



teletandem brasil

línguas estrangeiras para todos



THE DEVELOPMENT OF A DATABANK IN INSTITUTIONAL- INTEGRATED TELETANDEM: A LONG ROAD TOWARDS RESEARCH IN APPLIED LINGUISTICS

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- BATEMAN, J. Multimodality and Genre: A foundation for the systematic analysis of Multimodal Documents.





This presentation aims at:

- giving a brief view of institutional integrated teletandem (Aranha e Cavalari, 2014);
- showing research interests within the project;
- showing the kind of data collected within this learning activity;
- showing how the data have been collected;
- raising some further issues





TELETANDEM BRASIL “FOREIGN LANGUAGES FOR ALL” (TELLES, 2006)

- a research and a pedagogical project that has been carried out at *Universidade Estadual Paulista* (UNESP, at Assis and at São José do Rio Preto) since 2006;
- allows university students who live in different countries (and are proficient in different languages) to be in contact so that they can learn each other's languages;
- has included technological resources and software (Skype, microphone, webcam, internet connection) that enable worldwide communication;
- has challenged borders and distances;
- emancipates learners;
- “democratizes” learning a foreign language in Brazil



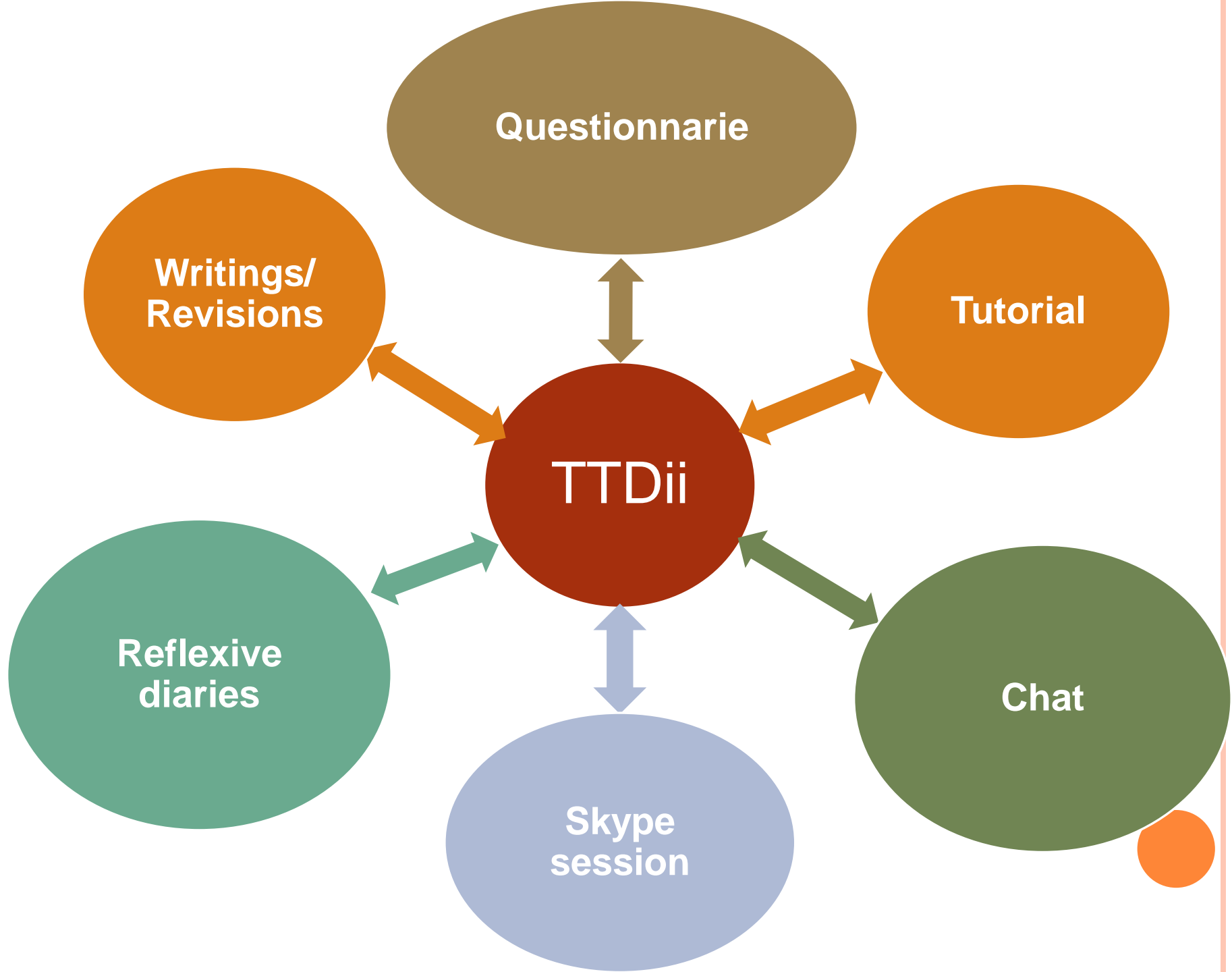
The modalities

- **Independent tandem** - *as a mutual agreement between individuals*
- **Institutional tandem** - *carried out within an institutional context, such as a school or a university*
- **Integrated modality** - (i) acknowledged by the institution, (ii) part of the course program and (iii) mandatory



Institutional Integrated Teletandem (iiTTD)





Questionnaire

Writings/
Revisions

Tutorial

TTDii

Reflexive
diaries

Skype
session

Chat

RESEARCH INTERESTS

- power and gender relationships (VASSALO, 2009; da COSTA, 2015);
- autonomy (CAVALARI, 2009; 2011; LUZ, 2009);
- beliefs (KFOURI-KANEOYA, 2008; BEDRAN, 2008);
- teacher's development (SALOMÃO, 2008; FUNO, 2011; SOUZA, 2012);
- assessment (MESQUITA, 2008; FURTOSO, 2011);
- Communities (ARANHA, 2009; SILVA, 2012);
- Theory of Activity (ARAÚJO, 2012; LUZ, 2012, LUVIZARI-MURAD, 2011);
- session characteristics (SILVA, 2008; SANTOS, 2008; BROCCO, 2009; ARANHA e TELLES, 2011; ARANHA e CAVALARI, 2014, 2015; RAMPAZZO, forthcoming);
- interculturality (MENDES, 2009; SALOMÃO, 2012; RODRIGUES, 2013);
- Genre analysis (ARANHA, 2014, 2015; BRAGAGNOLLO (forthcoming).



I enjoyed a lot the experience of talking to an American guy. At first we introduce ourselves, but we also asked many things to each other about school and college.

I was really happy because Jesse told me that he liked my first report and also that I speak well in English.

My partner does not have much knowledge in Portuguese, but I tried my best to help him.

In the next interaction, in the Portuguese part, I will try to speak in both languages so that he understands better what I am talking in Portuguese and also for him to learn new words. I found it very interesting to know that the groups of people at schools who have the same interests is called a clique, I have never heard about this.

Overall, it was an amazing experience. (1DR6Q2)



Defina o tandem de acordo com sua experiência (ou o que você sabe a respeito).

Pelo (pouco) que eu sei, o tandem é uma ferramenta criada para colocar pessoas que estão estudando um segundo idioma em contato com alguém que o tenha como o primeiro. Me parece muito útil, pois existem partes do idioma inglês com as quais eu acho que livros não podem me ajudar, como vocabulário menos engessado, o uso das palavras na “vida real” e perda da ansiedade ao falar em público.

Leia a grade de autoavaliação produzida pelo COE (veja o outro documento que está em anexo nesta mensagem ou clique no link: <http://www.linguanet-europa.org/pdfs/self-assessment-grid-en.pdf>) e identifique em que nível você está em cada habilidade.

Listening – C1

Reading – C2

Spoken Interaction – B2

Spoken Production – B2

Writing – B2



Com base em sua autoavaliação (pergunta 2), estabeleça as metas de aprendizagem que pretende alcançar por meio de sua participação no Projeto Teletandem Institucional.

Gostaria de passar a ficar mais à vontade com a minha produção na língua inglesa, tanto falada quanto escrita, já que sou extremamente insegura quanto às duas habilidades.

Quais são suas visões da cultura estadunidense?

Acho muito complicado definir uma “cultura estadunidense”. Assim como o Brasil, os Estados Unidos são um país extremamente heterogêneo em relação à cultura. Temos todo tipo de pessoas, crenças e opiniões. Não sei o que esperar da pessoa com quem eu vou interagir por isso, assim como no Brasil, é difícil definir a população de uma forma ou outra. (Q16quarta1)

4.11''





Dear Sir/Madam

I recently acquired your holiday program of 13 days and given the extremely unpleasant experience I happened to be put through, I would like to **place** some severe complaints.

To start with, I would certainly mention the alleged “wild range of activities” that would be offered “every day”, like you advertised, and how shocked was I when I learned from the fact that only two activities were actually offered each day, in fact none were offered at all. Moreover, I must say that the “joys of group-work” that were announced in any fashion once it turned out being an incredibly uncomfortable and badly coordinated activity, something with which nobody should deal in their vacations.

Secondly and most importantly, there was the problem of the accommodation. No doubt was the most disappointing feature of this disastrous holiday. Your advertisement promised the client would enjoy the “remarkable facilities” of Wildside Hall; however,



Comentários



Danielle Chaney

This construction makes the experience seem accidental. I would just say “unpleasant experience I was put through”



Danielle Chaney outubro 26, 2012

We usually say “make a complaint” rather than “place a complaint”



Danielle Chaney

I can see why you would think to use “severe” here, but it’s generally used more for cases of treatment. Like a severe wound or a severe consequence. I think “I would like to make some complaints” would be fine.

doubt was the most disappointing feature of this disastrous holiday. Your advertisement clearly states that the client would enjoy the “remarkable facilities” of Wildside Hall; however, we never even saw this place, because it was “full”. Instead, we were taken to a youth hostel seven miles away, which I find simply unacceptable for any **respectful** travel agency. How come a holiday company unexpectedly changes the place where its clients were supposed to be hosted?

Last but not least, I naturally expect to be fully refunded with the £ 380 which can be sent to the address above.

I look forward to hearing from you.



Comentários



Danielle Chaney outubro 26, 2012

[This makes sense here, but I think you might mean respectable or respected?



Danielle Chaney

“How come” is very, very informal. You could even say “How can...”



[14:16:25] Romance Languages: **brazilians soccer team**

[14:21:04] Romance Languages: **He scored goals a lot there, and Barcelona took interest in him.**

[14:31:45] Romance Languages: **gain weight**

[14:33:27] Romance Languages: became **the top goalscorer**

[14:40:28] Romance Languages: **fond**

[14:47:41] unespriopreto01: **demais da conta**

[14:49:19] Romance Languages: **hunting**

[14:51:13] *** Chamada terminada, duração 48:04 ***



The organization

<http://periodicos.ufes.br/contextoslinguisticos/article/view/9633>

- Diários : 811
- Interações com aproveitamento: 2531 (www.evaer.com)
- Interações sem aproveitamento: 117
- Redações em inglês: 896
- Redações em português: 629
- Chat: 507
- Questionário: 165
- Transcrições: 3
- Informações e termos de consentimento :211
- Outros (documentos com paridades e outros fora de pastas):19

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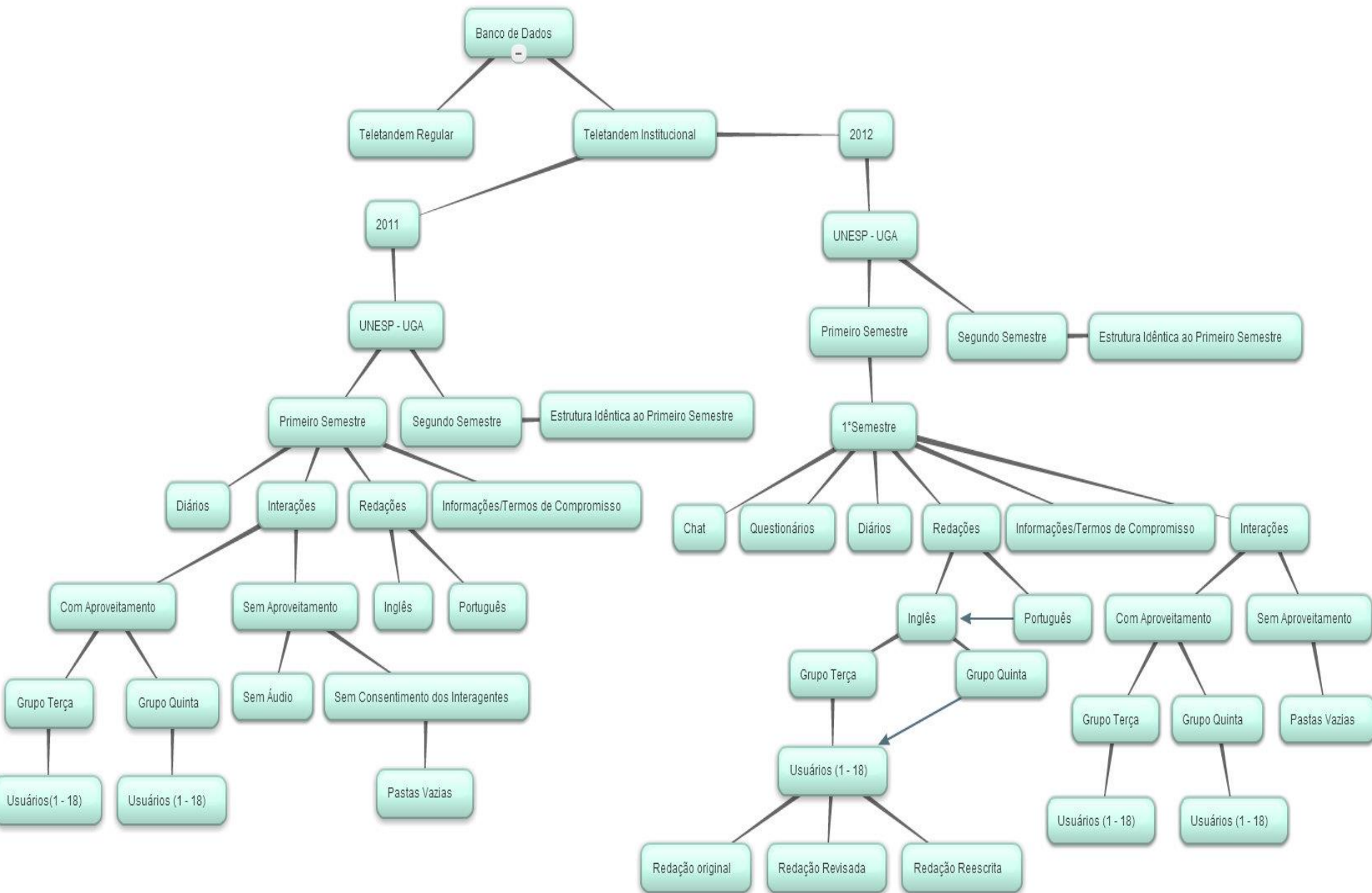
The organization

1. Número da sessão de TTDii ou da redação
2. Tipo de dado GRAV –gravação em áudio e vídeo da interação
3. CHAT – transcrição do chat
4. REDO – redação original (REDOp – redação em língua portuguesa / REDOi – redação em língua inglesa) REDREV – redação revisada REDRE – redação revisada
5. DR – diário reflexivo
6. QI/QF – questionário inicial e final
7. Número do participante (ou seja, o número do computador onde o mesmo interage + o dia da semana em que o faz).

7GRAV1QUI se refere à sétima interação do interagente usuário do computador 1 pertencente ao grupo de TTDii de quinta-feira



ONTHOLOGICAL REPRESENTATION



Some further issues

- The consent terms: are they enough to use images and, sometimes, close relationships?
- The number of restrictions in the consent terms: how do we guarantee that researchers respect them?
- How to transform this databank into a friendly-access databank that enables researchers to select information?



References

- **ARANHA,S.** Os gêneros na modalidade de *teletandem* institucional integrado: a primeira sessão de interação.In:Nascimento, Elvira Lopes. - Rojo, Roxane Helena Rodrigues (Orgs.). Gêneros de texto/discurso e os desafios da contemporaneidade. Campinas, SP : Pontes Editores, 2014
- **Aranha, S.; Cavalari, S. M. S.** A trajetória do projeto Teletandem Brasil: da modalidade institucional não-integrada à institucional integrada. *The ESPecialist*, 35(2), p. 183-201. 2014
- **Telles, J. A. & Vassallo, M. L.** Foreign language learning in-tandem: Teletandem as an alternative proposal in CALLT. *The ESPecialist*, v. 27, n. 2, 189-212. 2006.



Thank you

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<http://www.teletandembrasil.org/home.asp>

