First International Meeting on Language Learning in Tandem: Past, Present and Future

Using ICTs for transnational, transcultural and transcontinental collaboration

ABSTRACTS – I INFLIT

Sponsors:
University of Miami
Department of Modern Languages and Literatures
Center for Latin American Studies

February 27th, 28th and March 1st 2014
University of Miami,
Coral Gables, Florida
CAS Gallery
First International Meeting on Language Learning in Tandem: Past, Present and Future

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Program Coordinator: Maisa de Alcântara Zakir
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February 27th, 28th and March 1st 2014
University of Miami, Coral Gables, Florida
# PROGRAM – I INFLIT

## THURSDAY, FEBRUARY 27TH

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>5:30 pm</td>
<td>Registration</td>
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<tr>
<td>6:00 pm</td>
<td>Event Opening – Welcome</td>
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<tr>
<td></td>
<td><strong>Dr. George Yudice</strong> – Chair of the Department of Modern Languages and Literatures (University of Miami, USA)</td>
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<td><strong>Dr. Ariel Carlos Armony</strong> – Director of the Center for Latin American Studies (University of Miami, USA)</td>
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<td><strong>Dr. Steve Buterman</strong> – Associate Professor of Portuguese (University of Miami, USA)</td>
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<td><strong>Dr. João A. Telles</strong> – Coordinator of the Teletandem Project (Universidade Estadual Paulista, Brazil) – Introduction of the keynote speaker</td>
</tr>
<tr>
<td>6:30–7:30pm</td>
<td>Keynote Speaker:</td>
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<tr>
<td></td>
<td><strong>The Challenges and Evolution of Tandem Learning</strong></td>
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<tr>
<td></td>
<td><strong>Dr. Karin Kleppin</strong>, Doctor and Professor in Applied Linguistics and Foreign Language Studies, Bochum University, Germany</td>
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<tr>
<td>7:30–7:45pm</td>
<td>Q&amp;A</td>
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<td>7:45–9:00pm</td>
<td>Cocktail</td>
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## FRIDAY, FEBRUARY 28TH

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:00 – 9:45am</td>
<td>Special Opening session</td>
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<tr>
<td></td>
<td><strong>Defining Technologies and the Sociocultural Mind in the Second Language Classroom</strong></td>
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<tr>
<td></td>
<td><strong>Dr. Eduardo Negueruela</strong> – Associate Professor in Applied Linguistics</td>
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<td></td>
<td>University of Miami (UM), USA</td>
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<tr>
<td>9:45 – 10:00</td>
<td>Coffee Break</td>
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<td><strong>Parallel Sessions</strong></td>
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### Parallel Sessions

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>Fri, Feb 28</td>
<td><strong>LANG LAB MERRICK 205</strong> – Foreign language acquisition and learning in-tandem</td>
</tr>
<tr>
<td></td>
<td>Moderator: Anna-Katharina Elstermann</td>
</tr>
<tr>
<td>10:00</td>
<td><strong>Written Texts in the Institutional-Integrated Teletandem context: A proposal of work with Textual Genres in Teaching-Learning of Portuguese as a Foreign Language. Rubia Mara Bragagnollo Solange Aranha</strong> Universidade Estadual Paulista (UNESP), Brazil</td>
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<tr>
<td></td>
<td><strong>MERRICK 210-01</strong> – Technology in foreign language learning in-tandem</td>
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<td>Moderator: Anelly Mendoza Díaz</td>
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<tr>
<td></td>
<td><strong>The Teletandem activities in a Self-access Center: The case of English and Portuguese students from Mediateca-CELE UNAM Anelly Mendoza Díaz Adelia Peña Clavel Universidade Nacional Autónoma de México (UNAM), Mexico</strong></td>
</tr>
</tbody>
</table>
Viviane Aparecida Bagio Furtoso
Universidade Estadual de Londrina (UEL), Brazil
Douglas Altamiro Consolo
Universidade Estadual Paulista (UNESP), Brazil
The effect of eTandem learning on students’ English speaking competence
Martha Guadalupe Hernandez Alvarado.
Universidad Autónoma del Estado de Hidalgo, Hidalgo, Mexico.

10:40 The linguistic-discursive dimension in teaching Portuguese as a foreign language through Teletandem
Gabriela Rossatto Franco
Universidade Estadual Paulista (UNESP), Brazil
Language learning in tandem and interpersonal implications using specifically designed web-based environment in Brazil
Ulisses Tadeu Vaz de Oliveira
Anhembi Morumbi University, Brazil

11:00 Learners reflection about German-Portuguese Teletandem in group advising sessions
Anna-Katharina Elstermann
Ruhr Universität Bochum, Germany
Q&A

11:20–11:40 Q&A

11:40 – 1:20 – Lunch Break

1:20 Institutional-Integrated Teletandem: what have we been learning about writing.
Solange Aranha
Universidade Estadual Paulista (UNESP), Brazil
Face-to-face foreign language learning in-tandem
Bruna Ruano and Gabriela Diniz
Intercultural Language Center (Celin)
Federal University of Paraná (UFPR), Brazil

1:40 Teletandem in Cognate Languages: an experiment interinstitutional Portuguese-Spanish.
Kelly Cristiane H. Pobbe de Carvalho Rozana Aparecida Lopes Messias
Universidade Estadual Paulista (UNESP), Brazil
Anelly Mendoza
Universidad Nacional Autónoma de México (UNAM), Mexico
French-German Tandem courses for young graduates preparing a professional stay abroad in the cultural sector: A challenge between autonomous learning for advanced learners and network building.
Anne Jardin
Deutsch-französisches Jugendwerk (DFJW-OFAJ), Berlin, Germany

2:00 Would you help me to learn your language?
Amelia Bandini
University of Naples Federico II, Italy
Reflections on foreign language learning in face-to-face Tandem. An empirical Study
Jessica Böcker
Seminar für Sprachlehrforschung (Department of Applied Linguistics), Ruhr-Universität Bochum, Germany

2:20 – 2:40 Q&A

2:40 – 3:10 – Coffee Break
**LANG LAB MERRICK 205**  
*Foreign language acquisition and learning in-tandem*  
Moderator: Mónica Durán

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>3:10</td>
<td><em>Creative Writing and Visual Narratives as Tools for telecollaboration in the FL classroom: the Teletandem sessions</em></td>
<td>Mónica Alexandra Durán (University of Miami, USA)</td>
</tr>
</tbody>
</table>
| 3:30  | *The Tandem Project SEAGULL (Smart Educational Autonomy through Guided Language Learning)* | Heidrun Peters  
Carlos González Casares (University of Greifswald, Germany)                                 |
| 3:50  | *Analyzing Learner’s Autonomy in Tandem Foreign Language Learning*        | Carlos González Casares (University of Greifswald, Germany)                                 |
| 4:10  | *In-tandem writing practice: challenge, opportunity, and autonomy for advanced content-based learners of (English as a foreign) language* | Marcelo Concário (Universidade Estadual Paulista (UNESP), Brazil)                            |
| 4:10 - 4:30 | *Q&A*                                                                 |                                                                                              |
| 4:45 - 5:30 | *Using Student Evaluations to Improve Virtual Immersion Sessions*       | Dr. Rachida Primov  
Senior Lecturer in French  
Modern Languages Laboratory Director/Virtual Immersion Program Coordinator (University of Miami (UM), USA) |

**LANG LAB MERRICK 201**  
*Special Workshop for Educators*

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<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
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| 3:00 – 4:45 | *Special Workshop for Educators*  
*Teletandem: Orientation and Guidelines for Telecollaboration Sessions and Mediation Meetings* | Leila dacosta  
Ph.D. Candidate UNESP, Brazil  
University of Miami (UM), USA  
Paola Leone  
Universitá del Salento, Italy  
Visiting Professor – UNESP, Brazil  
Daniela Nogueira de Moraes Garcia, Ph.D.  
UNESP, Brazil  
Maria do Rosário G. Lima da Silva, Ph.D.  
UNESP, Brazil  
Maisa de Alcântara Zakir  
Fulbright Alumnus – University of Miami, USA  
CAPES Foundation – UNESP, Brazil/ Unisalento, Italy  
Micheli Gomes de Souza  
Fulbright Alumnus – University of Iowa, USA  
Ph.D. Candidate – UNESP, Brazil |

**7:30 pm – Dinner at LARIOS – Cuban Restaurant in South Miami**

**SATURDAY, MARCH 1ST**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>Sat.</td>
<td>Lang Lab MERRICK 205 - The cultural dimension of learning in-tandem: Intercultural discourse and communication, social, gender, racial and identity issues</td>
<td>Karin Adriane H. Pobbe Ramos</td>
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<td>March 1st</td>
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| 9:00  | *Intercultural Learning by Teletandem*  
Theodore Johnen  
Stockholm University, Sweden |                                                                                              |
<p>|      | <em>Teletandem: the path from a non-integrated to an integrated modality</em> | Suzi Marques Spatti Cavallari (Universidade Estadual Paulista (UNESP), Brazil)              |
|      | <em>Setting up international, intercontinental and inter-institutional collaboration to develop foreign language learning in-tandem</em> | Maria do Rosário G. Lima da Silva (Universidade Paulista (UNESP), Brazil)                  |</p>
<table>
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<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
<th>Institution(s)</th>
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<tbody>
<tr>
<td>9:20</td>
<td>Beliefs in Teletandem interactions: implications for teaching Portuguese as a foreign language</td>
<td>Karin Adriane Henschel Pobbe Ramos</td>
<td>Faculdade de Ciências e Letras de Assis (UNESP), Brazil</td>
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<td>Autonomy and Community: Two perspectives on the UNAM-KSU skype partnerships</td>
<td>Universidad Nacional Autónoma de México (UNAM), Mexico</td>
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<td>Laura Kanost</td>
<td>Kansas State University (KSU), United States</td>
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<tr>
<td>9:40</td>
<td>The construction of Cultural identity representations in online tandem between French and Brazilian Students: some preliminary remarks.</td>
<td>Liliane Santos</td>
<td>Université Charles-de-Gaulle Lille 3, France</td>
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<td>Routinizing Teletandem language Exchanges in American Colleges and Universities</td>
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<td>Anton T Brinckwirth</td>
<td>Virginia Commonwealth University, USA</td>
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<tr>
<td>10:00</td>
<td>Teletandem and telepresence: rethinking the cultural component in language teaching and language teacher education</td>
<td>Ana Cristina Biondo Salomão</td>
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<td>Institutional Implementation of Teletandem: challenges and procedures towards languages teaching and learning</td>
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<td>Daniela Nogueira de Moraes Garcia</td>
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<td>Maria do Rosário Gomes Lima da Silva;</td>
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<td>Universidade Estadual Paulista (UNESP), Brazil</td>
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<td>Marcia Fernanda Amaral Fontes</td>
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<td>Virginia Commonwealth University (VCU), USA</td>
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<tr>
<td>10:20</td>
<td>Q&amp;A</td>
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**10:40 – 11:00 Coffee Break**

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<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
<th>Institution(s)</th>
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<tbody>
<tr>
<td>11:00</td>
<td>Teletandem: Gender in telecollaboration</td>
<td>Leila DaCosta</td>
<td>Universidade Estadual Paulista (UNESP), Brazil</td>
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<td></td>
<td></td>
<td>Russian as a Foreign Language in Teletandem: Observation and Case Study</td>
<td>Lomonosov Moscow State University, Faculty of Foreign Languages and Area Studies, Russia</td>
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<td>Maria Napolskikh</td>
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<tr>
<td>11:20</td>
<td>Teletandem and culture: an analysis of the cultural dimension in a virtual discussion forum among students of a Brazilian and an American university</td>
<td>Maisa de Alcântara Zakir</td>
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<td>Teletandem Language Learning in a technological context of education: interactions between Brazilian and German Students</td>
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<td></td>
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<td>Suelene Vaz da Silva</td>
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<td>Warde Fonseca-Zang</td>
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<td>Francisco José Quaresma de Figueiredo</td>
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<td>Universidade Federal de Goiás, Brazil</td>
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<tr>
<td>11:40</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
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<tr>
<td>11:50</td>
<td>LANG LAB MERRICK 205: Whole group meeting – Paper publication and network for interinstitutional telecollaboration and research</td>
<td>Dr. Michael Ferreira</td>
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**12:20 – 2:00 Lunch break**
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>2:00</td>
<td>Multimodal Video Conferencing in the Foreign Language Classroom: Teaching and Learning Foreign Languages Online</td>
<td>Michael J. Ferreira, Georgetown University, USA</td>
</tr>
<tr>
<td>2:20</td>
<td>Teletandem as a complex learning environment: looking for a model</td>
<td>Annick Rivens Mompean, Marco Cappellini, Université Lille 3, France</td>
</tr>
<tr>
<td>2:40 – 2:50</td>
<td>Q&amp;A</td>
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<tr>
<td>2:50</td>
<td>Setting up international, intercontinental and inter-institutional collaboration to develop foreign language learning in-tandem</td>
<td>Colleen Coffey</td>
</tr>
<tr>
<td>3:10</td>
<td>Negotiating online foreign language collaboration with Japan: a narrative of experience</td>
<td>Anelissa Manami Bernardino, Antonio Marcos Bueno da Silva Junior, Leticia Yae Saito e Renan de Oliveira Camargo Andrade, Universidade Estadual Paulista (UNESP), Brazil</td>
</tr>
<tr>
<td>3:30 – 3:40</td>
<td>Q&amp;A</td>
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<tr>
<td>3:40 – 4:00</td>
<td>Coffee Break</td>
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<tr>
<td>4:00 – 4:45</td>
<td>Closing Lecture:</td>
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<tr>
<td></td>
<td>Teletandem and Performativity</td>
<td>Dr. João A. Telles, Coordinator of the Teletandem Project, Universidade Estadual Paulista (UNESP), Brazil</td>
</tr>
<tr>
<td>4:45 – 5:00</td>
<td>Q&amp;A</td>
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<tr>
<td>5:00 – 5:30</td>
<td>Closing remarks: event outcome and planning for the next INFLIT</td>
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</table>
ABSTRACTS

The abstracts are in alphabetical order according to the title.

A

ASSESSING ORAL PROFICIENCY IN COMPUTER-ASSISTED FOREIGN LANGUAGE LEARNING: A STUDY IN THE CONTEXT OF TELETANDEM INTERACTIONS

Viviane Aparecida Bagio Furtoso (viviane@uel.br)
Sate University of Londrina – UEL, Brazil
Douglas Altamiro Consolo (dconsolo@terra.com.br)
State University of São Paulo – UNESP/São José do Rio Preto, Brazil

To what extent can we speak about changes in language assessment? Why have we studied and discussed assessment for such a long time and changes observed in school contexts have been so few? (HOFFMAN, 2005, p. 67). These questions have motivated us to investigate more systematically the role of evaluation in language teaching and teacher education processes. In conjunction with the aforementioned questions a new scenario has appeared: the online environment, in which computer-assisted language learning stands. Speaking of evaluation in the context of distance education and in online environments is a challenge to those who see technology as an ally in the teaching and learning processes. With the increased opportunities for online interaction all over the world, the distance between users of a foreign language (FL) and the actual context of use of this target language ceases to be a limitation for interaction between people, resulting in linguistic-cultural exchanges, promoting greater closeness between peoples and awakening interest for various foreign languages. As an example, we can highlight the status of the Portuguese language, which has gained recognized visibility abroad and optimization in initiatives for the learning of Portuguese in online spaces. Highlights from representing initiatives of this nature include the experience of the project “Teletandem Brazil: foreign languages for all”, henceforth the TTB project (TELLES, 2009). Considering language teaching-learning, teacher education and online assessment, this investigation has been guided by two shortcomings in the literature: 1. the demand for adequate preparation of language teachers to deal with new information and communication technologies and 2. few studies on performance evaluation and on mediated interactions by means of electronic resources. The study aimed at investigating features of spoken language and oral proficiency assessment in an online FL learning context constituted by teletandem interactions. The information was collected in the scope of the TTB project by means of interviews, recordings of teletandem conversations, questionnaires, teletandem tracking sheets and field notes. The data were analyzed with the support of a framework that includes discussions on assessment, distance education and Portuguese to speakers of other languages. The results show that the teletandem conversation is a linguistic and cultural interchange between Brazilian and foreigner partners powered by the feedback provided. The
partners’ intervention to help each other in relation to linguistic and cultural aspects is essential to contextualize and keep the progress of interaction, as well as to provide the support required in order to acknowledge and give attention to the interlocutor’s speech. Taking into account the features of the spoken language in online conversation, the aspect of natural speech flow present in proficiency assessment scales is discussed, related to criteria such as oral comprehension, fluency and interactional competence. As part of the TTB activities, the teletandem tracking sheet showed to be a powerful assessment instrument to promote collaborative learning. The strength of this kind of learning and evaluation trigger was observed by the opportunities in providing the teletandem partners with a more formative feedback, supporting both the self-evaluation and the peer assessment processes.

**AUTONOMY AND COMMUNITY: TWO PERSPECTIVES ON THE UNAM-KSU SKYPE PARTNERSHIP**

*Adelia Peña Clavel* (adelia.penya@cele.unam.mx)  
Universidad Nacional Autónoma de México, Mexico  
*Laura Kanost* (lakanost@ksu.edu)  
Kansas State University, USA

Since 2006, the Kansas State University (KSU) Modern Languages department and the Mediateca from the Foreign Language Center (CELE) at National Autonomous University of México (UNAM) have organized teletandem exchanges between students of Spanish and English. Pairs of students interact using video and instant messaging, typically once a week for an hour evenly divided between Spanish and English. Schedules and topics are selected by the students, who receive initial teacher suggestions about conversation activities and best practices. This exchange is coordinated by faculty members with pedagogical approaches that are apparently polar opposites: autonomous learning and community-based learning. Our presentation discusses each approach, the activities it has informed, and resulting student experiences. We will share difficulties encountered, as well as strategies and plans for addressing these issues.

Mediateca-CELE, a self-access center (SAC), allows learners to study a foreign language at their own pace and according to their needs and learning styles. Learners are free to use all the materials and resources in the SAC, and can also attend counseling sessions and learning to learn training. However, oral production is not an easy skill to practice in an environment that tends to develop their autonomy as learners. Videoconferencing with learners of Spanish from universities in the United States through Skype seems to be a way of coping with this weakness. A study grounded on an autonomous learning framework, language learning strategies and the domains of autonomy showed that this activity can help students improve their speaking skills and cultural awareness, but above all it can be a trigger to develop learner autonomy.

KSU Spanish students have participated in this exchange as one service-learning option in an Intermediate Conversation course. Faculty there recently defined service-
learning at their institution as “a kind of teaching and learning that involves students in community service and intentionally combines it with reflection and instruction to enhance learning and to become a meaningful part of a course or curriculum.” A service-learning framework encourages tandem participants to view themselves as community members and asks them to reflect upon their roles as language users within that community. Student-generated reflections suggest that they grow to view their language use as more meaningful within this community interaction. During this six-year collaboration, we have worked through differences in student expectations, requirements, and schedules, finding that one effective approach is to present these issues at the outset as an opportunity to use language skills to solve real problems. Other concerns, such as the need to balance structure with the freedom to explore personal interests, or student lack of experience with self-reflection, are challenges that we are still confronting. We lack adequate tools to allow faculty members to monitor autonomous learner progress. We plan to develop a rubric to help students gain awareness of their own goals and achievements, which may address the difficulty with self-reflection. New conversation guides could include tips for “learning to learn.” Social media could be used to accumulate an accessible body of student reflections and discussion topics.

B

BELIEFS IN TELETANDEM INTERACTIONS: IMPLICATIONS FOR TEACHING PORTUGUESE AS A FOREIGN LANGUAGE

Karin Adriane Henschel Pobbe Ramos (karin.ramos1@gmail.com)
Universidade Estadual Paulista, Brazil

Tandem learning is based on principles of autonomy and reciprocity, at levels that vary according to the proposals and the aims of the process. Different partners share what they know, but with a common goal: to produce knowledge. In this sense, foreign language teaching and learning in-tandem have been a collaborative context in which the partners interchange languages that dominate. Language learning assisted by computers has become an important tool for the development of discursive and interactional skills of the participants. Based on these principles, the project Teletandem Brazil, linked to the Center for Languages and Development of Teachers, from Faculty of Sciences and Letters of Assis / UNESP, combines language learning and technology, promoting interaction between Brazilian students and students from foreign universities, in order to disseminate the teaching of the Portuguese language among speakers of other languages, and in return, provide the learning of another language that their partners domain. In this particular case, it is an institutional type of teletandem in which the presence of mediators imposes a certain teaching control, determines directive procedures and proposes several ways of evaluation that, to a certain extent, has direct repercussion on the principles of autonomy and reciprocity. There is, therefore, the development of a different approach to language teaching which can accelerate learning, enabling fluency which occurs from a real communication experience. It is a fruitful environment, in which a system of beliefs
and values emerge, directly affecting the process. Such beliefs, understood as a network of meanings that are presented in both a conscious and an unconscious manner, evoking emotional involvement and basing discursive and social practices of individuals, can be inferred in the speech. The present study aims to investigate this belief system that emerges in the mediation sessions of teletandem and discuss their implications for the teaching of Portuguese as a foreign language, from the theoretical framework of Critical Discourse Analysis. Moreover, we also try to apply the assumptions of this theory, in order to assess levels of Critical Language Awareness, presented by teletandem participants. Data were collected during the first half of 2013 in mediation of interactions between students of the Brazilian institution and students from an American university. The research has been guided by the following questions: (a) how beliefs about teaching and learning languages emerge in the discourses produced by Brazilian interactions during the mediation sessions, b) what are the implications of this belief system for teaching Portuguese as a Foreign Language, c) how we can evidence the levels of Critical Language Awareness among participants with regard to their own beliefs. Data analysis allows establishing a relationship between this belief system, reflected in the discourses produced by interactions during the teletandem sessions, and the effectiveness of the process, reinforcing the importance of the role of mediator in the deconstruction of these beliefs.

CREATIVE WRITING AND VISUAL NARRATIVES AS TOOLS FOR TELECOLABORATION IN THE FL CLASSROOM: THE TELETANDEM SESSIONS

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This study explores the teaching and learning of metaphors through telecollaboration in second language (L2, henceforth) classrooms from a sociocultural theory perspective (Lantolf, 2008). Taking the Vygotskian perspective of the development of mental processes of representation and the internalization of conceptual categories as mediated by sociocultural activities (Vygotsky, 1986), I explore metaphorical representations in narrative and visual texts to advance the practice of appropriating new language abilities to produce a text that is contextualized and meaningful to learners in a Spanish introductory classroom in a university context. Teletandem sessions based on telecollaboration are used as powerful tools for engaging in conversation with a L2 students; an experience which also allows for the enrichment of the students' linguistic abilities and cultural exchange. Pedagogically, I utilize creative writing techniques such as visual narratives: snippets from the internet and short films as productive pedagogical texts to contextualize vocabulary, grammatical structures, communicative functions, and cultural information learners encounter in the course. These visual narratives promote classroom interaction that leads to the students' sharing their personal experiences. One of the final goals of this research project is to enter the realm of creative writing
so that learners express their emotions and individual perceptions of the world. The main goal for this concrete study is to engage in a mutually enriching exchange of learners’ creative pieces with fellow students through the teletandem sessions. Such an exchange should promote an intellectual conversation between the students as they explore each other’s expressive projects and cultural aspects. In preparation for a teletandem session, students send each other their creative pieces in advance so as to come to the conversation with relevant comments and inquiries. After a session the students will reflect on the experience and write a short paper on what the experience meant for them.

Data from this project comes from an in-class creative writing project in which students are asked to look into themselves and find an object or an image that triggered significant moments in their lives. This brainstorming session is followed by a peer-edited writing workshop in class. The final part is to produce a short one to two minute audiovisual recording of their reading of the writing peace as the soundtrack to the visual that triggered the writing. This data will be collected in an intermediate third semester Spanish course at the University of Miami.

By providing L2 learners early in the process with accessible conceptual and representational tools of the mind (Kozulin, 1998; Negueruela, 2008) through engaging in communicative interactions based on creative writing efforts, learners may gain a personally significant awareness of the richness of language and of the power of their communicative abilities to express themselves beyond everyday interactions.

DEFINING TECHNOLOGIES AND THE SOCIOCULTURAL MIND IN THE SECOND LANGUAGE CLASSROOM

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New technologies lead our lives into new routines, new ways of interacting, and new ways of understanding. Some technologies become defining: they define who we are and who we become. This talk explores computer-mediated-communication (CMC) as a significant and defining technological, sociocultural, psychological, and pedagogical moment in the second language (L2) classroom today. CMC expands and reorganizes everyday interactions, including L2 learning experiences in classroom settings. Inspired by sociocultural psychology principles (Vygotsky, 1986), I consider the connection between mindful conceptual engagement, L2 development, and CMC. I explain two metaphors for understanding new technologies in the L2 classroom: expansion and reorganization. A basic sociocultural topic-oriented heuristic for a reflective exploration of CMC is provided so that L2 instructors have a sample pedagogical tool to approach the significance of CMC in classroom settings.
FACE-TO-FACE FOREIGN LANGUAGE LEARNING IN-TANDEM AT CELIN-UFPR (CURITIBA, BRAZIL)

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The face-to-face Tandem-Celin program was implemented in 2007 at the Language and Intercultural Center (Celin) at the Federal University of Paraná (UFPR). In its first year, 372 students took part in the project, totalizing 186 pairs in 12 different languages. Since then, this project has had an important role in language and intercultural learning for both foreign students that are learning Portuguese as a Foreign Language (PFL) and Brazilian students that are learning the different languages offered at Celin. For the foreigners, tandem has also proved to be crucial for their social integration.

In the past few years, Celin has been recognized as a high quality education center for PFL, becoming a reference for students from many different countries. From 2007 to 2012, the number of PFL students increased more than 120%; in the first semester of 2013, 491 foreign students enrolled, forming groups in 10 different levels.

Due to the relevant growth in the number of foreign students in our institution in 2013, the tandem project has been restructured and widened, promoting activities that integrate Brazilian and students from other countries. It has also had its name changed to “Núcleo Tandem Celin” (Tandem Celin Center) since its role has been expanded.

The registration, pairing and mediation of new tandem pairs, the reception of foreigners, the production and updating of the information handbooks handed in to the newcomers, and the organization of monitored cultural activities are included amongst its activities. In the first semester of 2013, 302 new enrollments were registered, with 98 new pairs in 9 different languages.

According to the researcher Maria Luisa Vassallo (Teletandem News, electronic magazine, 2006), distinct categorizations can be established based on the context in which the method is presented including institutional, semi-institutional and non-institutional tandem.

Initially implemented as a non-integrated institutional project, it didn’t provide an official recognition to the participants. Since June 2013, it has acquired the status of complementary Tandem within the structure of Celin-UFPR. That is, it can be chosen among the optional initiatives and, in this case, be recognized by the institution as a part of the course (Brammerts, 2002).

In view of the fact that the face-to-face method is still new and less spread out in Brazil, the objective of this presentation is to discuss its relevance as a learning aid for PFL students at Celin, based on our real cases. Thus we will not only present how the theoretical principles of the method are being applied in the project in its current and past experiences, but also trace effective measures in the sense of increasing its
in institutional recognition (change of status). To conclude, we would like to present ideas and reflections for future different Tandem actions for students in special programs and for the preparatory for the Celpe-Bras exam, both currently offered to PFL students at Celin.

FRENCH-GERMAN TANDEM COURSES FOR YOUNG GRADUATES PREPARING A PROFESSIONAL STAY ABROAD IN THE CULTURAL SECTOR. A CHALLENGE BETWEEN AUTONOMOUS LEARNING FOR ADVANCED LEARNERS AND NETWORK BUILDING.

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The French-German Youth Office has a long tradition of language-learning in tandem. Many French-German youth projects have already been organised as a tandem language course. In those projects, the purposes of an intercultural youth meeting are strongly connected with those of a language course. In the past 15 years, several courses were realised with young adult workers starting their career in the cultural sector, especially in museums or in the field of publishing. Young French and German university graduates finished with their study attend a language course in tandem before becoming a trainee in the other country. The course of two to three weeks is supposed to prepare them for the everyday life and tasks in their professional context. For all of them, it is their first experience learning in tandem. They start this course with big expectations, but also the expectations of a conventional language course. The special challenges for the course leader are the high level of personal expectations along with a high level of education, different backgrounds and language levels, an experience of successful learning with conventional methods, some more or less realistic expectations and fears concerning their work staying in the other country. The course is taught by French and German tutors and takes place in both country. The development of communication and intercultural skills are aims of the course, as well as learning strategies, but also the development of interpersonal relations that will make the participants become part of a network. The course alternates sessions of face-to-face working guided by the tutors, group discussions, lectures by professional experts, and free time spent together. Learners are guided to become more and more autonomous in their learning process, and at the same time, develop more relations with their peers during the intensive group process.
IN-TANDEM WRITING PRACTICE: CHALLENGE, OPPORTUNITY, AND AUTONOMY FOR ADVANCED CONTENT-BASED LEARNERS OF (ENGLISH AS A FOREIGN) LANGUAGE

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This paper deals with the challenges and opportunities regarding the implementation of content-based instruction (CBI) in English as a foreign language (EFL) to Social Communication undergraduate students on one campus of a public university in Sao Paulo state, Brazil. All the students who have participated in the study are first-language speakers of Brazilian Portuguese who have had previous contact with EFL at regular school (primary/secondary education) or in independent, private language institutes. The number of contact hours with and students’ command of English may vary; however, the overall proficiency level can be considered to range between ALTE B1-B2. On the other hand, when both students’ needs as regards EFL, and their linguistic background in the mother tongue are taken into account, they can all be considered advanced learners of the target language (BYRNES, 2006). After nearly three years of classroom research into students’ speaking, writing and feedback on the EFL activities exploring topics they had been dealing with in other courses (theme-based CBI), there is sufficient evidence to conclude that CBI has had a very positive impact on student motivation and responsiveness. Institutional support and credibility among members of faculty and administration are also felt to have increased. However, throughout the study, it has been noticed that few students actually make use of peer collaboration and self-check to prepare and review their texts for live presentations in class, for the production of video/audio recordings, or for essays and other forms of written assignments. Based on these findings, new steps have been taken in order to continue to appraise what students have been doing and, especially, to draw their attention to strategies that they can explore to continue to practice the target language in challenging and realistic situations and, at the same time, become more aware of their use of English, focusing on form/accuracy. It is in this context that in-tandem collaboration is being sought at the current stage of the investigation. Different possibilities are being explored, and by means of questionnaires, journals and interviews, attempts have been made to describe students’ perceived contributions of collaborative interaction outside the classroom with advanced users of the target language. It is hoped that discussions originating from this paper presentation will help to establish cooperation with other institutions and to provide greater understanding of the needs of autonomous, advanced learners of foreign/second languages.
INSTITUTIONAL IMPLEMENTATION OF TELETANDEM: CHALLENGES AND PROCEDURES TOWARDS LANGUAGES TEACHING AND LEARNING

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Over the past fifty years, interest in the intersection of foreign language teaching, the language learning process and the use of computers has given rise to a dramatic increase in the number of studies relating to Distance Education. Computer Mediated Communication (CMC) and Computer Assisted Language Learning (CALL) have highlighted possibilities and promoted rich educational contexts. According to Vassallo & Telles (2009), these new learning environments, mediated by the computer, offer foreign language teachers new pedagogical perspectives, reinforced by the association of image, voice and written resources. Telecollaboration (BELZ, 2003) is of particular interest with respect to CMC and CALL and can enrich classroom pedagogical practices that have both linguistic and cultural objectives, while at the same time allowing students greater autonomy and more opportunity for meaningful reflexion. The process of teaching and learning foreign languages can go beyond language and take on broader dimensions as students take part in the organization and construction of knowledge. Teletandem is a new context for learning languages in which proficient or native students are paired up and help each other to learn each other’s language (TELLES, 2006, 2009, TELLES & VASSALLO, 2006, 2009, VASSALLO & TELLES, 2006, 2009), aiming to maximize teaching and learning opportunities by allowing real and synchronous contact with a proficient or native speaker of the language one wants to learn. Since its creation, teletandem has offered democratic, free access to foreign languages for all, and has been a significant language learning tool for students, as well as future language teachers at two campuses of the Universidade do Estado de São Paulo (UNESP), in Assis and in São José do Rio Preto. Currently, fields for research revolve around concepts such as transculturality (WELSH, 1996), interculturality and multiculturality. These focus on the ways to understand foreign language study, learning and practice; how to understand the partner’s culture and its impact on learning; the contributions of teletandem to education and its relationship to other stakeholders; and different views regarding the institutional implementation of teletandem.

My presentation will focus on the last, the implementation of teletandem, by explaining the steps taken in Brazil and abroad. In the first years of the project, learners would engage in teletandem practice by filling out a form on the website stating their language preferences, time availability and interest in learning a foreign language. They would then receive a message from the coordinator of the project, after being paired up with a foreign student. The students would engage themselves in teletandem sessions without the attendance of an instructor. At present, after negotiating partnerships with universities in various countries, language departments
abroad and the instructors responsible for carrying out the program create student rosters which they convey to our staff, and they then accompany their groups to their home lab facilities for teletandem sessions during the normal times scheduled for their Portuguese classes. We conclude that the logistics of institutional implementation of teletandem demand commitment and great responsibility to assure problem-free interactions.

**INSTITUTIONAL-INTEGRATED TELETANDEM: WHAT HAVE WE BEEN LEARNING ABOUT WRITING**

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Teletandem Brasil Project (Telles, 2006) has been mostly developed under an institutional, non-integrated format; it consisted of pairs of students from different universities who would meet to exchange their language of proficiency with a partner in order to teach his/hers and learn his/her partners’. In this context, the individual should be autonomous to decide and manage all aspects of interaction: schedule, duration, themes. With the needs generated by the course of the project, there was a need to incorporate teletandem practice to our syllabus. If on one hand, this format impairs autonomy, on the other, it has proven to develop successful partnerships.

Considering institutional integrated teletandem (iiTTD) as a series of teletandem sessions that are embedded in regular EFL lessons so that such lessons both feed and are fed by teletandem practice (Cavallari and Aranha, forthcoming), one of the activities that students are supposed to develop each semester is the writing of three texts that are exchanged with his/her partner, corrected and serve as a trigger for the following interaction. The content and the form of these texts are normally related to the topic students are developing on in their regular foreign language classes. Some of these students who participate in the interactions are language students who are studying language to be teachers. Their majors are related to teaching mother and foreign languages. The types of corrections and the level of language accuracy expected by future teachers seem to be highly typical, as opposed to the correction of a common language learner. In this context, the purposes of this presentation are to present evidences of differences in corrections within future teachers and common language learners, discuss possible mechanisms that might be used to calibrate the demands of teachers-to-be, and evaluate the efficacy of such practice for the partner.

**INTERCULTURAL LEARNING BY TELETANDEM**

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Within the project *Teletandem Brasil: Foreign Languages for all* (Telles 2009) a number of case studies on intercultural learning by teletandem has been carried out.
LANGUAGE LEARNING IN TANDEM AND INTERPERSONAL IMPLICATIONS USING SPECIFICALLY DESIGNED WEB-BASED ENVIRONMENT IN BRAZIL

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Institutions have long recognized the need of their learners to participate in education programmes through a flexible delivery of instructions. Brazil has been undergoing substantial changes regarding the introduction of an international dimension in the curriculum of many of its institutions. One of the key elements of a flexible delivery mode is the use of the technology as a powerful weapon to maximize interactions and also deals with issues of motivation, and thereby the integration of cultural and linguistic learning is possible among students of different levels. Communication technologies play an important role in this historical shift of education in providing software applications and tools for e-learning. However, the potential of technologies will only be fully realized if learners have the ability and capacity to use them, and at the same time possess positive attitudes towards learning through them. All of that said, the study aims to determine learners’ perceptions of the use of technologies in learning at a university with a high traffic of international students by examining their abilities and experiences, with a view to identifying areas for enhancing the effectiveness of e-learning. Adopting the theoretical framework provided by the Systemic-Functional Linguistics, I look at the interpersonal implications on the learning process, the technology and pedagogy connection and the most accepted and effective computer-mediated environments for Brazilian learners. The primary object of this study is composed of classes of freshmen and sophomore students, starting a program of four semesters of English as part of the curriculum for Marketing and International Relations majors. Determining the competency and acceptance of learners in their use of technologies applications is not an easy task; thus a survey methodology was employed, involving a random sample of students. Since this study is a first stage of a major project, my aim is to investigate how Brazilian students react to multiple situations inspired on the Reciprocity and Learner Autonomy Principles.
using technologies. The following questions were answered: (a) What are the levels of interest, rejection and responsibility of the Brazilian graduating students as autonomous learners and tandem partners? (b) What are the Brazilian graduating students skills using some software applications? (c) What are some of the cultural and personality traces of the Brazilian graduating students in face-to-face or distance interactions? In general, the study found that most of learners were able to use basic software applications on their own. With regards to learners’ perceptions on the value of communication technologies and their potential role in education, the respondents held a fairly positive view of the different advantages that they can bring to learning. However, they also showed a relatively strong preference for learning with traditional method, questioning the value of distance interactions. As distance learning partners, Brazilians showed themselves as really supportive, being co-operative to meet their own and their partners’ learning needs, what ultimately amplify the chances to develop the skills necessary to cope with autonomous learning situations. The results imply that in order to encourage our learners to use communication technologies in learning, it is vital to upgrade their skills and provide them with the means to gain experience in e-learning through learning software applications.

LEARNERS REFLECTION ABOUT GERMAN-PORTRUGUESE TELTANDEM IN GROUP ADVISING SESSIONS

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At the first INFLIT I would like to present and discuss the results of my research that I have been developing for my Ph.D thesis. This qualitative research in the field of Applied Linguistics wants to shed light on the correlation of foreign language learning in teletandem and their respective advising sessions. “Teletandem” is hereby defined as Skype-based tandem over the internet where learners use videoconferencing tools to communicate with each other. The observed advising sessions were held with small groups of learners (peer groups) and did not include individual advising sessions.

The research data was collected at the Language and Teachers' Development Center (CLDP) of São Paulo State University, Campus Assis, in the context of the tandem project “Teletandem Brazil – Foreign languages for everyone” (www.teletandembrasil.org). 15 German university students who wanted to learn Portuguese and 15 Brazilian university students who wanted to learn German interacted with each other via individual teletandem sessions and group videoconferences throughout a period of 4 months. The participation of the students was on a voluntary basis and was not in any way related to their common curriculum at university, as they did not earn credits for their participation. The Brazilian participants came from different academic years and therefore presented different German levels, but since the learning took place in individual teletandem sessions, this aspect presented no problems. The accompanying advising sessions were realized at UNESP Assis biweekly and only with the Brazilian students. During the six advising
sessions, the learners and their adviser discussed their experiences in the teletandem sessions and related questions such as “how to correct your teletandem partner” or “how to prepare your teletandem session”. The corpus is composed of the transcribed audio records of the advising sessions, written learners biographies of the Brazilian participants, final questionnaires and learners’ diaries. I will analyze the participants’ records using Grounded Theory for a first elicitation of the main subjects that are arising during advising sessions. In a second analysis, the Conversational Analysis is used to get deeper into the different main subjects to learn more of learners’ urges, how they express and discuss them with the others during the sessions, and how the adviser directs certain conversational flows. With the findings, I would like to contribute to a better understanding of the concerns Brazilian learners have in relation to their autonomous and collaborative learning of foreign languages in teletandem, which is especially interesting given the fact that autonomous learning has not moved in most Brazilian classrooms yet (Nicolaides 2003, Luz/Cavalari 2009). The findings might be interesting for teachers in adviser roles that will work in future telecollaboration projects with Brazilian students.

LINGUISTIC AND DISCURSIVE ASPECTS OF LEARNING PORTUGUESE AS A FOREIGN LANGUAGE IN-TANDEM

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Learning in a virtual context has become an important means for the development, among its participants, of discursive and interactional skills which are part of a foreign language acquisition. Through the use of technological resources and in a collaborative way, participants can experience situations of real use of the target language by interacting with a native or a competent speaker. Such collaborative context provides new tools applied to discursive practices, in a reciprocal relationship in which social changes cause changes in the ways of interacting. In this context, the project Teletandem Brazil, linked to the Centre for Languages and Development of Teachers of UNESP, Assis / SP / Brazil, promotes interaction among students of Letters and students of different courses from foreign universities, providing the learning of a language that their partners domain and, at the same time, promoting the knowledge of Portuguese among speakers of other languages. The aim of this study is to investigate the teaching of Portuguese as a foreign language in the virtual context of teletandem, from the theoretical framework of Critical Discourse Analysis (FAIRCLOUGH, 2001), which proposes a three-dimensional study of the speech events, considering the phenomenon as linguistic, discursive and social. Among these three dimensions, the present analysis focuses on linguistic and discursive questions. Therefore, data were collected from the observation of teletandem interactions between Brazilian students and students from an American university, the recording of the mediation sessions that occurred after the interactions and the use of questionnaires to participants Brazilians. Such analyzed data were categorized according to themes,
grammar and pronunciation issues, and recurrent difficulties of learning Portuguese, in order to evaluate the interactive behavior of the participants. From this, we intend to relate the importance of the perception of linguistic and discursive dimensions of the statements produced during such interactions with the effectiveness of the process, constituting what Fairclough denominates as Language Critical Awareness (FAIRCLOUGH, 1992). This has been resulted in a better performance of the participants in teletandem interactions since the analysis showed it has been a favorable context to develop this awareness. Regarding learning Portuguese as a foreign language, this online environment had a positive impact in the dissemination of the language around the world.

MODEL FOR VIRTUAL IMMERSION MACRO PROJECT: COLLABORATING ACROSS THE AMERICAS

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The “Dual Immersion Project” has evolved within the Jesuit University Network of the Americas (AUSJAL- AJCU). AUSJAL- AJCU Jesuit Consortium is comprised of 58 Jesuits universities representing fourteen countries in Latin America and the USA. The project now counts 22 universities, more than 12,000 students and over 140 collaborating faculty, project coordinators and educational technology specialists. All streamline their mission collectively to achieve success in program development and exchange sessions. Exchange sessions follow three different models: “desktop to desktop” in the classroom; a mix of in class and language lab; and the autonomous model, in which students interact entirely outside of class. In addition, many schools hold virtual cultural events, which are large webinars with a cultural focus to involve multiple communities of people.

MULTIMODAL VIDEO CONFERENCING IN THE FOREIGN LANGUAGE CLASSROOM: TEACHING AND LEARNING FOREIGN LANGUAGES ONLINE

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To prepare our students to participate and communicate in adequate L2 settings we must go beyond the traditional face-to-face (FTF) exposure commonly used in classrooms. With this in mind, we implemented the Teletandem context with the help of its architect, Dr. João Telles, to promote intercultural communication and language practice through videoconferencing. While the initial feedback from our students’ participation in Teletandem has shown great promise, as in any technologically
enhanced innovation in the classroom, it needs to undergo robust experimentation related to the learning benefits of such innovation. This study systematically examines the effects of synchronous CMC on pragmatic and linguistic development of a foreign language. Students of Fourth-Year Advanced Portuguese Conversation classes participated in face-to-face group discussions via Skype with Brazilian native speakers from the State University of São Paulo over twelve weeks. A questionnaire was given to the participants at the end of the study to investigate their attitudes and knowledge about the culture of their Brazilian peers. Results of this study will shed light on the less-researched area of awareness of the target culture as a result of the use of different types of CMC.

NEGOTIATING ONLINE FOREIGN LANGUAGE COLLABORATION WITH JAPAN: A NARRATIVE OF EXPERIENCE

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Teletandem activities in foreign languages (particularly English) have been offered to the graduate and undergraduate students of Universidade Estadual Paulista at Assis, Brazil, for eight years. These languages are offered as a major in the Modern Languages Department. However, since the establishment of the Teletandem Brasil Project, one of its main obstacles in the process has been to start teletandem online collaboration with Japanese universities that offer Portuguese as a foreign language in their curriculum. Within this context, this paper reports the attempts and achievements of a student group of Brazilians in establishing non-institutional collaboration with students of Japanese universities that were involved in Japanese x Portuguese language exchange. The Brazilian group of Japanese students wanted to promote the practice of teletandem and to initiate new partnerships that were alternative to the traditional model of institutional collaboration. In this paper, we present an educational narrative on these processes. Our data is composed of audio recordings on the mediation sessions that were carried out after each online interaction, along with the authors’ individual reports about their teletandem processes with their Japanese student-partners. Within a one-year basis, we challenged the conventional idea that teletandem partnerships could only be triggered by institutional collaboration between universities that were interested in foreign language practices with native speakers. In line with the concept of autonomy, we present a new model of teletandem collaboration that can be accomplished solely through students’ own initiative and not by the university institution. The authors also report that the Brazilian university was able to advance towards a possible institutional collaboration with a Japanese foreign language university by means of a
contact and the participation of a Japanese female partner. We hope to expand academic networks from this non-institutional initiative, especially in regards to Japanese universities, as well as to highlight the non-institutional initiatives towards teletandem practices.

REFLECTIONS ON FOREIGN LANGUAGE LEARNING IN FACE-TO-FACE TANDEM. AN EMPIRICAL STUDY

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A tandem-learning partnership is defined as a learning context, in which autonomous or self-directed language learning takes place. To an extraordinarily high extent, learners in tandem take on responsibility for their own learning. The mentioned responsibility is reflected by the need to decide on learning goals, on how these goals are best to be reached, and on what resources should be used, as well as on evaluative issues. The fact that foreign language learning in tandem promotes language learning autonomy and self-directed learning has been widely argued in the field of foreign language research and should not be doubted here. However, these arguments have not yet adequately addressed the issue of reflection in autonomous or self-directed language learning. I argue that the key to autonomous or self-directed foreign language learning is reflection as it provides learners with a firm informational basis to be considered in metacognitive decision-making. Although reflections on foreign language learning in face-to-face tandem, as I point out, serve as the source for all answers to above mentioned questions, the scientific discourse in our field shows a notable lack of consideration of reflections as a research issue.

The aim of my study is to generate a profound conceptualization of reflection on language learning in tandem, which contributes to a better understanding of self-directed or autonomous language learning processes.

To sharpen the construct the following questions need to be answered:

• Which characteristics of reflection in tandem can be identified and therefore serve as a tool to differentiate reflections from bare descriptions?
• Do reflections differ in depth? Is it possible to rank reflections according to their depth?
• Are deep reflections more valuable in means of quality for self-directed or autonomous language learning processes?
• Does reflection on a special issue result in conscious decision-making and therefore in observable and reasonable behavior?

A triangulated data approach in terms of collection and analysis is applied in order to answer these questions.

Entries in language learning diaries for face-to-face-tandem are analyzed with a qualitative content analysis in order to identify the characteristics and subjects of reflective thoughts on tandem learning. Interactions with a learning counselor are
analyzed with a conversation analysis to compare written reflections with reflection in interaction. Finally, stimulated recall of recorded tandem sessions is used to investigate on reflected, conscious decision taking in tandem.

The findings of the presented study can be interpreted and operationalized with respect to practical implications for institutional tandem supporters. Based on the characterizations of written reflection, the difference between written reflection and reflection in interaction concerning their depth as well as the impact of reflections for conscious decision taking, tandem supporters can create a rich learning environment in which the potential of reflection is fully realized.

**ROUTINIZING TELETANDEM LANGUAGE EXCHANGES IN AMERICAN COLLEGES AND UNIVERSITIES**

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In an increasingly globalized world that faces difficult economic and geopolitical challenges, it is essential to prepare American students to speak more foreign languages, develop multiple perspectives, embrace diversity and be better global citizens. Pairing domestic college students with their international peers for teletandem-style language exchange and telecollaboration is a step in that direction. Online cross-collaborative learning activities between domestic and foreign students can render the kind of transformative learning experience that can impact a student for life.

This presentation will report on strategies for designing, implementing and routinizing class-to-class online tandem language exchanges (TLE) carried out in cooperation with foreign schools. TLE is widely accepted as an innovative and effective language learning strategy that builds communicative skills and speeds up the path to fluency through authentic immersion. However, despite its immense potential as a language learning strategy, the actual practice of online TLE is still relatively uncommon in most U.S. colleges and universities. The presenters aim to addresses the core issues relevant to the successes and failures of TLE implementation and pedagogical effectiveness in teletandem projects between Virginia Commonwealth University and schools in Brazil, Taiwan, and in various European countries.

Achieving an effective and sustainable plan for international cooperation to advance joint instructional ventures (such as Teletandem), remains a challenge for many institutions. Research shows that the goals and expectations of international university partnerships are often unrealistic. The organization required to support international partnerships is labor intensive and complex. However, the ongoing nature of Teletandem makes the process of cooperation routine. The primary objective of the presentation is to shed light on the factors that lead to the routinization of teletandem programs in American schools.

A mixed qualitative design was used to draw on case studies, ethnographies, and narrative inquiries relevant to each school-to-school Data was collected in the form of
video-taped teletandem sessions, screen-captured teletandem sessions, interviews with teachers, students and LRC support staff, observations, questionnaires, and field notes.

RUSSIAN AS A FOREIGN LANGUAGE IN TELETANDEM: OBSERVATION AND CASE STUDY

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The first part of the paper observes the development and the current state of the tandem language learning in Russia in the university context, including tandem summer schools for native speakers of Russian, German and English in Moscow, Saint-Petersburg and Nizhny Novgorod. The observation includes the analyses of advantages and the main difficulties of the tandem language learning in Russia based on the current situation in the Russian universities as well as feedbacks of both participants and educators. Tandem language learning in Russia is mostly institutional; generally it requires the physical presence of participants and is conducted in the form of summer schools, as Austrian-Russian and German-Russian summer schools in Pushkin Institute of Russian Language (Moscow) and Dobrolubov State Linguistic University (Nizhni Novgorod). The collaboration between tandem partners is aimed mostly at cultural issues and less on developing basic communication skills. Our survey showed that though the Russian students do not have enough opportunities to participate in tandem courses, they know about tandem language learning and would like to take part in such projects organized by foreign institutions.

The second part of the paper presents the experiences and results of institutional teletandem experiments organized and conducted at Lomonosov Moscow State University. The first one of the conducted projects describes the experience of collaborative translation in institutional teletandem. The participants of teletandem were students doing translation degrees in Russia (Lomonosov Moscow State University, State University of Pedagogy) and their opposite numbers from Germany (University of Mainz) and Austria (University of Graz, Center of Translation Studies in Vienna), so Russian and German languages were exchanged. The average level of knowledge of a foreign language of students was B2 according to CEFR. The teletandem project was held for two months (8 weeks) of parallel peer and group work. Peer work included the translation of news, documents and technical instructions to a foreign language with further mutual correction and creation of glossaries. Group work included translation of fiction into the mother tongue. For the fiction book part we took the novel “Goof Chronicles” of the Russian writer Pavel Sanaev and the novel “The Winter is Good for Fishes” of the Austrian writer Anna Weidenholzer. Along with practical translation, participants dealt with some academic issues as methods of text analysis. The recommended minimal frequency of individual tandem meetings was once a week with recommended minimal duration of 1.5 hours.
TELETAENDM AND CULTURE: AN ANALYSIS OF THE CULTURAL DIMENSION IN A VIRTUAL DISCUSSION FORUM AMONG STUDENTS OF A BRAZILIAN AND AN AMERICAN UNIVERSITY

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This paper is part of ongoing Ph.D. research in Applied Linguistics and aims to analyze cultural aspects that undergraduate students of a Brazilian and an American university highlight in interactive language and culture exchanges via Skype. The study also focuses on how the cultural dimension of those online synchronous interactions are described in a virtual discussion forum that has been proposed to the students. The project entitled Teletandem: Transculturality in Online Communication in Foreign Languages Via Webcam investigates partnerships between students of different nationalities and cultural backgrounds in a synchronous telecollaborative learning context, which is called teletandem. The project, initially entitled Teletandem Brasil: foreign languages for all, started in 2006 with independent partnerships of students interested in learning different languages. From 2011 onward, the project has been focusing on institutional teletandem partnerships between a Brazilian university and universities from different parts of the world, which offer Portuguese as a foreign language. The sessions are part of the Portuguese courses’ syllabi of the foreign universities and are held on the schedule in which the Portuguese classes are offered. An average of ten sessions are conducted once or twice a week during part of the academic semester. In teletandem interactions, students work in pairs to help each other learn their native language or the language in which they are more proficient. The sessions are about fifty or sixty minutes long and the students change roles, switch languages and interact in each language for about twenty-five to thirty minutes. In a dynamic that differs from a traditional classroom, the interactions follow
principles of autonomy, reciprocity and separate use of languages (Vassallo & Telles, 2006). Due to the nature of interactive exchanges between people of different nationalities (Levy, 2007), teletandem is a context in which representations on one's own culture and on the partner's culture emerge while they interact. Culture is conceived in this paper from Kramsch's (1998) definition as membership in a discourse community. From the perspective of Dialogical Discourse Analysis (Brait, 2013), grounded on Bakhtin's theoretical principles, in the data analysis I also consider the five dimensions of culture as presented by Levy (2007). Adopting a new discourse construct presented by Zhu (2012) from the term coined by Swain & Lapkin (1998), “language-related episodes”, I analyze the “culture-related episodes”, which I define as any part of a dialogue produced in the teletandem sessions in which the students focus on any interest, explanation or inquisitiveness about their own culture or the partner’s. The participants are undergraduate students of different majors at an American university and undergraduate language students at a Brazilian university. They were in contact during part of the spring semester of 2012 for ten teletandem sessions. The preliminary results indicate that interactions in teletandem can both strengthen and deconstruct stereotypes about the culture of the interacting pairs. This demonstrates the importance of promoting mediated discussion sessions after the teletandem interactions, especially in the context of future language teachers that will certainly deal with the cultural and linguistic diversities of their students.

TELETANDEM AND PERFORMATIVITY

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Teletandem is a virtual autonomous webcam-based context (image, voice and text), where two students, speakers of different languages, help each other learn their native (or other) language through intercultural and linguistic collaboration. The lecture will argue that Performativity Theory can shed light into the constitution of these students’ subjectivities, as they engage into linguistic performances of marking and discussing differences between their countries during teletandem sessions. Grounded on critical approaches to discourse and intercultural communication, the lecture will attempt to show that this online intercultural contact through teletandem can open innovative possibilities for foreign language teachers to promote intercultural contact with “the different”. However, without adequate teacher mediation, teletandem interactions may fall into shallow performances of sedimented and pre-given representations of self and other. Dr. Telles will conclude his discussion with a few implications of these ideas to telecollaboration and foreign language teacher development.
TELETANDEM AND TELEPRESENCE: RETHINKING THE CULTURAL COMPONENT IN LANGUAGE TEACHING AND LANGUAGE TEACHER EDUCATION

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The possibility of intercultural communication mediated by new technologies nowadays poses for Applied Linguistics the important task of investigating the impact of “cultural globalization” over the areas of foreign language teaching and teacher education. In this presentation, we intend to bring and discuss some results of a qualitative ethnographic research, which focuses on an extension course for continuing education of teachers in the virtual collaborative learning context of "Teletandem Brazil: foreign languages for all", UNESP. The theoretical framework is anchored in the sociocultural theory (VYGOTSKY, 1994; LANTOLF, 2000) and its perspective for language teacher education (JOHNSON, 2006, 2009), new technologies and teacher training (CHAPPELLE, 2006; HALL, KNOX, 2009), and beliefs (WOODS, 1996; BARCELOS; VIEIRA-ABRAHÃO, 2006; BORG, 2006) and culture in language teaching (KRAMSCH, 2006, 2009, 2011; KUMARAVADIVELU, 2006; 2008; RISAGER, 2006, 2007). We analyzed teachers’ conceptions of culture and their beliefs about the culture-language of the ‘other’ during the course and the teletandem interactions. Our analyses show that the interactions represent a new form of communication that allows for the virtual presence of the teletandem partners in each other’s contexts, which we named telepresence. That means that the audio, video and chat resources of instant messengers create a context which resemble physical presence by enabling the person to make him or herself present in their partner’s environment through the use of visual and auditory perceptions and through dialogic construction mediated by language, which can bring about different perceptions of each other’s culture through shared construction of meanings. The results have implications for the field of language teaching and learning mediated by new technologies and teacher education, indicating a need for the re-conceptualization of the terms “culture” and “intercultural” in language teaching and of constructs such as communicative and intercultural competence, in order to dissociate them from the idea of a body of knowledge about the products, practices and perspectives of a people, usually associated with a homogeneous, fixed and free from conflict nation-state, and the incorporation of the dynamics and complexity brought about by postmodern thoughts on the idea of culture. They also indicate the need for a review of the knowledge base of language teacher education as regards intercultural communication and the teaching and learning of culture, which should spur discussions grounded in real world interaction and nurtured by technological tools, in order to generate the opportunity for dialogically undergoing experiences, such as the ones provided by telepresence in teletandem, which may serve to recast conceptions and beliefs through the interaction between everyday and scientific concepts.
TELETANDEM AS A COMPLEX LEARNING ENVIRONMENT: LOOKING FOR A MODEL

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The aim of our contribution is to build a model of teletandem, i.e. tandem through desktop videoconferencing (Telles 2009). The aim of such a model is twofold: heuristic and pedagogical. It is heuristic because it enables us to understand teletandem at all its levels and partially to predict (in probabilistic terms) what can happen in a teletandem environment. It is pedagogical because it helps us formulate plans of action to improve future use and environment design. To build this model, we have drawn upon complexity theory (Larsen-Freeman & Cameron 2008, Morin 1990), which leads us to distinguish different levels of analysis. First, rather than giving a ready-made model, we will explain the “modelization” process, as we will focus on the different steps and interactions to be taken into account. For that purpose, we will introduce notions from complexity theory such as “configuration” and “attractors”. The configuration (also called “state”) of a complex system – in our case, teletandem environment – is the dynamic behavior of its elements and their relationship at a given time. The set of all configurations of the teletandem environment constitutes “the form” of our model, which is transposable to different teletandem environments. The attractors refer to the most frequent configurations adopted by the system. They are “the content” of our model and they enable us to outline predictions about what could happen in teletandem environments, although they may vary from a teletandem environment to another. We need to mention that our model is emergent, which means that we are fully aware that it is by no means stable and definitive, but will need to be questioned and evolve, depending on the elements in focus, or on the time process (Spear and Mocker 1981).

Then, we will both discuss the specificity of teletandem itself and its inclusion in the broader learning environment. We will analyze the way the interactions take place, basing our analysis on 3 educative levels of analysis – macro, meso and micro-educative level – in order to fully understand the functioning of teletandem environments. We would like to highlight that the focus on these three different levels does not mean that they are separate and distinct; on the contrary, we will specify how these different levels interact.

- Macro level: what role does the teletandem environment play in the general language learning environment provided by the university?
- Meso level: what are the means and aims given to the two institutions? What is the technical support? What are the pedagogical objectives of the teletandem course? Which type of evaluation validates learners’ participation to teletandem?
- Micro level: it involves the pedagogical interactions between tutor and learners and between teletandem partners.

(1) Tutor(s)-teletandem partners: what is the role of the tutor? How does (s)he accompany teletandem partners?
(2) Teletandem partners: how do teletandem partners structure their exchange? How do they position themselves as experts about their cultures and languages? Finally, we will discuss the relationship between the different elements and levels that can help construct a model of teletandem.

TELETANDEM: GENDER IN TELECOLLABORATION

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This project is an on-going Ph.D. research and is also part of the Teletandem/Brasil Project from UNESP – Universidade Estadual Paulista, in the state of São Paulo, Brazil. The research is qualitative and exploratory. The analysis is guided by the principles of critical discourse analysis and the socio-historical and constructivist theoretical framework. The questions that inform this research are: How and to what extent do the dynamics of same/different gender partnerships and convergent/divergent gender discourses/ideologies present themselves and affect the teaching/learning of American and Brazilian on-line partners? The analysis is done taking into consideration three aspects pertinent to virtual partnerships:

TELETANDEM LEARNING: characterized by autonomy, reciprocity and collaboration, mediated by technology and video, the INTERACTION DYNAMICS of same/different gender and GENDER DISCOURSES AND IDEOLOGY. The participants in the research were: 17 students from an American university and 17 from a Brazilian university with the objective of learning Portuguese and English, respectively. Ten sessions were recorded in 2011. Among the American students, there were bilinguals English/Spanish and native speakers of Spanish (nationals from Central and South America) who speak English as a second language. Among the Brazilian students, two students spoke German; all Brazilian nationals had Portuguese as their native language. Two questionnaires were answered by the participants, the first was about gender ideology and discourses, the second one containing questions about transcultural aspects in the partnerships, comments, impressions and evaluation of the sessions. Preliminary results indicate that some results of the dynamics of same and different gender interactions agree with past literature on the subject, but also differ in significant ways.
TELETANDEM IN COGNATE LANGUAGES: AN EXPERIMENT INTER-INSTITUTIONAL PORTUGUESE/Spanish

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In the context of the project "Teletandem: Transculturality in Online Communication in Foreign Languages for Webcam", we launched a partnership between UNESP/Brazil and UNAM/Mexico, in order to provide a space for interaction (teaching and learning) to our students of Letters. The interactions, occurring systematically once a week, put together thirty students, divided into two one-hour periods. After each interaction session, moments of mediation are organized, creating a space where researchers keep up with the progress of the sessions and seek forms of intervention to assist in the enhancement of the teaching/learning in synchronous context online via Skype. We emphasize, then, that in all the research in loco observations occur through diaries, notes of occurrences during the sessions and audio recordings during mediations. This work, running, aims central observation about the way students of Letters, in Brazil, more specifically, students of Spanish and Portuguese languages organize and put into practice the teaching of Portuguese to its foreign partners. The intention therefore is to understand (a) how the contents of the Portuguese language are planned to be taught, (b) how the aspects of the Spanish language they want to learn are planned and (c) what is the impact of this practice for Portuguese and Spanish teachers’ education. The methodological assumptions that support this research are anchored in the framework of critical qualitative research. Regarding to such methodological mode, Carspecken (2011, p. 396) points out that critical qualitative research allows us to understand that "social scientific knowledge is not just about social phenomena, but is itself an aspect of social phenomena." According to the author, we must be attentive to the manipulation of knowledge, so that knowledge produced by social instances institutionalized, as the popularly produced. Knowledge often, he said, has social distortions. In this sense, "the critical qualitative research seeks to understand itself as a practice that works with people to educate critically, rather than merely describing social reality" (CARSPECKEN, 2011, p. 397). The data collected to date reveal that Teletandem practices between cognate languages (such as Portuguese and Spanish) work, since there is commitment of partners and institutions involved, greater control and knowledge of languages and monitoring by teachers mediators, in order to stimulate awareness of the deficiencies and weaknesses in relation to the use of the languages among the students involved. Thus, the virtual context of Teletandem can be a discursive practice that contributes to the development of autonomy, responsibility and commitment of learners, leading them to a critical consciousness about their language and culture.
TELETANDEM LANGUAGE LEARNING IN A TECHNOLOGICAL CONTEXT OF EDUCATION: INTERACTIONS BETWEEN BRAZILIAN AND GERMAN STUDENTS

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Teletandem is an autonomous, reciprocal and collaborative language learning approach which provides interactions between pairs of native or competent speakers of different languages through online writing, reading, audio and video-conference tools. It has proven to be a useful way of learning foreign languages in a Brazilian educational context, mainly because it allows Brazilian language learners to engage in meaningful communication with foreign speakers. This oral presentation describes a pedagogical experience with the teletandem approach conducted in the second semester of 2010 between Brazilian Tourism undergraduate students from the Federal Institute of Education, Science and Technology (IFG) located in the city of Goiânia, capital of Goias State, in Brazil, and tourism undergraduate and postgraduate students from the University of Worms and from the University of Trier in Germany. The Brazilian partners were both learners of English and tutors of their mother tongue while the German students were learners of Portuguese and tutors of English, their second language. In this sense, this case study had as its principal aim to understand the use of the teletandem language learning approach in a technological context of education in which language learning was associated with environmental studies. The data were collected by means of conversation sessions through a synchronous computer tool called Openmeetings, interviews, and field notes, as well as from some academic writing activities, and were analyzed in the light of studies on collaborative learning and tandem/teletandem language learning researches and also on English for Specific Purposes Approach. Amongst the conclusions, we observed that Brazilian students used English as an anchoring language to help their peers learn Portuguese and that some tools, such as chat, whiteboard, translators and electronic dictionaries, were used by the learners as complementary instruments to the use of audio and video. Regarding the assessment of Openmeetings, most teletandem partners have considered it as an appropriate tool for teletandem practice, although this application presented some problems concerning its operation. Concerning the use of the teletandem language learning approach in a technological education context, the study indicated that discussions on environmental issues upheld language learning making the interactions more meaningful, proving that the benefits of authentic interaction in teletandem approach include not only fostering language learning, but also providing students with input that helps them to upgrade their knowledge in a specific field, in this case, environmental issues.
TELETANDEM: THE PATH FROM A NON-INTEGRATED TO AN INTEGRATED MODALITY

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Teletandem (Telles, 2006) can be defined as a foreign language teaching and learning environment in which Brazilian university students and university students from other countries can learn each other’s language by means of videoconferencing tools (such as Skype). Although its theoretical principles (separation of languages, autonomy and reciprocity) have remained the same, Teletandem Project has suffered a series of adjustments as to how it has been implemented at UNESP - Rio Preto. This paper aims at describing how teletandem practice has evolved since the first project was carried out in 2006. We intend to focus on the practical adjustments and discuss some possible theoretical implications, considering three aspects: (i) the establishment of partnerships (both between institutions and between students); (ii) instructions and support offered to participants; (iii) activities related to teletandem practice. The corpus used in this study comprises data collected from 2006 to 2012 by a teletandem research group at UNESP – Rio Preto and it includes: recordings of Skype interactions, emails exchanged by participants, learning logs, files with tips for teletandem practice (produced in different moments of the project), and students’ answers to questionnaires. We claim that teletandem has shift from an institutional non-integrated modality to an institutional integrated modality (CAVALARI; ARANHA, forthcoming) and that this shift may have had an impact on learners’ autonomy, since participants in this new modality seem to feel they have more guidance, but yet some control over what they can do during interactions. We hope these findings may inform future practice so that the foreign language learner benefit fully from the teletandem experience.

THE CHALLENGES AND EVOLUTION OF TANDEM LEARNING

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The development of different tandem concepts – e.g. individual face-to-face tandem, tandem courses, eTandem via different media – in the past was based above all on practical experiences and on goals such as the development of autonomy and interculturality. Specific learning strategies, specific forms of interactions have been identified but the underlying learning processes were supposed to be more or less the same as in other institutional and non-institutional learning contexts. In my paper however, I will suggest that learning in tandem is a rather unpredictable and self-organized process which is seemingly chaotic. It can be assumed that different sub-systems (individual factors in both of the learners, possible tandem tasks, environment etc.) interact and are intertwined with the effect that the interacting
partners constantly revise or even reject learning goals and prefabricated tandem tasks. This behavior poses severe challenges to teachers, who are often reluctant to use tandem settings especially for younger learners who are thought to profit from more structured guidance.

Still I will argue that a counselor or coach has the possibility to support these seemingly chaotic learning processes, if he or she accepts unpredictability, emergence of new elements, openness and adaptability as well as connectedness with a lot of factors inside or outside the tandem work. I will suggest complexity theory as a helpful framework and give some examples of possible support.

Concluding I will make some suggestions which aim at application oriented research.

THE CONSTRUCTION OF CULTURAL IDENTITY REPRESENTATIONS IN ONLINE TANDEM BETWEEN FRENCH AND BRAZILIAN STUDENTS: SOME PRELIMINARY REMARKS

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In its French-Brazilian version, the Teletandem Brazil project (www.teletandembrasil.org) enables students from the University of Lille 3 (France) and from the State University of São Paulo (Unesp, Brazil), to take part in online exchanges, based on the principles of autonomy and reciprocity; the Teletandem project engages pairs of students in a collaborative learning of their respective languages and cultures, this environment providing opportunities to use the foreign language in authentic interactions, through a socio-constructivist approach (Kerbrat-Orecchioni, 2005).

In this paper, we present some preliminary remarks on the construction of cultural identity representations by the students engaged in the project, from 2006 to 2012, the specificity of the exchanges we analyse being that most of the French students involved in them are third generation Portuguese. We will thus examine the consequences of the introduction of a third culture within exchanges which, linguistically speaking, are bilateral, for, as a matter of fact, these students are often facing a conflict: as French, they are attracted by the Brazilian culture, yet as Portuguese descendants, they have an ambiguous relation to that same culture. Furthermore, although they seem to have kept an apparently weak link with Portugal and its culture, they can be heard saying “I was born in France, I don’t speak Portuguese, yet I am Portuguese”. As stated by Rey & Van den Avenne (1998), even if a language is lived as an identity marker, the affirmation of identity is not necessarily related to the practice of this language.

Similarly, the Brazilian students may have conflicting feelings towards Portugal and France, made of superiority (towards Portugal) and inferiority (towards France).

This complex question has appeared to be essential in the development of the online exchanges, as it might be a key towards the understanding of success and failure of the interactions. Our preliminary results show that the most succesful linguistic
exchanges occur when students face peacefully their own cultural identity, with no feeling of superiority or inferiority (either historical, economical, or ideological).

**THE EFFECT OF ETANDEM LEARNING ON STUDENTS’ ENGLISH SPEAKING COMPETENCE**

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Tandem language learning, through computer-mediated communication (CMC), constitutes a learning mode that allows native speakers of two different languages to be in contact through different communication media in order to learn each other’s language. Previous studies on tandem (Kötter, 2002; Lewis & Walker, 2003; Truscott & Morley, 2003; Lee, 2007; Mullen et al., 2009; Tian & Wang, 2010; Kabata & Edasawa, 2011; Vinagre & Muñoz, 2011) have revealed its potential for language and intercultural learning. However, most research has focused on the development of learners’ writing skills through synchronous and asynchronous written CMC such as e-mail, electronic bulletin boards, and text-based chats. This study examines the effect that eTandem language learning through synchronous oral CMC with native speakers has on the improvement of Mexican students’ English speaking competence, based on their reflections and perceptions of improvement. The research data comes from pre and post semi-structured interviews as well as participants’ learning portfolios used in the three-week exchange.

This work is structured into five sections. Section one offers a description of the teaching and learning context where the research took place and states the problem, as well as research questions addressed in the study. It explains the researcher’s motivation to conduct the study as well as its significance considering the characteristics of the students and the limitations of the English teaching and learning context at the Universidad Autónoma del Estado de Hidalgo. Section two provides information regarding tandem language learning, its definition, main principles, approaches, and the media used by language partners to communicate with native speakers of their target language depending on their learning goals and needs. Section three explains the methodology used in the study with a detailed description of participants, research procedure, data collection instruments, data analysis, as well as limitations encountered in the study. Section four presents and discusses the findings obtained from the analysis of data from participants’ pre and post interviews and eTandem language learning portfolios. Section five concludes by summarising the findings that emerged from the study, commenting on the pedagogical implications, and providing recommendations for further research in the field of eTandem language learning in this and similar English learning contexts.
THE TANDEM PROJECT SEAGULL (SMART EDUCATIONAL AUTONOMY THROUGH GUIDED LANGUAGE LEARNING)

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The development of information and communication technology and worldwide access to the Internet since the beginning of this millennium has introduced new opportunities for the acquisition and application of foreign language skills, but also new challenges for their mastery within many professional groups. Consequently, the idea of tandem learning benefits as a form of technology-mediated face-to-face-learning. In a tandem, learners usually inexperienced in linguistics and didactics meet to teach their own language and to learn the other. The project SEAGULL, which is funded by the EU until 2015 and comprises 18 partner institutions around the world, aims to optimize this constellation by providing professional materials.

By the end of 2013, learning materials for 11 languages will have been created by language teachers within the SEAGULL network (project platform: http://seagull-tandem.eu/). Their main objective is to offer suggestions and stimulate active communication. As a result, the learners are made more aware of cultural differences by carefully scrutinizing their own habits and assumptions. The topic sheets reflect the intercultural experience of the foreign language teachers of the network partners. The materials are developed according to the levels of the Common European Framework (A1 to B2), and enable language learners to work systematically at levels of increasing difficulty.

Topic sheets are accompanied by handouts, which provide the native language learners with information on any necessary grammatical issues or further questions that may arise. The platform also includes a section with notes on autonomous learning, self-reflection and progress sheets which are the building blocks for lifelong learning. In addition, a collection of verified links of interactive online language exercises supplements the platform. Therefore, the platform meets the demand of autonomous learners in three ways by providing didactic and linguistic support as well as by developing their competence in autonomous learning.

SEAGULL partners cooperate at an institutional level and integrate tandems into institutional language acquisition scenarios in different ways. If autonomous learning is recorded in a learning diary and has been assessed in an appropriate way, learners can receive credits and grades. Another form of institutional embedding is the implementation of group tandems. Language groups from different countries work together and practise speaking with native speakers 1:1, while the conceptual design of teaching remains the responsibility of a professional teacher. In addition to the presentation of the forms of cooperation and the results of the interim evaluation by developers and users, the following issues will be considered:

1. Tandem learning in institutional contexts
2. Methods of becoming aware of cross-cultural implications,
3. Possibilities of reflection of different learning styles and socialization.
THE TELETANDEM ACTIVITIES IN A SELF-ACCESS CENTER: THE CASE OF ENGLISH AND PORTUGUESE STUDENTS FROM MEDIATECA-CELE UNAM

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The development of oral production can be considered a little favored in self-access center, due to the nature of the modality and the little interaction that can exist in this space. However, with the introduction of the information and communication technologies, the development of this skill can be favored if synchronous communication tools such as instant messengers are applied. The present paper is intended to share the experience of the English and Portuguese students from Mediateca at CELE-UNAM in TELETANDEM activities with UNESPI and five American universities. Since Mediateca is a self-access center, the teletandem activities and monitoring are based on an approach that can foster learner autonomy together with the development of certain strategies. Finally, during this presentation we want to share the results of our research which showed us that this activity can enhance the development of social and communication strategies in learners.

USING STUDENT EVALUATIONS TO IMPROVE VIRTUAL IMMERSION SESSIONS

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Virtual immersion programs (VIP) have become an important and very useful pedagogical strategy for improving second language acquisition by high school and college students. Although specific programs differ in some of their implementation details, all are based on the use of audio-visual computer programs that enable second-language students in one country to conduct real-time conversations with students in another country who are native speakers of their target language. Although the program is very effective and enjoys much popularity with students, it requires extensive preparations and close cooperation between the partners. The Department of Modern Languages and Literatures of the University of Miami started implementing a VIP in Fall 2010 and has since then conducted surveys at the end of each semester among the students who participated in the program. This presentation will summarize the results of these surveys and the lessons that we learned from them. These lessons have helped us improve our VIP program by significantly enhancing how we manage it and how we could make it more efficient.
WOULD YOU HELP ME TO LEARN YOUR LANGUAGE?

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Second language acquisition occurs traditionally in formal or informal environments. In adult contexts, formal L2 learning and informal L2 acquisition influence each other because on the one hand, formal language instruction can have a positive impact on L2 acquisition (Long 1983, 1988) and on the other, opportunities for communication in both terms of exposure to and production in L2 authentic contexts can enhance the learning process. For these reasons, it may prove useful to combine both learning environments. Following Krashen, acquisition processes should be encouraged through activities that involve communication, but if Krashen (1981) stresses the importance of methods that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear, Merryl Swain (1985) enhances the act of producing language because constant practice facilitates the learner to be conscious of and consequently improve her/his production. A tandem exchange could be a response to the need of authentic communication and also, under certain circumstances, a solution for combining formal and informal language learning environments.

The pedagogical experience that I would like to describe concerns an eTandem-exchange between two groups of students, one from the University of Naples and one from the University of Bochum, integrated into a formal language course. Particularly, I will show the activities proposed by the tutors to improve the process of language acquisition. Computer Mediated Communication (CMC) links distant pairs of learners who are learning each other's languages and is nowadays an obvious way to improve the knowledge of foreign languages and cultures: the assumption is that each learning partner is an independent user—even if they do not need to have the same level of language competences—so that they are able to communicate successfully. Our challenge is to organize an eTandem exchange between basic users (A1/2 level of CEFR). Although typically tandem activities are based on total freedom, in consideration of the language competences of the participants, we offer a choice of topics to be developed by each pair of tandem users, which were chosen taking into account the domains and competences at A1/2 level of CEFR. Topics and learning activities are proposed in sheets made available on a dedicated webpage implemented with a wiki software that allows the sharing of texts, files, photos. Partners are required to engage in oral and written communication that is in asynchronous and synchronous text communication. The wiki software gives the tutors the opportunity to follow and evaluate the learning activities.
The teaching-learning of foreign languages has increased significantly over the years in many countries around the world. In Brazil, an important project which offers the opportunity of learning and teaching a foreign language through virtual tools is Teletandem (Telles, 2006). It consists of a modality of distance learning in which Brazilian college students who want to learn a foreign language get in touch with students from other countries who study Portuguese through virtual resources such as Skype®. The development of Teletandem Project, in Brazil, is demanding research about several topics, especially in a new context that was created in 2011, called Institutional-Integrated Teletandem (ARANHA & CAVALARI, in press). This new modality of teletandem was developed due to needs and opportunities that partnerships with foreign universities brought to this context. The institutional-integrated Teletandem (iiTTD) means that language learners in Brazil enrolled in undergraduate degrees at a university interact with learners of 7 Portuguese in other countries. University students, during some time established by the professors of the subjects where iiTTD occurs, follow a pre-determined agenda that includes tasks to be accomplished and that are part of the syllabus of the subjects. There are many aspects to be addressed concerning the iiTTD and one of them is the ability to write in a foreign language. This study deals with texts written in Portuguese, produced under the iiTTD, which are required as one of the mandatory activities in this modality. Based on the thesis that every text is organized within a specific genre and using theories about the textual genres (SWALES, 1990; BAKHTIN, 2003) and its relationship with writing (BAZERMAN, 2006; HYLAND, 2007), this study aims to develop and apply a systematic course for teaching two textual genres in Portuguese – the film review (RIGUEIRA, 2010) and the film synopsis (LÊDO, 2008) – in an intermediate/advanced class of Portuguese as a foreign language in a North American university, in order to address the written texts, which are very important in the functioning of the interactions in the iiTTD. The two textual genres will be written based on two different movies the students will have to watch. We will then discuss the movies in class and, after teaching the characteristics of each textual genre, the students will produce a film synopsis and a film review according to the movies previously watched. These productions will be sent to their Brazilian partners for text reviewing and future rewriting. Also, they will have to post their texts on a blog, created to publicize their work with the films and give a social purpose to the activity done in class. The purpose is to contribute in a practical way with the implementation of courses/workshops which aim at teaching and learning of textual genres in order to improve the task of producing texts in the interactions of the iiTTD. The research methodology used is developed from the qualitative-interpretative approach, under the Applied Linguistics, and based on ethnographic research.