

## 2. Laufende Doktorarbeiten

Bragagnollo, Rubia Mara (Dissertationsprojekt) *Portuguese as a Foreign Language and the Written Texts in the Context of Institutional-Integrated Teletandem: A Proposal of Work with Textual Genres*. (advised by Dr. Solange Aranha)

**Abstract:** The Teletandem is 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. It represents an important tool for virtual teaching and learning of languages, and studies on this subject are being carried out, although it is a recent modality in the school/university which involves the computer and the Internet. However, there are many aspects to be addressed concerning the Teletandem and one of them is the ability to write in a foreign language. This study deals with texts written in Portuguese, produced under the Institutional-Integrated Teletandem (ARANHA & CAVALARI, forthcoming), 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 and the film synopsis – in a 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 Institutional-Integrated Teletandem. 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 Institutional-Integrated Teletandem. The research methodology used is developed from the qualitative-interpretative approach, and based on ethnographic research. [Autor]

Elstermann, Anna-Katharina (current PhD project): *Advising in Teletandem: Learners' reflections on their learning processes*.

**Abstract:** This qualitative research 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 questions guiding the research are: Which are the learners' concerns expressed during the advising sessions? What is the advisor's role in this context? Which implications can be found for the teacher training in higher education? 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, and how advising sessions contribute to the development of the learners in the teletandem context. [Elstermann]

Souza, Micheli G. (current PhD project) *Mal-entendidos em parcerias colaborativas de aprendizagem de línguas no contexto teletandem*. [Übersetzung des Sachtitels: Misunderstandings in collaborative language learning partnerships in the teletandem context.]

**Abstract:** This project aims to analyze the instances of misunderstandings in teletandem Portuguese-English partnerships. Focusing on both learners' perceptions and experiences of

misunderstandings during their teletandem sessions, this research will focus on how and which misunderstandings are usually identified as and negotiated by the Brazilian students during their teletandem sessions and how the mediation sessions can offer practical orientation towards the identification and the organization of possible alternative/multiple senses regarding these misunderstandings. [Souza]

Vassallo, Maria Luisa (2010) *Relações de poder em parcerias de teletandem / relationships of power in teletandem partnerships*.

[online] <http://dspace.unive.it/bitstream/handle/10579/950/955293.pdf?sequence=1>

**Abstract:** The exploratory study in this thesis investigates the relationships of power within a specific learning context: teletandem. The study is grounded on the qualitative analysis of fifteen semistructured interviews of seven teletandem partnerships and of one face-to-face partnership. Their focus lies on three aspects of power relations within this learning context: (a) points of transit of power; (b) foundations of power; and (c) the dynamics of power. Rather than being considered as a stable characteristic of people, power is viewed as a dynamic characteristic of relationships. A relational view is, thus, adopted, excluding essentialist ones. The results of the analyses revealed eight points of power transit in the studied partnerships: among these, we can draw special attention to on-line showing-up, to what to do during the sessions, to teaching strategies, to session management, to conversation topics and to language variation. Finally, the results reveal: (a) a convergence of activities within both parts of the session; (b) that the roles that are taken within power relations are independent of the languages and of the roles that are momentarily exercised (either by the learner or by the more competent speaker); (c) a prevalence of the relational over the didactic aspect of the session; (d) a prevalence of the reciprocity over the autonomy principle; (e) that the partners tend to consider teletandem as a social exchange. [Vassallo]

Zakir, Maisa A. (ongoing Ph.D. research) *Teletandem between Brazilian and Foreign Students: a Discourse Analysis Culture-Related Episodes*.

**Abstract:** This ongoing Ph.D. research in Applied Linguistics aims to analyze cultural aspects that undergraduate students of a Brazilian and an American university highlight in interactive language and culture exchanges via Skype. 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, we consider the five dimensions of culture as presented by Levy (2007) to analyze the data. Adopting a new discourse construct presented by Zhu (2012) from the term coined by Swain & Lapkin (1998), "language-related episodes", we analyze "culture-related episodes". They are defined 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. [Autor]