

IMFLIT III 2025 UNIVERSIDAD AUTÓNOMA DEL ESTADO DE HIDALGO (UAEH) PACHUCA,  
MÉXICO

# **Experiencing eTandem first-hand: From language teacher to language learner**

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# Plan

**Introduction**

**Theoretical framework**

**Methodology**

**Results & Discussion**

# Introduction: eTandem videoconferencing

- **NEGOTIATION OF MEANING /SCAFFOLDING**

Akiyami, 2014; Cappellini, 2016; Strawbridge, 2021

- **ORAL PROFICIENCY / ACQUISITION**

Akiyama & Saito, 2016; Arellano-Soto & Parks, Canals, 2020.

- **MULTIMODALITY of CORRECTIVE FEEDBACK**

Arellano-Soto & Parks (2021); Canals, 2021; Freschi & Cavalari, 2020

- **CULTURAL LEARNING**

Zakir, Funo & Telles, 2016

- **MOTIVATION**

Canals, 2020; El-Hariri, 2016; Han & Wang, 2010

**GAP:**

**BEGINNER/  
ELEMENTAR  
Y  
Proficiency**

# RESEARCH QUESTION S

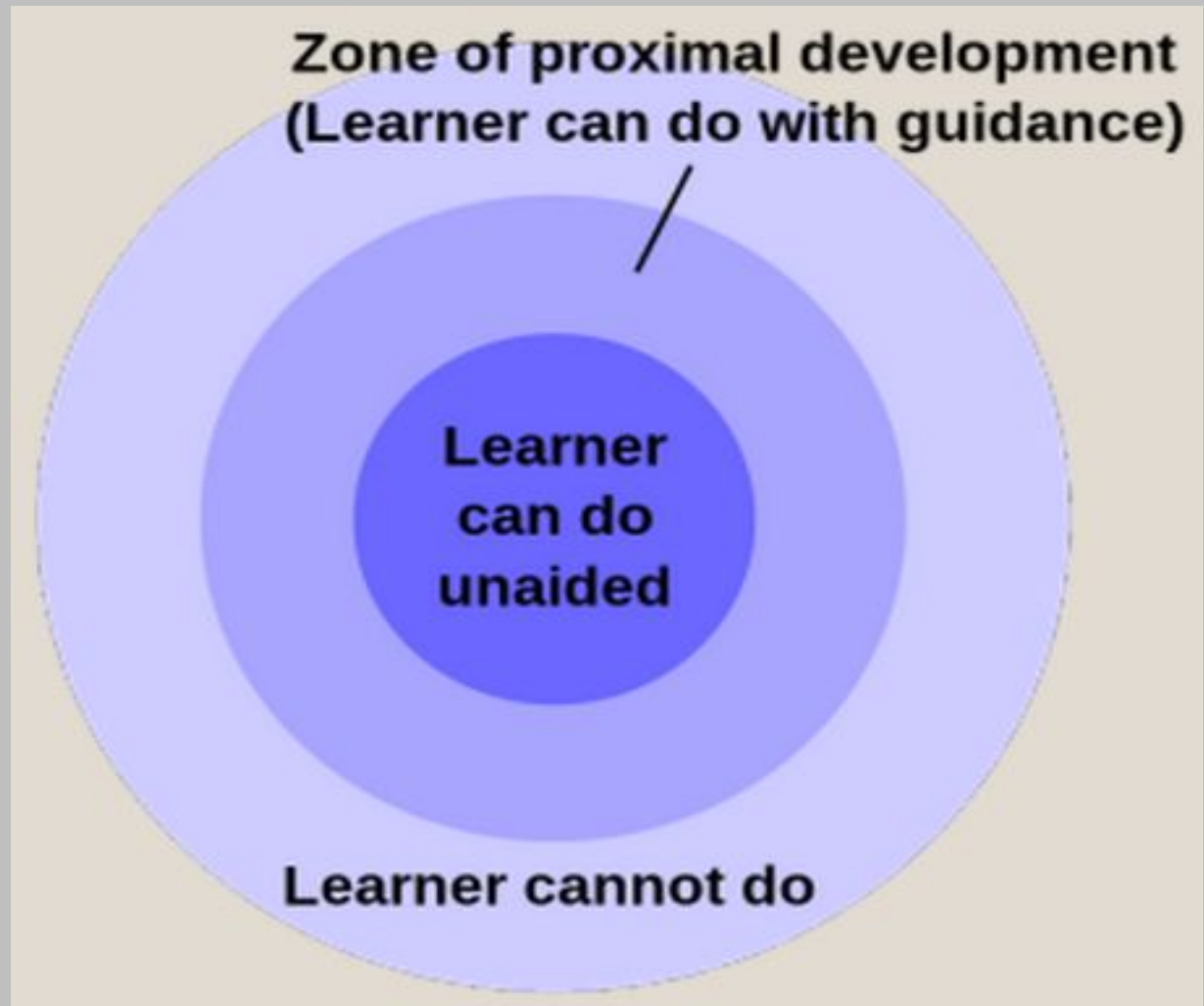
1. How is other-regulation provided within the zone of proximal development during an English-Spanish eTandem exchange with respect to Spanish?

2. What strategies does the researcher-learner consciously use to regulate her learning of Spanish?

# **THEORETICAL FRAMEWORK**

## **Sociocultural theory – Vygotsky**

**Scaffolding  
(Bruner) – help  
provided  
within ZPD**

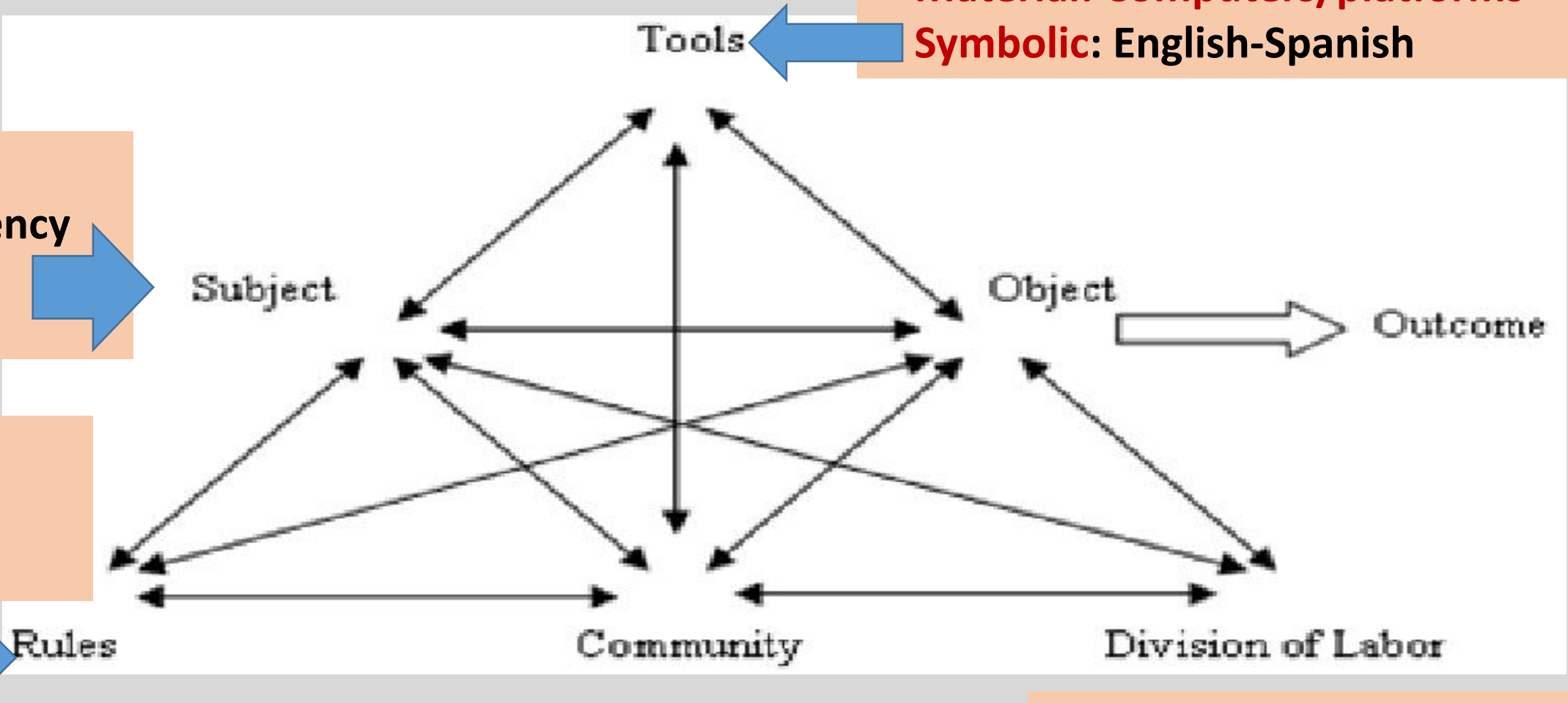


# Theoretical framework – Activity theory (Engeström)

- **Material:** Computers/platforms
- Symbolic:** English-Spanish

Background  
Goal ----Agency  
Beliefs

lingualism  
eciprocity  
utonomy



Roles – expert - learner

# METHODOLOGY – tandem sessions

- **over 100 meetings (2019-2023)**
- **30 minutes English**
- **30 minutes Spanish**



# **METHODOLOGY – tandem sessions**

## **Analysis**

- Sessions 1, 3, 4**
- Transcribed**
- Episodes of scaffolding**

**Partner:** Andrea  
(pseudonym)

- Language teacher
- advanced English
- Familiar with TLL



# RESEARCH QUESTION

1. How is other-regulation provided within the zone of proximal development during an English-Spanish eTandem exchange with respect to Spanish?

## 3 TYPES OF EPISODES

1. FOCUS ON FORM
2. NON COMPREHENSION
3. APPROPRIATION OF COMPREHENSIBLE INPUT

# 1. FFE: PREEMPTIVE

S: (importance of walking dog, Bobo) es necesario.  
es necesario. Bobo (pause) **como se dice**  
*usually usually?*

A: usualment. usualmente.

S: uh?

A: (saying/writing in chat box) [[usualmente]]

S:usualmente hay que pasear al perro dos veces --

# FFE: REACTIVE

S: es muy frio ahora en Quebec.

A : uhum.

S: tambien muy frio. Pero a Timmins Timmins es **mas norte**.

A: está mas **AL NORTE**. (typing in chat box)  
[está mas al norte] mas al norte.

S: (reading) está mas al norte.

# Analysis: focus on form episodes (Loewen. 2005)

| e       | # FFEs | # turns total | # turns FFEs | %   |
|---------|--------|---------------|--------------|-----|
| 1       | 28     | 279           | 139          | 51% |
| 2       | 31     | 281           | 121          | 43% |
| 3       | 22     | 257           | 113          | 44% |
| TOTAL   | 81     | 808           | 373          |     |
| AVERAGE | 27     | 269           | 124          | 46% |

# FFE ANALYSIS

| Total FFEs | Pre-em p-tive | Reac-ti ve | VOC | GRAM-MAR | PRO-N UNCIA TION | uptake | No uptake |
|------------|---------------|------------|-----|----------|------------------|--------|-----------|
| 81         | 55            | 21         | 49  | 31       | 4                | 72     | 9         |
|            | 69%           | 31%        | 61% | 34%      | 5%               | 88%    | 17%       |

## 2. EPISODES – NON-COMPREHENSION

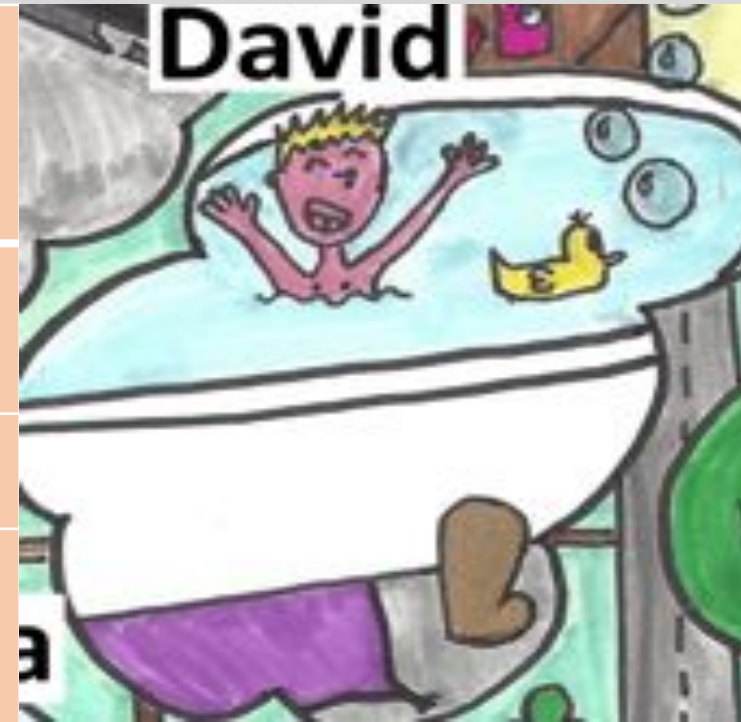
(picture with boy in bathtub playing with a little yellow duck)

A: se está bañando con un pequeño patito

S: (not understanding) está que?

A: jugando con un – *toy* – *a duck* – está jugando con un patito [está jugando con un patito]

S: (reading) con un patito, está jugando con un patito, con un patito. está jugando con un



### 3. EPISODE: APPROPRIATION OF COMPREHENSIBLE INPUT (Krashen)

(re: several hours I had to wait in Toronto airport for a connection to Timmins)

S: mucho tiempo! mucho tiempo!

A: **caramba!**

S : a las cuatro y y media.

A: [**caramba**] hmm. **caramba**.

S: tuve el avión tuve el avión a Timmins (chuckle)

A : oh **caramba, caramba** *oh my God!*

S: **caramba!** (chuckle)

# **EPISODE: APPROPRIATION OF COMPREHENSIBLE INPUT (Krashen)**

**A: (re: film classics) me encanten [me encanten].**

**S: ah (looking at chat)**

**A: *I love it* me encanten.**

**S: me encanten tambien.**



# OTHER TYPES OF EPISODES

| Types of episodes                     | #  | uptake | No uptake |
|---------------------------------------|----|--------|-----------|
| NON-COMPREHENSION                     | 7  | 5      | 2         |
| APPROPRIATION OF COMPREHENSIBLE INPUT | 29 | 15     | 14        |

# RESEARCH QUESTION S

2. What strategies does the researcher-learner consciously use to regulate her learning of Spanish?

6 strategies

# 1. SELECTING THE TASK



## **2. ACTIVELY INTERVENING IN FUNCTION OF MY LANGUAGE NEEDS**

**1. Asking questions to elicit  
vocabulary**

*- ¿Qué está haciendo?*

**2. Asking my partner to ask me  
questions – PRACTICE  
LISTENING**

*- ¿Podrías hacerme preguntas sobre esta  
imagen?*



### 3. REPETITION: SHORT TERM TO LONG TERM MEMORY

- LANGUAGE FOR COMMUNICATION
- LANGUAGE FOR SELF

*CON UN PATITO, CON UN PATITO, CON UN PATITO, ESTA JUGANDO CON UN PATITO!*

- SEIZING OPPORTUNITIES TO REUSE NEW WORDS (UPTAKE)

## 4. PERSONALIZING

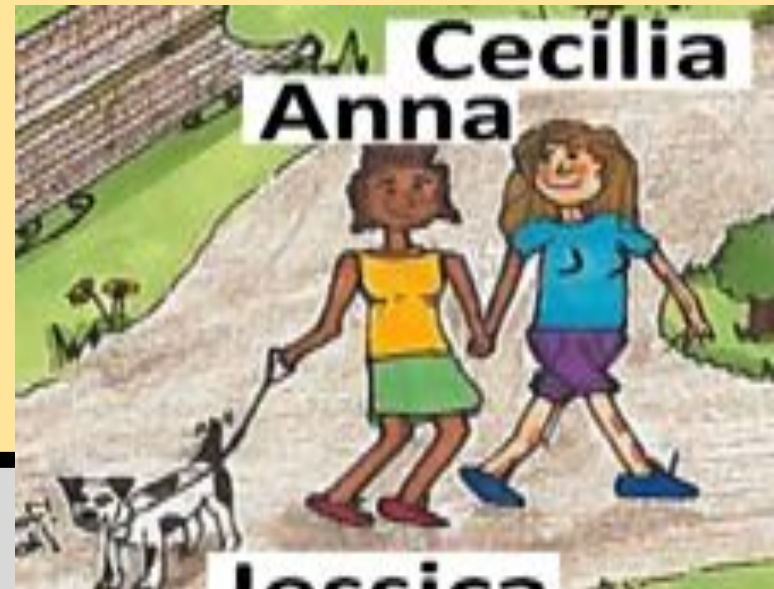
### USING PICTURES AS A SPIN-OFF TO

➡ ASK MY PARTNER QUESTIONS

- INTEREST IN USING FILMS IN HER  
COURSE

➡ TALK ABOUT MYSELF

- MY DOG, BOBO



## **5. AFTER THE SESSION: REVIEWING**

- **PRINT OUT CHAT (BEFORE LEAVING VIDEO CONFERENCING ROOM)**
- **GOING OVER RECORDINGS**

# 6. CHOOSING A PLATFORM WITH AFFORDANCES TO FACILITATE THE NEGOTIATION OF MEANING AND MAXIMIZE LANGUAGE LEARNING : **TANDEM CANADA PLATFORM**



<https://www.tandem.ulaval.ca/> Page d'accueil À propos ▾ Recherche



Une plateforme pour apprendre le français, l'anglais et l'espagnol en tandem

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**Affordances**

- + find partners
- + asynchronous tools (forum, wiki, audio and video podcasts)
- + synchronous tools (chat, vidéoconference)
- + all exchanges recorded
- + secure for use in schools



# Implications: setting up eTandems for beginner/ elementary students

1. Choose relevant tasks
2. Encourage students to be actively involving in the learning process
  - ask questions/ personalize
  - engage in uptake
  - repeat for self
3. Understand how affordances of the platform can facilitate language learning
  - chat/ visuals/files/ recordings
4. Make students aware of strategies they can use to help partners
5. Teachers – structure tasks
  - **BEFORE** the eTandem
  - **DURING**
  - **AFTER**
    - REINVESTMENT TASKS
    - REFLECTION

# Gracias por su atención



<https://www.groupecherchealt.flsh.ulaval.ca/>  
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