

Mesa-redonda 3: Research on telecollaboration and foreign language learning

18 de julho de 2019 – 16h30

Assessing the effectiveness of telecollaboration

Prof. Dr. Timothy Lewis (Open University - Londres)

Education researchers and practitioners have been developing and testing a range of measurement approaches aiming to capture relative improvements in each individual student's learning (e.g., Cahill et al., 2014; Hake, 1998; Mortensen & Nicholson, 2015). One commonly used approach is termed 'learning gains', which can be defined as growth or change in knowledge, skills, and abilities over time (e.g., Cronbach & Furby, 1970; Linn & Slinde, 1977; Lord, 1956, 1958). This presentation will outline and place in the perspective work that is being undertaken as part of the EVALUATE project on approaches to data collection and data analysis. This presentation will cover a variety of quantitative and qualitative approaches as well as common research design shortcomings.

MulTeC (Multimodal Teletandem *corpus*): expanding the understanding of collaborative learning

Prof. Dra. Solange Aranha (UNESP/IBILCE)

Institutional integrated teletandem modality is carried out by telecollaborative partnerships between Brazilian students who are learning a foreign language and foreign students who are learning Portuguese. The activities are developed through VOIP synchronous tools, are linked to the curriculum and organized to fulfill the learning needs of students. They also follow the main principles of tandem practice: separation of languages, autonomy and reciprocity. As well as engaging in spoken interaction, Brazilian participants write, in English, up to eight reflective diary entries, plus three texts on topics dealt with in their FL course. These are then shared with their L1 English tandem partner, who comments on and revises them. The revisions that have been made to the text are then discussed as part of their next Teletandem oral session and a final, collaborative, version of the text is produced. This means that Teletandem activity addresses all four macro skills and many other aspects of language and culture. The objectives of this presentation are: (i) show how the genres inherent to this activity were organized into a researchable corpus (ii) propose that teletandem context is formed by a system of tasks; (iii) indicate new routes adopted to data collection after this first corpus on telecollaborative learning. In the integrated modality, the corpus comprises 486 hours of video recordings Teletandem Oral Sessions, involving 11 groups (= 224 participants), archived text chats, responses to pre- and post-questionnaires; up to eight reflective journal entries (predominantly in L2 English) and up to 9 written texts per participant (including partners' revisions and final versions).