

II Unveröffentlichte Texte

1. Unveröffentlichte Vorträge

Abraham, Maria Helena V. (2007) „A formação inicial e continuada do professor no Teletandem Brasil: Línguas estrangeiras para todos“. Trabalho apresentado na Conferência Internacional de Educação a Distância – Instituto Tecnológico de Monterrey, Mexico, 2007.

Alvarado, Martha (2014) „The effect of etTandem learning on students’ English speaking competence“. Presentation at the INFLIT Conference Miami 2014 [power point].

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<http://www.as.miami.edu/media/college-of-arts-and-sciences/content-assets/modern-language-lab/documents/Martha%20Alvarado.pdf> [abgerufen am 02.04.2015]

Aoki, Naoki / Wakisaka, Masako / Ou, Lixian (2013) „Spoken tandem learning discourse: A case study of a Japanese learner of English“. Paper presented at IATEFL Learner Autonomy Special Interest Group (LASIG) 2013. Leibniz Universität Hannover: Hanover, Germany.

Abstract: This paper analyses three approximately half hour face-to-face tandem conversations, in which an English speaker helps a Japanese learner of English who was doing tandem as part of his in-service teacher education course. It was found that the conversations are different in some significant ways from classroom discourses that involve a teacher and students, and from conversations between a native speaker and a non-native speaker in everyday situations. First, the learner takes control of the development of the discourse. Second, part of the sessions was form-focused. Third, within the agenda that the learner set, the pair exchanged personal information like newly made friends. An interview with the learner has revealed that his prior language learning experience, level of English language proficiency, teaching experience, teacher identity, and the recent introduction to the idea of learner autonomy played a role in his approach to tandem learning.

Aoki, Naoko / Wakisaka, Masako / Ou, Lixian (2012) „Nihon no daigaku kyampasu ni okeru jishusanka o kihontoshita tandem gakushuu purojekuto no kokoromi“. Paper presented at Dai 9 kai nihongokyoiku-nihonkenkyuu shimpoujiumu (The ninth symposium of Japanese-language education and Japanese studies). City University of Hong Kong: China. [Übersetzung des Sachtitels: Tandem learning as an extracurricular activity on campus of a Japanese university]

Abstract: The presenters launched a face-to-face tandem learning project on the campus of a Japanese university. This paper gives an overview of the history of tandem learning and describes the process of how presenters set up the project, including the preparation. Moreover, it discusses some traps and difficulties when coordinating the project. It also reports on the result of a questionnaire survey conducted at the end of the academic year. Finally, some remaining issues are discussed.

Bandini, Amelia (2014) „Would you help me to learn your language? The Naples-Bochum Teletandem project“. Presentation at the INFLIT Conference Miami 2014 [power point].

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http://www.google.de/url?url=http://www.as.miami.edu/labs/faculty/Amelia%2520Bandini%2520-%2520Would%2520You%2520Help%2520Me%2520to%2520Learn%2520Your%2520Language.pptx&rct=j&q=&esrc=s&sa=U&ei=iXIIVbq2FMGzsqHuh4DoDg&ved=0CBQQFjAA&usg=AFQjCNE0oGTmSU59_0C4Lv2lm94Nj0FvQ [abgerufen am 02.04.2015]

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Cappellini, Marco (2011a) „Construction du lien social dans un télé-tandem franco-chinois. Une étude exploratoire des facteurs caractérisant la relation entre apprenants de langues étrangères en formation à distance par visioconférence“. Colloque TICEMED 2011, Université autonome de Barcelone (Espagne), 8-10 juin 2011.

Cappellini, Marco (2011b) „Modélisation des étayages dans les interactions orales synchrones entre partenaires dans un dispositif pour l'apprentissage des langues étrangères *in-tandem* à distance“. Colloque EPAL, Université Grenoble 3, 23-25 juin 2011.

Cappellini, Marco / Rivens Mompean, Annick (2011) „Two learners and no teacher in the triangle? New roles for the teletandem pair involved in oral synchronous computer-mediated interaction“. EUROCALL Conference 2011, Université de Nottingham (Royaume Uni), 31 août-3 septembre 2011.

Consolo, Douglas Altamiro / Brocco, Aline S. / Custodio, Camila M. (2007) „O lugar da gramática na aprendizagem de português como língua estrangeira: uma investigação em contexto de interação in-tandem a distância“. Trabalho apresentado na Conferência Internacional de Educação a Distância – Instituto Tecnológico de Monterrey, México, 2007.

Malmi, Nadia (2010) „Le dispositif Tandem: une aide à la réussite des étudiants étrangers à l'université?“ Colloque Français sur Objectifs Universitaires, Perpignan, 10-12 juin 2010.

Mathiot, Emmanuelle / Marti, N. (2007) „Apprendre/enseigner le français en tandem: cas de trois dispositifs institutionnels“. Colloque Didcog, Toulouse, septembre 2007.

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Ramos, Karin Adriane Henschel Pobbe (2014) „Beliefs in Teletandem interactions: implications for teaching Portuguese as a foreign language“. Presentation at the INFLIT Conference Miami 2014 [power point].

Abstract: 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 languages teaching and learning in-tandem have been a collaborative context in which the partners interchange languages that dominate. Alongside the language learning assisted by computer 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 that fluency occurs from a real communication experience. It is a fruitful environment, in which a system of beliefs and values emerge, affecting, directly, the process. Such beliefs, understood as a network of meanings that are presented on 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 interactings 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 interactings during the Teletandem sessions, and the effectiveness of the process, reinforcing the importance of the role of mediator in the deconstruction of these beliefs.

Keywords (maximum of 5): Teletandem; Beliefs; Portuguese as a foreign language; Critical Discourse Analysis.

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Rivens Mompean, Annick (2009a) „Experience of Tandem at University: how can ICT help promote collaborative language learning between students of different mother tongues“. In: 9th WCCE (World Conference for Computers in Education) Education and technology for a Better World. Bento Gonçalves, Brésil, juillet 2009.

[online] http://stl.recherche.univ-lille3.fr/sitespersonnels/rivens/WCCE2009_rivens.pdf
[abgerufen am 02.04.2015]

Abstract: The importance given to language learning has been increasing regularly in France, with the compulsory study of a foreign language for both graduate and undergraduate students and with the introduction of the European Framework of References (Council of Europe, 2001). Hence, new learning environments have been developed to provide more efficient settings for language learning and promote more autonomous learning, with the help of ICT (Internet and Communication Technology). Tandem consists in gathering two people with different native languages so that they work together in pairs, and learn each other's language. Two environments are currently offered at Lille 3 University (France): face-to-face tandem and Teletandem Brasil, a network that offers distant learning. A description of both settings, that have been introduced recently at Lille 3 Language Resource Centre (LRC) where the study has been conducted, will help determine which are the essential elements of the environment for an efficient learning. The introduction of ICT to organise the pairs or to go through the learning process and a well-balanced mixture of institutional guidance and autonomous learning seem to be the key elements of Tandem. An online questionnaire has been distributed to the students involved in tandem, in order to check the perception the learners have of the setting. Hence, we will be able to establish a typology of the environment required for a collaborative language learning both online and face-to-face.

Keywords: Tandem, collaborative learning, foreign language

[Abstract abrufbar unter: http://stl.recherche.univ-lille3.fr/sitespersonnels/rivens/WCCE2009_rivens.pdf abgerufen am 02.04.2015]

Santos, Liliane (2009c) „Aprendizagem de Português como Língua Estrangeira in tandem em contexto virtual: o ponto de vista de estudantes franceses“. Communication présentée au II SIMELP (International Symposium on Portuguese Language Studies). Évora (Portugal): Universidade de Évora, le 6 octobre.

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Santos, Liliane (2008a) „Adaptação institucional e pedagógica do Projeto Teletandem Brasil ao contexto francês“. Conférence présentée au Département d'Éducation de l'Universidade Estadual Paulista (UNESP) à Assis. Assis, SP (Brésil), le 11 septembre.

Santos, Liliane (2008b) „Ensino e aprendizagem de Português Língua Estrangeira in tandem em contexto virtual: primeiros passos de um projeto franco brasileiro“. Paper presented at I SIMELP (Simpósio Mundial de Estudos de Língua Portuguesa). São Paulo (Brésil): UnicSul, le 1er septembre, 1-18. [epub]

[online] <http://www.fflch.usp.br/dlcv/lport/pdf/slp01/01.pdf> [abgerufen am 02.04.2015]

Abstract: Neste trabalho, que pertence ao eixo de pesquisa “Ensino/aprendizagem de línguas” (afiliado à linha de pesquisa “Aquisição e didática das línguas”), e que desenvolvemos junto à equipe “Savoirs, Textes, Langages”, apresentaremos os dados preliminares de uma experiência de ensino-aprendizagem de línguas estrangeiras in-tandem em contexto virtual. No bojo do projeto Teletandem Brasil: línguas estrangeiras para todos, estudantes de francês da Unesp-Assis e estudantes de português da Université de Lille 3 (França) foram postos em contato para, num trabalho cooperativo, aprenderem as suas línguas respectivas. Após uma breve apresentação do tandem, modalidade de ensino/aprendizagem de línguas estrangeiras ainda pouco conhecida e praticada no Brasil, apresentaremos o projeto Teletandem Brasil, que reúne pesquisa e ensino, para, em seguida, expor as condições de implantação do projeto em Lille 3 e algumas das tendências na aprendizagem da língua portuguesa pelos estudantes franceses, que pudemos observar nos dois primeiros anos de implantação do projeto na França, apresentando, também, as perspectivas para o próximo ano letivo. Nossas considerações finais enfatizarão os benefícios que os alunos podem retirar desse tipo de trabalho e o papel do professor nessa nova maneira de aprender uma língua estrangeira.

Keywords: Português língua estrangeira; Tandem; Ensino-aprendizagem de línguas à distância; Novas tecnologias.

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Wakisaka, Masako / Ou, Lixian / Aoki, Naoko (2013) „Developing a support system for tandem learning“. Paper presented at JALT 2013, Kobe Convention Center: Kobe, Japan.

Wakisaka, Masako (2012) „How tandem learning changes attitude towards learning English: A case study of a Japanese learner“. Paper presented at the Independent Learning Association 2012 Conference. Victoria University of Wellington: Wellington, New Zealand.

Abstract: This paper reports on how tandem learning changed one Japanese learner’s attitude towards learning English. The research is based on multiple data sources, including recordings of tandem sessions, learning diaries, resources used in tandem sessions, email logs, field notes, and post-research interviews. These data are analyzed and constructed into a story. This story suggests that tandem learning helps learners to overcome awkwardness and reluctance to speak in a foreign language.