

NOM Prénom : RIVENS MOMPEAN Annick

Nature de la mission (séjour de recherche, participation à un colloque...): participation au colloque international INFLIT : first international Meeting on Foreign Language Learning in Tandem : past, present and future.

Lieu et date : University of Miami. Du 27 février au 1^{er} mars 2014.

Frais de mission attribués par le laboratoire : 1170€

Description de la mission (par ex. résumé de l'intervention proposée/activités de recherche réalisées au cours de la mission. . .):

Teletandem as a complex learning environment: looking for a model

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Area 3 of the call for papers: *Teletandem: future challenges*

Abstract

The aim of our contribution is to build a model of teletandem, i.e. tandem through desktop videoconferencing (Telles 2009). The aim of such a model is twofold: heuristic and pedagogical. It is heuristic because it enables us to understand teletandem at all its levels and partially to predict (in probabilistic terms) what can happen in a teletandem environment. It is pedagogical because it helps us formulate plans of action to improve future use and environment design. To build this model, we have drawn upon complexity theory (Larsen-Freeman & Cameron 2008, Morin 1990), which leads us to distinguish different levels of analysis.

First, rather than giving a ready-made model, we will explain the “modelization” process, as we will focus on the different steps and interactions to be taken into account. For that purpose, we will introduce notions from complexity theory such as “configuration” and “attractors”. The configuration (also called “state”) of a complex system – in our case, teletandem environment – is the dynamic behavior of its elements and their relationship at a given time. The set of all configurations of the teletandem environment constitutes “the form” of our model, which is transposable to different teletandem environments. The attractors refer to the most frequent configurations adopted by the system. They are “the content” of our model and they enable us to outline predictions about what could happen in teletandem environments, although they may vary from a teletandem environment to another. We need to mention that our model is emergent, which means that we are fully aware that it is by no means stable and definitive, but will need to be questioned and evolve, depending on the elements in focus, or on the time process (Spear and Mocker 1981).

Then, we will both discuss the specificity of teletandem itself and its inclusion in the broader learning environment. We will analyze the way the interactions take place, basing our analysis on 3 educative levels of analysis – macro, meso and micro-educative level – in order to fully understand the functioning of teletandem environments. We would like to highlight that the focus on these three different levels does not mean that they are separate and distinct; on the contrary, we will specify how these different levels interact.

- Macro level: what role does the teletandem environment play in the general language learning environment provided by the university?

- Meso level: what are the means and aims given to the two institutions? What is the technical support? What are the pedagogical objectives of the teletandem course? Which type of evaluation validates learners' participation to teletandem?

- Micro level: it involves the pedagogical interactions between tutor and learners and between teletandem partners.

(1) Tutor(s)-teletandem partners: what is the role of the tutor? How does (s)he accompany teletandem partners?

(2) Teletandem partners: how do teletandem partners structure their exchange? How do they position themselves as experts about their cultures and languages?

Finally, we will discuss the relationship between the different elements and levels that can help construct a model of teletandem.

Keywords (maximum of 5): learning environment, Teletandem, interactions, modelization, complexity theory

Bénéfice de la mission (pour le chercheur/l'enseignant-chercheur, pour le laboratoire) :

- Présentation d'une communication au congrès International INFLIT et échange avec la communauté scientifique traitant de ces mêmes questions (résumé ci-dessus)
- Rencontre avec les partenaires du projet de recherche international Teletandem coordonné par Joao Telles (UNESP) qui est un axe de recherche recensé par le CNPQ (Centre National de Développement Technique et Scientifique – Brésil) et auquel je suis associée depuis plusieurs années.
- Prise de contact pour développer des activités scientifiques en lien avec le programme Erasmus Mundus ibrasil coordonné par les RI de l'Université Lille 3.
- Rencontre aboutissant à des propositions de partenariat international autour des modalités de Teletandem avec plusieurs universités : Georgetown University (USA), University of Miami (USA) et Universidad Católica del Uruguay Uruguay)
- Perspectives d'organisation du prochain congrès international INFLIT.