DEVELOPING AND SHARING TELETANDEM DATA

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CONTENTS

- Teletandem as didactic and research network (P2P collaboration- students, teachers, computer technicians; Leone & Telles, in print)
- Teletandem research is empyrical→ RETI (Repository of Teletandem Interaction)
- Characteristics of RETI
- If (and how) RETI can be developed in an open access corpus (where are we now?, different stages;)

From RETI (Repository of Teletandem Interaction) to a corpus

TELETANDEM- DEFINITION

Aranha in this conference

- Teletandem Brasil (www.teletandembrasil.org; Telles, 2006)
- Learning context: two students -- different expertise in languages—one develops competences (receptive and/or productive) in the language in which the interlocutor is more proficient
- Principles: reciprocity, autonomy, collaboration
- Teletandem is now a learning context, didactic and research network

Teletandem is:

«*FACE À FACE* EN LIGNE» (COSNIER, DEVELOTTE, 2011) «FORTEMENT MULTIMODALE» (DEVELOTTE, KERN, LAMY 2011)

Teletandem is a form of:

Telecollaboration "refers to the application of online communication tools to bring together classes of language learners in geographically distant locations with the aim to develop their foreign language skills and intercultural competence through collaborative tasks and project work" (O'Dowd 2013: 1).

Virtual mobility vs. physical mobility

«**Online intercultural exchange...is** our preferred nomenclature» (Lewis & O'Dowd , in print)

TELETANDEM@UNISALENTO DATA

- Teletandem sessions are video-recorded (participants sign a consent letter)
- 30-user license pack of a Skype video-recording tool, named Evaer
- students joining the program are given license keys. They are asked to give them back when the experience is over.

TTD is INSTITUTIONALIZED BUT NOT INTEGRATED IN A COURSE (Aranha & Cavalari, 2014)

TELETANDEM@UNISALENTO LANGUAGE REPERTOIRES

- Alternate monolingualism

One Language At a Time (European Project DYLAN)

Can you hear me?

No, sorry, I don't

Monolinguism/Plurilingualism

- Intercomprehension

All Languages At all Time

Mi senti?

Eu não posso ouvi-lo

miriadi
Mutualisation et innovation pour un Réseau de l'Intercompréhension à Distance

Plurilingualism

RETI INCLUDES (IN PROGRESS)

- Interactions in Italian (L1 and L2)
- Interactions in L2 (e.g. English, German etc.) spoken by Italian learners
- Interactions in Italian L1 in bilingual context (e.g. Italian and Portuguese)
- Transcriptions of interactions

RETI- RESEARCH PERSPECTIVES

- Inter/Transcultural discourse
- Communicative strategies N-NNS interaction
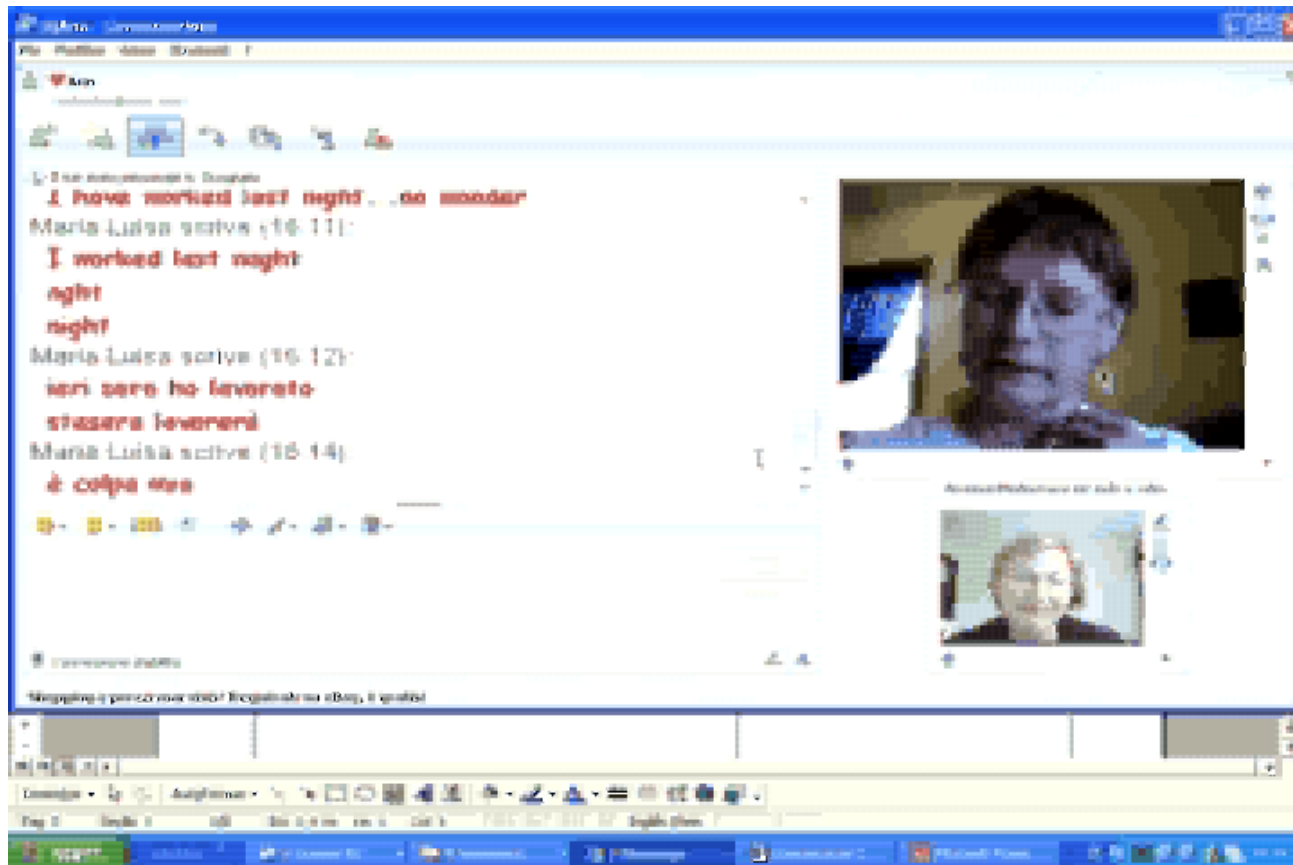- Communicative strategies in intercomprehension contexts

TELETANDEM DATA - CHARACTERISTICS

(following Chanier et al. 2014, 8)
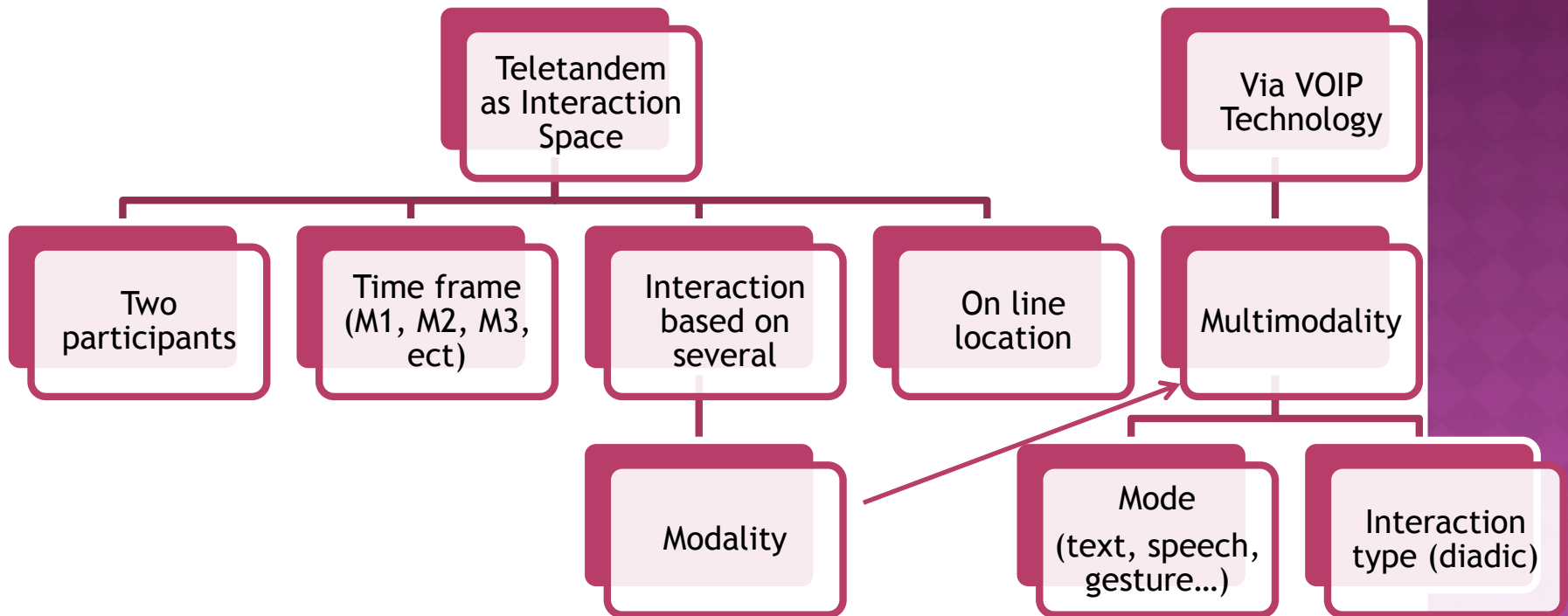
MULTIMODALITY

CHAT + VIDEO+ GESTURES+VISUAL CONTACTS

TELETANDEM – LEARNING SCENARIOS

CO- OR

- **COmunicazione Orale**
- **Oral VOIP interaction** (e.g. teletandem)

CMI (computer mediated Interaction)

- **(Quasi)(a) syncronous written Interaction (e.g.** Blog, forum, chat etc.) +
- **Oral VOIP interaction** (e.g. teletandem)

RETI IMPLEMENTATION FOR COMPILING A CORPUS

Restricted

- Use: two partners
- Dati raccolti su supporti esterni CD
- File audio/video salvati secondo metadati

Limited

- Compilation and use: Teletandem network
- Data uploaded in a video-hosting and then shared

Open access

- Data are made public
- Restricted and controlled (registration required)

RETI IMPLEMENTATION AND LIMITED USE

- Each 1 hr conversation: 500GB. Video-hosting (video- viewing, video-downloading, access non-unisalento people but from Teletandem network). User Interface is Content Managment System, data access via metadata.

META DATA: ENVIRONMENT

- Synchronous
- Modes: (text, gestures, oral, image etc)
- Modality: multimodal
- complex environment (text chat and speech). In CMI → asynchrounous communication via blog and email that is not interegrated in the VOIP Session. In verbal oral synchronous communication intertextuality might occur.

SITUATION

- typology of learning scenario (alternate monolingual or intercomprehension),
- description of the learning scenario (e.g. objectives, materials, teacher's role; place [home, university]).
- language for communication (e.g. English, Italian);
- number of the meeting (e.g. 1, 2, 3);
- meeting date;
- length and date of preceding meetings.

PARTICIPANTS (REFERRED TO EACH PARTICIPANT)

- numbers or pseudonymous for identifying each participant (one pseudonym one person);

- gender;

- first language and other known languages;

- vehicular L2 language level (i.e. beginner, intermediate, advanced);

- language experience (number of years of language study, actual experience abroad, previous teletandem experience)

DISCOURSE

- discourse typology (i.e. free conversation, topic based discussion, task completion);
- task typology (e.g. information gap, opinion gap, etc.);
- conversation topics (e.g. general cultural issues, life of young people, etc.).

The mentioned tags will be given by students and will constitute metadata for corpus interrogation as well

FROM LIMITED TO OPEN ACCESS REPOSITORY (REGISTRATION REQUIRED)

Open questions

- *How can privacy be respected*? Crucial the ethical issue (Aranha this conference)
- *Can all transcriptions be collaboratively done by external and registered researchers*?
- *How can RETI remain productive indefinitely* (sustainaibility)?

CONCLUSIONS

- Discussed RETI (interactions + transcriptions)
- Multimodal «conversation for language learning» (Kasper 2004; 2015)
- Defined metadata for storing already collected data and new data

GRAZIE