2. Magister-, Master- und Diplomarbeiten, Staatsarbeiten, Praktikumsberichte und Berichte zu kleineren Forschungsprojekten

Araujo, Nathasa R.P. (2012) *A Formação de parcerias de teletandem: Da organização ao sistema de atividades.* São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] http://www.teletandembrasil.org/site/docs/ARAUJON.pdf

Abstract: This research is a qualitative study with ethnographic approach, whose main purpose is to investigate how the *Teletandem* (TTD) partnerships are established. This allows the identification of the Systems of Activities which permeate the non-integrated institutional model of *TTD* interactions, as well as the integrated one, considering the conception that the steps taken by the subjects to achieve their goals are identified through the Systems of Activities (BAZERMAN, 2005). In order to raise our investigation, it was necessary, at first, to recognize the elements of the Activity, which are related to the partnership negotiation, in the light of Activity Theory (ENGESTROM, 1987), for example: subject(s), mediating tools, object, division of labor, community and rules. The possibility of observing these elements from the moment they initiate their partnership negotiation process until they reach the *TTD* interactions reveals a sequence of events, an organization and a coordination of activities. The first context used to identify the Systems of Activities for the *TTD* partnership development is the non-integrated institutional model of interaction, formed, independently, in each University, since 2006, when the project was implemented. The second context is consistent with the integrated institutional model, created, in 2011, by two Brazilian researchers in association with an American professor. It differs from the first type because this precept introduces the *TTD* practice in the course syllabuses which are participating in the partnership. The results showed that, having identified the organization of these two types of partnerships and, also, the inventory of Activity elements, a comparison between the systems was performed and some *contradictions* (ENGESTROM, 1999) in three components, namely, subjects, rules and division of labor, were noticed. Therefore, these elements may be understood, by the theory, as potential contradictory points to the development of new *TTD* partnership configurations.
Keywords: Teletandem, Partnership, System of Activities, Contradictions
[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/ARAUJON.pdf abgerufen am 16.12.2014]

Baumann, Matthias (2003) *Deutsch-Tandem und autonomes Lernen*. Augsburg: Universität. [Hochschulschriftenvermerk: Augsburg, Univ., Magisterarbeit].

Abstract: Der Autor begründet eine Broschüre, die Tandem-Lerner/-innen, die ohne Vermittlung und Begleitung arbeiten, den Weg bahnen soll. Dazu gibt er zuerst einen geschichtlichen Abriss der Begriffe „Autonomes Lernen" unter besonderer Berücksichtigung von Freinet und Freire und „Tandem" und seiner Vorläufer. Dann untersucht er die Lehrbarkeit der Autonomie vor dem Hintergrund von Lernstrategien, -techniken, -typen und -mustern. Das Individualtandem als (teil-)autonome Lernform, seine Vermittlung und/oder Beratung, Rollenverteilung, Möglichkeiten und Gefahren beschreibt er am Beispiel des *alphabeta*-Projekts in Südtirol, unter Berücksichtigung der Qualitätskriterien der Tandem-Stiftung. Nach einer Bestandsaufnahme zur Materiallage für autonome Tandemlerner beschreibt er die 18-seitige Pilotfassung der Broschüre. [IFS Marburg]

Bechtel, Mark (1994) *Spracharbeit auf Gegenseitigkeit und interkulturelles Lernen in Deutsch-Französischen Jugendbegegnungen.* Gießen: Universität. [Diplomarbeit]

Abstract: Die 1994 vorgelegte Diplomarbeit befasst sich mit den wesentlichen Aspekten deutsch-französischer Jugendbegegnungen. Dabei wird auf deren Organisationsformen, Träger und theoretischen Vorgaben eingegangen. Besondere Beachtung wird dem Tandem-Verfahren geschenkt, das als eine Art Scharnier zwischen Anspruch und Wirklichkeit in realen Begegnungen von Kulturen und ihren Vertretern gesehen wird. Der Verfasser hatte als Gruppenleiter Einblick in die konkrete Spracharbeit von binationalen Gruppen, worüber er ausführlich berichtet. Neben didaktischen Empfehlungen liefert er Erläuterungen zu in diesem Zusammenhang verwendeten Materialien, die im Anhang zum Teil dokumentiert sind. [IFS Marburg]

Bedran, Patricia F. (2008) *A (re)construção das crenças do par interagente e dos professores-mediadores no teletandem*. Tese de mestrao. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online]
http://www.teletandembrasil.org/site/docs/PATRICIA_BEDRAN_DISSERTACAO_2008.pdf

Abstract: The present study is part of the pedagogical and technological Project "Teletandem Brazil: foreign languages for all", which aims at matching up Brazilian university students and foreign university students through virtual contact in an environment which is suitable for language learning. It was our objective, through this qualitative and ethnography based research, to map and draw the beliefs about language, teaching and learning brought on by the mediator-teachers and by the Teletandem partners, as well as to investigate their possible origins and interaction throughout the development of the interaction and mediation sessions in Teletandem, observing the possible (re)constructions of those beliefs in this new virtual language learning and teaching context, so as to contribute significantly to the development and implementation of the Teletandem Brazil Project. Faced to the difficulty of directly approaching the beliefs of both the mediator-teachers and Teletandem partners, we tried to infer them through the discourse and the actions of the participants through the triangulation of perspectives – those from the participants, observing participant and researcher – as well as through the following research instruments: open questionnaire, recordings of the mediations sessions (audio and video, audio, chat, and emails), e-mails exchanged among the participants and simulated letter, reflexive dialogued diaries and personal narratives e reports. The results have evidenced the existence of a diversity of beliefs brought on by the participants, who are related to their experiences with teaching and learning in their respective cultures: Italian and Brazilian. This profusion of beliefs reflects, in our opinion, the post method era of teaching and learning (KUMARADIVELU, 2003), in which there is no ideal best method or approach in teaching, but an attempt to find the best form of teaching and learning that is coherent with the particular context and with

the expectations and needs of those involved, what justifies the necessity of reflexive and critical teacher education instead of training based on prescriptive models.
Keywords: Teletandem, beliefs, teacher education

Biemelt, Claudia (1998) *Das Sprachlernmodell ,Tandem' – Auf dem Wege vom Erwerb der ersten Fremdsprache zur Förderung der Mehrsprachigkeit?: Projekte zur mehrsprachigen Kommunikation in Europa unter besonderer Berücksichtigung von Tandem und Mehrsprachigkeit in der Schweiz*. Jena: Universität. [Hochschulschriftenvermerk: Jena, Univ., Institut für Auslandsgermanistik / Deutsch als Fremdsprache, Diplomarbeit]

Abstract: Nach einem kurzen Exkurs zu Tandem beschreibt die Autorin die Sprachensituation in der Schweiz und verschiedene Versuche, die Mehr-/Vielsprachigkeit zu fördern. Darauf folgt eine Beschreibung von Tandemprojekten wie das Uni-Tandem, Tandem in der Bundesverwaltung, im Parlament, in der Lehrerfortbildung, am Gymnasium, einer Ingenieurschule, einer Volkshochschule und mit Erwachsenen allgemein. Den Abschluss bildet ein eigener Versuch zur rezeptiven Mehrsprachigkeit mit Studentinnen. [IFS Marburg]
Keywords: Empirische Forschung; Fremdsprachenunterricht; Hochschule; Mehrsprachigkeit; Schweiz; Situationsbericht; Tandem-Methode

Brocco, Aline S. (2009) *A gramática em contexto teletandem e em livros didáticos de português como língua estrangeira.* São José do Rio Preto: UNESP, Universidade Estadual Paulista, P.P.G. em Estudos Linguisticos.

Abstract: This research study aims at investigating how Portuguese grammar is treated in a distant teaching and learning tandem context (teletandem) and in Portuguese as foreign language textbooks. Specifically, it focuses on linguistic feedback sections that consist of one part of teletandem section in which interactants discuss about linguistic features. This study also involves the analysis of three Portuguese as foreign language textbooks – *Fala Brasil, Tudo bem?* and *Avenida Brasil* – for the purpose of verifying the place occupied by grammar. Subsequently, the relevance of these textbooks for a teletandem context was investigated and the possibility to elaborate a didactic material for virtual contexts that could consider issues related to Portuguese language is discussed. Therefore, this research is constituted by three stages: 1) investigation of linguistic feedback sections in a teletandem context; 2) analysis of three Portuguese as foreign language textbooks; and 3) verification of relevance of these textbooks for a teletandem context and discussion about the possibility of elaborating a didactic material for virtual contexts. The interest to achieve this research arose because, considering teletandem is constituted as a new Portuguese as foreign language teaching and learning context, it was observed that interactants who teach Portuguese sometimes do not find support to solve specific linguistic issues related to Portuguese learners' doubts. Thus, the study aimed to investigate the pertinence of these textbooks for virtual contexts, for which the existence of didactic materials is not known. The main results indicated interesting characteristics of a teletandem context in relation to grammar. It was noticed that focus on form occurs for communicative purposes and linguistic feedback

sections have the function of filling the gap in the learner´s input. Besides, it was observed that grammar has a relevant place in the analyzed textbooks, yet it was treated in a different manner in each of them. Finally, it was perceived, based on the data analysis, the difficulty to produce didactic material for teletandem contexts and little pertinence and relevance of the investigated textbooks for the aforementioned context.
Keywords: teletandem, grammar, feedback section, textbooks.
[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/BROCODISS.pdf abgerufen am 16.12.2014]

Brocco, Aline S. (2009) *A gramática em contexto teletandem e em livros didáticos de português como língua estrangeira.* São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] http://www.teletandembrasil.org/site/docs/BROCODISS.pdf

Abstract: This research study aims at investigating how Portuguese grammar is treated in a distant teaching and learning tandem context (teletandem) and in Portuguese as foreign language textbooks. Specifically, it focuses on linguistic feedback sections that consist of one part of teletandem section in which interactants discuss about linguistic features. This study also involves the analysis of three Portuguese as foreign language textbooks – *Fala Brasil, Tudo bem?* and *Avenida Brasil* – for the purpose of verifying the place occupied by grammar. Subsequently, the relevance of these textbooks for a teletandem context was investigated and the possibility to elaborate a didactic material for virtual contexts that could consider issues related to Portuguese language is discussed. Therefore, this research is constituted by three stages: 1) investigation of linguistic feedback sections in a teletandem context; 2) analysis of three Portuguese as foreign language textbooks; and 3) verification of relevance of these textbooks for a teletandem context and discussion about the possibility of elaborating a didactic material for virtual contexts. The interest to achieve this research arose because, considering teletandem is constituted as a new Portuguese as foreign language teaching and learning context, it was observed that interactants who teach Portuguese sometimes do not find support to solve specific linguistic issues related to Portuguese learners' doubts. Thus, the study aimed to investigate the pertinence of these textbooks for virtual contexts, for which the existence of didactic materials is not known. The main results indicated interesting characteristics of a teletandem context in relation to grammar. It was noticed that focus on form occurs for communicative purposes and linguistic feedback sections have the function of filling the gap in the learner´s input. Besides, it was observed that grammar has a relevant place in the analyzed textbooks, yet it was treated in a different manner in each of them. Finally, it was perceived, based on the data analysis, the difficulty to produce didactic material for teletandem contexts and little pertinence and relevance of the investigated textbooks for the aforementioned context.
Keywords: teletandem, grammar, feedback section, textbooks.
[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/BROCODISS.pdf abgerufen am 16.12.2014]

Brocco, Aline S. (2007) *A sistematização da gramática por meio da abordagem dedutiva no ensino-aprendizagem de português como língua estrangeira no contexto de interação in-tandem à distância via MSN*. Relatório de pesquisa de I.C. Orientador: Dr. Douglas A. Consolo.

[online] http://www.teletandembrasil.org/site/docs/BROCCO_Aline.pdf [abgerufen am 01.03.2015]

Candido, Juliana (2010) *Teletandem: Sessões de orientação e suas perspectivas para o curso de letras*. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] http://www.teletandembrasil.org/site/docs/CANDIDO.pdf

Abstract: This research study aimed at investigating the foreign language teacher's pre-service education in a teletandem's laboratory context. Specifically, it focuses on four aspects in the foreign language teacher's pre-service education: counseling, mediation, reflection and learning in teletandem. This study discusses, through a new technological resource, the *Adobe® Acrobat® Connect™ Pro,* the counseling, mediation and the reflection by the pre-service students from a state university in São Paulo state, inside a teletandem laboratory. In this laboratory, the undergraduate foreigner teachers, called at this study of counselor-students, provide theoretical and technological counseling sessions to the freshman students in the thematic project named *Teletandem Brasil: língua estrangeira para todos,* in other words, for those students who have not started their foreign language learning in teletandem process yet. Therefore, this research is basically constituted by three stages: i) observation of the face to face counseling sessions given by the counselor-students in the laboratory; ii) reading, reflection and analysis of the reflective diaries of the counselor-students about these face to face counseling sessions and iii) realization of the online mediation sessions with the counselor-students through the *Adobe® Acrobat® Connect™ Pro.* The interest to achieve this research arose by the needs and concerns within my experience as an undergraduate foreign language teacher, in other words, as a teacher in a pre-service education lacking more counseling and reflection of the nature that this new context of teaching and learning languages in-tandem can provide. Thus, the study aimed to investigate what are the possible impacts of the counseling sessions" experience, given by the pre-service students, future foreign language teachers, in teletandem laboratory, for their foreigner language teacher's pre-service education. It was also an aim to study pedagogical perspectives that could be incurred in curricular components of foreign language teaching and learning mediated by technology within a foreign language teacher's graduation. The analyzed data indicated that reflective counselor-students are capable of i) theorizing their collaborative language teaching and learning practices; ii) considering and dealing with the external and limiting factor time in a classroom; iii) recognizing the possible students" difficulties and identifying their common doubts in this collaborative language learning context; iv) mediating in collaborative language learning contexts; v) reflecting on their pedagogical practice, accepting and refusing consciously determined acts; vi) recognizing personal limitations in their counselor / mediator's role and practice and vii) linking language teaching and learning theory to practice. Therefore, it was noticed that the experience of counseling in a collaborative language teaching and learning in tandem context as the teletandem laboratory led the pre-service students to reflect as future teachers about teaching and learning mediated by technology, specially about: i) collaborative language teaching and learning theory and practice; ii) possible students" doubts within this language learning context; iii) mediation within collaborative language teaching and learning contexts and iv) reflection on pedagogical practice in this language teaching and learning context.
Keywords: pre-service education; foreign language teacher; reflection; mediation; collaborative foreign language teaching and learning; teletandem

[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/CANDIDO.pdf abgerufen am 16.12.2014]

Cappellini, Marco (2010) *Etayages pour l'apprentissage de la langue française dans un dispositif télétandem. Modélisation et représentations*. Mémoire de Master 2 Recherche. Lille: Université de Lille 3.

Capriotti, Tatjana (2009) *Teletandem autonomy in foreign language learning*. Term paper. Johannes Gutenberg Universität, Mainz. Germany. Orientadora: Wiebke Augustine.

[online] http://www.teletandembrasil.org/site/docs/CAPRIOTTI.pdf [abgerufen am 01.03.2015]

Carvalho, Milay P.N. (2009) *A experiência do teletandem e do tandem presencial na aprendizagem de uma língua estrangeira*. Rapport de stage. Université Charles-de-Gaulle – Lille 3. Orientadora: Dra. Liliane Santos, UFR Langues Étrangères Appliquées. [Praktikumsbericht]

[online] http://www.teletandembrasil.org/site/docs/CARVALHO.pdf [abgerufen am 06.12.2014]

Custodio, Camila M. (2007) *O lugar da sistematização gramatical no ensino/aprendizagem de português como língua estrangeira no contexto de interação à distância via MSN*. Relatório de pesquisa de Iniciação Científica. Orientador: Dr. Douglas A. Consolo.

[online] http://www.teletandembrasil.org/site/docs/CUSTODIO_Camila.pdf [abgerufen am 01.03.2015]

Da Rocha, Suzana (2010) *Améliorer l'accompagnement dans les partenariats de Télétandem franco-brésiliens*. Mémoire de Master 2 Pro FLE. Université Lille 3:

[online]http://www.teletandembrasil.org/site/docs/ROCHA1.pdf

Da Rocha, Suzana (2009) *Ameliorer l'accompagnement dans les partenariats de teletandem francobresiliens*. Master Arts, Lettres, Langues, Communication. Rapport de stage. Université Charles-de-Gaulle, Lille 3.

[online] http://www.teletandembrasil.org/site/docs/ROCHA1.pdf [abgerufen am 10.02.2015]

Da Rocha, Suzana (2009) *Comparaison entre le Centre de Ressources en Langues de Lille III et le Laboratoire du Télétandem de l'UNESP*. Université Charles-de-Gaulle, Lille 3. Centre de Ressources en Langues. Directrice de thèse: Mme. Annick Rivens Mompean.

[online]   http://www.teletandembrasil.org/site/docs/Rocha__Suzana.pdf   [abgerufen am 01.03.2015]

Dill, Carl-Jochen (1988) *Grundlagen und Bewertung des Tandem-Konzepts für den Unterricht des Deutschen als Fremdsprache*. München: Institut für Deutsch als Fremdsprache. Ludwig-Maximilians-Universität. [Hausarbeit zur Erlangung des Magister-Grades].

Abstract: Die 1988 vorgelegte Magisterarbeit gibt eine gute Einführung in die Entwicklung der Tandem-Methode und die bis dahin praktisch unternommenen Versuche auf diesem Gebiet. Der Autor nimmt eine Einordnung zu anderen Spracherwerbstheorien bzw. -methoden vor. Möglichkeiten und Grenzen des Tandem-Verfahrens werden an einigen Einzelaspekten wie Fehlerkorrektur oder Gruppenzusammensetzung beleuchtet. Im Anhang werden ein Literaturverzeichnis sowie ausgewählte Tandem-Materialien und Schülerarbeiten aufgeführt. [IFS Marburg]
Keywords: Deutsch FU; Fremdsprachenerwerb; Interkulturelle Kommunikation; Spracherwerbsforschung; Sprachlehrforschung; Tandem-Methode

Elstermann, Anna-Katharina (2008) *Vom Präsenztandem der 1960er Jahre zum internetgestützten Teletandem des FASK der Johannes Gutenberg-Universität Mainz in Germersheim und der Universidade Estadual Paulista in Assis, Brasilien*. [unpublished *Diplom-Thesis*, presented 2008 at Johannes Gutenberg-Universität Mainz]. [Übersetzung des Sachtitels: From face-to-face tandem of the 1960ies to internet assisted teletandem at Johannes Gutenberg University Mainz in Germersheim and Universidade Estadual Paulista in Assis, Brasil.]

[online] http://www.teletandembrasil.org/site/docs/ELSTERMANN_AK.pdf

Espinosa-Pérez, María Lourdes (1996) *„Sprachenlernen im Tandem: ‚Du hilfst mir lernen, ich helfe dir lernen, und so verstehen wir uns besser!'"*. Hamburg: Universität.

Abstract: Die Arbeit behandelt das Sprachenlernen im Tandem. Nach der Verfasserin ist das Erlernen fremder Sprachen heutzutage nicht nur ein notwendiger Bestandteil des Wirtschaftslebens, sondern die Grundlage menschlicher Kommunikation. Die wichtigsten Sprachbegegnungen werden im Hochschulbereich und im Bereich der Lehreraus- und -fortbildung dargestellt. Schließlich werden die Besonderheiten beim Lernen und Lehren im Tandem vor seinem theoretischen Hintergrund an einem praktischen Beispiel analysiert, und zwar der deutsch-spanische Tandem-Kurs der Universitäten Bochum und Oviedo in Bochum 1995. Darüber hinaus werden Qualitätskriterien für Tandem-Kurse aufgestellt. [IFS Marburg]
Keywords: Autonomes Lernen; Deutsch FU; Empirische Forschung; Fremdsprache; Hochschule; Lehrerausbildung; Lehrerfortbildung; Spanisch FU; Tandem-Methode

Faria, Larissa R. (2009) *Mediação no teletandem: a construção de uma aprendizagem autônoma. Relatório final de bolsa de Iniciação Científica FAPESP (Proc:2007/58001-1)*. Orientador: Dr. João A. Telles, Departamento de Educação, UNESP-Assis. [Praktikumsbericht]

[online] http://www.teletandembrasil.org/site/docs/FARIA.pdf

Abstract: O presente artigo, inserido no Projeto Temático „Teletandem Brasil: Línguas estrangeiras para todos", desenvolvido na UNESP/Assis, apresenta a análise de uma parceria de teletandem entre uma interagente brasileira e uma interagente alemã, as quais foram colocadas em contato pelo projeto, a fim de desenvolverem um processo de aprendizagem de língua estrangeira, com a utilização de aplicativos de mensagens instantâneas. Além disso, a análise se baseia na presença de um professor mediador, a quem é atribuído, entre outros, o papel de facilitação e motivação na relação de ensino/aprendizagem, principalmente nas sessões de mediação. Por meio de uma auto-análise, baseada na fenomenologia hermenêutica, pretende-se colocar sob escrutínio o papel das sessões de mediação e do professor mediador no processo de ensino/aprendizagem de LE em teletandem, bem como apresentar as principais contribuições das orientações fornecidas por este professor a parceria de teletandem em questão. [Autor]
Keywords: Teletandem. Mediação. Autonomia. Reflexão
[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/FARIA.pdf abgerufen am 06.12.2014]

Fernandes, Fábio R. (2008) *Investigando o processo de ensino-aprendizagem de LE in-tandem: a aprendizagem de língua francesa em contextos digital*. Dissertação de Mestrado em Estudos Lingüísticos. Instituto de Biociências, Universidade Estadual Paulista, IBILCE, São José do Rio Preto, SP: UNESP.

[online] http://livros01.livrosgratis.com.br/cp102794.pdf [abgerufen am 02.04.2015]

Abstract: The process of teaching-learning a foreign language is connected to several issues that can ensure the acquisition of such language or even create barriers that increase the distance between the apprentice and the target language. Thus, issues relating to cognitive factors, teaching, educational, social, economic and cultural aspects are significant in relation to how an individual learns a language. This study aimed at identifying and describing the contributions and the barriers digital media present to foreign language learning through peer interaction in the scope of the project Teletandem Brazil: foreign languages for all. This context of learning is based on the principles of autonomy and reciprocity in the teachinglearning at distance, in which speakers of different languages learn and teach their languages through activities of interaction in the language being learned. The research of learning in non-traditional models of education becomes relevant to measure a reorganization of paradigms that is established in contemporary society, facing technological development seen today. This reorganization involves a restructuring of the way to produce and transmit knowledge in the modern world. With regard to educational issues, the digital age need latent demand that the processes of education can be reorganized, observing the desires and demands that learning in post-modernity presents. In this sense, new ways of learning that entering its procedures in the work systematized with the New Technologies of Information and Communication (NTICs) are necessary. The work presented here it is a qualitative research of an ethnographic basis, in which students were observed French and Brazilian in situations of distant, collaborative and autonomous. During the investigation it was possible to see the latent need that the issues of technology are printed in the teaching-

learning process, considering the need for implementation of a process of digital inclusion that could help the teacher development programs. [Autor]

Keywords: Tandem; teaching of French; autonomous; learning, digital inclusion

Froese, Beate (1988) *Sprachlernen mit Erwachsenen: Unterricht und Selbststeuerung – das TANDEM-Prinzip.* Berlin: Wissenschaftliche Hausarbeit zur Ersten Staatsprüfung für das Amt des Lehrers an der Technischen Universität Berlin [Ms.].

Funo, Ludmila B.A. (2011) *Teletandem e formação contínua de professores vinculados à rede pública de ensino do interior paulista: Um estudo de caso.* São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] http://www.teletandembrasil.org/site/docs/FUNO.pdf

Abstract: This research can be defined as a case study of the social representations of female Brazilian teachers of Spanish as Foreign Language within the public elementary school system of São Paulo State. These teachers teach in the Centers of Foreign Languages Study - SEESP). Evidences of these participants' social representations regarding (a) teletandem, (b) the technology that supports teletandem, as well as, (c) these teachers' reflections about the reality established by teletandem in contrast to their other professional foreign language teaching experiences. The context of the study was a blended continuing education course entitled Teacher Development for the Teaching/Learning of Foreign Languages in Tandem. Grounded on a qualitative methodology, data analysis revealed the existence of four interactive representational fields that are mutually influential: (a) how participants represent themselves in relation to technology, (b) how participants represent the relationship between their students and technology; (c) how these participants represent technology itself; and, (d) how they represent teletandem and the technology used to subside its practices. The reflections of the research participants throughout this study contemplate various aspects of the teletandem learning process, including: (a) the characteristics of language to be taught and learned during teletandem sessions (i.e: which variations ought to be of more prestige); (b) the intercultural experience gained through contact with native speakers of target language; (c) the nature of teletandem interactions (blended, virtual/real, telepresencial); and, (d) the possibility to mediate and to facilitate learning among peers via this synchronous online environment of language exchange.

Gensen, Ylva (1997) *Materialien für den Deutschunterricht durch Laien: Begleitforschung zur Einführung des Tandem-Lernens an der Universität Marburg*. Hochschulschriftenvermerk: Marburg, Univ., Diplomarbeit. Marburg: Ylva Gensen.

Abstract: Die Autorin untersucht das Tandem-Lernen an der Universität Marburg und konzentriert sich auf den Tandem-Lerner und den Materialbedarf für Einzelvermittlung. Die Untersuchung zeigt, dass ein großer Teil der Tandem-Lerner selbständig und ohne eine

Materialunterstützung auskommt, dass aber von einigen Tandem-Lernern eine gewisse Hilfestellung gewünscht wird, wobei es sich oft um Materialwünsche für speziellere Zielsetzungen handelt. [IFS Marburg]

Keywords: Autonomes Lernen; Deutsch FU; Didaktik; Empirische Forschung; Hochschule; Kommunikative Kompetenz; Lehrerrolle; Materialsammlung; Tandem-Methode

Gianini, Fernanda (2008) *A abordagem do erro no processo de ensino e aprendizagem de língua estrangeira em teletandem*. Relatório de pesquisa de Iniciação Científica. UNESP, IBILCE. Orientadora: Dra. Ana Mariza Benedetti.

[online] http://www.teletandembrasil.org/site/docs/GIANINI.pdf [abgerufen am 01.03.2015]

Góis, E. R. (20009) *As diferenças culturais no teletandem*. *Relatório final de bolsa PIBIC* – Reitoria UNESP. Faculdade de Ciências e Letras de Assis. Orientador: Dr. João A. Telles, Departamento de Educação. [Praktikumsbericht]

[online] http://www.teletandembrasil.org/site/docs/GOIS.pdf [abgerufen am 06.12.2014]

Hansmeier, Stephanie (o.J.) *Spracherwerb im Tandemverfahren*. Wissenschaftliche Hausarbeit zur Ersten Staatsprüfung für das Amt des Lehrers an Realschulen. Universität Hannover.

[online] http://www.ofaj.org/paed/langue/hansmeier.html [html-Version der Arbeit]

Kami, Camila M.C. (2011) *A motivação na aprendizagem de língua estrangeira via teletandem*. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] http://www.teletandembrasil.org/site/docs/KAMI.pdf

Abstract: It is known that in the language learning and teaching process, a motivated student will take more responsibility for their own learning, being autonomous and using the technological resources in order to improve their knowledge. *The Project Teletandem Brasil: Foreign languages for all* is considered a new context to study the learner's autonomy and motivation, who interact through instant message tools (*Windows Live Messenger, Skype, Oovoo*). In this context, each teletandem partner learns the other's language and teaches his own language, being learner at a moment and teacher in the next one. The autonomy in the teletandem is constructed in a collaborative way by the teletandem partners, each one takes responsibility for their own learning and, at the same time, through interaction they construct the knowledge from the individual needs and the constant negotiation. Therefore, the choice for a given subject or a learning-teaching strategy may reflect in the teletandem partner's motivation. The current work aims: i) verify the Brazilian teletandem partner's initial motivations in relation to the foreign language learning and ii) analyze if it is maintained or not during the interactional process, considering personal, sociocultural and contextual factors. The current qualitative work, of ethnographic nature, focused on Brazilian

learners from two teletandem partnerships, English-Portuguese and Spanish-Portuguese. We understand initial motivations as reasons that conducted the Brazilian teletandem partners to interact in teletandem, as well as their expectancy in relation to the foreign language learning. Yasmim looked for teletandem since she was facing difficulties in listening and speaking, so, she expected, specially, to develop these abilities and learn vocabulary and American cultural aspects. Débora was interested in the teletandem project since she wanted to develop Estágio Básico (a research project carried out in under graduation). She desired to learn vocabulary, cultural aspects about Mexico and the Mexican variant. The reasons to look for the teletandem project and the expectancies in relation to the foreign language learning originate the goals. Yasmim's main goal was to improve the listening and speaking skills and, Débora wanted to carry out her research project. Yasmim achieved her goals due to her partner's collaboration. Débora achieved her goal of concluding the research project, despite of the lack of reciprocity from her partner, who used to be late to start the interactions and provided a poor quality input, which contained spelling and grammatical errors. The lack of reciprocity in the Spanish-Portuguese partnership reflected in a negative way in Débora's motivation, who was tired and demotivated in the end of the process. On the other hand, Yasmim keep herself motivated until the moment her partner stopped interacting and did not reply her emails.
Keywords: Motivation; Autonomy; Reciprocity; Teletandem
[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/KAMI.pdf abgerufen am 16.12.2014]

Lechlmair, Oliver (2000) *Möglichkeiten und Grenzen des One-to-one-Tutoriums als spezifische Sprachlehr und -lernform: Eine Fallstudie*. Hochschulschriftenvermerk: Berlin, Freie Universität, FB Philosophie und Geisteswissenschaften, Diplomarbeit, Berlin: Freie Universität.

Abstract: In der Fallstudie wird untersucht, wo die Möglichkeiten und Grenzen des *One-to-one-Tutoriums*, wie es im Bereich DaF an der FU Berlin praktiziert wird, liegen. Besonders geht es um die Interaktion von Mutter- und Nichtmuttersprachlern und um das innewohnende Sprachlernpotential und die Faktoren, die es fördern oder behindern. Nach einer Begriffsklärung und Darstellung des Modells und der Datenbasis (Tonbandaufnahmen) wird die Interaktionssituation im Allgemeinen und bestimmte Gesprächsphasen im Besonderen empirisch untersucht. Es geht dabei um den Einfluss der Rahmenbedingungen, Behandlung von Schwierigkeiten des Tutee, Verständnissicherung und Korrektur. Unterschiede zu Tandem werden herausgearbeitet. [IFS Marburg]
Keywords: Alternative Methode; Autonomes Lernen; Empirische Forschung; Fallstudie; Hochschuldidaktik; Korrektur; Lehrerausbildung; Lehrerrolle; Partnerschaft; Tandem-Methode

Luz, Emeli B. P. (2009) *A autonomia no processo de ensino e aprendizagem de línguas em ambiente virtual (teletandem)*. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] http://www.teletandembrasil.org/site/docs/LUZ.pdf

Abstract: This work is part of the thematic research project "Teletandem Brazil: foreign languages for all", a context of collaborative and virtual learning of foreign languages, where

students from different countries learn a foreign language and help their partners learn their native language. The objective of this investigation is to study the conceptions of autonomy brought by the participants, two students (a Brazilian and an American) and a mediator teacher, and to verify how the autonomy is built in this particular virtual learning environment of foreign languages, as well as the role of the mediator teacher in the constitution of the development of the students' autonomy. This investigation is based on three main pillars: autonomy, information and communication technologies and tandem. This study is consisted of qualitative research with ethnographic basis, where a dialogue among researcher and research participants is established, due to the use of strategies and procedures considering the participant experiences. The results revealed through the data triangulation of research instruments and procedures (session recordings, analysis of the mediation sessions, questionnaire, diaries, informal exchange of messages and interview) came from qualitative and ethnographic data. The study revealed that the mediator teacher and the Brazilian participant shared autonomy conceptions that meet the ones followed by the teletandem-project, on the other hand the American participant started working collaboratively during the sessions, after understanding their functioning. Both participants verified their commitment to their own learning and the partner's learning, demonstrating responsibility in the preparations of the sessions, worrying about their partner's objectives, questioning the partner when it was needed, using teaching and learning strategies, working collaboratively on time decision and being present at the meetings. It is understood that the teletandem environment is suitable for learner autonomy development, since the participants can collaboratively build knowledge the way they consider more effective, having the opportunity to work with topics chosen by them, making their own schedules, using adequate tools, therefore, making the learning more significant. To contribute with this development, the collaboration of the mediator teacher is considered expressive, in the technological, motivational and pedagogical levels. [Autor]

Keywords: teletandem; autonomy development; mediator's contribution

[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/LUZ.pdf abgerufen am 16.12.2014]

Martins Moiteiro, Nicole (2009) *Action Research on Teletandem: An Analysis of Virtual Intercultural Communication between Students from Brazil and Germany*. Diplomarbeit. Mainz: Johannes Gutenberg-Universität.

[online]   http://www.teletandembrasil.org/site/docs/MOITEIRO.pdf   [abgerufen   am 01.03.2015]

Matos, Filipa A.M. (2011) *O Skype como ferramenta de interacção e colaboração no ensino e aprendizagem de línguas estrangeiras em teletandem*. Lisboa, Portugal: Universidade Aberta de Lisboa.

[online] http://www.teletandembrasil.org/site/docs/MATOS.pdf

Abstract: It is known that the digital revolution together with the traditional media (such as press, cinema, radio and television) brought up the denominated new media, ways of communication used by the masses, developed after the appearance of the computers but interconnected with them. Nowadays, we live in a society where the internet tends to be dominant. The desire to know, to teach and to learn through the internet, has created an

important debate among many specialists. Due to this issue, in the educational areas the concerns to introduce new informative and communicative technologies in the learning process have been growing up, and the aim is to motivate reach success. Regarding language teaching, teletandem, as a new option in CALLT (*Computer Assisted Learning Language and Teaching* …) is becoming a new way of learning and teaching. Using Instant Messaging programs (MSN, Skype,…) and its tools for writing, reading, audio and video through interactive activities, it is sought to promote autonomy and students involvement on the learning process, The study we present is framed by the new virtual learning environment, focusing the use of instant messaging programs, specially the use of Skype as a tool in a virtual context of collaboration of teaching and learning foreign languages. This research was developed within the project —Teletandem Brazil: foreign languages for all , a context of collaborative and virtual learning of foreign languages, where students from different countries learn a foreign language and help their partners learn their native language (Telles, 2005). This research had the participation of students from Universidade Estadual Paulista (Brazil) and from Università degli Studi di Salerno. Skype gathers the main characteristics necessary for interactions that lead to the development of a collaborative work. Breaking the (old) barriers, it allows teaching and learning through synchronous and mediated communication in a specific time and placing (real or virtual.)

Keywords: teaching and learning; interaction; collaboration; Skype; Teletandem; foreign languages.

[Abstract abrufbar unter:http://www.teletandembrasil.org/site/docs/MATOS.pdf abgerufen am 16.12.2014]

Mendes, Cires M. (2009) *Crenças sobre a língua inglesa: O antiamericanismo e sua relação com o processo de ensino - aprendizagem de professores em formação*. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] http://www.teletandembrasil.org/site/docs/MENDES_CM.pdf

Abstract: Due to the growing importance of the studies on beliefs related to the teaching/learning process in Brazil and the necessity that these studies, in accordance with the current tendencies of Linguistics and Applied Linguistics, do not consist in simply identification and description anymore, but also consider more contextualized analyses of these beliefs, dealing with their relation with several factors such as: culture, politics, society, economy, history etc., the aim of this work was to study the beliefs of a group of undergraduate English teachers in what concerns the English language and the United States of America, as well as the implications of a growing global feeling of anti-Americanism in a specific context. This work is part of the third research objective of the thematic project named *TELETANDEM BRASIL – Línguas estrangeiras para todos*, as it is related to teacher education for the virtual environment. Teletandem is a new way of teaching-learning that allows real time interaction between distant partners by using audio (listening and talking), video (webcam, photos, drawing board) and textual (writing and reading) resources of personal computers. In this regard, issues related to prejudice, stereotyping, othering, culture, identity, interculturality and others were also discussed and analyzed in teletandem interactions performed by a Brazilian undergraduate English teacher and a United States citizen. Based in the analyses of data collected through multiple instruments, it was possible to perceive that the participants of the research tend to associate the English language with a specific group of countries, especially USA and England. It was also possible to identify the presence of the feeling of anti-Americanism, parallel to a feeling of admiration and adoration concerning the USA – a situation of conflict of beliefs which causes the participants to adopt

specific strategies in order to cope with this situation. In regard to teletandem, it comes into its own as an intercultural contact promoter, especially due to characteristics of global symmetry and reciprocity, which set a context that facilitates resignification of beliefs.

Keywords: Beliefs, teletandem, teaching-learning in virtual environment, teacher education, anti-Americanism, interculturalism

[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/MENDES_CM.pdf abgerufen am 16.12.2014]

Mesquita, Alexandre A.F. (2008) *Crenças e práticas de avaliação no processo interativo e na mediação de um par no tandem a distância: Um estudo de caso*. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] http://www.teletandembrasil.org/site/docs/MESQUITA_AA.pdf

Abstract: This work is part of the "projeto temático" TELETANDEM BRAZIL - Foreign Languages for all, developed by UNESP (Campus of San Jose do Rio Preto) in partnership with many international institutions and with the purpose of putting pairs of foreign university students in touch with Brazilian university students to learn the languages of each other through the resources of reading, writing, audio and video MSN Live Messenger, Skype and OOVO – a TELETANDEM. Therefore, this dissertation has the purpose of investigating the beliefs on evaluation brought by a mediator and one Brazilian Teletandem partner, and how they interact in the construction of the process of teaching and learning in the distance tandem. The theoretical underpinnings for this research are studies about: (a) beliefs of teaching and learning and assessment, (b) evaluation in the process of teaching and learning, (c) concepts and visions of error in language teaching, and (d) technology applied to education. For the data collection, the following instruments were used: a) questionnaires, b) chat recordings of the interactions, c) audio recordings of mediations, d) autobiography of the participants, e) diaries of the interactions and mediations. For the analysis of the data, a triangulation was made from the collected data, interactions were considered the primary data, and from them, all the other data were used for the confirmation or not of the points found. Through the data analysis, it was inferred that the Brazilian partner, when in the role of the teacher, was mainly concerned with communication and not with correction of errors, showing therefore, signs of an evaluation close to the principles of the mediator evaluation. However, as student, although the mediator tried to show her that there was no problem about making mistakes, she remained concerned about not making them. This behavior is a sign of traditional evaluation. And the findings of the mediator showed that, due to the reading experience and the greater experience teaching in several contexts with different types of students, she focused her points mainly on communication for both moments (when she was dealing with issues of the Brazilian partner as a student, and as a teacher), which is a sign of the mediator evaluation. Regarding the interaction of the beliefs of the participants, this study found reflexes of the mediation session on the behaviour of the Brazilian Teletandem partner during some interactions, while she was in the role of teacher, which indicates an instability of her learning beliefs.

Keywords: Teletandem, evaluation and teaching and learning beliefs

[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/MESQUITA_AA.pdf abgerufen am 04.04.2015]

Nunes, Caroline (2011) *A experiência do ensino de uma língua estrangeira: passar de aluno a „professor"*. Rapport de stage en Licence 3 LEA. Lille: Université de Lille 3.

Paquete Nobre de Carvalho, Milay (2009) *A experiência do teletandem e do tandem presencial na aprendizagem de uma língua estrangeira*. Rapport de stage en Licence 3 LEA. Lille: Université de Lille 3.

[online]   http://www.teletandembrasil.org/site/docs/CARVALHO.pdf   [abgerufen   am 02.04.2015]

Rivens Mompean, Annick (2009b) „Teletandem Brasil na Universidade Lille 3 (França): Os prerequisitos para a implementação institucional sucedida de um projeto pedagógico inovante". Rapport de recherche dans le cadre du projet Teletandem Brasil.

Rivens Mompean, Annick (2006) „Representações da situação de aprendizagem pelo aprendiz tutor: Análise do registro de discurso na comunicação mediada por computador (CMO) desenvolvida no ambiente Teletandem". Projet de recherche. Lille: Université de Lille 3.

Otto, Erik (2000) *L'autonomie de l'apprenant et la compétence stratégique dans l'apprentissage des langues en tandem face à face*. Mémoire de Maîtrise, Université de la Sorbonne Nouvelle – Paris III.

Rodrigues, Denize G. (2008) *Os estereótipos e a construção da identidade lingüístico-cultural no processo de ensino/aprendizagem de língua estrangeira no contexto teletandem*. Relatorio Iniciação Científica. UNESP, IBILCE. Orientadora: Dra. Ana Mariza Benedetti.

[online]   http://www.teletandembrasil.org/site/docs/RODRIGUES.pdf   [abgerufen   am 01.03.2015]

Salomão, Ana Cristina B. (2008) *Gerenciamento e estratégiaspedagógicas na mediação dos pares no teletandem e seus reflexos para as práticas pedagógicas dos interagentes*. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] http://www.teletandembrasil.org/site/docs/Ana_Salomao.pdf

Abstract: Technological advances, over the last years, particularly the Internet, as far as foreign language learning is concerned, have broken through classroom walls in order to bring to students various possibilities of interaction between native speakers of different languages, mainly due to the shortening of geographical distances, through the use of

synchronous communication tools. It is felt now that there is a necessity to understand the role of language teachers in the new learning context brought on by the technological advances, as well as how these tools may benefit teacher education. Thus, this study consisted of a qualitative research with ethnographic basis about teacher education in a virtual context for collaborative learning, mediated by the computer program *MSN Messenger*, within the thematic research project *Teletandem Brazil: foreign languages for all.* The participants are a mediator (a graduate student in Applied Linguistics – master's degree at UNESP) and two Teletandem partners (two undergraduate students of the Letters course, one Brazilian and one Argentinean). They are considered, respectively, a future teacher educator and two student-teachers. Based on the reflexive teaching paradigm, on Vygotsky's sociocultural theory and on collaborative language learning, with special emphasis to tandem learning, we analyzed the processes of supervision and pedagogical strategies used by the mediator during the Teletandem partners' mediation process, as well as the reflexes of those actions on the partners' pedagogical practices. This research consisted of a case study and the data collected was analyzed through an interpretative perspective. The results bring about implications to the field of language teacher education, in relation to a perspective of education within practice, evidencing the experience of collaborative learning in Teletandem as an opportunity for reflexive teacher education for both the student-teacher and the future teacher educator.

Keywords: Teletandem, collaborative language learning, reflexive teaching, language teachers, supervision

[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/Ana_Salomao.pdf abgerufen am 16.12.2014]

Santos, Gerson Rossi (2008) *Características da interação no contexto de aprendizagem in-tandem*. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] HTTP://www.teletandembrasil.org/site/docs/DissertacaoGersonRossi.pdf [abgerufen am 16.12.2014]

Abstract: An interaction perspective on language learning states that the L2 learner may profit from engaging in interactions with other native or non-native speakers, considering the notion that some aspects of interaction may trigger processes that benefit the learning process. When the learner seeks comprehensibility, this effort may lead to negotiations of meaning, negotiations of form, and other adjustments in conversation that may cause occasional language knowledge gaps to be i) shown on the conversation surface, ii) noticed, e iii) reprocessed. Furthermore, by means of conversation moves i) input might be modified and diversified, ii) the learner might be pushed to process the language syntactically as (s)he works towards comprehensibility. This study has been held in the context of tandem learning as proposed in the *Teletandem Project: Foreign Languages for All* (TTB) that offers language students an opportunity to experience learning a language by communicating on-line with speakers of other mother tongues on multimedia interaction through the internet. Within the research, we study a set of recorded and transcribed in-voice interactions, aiming at understanding the characteristics of interaction in this computer-mediated context, with the support of a perspective of language learning based on interaction. Within the information found we draw special importance to the taxonomy of conversational moves and the participants" interaction behavior over the period of tandem sessions, as well as the influence of particular components such as learner's attention and technological resources onto the way interactants manage their collaborative dialogue.

[Abstract abrufbar unter: HTTP://www.teletandembrasil.org/site/docs/DissertacaoGersonRossi.pdf abgerufen am 16.12.2014]

Santos, Liliane (2006) „Polidez e turno em contexto de comunicação bilíngüe mediada por computador: Uma análise no ambiente Teletandem Brasil". Projet de recherche. Lille: Université de Lille 3.

Schultze, Britta (1996) *Das Tandem-Konzept – Möglichkeiten einer Umsetzung im Fach Französisch der Realschule*. Freiburg: Pädagogische Hochschule.

Abstract: Die 1996 vorgelegte Examensarbeit befasst sich mit dem Tandem-Verfahren und den Möglichkeiten seiner Umsetzung im Fach Französisch an Realschulen in Baden-Württemberg. Zunächst wird das Tandem-Verfahren in seinen Grundzügen dargestellt. Einige Erfahrungsberichte schließen sich an. Die Autorin spricht sich für den Einsatz von Tandemarbeit im Schulunterricht aus, da sie die von politischer, schulischer und anderer Seite geforderte Begegnung von Kulturen und Sprachen fördert. [IFS Marburg
Keywords: Baden-Württemberg; Deutsch FU; Deutsch,Französisch; Erfahrungsbericht; Französisch FU; Interkulturelle Kommunikation; Realschule; Tandem-Methode

Silva, Andressa C. (2008) *O desenvolvimento intra-interlingüístico in-tandem a distância (português e espanhol)*. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Lingüísticos.

[online] http://www.teletandembrasil.org/site/docs/SILVA_A_C_O_desenvolvimento_intra-interlinguistico_in-tandem_a_distancia.pdf

Abstract: As a reflex of the contemporary age, the context of interaction of the *teletandem* prototype, through the applicative MSN Messenger, allows an interchange of information about language in real time, by the use of voice (speaking and listening), text (writing and reading) and images (webcam). This study observes and presents, with information collected during six months of interaction *in-tandem*, some of the foreign language acquisition and learning phenomena, in a context of approximation composed by a Brazilian learner of Spanish as a Foreign Language and an Argentinean learner of Portuguese as a Foreign Language. This is a research of mostly qualitative nature, although it makes use of quantitative data in order to base the assertions presented. As a research of ethnographic nature, it was based on observation of the tandem sessions process and on the accomplishment of the intrinsic principles of the context, as well as on the mapping of the use of learning strategies and communication strategies and the possible implications for the process of input in foreign language. These assertions are disclosed by the triangulation of the data present in the several instruments of research. The study revealed that, because it is a new environment of interaction, the analyzed period can be understood as a stage of adaptation, whose construction was influenced by the accomplishment of the principles (autonomy, reciprocity and language separation), by the session chronology and, mainly, by the lack of isonomy between the participants in the interactions. Concerning the strategies, it was observed that, because it is an environment of exchange between close languages, some

of the processes of acquisition demonstrated by the learners are similar to each other. However, the Mother Language seems to be the trigger for particularities of the strategies of acquisition and, mainly, of the use of the strategies of communication, the latter having a singular role during the in-tandem interactions made at distance, some of them resulting from cognitive processes that are not pointed by the literature in this field of study. Thus, the characterization of both intra-interlinguistic ways (Spanish-Portuguese and Portuguese-Spanish) was made viable, as well as the visualization of the cognitive processes that influenced them.

[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/SILVA_A_C_O_desenvolvimento_intra-interlinguistico_in-tandem_a_distancia.pdf abgerufen am 16.12.2014]

Silva, Jaqueline M. (2012) *Projeto Teletandem Brasil: As relações entre as comunidades virtuais, as comunidades discursivas e as comunidades de prática*. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos.

[online] http://www.teletandembrasil.org/site/docs/SILVAJAQUELINE.pdf

Abstract: This study is situated in the context of the Teletandem Brazil Project, considering the modalities of institutional teletandem teletandem independent / integrated, which provides computer-mediated collaborative learning, in which pairs from different countries can interact learning a foreign language and help the partner in learning the language (or language proficiency). The interactions of teletandem provide a diverse and multifaceted environment of information exchange and knowledge building shared by a group of individuals, thus the objective of this study is to investigate if the participants of the interactions of teletandem have characteristics unique that allow the formation of a new concept of community. For the construction of this new concept were used as theoretical support the concepts of virtual community (Pierre Levy, 1996, 1999), discourse community (Swales, 1990, 1992) and community of practice (Wenger, 1998). The theoretical basis, in addition to the concepts mentioned, is based on the in-tandem modality and in the Project Teletandem Brazil, and the concept of genre based on the socio-rhetorical conception, considering that a first characterization community will be essential to studies in teletandem that are investigating the kinds of genres that occur in the context of this collaborative learning. This is a qualitative and quantitative research, with ethnographic basis. The data used in this study were generated through answers from a semi-open questionnaire, through a semi structured interview, used as a sample, and through an open questionnaire applied by e-mail in an American university. The interpretation of the data reveals that the group, participants of this research, presents characteristics that become possible the formation of a new concept of community. Besides, through the data is also possible to list positive points and others that deserve to be rethought in the interactions of teletandem
Keywords: concepts of communities, knowledge construction and teletandem interactions 1
[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/SILVAJAQUELINE.pdf abgerufen am 16.12.2014]

Souza, Louis F. (2009) *A negociação dos conflitos e estereótipos culturais no contexto do teletandem*. Relatório de pesquisa de Iniciação Científica. UNESP, Faculdade de Ciências e Letras de Assis. Orientador: Dr. João Antonio Telles, Bolsa PIBIC-Reitoria.

[online] http://www.teletandembrasil.org/site/docs/SOUZA_Flavio.pdf [abgerufen am 01.03.2015]

Souza, Micheli G. (2012) *Os primeiros contatos de professores de línguas estrangeiras com a prática de teletandem*. São José do Rio Preto, SP: UNESP, Universidade Estadual Paulista, Programa de Pós-Graduação em Estudos Linguísticos. [Übersetzung des Sachtitels: The first contact of foreign languages teachers with the teletandem practice]

[online] http://www.teletandembrasil.org/site/docs/GOMESDESOUZA.pdf

Abstract: As a teaching and learning context, and with the help of technological tools, such as Skype, teletandem allows pairs of foreign language learners to establish virtual collaborative partnerships by helping each other to learn their language of proficiency. The focus of this dissertation in on the analysis of teachers' first contact and experiences with teletandem. Its theoretical framework focuses on (a) teletandem, (b) teachers' continuing education for the use of technology, (c) use of technology in the public school system, (d) computer mediated communication (CMC), and new technologies of information and communication (TICs). Such framework allowed the selection of texts that considered issues of technology in our times, its impact on teachers' pedagogy and, more specifically, on teachers' participation within the context of teletandem. The participants were teachers of Spanish working in two public high school language centers in two cities in the interior of São Paulo State, in Brazil. The teachers began by experiencing their first contact with teletandem in a blended continuing education course in which they studied the tandem theory. Contemporaneously, they themselves practiced teletandem (Spanish x Portuguese) with their colleagues – teachers of Portuguese from Uruguay. The research documentary materials were generated from these teachers' practical experiences with teletandem and from what they said about them during the continuing education course. Data collection proceedings were (a) on-line discussion forums, (b) face to face reflective sessions, (c) teachers' profiles on the learning platform TELEDUC and (d) the researcher's reflections on two pedagogical workshops given to the participants in each of the two cities where the course was given, and when the researcher had the opportunity to share her data analyses with the teacher participants. These documentary materials were organized and analyzed from the perspective of interpretivist paradigms and a phenomenological hermeneutic approach to data analyses. Results of the data analysis provided shared reflections regarding possible implications of these teachers' experiences to the implementation of teletandem practices in language centers of the public school system and the contributions of the teletandem context for teacher development. The results also provided a visual synthesis of the aspects that were highlighted by the participants, based on their experiences in the virtual context of teletandem: (a) gap between teacher and student in regards to experience with technology; (b) teachers' understanding of the autonomy principle and of the mediation process required by the context of teletandem; and (c) the difficulties and expectations regarding the implementation of teletandem practices in the public school system. Finally, the results show that teachers' experiences with teletandem can contribute to (a) the technological and linguistic dimension of their professional development and to (b) the acknowledgement of necessary changes in foreign language teaching.
Keywords: teletandem, foreign languages, Language Study Centers, continuing education
[Abstract abrufbar unter: http://www.teletandembrasil.org/site/docs/GOMESDESOUZA.pdf abgerufen am 16.12.2014]

Souza, Micheli G. (2008) *Processo de aprendizagem de língua estrangeira no contexto do teletandem e a formação de professores*. *Relatório de pesquisa de IC.* UNESP , Faculdade de Ciências e Letras de Assis. Orientador: Dr. João Antonio Telles. Bolsa FAPESP. [Praktikumsbericht]

[online] http://www.teletandembrasil.org/site/docs/SOUZA.pdf [abgerufen am 06.12.2014]

Stieler, Christian (2005) *Autonomie im Fremdsprachenunterricht: Theoretische und praxisbezogene Implikationen.* Hochschulschriftenvermerk: Marburg, Univ., Wiss. Hausarbeit. Marburg: Christian Stieler. IV.

Keywords: Autonomes Lernen; Englisch FU; Fremdsprachenunterricht; Interaktion; Konstruktivismus; Lehrerrolle; Lernprozess; Methodik; Sekundarstufe I; SekundarstufeII; Tandem-Methode

Szymanski, Sandra (1997) *Fremdsprachenlernen mit Tandem-Konzepten*. Schriftliche Hausarbeit im Rahmen der Ersten Staatsprüfung für das Lehramt für die Sekundarstufe II. Bochum: Univ.

Keywords: Fremdsprache; Fremdsprachiger Spracherwerb; Hochschulschrift; Selbstständiges Lernen; Tandem-Methode

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