VIELEN DANK FÜR IHRE AUFMERKSAMKEIT**



# Fostering university students' metalinguistic awareness: The THAM-3 in action

David Lasagabaster

david.lasagabaster@ehu.es

MATEL, Final Conference  
Rome, 20 November 2015

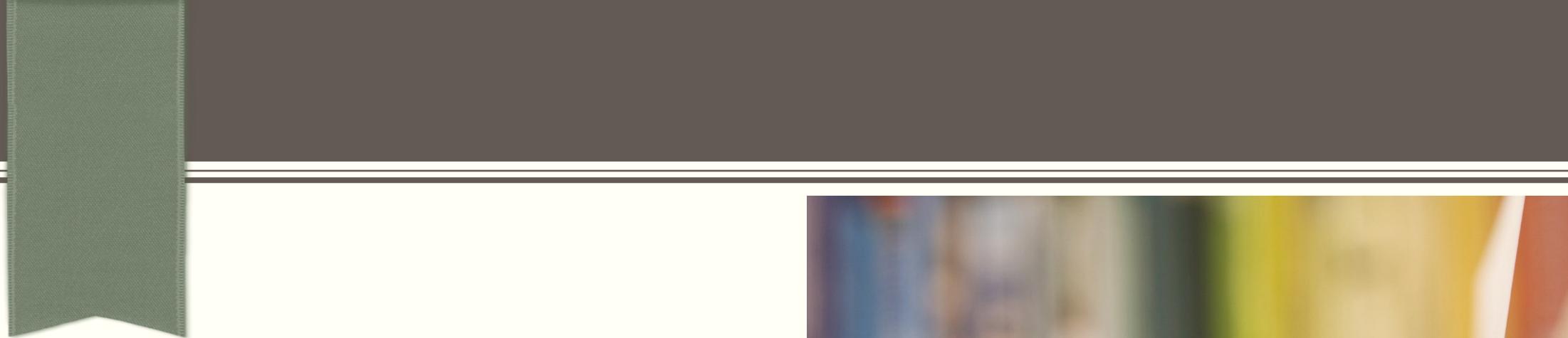


Lifelong  
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Metalinguistic Awareness Tests  
in European Languages





# METALINGUISTIC AWARENESS USING THE FRENCH THAM-3: CURRENT REALITIES AND FUTURE POSSIBILITIES

Sonia El Euch



# Outline

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## Introduction:

What's the THAM-3?

## Current realities

- The use of the THAM-3 before validation
- The use of the THAM-3 after validation
- Impact of the validation and of the MATEL project

## Future possibilities

- Teaching
- Research

# What's the THAM-3?

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THAM-3 = Test d'**H**abilités **M**étalinguistiques n°3 (Pinto & El Euch, 2015)

Adaptation of the Italian TAM-3 (Pinto & Iliceto, 2007) to French

3 subtests:

1/ Comprehension

- Comprehension of different kinds of relationships (qualitative, temporal, morphological and spatiotemporal)
- identify whether meanings are similar or different in 8 pairs of sentences and justify one's answers.

Example:

Il a trouvé une solution acceptable au problème.

Il a trouvé une bonne solution au problème.

(Consigne: Indiquez s'il s'agit du même type de qualité dans les deux phrases et expliquez ce qui vous permet de répondre ainsi.)

# What's the THAM-3? (cont'd)

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## 2/ Acceptability

- Metagrammatical ability
  - a short text containing 15 errors.
  - a) to spot errors, b) to correct them, and c) to justify the correction by indicating the type of rule that has been violated and/or the rule that applies;

Example:

«Colonel Fillmore est resté de son bureau et il a regardé par la fenêtre vers la direction nord... »

(Consigne: Dans le texte suivant, vous trouverez un certain nombre de fautes. Indiquez-les, corrigez-les et justifiez chacune de vos corrections.)

# What's the THAM-3? (cont'd)

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## 3/ Figurative language

- Metasemantic ability
  - 2 metaphorical sentences, 2 advertising slogans and 2 short poetic verses.
  - 1/say in what sense the language used in the items is figurative and 2/explain the choice of the words that make up these items.

Example:

Le cerveau est une éponge.

(Consigne: La phrase suivante sort un peu de l'ordinaire. Indiquez comment elle devrait être comprise, et justifiez l'utilisation des mots qui la composent.)

# What's the THAM-3? (cont'd)

---

THAM3: 2 levels of knowledge: a linguistic level (L) and a metalinguistic level (ML).

## L level :

- implicit, intuitive knowledge of language structures and rules;
- elicited with L questions/items (e.g. “Do we have the same quality in both sentences?”)
- brings along L answers of a yes/no type and scored 1 or 0.

## ML level :

- knowledge based on intentional and explicit analyses of the items;
- elicited with ML questions (e.g. “Give reasons for your answer”)
- brings along ML answers of an argumentative type;
- Scored on a 3-level qualitative scale from 0 (tautological answer) through 1 (partial justification) to 2 (complete and exhaustive justification);
- ML questions and answers are the core of the THAM-3.

# Current realities: The use of the THAM-3 before validation

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## El Euch (2011):

Because the relationship between language aptitude and metalinguistic awareness is ambiguous (Alderson et al., 1997; Roehr, 2007), the question is: are MLA and language aptitude separate or overlapping constructs?

- THAM-3 and MLAT (Carroll & Sapon, 1983) to 46 undergraduates (18 bilingual, 28 trilingual) in a test-retest research design over 3 years.
- **Results:** aptitude and MLA are separate constructs, stable over time and not affected by the bi-trilingual dimension.

# Current realities: ...THAM-3 before validation (cont'd)

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## EI Euch (2012):

Because most studies have examined the effect of MLA on only one language (e.g. Ibrahim et al., 2007) or at best on two languages (e.g. Cheung et al., 2010), the question is: what is the effect of MLA on reading in bi- and trilingual learners?

- 40 French-speaking undergraduate Canadians (18 bilingual, 23 trilingual)
- Instruments: THAM-3, Reading from the Michigan English Language Institute College English Test (MELICET), and its equivalent in French and Spanish.
- **Results:**
  - ✓ MLA contributes to reading achievement in L1 and in L2 but not in L3. (It is possible that the trilingual group did not attain the threshold level necessary in reading proficiency for a correlation between the two variables to come up.)
  - ✓ no significant difference between the bilinguals and the trilinguals' MLA levels. (a question of degree of trilingualism or of a ceiling effect?)

## Current realities: ...THAM-3 before validation (cont'd)

---

**Woll (2015a):** What is the role of MLA in positive transfer from English (L2) to German (L3) in French speaking pre-university students?

- Used Think aloud protocols with 80 French-speaking Canadians, a translation task, the THAM-3 and the Michigan test.
- **Results:** inter- and intra-individual variability in the conscious activation of related L2 vocabulary.

**Woll (2015b):** can individual factors related to multilingual usage predict MLA?

- **Results:** a composite index of multilingual usage (i.e. number of languages spoken, frequency of oral interaction in different languages, amount of time spent in different linguistic environments, and levels of interest in target language communities) is a stronger predictor of MLA in French-speaking Canadians than proficiency levels in an L2.

# Current realities: ...THAM-3 before validation (cont'd)

---

## **EI Euch, Pinto & Ostiguy (2015):**

Does MLA affect reading and writing performance in all the languages known by an individual and, if so, does this effect change over time?

- 28 French-speaking undergraduates (15 bilingual, 13 trilingual)
- THAM-3 and reading and writing tests in the two or three languages of the participants (MELICET and its equivalent)
- **Results:**
  - ✓ MLA correlated significantly with L2 literacy and with L1 writing.
  - ✓ Correlations persisted over time.
  - ✓ No correlations between MLA and L1 reading, nor between MLA and L3 literacy.
- **Conclusion:** it is not yet entirely clear where MLA enters language learning in plurilinguals.

# Current realities: The use of the THAM-3 after validation

---

## **EI Euch, Monette, Ostiguy & Pinto (forthcoming):**

Does the level of metalinguistic awareness change per study field and per language status?

- Study fields: TESL, Teaching, Health, Science and Technology, Humanities, and Language Arts
- Language Status: Monolingual, Bilingual, Trilingual, Quadrilingual
  - Status based on: known languages AND self-evaluated at least at the intermediate level for reading (R) and writing (W).
  - E.g. French (Known 1), English (Known 2), Spanish (Known 3).  
AND Self-evaluation: French (R and W: native proficiency), English (R: advanced, W: intermediate), Spanish (R: beginner, W: 0)  
= Bilingual
- THAM-3 to 150 participants, mostly native French speakers.

## El Euch et al. (cont'd): Results

Table 1: Means and standard deviations (in %) on the THAM-3 per field of study

	TESL (N=30)	Teaching (N=25)	Health (N=10)	Science & Tech. (N=19)	Humanities (N=33)	Language Arts (N=31)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>THAM-3 (L) Total</b>	69.24 (21.69)	66.93 (13.92)	64.61 (9.72)	57.51 (20.07)	68.26 (14.06)	71.45 (12.13)
<b>Comprehension (L)</b>	63.33 (33.89)	78.00 (26.33)	62.5 (31.73)	61.84 (30.46)	78.22 (24.78)	75.96 (21.77)
<b>Acceptability (L)</b>	39.11 (18.66)	40.80 (17.35)	51.33 (10.91)	44.91 (17.04)	43.65 (16.04)	52.30 (14.68)
<b>Figurative language ability (L)</b>	66.66 (36.18)	82.00 (31.88)	80.00 (25.81)	65.78 (33.55)	82.25 (30.40)	82.69 (28.07)
<b>THAM-3 (ML) Total</b>	40.87 (13.04)	34.47 (11.23)	36.63 (9.86)	31.85 (8.43)	34.42 (12.53)	37.00 (10.46)
<b>Comprehension (ML)</b>	43.75 (16.70)	45.50 (16.58)	43.75 (11.41)	46.71 (14.63)	48.79 (18.84)	46.87 (15.33)
<b>Acceptability (ML)</b>	14.88 (13.02)	13.60 (9.27)	15.33 (9.05)	11.57 (10.02)	11.93 (11.18)	16.28 (11.12)
<b>Figurative language ability (ML)</b>	47.22 (18.81)	44.33 (15.90)	50.83 (19.81)	37.28 (14.26)	39.78 (14.22)	45.51 (15.31)

Table 2

Comparisons between the fields of study on the THAM-3 and its subtests on the L and ML levels - ANOVA analyses

	<b>Fields of study</b>
	F (1, 5)
<b>THAM-3 (L) Total</b>	1.96
<b>Comprehension (L)</b>	1.64
<b>Acceptability (L)</b>	1.92
<b>Figurative language ability (L)</b>	1.16
<b>THAM-3 (ML) Total</b>	1.86
<b>Comprehension (ML)</b>	.67
<b>Acceptability (ML)</b>	2.49*
<b>Figurative language ability (ML)</b>	2.57*

\* $p < .05$

\*\*  $p < .01$

**Table 3**  
 Significant differences between means (%) on the Acceptability (ML) and Figurative language ability subtests according to the fields of study – Multiple comparisons, Post hoc tests

	TESL	Teaching	Health	Science & Tech.	Humanities	Language Arts
<b>Acceptability (ML)</b>						
TESL		5.95*		7.97*	7.63**	
Teaching	-5.95*					
Health						
Science & Tech.		-7.97*				
Humanities		-7.63**				-5.82*
Language Arts					5.82*	
<b>Figurative language ability (ML)</b>						
TESL				14.10**	10.22*	
Teaching						
Health				13.55*		
Science & Tech.	-14.10**		-13.55*			-9.22*
Humanities	-10.22*					
Language Arts				9.22*		

**Table 4**  
**Means and standard deviations (in %) on the THAM-3 per language status**

	Monolingual (N=19)	Bilingual (N=85)	Trilingual (N=20)	Quadrilingual (N=4)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>THAM-3 (L) Total</b>	63.72 (16.62)	67.37 (16.43)	69.55 (16.85)	68.47 (16.49)
<b>Comprehension (L)</b>	76.31 (26.96)	73.52 (26.82)	61.25 (31.90)	81.25 (12.50)
<b>Acceptability (L)</b>	38.94 (15.43)	45.56 (16.51)	48.66 (18.86)	61.66 (8.38)
<b>Figurative language ability (L)</b>	76.31 (38.61)	76.47 (29.46)	90.00 (26.15)	62.50 (47.87)
<b>THAM-3 (ML) Total</b>	28.65 (9.97)	36.08 (10.91)	40.80 (12.85)	44.34 (7.91)
<b>Comprehension (ML)</b>	37.17 (13.57)	48.52 (16.46)	49.68 (18.96)	48.43 (10.67)
<b>Acceptability (ML)</b>	11.57 (9.25)	12.62 (10.52)	19.66 (13.10)	28.33 (8.38)
<b>Figurative language ability (ML)</b>	35.08 (14.04)	44.31 (16.62)	46.66 (14.40)	56.25 (15.77)

Table 5

Comparisons between the language statuses on the THAM-3 and its subtests on the L and ML levels - ANOVA analyses

	Language status (Monolingual, bilingual, trilingual, quadrilingual)
	F (1, 3)
<b>THAM-3 (L) Total</b>	.48
<b>Comprehension (L)</b>	1.41
<b>Acceptability (L)</b>	2.49
<b>Figurative language ability (L)</b>	1.41
<b>THAM-3 (ML) Total</b>	4.88**
<b>Comprehension (ML)</b>	2.71*
<b>Acceptability (ML)</b>	5.00**
<b>Figurative language ability (ML)</b>	2.95*

**Table 6**  
**Significant differences between means (%) on the ML level according  
 to the language status – Multiple comparisons, Post hoc tests**

	Monolingual	Bilingual	Trilingual	Quadrilingual
<b>THAM-3 (ML) total</b>				
Monolingual		-7.97**	-12.14**	-15.68*
Bilingual	7.97**			
Trilingual	12.14**			
Quadrilingual	15.68*			
<b>Comprehension (ML)</b>				
Monolingual		-11.35**	-12.51*	
Bilingual	11.35**			
Trilingual	12.51*			
Quadrilingual				
<b>Acceptability (ML)</b>				
Monolingual			-8.08*	-16.75**
Bilingual			-7.03**	-15.70**
Trilingual	8.08*	7.03**		
Quadrilingual	16.75**	15.70**		
<b>Figurative language ability (ML)</b>				
Monolingual		-9.22*	-11.57*	-21.16*
Bilingual	9.22*			
Trilingual	11.57*			
Quadrilingual	21.16*			

# What the previous tables say...

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## About MLA and the fields of study:

- MLA level overall (Total L and Total ML) is the same across all fields of study (TESL, Teaching, Health, Science and Technology, Humanities and Language Arts) (Table 2).
- However, the ML level of the Acceptability and Figurative language subtests significantly changed according to the field of study (Table 2).
- For Acceptability (ML),
  - ✓ the TESL program outperformed Teaching programs, Science and Technology programs and Humanities programs (Tables 1 & 3),
  - ✓ Language Arts programs outperformed Humanities programs (Tables 1 & 3).
  - Acceptability (ML) seems to be sensitive to language domains.

## What the previous tables say...(cont'd)

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- For Figurative language (ML),
  - ✓ the TESL program outperformed Science and Technology programs and Humanities programs (Tables 1 & 3),
  - ✓ Health programs outperformed Science and Technology programs (Tables 1 & 3),
  - ✓ Language Arts programs outperformed Science and Technology programs (Tables 1 & 3).
- Figurative language (ML) seems to be sensitive to language and health domains.
- It seems harder for Science and Technology programs to explain figurative language.

## About MLA and language status

- The THAM-3 (Total ML) and its subtests (ML level) change according to the language status: monolingual, bilingual, trilingual and quadrilingual (Table 5).

## What the previous tables say...(cont'd)

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- Bilinguals, trilinguals and quadrilinguals outperformed monolinguals on THAM-3 (Total ML) ([Tables 4](#) and [6](#)).
  - Bilinguals and trilinguals outperformed monolinguals on Comprehension (ML) ([Tables 4](#) and [6](#)).
  - Trilinguals and quadrilinguals outperformed monolinguals and bilinguals on Acceptability (ML) ([Tables 4](#) and [6](#)).
  - Bilinguals, trilinguals and quadrilinguals outperformed monolinguals on Figurative language (ML) ([Tables 4](#) and [6](#)).
- Monolinguals are at a disadvantage as far as MLA is concerned.

# Impact of the validation and of the MATEL project

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- The THAM-3 has a scientific value.
- A growing interest in validating MLA tests for younger ages (THAM-1 and THAM-2).
- An increasing number of students enroll in M.A. programs to work on MLA.
- A growing interest in the design of didactic material that fosters the development of MLA across ages.
- Interest in interdisciplinary work (e.g. maths-French) that tackles MLA from different perspectives.
- The MATEL team has been invited to be part of the «Laboratoire d'Études et de Recherches Transdisciplinaires et Interdisciplinaires en Éducation (LERTIE)» (Education department, Université du Québec à Trois-Rivières, Canada).
  - The collaboration between Europe and UQTR (Canada) started with the EU Lifelong program funding and will hopefully remain a lifelong collaboration.

# Future possibilities

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## Teaching:

- Design tasks that foster the development of MLA.
- Collaboration between teachers from different domains to find various paths that lead to the development of MLA (e.g. designing multidisciplinary projects involving French, maths, history, etc.)

## Research:

- Validate the French THAM-1 and THAM-2 and use them in a longitudinal perspective to follow the development of MLA in the same learners over time.
- Comparative studies involving the different linguistic versions of the THAM-3 to examine the role of different educational contexts on MLA.
- Examine MLA in the different languages of a bi- or plurilingual individual and use think-aloud protocols to better understand the metacognitive process at work in a bi- or plurilingual mind.

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# Contact Information

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Sonia El Euch, Ph.D.

Professor

Education department, office 2015

Université du Québec à Trois-Rivières

3351, boulevard des Forges, C.P. 500,

Trois-Rivières (Quebec), G9A 5H7

Canada

Tel: 819-376-5011, ext. 3660

Email: [sonia.eleuch@uqtr.ca](mailto:sonia.eleuch@uqtr.ca)

Website: [www.uqtr.ca/sonia.eleuch](http://www.uqtr.ca/sonia.eleuch)

MATEL  
Rome Conference  
**Ulrike Jessner & Barbara Hofer**  
**Innsbruck University**

November 2015



Lifelong  
Learning Programme



Metalinguistic Awareness Tests  
in European Languages



# Introduction

- Innsbruck contribution to Matel
- MLA and DMM
- 3 South Tyrol studies

# Innsbruck contribution to MATEL

- 1) Translation of TAM-2 and TAM-3 into German  
(MKT-2 and MKT-3) and pilot studies
- 2) Translation of didactic materials (online)
- 3) 2 scientific articles

# The role of metalinguistic awareness in multilingual learning and use

from a DCT-perspective

(Herdina & Jessner 2002; Jessner 2006, 2008)

emergent property of the multilingual system

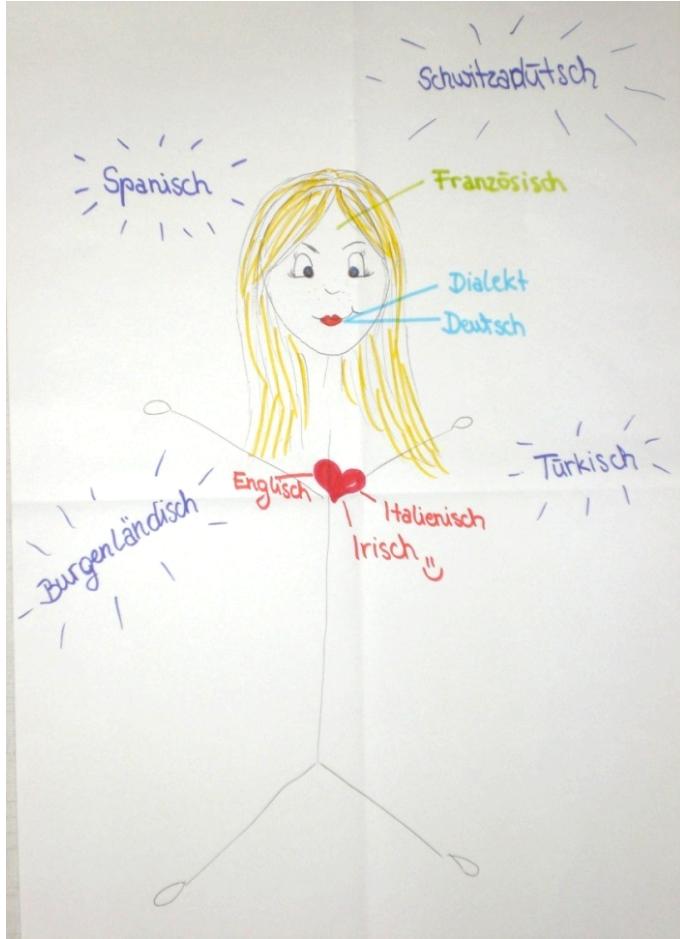
- result of autocatalytic effect
- only to be found in open systems
- function of the interaction between systems
- no systems (gestalt) properties per

# The role of metalinguistic awareness in multilingual learning and use

## *multilingual awareness*

- affects other variables
- is affected by other variables
- changes in terms of effect on other variables over time

## DMM: New proficiency skills



language management  
language learning  
language maintenance

Development of  
multilingual use and  
learning related to  
level of metalinguistic  
awareness

## Metalinguistic awareness

- to focus on linguistic form and
- to switch focus between form and meaning
- to categorise words into parts of speech
- to explain why a word has a particular function

## **Why is metalinguistic awareness important and why should it be promoted at all levels of education?**

- Metalinguistic awareness plays an important role in learning to read  
(Bialystok, 2001)
- MLA plays an important role in learning to write (Kirschhock, 2004:40)
- MLA allows pupils to become autonomous, independent and efficient learners
- MLA fosters learners' self-confidence and thus contributes to personality development
- boosts learners' motivation

- Metalinguistic awareness benefits and facilitates the acquisition of additional languages (Wolff, 1993; Jessner, 1999)
- if learners know a lot about how language/s work/s + how to put this knowledge to use + transfer their knowledge: this boosts their language proficiency in L1, L2, Ln  
(Malakoff & Hakuta, 1991; Pinto et al. 2011; Jessner, 1999)
- MLA prepares learners for a multilingual and multicultural reality and workplace:
  - \*because it makes them more sensitive to the needs of their communicative partners,
  - \*enables them to mediate between speakers of various languages,
  - \*allows them to switch from one language to another if the situation requires them to do so
- The effects of metalinguistic awareness and the resulting cognitive flexibility positively influence individuals at a more advanced age (can delay dementia by 4 years)  
(Bialystok et al., 2004)
- Metalinguistic awareness can be trained (Allgäuer-Hackl, in preparation)
-

# Significant evidence of increased level of metalinguistic awareness

- Primary school

South Tyrol:

✓ Hofer (2015):

Bolzano (Italian/German/English)

✓ Moroder (2013):

Ladin community in South Tyrol (Ladin/Italian/German/English)

Austria:

✓ Traxl (2015):

Italian/German/English

# Significant evidence of increased level of metalinguistic awareness

- Secondary school
  - ✓ Allgaeuer-Hackl (& Jessner 2014; Jessner 2014): multilingual training session
  - ✓ Scharf (2014): CLIL in Gymnasium biology lessons in English  
CLIL-class outperformed the control group and developed a higher level of MLA

**Hofer (2014, 2015)**

Metalinguistic awareness & abilities

in primary school children

in trilingual education programmes & in regular programmes

## Subjects

- 85 pupils in 4th grade – 2 primary schools (BZ)
- 2 control groups (n=44) regular programmes (vehicular language: Italian L1; German L2 + English L3)
- 2 experimental groups (n=41) trilingual programmes ( 50-50% Italian -German + English L3)

## Study design

### 1. Metalinguistic Ability Test 2 (TAM-2) Pinto et al. 1999

- Acceptability (2 items)
- Ambiguity (2 items)
- Grammatical function (3 items)
- Phonemic segmentation:
  - Syllable scansion (6 items)
  - Identification of repeated phonemes (3 items)
  - Formation of words (2 items)

## 2. German Test

- Listening comprehension
- Grammatical judgement test
- Verbal inflections
- Reading comprehension

## 3. English Test

- Reading/Listening comprehension
- Matching exercise  
(everyday routine activities)
- T/F test on prepositions
- Sentence completion test

## Results

ANOVA:

Subjects in trilingual classes performed significantly better on all tests.

## Conclusion

The results show that early and extensive contact with an L2 + L3 fosters metalinguistic awareness and skill

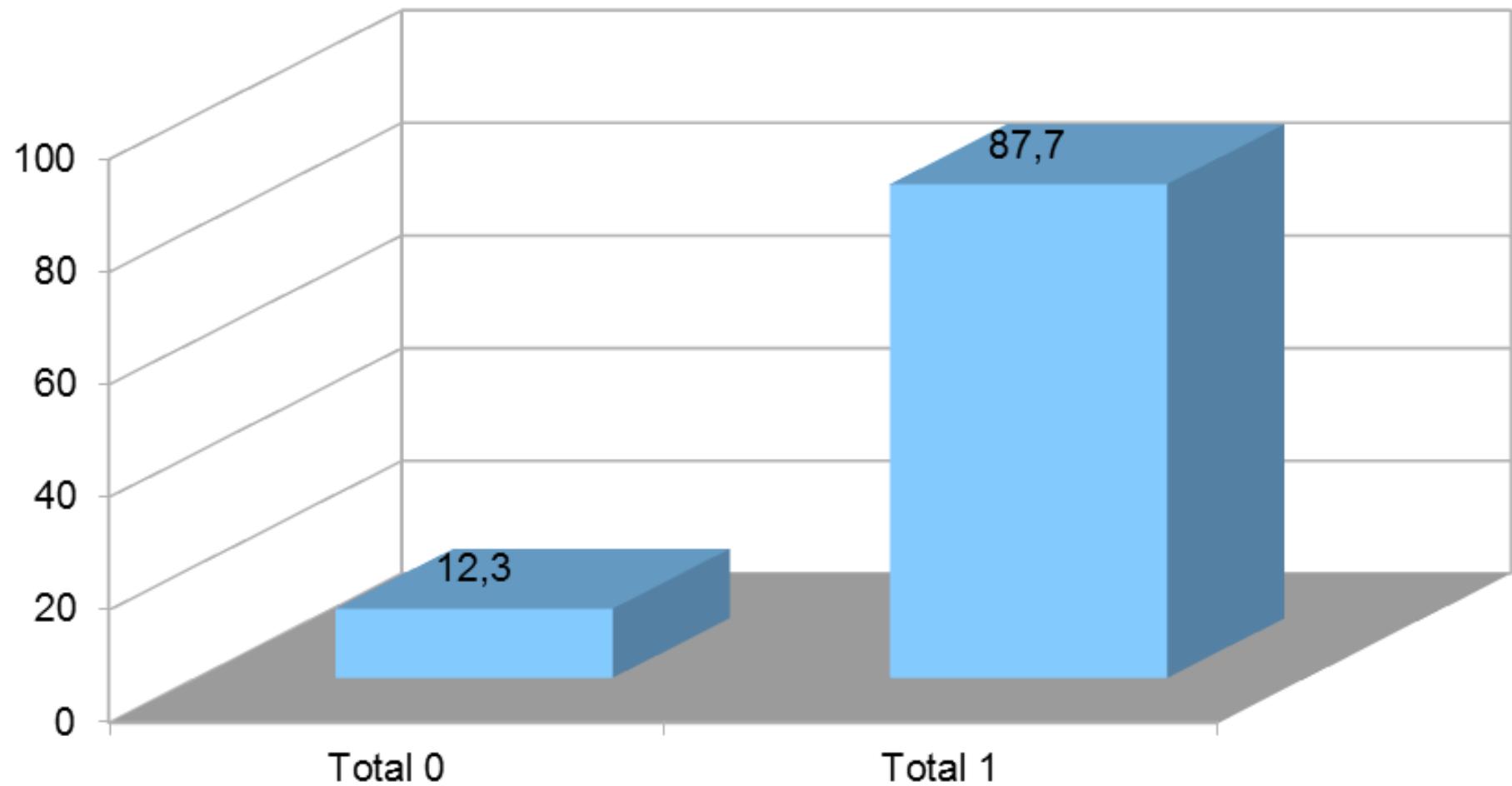
## Pilot studies: South Tyrol

- MKT-2 and MKT-3 (November 2014 & February 2015)
- **MKT-2** : in Terlan (BZ) in a German language middle school  
17 pupils (2nd grade, aged 11-12) all native speakers of German
- **MKT-3** : Meran and Mals (BZ) in 2 upper secondary schools  
44 students (4th grade, aged 17-19) all native speakers of German

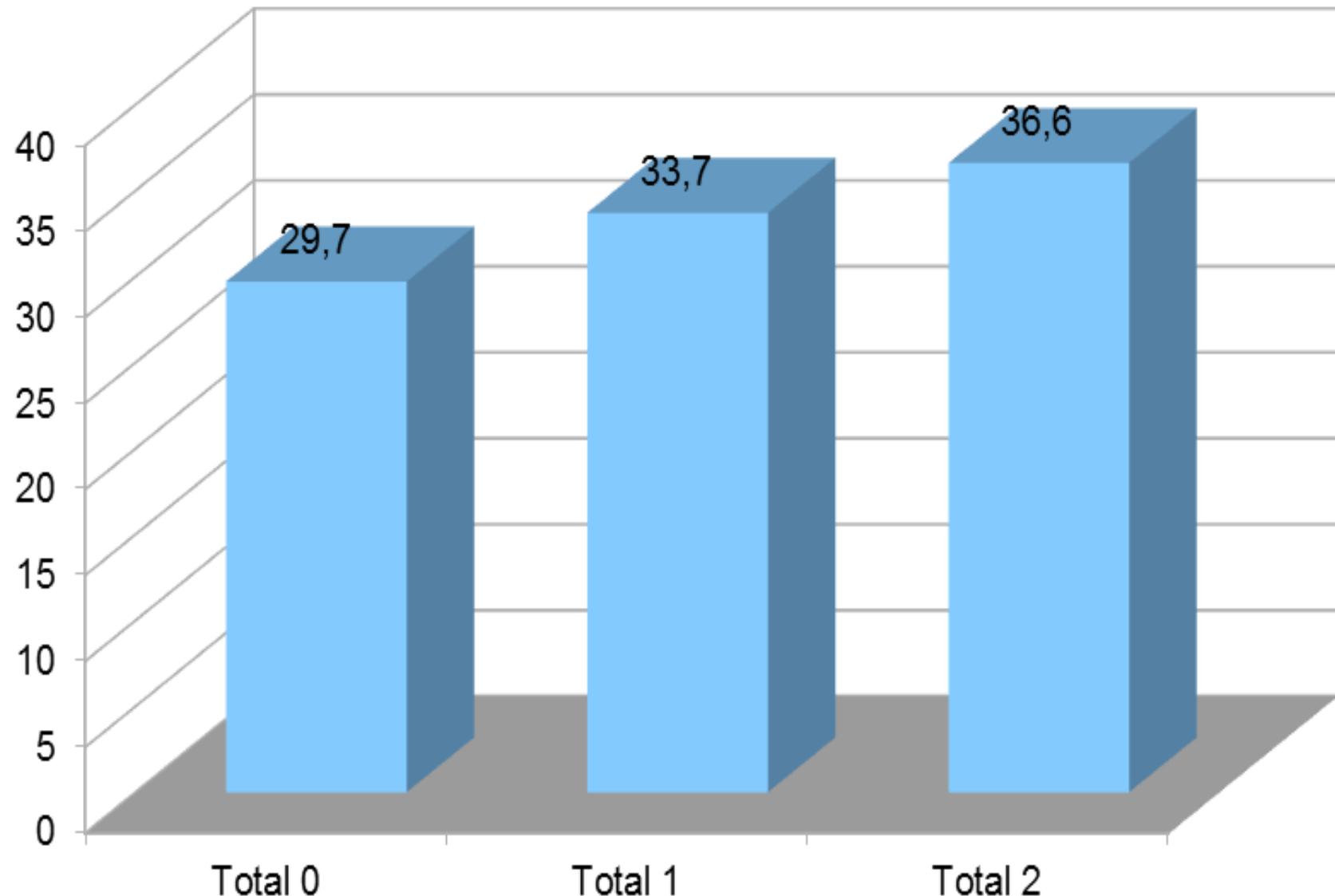
- Overall test results MKT-2: very promising
- Higher than those obtained in the Italian pilot study (100 participants!)
- administer the MKT-2 also to larger groups of pupils and to other age groups within the 9-14 range.
- Test results MKT-3 similarly positive

# MKT-2 Overall test scores

Levels L total test (%)

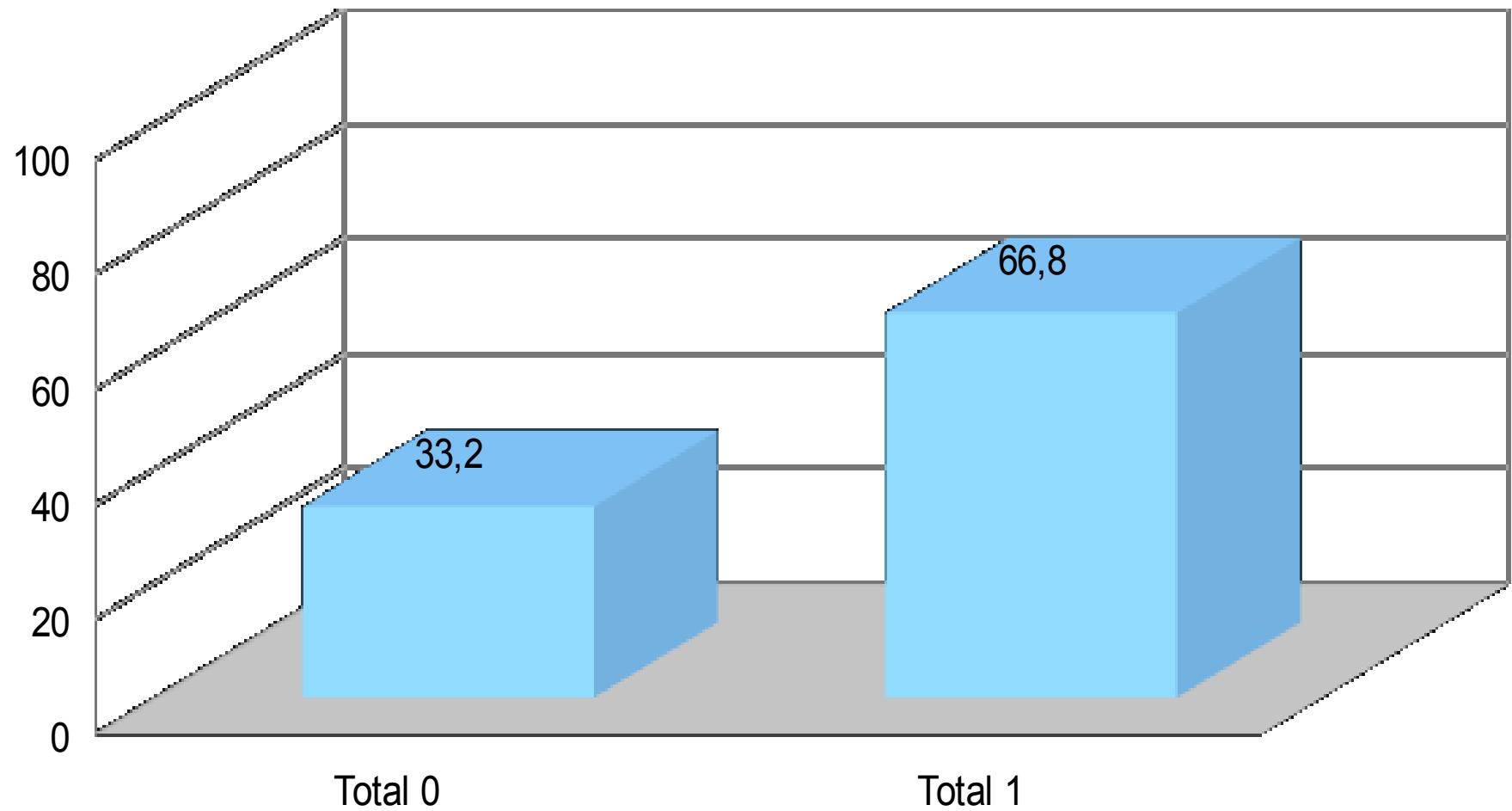


## Levels ML total test (%)

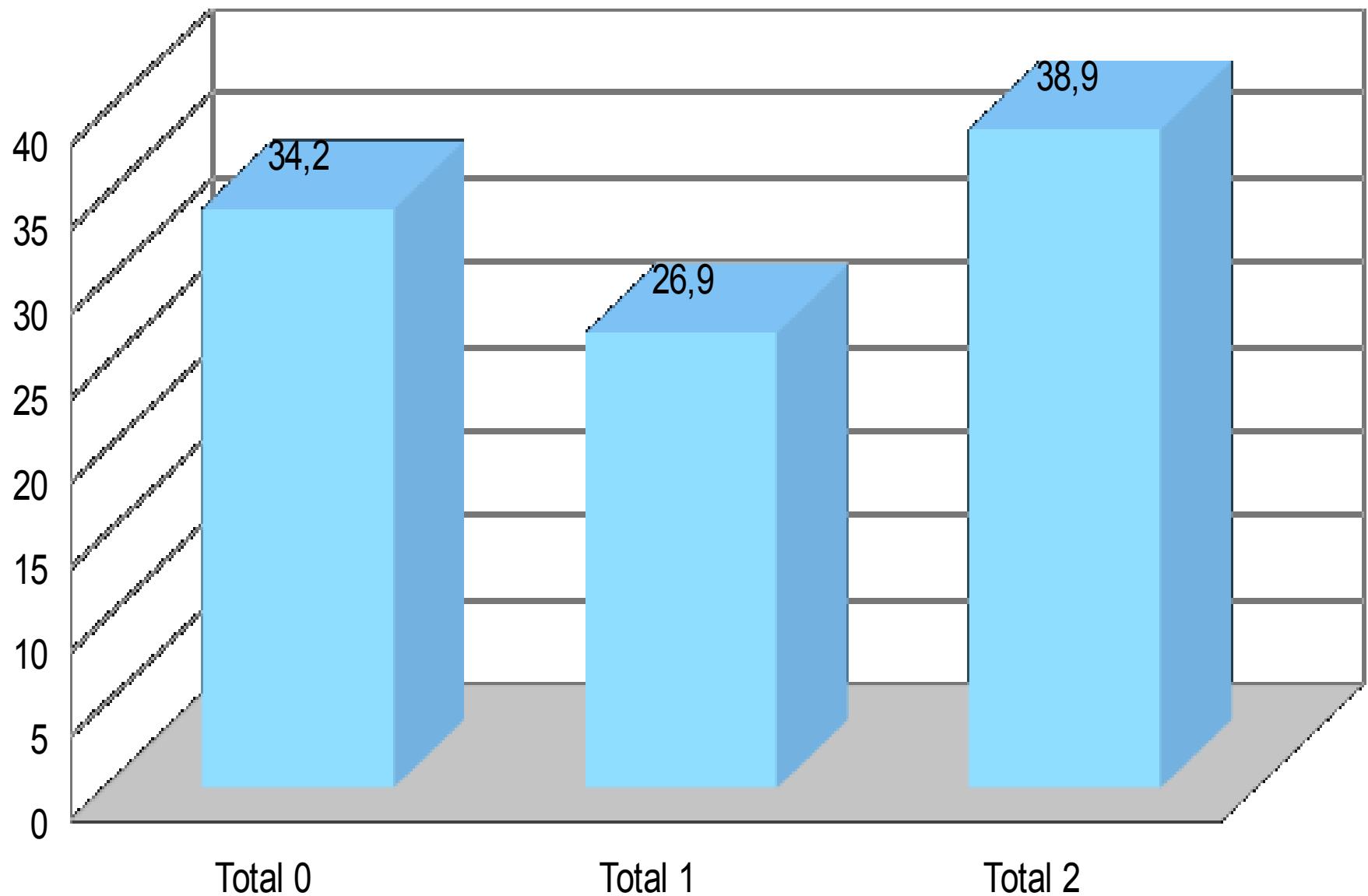


# MKT-3 Overall test scores

Levels L total test (%)



## Levels ML total test (%)



**Thank you for your attention**

# FINAL CONFERENCE MATEL PROJECT

## November, 20, 2015 - Villa Mirafiori

ORESTE FLOQUET  
Research and education on MLA in French as  
FLE with metalinguistic tests



SAPIENZA  
UNIVERSITÀ DI ROMA



# **Plan\_1**

The THAM tests “revisited” for linguistic purposes

1/ analysis of grammar

2/ language learning

# **Plan\_2**

French L1 and L2 analysis

1/ about French L1 grammar

2/ about French acquisition

# Previous presentations

**SAPIENZA  
UNIVERSITÀ DI ROMA**

**Lifelong Learning Programme**

**matel**  
Metalinguistic Awareness Tests in European Languages

**La conscience métalinguistique:  
un construit complexe aux multiples applications**  
Séminaire organisé par Oreste Floquet et Maria Antonietta Pinto

**Programme**

Ouverture 9,15

9,30-9,50 Maria Antonietta Pinto (Sapienza, SEAI)  
*La conscience métalinguistique: un construit complexe aux multiples applications*

9,50-10,10 Oreste Floquet (Sapienza, SEAI)  
*Utilisation des tests métalinguistiques pour la recherche et la didactique du français*

10,10-10,30 Marie-Pierre Escoffier (Sapienza, MEMOTEE)  
*Intercompréhension et développement de la conscience métalinguistique*

pause café

11-11,20 Bernard Laks (Paris Ouest, Mod'eo)  
*La conscience métaphonologique*

11,20-11,40 Enrica Galazzi (Università Cattolica di Milano, SLLS)  
*Réfléchir sur la langue : compétence et prise de conscience*

11,40-12 Paolo Canettieri (Sapienza, SEAI)  
*Filologia e metalinguistica*

12-12,20 Maria Antonietta Pinto  
*Les THAM dans la recherche sur le bilinguisme*

12,20-13 Discussion et Clôture

jeudi 11 juin 2015

Salle V, Villa Mirafiori, rez-de-chaussée  
via Carlo Farini 2, Roma

## Previous fundings

Sapienza funding 2013 (11 000 €)

Title : *La competenza metalinguistica dei monolingui e dei bilingui: aspetti teorico-linguistici, psicolinguistici e didattico-applicativi in lingue veicolari europee*  
(metalinguistic awareness in monolinguals and bilinguals)

Sapienza funding 2013 (25 000 €)

*Renewal of Sapienza laboratory B for linguistic and psycholinguistic research*

# New fundings

Sapienza funding 2015 (40 000 €)

Title : *Educational materials for developing metalinguistic awareness for L2 young adult learners (Italian, German, English and French beginners)*

# French L1 grammar and THAM

Different types of linguistic research:

- a/ introspective approach
- b/ corpus approach
- c/ research with THAM tests

# French L1 grammar and THAM

Different types of linguistic research:

a/ introspective approach

grammatical intuitions > linguistic descriptions

ex. 1 *aujourd'hui je pars, demain je pars*

ex. 2 *\*hier je pars*

# French L1 grammar and THAM

Different types of linguistic research:

a/ introspective approach

grammatical intuitions > linguistic descriptions

phonological intuitions

ex.3 *sphynx* ; /sf/

ex. 4 *\*pfer* ; \*/pf/

# French L1 grammar and THAM

Different types of linguistic research:

b/ corpus approaches

empirical analysis > linguistic descriptions

ex. 5 PFC : 42arf1\_LG

E2: Et alors maintenant, la retraite?

R: Ah, ben la retraite, c'est bon. Ca a été très dur quand même, ça a été très dur hein, j'ai eu six mois qui ont été très durs. Mais bon maintenant ça va, mais je pense toujours hein, j'y pense toujours, puis bon ben maintenant. Donc il y a la pétanque qui me prend beaucoup hein. **En étant** président de la société, donc ça fait quand même des années.

# French L1 grammar and THAM

Different types of linguistic research:

b/ corpus approaches

empirical analysis > linguistic descriptions

French *optional liaison*

ex. 6 *Quand il neige* [ka<sup>□</sup> t ilnɛʒ] > 100%

quand + PRO

« La linguistique moderne se dégage progressivement de la Grammaire, qu'elle soit normative ou non, en opposant à une rhétorique de '*xemplum*', une science du *datum*, c'est-à-dire en définitive en proposant une nouvelle approche empirique des faits de langue ». (Laks 2008 : 14)

# French L1 grammar and THAM

## c/ research with THAM tests

- de court-circuiter la méthode intuitive qui consiste à prendre soi-même comme sujet interrogé ;  
[to get around introspective method]
  
- de mesurer le degré de ressemblance des intuitions des linguistes par rapport à celle des non spécialistes créant ainsi un corpus de jugements métalinguistiques exploitable de manière objective.  
[ to compare researcher's intuitions with « non professional » intuitions]

# French L1 grammar and THAM

c/ research with THAM tests

THAM-3

« J'avais loué, l'été dernière, une petite maison de campagne au bord du Seine, à plusieurs lieues de Paris, et j'y allais coucher tous les soirs. Je fis, au bout de quelque jour, la connaissance d'un mes voisins, un homme de trente à quarante ans, qui était très bien le type le plus curieux que j'eusse jamais vu. [...] Voilà avec immédiatement mon bonhomme qui se anime [...]

different types of errors

# French L1 grammar and THAM

The semantics of *tout + gérondif*

*Tout en jouant du piano, il regarde la télé*

Mario Barra-Jover : concessive interpretation

THAM-3 analysis : semantic possibilities of *tout + gérondif* seem to be wider than those suggested by previous introspective analyses, and speakers seem to follow a certain logic on choosing such values.

# French L1 grammar and THAM

1) *Tout en jouant du piano, il regarde la télé*

- a. Bien qu'il joue du piano, il regarde la télé
- b. Il regarde la télé, donc il joue du piano
- c. Il regarde la télé, encore qu'il joue du piano
- d. Il regarde la télé, mais il joue du piano
- e. Il regarde la télé, pendant qu'il joue du piano
- f. Puisqu'il joue du piano, il regarde la télé
- g. Tandis qu'il joue du piano, il regarde la télé
- h. Autre.....

# French L1 grammar and THAM

		total N
a	<i>Bien que</i>	13
b	<i>Donc</i>	-
c	<i>Encore que</i>	-
d	<i>Mais</i>	7
e	<i>Pendant que</i>	25
f	<i>Puisque</i>	-
g	<i>Tandis que</i>	22
h	<i>Autre</i>	1

# French L1 grammar and THAM

Neuter Present (mémoire V. Bello)

Jacques Bres theory:

*je pars*

*demain je pars*

*\*hier je pars*

# French L1 grammar and THAM

## Test d'acceptabilité

Nicolas Sarkozy veut renvoyer une image de sérénité dans la tempête. Hier, après une semaine éprouvante, l'ancien président s'affiche tout sourire, lundi 10 Mars, à Nice, à son arrivée à l'Institut Claude-Pompidou, un centre dédié à la maladie d'Alzheimer, qu'il devait inaugurer avec Bernadette Chirac.

M. Sarkozy a repoussé les micros se tendant vers lui. Naguère, dans une véritable cohue, il se contente de saluer ses supporteurs, venus en masse. « *Je ne rentre dans aucune polémique, vous l'avez bien compris* », a-t-il affirmé dès le début de son discours d'ouverture de l'institut, qu'il dure, une dizaine de minutes.

# French L1 grammar and THAM

HIER+ ind. présent > 2/21 corrections

NAGUÈRE + ind. présent > 21/21 corrections

# French L1 grammar and THAM

Deuxième/Second (mémoire C. Bellifemine)

Thèse 1	+ elegant	- elegant
Thèse 2	numeration can continue	numeration can't continue
Thèse 3		<p>Marc Wilmet :</p> <p>-- replacement <i>mon second père</i></p> <p>-- depreciation <i>mon second rôle</i> <i>second violon</i></p>

# French L1 grammar and THAM

Deuxième/Second (mémoire C. Bellifemine),      Test d'acceptabilité

*Cet été Marcel Dujeu a été invité à participé à la course [...] il a été accompagné par son deuxième père.  
[...] Marcel et Antoine sont arrivés en seconde position [...]*

only 9/50 : seconde position > deuxième position

26/50 : deuxième père > beau-père

4/50 : deuxième père > beau-père/son père « [...] *S'il était issu d'un couple d'hommes homosexuels on aurait pu comprendre qu'il utilise ce terme mais il semble qu'il connaisse sa mère [...]*»

2/50 : deuxième père > second père (thèse-2) « *Marcel peut avoir au maximum deux pères, comme il n'y en aura pas de troisième, on utilise second et pas deuxième* ».

1/ 50 : deuxième père > père spirituel (thèse Wilmet)

# Tools for French L2 acquisition

Gender acquisition (mémoire A. Gaito)

phase 1 : text with errors (gender) + cloze with non-words  
(i.e. le / la *jyvrage* ?)

phase 2 : lesson on French gender (semantic value / formal marks)

phase 3 : text with errors (gender) + cloze with non-words +  
metalinguistic questions (MLQ)

# Tools for French L2 acquisition

Pronouns (mémoire G. Maiolo)

QUI-QUE

*Parmi mes amis il y a un garçon que j'aime beaucoup.*

*Parmi mes amis il y a un garçon que lit beaucoup.*

- 1) Indiquer la phrase incorrecte, d'après vous : a) ou b)
- 2) Qu'est-ce qui ne va pas ?

# Tools for French L2 acquisition

Negation (TFA final dissertation R. Checola)

4. Coche la bonne traduction française et anglaise de la phrase italienne.

Après justifie tes choix.

1) Non lo vedo mai.

*Je ne le vois pas jamais.*

*Je ne le vois jamais.*

*I never see it.*

*I don't never see it.*

# Didactics and Research

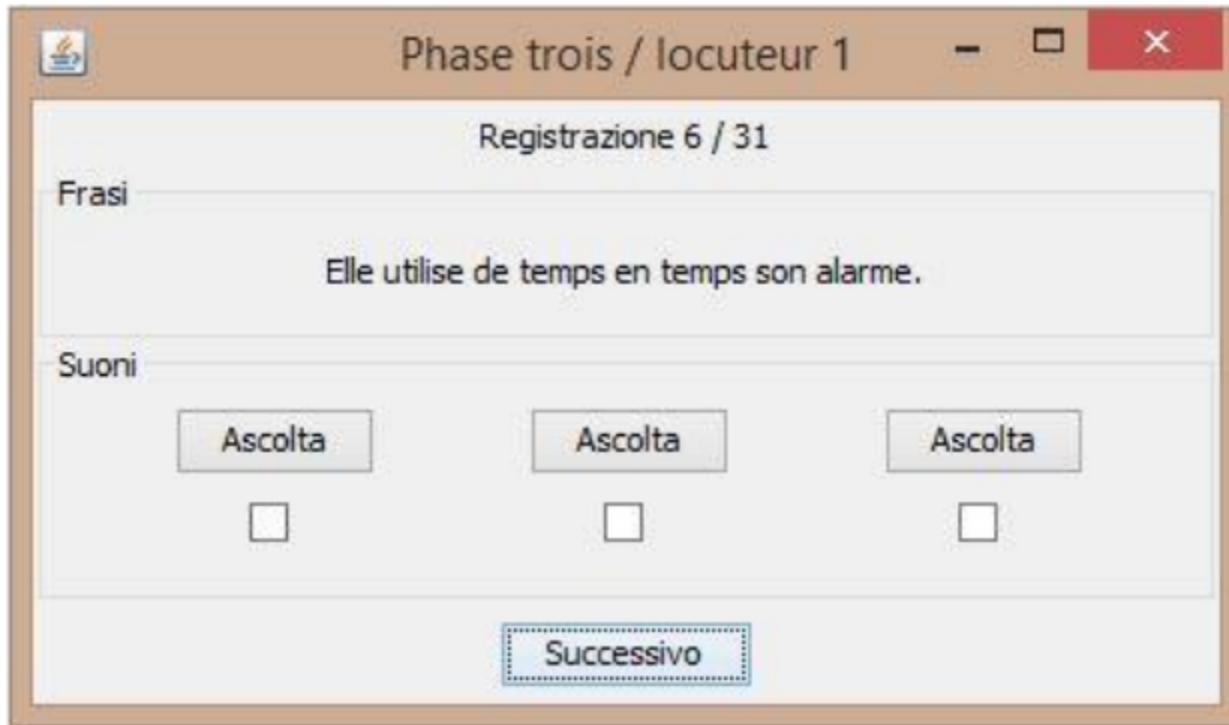
THAM and French Phonology

(PhD Barreca 2015 on French L2 liaison, italian students)

*test de jugement*

# Didactics and Research

(PhD Barreca 2015 on French L2 liaison, Italian students)



cochez la case qui correspond à une prononciation correcte  
[check the right pronunciation]

# Didactics and Research

(PhD Barreca 2015 on French L2 liaison on Italian students)

*ils abîment des voitures* (categorical liaison)

[il z abimdevwatyR]

[il s abimdevwatyR]

[il abimdevwatyR]

# Didactics and Research

(PhD Barreca 2015 on French L2 liaison on Italian students)

*le grand enclos* (optional liaison)

[lə grã t ãklo]

[lə grã d ãklo]

[lə grã ãklo]

**merci/thank you**  
**oreste.floquet@uniroma1.it**

# FINAL CONFERENCE MATEL PROJECT

November, 20, 2015 - Villa Mirafiori

*Children's awareness of fairy tales: evidence from group-discussion activities in the classroom*

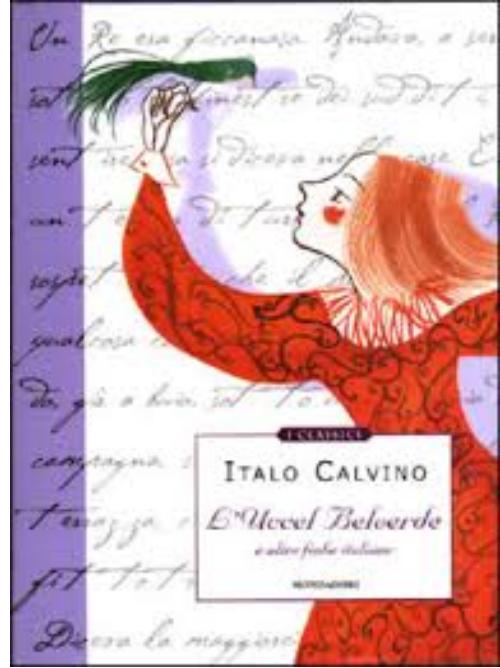
RAIMONDA MORANI (INDIRE)



SAPIENZA  
UNIVERSITÀ DI ROMA



MATEL FINAL CONFERENCE



## *Children's awareness of fairy tales: evidence from group-discussion activities in the classroom*

Raimonda Morani, I.N.D.I.R.E

(Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa)

[r.morani@indire.it](mailto:r.morani@indire.it)

# *Why choosing fairy tales ?*

- Because fairy tales suggest us to imagine what could happen if... and to make hypotheses (Bruner, 2002)
- They embody the fascination of unforeseen and unexpected things (Bruner, 2002)
- They are a sort of “tank” of registers and linguistic forms
- They have a remarkable esthetical power
- They have a robust and concrete “body” because their source is rooted in oral discourse.

Have fairy tales ever saved anyone's life?

*«I won't kill her until I hear the rest of  
the story !»*



## *Why should fairy tales help children ?*

Because they provide answers to fundamental questions of children about existence



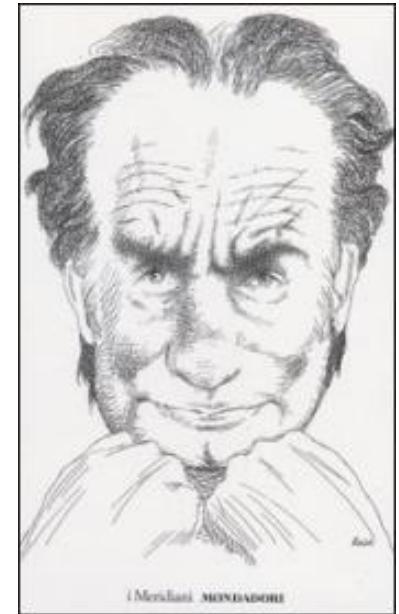
They offer an “encounter in which philosophical reflection becomes narration” (Barsotti, 2008).

“They suggest an originary philosophical exigency, and even more, the existence of a tight correlation between childhood and philosophy”.

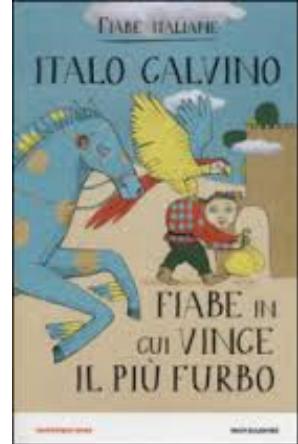
(Beseghi, 2002)

## *Fairy tales for Calvino*

- “They are the catalogue of the destinies a man and a woman may ever experience”
- “They contain a **general explanation of the world**, where there is room for all the evil and all the good of the world, and where we can always find a way out from the most terrifying spells”



## *Metamorphosis fairy tales, those preferred by Calvino*



“See what sense of beauty we can draw from those woman- fruit, or woman-plant fusions and metamorphoses : the two beautiful fairy tales (twin fairy tales), *Apple girl* (from Florence) and *Rosemary* (from Palermo):

The secret is in the metaphorical association between the image of freshness stemming from a girl and fruit, like in the *Little girl sold with pears* (Monferrina).

“*The natural barbarism of the fairy tales surrenders to a law of harmony. We don't find that continuous blood splattering as in the cruel Grimm brothers' fairy tales.*

# *Metamorphoses in Italian fairy tales*



- More feminine than masculine metamorphoses
- Women transform themselves into plants, trees, fruit or animals
- Men and boys transform themselves only into animals but never into plants, fruit or trees.

How can we explain this?

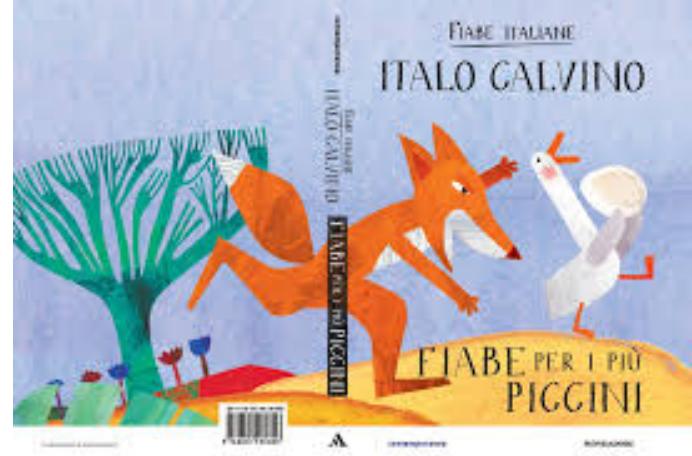
# *Textual characteristics of Italian fairy tales*

(Lavinio, 2002)

- Stress on dialogue
- Small verses for giving rythm and liveliness
- Economy and precision in narrative rythm
- Search for rationality, logic and motivation
- Humor



# An experience with Italian fairy tales in the classroom



- A 1st elementary class and a preschool class observed by Silvia Detti for her Master dissertation:

*“Fairy tales are true. An educational pathway with Italian Italo Calvino’s fairy tales.”*

**2012-2013 - Manciano.**

- A 1st elementary class at “Mascagni” Institute – Rome

**2013-2014.**

# Criteria for choosing the fairy tales

Simple plot

Short texts

Happy  
end

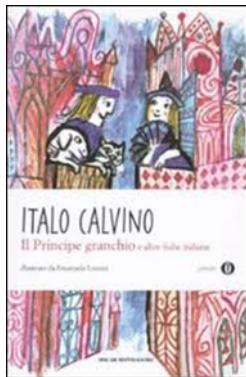
Absence of too scary  
or gruesome elements

# Fairy tales narrated or read to the children

- *The little girl sold with pears*
- *The marjoram pot*
- *La laundress hen*
- *Rosemary*

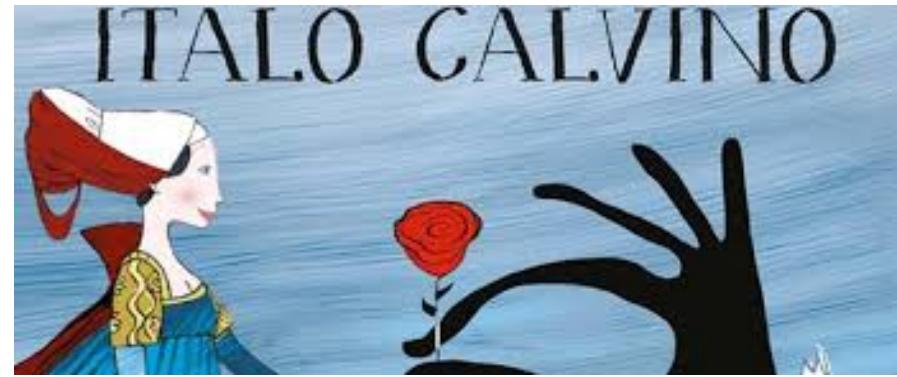


# *Method for working on “The little girl sold with pears”*

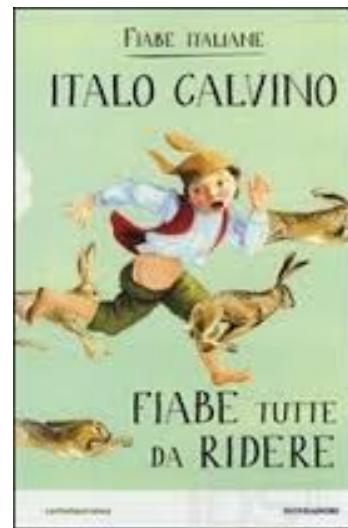


- A 1st elementary school class subdivided into 4 groups of 5 children
- The tale is interrupted before the ending
- Children discuss to invent their ending
- Calvino's ending is told to the classroom
- The classroom compares the 4 endings with Calvino's ending.
- Reflections and discussions in the classroom are recorded.

# *Method for working on “The laundry hen”*



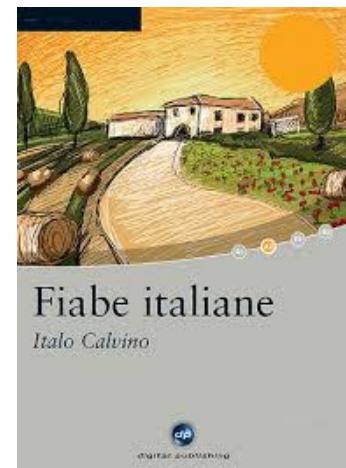
- Participants: one 1st primary class and a preschool class
- The fairy tale is narrated with Calvino's ending
- The plot is subdivided into 4 sequences
- In-group discussion and collective ideation of an alternative ending:
- “The mother is brought to the palace for living with her daughter and the prince can at last marry the girl.



# Finale del I e i II gruppo

Perina ritorna al castello, le serve invidiose che ne avevano causato l'allontanamento **vengono punite** ed infine “*Perina e il principe si sposano perché al Principe gli piaceva Perina. E così vivono per sempre felici e contenti*” (Sofia, 7 anni)

# Finale del III gruppo



Perina, arrivata al castello, apre il tesoro delle streghe, una gabbia con una gallina e i pulcini d'oro che vengono messi dentro un pollaio:

*“Le streghe erano cattive volevano quella gallina e i pulcini solo per loro. Per questo li tenevano prigionieri nella gabbia”*(Marco, 7 anni). Il re, che voleva bene a Perina, **rinchiude le serve cattive nella gabbia per punizione**.

*“Perina sposa il principe perché volevano stare insieme per sempre”* (Marco, 7 anni).

# Finale del IV gruppo



- Perina arriva al castello e porta la gabbia al re.  
*"Le serve, arrabbiate con Perina che era tornata a casa con il tesoro delle streghe, vogliono nascondere la gallina e i pulcini, ma appena toccano la gabbia per punizione si trasformano in galline".* (Lara, 5 anni e mezzo).
- Queste galline non potevano neanche fare le uova *"Per questo non servivano a niente, la mia nonna con le galline così ci faceva il brodo"*. (Lara)
- Perina e il Principe *"che si garbavano"* si sposano e vivono per sempre felici e contenti.

# Dai quattro finali emergono due certezze

1. **Le fiabe devono terminare con il lieto fine** (matrimonio col principe).
2. **I cattivi devono comunque essere puniti.** Tutti i finali dei bambini - diversamente da quello di Calvino che non la esplicita - prevedono sempre la punizione delle serve.  
Ideazione di una meravigliosa metafora punitiva nel IV finale
3. Percezione dell'autore come l'unico che può dire la verità, «*nella fiaba vera*». “*Si sposano per davvero e non per finta*” (Sofia, 7 anni)

# *La gallina lavandaia*



Ecco il finale della fiaba al ritorno dal ballo:  
**«Si guardava intorno tutta spaventata, quando  
il figlio del re si levò e l'abbracciò dicendo: “tu  
sarai la mia sposa!”»**

In questa fiaba, come in quella precedente,  
manca la formula finale e non viene espressa  
chiaramente la volontà della ragazza di sposare  
il principe.

# Rapporti sociali nella fiaba e interpretazione dei bambini

I bambini riflettono sui rapporti sociali nella fiaba

*“ma la mamma viene invitata al matrimonio?”* (Samuele, 5 anni e mezzo).

Osservano che *“la mamma mica la voleva vendere la figlia.”*

L'insegnante chiede: *“Allora secondo voi la mamma avrebbe voluto restare con la figlia?”*

*“Certo, la voleva tenere con sé”* Tommaso (5 anni).

*“Forse quella signorina era tanto triste perché sentiva nostalgia della mamma e vuole tornare a casa sua, è il principe che compra quella gallinella ma lei mica lo so se ci voleva andare!”* Federica (5 anni).



Nella discussione sottolineano che il figlio del re ha comprato la gallina con un atto di prepotenza, costringendo una lavandaia a vendergli la figlia gallina, e che forse la ragazza non era neanche tanto convinta di sposare il principe.

# Rapporti di genere nella discussione su *La gallina lavandaia*



- Scontro tra maschi e femmine nell'interpretazione di ciò che il finale di Calvino **non** dice. Le bambine propendono per il matrimonio, mentre i maschi fanno tornare la ragazza dalla mamma per la nostalgia.
- «*La storia non lo dice che lo sposa e lei decide di tornare a casa perché è troppo tempo che non vede la mamma!*» (Tommaso, 5 anni)
- «*Ma lei ormai è grande e non ha più bisogno della mamma! Resta con il principe e lo sposa*» (Maima, 5 anni)
- «*E che c'entra? Lei vuole bene alla sua mamma*» (Leonardo, 6 anni)

# Perché non si può rifiutare un principe



*“Tutti i principi sono ricchi, hanno tanti soldi e la fanciulla accetta subito di sposarlo”* (Maima, 5 anni e mezzo)

Messa di fronte all'idealismo sentimentale di Mirko che sostiene che la ragazza *“Torna dalla mamma, non lo sposa il principe anche se è ricco”*, Ilaria risponde con un buon senso un po' opportunista e tutto femminile: *“Ma lei non può rifiutarsi di lasciare il palazzo, aveva ori e gioielli, vestiti e serve! Resta lì e sposa il principe”* (Ilaria, 7 anni).

# Un altro punto di vista sul principe



*“Ma potrebbe anche essere che la fanciulla non lo vuole proprio il principe, mica ha deciso lei di andare con lui!”* (Sara, 6 anni).

L’ opinione è condivisa da Maria (6 anni)

*“Forse lei vuole andare da un’altra parte”*

# *Rosmarina. Riflessioni lessicali sulla malvagità*

Il concetto di male accende la discussione in classe.

Si riflette in gruppo per chiarire il significato di **malevole** (le sorelle del re in *Rosmarina*).

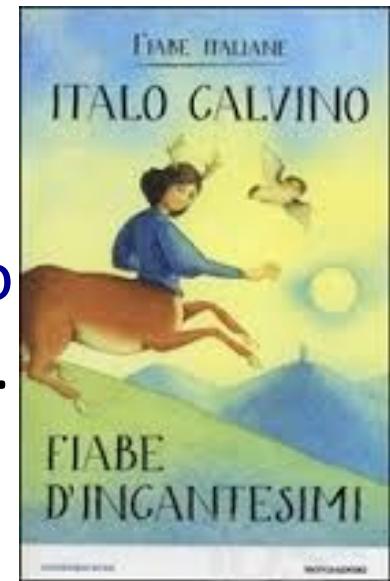
Davide (6 anni) trova **malvage**

Greta (6 anni e mezzo) aggiunge **cattivelle**

Matteo (6 anni) propone un sinonimo di maggiore intensità, **crudeli**

Filippo (5 anni e mezzo) inserisce **maligne**

**Maligne** suggerisce a Matteo un collegamento intertestuale con le sorellastre di Cenerentola.



# *In conclusion, the four fairy tales*



- **Have triggered reflections** and discussions about the author's choices, the plot and the value of the tale
- **Favoured linguistic creativity** and stimulated the imagination of various endings and of an interesting metamorphosis
- **Stimulated in-depth search of vocabulary** and inter-textual links.

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## THE “MATEL” LLP PROJECT:

*Final Conference*

*Faculty of Letters and Philosophy - University of Rome “SAPIENZA”  
November, 20, 2015.*

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**The relevance of ML assessment with atypically developing children:  
an emblematic case study**

**MARGHERITA ORSOLINI, SERGIO MELOGNO, MARIA ANTONIETTA PINTO**

*Faculty of Medicine and Psychology- University of Rome “SAPIENZA”*

[Margherita.orsolini@uniroma1.it](mailto:Margherita.orsolini@uniroma1.it)    [mariantonietta.pinto@uniroma1.it](mailto:mariantonietta.pinto@uniroma1.it)    [sergio.melogno@uniroma1.it](mailto:sergio.melogno@uniroma1.it)

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# **THE RELEVANCE OF ML ASSESSMENT WITH ATYPICALLY DEVELOPING CHILDREN: AN EMBLEMATIC CASE STUDY.**

## **Introduction**

### **I. BACKGROUND**

- I.1. Some basic concepts
- I.2. Why a case study methodology and why a metalinguistic assessment ?  
What will these two things bring to our understanding of diagnostic issues ?

### **II. The CASE OF S.C.**

- II.1. The character: behavioral characteristics
- II.2. The diagnosis: instruments and outcomes
- II.3. The metalinguistic testing: instruments and outcomes

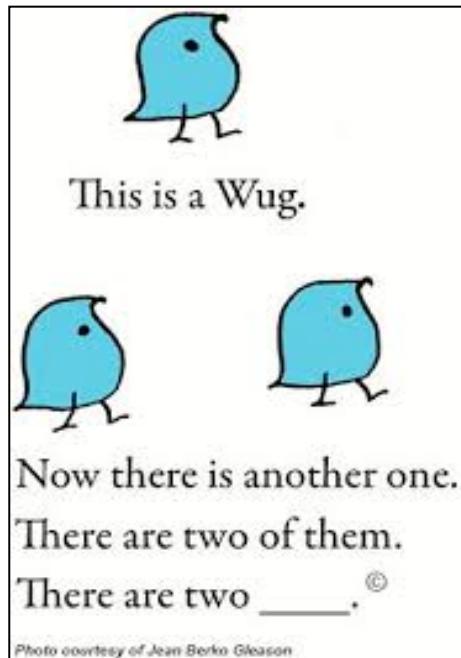
### **III. From DESCRIPTION TO EXPLANATION**

- III. 1. The concept of hypersystemizing (Baron-Cohen, 2002, 2009)
- III.2. The concept of hypersystemizing applied to S.C.'s case.
- III. 3. Limitations of the study and possible developments

# I. BACKGROUND.

## I.1. Some basic concepts

### Implicit and explicit knowledge



*how did you know  
that if you have two  
of these , you should  
say «wugs»?*

*the child may have  
troubles to explain*

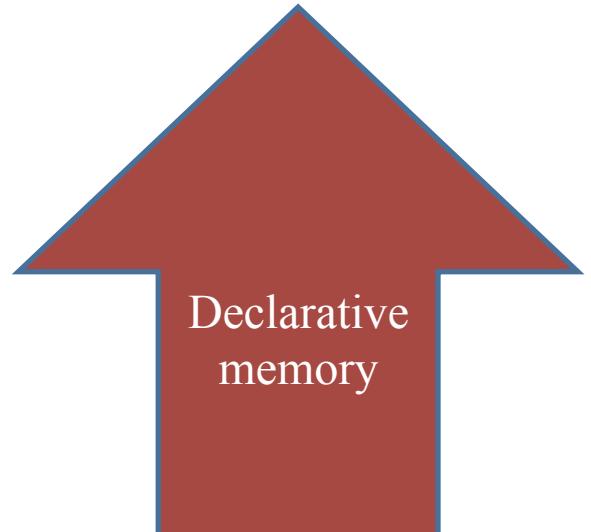
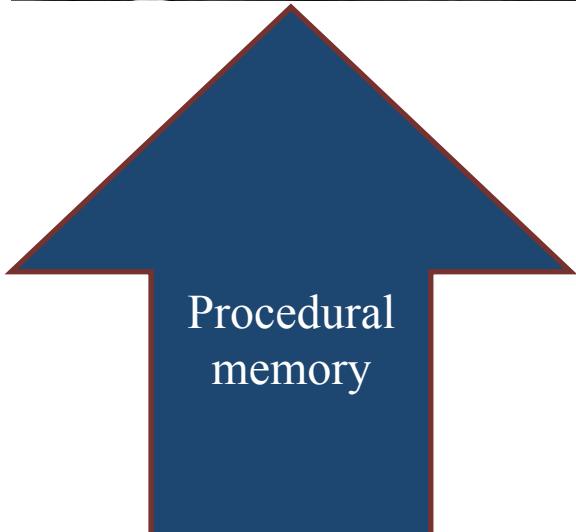
## Acquisition of grammar is implicit



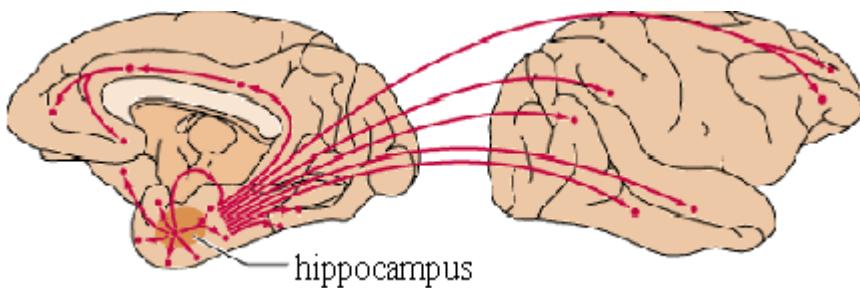
## Knowledge of facts, meanings, or explicit rules



*He can remember when Hannibal crossed the Alps, but when it comes to my birthday ...forget it !*



# Declarative memory: knowledge that is available to conscious awareness



Hippocampus underlies the rapid linking (binding, associating) of different bits of knowledge or experience, across a wide range of domains and modalities

In high functioning individuals with autism, for instance, learning in declarative memory seems to remain largely intact, especially as far as knowledge of facts, associations, words, is concerned. Person and emotion-related memories are instead more vulnerable.

# *Explicit learning can compensate for impaired functions*

## Making plans together



"How about if we..."

"Do you think we could..."

"Hey, let's..."

"Do you want to..."

"What are you doing later?"

A child with high-functioning autism can memorize rules, and apply them to explain linguistic facts. Thus a capability for explicit, conscious knowledge may open the way to compensatory strategies that carry out impaired functions.

## I.2. Why a case study methodology and why a metalinguistic assessment ?

- The ML domain is not a relevant object of study only for typically developing individuals.
- It can be quite **important** also for individuals having **serious social, affective and communicative problems**,
- especially if their intellectual functioning is high, as in the case of gifted people, because their brilliance might mask more profound aspects of their personnalitiy, including cognitive aspects.
- *But, why a case study methodology ?*
- *Why a metalinguistic assessment ?*

- Case study methodology leads to **complex profiles** that facilitate the understanding of **apparent contradictions** and **inner consistency** of the case under focus (Yin, 2003).
- Cases of children with **Asperger syndrome** are especially challenging:
  - a) because of the **discrepancy** between their relatively high **cognitive/linguistic level** and their **social/communicative impairment** (Woodbury-Smith and Volkmar, 2008).
  - b) In addition, other, **less evident discrepancies** can be revealed in the strongest areas of Asperger children, typically the cognitive and linguistic areas).

Gaps between **basic comprehension/production of language** (*which might be very good*), on the one hand,

and reflection upon the outputs of these same abilities, i.e. **metalinguistic awareness**, (*which might be poorer*), on the other.

Therefore, exploration on the **meta-level** can have a **heuristic value** in revealing aspects of the mental functioning of **gifted children with Asperger syndrome**;

These aspects, in turn, are associated with certain **deficitary aspects** of their **social functioning**.

## **II. THE CASE OF S.C. (Italian boy. 9 , 6 m.)**

### II.1. The character: behavioral characteristics

- Reported by his parents as a child **overfocused on intellectual aspects** and very **childish in other respects**.
- Indifferent to contact with others, but having developed spontaneous curiosity regarding numbers since age 3.

Ex: He used to fill pages with numbers and spend whole afternoons copying number patterns.

At school, he would continuously stand up and write things on the blackboard.  
At the beginning of primary school, he drew the **entire solar system on his bench.**

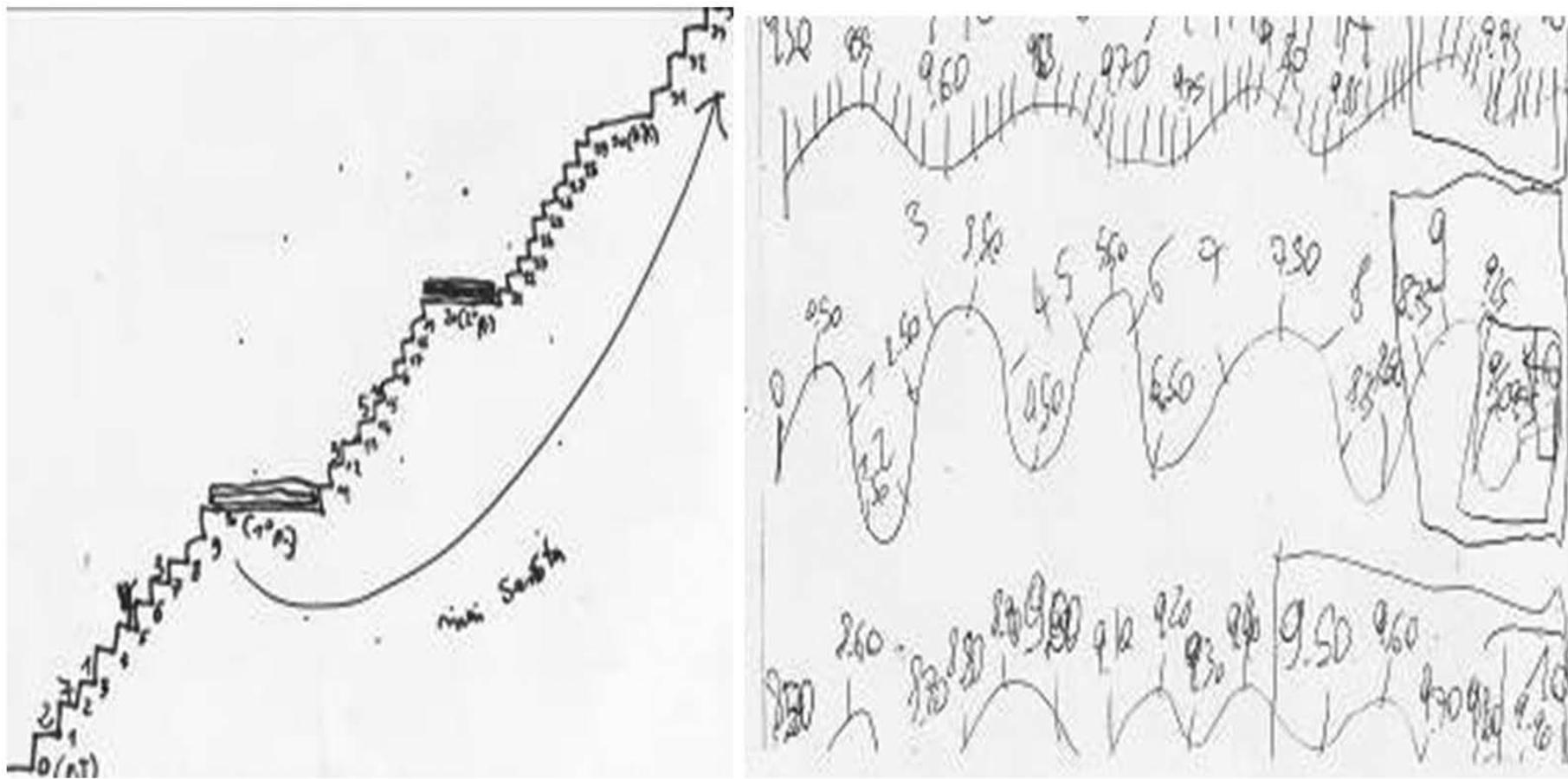
**Numbers are omnipresent** in his representations and daily conversation.

Fig. 1. Ex: Schematization spontaneously produced by the child during the interview to describe the distinctive features of different types of relations.

On the left side of the figure, his **personal partnership scale:**

Each of his schoolmates is labeled with a different number and graded.

On the right side of the figure, the three sinuous lines represent **the quantified relationship between himself and his mother**, which fluctuates within a range of **8.75–10**.



**Fig. 1** Two schematizations of S.C.'s social relations.  
Mates (left) and Mother (right).

## II.2. The diagnosis: instruments and outcomes

a) Autism Diagnostic Observation Schedule (ADOS; Lord et al., 2003; Tancredi et al., 2005).

Total score: **8, above the cut-off for “autistic spectrum”**

b) Krug Asperger Disorder Index (KADI; Krug and Arick, 2007).

Score: **114 → Asperger Syndrome**

c) Neuropsychological functioning : NEPSY II (Korkman et al., 2007; Urgesi et al., 2011).

Theory of Mind and Affect Recognition scores much under norms.

d) Intelligence: WISC-III (Orsini and Picone, 2006; Wechsler, 1991).

Verbal IQ: 146, Performance IQ: 117, and Full scale: 136.

Difference PIQ / VIQ statistically significant ( $p < .01$ ).

S.C. was strong in the areas of **lexical definition, recalling general information, detection of similarities, problem solving, mental arithmetic, and memory for digits.**

## II. 3. The Metalinguistic testing: instruments and outcomes

Two validated tests:

**TAM-2** (*Test di Abilità Metalinguistiche n.2*; Pinto, Candilera, Iliceto, 2003)

*Comprehension, Synonymy, Acceptability, Ambiguity, Grammatical function, Phonemic segmentation.*

Scoring system: L scores (0,1) ML (0,1,2)

**TCM** (*Test di Comprensione di Metafore*; Pinto, Melogno, Iliceto 2006)

12 metaphorical items

4-point scale:

0: totally elusive responses (refusal, literal, or metonymical);

1: responses based on partial analysis, but still too concrete;

2: analyses that grasp the genuine metaphorical meaning, but are little elaborated;

3: completely elaborated analyses.

## Results at the TAM-2:

### Discrepancies at **two levels**:

- **L** scores (MLA at the intuitive level) upper average *vs* **ML** scores simply average
- Ambiguity and Synonymy (**metasemantic** tasks): **below average**
- Acceptability and Phonemic segmentation (**metagrammatical and metaphonological** tasks): **upper average**.

## Results at the TCM:

Average in the whole but with profound **discrepancies** (7 out of 12 items at the lowest level and the other 5 somewhat better) and **odd answers**.

After the testing, S.C establishes a **personal ranking of the value of the metaphors** of the test:

5 columns from left to right, expressed in cardinals, in ordinals and in qualitative ranges (in words: excellent to horrible), with captions expressing the matching between ranges and quality. Ex: 90-100: excellent, 30-40 not so good, etc.

### **III. FROM DESCRIPTION TO EXPLANATION:**

#### **III.1. The concept of hypersystemizing (Baron-Cohen, 2002, 2009)**

**What is Systemizing ?** The process of mentally **controlling closed systems**

**What are Closed systems ?** Areas of thought where **uncertainty** is reduced to a **minimum →**

Systemizing = possibility of having **control over all the variables** present in a given field

Capacity to **detect regularities and rules by identifying ‘if–then’ associations;**

Applies **transversally to several areas** (sensory, motoric, spatial, numerical, verbal systematizing, etc.; Baron-Cohen, 2009).

Areas of excellence: **mathematical, constructional, mechanical, and spatial skills,**

### How it applies to Autism:

A series of studies (Baron-Cohen and Hammer, 1997; Baron-Cohen et al., 2001; Lawson et al., 2004) showed that **individuals with autism and Asperger syndrome** can be positioned at the **extreme endpoints of the systemizing**.

### **III.2. The concept of hypersystemizing applied to S.C.'s case.**

SC is a child with a marked **tendency toward hypersystemizing** in the numerical and verbal areas.

*But !*

**Verbal language** is composed of several **subsystems** organized on different grounds

- as to the number of relevant linguistic units (*finite vs potentially infinite*)
- and the correspondence between form and meaning (*univocal vs equivocal*)

**SC's poorest performances** at the explicit metalinguistic level (ML answers)

**Two metasemantic subtests**, a language domain which is ‘open’ by definition, i.e. semantics.

In contrast, the **two metalinguistic subtests** on which SC performed the best:

**Grammatical and phonemic segmentation.**

where linguistic units are **well defined and finite in number.**

*In sum*

**SC has high-level abstraction capabilities, which he could apply to both numerical (see Arithmetic subtest- WISC-III) and linguistic signs.**

However, while **numerical signs** can be conceptualized by means of **one-to-one form–meaning mappings**, linguistic signs are treated differently across various domains of language.

In **closed language domains** (grammar or phonology), S.C. behaved **as if handling numerical issues**, imposing predefined and finite form-meaning.

correspondences

In **open language domains**, (semantics and different levels of uncertainty from polysemy to metaphor (**Synonymy, Ambiguity** and the **TCM**)), he lost control over meanings, and his answers became poorer

His **poorest and richest** answers were coincident with the **two endpoints of the open/closed system distinction** (Baron-Cohen, 2002).

*N.B.*

S.C. has **remarkable capabilities** to detect **common features** on the **Similarities** subtest- **WISC-III**:

the word pairs (e.g. ‘guitar–piano’) have **conventional meanings**.

But does **not** apply this type of abstraction to the **metaphorical items** of the TCM:

**Similarities** between the two terms of the metaphor (e.g. ‘My sister is a butterfly’) are **not conventionalized**.

See the ‘metaphor assessment sheet’: **verbal evaluations** (‘excellent’, ‘not so bad’, etc.) univocally mapped onto **numerical ranges**.

In sum, SC's difficulties are concentrated on open linguistic subsystems, especially those where uncertainties are constitutive, metaphor and communicative exchange ( inherent to semantics).

However, at a more profound level, these gaps can be interpreted as consistent with the overall mental functioning of this child.

Future research could systematically explore the metalinguistic profiles of a sample of gifted children with ASD taking into account different levels and linguistic domains of metalinguistic awareness.

The meta-level complexities revealed by the metalinguistic assessment of SC could also inspire intervention strategies based on the strengths and weaknesses that characterize SC's twice-exceptional condition.

















MATEL FINAL CONFERENCE

# The ongoing route of the Italian signing community toward increasing metalinguistic awareness

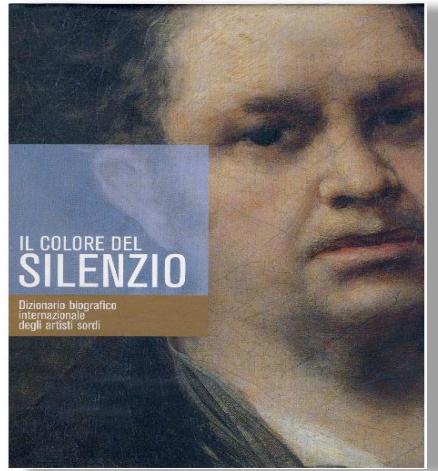
**Virginia Volterra**

Institute of Cognitive Sciences and Technologies  
CNR, Rome

*MATEL Final Conference , November 20th, 2015  
University of Rome SAPIENZA-Villa Mirafiori.*

# A Biographical Dictionary of Deaf Artists

## Provides indirect informations about Sign communication in Italy in the past ...



*Il colore del silenzio* by Anna Folchi and Roberto Rossetti . Electa, 2007.

-To be informed about the deafness of some famous artists can induce art critics towards a new interpretation of their work

# Cristoforo De Predis painter and miniaturist

- Cristoforo (1440-1486) is one of the six brothers of De Predis family of artists. He was born deaf and dumb.
- The family hosted Leonardo da Vinci when he visited Milan for the *Virgin of the Rocks*. Later Leonardo wrote about what can be learned from dumb people in his treatise on painting *Codex Urbinas*.

# Galeazzo Maria Sforza is praying before the battle (Wallace Collection)



# Letter dated June 4th 1472 : from Aluisio and Evangelista de Predis to the Duke Galeazzo Sforza

- *..mutulus qui licet ad nutum intelligat, ut omnibus notum est, tamen loqui non potest.*
- In the act to sell the property is written:  
*....Aluisio et Evangelista qui intelligunt dictum Christoforum ad nutum et qui factis certis signis dixerunt et dicunt quos ipse Chistoforum est contentus et quietus eorum ...*

## **Charles-Michel de l'Epée e Roche-Amboise Sicard (Francia)**

In France, the abbot L'Epée founded the first public school for the Deaf (1770). L'Epée elaborated a conventional sign language, making the gestures used by his own students the central nucleus, and creating a series of signs that designate specific parts of French grammar (grammar rules). His method was further perfected by abbot Sicard (1742-1822).

Abate Charles-Michel de l'Epée



Abate Roche-Amboise Sicard



## **Thomas Hopkins Gallaudet (USA)**



Thomas Gallaudet visited a school in Paris where he remained for several months to learn the education method used by Sicard. He brought with him to the United States a deaf teacher, Laurent Clerc. During the long voyage home, Clerc taught him signs. In 1817, Gallaudet and Clerc established the first American school for the deaf in Hartford (Connecticut). His son, Edward Miner Gallaudet, went on to found Gallaudet College in Washington in 1864.

## **Tommaso Silvestri (Italy)**



In Italy, the abbot Tommaso Silvestri, who met and learned L'Epee's methods in 1783, founded the first school for the deaf in Rome. From the written works of Silvestri, we know that the use of the method was intended for teaching speech and lipreading using signs as the primary form of communication.

## Principal Institutions for the Deaf

The illustration shows the locations of principal Italian institutions for the deaf, and the dates of their inception are listed in the sidebar to the left.

- 1.1788 Istituto Governativo di rieducazione per i sordomuti di Napoli
- 2.1784 Istituto dei Sordomuti di Roma
- 3.1802 Istituto Nazionale Sordomuti di Genova
- 4.1805 Regio Istituto dei Sordomuti di Milano
- 5.1814 Regio Ospedale di Carità: Sezione Sordomuti di Torino
- 6.1815 Regio Istituto dei Sordomuti di Pisa
- 7.1820 Istituto delle Figlie della Provvidenza per le Sordomute di Modena
- 8.1826 Stabilimento dei Sordomuti di Parma
- 9.1828 Istituto "Tommaso Pendola" per Sordomuti di Siena
- 10.1829 Istituto Provinciale Sordomuti di Ferrara
- 11.1829 Stabilimento dei Sordomuti di Cremona
- 12.1830 Istituto "Antonio Provolo" per l'educazione dei Sordomuti di Verona
- 13.1832 Pio Istituto Sordomuti di "San Gualtiero" di Lodi
- 14.1834 Regio Istituto dei Sordomuti di Palermo
- 15.1842 Istituto Principesco Arcivescovile per i sordi di Trento
- 16.1850 Istituto Gualandi per i sordomuti e le sordomute di Bologna
- 17.1882 Istituto Nazionale Sordomuti di Firenze
- 18.1882 Istituto dei Sordomuti di Cagliari
- 19.1885 Pio Istituto "Filippo Smaldone" di Lecce





name	present	a. present
p. relative	p. dissociative	verb

TAVOLA IV'

past	present	future
participle	adjective	adjective

TAVOLA V'

ad. comparative	ad. superlative	ad. diminutive
ad. intensifier	ad. problematizer	adverb

TAVOLA VI'

OSSERVAZIONI

DI

**GIACOMO CARBONIERI**

SORDO-MUTO

SOPRA L'OPINIONE

DEL

**SIGNOR GIOVANNI GANDOLFI**

PROFESSORE DI MEDICINA LEGALE NELL' R. UNIVERSITÀ

DI MODENA

INTORNO AI SORDI-MUTI

Messo a beneficio del R. Istituto  
Estense dei Sordi-muti di Modena.

Ital. L. 1.50

MODENA

TIPOGRAFIA DI CARLO VINCENZO  
1858

## GIACOMO CARBONIERI

Modena 1814-1879

He published several books and articles. His book *Osservazioni sopra l'opinione del Sig. Giovanni Gandolfi Professore di Medicina Legale della R. Università di Modena*, printed in 1858, was using the term «Lingua dei Segni» to name the gestural communication system used by deaf italians

# The Milan Congress in 1880

<http://www.istc.cnr.it/mostralis/>

The "Second International Congress on Education of the Deaf" met in Milan, September 6 - 11, 1880. It was a turning point in the history of the deaf education. A resolution that the deaf students should be taught orally and that the use of sign language should be banned was approved.

## The resolution

I. The Congress,

Considering the incontestable superiority by articulation over signs in restoring the deaf-mute to society and giving him a fuller knowledge of language, Declares that:

The oral method should be preferred to that of signs in the education and instruction of deaf-mutes.

II. The Congress,

Considering that the simultaneous use of speech and signs has the disadvantage of injuring articulation and lip-reading and the precision of ideas,

Declares that:

The pure oral method should be preferred.

These were what came out as a result. There were a few deaf people present who favored the use of sign language, but their motion was not even brought up for vote. It became evident that there was a big "dividing line" between the deaf world and the hearing world. The deaf people claimed that the hearing people have selected a language and determined what is the best education for them without any consultation from the deaf people themselves.

After the congress, the use of sign language was banned from the instruction of the deaf. Also, the meeting led to the disappearance of deaf instructors from the institutes.

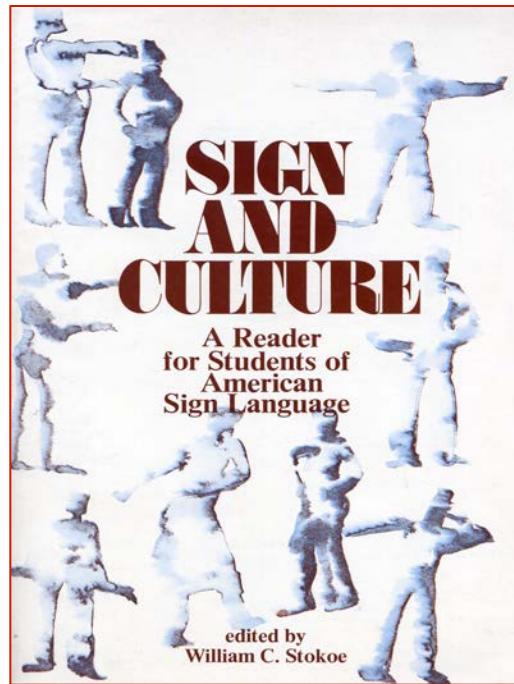
# After a century a new interest for the communication used by deaf people

## Sign Language Structure

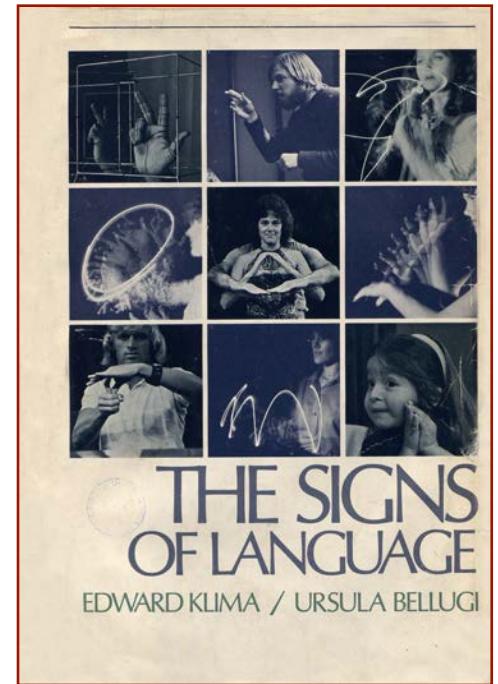
*An Outline of  
the Visual Communication  
Systems of  
the American Deaf*

William C. Stokoe

1960 (new edition 1993)  
Description of cheremes



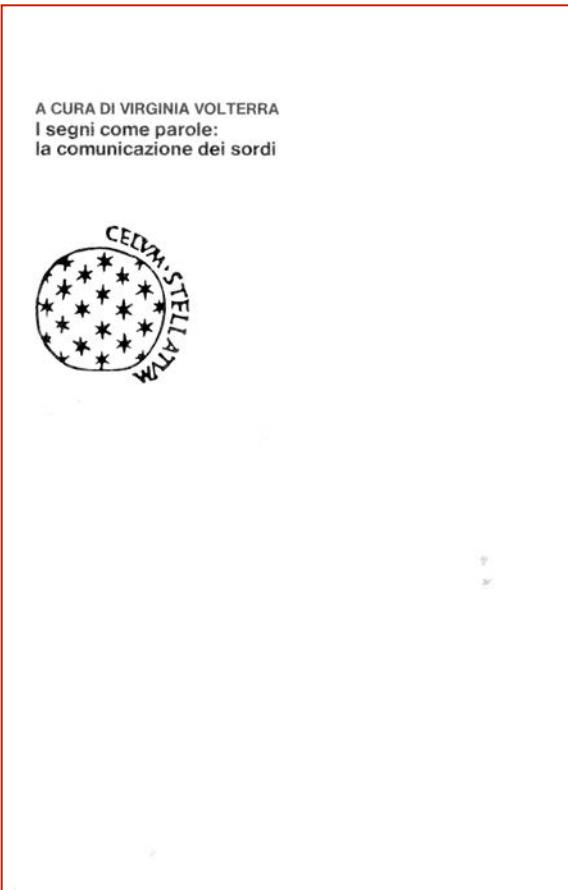
1980



1979  
Psychology and language



1979



1981

Rome , ENS-WFD January 26-30 1981: first contact  
between the CNR researchers (Virginia Volterra) and  
the deaf community (Serena Corazza)

# **Users, Attitudes, Contexts**

## **1981**

- The users were Deaf people, some of their hearing relatives, a few teachers of the Deaf
- Signs (or as it was called, ‘mime’) were used in Deaf Clubs, in deaf families, in special schools (outside the classroom), at sport events to communicate about everyday activities.
- Deaf people were usually ashamed to use signs openly in public places.
- Signs and speech were used in different and separate contexts.

# **La lingua italiana dei segni**

La comunicazione  
visivo-gestuale dei sordi

A cura di  
Virginia Volterra

**il Mulino**



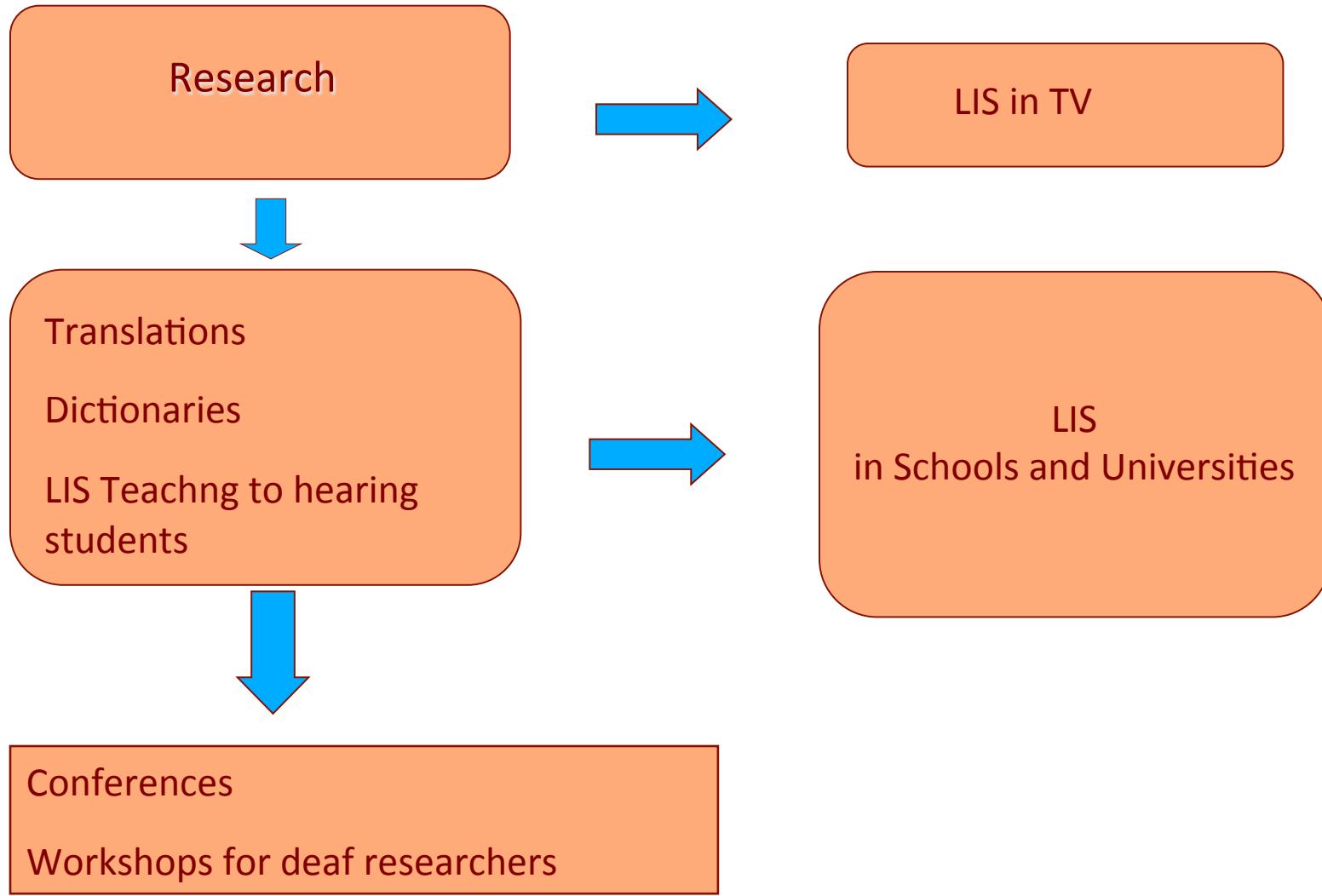
# **La lingua dei segni italiana**

La comunicazione visivo-gestuale  
dei sordi

A CURA DI  
VIRGINIA VOLTERRA

il Mulino Itinerari

**1987 ristampato nel 2004**



## Change process prompted by the beginning of SL research

Corazza, S. e Volterra, V. (2008) La Lingua dei Segni Italiana: nessuna, una, centomila. In Bagnara, C., Corazza, S., Fontana, S. e Zuccalà, A. (a cura di) I segni parlano. Prospettive di ricerca sulla Lingua dei Segni Italiana. Milano: FrancoAngeli, pp. 19-29

MIGIONE Lazio - Anno ICA  
e Istruzione Professionale

Consiglio Nazionale delle Ricerche  
Istituto di Psicologia

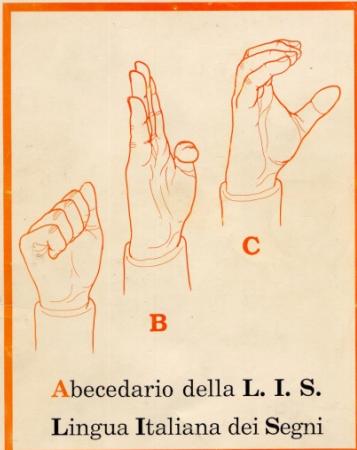
## LA LINGUA ITALIANA DEI SEGNI INSEGNAMENTO ED INTERPRETARIATO

RELAZIONE FINALE AL CORSO PER TECNICI E INTERPRETI  
DELLA LINGUA ITALIANA DEI SEGNI

a cura di  
Maria Grazia BOVE  
e Virginia VOLTERRA

Centro Regionale di Formazione Professionale  
Via Maresciallo Caviglia, 11 - ROMA

RIBETTO - M. L. FRANCHI - P. MASSONI  
A. M. PERUZZI - P. ROSSINI - B. SANTARELLI



Abecedario della L. I. S.  
Lingua Italiana dei Segni

REGIONE LAZIO ASSESSORATO I.C.A.  
E ISTRUZIONE PROFESSIONALE

CENTRO REGIONALE  
DI FORMAZIONE PROFESSIONALE  
VIA MILLO CAVIGLIA 11 - ROMA



## PASSATO E PRESENTE

Uno sguardo sull'educazione  
dei Sordi in Italia

a cura di  
GIULIA PORCARO LI DESTRI  
VIRGINIA VOLTERRA

GG  
GNOCCHI

## Cultura del gesto cultura della parola

Viaggio antropologico  
nel mondo dei sordi

a cura di  
Amir Zuccalà

Atti del Convegno,  
15-16 aprile 1996,  
Università di Roma  
"La Sapienza"



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anna folchi matteo mastromatteo ●

## I PRIMI 400 SEGANI

piccolo dizionario della  
Lingua Italiana dei Segni  
per comunicare con i sordi



La Nuova Italia

Natalia Angelini Rossano Borgioli  
Anna Folchi Matteo Mastromatteo  
**I PRIMI 400 SEGANI**

Piccolo dizionario della Lingua dei segni italiana  
per comunicare con i sordi



Carocci Faber

## DIZIONARIO DEI SEGANI



LA LINGUA DEI SEGANI  
IN 1400 IMMAGINI  
di Orazio Romeo



ZANICHELLI

MASON PERKINS DEAFNESS FUND  
ASSOCIAZIONE NAZIONALE LOGOPEDISTI

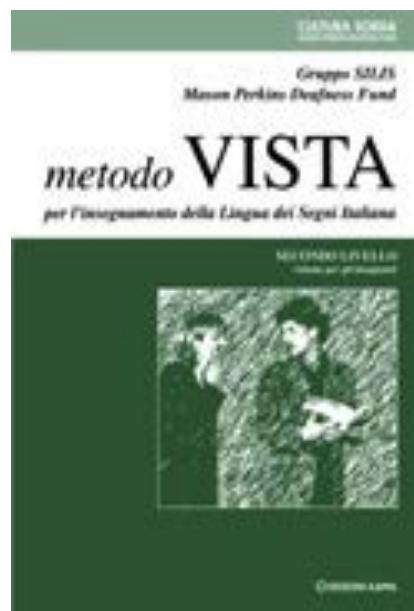
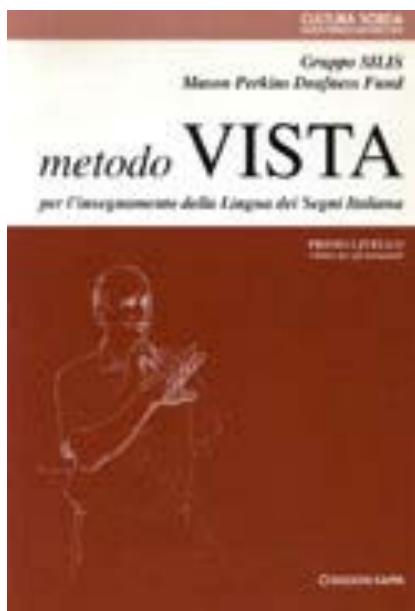
## Dizionario bilingue elementare della lingua italiana dei segni

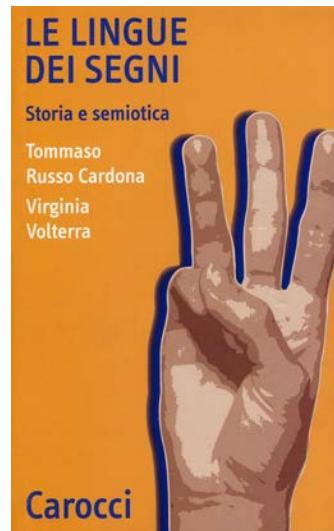
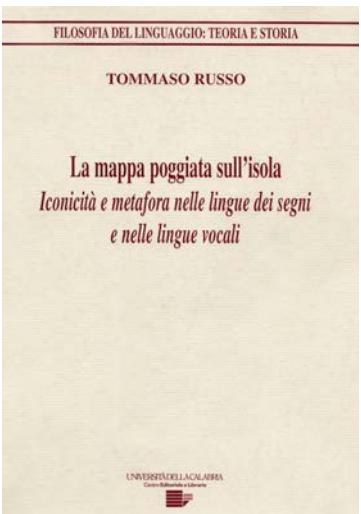
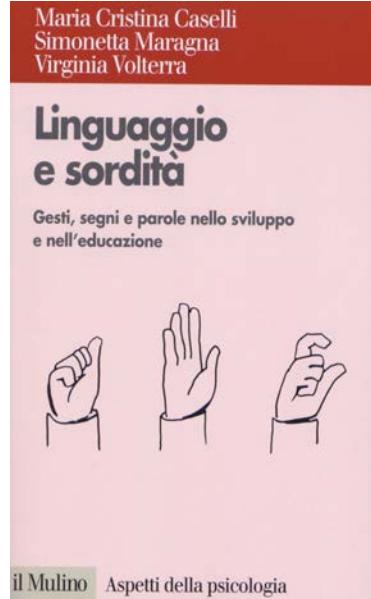
oltre 2.500 significati

a cura di  
Elena Radutzky



EDIZIONI KAPPA





2014-2015



# **Topics relevant to sign language acquisition research:**

When appropriate language models are available, deaf (and hearing) children acquire these languages efficiently and at least as early as hearing children acquire their spoken languages  
but ...

are they always exposed to 'appropriate language models'?

# Restrictions on input conditions

- ❑ (1) majority of parents of deaf children being hearing and ignoring or have only a scarce competencies in sign language competence;
  - ❑ (2) sign languages being minority languages and linguistic variation and diversity being much larger within the signing than within the speaking community.
- .

# Further factors apply to the Italian situation

(3) very few schools accept and use sign language in the classroom; (4) the majority of teachers have scarce sign language competence; (5) deaf children have few opportunities to interact with deaf or hearing fluent signing peers..

# Limitations of the early research

- Studies with small samples of children (some of whom were even hearing);
- Studies did not take into account linguistic diversity in the signing community;
- Few researchers involved in SL acquisition were deaf themselves
- Assumed complete comparability of signed and spoken language, without considering modality differences

# Tasks developed to evaluate LIS competence:



European project: SIGNMET  
[www.signmet.eu](http://www.signmet.eu)

National Project: VOLIS  
[www.volis.it](http://www.volis.it)



- **Story comprehension (Anna's story)**

(The child watches a LIS narrative signed by a competent signer and then answers to multiple choices questions in LIS related to the content of the story)

- **Story production**

(The child watches a cartoon and then is asked to narrate the content in LIS)

- **Sentence repetition**

(The child watches LIS sentences produced by a competent signer and then is asked to repeat the sentences)

- **MacArthur CDI in LIS**

(Parental questionnaire to evaluate lexical comprehension and production in LIS of signing children. Items are shown to parents as videoclips)

- **Story comprehension (Goldilocks' story)**

(The child watches a LIS narrative signed by a competent signer and then answers to multiple choices questions in LIS related to the content of the story)

- **Grammatical judgments**

(The child watches LIS sentences produced by a competent signer, half correct and half unacceptable according to LIS grammar, and then is asked to provide a judgment of grammatical acceptability)

Torna in Home

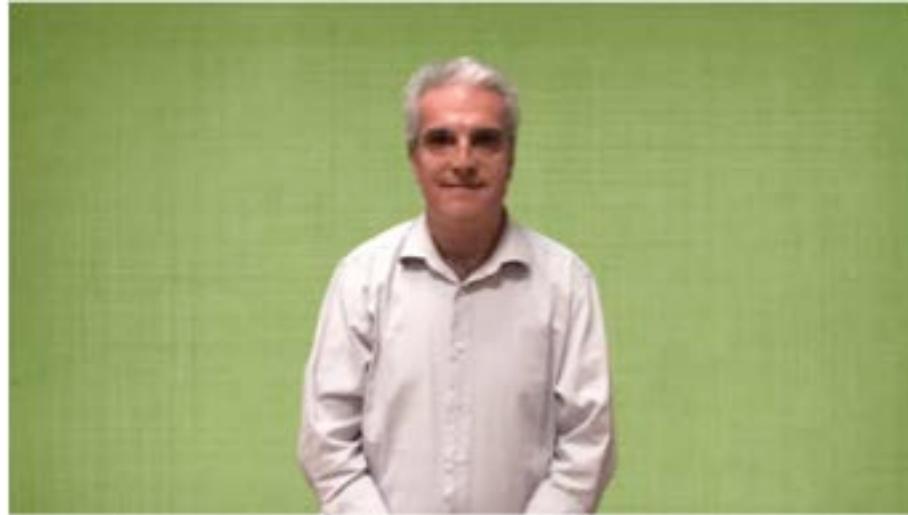
Il Primo Vocabolario del Bambino in Lingua dei Segni Italiana PVB-LIS

**CATEGORIE**

[Indietro](#) [Avanti](#)

## ANIMALI

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Test Competenza Grammaticale



Avanti



# **Users, Attitudes, Contexts**

## **Today**

- The users are Deaf people, some of their hearing relatives, hearing students, interpreters, educators
- Italian Sign language (LIS) is used in TV, in public events, in few schools attended by deaf and hearing students, Universities, Social Networks.
- No shame to use signs openly in public places.
- Communication between hearing and deaf is usually in Sign Language.

# Grazie and ciao from the LACAM, ISTC CNR Italian Team



## **Users, Attitudes, Contexts**

1981 The users were Deaf people, some of their hearing relatives, a few teachers of the Deaf

- Signs ('mime') were used in Deaf Clubs, in deaf families, in special schools (outside the classroom), at sport events to communicate about everyday activities.
- Deaf people were usually ashamed to use signs openly in public places.
- Signs and speech were used in different and separate contexts.

2015 The users are Deaf people, some of their hearing relatives, hearing students, interpreters, educators

- Italian Sign language (LIS) is used in TV, in public events, in few schools attended by deaf and hearing students, Universities, Social Networks.
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- Communication between hearing and deaf is usually in Sign Language.