



TELECOLLABORATIVE LEARNING: an autonomous way of learning

Isabella Cristina de Souza
Graduada em Letras – Uni-FACEF
isabellasouza@outlook.com.br
Mariana Faleiros Araújo
Graduada em Letras – Uni-FACEF
marianafaler@outlook.com

Sílvia Luiz Rodrigues da Silva Junior
Graduado em Letras – Uni-FACEF
silvio_luisjunior@hotmail.com

Márcia Helena Venâncio
Mestre em Ciências e Práticas Educativas – Uni-FACEF
marciahelenavenancio@gmail.com

Resumo

Devido ao contexto do mundo globalizado, o inglês se tornou a língua franca, isto é, a língua utilizada para a comunicação entre pessoas cujas línguas nativas não é o inglês. Com a ascensão da internet, o inglês ampliou ainda mais seus horizontes. A língua tornou-se cada vez mais acessível, independente de onde os estudantes estejam. Além disso, há também, as novas ferramentas tecnológicas, que ajudam os professores a guiar a aprendizagem para uma maior autonomia. O foco desta pesquisa é apresentar uma maneira autônoma de aprendizagem chamada Telecollaborative e checar a eficácia do método no processo de aprendizagem da língua inglesa. Para isso, nós fizemos pesquisas bibliográficas, baseadas principalmente em Harmer (2001), Dudeney; Hockly (2007), Scharle e Szabó (2000), Paiva (2015) e O'Dowd (2018) que nos deram o suporte necessário para analisar o questionário, que foi respondido por alguns estudantes que passaram pela experiência desse programa Telecollaborative. Para alcançar nosso objetivo, nós começamos contextualizando a língua inglesa no mundo e, então nós mencionamos os recursos que foram utilizados no processo de ensino-aprendizagem até os dias de hoje, especialmente os atuais, que são relacionados as tecnologias. Os recursos em uso atualmente, os aplicativos ou plataformas, são ótimas ferramentas que evidenciam como a internet revolucionou o mundo do ensino. Por conta disto, dá aos estudantes muito mais autonomia durante o processo de aprendizagem. Essa autonomia faz os estudantes aprenderem por si mesmos, o que é uma das características do programa Telecollaborative, através do qual os estudantes aprendem cooperando entre si mesmos. O resultado do questionário desse programa foi analisado por esta pesquisa.

Palavras-chave: Telecollaborative, Autonomia, Motivação. Aprendizagem de Inglês. Tecnologias.

Abstract

Due to the context of the globalized world, English became a Lingua Franca, which is the language used for communication among people whose native languages are not

English. With the rise of the Internet, English has broadened even more its horizons. The language has become increasingly accessible from wherever students are. Besides, the new technological tools help teachers guide learning to a more autonomous way. The aim of this paper is to present an autonomous way of learning called Telecollaborative and check its effectiveness in the English learning process. To do so we did some bibliographical research based mainly on Harmer (2001), Dudeney; Hockly (2007), Scharle and Szabó (2000), Paiva (2015) and O'Dowd (2018) who gave us support to analyze the questionnaire answered by some students who have already gone through this Telecollaborative program. To reach our aim we started contextualizing the English language in the world and then we mentioned the resources that have been used in the teaching-learning process so far, especially the current ones which are connected to technology. The ongoing resources which are apps or platforms are awesome tools that enhance how the Internet has revolutionized the world of teaching. Thus, it gives learners much more autonomy during the learning process. This autonomy makes students learn on their own, which is one of the characteristic of the Telecollaborative program, through which students learn by cooperating among themselves. The result of the questionnaire about this program was analyzed in this paper.

Keywords: Telecollaborative. Autonomy. Motivation. English learning. Technology.

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1 Introduction

Owing to fact that the English language is considered a *lingua franca*, which is the one used in international relations, a means of communication among countries that do not even use English as their mother tongue, there is a growing in the numbers of people who want to speak this language.

The English language has been used in many places, in the marketing area, scientific areas and, mainly, on the Internet, which is where things are widespread all over the world. Therefore, with the advancement of the Internet and technology, it is possible to see that the learning of English has been facilitated, as the language has become increasingly accessible from wherever the students are. Besides, the new technological tools help teachers to guide learning to a more autonomous way.

Consequently, the aim of this paper is to talk about an autonomous way of learning called Telecollaborative and check how effective it is in the English learning process. In order to better understand what happens in the learning process through this new perspective we did some bibliographical research based mainly on Harmer (2001), Dudeney; Hockly (2007), Scharle and Szabó (2000), Paiva (2015) and O'Dowd (2018) who gave us support to analyze the questionnaire we prepared for some students who have already gone through this Telecollaborative program.

To reach our aim, first we looked back into the past to show the development of the English language, which started with the implantation of machines in the industry, as the knowledge of the language was necessary to understand the manuals. Throughout the time it became the language of globalization and a *língua franca*, which is the means of communication among people whose native language is not English.

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Then, we talked about resources that have been used in the teaching learning process throughout the years. The slates can be considered the first one and then, other kinds of technological tools such as CD-ROMs appeared. Nowadays, the Internet and almost everything around it can also be a tool used in the classroom: online platforms and apps that provide exercises and connect people all over the world.

After that, we talked about autonomous learning. With all the advances in technology, it is possible to see that students acquire autonomy to study both in the classroom and independently. They become responsible for their own learning.

The next chapter approaches how the Internet has enabled interaction among students from all corners of the world, allowing the exchange of knowledge of the target language with native and non-native speakers, moving from a more traditional to a more motivating way of learning in which students seek for their knowledge based on a technique called *Telecollaborative*.

Finally, we analyze a questionnaire that was answered by students who were part of a *Telecollaborative* program. The questionnaire approached topics such as: the teacher's role, the activities that we carried out, how learners felt while communicating with the foreign students who were also part of the program and how engaged and motivated they were.

2 English as a global language

As it is known, English is one of the most important languages in the world nowadays and it is also considered the most spoken second language. That is owed to some characteristics such as the USA colonial history, economy, travel, information exchange and popular culture, as Harmer (2001) points out.

Many years ago, the development of a language occurred due to wars in some regions, and after that there was the formation of states and regions. The power of a language was the political/military power of a certain Empire. These days, it is not this power that is responsible for the development of a language. Therefore, "[...] after the Industrial Revolution with its technological and scientific power – so many of the inventors of the world worked at the time in the English language. And then, in the 19th century there was the economic power, especially in the United States" (CRYSTAL, 2001, p. 6).

The influence of the English language increased for many reasons, one of them is that, after the second world war, English became present in Western Europe, due to the Marshal Plan, that gave Europe a lot of machines, but it was necessary to read some instructions which were written in English and sometime after that, American's companies settled in Europe. "[...] military prowess may account for the initial establishment of a language, as we have seen, but it is the economic power that ensures its survival and growth." (HARMER, 2007, p. 14). Another fact that contributed for the expansion of the English language is the technology and the internet (HARMER, 2001) which became a widespread tool with its information mostly in English.

Consequently, English became a *lingua franca*, which is "[...] a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second' language" (HARMER, 2001, p. 1). That means, whenever you visit

another country or you make contact with somebody from any country in the world, the language you use is English. It is also the language of globalization, as Lacoste (2005) states, it is used in the aviation field, as airplane pilots must know English to speak with people in the control towers and the language used in science. The Cultural power is also something that influences the power of a language and in the United States there is a great production of movies and songs, which are well known all over the world.

The use of English became essential in our everyday life in order to establish social relationships, in order to share and aggregate the culture from other countries. According to Crystal (2010, p. 11) the language “add a nuance which was not there before, and they help to sell goods and services.” which means the foreign language is even helping people to grow when it comes to economics. Graddol (apud RAJAGOPALAN, 2005 p. 135) corroborates this idea “[...] a língua inglesa se encontra profundamente estabelecida como língua-padrão do mundo, como parte intrínseca da revolução global das comunicações.”¹ That is the reason why we can find some loanwords all over Brazil. As example we can mention: hamburgers, fast food, milk shake and others.

Besides its everyday use, English is also a subject taught in the Brazilians schools. Harmer (1994) mentions some reasons people learn English nowadays, all over the world: the target language community; language for specific purpose; advancement; culture and as school curriculum. Being part of a target language community is one of them. For instance, studying in an English-speaking country where they will have to use the target language to survive and communicate to other people.

There are also people who learn the language for specific purposes, particular interests they might have, such as learning the language in order to go on an exchange program. Going to study in a university where you are going to attend seminars and write essays and reports in English. Even in the country the student lives, they might need English to read articles and textbooks. Also, whoever writes scientific assignments, which is an advancement prefer to have their versions in English, because it may reach more people as we have already mentioned, as English is the *Lingua Franca*.

Another reason mentioned by Hamer (1994) is that many people want to know more about the English-speaking countries, especially their culture therefore, they want to learn the language. Moreover, thinking about careers, students in general are aware of the fact that knowing English, which is the language of communication will unveil a range of opportunities in the job market.

Furthermore, Harmer (1994) reminds us that English is also part of the school curriculum of many countries, and Brazil is one of them. Besides the fact that the language is also studied in private English schools in our country.

The way we guide students through the learning process is extremely important, especially nowadays when students are exposed to the language and to information every single minute.

2.1 Paths on the learning process

¹ The quotations will be kept in the original language in order not to lose its authenticity.

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Of course, the way the language is taught depends on the person's purposes, for example "[...] waiters may want to talk and listen, whereas scientists may want to read and write." (Harmer, 1994, p. 2). That is why the teacher has to coordinate the best way to focus on the students' needs and a method which they can feel more comfortable to learn. Since there is not only a way to teach, as Murphy (2009) said, there are many varieties of English and grammar. Then it is important that students have diversity in the learning-process and always reinforce that does not exist only American and England's English, the language is alive and all the non-native speakers also have a voice when it comes to the language, they do not have to speak specifically like them, as Friedrich (2000, p. 31) says "[...] let us see English to empower ourselves and to give us voice in the international body of English users." Therefore, being exposed to this English diversity and reach the students' needs is what matters.

To do so, nowadays, we can also count on a number of resources. This is what the next chapter cover.

3 Resources in the teaching-learning process

Owing to the globalization, the amount of technology available makes the teacher adapt himself to be able to teach better and thus the students learn better. But if we are going to consider technology every new device and object used in the classrooms, we are going to start our process some time ago, when there were the slates, called '*ardósias*' in Portuguese, at the schools in England. Barra (2013) says that the slate was the object that students write on and practice English, playing the role a notebook plays nowadays, paper was not used during that period of time as it decomposed very fast. Then, we have the next invention which was the blackboard:

Com base nos registros examinados, o quadro-negro teria surgido entre o final do século XVIII e o início do século XIX. Em ambos os registros, é um instrumento de ensino coletivo, que aparece vinculado à simultaneidade do ensino de ler e escrever. É material escolar que marca o método de ensino de transmissão simultânea e divide espaço, tempo e exercícios com a ardósia de uso individual. Inventado pelos irmãos lassaleanos, o quadro-negro seria rapidamente absorvido por outras práticas de ensino [...] (BARRA, 2013, p. 126).

A few time later, it appeared the chalk, since it was necessary to use something to write on the blackboard. According to Barra (2013, p. 131) "O giz de uso escolar é empréstimo do giz usado pelos artistas da Renascença".

Therefore, we can see that teaching English using technology is not something new. The technology being used to teach has become increasingly diversified since 1960 as Dudeney and Hockly (2007) state. The use of the blackboard and chalk was a good strategy with teachers around the world since all the students could see the content written and with all the schools implement it, there was a pattern in teaching.

Of course, the books exist for a long time, and have been helping the students to study since medieval times, as Paiva (2015, p. 23) declares:

No ensino de línguas, os primeiros livros foram as gramáticas. [...] A primeira notícia que se tem do uso do livro pelo aprendiz data de 1578, com a publicação de uma gramática do hebraico pelo Cardeal Bellarmine que possibilitava ao aluno estudar sem a ajuda do professor. [...] Aprender uma língua significava aprender a sintaxe dessa língua.

But now the teaching focuses on different skills not only on the structure. Therefore, not so long after that, with the democratization of the teaching, to facilitate a lot the teacher's lives, coursebooks were published. They provide the material and the syllabus which was collected by researchers, consequently, teachers will spend less time preparing classes. For learners, they provide a structured contact with the language

Over the years, it happened what is called the big revolution in teaching concerning the reproduction of sound and video first with cassette recorders and tapes. Paiva (2015) reveals that students used to record their own voices, during repetition exercises, and then, they could listen to it to evaluate their development. Sometime later, there was a new improvement, the coursebooks were accompanied by CD-ROMs, with drilling exercises, conversations or recorded articles.

A cada nova tecnologia, a escola, especialmente no ensino de línguas, busca inserir essa nova ferramenta nas práticas pedagógicas em uma tentativa de melhorar a mediação entre o aprendiz e a língua estrangeira. Assim, o livro ganhou a companhia do som e da imagem, oferecendo input menos artificial (PAIVA, 2015, p. 27).

According to Paiva (2015) the use of sound and video in the teaching-learning process dates from the 1900s. Kelly (apud PAIVA 2015, p. 25) states that “[...] em 1930, os estúdios de Walt Disney produziram *cartoons* para o ensino de inglês básico, dando início ao uso de filmes para o ensino de línguas.” Videos started to be used at schools with video tapes at first and then, with the advancement of the technology, the DVDs (PAIVA, 2015). Many of the coursebooks, these days, include a DVD, that can be used in the classroom through the teacher's guidance or at home by the students via TV or computer which is a very recent tool in the teaching-learning process.

The first time a computer was used to teach a language in USA, was in 1960, in a university. It was used to create grammar and vocabulary exercises even though it was not an easy process as it happened with the socialization of the coursebook (PAIVA, 2015). As we already know, the computer is not a cheap equipment and still today not everybody has access to it.

“Computer based-materials for language teaching, often referred to as **CALL** (Computer Assisted Language Learning) appeared in the early 1980s.” as pointed out by Dudeney and Hockly (2007, p. 7). The computer, since then, has many functions for the students, giving a lot of types of exercises as we can see below:

[...] CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities. Probably one of the best-known early CALL activities is that of text reconstruction, where

TELECOLLABORATIVE LEARNING: an autonomous way of learning an entire text is blanked out and the learner recreates it by typing in words. For all of these activities the computer then offers the learner feedback, ranging from simply pointing out whether the answer is correct or incorrect to providing more sophisticated feedback, such as showing why the learner is mistaken and offering remedial activities. The CALL approach is one that is still found on many published CD-ROMs for language teaching (DUDENEY; HOCKLY, 2007, p. 7).

Only some years later, in 1997, the internet use has improvement in Brazil, then people could email each other to create a conversation and improve their English with native speakers by entertaining themselves. The digital natives – term used to refer to a person that was born together with this new technology - who are the 2000s children were born according to Dudeney; Hockly (2007). These children have easily learned how to use the computer and further new technologies compared to their parents.

In contrast there are the digital immigrants, the people who feel afraid to use the new technologies that come later than themselves in the globalized world, an example given by Dudeney; Hockly (2007, p. 8) “[...] teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology.” And that requires a training, because as the technology is a current tool, we have to use them in the classrooms, and it is important to remember that it is not to substitute the books but to complement the teaching and of course, the own internet is a resource to help them with it, by using the tool of searching.

Nowadays, with the advancement in internet technology, students are able to access online platforms, usually provided by the schools, with a great variety of exercises, that can be done at home, using the technology and enjoying the language learning. Therefore, these days it is common to see language laboratories, that might facilitate the way to teach, Dudeney; Hockly clarify it when they say that (2007, p. 8) "Tape recorders, language laboratories and video have been in use since the 1960s and 1970s, and are still used in the classroom around the world". Although, currently, these labs provide learners with Internet, which provides a variety of information and communication facilities being for educational purposes or not.

As access to Information and Communications Technology (ICT) has become more widespread, so CALL has moved beyond the use of computer programs to embrace the use of the Internet and web-based tools. The term TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communications technology (DUDENEY; HOCKLY, 2007, p. 7).

As it was stated above, there are plenty of types of technology being used in the classrooms throughout the centuries which have also been implemented. Different devices and tools are now part of the teaching-learning process, being used inside the classroom or everywhere else, giving students autonomy in their learning process.

3.1 Current technology

When talking about technology in the teaching-learning process it is clear that it brings contributions to a better learning, as it is part of students' daily

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lives. Of course, these days, it is completely common for the students to access the internet either at home or at school. Most of them are already inserted in the globalized world, and it is clear that the school cannot be out of it, as Larsen-Freeman; Anderson (2013, p. 251) show us:

A classroom setting with a teacher in front at the blackboard/whiteboard and with students at their desks reading from a textbook, while still the norm in much of the world, is giving way to the practice of students working independently or collaboratively at computers and using other technology, such as cell phones (mobile phones), inside and outside of classrooms.

Nowadays there are technological resources a teacher can rely on, which are making learners become more and more autonomous in the learning process, as Larsen-Freeman; Anderson (2013, p. 251) “Even if all their language learning is done in formal learning contexts, learners who have access to computers have more autonomy in what they chose to focus on.” states:

By using technological resources learners have the chance to deal, also, with oral and visual forms through readings and conversations that allow the use of the language in a more practical and easy way. A more dynamic way to learn, that makes students able to use “grammar structures accurately, meaningfully, appropriately, and creatively as well” (LARSEN-FREEMAN; ANDERSON, 2013, p. 252).

The access to the world of computers happened in Brazil, in 1991, came also to improve education as Paiva (2015, p. 9) points out:

O acesso à rede mundial de computadores, no Brasil, acontece em 1991 com a criação da Rede Nacional de Pesquisa (RNP) pelo Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq). A rede interligou várias universidades e os professores universitários começaram a ‘falar’ com seus pares no exterior, ainda de forma precária, pois o sistema Uneset, que viabilizava a interação via BBS (Bulletin Board System), ainda funcionava de forma muito semelhante às máquinas de escrever.

As it was stated before, the access to Internet for educational purposes was first through the connection of universities as websites were not free. Sometime later, with the creation of private Internet providers the access became free (PAIVA, 2015). Therefore, learners, for the first time, accessed the Internet to learn the English language by talking to foreigners using emails and web forums, as Paiva (2015, p. 9) mentions:

O acesso público só teve início em 1994, com os provedores particulares, e, em 1997, chega a WWW nos moldes que conhecemos hoje. Surgiram novas formas de comunicação e os aprendizes de línguas estrangeiras puderam, pela primeira vez, ter acesso a páginas da Internet e interagir com falantes das línguas por meio de email, listas de discussão e fórum. Pela primeira vez, temos uma tecnologia que permite experiências linguísticas não artificiais e a língua pode ser entendida como comunicação.

Throughout the time, the Internet has changed, it is not only used as a simple tool, it became a starting point to find anything needed

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[...] não, a tecnologia não é só mais uma ferramenta. As tecnologias digitais são um conjunto de ferramentas de fazer ferramentas. E não só isso. E aqui vem o mais importante: são um conjunto de ferramentas que viabilizam ações, serviços, produtos e processos totalmente inéditos em meios analógicos. E isso muda tudo (PADILHA E MARTINELLI, 2015).

Besides its uses, it makes learning feasible independently of the students' language level as Chinnery (2014, p. 3) points out: "Even if learners lack advanced levels of proficiency, they can produce creatively in English on a number of sites".

Dudenev; Hockly (2007) raise the fact that the use of technology in the classroom is not sufficiently widespread. Nonetheless, it has become a very important part of the teaching-learning process. Therefore, schools may, soon, integrate it to the learning process.

The Internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed. Technology is offered with published materials such as coursebooks and resource books for teachers. [...] Technology offers new ways for practising language and assessing performance. [...] Using a range of ICT tools can give learners exposure to and practice in all of the four main language skills - speaking, listening, writing and reading (DUDENEV; HOCKLY, 2007, p. 8).

Harmer (2007) always suggests that students should be engaged in the learning process, consequently, the Internet used in the classroom may create many possibilities for engaging learners and also activating it. Dudenev; Hockly (2007, p. 8) corroborates this idea:

The contexts in which teachers are working with technology can vary widely, and the access that teachers have to computers - the so-called **digital divide** - will affect what we can do with our classes in terms of implementing technology. [...] we still have some way to go until the normalisation of technology in language teaching, where the use of technology in teaching becomes as natural as the use of books or pens and paper.

Besides the educational materials, which we have already mentioned, used as resources, in the classroom, new tools are emerging for students to learn a new language. For instance: Kahoot, Quizlet, Duolingo, WhatsApp, WeChat, Edmodo, Mentimeter, GroupMe, Teams, Zoom, among others. We are going to talk, more deeply, about some of them, only.

Starting with Duolingo, which is a free app used by students to learn languages, including English, by listening to words and sentences in the foreign language, trying to create the sentences, putting it in the right order and then using what was learned in exercises. According to their own website (DUOLINGO, 2020) "The company's mission is to make education free, fun, and accessible to all. Duolingo is designed to feel like a game and scientifically proven to be effective. [...]" The website adds that:

[...] Our free, bite-size lessons feel more like a game than a textbook, and that's by design: Learning is easier when you're having fun. But Duolingo isn't just a game. It's based on a methodology proven to foster long-term

SOUZA, I. C.; ARAÚJO, M. F.; SILVA JR, S. L. R. da; VENÂNCIO, M. H. retention, and a curriculum aligned to an international standard (DUOLINGO [s. d.]).

If the students use the app every day, they will get a little gift, a coin, that can be used to buy other options on the app, for instance: different contents you did not study yet, more exercises about grammar, vocabulary, among others. Summarizing, the app guides you to learn a language in a funny way and the student can use it wherever they are.

Edmodo is another online platform that is used by teachers and students as a means of communication between them or among students through written posts, uploaded videos or power point files. It also gives all the members of the group the opportunity to comment in every post.

Our goal is to connect all learners with the people and resources they need to reach their full potential. Over the last ten years as the classroom itself has become so much more than a physical space, we've developed some amazing technology that teachers love and depend on (EDMODO, c2020).

Besides what we have said, on the platform, students can ask the teacher's help and parents can be added to the groups to follow their children's progress in the language.

The WeChat app is similar to WhatsApp, but it was created in China. Through it, teachers can talk to individual students or create groups to talk to them, send files, photos or videos.

Search and add friends directly via WeChat ID or mobile number. [...] Whether you want to send messages or share photos and videos, you can chat freely through WeChat. Wherever you go [...] you can share your life's favorite experiences using photos or videos with your friends, and also [...] Get face-to-face with your friends and family instantly via WeChat. WeChat allows you make free video and voice calls no matter where you are with one friend or a group of friends (WECHAT, [s. d.]

As we can observe, WeChat was not an app thought to be used in learning situations, but it turned out to be useful for it, to connect Chinese students to the rest of the world, since they already use the app even for payments (VEJA, 2018).

Another app that is similar to WeChat is GroupMe. Through this app, teachers can also make students groups to share exercises, files, images, etc. "It's like a private chat room for your small group. Have as many as you want, and it's always free. Now, you can coordinate with coworkers, organize a game night, and keep in touch with family all in the same place" (GROUPME, c2020).

Another well-known platform is the American technology company called Zoom, that "[...] helps businesses and organizations bring their teams together in a frictionless environment to get more done. Our easy, reliable cloud platform for video, voice, content sharing, and chat runs across mobile devices, desktops, telephones, and room systems" (ZOOM, c2019). It is a platform for online meetings which provides interaction among the participants by means of video, chat and smaller rooms that can be created inside it, which is the breakout room tool. Similarly, the

TELECOLLABORATIVE LEARNING: an autonomous way of learning app is available for computers and cell phones, which helps the students' access it everywhere they are.

These tools configurate the category of electronic chatting, which is:

[...] a synchronous activity: At least two people must be online simultaneously in order to chat. While the great majority of chats are in writing, there is also a fast-growing number that also offer voice or video communication. [...] It allows for real spoken communication across countries and continents (LARSEN-FREEMAN; ANDERSON. 2013, p. 263).

That is exactly what most of the apps we have mentioned before brings to students, the autonomy to handle their English learning process by talking to people from all over the world, independently where they are and through a single touch on their mobile phones.

4 Autonomy

When students take responsibility for their learning, they seem to be more motivated, which in turn guides them to a notable success in the language learning process. Motivation is the element that encourages students to want to perform the tasks to learn the language.

Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal (that is, something we wish to achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal (HARMER, 1994, p. 3).

According to Ur (2009), there are two types of motivation: intrinsic and extrinsic. Intrinsic motivation is related to what happens inside the classroom, for instance: the method, the teacher, the tasks and other inner parts of the lesson. Scharle; Szabó (2000, p. 7) corroborates this idea: "We need to encourage *intrinsic* motivation, the source of which is some inner drive on interest of the learner". On the other hand, extrinsic motivation is the external incentive that makes students seek knowledge in order to achieve some goal (UR, 2009).

Motivated students are able to face tasks at different levels having confidence in themselves, they also want to succeed in doing the activities to have good grades and fluency. These students manage to persist and not to deviate from the goal of reaching the highest level of the language, even with mistakes, and not being frustrated with some lack of understanding (NAIMAN apud UR, 2009).

According to Scharle and Szabó (2000, p. 4) "Students' autonomy is gained from the decisions they take when administering content or even the way they seek for knowledge". For the student to be able to show his autonomy they need to have responsibility as the main point in learning, which makes them leave their comfort zone and seek for knowledge beyond the classroom.

Scharle and Szabo (2000, p. 4) add that "In all of these actions, students behave responsibly, as they are consciously making an effort to contribute to their learning. They are also autonomous in the sense that they act independently of the teacher, not expecting to be told what to do". Therefore, teachers should

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encourage students to pursue more language content through their own will. Teachers should also establish a good rapport with students by letting them present ideas for improvement, consequently, making room for them to acquire responsibility, so that they see new experiences and create responsibility working both individually, as a group.

Promoting self-authoring among learners requires a curriculum that derives from learners' own experiences, gives them some control over their language, and allows them to share their thoughts on topics of interests. [...] The goal of implementing this type of curriculum is twofold: to achieve authenticity and to encourage active participation of the students [...] (GABAY, 2017, p. 15).

With the advancement of language technology tools, autonomy is also increasing. Larsen-Freeman; Anderson (2011) corroborates this idea by saying that "technology allows students to explore the language used in the process". No matter how much students learn in the classroom, there is also plenty of room for autonomous learning.

5 Telecollaborative learning

As we could see before, the number of autonomous students – the ones that take responsibility for their learning - has been growing through the years, together with the rise of technology. The advancements in technology provide the opportunity to personalize language learning as O'Dowd (2018b, p. 1) points out: "The ability to integrate and exploit information and communication technologies in the classroom has become an increasingly important part of the content and language integrated learning (CLIL) teacher's skill set."

Among the different technological tools, a very common one that we have already mentioned, is the Internet that, nowadays, is being used by many people in different countries around the world with the purpose of teaching.

Well known practitioners such as Reinhard Donath in Germany and Ruth Vilmi in Finland also published many reports and descriptions of their students' online projects and in the process helped to make the activity better known among the growing number of foreign language teachers who were beginning to look for ways to use the internet as a language teaching tool (O'DOWD 2016a, p. 6).

The reason why the Internet became a powerful tool in the teaching learning process is well explained by O'Dowd, (2007, p. 5) when he says that "In the 1990's the first publications began to make the world of foreign language education aware of the potential of online exchange for language teaching purpose".

Online exchange is also related to the opportunity to be in contact with English speakers being them native or not, as what matters is to use the target language as a means of communication. That is why "intercultural competence or 'the ability to understand and relate to people from other countries' [...] has become an increasingly important objective in foreign language teaching" (BYRAM, 1997 APUD VINAGRE, 2010, p. 22).

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A variation from the traditional way of teaching, which is inside the classrooms, is by the collaboration between students that are far from each other, emerging in an autonomous learning. By doing so, learners cooperate among themselves through the technique called telecollaboration or virtual exchange, as there is not a confirmed terminology for this new practice (O'DOWD, 2018a).

[...] it has become necessary to find ways of implementing distance intercultural exchanges whose main purpose is to engage students who are linguistically and culturally different in social interaction and telecollaboration outside the classroom. By telecollaboration we mean online interaction between language learners and native speakers who engage in collaborative project work, debate and intercultural exchange with a view to learning each other's language and aspects of their culture (VINAGRE, 2010, p. 22).

The telecollaboration is an object of study since it was necessary to break the limits of the classrooms and to find a new way of learning, including the technology and keeping the students in contact with the target language (O'DOWD 2016b). It is a way of focusing more on the students which started since the popularization of the internet, in the early 90's, "The first reports of online collaborative project work between language learners in different location only began to appear in the early 1990's when foreign language teachers and learners gained access to the internet on a relatively regular basis" (O'DOWD, 2007, p. 4).

According to O'Dowd (2018b) learning in a telecollaborative way goes beyond learning a new language, it is also about learning content in different perspectives, develop cognitive skills, work with intercultural competence, global citizenship and increase learner's motivation. Consequently, it is a totally different form for the uses of technology resources in the classroom that we have talked about before.

In contrast to many other forms of online learning, which are based on the transfer of information through video lectures or interactive quizzes, virtual exchange is based on student-centred, intercultural, and collaborative approaches to learning where knowledge and understanding are constructed through learner interaction and negotiation (O'DOWD, 2018b, p. 2).

The telecollaboration is usually set through the different means of communication we mentioned, before, on this research. The apps or the platforms help students to interact through the internet, independently where they are, therefore, it is popular by its "potential for attending to a wide range of educational goals and outcomes" (O'DOWD, 2018b, p. 2). Besides, there are many types of different telecollaborative projects for learners to study languages as O'Dowd, (2007, p. 4) state: "For the unsuspecting reader encountering this are of online foreign language education for the first time, the history of telecollaboration may seem surprisingly rich and complex."

By using these tools, the students can talk to a speaker of the target language they are trying to learn and exchange not only language knowledge, but also experiences and culture. Moreover, it can be used in many different situations as O'Dowd (2018a, p. 3) emphasizes when saying that the practice of the collaborative learning "[...] has been shown to be adaptable to different pedagogical objectives and learning contexts". O'Dowd (2016b, p. 299) also shows how it can be blended in the classroom, "In the Telecollaboration in Higher Education conference,

several presentations looked at how telecollaboration can be integrated into the other subject areas.”

The technique is based on the concept that “[...] languages are most successfully learned when students are engaged in meaningful, student-driven activities that involve learning by doing” (O’DOWD, 2018b, p. 3). When students, in addition to having their regular classes, use the language to talk about something they like, they feel motivated. “If the themes and tasks of the virtual exchange are related to what students are studying in class, then they will remain motivated” (O’DOWD, 2018b, p. 6).

Furthermore, the development of the students is both in their personal and academic life, going beyond a traditional teacher-oriented lesson, as O’Dowd (2018b, p. 3) explains:

Students involved in online exchange projects carry out tasks with their international partners. They agree on collaborative projects related to their class subject matter. They engage in research in their local classroom or community and they share their results in the virtual exchange. Students also communicate together online to establish relationships with their international partners and to complete their project work, moving the emphasis of classwork away from teacher-controlled language practice.

The task models used on telecollaboration is generally separated in three categories, according to O’Dowd (2018b). First of all, the information exchange, when students share information about their personal life, city, culture, etc., which is an introduction between the partners, to get to know each other. It is significant for the partners to know one another, establishing some kind of friendship, a good rapport. “As regards telecollaboration’s overreliance on personal friendships and on the genre of personal presentation, this very much depends on the set-up and tasks of the exchange in question” (O’DOWD, 2016a, p. 3).

Secondly, the comparison and analysis of the cultural practices, which it is when the students reflect about the other practices and culture - sometimes being necessary to explain better some aspect of their own culture to the other - and to establish similarities and differences, where the surveys would be included. This cultural knowledge comes “[...] from an educational perspective, it is also worth considering that today’s university graduates are more likely to use a language such as English not with native speakers, but rather with other non-native speakers as a lingua franca in their future employment” (GRADDOL apud O’DOWD, 2016b, p. 296).

The last category, the development of a collaborative product, in this stage, the students have shared information, discussed, analyzed and now it is the time to produce something together, it can be related to what they have searched and talked about with their partners. “This could involve [...] the coauthoring by international teams of a website or online document about a topic which the students have been researching together or the coproduction of a cultural adaptation of a text” (O’Dowd, 2018b, p. 4).

Of course, this partnership work is not to judge if some way to live is right or wrong but to show “[...] how living in different cultural contexts can lead people to see and experience events differently and, second, to engage students in a critical comparison of their own norms, values, beliefs, and assumptions [...]” (O’Dowd, 2018b, p. 5). The opportunity to have an interaction like that and learn

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about a country, directly with someone who lives there, is awesome to make the student ready to be open-minded, cooperate with other people, and of course, to achieve the main goal, learn the language in a meaningful way, constructing their autonomy and showing the students that they can learn differently than the traditional way.

The teacher also plays a great part during the telecollaboration, considering the fact that the students will learn following an autonomous path, the teacher will not control all the activity but guide the students, being a facilitator. As we can see in the definition below, telecollaboration:

[...] involves the engagement of groups of learners in extended periods of online intercultural interaction and collaboration with partners from other cultural contexts or geographical locations as an integrated part of their educational programmes and under the guidance of educators and/or expert facilitators (O'DOWD, 2018a, p. 5).

And yet, “[...] virtual exchange involves engaging students in online collaborative exchange projects with partner-classes under the guidance of their teachers” (O'DOWD, 2018b, p. 2). That means the educator, in this case, the teachers, are still involved, but in a role of facilitator, to make it easier. This statement also implies that teachers need to be prepared to work differently from the previous regular setting of a classroom. O'Dowd (2018b) says they need to possess the intercultural skill, since they will be a mediator with another teacher from the other country.

The teachers, being a facilitator have to work some abilities, with the students, before they start the telecollaborative work, for example, to “[...] explore with their students a collection of examples of online messages that were considered culturally and pragmatically appropriate in their local context, but that might be misunderstood by their partner class” (O'DOWD; SAURO; SPECTOR-COHEN, 2020, p. 4). Furthermore, it is important for the teacher to know “[...] how to manage power dynamics, and how to build a sense of safety in the virtual space and trust among the participants” (O'DOWD; SAURO; SPECTOR-COHEN, 20, p. 5). Hereafter, the teachers are still essential on a collaborative project, to mediate the relationship between the students and guide them on the tasks they have to do.

On the next topic we will analyze a report from students who have already been part of a telecollaborative project. The project that was carried out among students from one college in the city of Franca and students from a university of a non-English speaking country, whose communication was established by the use of the English language.

6 Learners report on a telecollaborative activity

As we could see previously, learning English is a vital process in people's lives. It provides more future opportunity in careers, travel, international relations and others. Furthermore, when it comes to science you can reach more people if it is in English, since English is considered a *lingua franca* besides being the language adopted by the technology used all over the world and the Internet.

Nowadays technology helps not only connect people but also facilitate language learning. Therefore, a new way of learning emerged, the telecollaborative

network-based learning process. An autonomous and interactive way of learning through the help of apps and other tools, by the cooperation among the participants and the teachers involved in the activity.

To understand it better, besides the theoretical aspects, we decided to interview some students who have already participated in the program. The activity was undertaken by students from a college in Franca and students from a foreign university, whose mother tongue was not English, although it was the means of communication.

We designed a questionnaire (see Appendix A) through the Google Forms platform, which approached questions related to their motivation, self-development, the teacher's role and other aspects of language learning.

We interviewed two different groups of students who participated in the project in different periods, therefore, we sent two different links to be answered. To make the interviewees feel more comfortable we sent the question in English, but we also added their translation and we also allowed them to answer in Portuguese.

In total, twelve participants answered the questions. The first question addressed how long the project lasted. From the total we mentioned, eight students participated in the project during a period of 2 months, two of them for six months, one student for one month and another student said he one does not remember how long he was in the project.

We asked about the learners' level of English when they participated in the project and most of the students were attending the fourth semester of English in their course, only two of them were attending the third one.

Learners also had to mention the apps, tools or technological resources they used to communicate during the project. All of them used technological resources to communicate with their partners: eight students used WeChat, seven students used Zoom and four of them used Edmodo. They did use them at the same time throughout the period of their project as it can be seen in their answers attached to this paper. GroupMe was used by three interviewees from the other group and they also mentioned tools such as: WhatsApp, Power Point and Google Translator run on the cell phone or on the computer. As it was defined before on the website pages of each one of the apps – WeChat [s.d.], Edmodo (c2020) and GroupMe (2020) – they provide teachers opportunities to group students and let them communicate among themselves through messages, audio and video. On the Zoom website (2019) they mentioned that besides offering the chat, the audio, they also offer a meeting platform for a synchronous activity. Larsen-freeman; Andersen (2013) say that these apps and platforms provide real communication across countries and continents, especially with the fast-growing number of synchronous activities giving by them. The author (2013) also adds that it can be done exactly the way the students who participated in the project did, by using their computers or cell phones.

There was a question towards the role of the teacher. All the students agreed that their teacher helped them to feel comfortable when talking to the foreign students, motivated and engaged them to continue in the project. As we can see on this student's statement “[...] *Ela nos incentivou muito e nos mostrou a importância da nossa participação e do aprendizado que iríamos adquirir.*”, when they say the teacher had the role to “*Incentivar e auxiliar*” and that “*Ele fez com que nos sentíssemos bem*” (see APPENDIX A). This matches what O'Dowd (2018) says

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when he mentions that the teacher should provide guidance and help students during their online interaction.

One learner commented that “*A professora ajudou muito com a interação dos grupos e com os assuntos a discutir*”. This complements the idea shared by O’Dowd (2018b) when he says that the teachers should separate part of their classes to discuss more about the students’ interaction, helping them to develop the conversations, helping the students with their doubts and discuss about their progress, always aiming to keep them motivated, as the telecollaboration is alongside the traditional way of teaching. Another student also said that the teacher role was “*Passar atividades relacionadas a comunicação entre os grupos*”, which is something also done in the classroom, showing the interactions were in fact, discussed. This practice corroborates what O’Dowd (2018b) defends, that the teachers have to discuss the interaction in the classroom, helping the student to interpret something they did not understand or how to answer a specific question in the interaction. As we can see the teacher was a facilitator and made things easier just as O’Dowd (2018b) defends.

We also asked them which was the first activity they accomplished together with the foreign students. Ten students, which is most of them, said the first activity was in fact, the presentation from both parts, even though they used different words to express this idea. It was done exactly what O’Dowd (2018b) mentions when he talks about the categories of the telecollaboration technique, whose first step, to an online interaction, is the exchange of information from both parts, talking about themselves, the places they live, their life habits, cultural practices, etc. This phase of the interaction is essential to engage the students with their partners, once they are not familiar with each other and need a start to know who they are dealing with, as said by O’Dowd (2018b).

Still on the subject of sharing information, it was also asked if the Brazilian learners approached any cultural aspects during the online interaction. All of them said they did. They said it was possible to share, with the international students, a lot of cultural information, anything from life habits, cuisine to sightseeing places and school and education as we can read in one student sentence: *Um exemplo foi a respeito da culinária. Enviamos para eles fotos dos pratos mais típicos e contamos um pouco da história e dos ingredientes que leva a receita*” (see APPENDIX A). The subjects of music, museums and clothes were also addressed.

Clearly, the project helped them a lot to work not only with vocabulary but also with their intercultural skills. This is consonant to Vinagre (2010) ideas that this type of project makes the student work with a culture different from their own, therefore, with people of different habits, which will enable them to develop the intercultural ability, with a view to learn the language. O’Dowd (2018b) also says that understanding these different cultural contexts engage students in their assumptions.

When asked if the project made students feel more motivated and autonomous in the English learning process, all of them acknowledged to feel more motivated and autonomous. One student said: “*Muito! Se tinha alguma palavra ou frase que eu não sabia o que significava, eu pesquisava e isso me fez interessar mais pela língua.*” (APPENDIX A). As the teacher plays the role of being only a mediator, the students, sometimes, had to work by themselves, which brought them autonomy. By knowing they have to look for the answers by themselves, they become responsible and being aware of the fact that they are not doing anything to

please the teacher, but for themselves, for their own learning, they already build autonomy. Scharle and Szabó (2007) advocate this conception saying that the learning process only happens if the students contributes for it, and from the decision they make when administering the content they learn.

We asked what engaged them the most on the project, seven learners answered that it was using the language and establishing communication with the foreign students, six of them said it was knowing a different culture and three of them mentioned meeting new people from a different country. This shows that the telecollaboration project kept them engaged and interested in the learning process, together with the different activities they had to carry out. The students contributed for the production of the interaction and according to Scharle and Szabó (2007), the learning process can only happen if the students contribute to it. O'Dowd (2018b) also supports the actions students did by saying that when results are shared in virtual exchange, they engage students in the learning and establish relationships with the international partners.

When we asked the students if they felt more comfortable to use the English language with the virtual chats, most of them (seven students) said yes despite their embarrassment in the beginning, as we can see on this statement *"Sim! Por eu ter uma certa dificuldade e timidez de falar, as conversas virtuais me ajudaram a me libertar um pouco disso."* (APPENDIX A). The ones who said no had their reasons to it, one of them was because of the shyness, one because he alleged it was difficult to understand the partners when it was a call so they preferred the chat by writing, one of them said *"Ainda não, mais com certeza me deu mais vontade de aprender."* maybe because of the duration of the project, but yet he wanted to learn more, and one of them said it made him feel just a little bit comfortable.

Meanwhile, when asked how they felt when using the English language with another person, the great majority of the participants – nine of them – said they were happy for using the language despite all the beginnings difficulties they had had, for instance: shyness. One student said *"Feliz em conseguir falar com outra pessoa, embora de início seja desafiador,"* Five students mentioned it was a different experience, but very a interesting one, as we can see: *"Foi muito interessante essa experiência, apesar das dificuldades de comunicação"*. One student said it was difficult to understand the partners at the beginning but it turned out to be a great experience. As we can see, learners overcame the difficulties so, we can link it to the fact that the project provided them with non-artificial linguistics experiences as Paiva (2015) mentions.

We also asked students to mention three positive and three negative aspects of the project. Among the positive characteristics listed by learners we had: the learning of the English language, which was mentioned nine times; meeting new people was an aspect mentioned five times; speaking about having a better quality education, that is, a different way to study, was also mentioned five times; three of them said the project gave them the desire to study and the aspect of using the technology was mentioned once. One comment of them about the positive aspects was *"Desenvolvimento com a língua/ Dificuldade nos relacionamentos/ Melhor qualidade de ensino"*. The aspects that motivated learners were key one in the learning process, which refers to Harmer's statement (1994): motivation is what leads students. These features also show the importance of technology as they are responsible, according to Dudeney and Hockly (2007) for providing opportunities for

TELECOLLABORATIVE LEARNING: an autonomous way of learning collaboration, communication, practising language and assessing performance in the four main skills.

Among the negative aspects, which means things that can be improved, students mentioned the difficulty to understand their partners as they were non-native speakers of English, the different time zone, the brief duration of the project, the different apps they used, that are not commonly used here, for example: WeChat, and Internet connection. Harmer (2007) helps us to understand the technological problems faced by students when he said that we still have to overcome problems related to Internet when dealing with the learning process so that it becomes as natural as the use of a book.

They were also asked to assess their development on the project in a range from 0 to 10. Five students gave them level 8, three assessed them as position 7, two learners placed them as 9 and two as 10. We also asked them to make comments on their assessments, but as it was an optional question, three of them did not make any comments. The comments about the first assessments (7-8) were, related to the fact that they would have had better results if the project had lasted more, one student classified his participation as good and other one said that despite the difficulties with the language, he dedicated himself to it. Others were aware that their participation was not to the full. The ones who did the greater self-assessment (9-10) mentioned that they were very dedicated to the project; it was interesting and great for him to learn the language; it was excellent; should have lasted more because the project made him seek for a better learning. All these comments connect us to O'Dowd (2018b) when he says that the online exchange is a great way to have a balance with the traditional way of learning, to break the limits of the classroom and keep students in contact with the target language.

We could see that learning through a telecollaborative way is far from learning a new language. There is a different viewpoint that is also connected to expanding cognitive skills, intercultural competence and raising motivation.

7 Conclusion

As it was stated before, it is clear the relevance of learning English language nowadays. Due to the globalized world, English is very often used in international relations, in jobs, in academic papers in order to reach more people. As the English is widespread as the *lingua franca*, the students must learn it, so they have more opportunities in their careers.

The contemporary world we live in, is surrounded by technology and the internet is the tool that is responsible for increasing this revolution. It provides learners with apps and platforms that improve communication of those who strive for learning languages, especially English. Therefore, our aim was to present an autonomous way of learning called Telecollaborative and check its effectiveness in the English learning process.

Telecollaborative program, allows students, from different nationalities, learn by cooperating among themselves by using a specific target language. Through the analysis of the applied questionnaire we could conclude that the project helped students a lot to work not only with vocabulary, language structures but also with their intercultural skills.

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The motivational aspect was also clear, it was not only done by the guidance of the teacher but also through themselves while doing the tasks with their international partners, whose steps guided them to a more autonomous way of learning the language.

Being able to overcome difficulties such as shyness, the partners accent while speaking English, as they were non-native speakers, and being able to do the tasks gave students a sense of accomplishment.

By exchanging information related to students cultural aspects and being a bit way of the traditional approach of learning the English language made them actively engaged.

Furthermore, the apps and the platform gave all the learners the opportunity to practice oral skills besides the written ones as they could either write, record audios or even have a synchronous online meeting through video. It was clear that learning through a telecollaborative covers more than learning a language.

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Appendix A - Questionnaire: Telecollaborative project²

1) How long did the project last? Qual foi a duração do projeto?

3 respostas

4 semanas

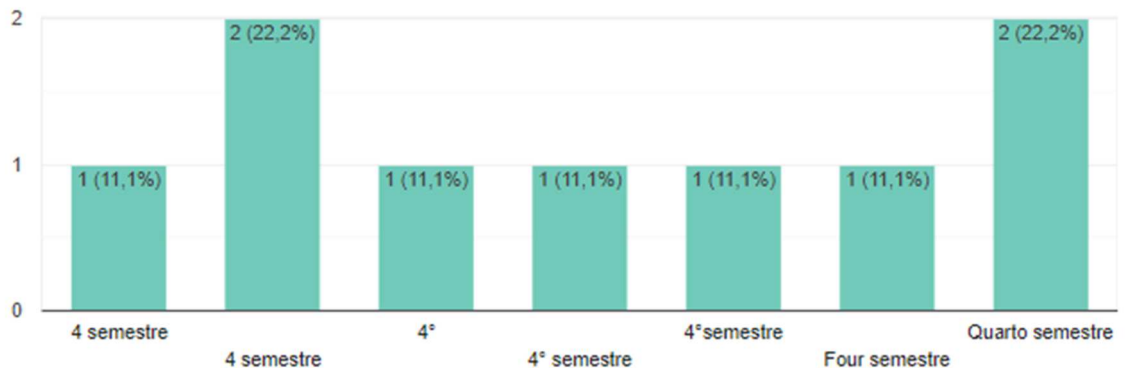
Acredito que em torno de 2 meses

Não lembro

2) Which level (semester) of English were you studying when you participated in the project?

Em qual semestre de inglês você estava quando participou do projeto?

9 respostas



² All the graphs in the questionnaire were produced by the authors of this paper.

2) Which level (semester) of English were you studying when you participated in the project? Em qual semestre de inglês você estava quando participou do projeto?

3 respostas

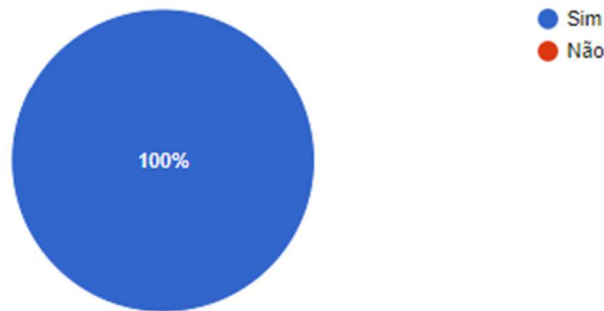
Terceiro semestre

No 4 semestre

3

3) Did your teacher help you to feel motivated in participating in the project? O seu professor te ajudou a se sentir engajado na participação do projeto?

9 respostas



Comment:

9 respostas

O projeto foi de muita importância para o aprendizado da língua inglesa, minha professora foi bem engajada e comprometida

Sim, pois ajudou muito com a comunicação entre os grupos

It was great contribution for all of us, because we have the opportunity to meet people from other cultures, where we learned a little more of the English language together

A professora ajudou muito com a interação dos grupos e com os assuntos a discutir

Foi um projeto muito interessante e divertido, me ajudou a praticar mais a oralidade.

O projeto foi participativo tinha atividades toda semana e vídeo chamada

O diálogo com outras pessoas, que também estão aprendendo inglês foi muito bom, para nosso desenvolvimento.

Foi um ótimo projeto para aprendizagem do inglês

Foi essencial a ajuda do professor no desenvolvimento do projeto

3) Did your teacher help you to feel motivated in participating in the project? O seu professor te ajudou a se sentir engajado na participação do projeto?

3 respostas



Comment:

3 respostas

Sim! Ela nos incentivou muito e nos mostrou a importância da nossa participação e do aprendizado que iríamos adquirir.

Amei o projeto, achei muito importante é eficaz. Minha professora participou muito junto com a gente. Foi muito bacana.

Ele fez com que nos sentissemos bem

4) What role did the teacher play on the project? Qual foi o papel do professor no projeto?

9 respostas

De muita importância

Passar atividades relacionadas a comunicação entre os grupos

The commitment of our teacher was very important, for being the Forest group to performance this connection, with another country through the zoom App

Ajudar na interação dos alunos

Foi muito importante, nos auxiliou com as atividades e a nos comunicar com eles melhor.

Auxiliar os alunos e elaborar atividades participativas

Orientar

Um mediador entre eles

O professor entrou em contato com a Universidade estrangeira e nos orientou para utilização das ferramentas para nós comunicar com os outros alunos

4) What role did the teacher play on the project? Qual foi o papel do professor no projeto?

3 respostas

Organizar, incentivar, ajudar etc.

Incentivar e auxiliar

Ponte e ajudador

TELECOLLABORATIVE LEARNING: an autonomous way of learning

5) Which apps, tools or technological resources did you use during the project? Quais apps, ferramentas ou recursos tecnológicos você usou durante o projeto?

9 respostas

Webchat, zoom

Wechat

De use the English book, Power Point, zoom App and WeChat

Usamos o zoom, we chat e outro que não me recordo o nome

Wechat, zoom e o edmodo

Zoom é watchat

Edmodo, zoom, WeChat

Aplicativo edimodo

Foram usados o edmodo , zoom , wechat

5) Which apps, tools or technological resources did you use during the project? Quais apps, ferramentas ou recursos tecnológicos você usou durante o projeto?

3 respostas

Usamos o aplicativo GroupMe para comunicar com os chineses e o WhatsApp para comunicar com os colegas, parceiros e professora. Utilizei o computador e o celular.

Usei o app para conversarmos e por várias vezes o google tradutor.

Computador, GroupMe.

6) Which was the first activity you carried out? Qual foi a primeira atividade que vocês desenvolveram?

9 respostas

Pesquisas e conversas com os alunos chineses

Falar sobre as comidas típicas

Apresentation and conversacion

Bate papo pata conhecer

Um video de apresentação

Uma apresentação pessoal e mudança da foto de perfil

Se apresentar um com os outros chineses

Nos apresentar

Pesquisar os costumes do país estrangeiro

6) Which was the first activity you carried out? Qual foi a primeira atividade que vocês desenvolveram?

3 respostas

A primeira atividade foi falar um pouco de nós para os chineses

Falar sobre nós , nos apresentarmos.

Conversação

7) Did you approach any cultural aspects? Vocês abordaram aspectos culturais?

9 respostas



TELECOLLABORATIVE LEARNING: an autonomous way of learning

If so, which one(s)? Se sim, Qual (is)?

9 respostas

Cultura, comida, costumes do país

Comida, pontos turísticos

We exchange knowledge about our country. Example de Talked about our culture to students in China nas they shared a little of their culture with us

Conhecimento sobre o país cultura

Como é as escolas e o aprendizado lá

O que gostavam de fazer nos dias livres onde gostavam de ir

Cultura, música, escola, locais turísticos, comidas típicas

Como Vivian, comiam o que faziam

Culinária, Museu, vestimentas

7) Did you approach any cultural aspects? Vocês abordaram aspectos culturais?

3 respostas



If so, which one(s)? Se sim, Qual (is)?

3 respostas

Um exemplo foi a respeito da culinária. Enviamos para eles fotos dos pratos mais típicos e contamos um pouco da história e dos ingredientes que leva a receita.

Culinária, hobbies, pontos turísticos

Comida, cultura.

SOUZA, I. C.; ARAÚJO, M. F.; SILVA JR, S. L. R. da; VENÂNCIO, M. H.

8) How did you feel when communicating, in English, with speakers from another language? Como você se sentiu ao se comunicar, em inglês, com falantes de outra língua?

9 respostas

Feliz em poder testar a língua inglesa

Feliz em conseguir falar com outra pessoa, embora de inicio seja desafiador

A little difficult to understand the pronuniciation but unfortunately we have a conduct that we do not strive to dedicate to facing challenges, even so it was very good

Foi de grande ajuda para o aprendizado em inglês

Para mim foi um pouco dificil porque tenho dificuldades com o ingles mas mesmo assim foi uma boa experiência e se pudesse gostaria de fazer de novo algum dia

Foi bem diferente

Confusa, meio perdida, mas depois foi fluindo

Um pouco constrangido no começo

Foi muito interessante essa experiência, apesar das dificuldades de comunicação

8) How did you feel when communicating, in English, with speakers from another language? Como você se sentiu ao se comunicar, em inglês, com falantes de outra língua?

3 respostas

Eu amei! É muito bom. O aprendizado é enorme.

Foi muito bacana, nunca tinha tido essa experiência então pra mim foi muito legal.

Diferente mas foi legal

TELECOLLABORATIVE LEARNING: an autonomous way of learning

9) Did the virtual chats make you feel more comfortable to use English? As conversas virtuais fizeram você se sentir mais confortável para usar o inglês?

9 respostas

Sim

Sim, mas fiquei um pouco tensa

No, because sometimes it didn't understand that they pronounced, it when was audio , but when writing it was a better due to being able to use the google translator, after all it was an excellent experience and I believe that this procedure should have been available since the Forest semester

Sim, ajudaram muito

Fiquei um pouco com vergonha mas ajudou um pouco

Não muito, por conta da timidez

Sim

Sim , me senti mais segura

9) Did the virtual chats make you feel more comfortable to use English? As conversas virtuais fizeram você se sentir mais confortável para usar o inglês?

3 respostas

Sim! Por eu ter uma certa dificuldade e timidez de falar, as conversas virtuais me ajudaram a me libertar um pouco disso.

Ainda não, mais com certeza me deu mais vontade de aprender.

Um pouco

10) Do you believe the project made you feel more motivated and autonomous in the English learning process? Você acha que o projeto fez com que você se sentisse mais motivado e autônomo na processo de ensino e aprendizagem da língua inglesa?

9 respostas

Sim

Com certeza

Sim

Sim, ajudou muito

Yes

10) Do you believe the project made you feel more motivated and autonomous in the English learning process? Você acha que o projeto fez com que você se sentisse mais motivado e autônomo na processo de ensino e aprendizagem da língua inglesa?

3 respostas

Muito! Se tinha alguma palavra ou frase que eu não sabia o que significava, eu pesquisava e isso me fez interessar mais pela língua.

Sim, com certeza.

Sim

TELECOLLABORATIVE LEARNING: an autonomous way of learning

11) What is something that engaged you most on the project? O que o engajou mais no projeto?

9 respostas

Conhecer a cultura da China

Conhecer pessoas de outras nacionalidades

Performance for better dialogue and understanding

A interação em inglês com as chinesas

Conversar com eles e poder conhecer mais.

As vídeo aulas que tinham com os alunos e as atividades

A comunicação

Conhecer a cultura deles

A vontade de acontecer mais pessoas e costumes diferentes

11) What is something that engaged you most on the project? O que o engajou mais no projeto?

3 respostas

Aprender mais sobre a língua inglesa, conhecer uma cultura diferente.

Conhecer uma cultura diferente e poder utilizar a língua inglesa.

Cultura

12) List up to three positive and three negative aspects of the project. Enumere até três aspectos positivos e negativos do projeto.

9 respostas

Positivos: aprendizado de outra lingua, conhecer novas pessoas, educacional. Negativos: sem comentarios

Positivos

1 usar o ingles

2 conhecer outras pessoas e suas culturas

3 contribuir com esse modelo de aprendizagem

Negativo

1 pouco tempo

2 o horario das reuniões

3 dificuldade de comunicar as vezes

Opportunity to get to know

Another culture, develop self-Knowledge

Seek to study more

Hearing difficult

Speaking difficult

Read more

1 conhecimento da cultura

2 conhecimento em inglês

3 interação com outro país

Positivos: aprendizado, novas amizades, diversidade

Negativos: horários e o aplicativos diferentes daqueles que conhecíamos

Desenvolvimento com a língua

Dificuldade nos relacionamentos

Melhor qualidade de ensino

Comunicação

Pra mim foi ótimo

Conhecer pessoas , desenvolver a língua inglesa ,usar novas tecnologias

Dificuldade com o fuso horário, entende, dificuldade de conexão, falta de tecnologia , mais computadores conectados .

TELECOLLABORATIVE LEARNING: an autonomous way of learning

12) List up to three positive and three negative aspects of the project. Enumere até três aspectos positivos e negativos do projeto.

3 respostas

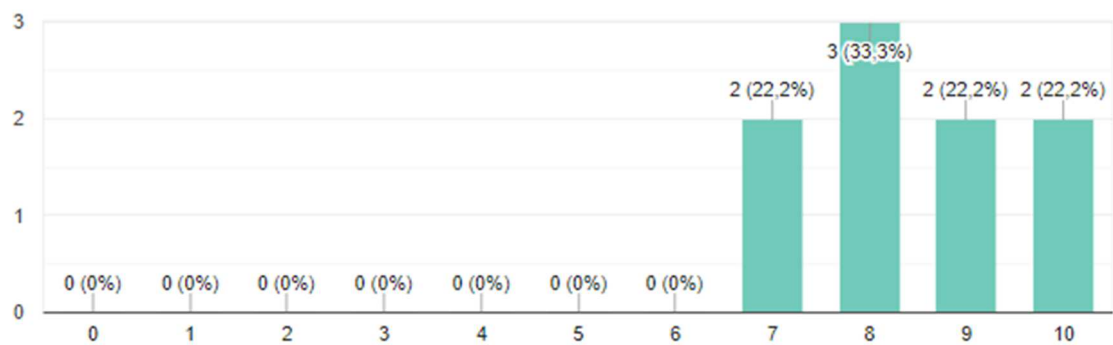
+ aprendizado, incentivo.
- o projeto teve duração muito curta.

Conhecimento, atitude e motivação .
Falta de interesse da parte deles (chineses), ter sido tudo só no chat.

A parte boa foi conversar em inglês e a ruim ser distante por causa da pandemia.

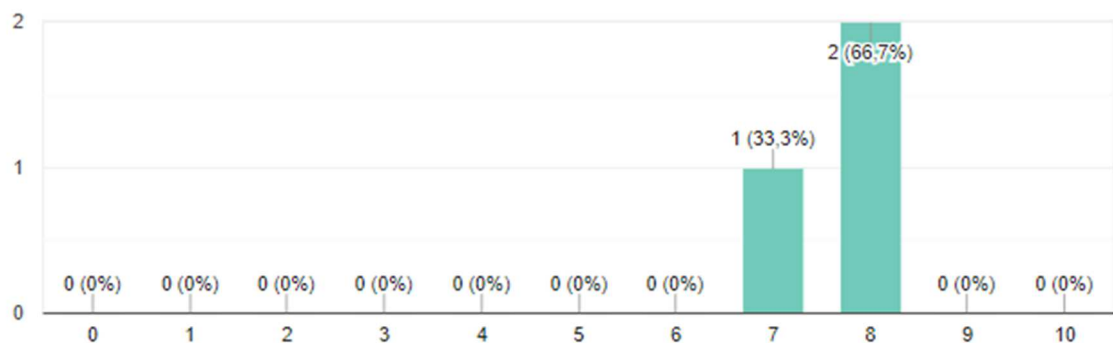
13) From 0 to 10, how would you assess your development on the project?. De 0 a 10, como você avaliaria seu desenvolvimento no projeto?

9 respostas



13) From 0 to 10, how would you assess your development on the project?. De 0 a 10, como você avaliaria seu desenvolvimento no projeto?

3 respostas



14) Comments about the previous assessment. Comentários sobre a avaliação anterior.

7 respostas

Foi de bom proveito

Me dediquei e cumpri com todas as tarefas, gostei muito de falar com meu grupo

As our GPI class was first to join this exchange, I believe that everyone's performance was excellent, mas I believe that this project should not cloused , because it leads use to seek greater knowledge, por teacher is congratulated for this challenge

O projeto foi muito interessante e ajudou muito no conhecimento em inglês

Eu não participei 100% do projeto então acredito que tenha aproveitado 70% Do projeto

Eu poderia ter me empelhado melhor

Eu me dediquei muito ao projeto apesar da dificuldade de aprender inglês.

14) Comments about the previous assessment. Comentários sobre a avaliação anterior.

2 respostas

Acredito quese o projeto tivesse durado mais, minha avaliação teria sido maior.

Acredito que se tivesse mais interesse da parte do chineses e se não fosse nesse momento de pandemia e estivemos na faculdade com a professora ali ao nosso lado, o desenvolvimento e aprendizagem teria sido bem mais proveitosa. Mais valeu, gostei muito.