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## **AWARENESS AND CORRECTIVE FEEDBACK IN SOCIAL CALL, TANDEMS, AND E-TANDEMS**

Gabriel Guillén

*Middlebury Institute of International Studies*

### **ABSTRACT**

*Previous studies have identified advantages for second language learning in computer mediated settings (Kern, 1995, Warschauer, 1997, Blake, 2008), particularly through online intercultural collaboration (Furstenberg et al, 2001, Vinagre, 2005, O'Dowd, 2007, Bower & Kawaguchi, 2011). However, face-to-face (tandems) and online (e-tandems) language exchanges remain peripheral to foreign language education (O'Dowd, 2010, 2013) and rely heavily on instructor guidance (Beltz, 2003, Bower & Kawaguchi, 2011), in spite of the proliferation of Language Learning Social Networking Sites (LLSNs) such as Livemocha, Busuu, Shared Talk, and The Mixxer (Dickinson College). In response, this paper analyzes tandem and social Computer Assisted Language Learning (sCALL) awareness and experiences among students and instructors of Spanish at the college level by means of a survey and two pilot studies on tandem learning. The results of this research should encourage administrators and instructors to support tandem learning and implement tandem and sCALL activities as co-curricular, semi-guided projects. The need of preparation for the tandem experience is also emphasized, particularly in regards to corrective feedback.*

### **INTRODUCTION**

This project responds to the lack of opportunities for oral interaction development in class. The "classroom is a key context but insufficient" (Graddol,

2006) in order to develop a second language. Among other many outcomes, a satisfactory tandem experience promise a road to fluency development (Morley & Truscott, 2005, Ware & O'Dowd, 2008, Brinckwirth, 2012) and might contribute to university internationalization (Brinckwirth, 2012). E-tandems also appear to provide the ideal scaffolding and trigger for studying abroad, taking into account that 56% of 8,606 US students “indicated they were considering overseas study” (British Council, 2013, p. 26), yet only 14% of students appear to go abroad (Open Doors, 2012). According to the British Council survey (p.37), learners were mostly concerned with the cost of international study (75%), lack of confidence in language ability (44%), and difficulty of leaving behind parents and friends (39%). Tandems do not solve the first concern but they can help students develop language confidence, crucial for linguistic gains when abroad (Davidson, 2010), and intercultural competence (Beltz, 2003, Lee, 2009), “getting out of their comfort zone”, as it were.

Access to second language classes or studying abroad also implies certain social-economic barriers. It is my desire to contribute not only to the field of curricular or co-curricular tandems but also to the area of social Computer Assisted Language Learning (sCALL) by reinforcing learners’ preparation for these captivating, yet challenging, Language Learning Social Networks (LLSNs). Finally, I emphasize the need to foster tandems and e-tandems at college level, and improve its pedagogical framework.

## **RESEARCH QUESTIONS**

a) To what degree are UCD Spanish students and instructors knowledgeable about tandem learning needs and tandem or sCALL learning opportunities and characteristics? What circumstances would motivate Spanish students to participate in face-to-face and online tandems?

b) What kinds of feedback do students prefer, provide, and receive in regards to tandems? Do they naturally assume the principles of reciprocity and autonomy, and their role as learning facilitators?

c) What are the pros and cons of implementing “semi-controlled” curricular tandems? Does e-tandem guidance from instructors have a positive impact on second language development? What kind of guidance is needed to carry out “semi-controlled” curricular tandems?

## LITERATURE REVIEW

### *From tandems to sCALL*

Tandem learning is “one of the oldest learning methods in the world”, according to Brammerts (1996, p. 121). It happens when two individuals of different native languages are helping each other learn the target language. Tandems became visible in the 60’s with language courses in holiday camps for German and French youngsters after World War II. Not surprisingly, tandems are generally seen as a European practice, at least in Academia. In the 90’s online exchanges for language teaching started to be significant (O’Dowd 2007, p. 5), going beyond letters and phone calls. Since then, emails, forums and blogs (asynchronously), as well as chats, audio and videoconferences (synchronously) have been used in tandem learning.

Brammerts claims real tandem operates under two principles. First, the principle of reciprocity: learners must devote the same amount of time to both languages, so that the contribution and benefits are similar. The second principle is autonomy: the responsibility for learning rests with the student, who needs to understand what he or she wants to learn and how. The student is not self-instructing but assuming control of this learning (Little, 1991), using, for example, CALL spaces, that are particularly useful for learner autonomy (Schwienhorst, 2007).

Autonomy is critical but the literature about language exchanges also favors the critical role of instructors (Furstenberg et al 2001, Bower & Kawaguchi 2011). According to Beltz (2003), “the importance (but not necessarily the prominence) of the teacher and, ultimately, teacher education programs (e.g., Cain & Zarate, 1996) increases rather than diminishes in Internet-mediated intercultural foreign education precisely because of the electronic nature of the discourse (p. 92)”. O’Dowd & Eberbach (2004) underline that “students require both support and training in order to participate successfully in on-line intercultural exchanges”. Instructors need to be trained in how to establish interchanges and how to train students. O’Dowd & Waire (2008) understand that instructors need to help students with feedback strategies (i.e. reformulation). For these authors, instructors should also stimulate feedback on forms from student to student. It seems to be clear that instruction plays a significant role in e-tandems, although there is not much written about the specific impact of tandem instruction on second language development.

With that said, it is necessary to distinguish between controlled, semi-controlled, and self-guided e-tandems. Controlled tandems happen as part of a second language class or curriculum and it is the instructor who finds the exchange partners and facilitates the collaborative experience. Semi-controlled tandems ask students to find language partners for partial or extra credit. Finally, self-guided tandems are the kind of exchanges seen in LLSNs such as Livemocha, Busuu, and The Mixxer, with no intervention from instructors.

These networks are generally used in the context of self-guided tandems but they could also be integrated into the second language classroom as semi-controlled tandems. Sites such as Livemocha favor students' willingness to communicate in the L2 (Lloyd, 2012), creating "an interactive, authentic, and meaningful language learning environment that many traditional language instruction contexts cannot provide" (Liaw, 2011, p. 39). These sites intend to connect students with students and might be considered the next and definitive step in the shift from teacher-oriented language classes to meaningful student-oriented language learning. Students who establish relationships with native speakers via LLSNs are likely to become autonomous learners (McBride, 2009). Klimanova & Dembovskaya (2013) use the concept of investment (Norton, 2000) to support the use of social networks: "as challenging as this task may seem, it potentially enables L2 speakers to free themselves from the role of language learner and assume another role of language user, projecting new selves through their language and discourse in virtual social spaces" (Klimanova & Dembovskaya, 2013, p. 70).

The study of specific aspects of sCALL (the use of LLSNs) appears to be as critical as the integration of social networking in the classroom. As seen with traditional textbooks, scholarship in the area of sCALL may advance learner outcomes and improve the pedagogical reliability and effectiveness of these social websites. It is the case of Lin (2012), a scholar who used a sample of 4,000 participants in order to analyze learners' practices, interactions, and attitudes towards Livemocha. Lin emphasizes the existence of "severe attrition" and also stated that persistent Chinese learners of English made actual but limited progress.

In regards to online collaboration projects, O'Dowd (2010) asserts that they continue to be peripheral in the second-language classroom. This claim could be extrapolated to semi-controlled tandems, as they could benefit from a central role in the curriculum, encouraging students to find partners of the same level of

proficiency (Kabata & Edasawa 2011) and instructing them on the principles and practices of tandem learning.

### ***Theoretical Framework***

A significant amount of research about Computer-Mediated-Communication is grounded in the Zone of Proximal Development (Vygostky, 1978): the difference between what students can learn with or without the assistance of someone else, generally, a more capable peer. Sociocultural approaches emphasize that human relationships and cultural artifacts (physical and symbolic), such as the language itself, are constructing different language learning experiences (different human thinking since the sociocultural theory is a theory of mind, Lantolf, 2004). Therefore, second language learning facilitators should “enable students to use the L2 as mediational artifact” (Lantolf, 2000, p. 103) and integrate instruction with a dynamic assessment (Lantolf & Thorne, 2006).

For those who embrace the interactionist approach (Pelletiere, 2000, Blake, 2000, Smith, 2003, Yanguas, 2010), the Interaction Hypothesis (Long 1996) plays a significant role: conversations are not only a forum of practice but also the basis of language development. Long relates interaction with L2 development through negotiation of meaning. It is not necessarily scaffolding, but input adaptation in order to favor comprehension. Some examples of negotiation are repetitions, confirmation checks, comprehension checks or clarification of requests, and miscommunications. Scholars have frequently used the Varonis & Gass (1985) model for negotiation of meaning: trigger – indicator – response – reaction to the response (my father is now retired – retired? – yes – oh yeah). It is understood that e-tandems foster negotiation of lexical items (Smith, 2003), and modified input and negotiation both lead to vocabulary acquisition (Nation, 2001, p. 124), even if no explicit correction is present. Kabata & Edasawa (2011) conclude “that vocabulary [as opposed to grammar] was reported most frequently as items learned without explicit corrections, either through negotiations or Q&A with keypals, or by reading keypals messages and looking words up in dictionaries.” (p. 118).

This study is framed by interactionist assumptions: namely, that language learning is a social process rather than individual, thus active interactions lead to second language development (Long, 1996, Mackey, 1999). However, while acknowledging the importance of modified output and negative evidence (Long,

1996), I will not use the model for negotiation of meaning. Authors have suggested that cultural traits, such as the American politeness, may affect the quantity and type of feedback in intercultural collaboration (Sotillo, 2005, Bower & Kawaguchi, 2011). Also, the context may affect student participation (Beltz, 2003). In fact, the sociocultural approach criticizes interactionism for its “overly cognitive orientation” (O’Dowd 2007, p. 7). They emphasize the intercultural aspects of social language:

“Rather than dichotomizing the mental and the social, the theory insists on a seamless and dialectic relationship between these two domains. In other words, not only does our mental activity determine the nature of our social world, but this world of human relationships and artifacts also determines to a large extent how we regulate our mental processes” (Lantolf, 2000, p. 79)

Addressing individual differences, determinant in second language learning (Schmidt, 2010), and reinforcing the role of attention and metalinguistic awareness (Schmidt, 2001) and explicit knowledge (Ellis, 2002) would be equally important: “In computer-assisted learning contexts, instructional treatments can be designed to focus learners’ attention on crucial aspects of input” (Schmidt, 2001, p.24). The Noticing Hypothesis (NH) implies that awareness is directly related to growth of knowledge (establishment of new representations) and development of fluency (access to those representations) (Schmidt, 2010). According to Schmidt, noticing is a requirement for language acquisition, even though one could argue that his famous participant, Wes, (Schmidt, 1983), already “acquired” important L2 features through formulaic language. Truscott (1998) criticized the NH, proposing its reduction to metalinguistic knowledge.

It is also assumed that “by pooling their linguistic resources, learners can serve as experts, coaches, or more competent peers during their CMC interaction and that they can and do learn from one another” (Smith, 2004, p. 388). Students should use metalinguistic strategies and give specific feedback, focusing on language form (Ware & Pérez-Cañado, 2007) since it seems to be one of the e-tandem advantages (O’Rourke, 2005). In other words, implicit learning, derived from repeated exposure and interaction, would be enriched by explicit learning.

Additionally, under similar frameworks, studies have shown concern about types of tasks (Lee, 2007, Ware & O’Dowd, 2009) and feedback (Ammar & Spada, 2006, Sauro, 2009). Tasks are relevant in order to increase the number of

negotiations (Blake, 2000, Tudini 2003, Pica, 2006, Bower & Kawaguchi, 2011). Consequently, they might be conducive or not conducive to language learning. According to Pica and Blake, jigsaws should elicit more negotiation, although opinion-exchange and decision-making tasks are also productive. I propose the use of informal discussion and interview activities (following the framework provided by O'Dowd & Ware, 2009, pp. 176-177) based on specific topics (transport, media, politics, hobbies, sports) that are relevant to the course materials. In regards to corrective feedback, researchers have found advantages for elicitation or prompts (Lyster & Ranta, 1997, Ammar & Spada, 2006), explicit feedback (Dabaghi, 2006), metalinguistic feedback (Sauro, 2009) and recast (Sauro, 2009). Corrective feedback tends to be low among tandem participants (Bower & Kawaguchi, 2011), unless this practice is encouraged by instructors or tasks, which is what I observed with my first preliminary study on tandem learning. This project will promote elicitations, self-correction and metalinguistic feedback.

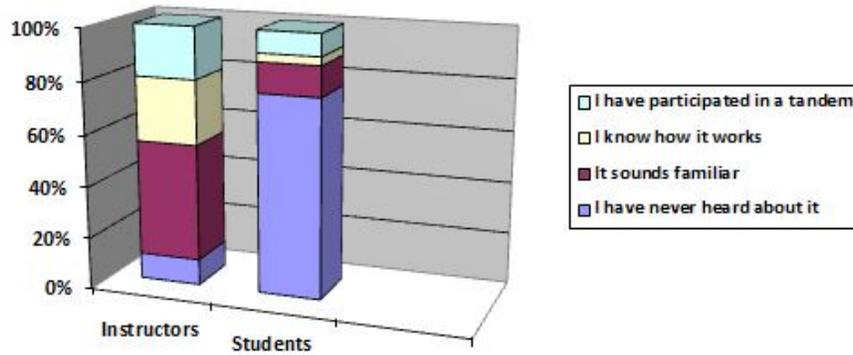
## METHODOLOGY

A total of 175 participants took a survey on tandem and social CALL (see Appendix I) during the winter of 2012. Among them, 20 were instructors and 155 were Spanish learners (114 upper beginners and 41 lower intermediate). Instructors took the survey online, using Google Forms. For validity and logistical reasons, students took the survey on paper in the classroom. In total, students and instructors responded to 17 questions for 10 minutes, approximately.

During the winter of 2012, 17 upper beginner students (3V students in this paper) participated in a tandem experiment, as part of a hybrid Spanish class (face-to-face and online sessions). The tandem was 5 percent of their final grade and consisted of 6 sessions of 1 hour (30 minutes in Spanish and 30 minutes in English) during 6 weeks. Students had to find native speakers of Spanish for their tandem, although the instructor assisted at least 3 of them who could not establish contact with native speakers. Before the sessions began, they had to report about their tandems. Afterwards, they had to write a report for each of the six sessions. A tandem workshop was held in class after the 3rd session, lasting 20 minutes and including strategies for making the most of the exchange. Finally, students responded to a survey (Appendix II) about their experience. As an additional instrument, 4 tandem sessions were recorded on Skype during the pre-pilot, before the tandem workshop, and after the tandem workshop with the same participants: a 3V student from the US and a post-doc researcher from Spain.

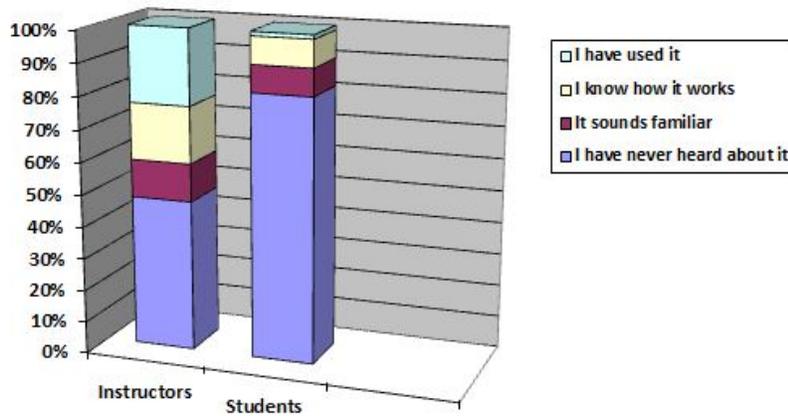
## DATA ANALYSIS

**Figure 1: Tandems**



As shown in Figure 2, 77% of students had never heard about tandems as a concept. There was, however, a significant number of students who had participated in a tandem –the students from the hybrid class. On the contrary, most instructors have some knowledge of tandem learning, but only one had organized a curricular tandem. She stated some of the issues that we will address in the discussion session: “It was a great experience, it was just hard for the students to connect at times due to different schedules, time difference, and unreliable internet connections.”

**Figure 2: Experience with Livemocha**



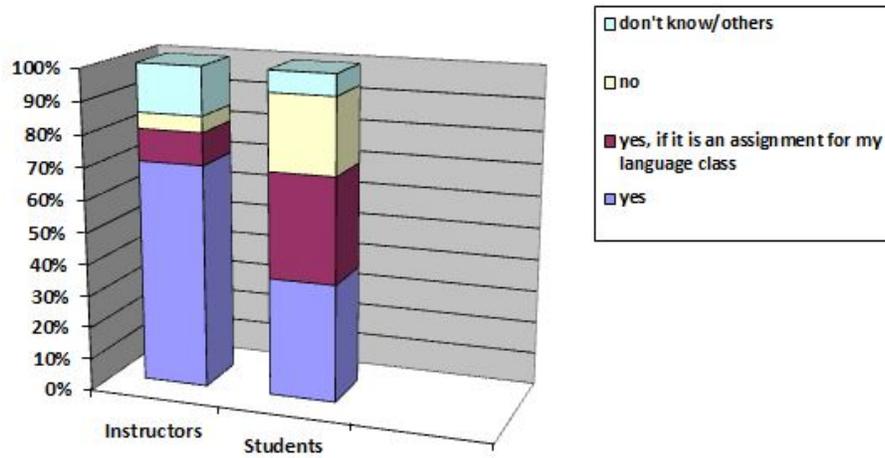
Since the other websites (Busuu, Shared Talk and The Mixxer) were hardly known by the participants, I decided to show data exclusively from Livemocha. In total, 82% of students never heard of Livemocha and 9.6% of students know it or have used it (Figure 3). In contrast, 35% of instructors know Livemocha or have used it. Again, instructors show a higher degree of knowledge. It could be argued that students were not intrinsically motivated. Only 48 percent of upper beginners (114 students) were taking the class for a reason other than the college requirement. However, the data was different for lower intermediate students (41 students): 83 per cent of them expressed an additional reason for learning Spanish, although they did not show a higher degree of knowledge in regards to Livemocha. In fact, it is probable that most of the 9.6 per cent of students who actually knew or have used Livemocha were in class with an upper beginner instructor who used Livemocha for one of the class assignments.

Instructors generally had good experiences with Livemocha. One of them received “useful feedback” and pointed out that it was “well structured”. However, most of them added cons to the positive experience (issues with content and struggles to find reliable partners):

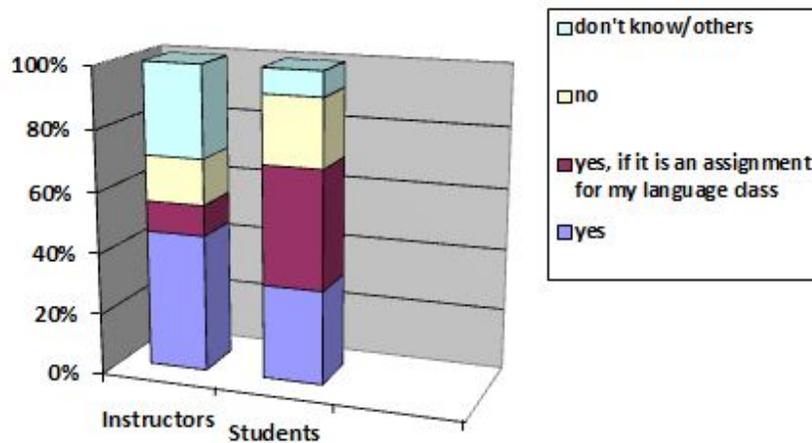
“I learned a little bit but classroom learning was much better”; “the lessons were too basic” (as reviewers have pointed out before, Jee & Park 2009); “I didn't have enough time to commit to it and I didn't exactly find someone with whom I would want to converse with long-term.”

In fact, one of the instructors did not have success with Livemocha: “it did not work because the essays exchange was really slow: lack of accountability on your partner's side.” Most of these downsides are reflected in the early literature about Livemocha. Among students, there were no reviews about Livemocha. However, one of them mentioned a different website: “I used language-exchange. It was a pretty good experience. Once I posted I needed a tandem who was a native language speaker, I got a LOT of emails. I stopped using it once I found a tandem, which was after an hour of using.” It is inferable that sCALL sites also depend on user's familiarity with internet and social networking, in order to thrive.

**Figure 3: Interest in tandems**



**Figure 4: Interest in sCALL**



It is important to understand that, even though students had no significant experience with tandems or sCALL, a vast majority of them expressed interest on using them after being exposed to a brief description of how tandem and sCALL work, as Figures 4 and 5 indicate. A total of 54 students would participate in tandems and 50 would use sCALL. Equally relevant is the high (or higher in the case of sCALL, with 63 students) percentage of students who would participate in tandems or use sCALL websites only as a class assignment: “Sounds really interesting and fun. I'd probably only do it if it was incorporated in class,

however” exemplifies a student. Another one suggested a different strategy: “I feel like it would be best done as extra credit, not a required assignment.”

Finally, this paradox requires close attention: “I don't really have any desire to use sites as these, however I am taking Spanish as a requirement, not because I have interest in learning it. I would be more interested if I was attempting to become fluent.” As it is the case of my experiment with curricular tandems, it is complicated to reach the total population of students –for some students, there is a disassociation between learning goals and gaining credits. This is not only an individual issue but a concern for curriculum design. Also, it is important to distinguish between the comfort zone, generally stimulated by the classroom, and the interaction with unfamiliar native speakers:

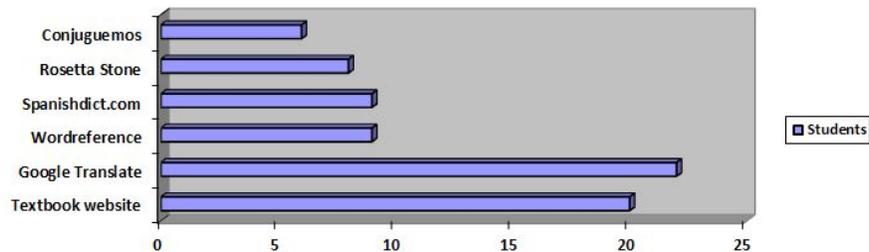
“I really enjoy speaking Spanish in a classroom setting, but when it comes to speaking to a stranger in Spanish outside of class, it seems like it would be a lot harder to communicate. I get nervous when I'm speaking Spanish to someone I am not familiar. I like Spanish comp time when I am able to communicate with my classmates. It is a more relaxing setting.”

Moving on to instructors, they also seemed to be interested in tandems and sCALL. One of them specified: “introducing students to an opportunity like this (empowering them) would really help them develop and feel confident about their SLA skills. They would also be less shy to make mistakes and this should lead them to practice, make mistakes and learn from these”.

The adjectives “confident” or “comfortable” seemed to be significant for tandem experiences, as the tandem participants will attest.

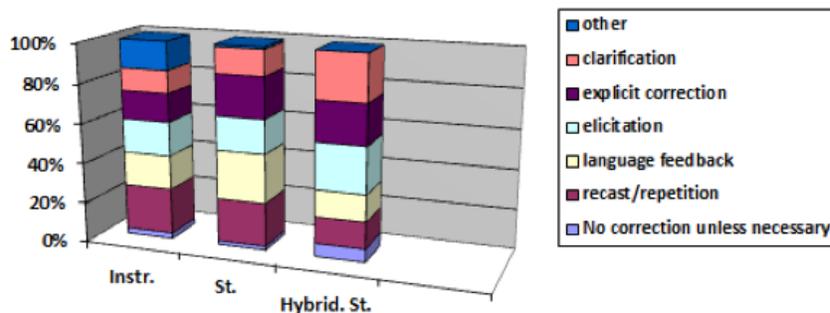
Lastly, at least four students and two instructors stated that they need more information before deciding. This specification appears to be consistent with the idea of fostering tandem awareness among Spanish learners and instructors.

**Figure 5: Other websites**



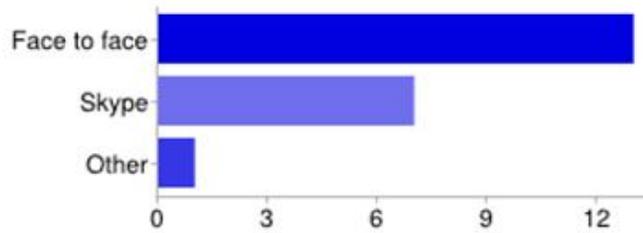
In the survey, four different LLSNs were mentioned. However, I did not want to extract consequences about the use of technology without collecting data about other potential websites. As it was expected, both instructors and students used other language resources. Among them, instructors mentioned Wordchamp, Linguee, Rosetta Stone, WordChamp, Word Reference, and Google Translate, without further explanations. On the other hand, students seemed to rely on instruction and dictionaries, as inferred from Figure 6. A total of 20 students mentioned the textbook website and 40 students mentioned dictionary resources as Google Translate, Wordreference or Spanishdict. Learner feedback reinforces the idea that students use minimal resources autonomously: “only what has been provided through classes I've taken”, also “not really, just online dictionaries”, and “I don't know names, just dictionaries”, or sarcastically “I use a Merriam-Websters dictionary. It is made of paper”.

**Figure 6: Type of feedback**



In regards to corrective feedback, I have found a significant variation. In spite of the recent literature about the convenience of explicit correction and elicitation, instructors showed a slight preference for recast and repetition, as it is stated in Figure 7. On the other hand, students clearly demanded language feedback, recast or repetition, and explicit correction. And, particularly, 3V students showed a preference for elicitation, probably influenced by the tandem workshop.

**Figure 7: 3V students (type of tandem)**



Most 3V students preferred to arrange face to face tandems, as we can infer from the tandem reports and tandem survey (in Figure 8). Significantly, two students specified that face to face was better than Skype.

**Figure 8: 3V students (duration of meetings)**

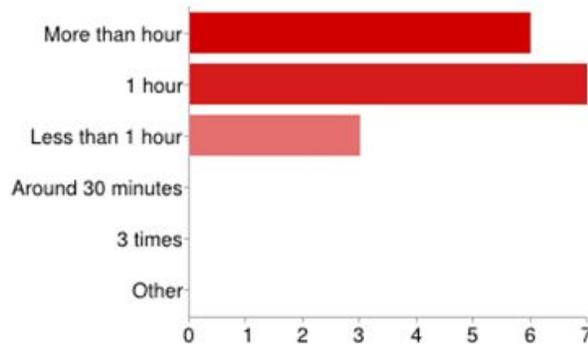


Figure 9 represents two matters. First, it appears that most students met for more than 60 minutes (the class requirement) with their tandem, which is coherent with the class project success. Second, at least 3 of them apparently met for less than 1 hour, which at least reflects that there was a significant degree of honesty. Although the survey was anonymous, one of my fears was that students would not be sincere.

This was not the case. One student did not find the experience productive at all: “It was positive in the aspect of meeting with a friend, but not in the way to improve my Spanish. It was difficult meeting with her on occasions due to time conflicts”. Another one could not find a replacement for the tandem, after losing the first one (this possibility was anticipated in class and at least two students reported on more than one tandem partner). Also, some cons were stated (as students were asked to express advantages and disadvantages simultaneously):

“it would be great for the tandem partner to also be enrolled in a class”; “I think the idea of tandems are good, but it is difficult to find a common day and time”; “the disadvantage was that she was very fluent in English”; “It can be a little awkward sometimes”; “my partner and I found it difficult to pair up our weekly schedules”; “my tandem was nearly fluent in English though, so I did not always feel helpful to her”; “finding a native speaker and matching schedules to meet was difficult”; “we spoke more in English than Spanish, because he would explain to me how to say certain things in Spanish”; “I feel like I was not able to help my tandem very much because she was fairly fluent in English”; “finding a tandem partner and finding time we were both free was difficult”; “when we were speaking Spanish, he would speak more than I talk”; “it’s hard to get comfortable and not to be embarrassed if you don’t make sense to your tandem”; “the first couple times when I wasn’t comfortable, it was a lot harder to understand and speak.”

One of the problems seems to be the lack of balance in terms of level and languages spoken. In fact, 88% of students thought their level of Spanish was worse than the level in English of his/her partner. Also, according to students’ responses, 38% of students spoke more in English than Spanish, 19% spoke more Spanish than English and just 19% were even (same time in English and Spanish). The other two issues were expected and difficult to avoid: for some students it was complicated to match schedules and/or to get “comfortable” with the tandem.

Nevertheless, 88 per cent of students found the experience productive or very productive. They were notably specific about the outcomes. Students recognized the opportunity to use colloquial and conversation Spanish in (more) authentic contexts:

“they are a very fun way to learn/adapt your knowledge of the Spanish language”; “It forces me to use the language, which helps improve my abilities to use/learn the language”; “it was just nice sitting down and letting the Spanish lessons from class take flight in a normal conversation outside of class”; “I got to hear her dialect and learn the colloquial levels of the language you don’t necessarily learn in class”; “I got to exercise my Spanish outside of class”; “I think my understanding of what he was saying improve, especially when he spoke slower”; “It helps me understand conversation much better”; “I learned a lot about conversational Spanish”; “I’ve learned a lot of vernacular that is not taught in academic Spanish.”

At the same time, it seems to foster second language learning maintenance and awareness:

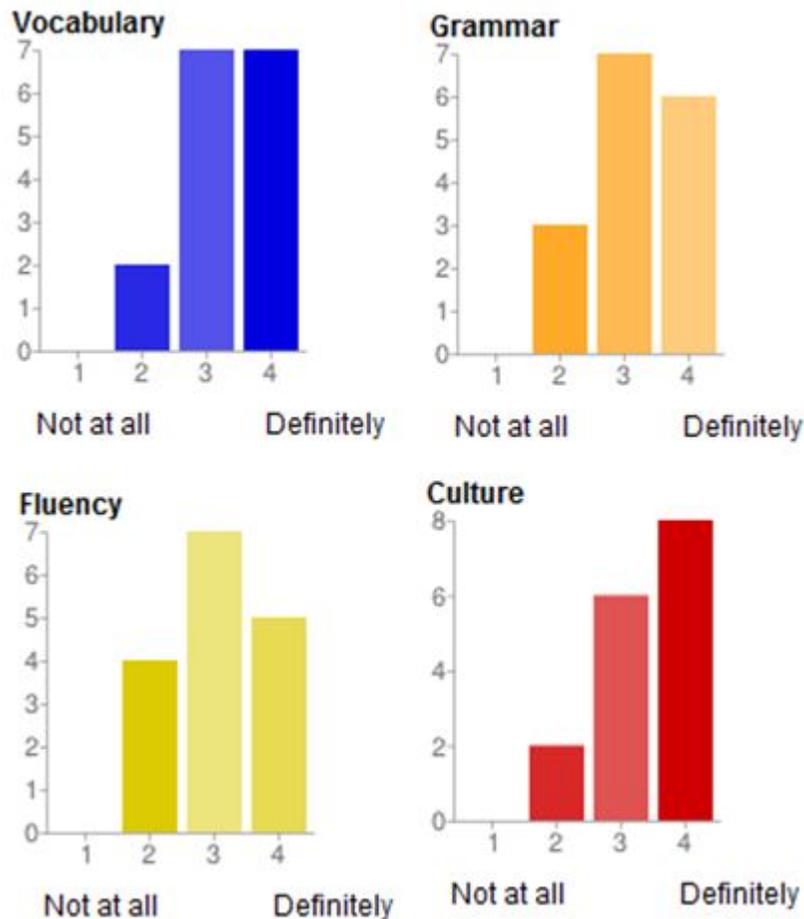
“I think if I kept this up every week, my Spanish would improve drastically. It gave me a glimpse into what it would be like to talk only in Spanish. In addition, my tandem and I became friends and we are hopefully going to continue”; “we helped each other in learning and talked about the different stigmas people face when making mistakes in speaking a second language. I strongly recommend that people learning a second language participate in a tandem. It is rewarding for both individuals”.

Also, gathering data from both surveys, 3V students seemed to enjoy corrections: “I liked being corrected because people won't do that usually in everyday conversations (it's rude) but I liked that part of it a lot” “and “speaking with a native speaker that can correct you was great”. In fact, only two of them responded that their partners barely gave them feedback. In addition, they significantly appreciate the flexible and (more) relaxed nature of tandems:

“It's a great to start speaking and getting rid of any anxiety”, “once I could relax and not be afraid to make errors, it was easier”, “I got more comfortable with speaking spontaneously”, “she was my friend so I am comfortable with her”, “we didn't have trouble with time length and I felt comfortable asking him to slow down and asking about vocab words I didn't knew”, “I had a positive experience because I knew the person and felt comfortable asking for help and I wasn't embarrassed if I didn't understand”, “considering we were able to choose our partner, I was able to pick someone I was comfortable with. It is always easier to learn when you in a comfortable environment”, “I feel I improved with my comfort level of speaking the language and I felt less prone to always result to English”, “I felt more comfortable by the end to be able and carry on a conversation with native speaker, will definitely have to speak slow to get my point across”, “sometimes I felt nervous about my Spanish but as the time went on, it was easier and easier”.

The adjective “comfortable” is recurrent. Also, they valued the opportunity of working with a friend (who is a native speaker of Spanish). However, it is necessary to discuss if this “comfort zone” is desirable for all language learning opportunities.

Figure 9: 3V students (vocabulary, grammar, fluency and culture)



Finally, they understood that tandems were slightly more helpful for culture and vocabulary over grammar and fluency (see results from the survey on Figure 10). The format provided by the instructor for the tandem reports, asking for new vocabulary (see Appendix II) and information regarding the target culture, was potentially influential, as well the limited number of sessions –it would be difficult to improve fluency after only 6 tandem sessions.

Intercultural knowledge seems to be the key for tandems (Beltz 2003, O’Dowd, 2007): “I learned a lot more about how things are in Spain”, expresses one of the students. Simultaneously, tandem reports included information particularly interesting in reference to cultures as diverse as Mexico, Spain or Chile. The information was increasingly more perceptive. Tandems 4, 5 and 6

were more elaborate and insightful than tandem 1, 2 and 3, as it can be observed here, using reports from the same student:

Tandem 1: “El nombre de mi tandém es (...). Es de Alicante, una ciudad en España. Alicante es\* muy cerca del mar. Ella fui\* al\* Davis en Septiembre del año pasado. Elle\* tiene un bebé. El bebé tenía un mes. El nombre de su bebé es Lola. Lola es muy bonita y preciosa.” The name of my tandem is (...). She is from Alicante, a city in Spain. Alicante is a city in Spain, close to the sea. She went (came) to Davis last September. She has a baby. The baby is one month old. The name of her baby is Lola. Lola is very pretty (and pretty).

Tandem 5: “Ella dijo que en España hay seguridad social y es más bueno\* que el sistema en los Estados Unidos. Pero María dijo que los dentistas y las farmacias no son parte del sistema de seguridad social. Ella no comprendió su factura del hospital. María preguntó si yo podé\* leer la factura a ella en español porque ella no comprendió.” She said that in Spain there is universal health care and it is better than the system in the US. But Maria said that dentists and pharmacies are not part of the universal health care. She did not understand her hospital bill. Maria asked if I could read the bill to her in Spanish because she did not understand.

Obviously, tandem questions affect reports’ quality, but it is also true that students seem generally more comfortable, articulate, and aware of the project goals, in the last reports. Nevertheless, the impact of the tandem workshop is not significant or appreciable –it seems more logical that tandem sessions naturally progressed over time, especially with more autonomous students. Interestingly enough, the quality and completeness of reports were commonly related to students’ academic performance in most cases. Only two of the participants showed lower scores for the tandem reports in regards to their general scores.

The tandem recordings were particularly insightful, even though the number of corrections was not statistically significant, as only four sessions were recorded.

In the first sessions, there were few corrections or specific feedback about language in English or Spanish. For instance, the Spanish speaker (SS) did not correct the mistakes in “porque no sé (conozco) la comida de (no need of preposition) española”. The also had issues identifying interlanguage:

ES (English Speaker): Yo cocino carne de tofu, verduras y ... y... y  
¿gráneo\*?

I cook tofu meat, vegetables and grein\*?

SS: ¿Cráneo? ¿cerebro? Skull? Brain?

EN: Like arroz, como arroz, tipo de arroz, ah, no sé... Like rice, a kind of rice

SP:Trigo? Wheat?

EN: Like barley ...muchacha comida, me gusta cocinar, y ¿tú?

A lot of food, I like to cook, and you?

In the previous example, “gráneo” is not corrected or identified, in spite of the ES request. The next excerpt is also illustrative. The ES asked a question about the origin of burritos but the SS did not respond to the question.

ES: Me gusta... Mi favorita es... ahh... un burrito de carne asada.

I like... My favorite is... ahh... a “carne asada” burrito.

SS: Con frijoles, arroz y queso, y salsa. With beans, rice, cheese and salsa.

ES: ¿Por qué se llama burrito? Why is it called burrito?

SS: El burrito lleva una torta, ¿no? The burrito has pita bread (in Spanish from Spain)

ES: ¿Torta? No me gusta la torta. I don't like cake (in Spanish from Mexico)

The Spanish speaker was talking about “torta” as the English “tortilla” (Spain) but the English speaker understood “torta” as “sandwich” (Mexico) and they did not seem to see the difference. There was also a limited amount of questions, particularly from the Spanish speaker who is not taking a language course. Nevertheless, they did not have problems interchanging information. In fact, they enjoyed the experience, even in the beginning, as they would communicate me afterwards and it was seen in the conversations:

SS: Mi plato favorito podría ser la paella. My favorite dish is paella.

ES: La paella, jeje. ¿Qué es la paella? Haha. Paella. What's paella?

SS: Quizás es la comida más típica de España. Tiene... Lleva arroz y verduras, pollo y conejo. Perhaps is the most typical food in Spanish. It has... Consist of rice, vegetables, chicken and rabbit.

ES: ¿Qué tipo de verdura? What kind of vegetables?

SS: Lleva pimienta, alcachofas, guisantes, también ajos, perejil.

Contains pepper, artichokes, peas, also garlic, parsley.

Also, in spite of using non frequent words and speaking at a fast pace, the Spanish speakers realized that it was necessary to rephrase:

SS: ¿Y Cocinas? ¿Haces comida? ¿Te haces tu comida?

And do you cook? Do you make food? Do you make your own food?

SS: Las hamburguesas te las tienen que comer un poco crudas, red, no muy pasadas, no well done, porque si no pierde el sabor de la comida.

You have to eat the burgers a little bit raw, red, not well done because, if not, you lose the flavor of food.

ES: Sí, yo mismo (interlanguage). Me too.

The English speaker also asked for clarification in more than one occasion when speaking in English, using a very effective teaching strategy.

ES: What's your least favorite food?

SS: When you say list\* you mean "at list one plate" or "at list\* one favorite?"

ES: Like.. Food that you don't like the most..

SS: You don't like?

ES: Like the food you wouldn't like to eat like ever

However, in this example he missed an opportunity to give explicit feedback –the Spanish speaker does not know the specific meaning of “least” in this context, which is very frequent and productive. If provided with specific training on how to give language learning feedback, the ES could give a different example, write the word down (using the chat), and ask for repetition.

The English speaker, who was taking a Spanish class with the instructor, seemed more comfortable clarifying and recasting:

ES: ...I like to think that I am like health conscious, you know what I mean?

SS: Health?

ES: Like aware of my health. Like American food is not good for you, has a lot of carbohydrates, a lot of bad fats and stuff.

(...)

SS: Disgusting? You can explain the concept?\*

ES: Disgusting is...ah... you know repulsive means?

SS: What?

ES: Ok, never mind, it is like, you don't like it and it makes you feel.

SS: Angry?

ES: Yeah, almost, yes.

SS: Ok, disgusting, ok.

ES: So American food is disgusting which is like I don't want anything to do with American food.

SS: No, I don't think so...

In the previous examples, the English speaker does not offer a specific definition or a post comprehension check but he elaborates different examples in regards to “health” and “disgusting”.

After the first three tandem sessions, the instructor informed both speakers that they should provide feedback and become “teachers” of their own native language, clarifying concepts, rephrasing and doing comprehension checks. This is an informal dialogue of 5 minutes. The session 2 was less fluent but students seemed more comfortable with each other.

The Spanish speaker took the instructions very seriously.

ES: Yo entiendo. I understand.

SS: Se dice “yo lo entiendo”, queda mejor, yo creo. También puedes decir “lo sé” si dices “lo sé” queda más natural. We say “I understand it”, it is better, I think. You can also say “I know” if you say “I know” is more natural.

In the particular context of this interaction, he could be overcorrecting but this is the kind of feedback the English speaker is demanding -very specific and using frequency as a reference. It could be defined as metalinguistic feedback.

A second example has to do with pronunciation and it is equally useful:

ES: Yo juego al volleyball, Yo quiero\* leer libros\* y trabajar.

I play volleyball. I want to [he wants to wants to say “I like to”] read books\* and work.

SS: Tú lees libros. You read books.

ES: Sí, leo libros, leo libros. I read books.

In the previous example, there was no need to provide further instructions. However, in the next example, related to the differences between the Spanish prepositions “por” (through, for) and “para” (towards, for), the English speaker could benefit from general feedback. For example, a Spanish instructor could say that we always use “por” in order to express duration (a period of time and “para” for deadlines.

ES: Juego en el equipo para\* dos años. I play in the team to\* two years.

SS: Por dos años. For two years.

ES: Por dos años ... y..en...en escuela de secundario\*. For two years.. and.. in secondary\* school.

SS: En la..sí... en la secundaria. In the... yes... in the secondary school.

ES: Sí...yo juego.... Yes I play...

SS: Yo jugué... Yes I played...

ES: Yo jugué... para... por dos años. I played to... for two years.

SS: Por dos años... For two years...

In general, as inferable from the corrections (escuela de secundario > secundaria, juego > jugué), feedback from both speakers tends to be short and explicit.

The English speaker also started to give feedback. It is particularly remarkable that he also referred to actual use of language. For example, he used expressions such as “you don’t need to say” or “you could say it but the term I guess, is...”, avoiding a more direct correction. He also used examples and even L1 (hacer):

SS: In Spain the\* people usually play sport or make run..

ES: You say just run, people, you don’t have to say “make run”

SS: Sorry.

ES: you don’t need “hacer”, just run, people run or people play sports.

SS: Ah, just run, ok

ES: Yeah

SS: Oh, It is so difficult for me

ES: Well, Spanish is difficult for me

(...)

SS: Maybe jumping from an airplane.

ES: You could say it but the term I guess, is “sky diving”.

Language feedback is significantly present in the last recording session. In fact, both speakers started talking about a word that was used in Session 4 (face to face, without the instructor). They seemed to be very comfortable (using the adjective from the surveys) and no intervention from the instructor is needed. Significantly, the English speaker displayed more power in the conversation. For instance, he was the one who initiated the conversation by using “¿qué pasa?” (what’s up) and “¿cómo están?” (how you doing). As the ES would underline afterwards, the conversation is more natural in Spanish and English and he appeared to understand much more than before. Also, language alternation seemed to be even and both of them gave useful and specific feedback.

ES: ... And they consider Nascar as a sport in America...

SS: Ascar

ES: No Nascar, ene... (“n” in Spanish)

SS: Ah, Nascar, with the cars.

Again, there is use of L1 and more tandem awareness. The feedback is clearly more insightful, including references to the tense:

SS: Have you watching\* a game live

ES: Watched

SS: Watch

ES: Watched, past tense

SS: Have you watched a live game and where?

ES: Perfect

(...)

ES: ¿Qué deportes... ah... juegas\* en escuela de\* secundario?

What sport do\* you play in secondary of school?

SS: You remember when you told me watch it (watched)? Es pasado. Jugaste. It is past. You played.

ES: Jugaste. ¿Qué deportes jugaste? Played. What sports did you play?

The apparent increase of questions and clarifications is also an indicator of tandem evolution. There are also repetitions and recasts, and mistakes that were not corrected, for the sake of conversation flow. No elicitations were found, which contrast with the information provided by 3V students in the survey. This kind of feedback (elicitation) requires advanced language learning awareness and knowledge. It does not seem as intuitive as language feedback, explicit corrections and repetitions. However, conversation is far from being completely fluent. Confusion is significantly present, as reflected in this excerpt:

ES: Qué partidos mirabe\*. What games... lookde\*?

SS: No. Tú mirabas. O tú veías. No. You used to look or you used to watched.

ES: Qué partidos te\* veías... What games your\*...

SS: Qué partidos tú veías... What games you used to watch?

ES: Veías o mirabas. You used to look or you used to watch...

SS: Veías o mirabas. Have you watched? (in English).

You used to look or you used to watch...

SS: No, espera, esta es otra pregunta. Yo diría ¿qué partidos has visto? No, wait, it is a different question, I would say, what games have you watch?

## DISCUSSION

The first research question was: to what degree are UCD Spanish students and instructors knowledgeable about tandem learning needs and tandem or multitandem learning opportunities and characteristics? What circumstances would motivate Spanish students to participate in face to face tandems and online “multitandems” (sCALL)?

The survey on sCALL and tandem learning confirms that, as it happens in other institutions (O’Dowd 2010), online collaboration is still peripheral at this institution. Knowledge about tandem *modus operandi* and benefits is significantly higher for instructors than students –instructors are aware of this learning opportunity but they do not necessarily inform students about it.

Fewer instructors took the survey (22 in contrast with 155 students) and it could be argued that instructors who participate in surveys tend to be more knowledgeable about learning opportunities. However, even these participative instructors seem to rely on a traditional syllabus, based on textbook content, in-class communicative activities, grammar and vocabulary tasks, and writing assignments. Innovation does not belong to the core of the curriculum or syllabi, at least in regards to the use of Spanish “beyond the classroom to interact and collaborate in their community and the globalized world” (Communities, the 5th ACTFL Standard). As stated by one of the participants, and explained in the literature review, tandem learning requires a considerable amount of planning time. Allow students to find their own language partner seems to be a solution for this kind of issues.

In spite of the lack of awareness about tandem and social CALL opportunities, instructors and students showed interest in both. In the case of students, the interest seems to depend, to a large degree, on the course agenda, as it was underlined in the data analysis: “I don't really have any desire to use sites as these, however I am taking Spanish as a requirement, not because I have interest in learning it. I would be more interested if I was attempting to become fluent.” Tandem learning projects could assist language programs and instructors who want to activate intrinsic motivation, beyond grades and credits. Students could apply what they learn in the classroom context and start creating a language learning network, while developing fluency and intercultural skills.

The results from this survey should encourage instructors and administrators to implement tandem and sCALL experiences as curricular projects, preferably

for credit but also as an extra credit activity. It is also necessary to spread information about sCALL sites: “have teachers provide more info on this type of stuff in class.”, demanded one of the students. This is particularly important in regards to the section devoted to other learning websites since students’ knowledge was directly related to instructors and class input and requirements, beyond the use of online dictionaries and translators. Sharing a list of web resources among different classes and levels could be beneficial for students and instructors. This list could include rating and comments from both instructors and students.

Although students are not necessarily autonomous, they show a certain level of interest and relative awareness. In particular, most 3V students seem to be aligned with the tandem assignment goals –they wanted to make the most of the experience. It is also possible that the tandem experience may have activated awareness and motivation, as inferred from the second survey. The mention of specific aspects of language learning is one of the indicators, as well as the completeness of reports and the correlation with academic scores. The inclusion of tandem projects at the curricular level (i.e. 20% of the final grade for the tandem experience, across the curriculum); the development of specific tandem programs, adapted to each level of Spanish; the creation of a critical database for online resources; and the implementation of informative sessions and tandem trainings would motivate students to appreciate face to face tandems and online “multitandems” (sCALL) as enhanced and genuine learning opportunities.

The second research question was: what kinds of feedback do students prefer, provide, and receive in regards to tandems? Do they naturally assume the principles of reciprocity and autonomy, and their role as learning facilitators?

Results from the general survey show that students want to receive language feedback. This demand of explicit feedback needs to be addressed. Training about this kind of correction is required, as well as fostering indirect feedback, when needed (i.e. elicitation) for tandems and class activities. It is relevant that students’ preferences, although diverse, were relatively aligned with the most recent literature review about corrective feedback. On the other hand, teachers still rely on recast/repetition more than explicit feedback. The need for teacher training is evident, although recasts still have a place in second language instruction (Sauro, 2009).

Participants in the tandem experience are able to acquire teaching strategies, particularly if they are induced by the tandem organizer (the instructor) –learners

do not naturally assume the role of teachers and teacher talk (leading the conversation in their native language and providing guidance), as inferable from the tandem experiments.

Nevertheless, tandems appear to improve over time as students get more comfortable, assuming the role of learning facilitators. For instance, the NSS from Spain showed an increasing sensibility to language variation in Spanish across the tandem sessions. And the NSE from the US, initially resistant to correct his partner (in line with the recent literature about the impact of cultural differences on the amount of corrective feedback), ended up being an excellent creator of learning “moments” in response to language errors. As a relevant anecdote, both students became friends after the tandem project, at least for a period of time.

Developing a friendship is not the goal nor necessarily productive for the tandem experience. However, the learning relationship should trigger deeper conversations, beneath the surface of introductions and superficial interactions. In this sense, preparation for the tandem experience is crucial –a significant amount of time and resources should be devoted to train students into the principles of autonomy and reciprocity, second language acquisition findings, and feedback strategies. Following O’Dowd & Ware (2008), intercultural collaborators should try to find patterns in the errors, avoid overcorrection, give examples, ask for clarification (as one of our participants did on a number of occasions), and even provide “mini-grammar lessons” (p. 58). Tandem partners should be talking about their language learning goals and the kind of feedback they prefer. The time spent on tandem training would help students not only in regards to the tandem experience but also for their lifelong learning goals.

Last research question was: what are the pros and cons of implementing curricular tandems if assigning students to find their own tandem partners? Does e-tandem guidance from instructors have a positive impact on tandems?

One instructor response and the literature emphasize the difficulty and the critical role of the instructor within telecollaboration (Furstenberg et al 2001, Beltz 2003, Bower & Kawaguchi 2011). However, 3V students seemed to understand the purpose and took advantage of the tandem experience with little intervention of the instructor. It was not particularly time consuming since students had to find their own tandems, yet some warnings have to be made.

Again, the role of instructors is critical. For instance, it is necessary to reinforce and extend the tandem workshop, including more information about the

ideal partner. At least 3 students decided to establish a tandem with former or current friends. Although they expressed satisfaction with the experience, it seems less productive in terms of breaking the “cultural” comfort zone. The classroom space could be the ideal scenario for lowering the so-called affective filter, as it is generally assumed –on the other hand, tandem experiences need to be associated with overcoming or getting comfortable with cultural and personal differences, as well as similarities. It could be argued that there were less intercultural knowledge gains for these students since the 3 friends were educated in the US and seem to have similar educational backgrounds.

Instructors should prepare students for the tandem experience, also helping them to find an adequate tandem partner or partners. It is important to seek a better balance of language level, language use, and motivation to learn languages. As one of the 3V students proposes, it would be interesting to work with enrolled ESL students. Instructors do not need to pair students but they can provide specific directions for the “learning experience” of finding a tandem. They are not matchmakers but matching facilitators.

One of the most common issues, tandem attrition, is also part of the learning experience but instructor need to address it, improving the trace of tandems – weekly report are instrumental in this sense. Ideally, these reports would include a videorecording with the tandem partner, as it is proposed in social networks such as LanguageTwin.com and LinguaeLive.ca.

E-tandem guidance from instructors seems to have a positive impact on tandems, but it should not be intrusive, allowing students to become autonomous learners. I suggest the implementation of an initial workshop, as well as a continuous conversation about the tandem experience. As it happens with the Cultura project (Furstenberg et al 2001), the language classroom with a tandem component could turn into a space where students bring what they have learned through the tandem encounters. Also, instructors should not limit the number of e-tandem sessions; its language learning potential (Chappelle, 2009).

## **CONCLUSION**

I insist on the need to improve and extend the tandem workshop and tandem tracking, beyond the general frameworks for guided telecollaboration –the model proposed in this article is semi-guided, allowing students to find their own tandem partner or partners. The workshop should promote language learning and

tandem learning awareness (focusing on the principles of autonomy and reciprocity); and teach students how to provide metalinguistic feedback, how to create elicited responses, and how to challenge their own cultural “comfort zones”.

Similarly, I encourage administrators and instructors to implement tandem and sCALL experiences, or at least to inform students about these and other potential opportunities of online and face-to-face learning, beyond the classroom setting. The curricular tandems should not be perceived as time-consuming projects, if students assume the responsibility of finding a tandem partner. One or more tandem experiences, guided by instructors’ feedback and pre-designed activities (in relation with the syllabus and learning outcomes), could bring limitless benefits for the language students.

Future research should expand the survey scope, since only 22 instructors took the survey. In the future, a revised and extended version of the questionnaire could be administered across different language institutions. It would be equally interesting to compare attitudes and innovative practices among instructors at high school, language academies, and universities. In regards to feedback preferences, there is a potential discrepancy between what students (and instructors) want or believe they do and how they actually respond to errors. In this sense, the interest of self-reported data is limited, in contrast with tandem observations.

Likewise, preliminary studies results should be backed by a longitudinal experiment, using pre and post external testing and a control group. Granular experiments of second language development could pair with the implementation of larger studies, using data from Language LLSNs, as in the case of Lin (2012). Studies in the area of tandem and LLSN should move away from self-reported data, with a focus on measuring and describing specific progress, in second language development terms. Finally, the attribution of positive outcomes to the tandem workshop (instruction on tandem principles and feedback strategies) should be contrasted with a control group and a larger sample, seeking to reduce the impact of individual variables –in this respect, the results from the preliminary study are far from conclusive.

## **ABOUT THE AUTHOR**

**Gabriel Guillen** is an Assistant Professor at the Middlebury Institute of International Studies at Monterey. He has worked for various internet companies, newspapers, magazines, and educational institutions. Gabriel holds a B.A. in Humanities (Carlos III University, Spain), a M.A. in Applied Linguistics for the Teaching of Spanish (Nebrija University, Spain), and a Ph.D. in Spanish Linguistics with a Designated Emphasis on Second Language Acquisition (University of California, Davis). His areas of specialization are Computer Assisted Language Learning (CALL), Second Language Acquisition (SLA), and Social Entrepreneurship.

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## APPENDIX I

### Survey on 2nd Language Learning (5-10 minutes)

<https://docs.google.com/spreadsheets/viewform?formkey=dGRDYmVvVDIzRVJBV1NLUVRFUmpzOHc6MA#gid=0>

Thanks for your help with this study. Your participation is 100% voluntary and will inform future research in the field of Second Language Development and Computer Assisted Language Learning (CALL). If you have any questions or hesitations, you may contact Gabriel Guillen at [gaguillen@ucdavis.edu](mailto:gaguillen@ucdavis.edu)

Please, take your time. Your honesty is critical for this study. Note that all responses are strictly confidential and will NOT be shared with anyone but the researchers.

\* Required

#### GENERAL INFORMATION

**Institution \***

You work/study at (if other, please specify)

- UC Davis
- Other:

**Type of participant \***

You are a/an (you can select more than one)

- Second Language Student
- Second Language Instructor
- Other:

**Language \***

You are studying/teaching

- English
- Spanish
- Other:

**Level \***

You are studying/teaching (you can select more than one)

- Beginners English/Spanish (for example, Spanish 1, 2 and 3 at UC Davis)

- Intermediate English/Spanish (for example, Spanish 21, 22 & 23 at UC Davis)
- Advanced English/Spanish (for example, Spanish upper division at UC Davis)
- Spanish for heritage speakers (for example, Spanish 31-32-33 at UC Davis)
- Other:

**Reason/s**

If you are a student, you are taking Spanish/English because (you can select more than one)

- It is a requirement
- Other:

**Grade/P-NP**

If you are a student, you are taking this class

- for grade
- pass/no pass
- as an auditor

## TANDEM LEARNING

**Tandems \***

Are you familiar with tandem language learning? Rate from 0 to 4

- 1- I have never heard about it
- 2- It sounds familiar
- 3- I know how it works
- 4- I am participating in a tandem / I have participated in a tandem

**Tandem description**

If your previous answer was 4, please provide a brief description of your experience. How many times? For how long? Was your experience positive or negative? Pros and cons?

**Interest in tandems \***

Tandem learning happens when two individuals of different native languages are helping each other to learn the target language. For example, if you are learning Spanish and your native language is English, you will be interacting with a native speaker of Spanish who wants to learn English. Are you interested in participating in a tandem? (you can select more than one)

- No
- Yes, if it is an assignment for my language class
- Yes, I want to participate in a tandem
- I am already participating in a tandem
- I want my students to participate in a tandem
- Other:

**Corrections \***

What kind of corrections would you like to give and get from a native speaker of Spanish/English? (you can select more than one)

- I do not want to be corrected unless it is necessary for our mutual understanding
- RECAST or REPEAT my mistakes (correcting them). He is really well\* at soccer --- recast: yes, and my brother is really good at soccer too --- repetition: he is really GOOD at soccer, yes
- LANGUAGE FEEDBACK. He is really well\* at soccer --- it should be he is really 'good' at soccer because 'well' is an adverb and you need an adjective like "good", ok?
- ELICITATE my errors. He is really well\* at soccer --- he is really ...? at soccer (asking your tandem/student to correct the specific error)
- CORRECT ME EXPLICITLY. He is really well\* at soccer --- wait, you should say "he is really good at soccer", ok?
- CLARIFICATION. He is really god\* at soccer --- excuse me, what did you say?
- Other:

**WEBSITES**

**Livemocha \***

How familiar are you with this website? Rate from 1 to 4

- 1-I have never heard about it
- 2-It sounds familiar
- 3-I know how it works
- 4-I have used it / I am currently using it

**Busuu \***

How familiar are you with this website? Rate from 1 to 4

- 1-I have never heard about it

- 2-It sounds familiar
- 3-I know how it works
- 4-I have used it / I am currently using it

**Shared Talk \***

How familiar are you with this website? Rate from 1 to 4

- 1-I have never heard about it
- 2-It sounds familiar
- 3-I know how it works
- 4-I have used it / I am currently using it

**The Mixer \***

How familiar are you with this website? Rate from 1 to 4

- 1-I have never heard about it
- 2-It sounds familiar
- 3-I know how it works
- 4-I have used it / I am currently using it

**I have used them**

If your previous answer was 4 for any of the four last questions, please provide a brief description of your experience. Which website did you use? For how long have you used the website? Was your experience positive or negative? Pros and cons of the experience? Did you get useful feedback?

**Interest in websites \***

Are you interested in using any of these websites (which connect students of different native languages for shared language learning)?

- No
- Yes, if it is an assignment for my language class
- Yes, I want to use them / I am going to use them
- As I said, I am already using them :- ) / I have used them
- Other:

**Other LANGUAGE LEARNING websites**

Have you used any other websites/software for language learning? Please provide names

**WRAPPING UP**

**Feedback**

Any other comments or suggestions?

**Email \***

Please, provide your email for verification purposes. It will not be used unless you want to see the results of this survey.

**Survey \***

Do you want to get an email with the results of this survey?

- Yes
- No

**Consent \***

Please say "yes" if you give consent to use your responses for our study

- Yes
- No

## APPENDIX II

Spanish 3V students. Final Survey (10 minutes)

<https://docs.google.com/a/umn.edu/forms/d/1sbaqvONEFw7HwTb9oevLzNASENpZY5Fg5Fr0Qe0EQkc/viewform?formkey=dHhta25pM09jRzdDQzBqQ2J4X0dtSWc6MQ>

Thanks for your help with this study. Your participation is 100% voluntary and will inform future research in the field of Second Language Development and Computer Assisted Language Learning (CALL). If you have any questions or hesitations, you may contact Gabriel Guillen at [gaguillen@ucdavis.edu](mailto:gaguillen@ucdavis.edu)

Please, take your time. Your honesty is critical for this study. Note that all responses are strictly confidential and anonymous. They will NOT be shared with anyone but the researchers.

\* Required

**Type of tandem \***

What kind of language feedback did you get from your partner? (you can select more than one)

- Face to face
- Skype
- Other:

**Meetings \***

How many times you meet?

- More than 6 times
- 6 times
- 5 times
- 4 times
- 3 times
- Other:

**Duration \***

For how long each time?

- More than hour
- 1 hour
- Less than 1 hour
- Around 30 minutes

- 3 times
- Other:

**Balance \***

Do you feel you spoke more...

- in English than Spanish
- in Spanish than English
- was even
- Other:

**Level \***

Do you feel your level in Spanish was...

- better than the level in English of your partner
- worst than the level in English of your partner
- was even
- Other:

**Feedback**

What kind of language feedback did you get from your partner? (you can select more than one)

- My language partner did not give me feedback at all
- My language partner barely gave me feedback
- RECAST or REPEAT my mistakes (correcting them). He is really well\* at soccer --- recast: yes, and my brother is really good at soccer too --- repetition: he is really GOOD at soccer, yes
- LANGUAGE FEEDBACK. He is really well\* at soccer --- it should be he is really 'good' at soccer because 'well' is an adverb and you need an adjective like "good", ok?
- ELICITATE my errors. He is really well\* at soccer --- he is really ...? at soccer (asking your tandem/student to correct the specific error) CORRECT ME EXPLICITLY. He is really well\* at soccer --- wait, you should say "he is really good at soccer", ok?
- CLARIFICATION. He is really god\* at soccer --- excuse me, what did you say?
- CORRECT ME EXPLICITLY. He is really well\* at soccer --- wait, you should say "he is really good at soccer", ok?
- Other:

**Vocabulary \***

Do you feel the tandem allow you to expand and strengthen your vocabulary knowledge?

1 2 3 4

Not at all     Definitely

**Grammar \***

Do you feel the tandem experience improve your grammar skills?

1 2 3 4

Not at all     Definitely

**Culture \***

Do you feel the tandem experience improve your knowledge of his/her culture (not only facts but also points of view, traditions, ways of interacting)?

1 2 3 4

Not at all     Definitely

**Fluency \***

Do you feel the tandem experience improve your fluency by any means?

1 2 3 4

Not at all     Definitely

**Other areas of learning or specific improvement?**

**Description \***

THIS SECTION IS VERY IMPORTANT :-) Please provide a brief description of your experience. Was your experience positive or negative? Pros and cons?

**Consent \***

Please say "yes" if you give consent to use your responses for our study

- yes
- no