

VIAL

Vigo International Journal  
of Applied Linguistics



UNIVERSIDADE  
DE VIGO

## VIAL. Vigo International Journal of Applied Linguistics.

### Editorial Advisory Board

Allison Beeby (Universitat Autònoma de Barcelona)  
Jasone Cenoz (Universidad del País Vasco)  
M<sup>a</sup> del Pilar García-Mayo (Universidad del País Vasco)  
Scott Jarvis (Ohio University, Athens, USA)  
Carmen Muñoz ( Universidad de Barcelona)  
Terence Odlin (Ohio State University, USA)  
Ignacio Palacios (Universidad de Santiago de Compostela)  
Sagrario Salaberri (Universidad de Almería)  
Roberto Valdeón (Universidad de Oviedo)  
Joanna Weatherby (Universidad de Salamanca)  
Zhaohong Han (University of Columbia, USA)

### Scientific Advisory Board

Stuart Campbell (University of Western Sydney, Australia)  
Michael Hoey (University of Liverpool, UK)  
Enric Llorca (Universitat de Lleida)  
Rosa M<sup>a</sup> Manchón ( Universidad de Murcia)  
Rafael Monroy (Universidad de Murcia)  
Aneta Pavlenko (University of Temple, USA)  
Martha Pennington (University of Durham, UK)  
Carmen Pérez Vidal (Universitat Pompeu Fabra, Barcelona)  
Felix Rodríguez (Universidad de Alicante)  
Larry Selinker ( New York University, USA)  
Barbara Seidlhofer (Universität Wien, Austria)  
Michael Sharwood-Smith (University of Edinburgh, UK)  
John Swales (University of Michigan, USA)  
Elaine Tarone (University of Minnesota, USA)  
Krista Varantola (University of Tampere, Finland)

### Editors

M<sup>a</sup> Rosa Alonso Alonso (Universidade de Vigo)  
Marta Dahlgren (Universidade de Vigo)

**Este volume de VIAL foi publicado cunha axuda da Dirección Xeral de Investigación, Desenvolvemento e Innovación da Xunta de Galicia**

© Servicio de Publicacións da Universidade de Vigo, 2006

Printed in Spain - Impreso en España

I.S.S.N.: 1697-0381 - Depósito Legal: VG-935-2003

Imprime y maquetado: Tórculo Artes Gráficas, S.A.

Deseño de portada: Elena Gómez.

*Reservados todos los derechos. Ninguna parte de este libro puede reproducirse o transmitirse por ningún procedimiento electrónico o mecánico, incluyendo fotocopia, grabación magnética o cualquier almacenamiento de información e sistema de recuperación, sin el permiso escrito del Servicio de Publicacións da Universidade de Vigo.*

VIAL

Vigo International Journal  
of Applied Linguistics

---

*Number III - 2006*

***Editors***

*Rosa Alonso  
Marta Dahlgren*

# Promoting Autonomy in Mixed-ability Secondary Students through e-mail Tandem

---

Andrés Canga Alonso  
Universidad de Oviedo  
canga@telecable.es

## Abstract

In this article, the results of a study carried out with mixed-ability secondary students belonging to 4<sup>th</sup> E.S.O. (Educación Secundaria Obligatoria/Secondary Education) at *Colegio Dulce Nombre de Jesús* (Oviedo, Northern Spain) will be presented. The study took place during the school years 2003-2004 and 2004-2005, and the aim was to ascertain whether the students were capable of gaining autonomy in learning by means of e-mail tandem, despite their learning difficulties. A brief explanation of the main features of e-mail tandem and its close relationship with autonomy, collaborative language learning and the *Common European Framework* will be presented. The second part will be devoted to the methodological aspects of the study, which is based on action-research, as well as the instruments used to measure the results. Finally, the results achieved by the students will be presented, as well as the main conclusions derived from their work.

**Key words:** mixed-ability students, e-mail tandem, autonomy, intercultural learning, collaborative work.

## Resumen

Este artículo tiene como objetivo presentar los resultados de un estudio llevado a cabo con alumnos de 4º de E.S.O. de diferente capacidad del Colegio Dulce Nombre de Jesús (Oviedo, España) durante los años académicos 2003-2004 y 2004-2005 para comprobar si el alumnado participante adquiere autonomía en el aprendizaje del inglés con independencia de su capacidad para el aprendizaje. Comenzaremos exponiendo las características fundamentales del e-mail tándem y su relación con las teorías sobre autonomía. En segundo lugar, se abordará la metodología experimental utilizada basada en la investigación-acción, así como los instrumentos empleados para medir la consecución del objetivo del estudio. Por último, presentaremos los resultados a partir del trabajo de los alumnos, así como las conclusiones que se pueden derivar del mismo.

**Palabras clave:** alumnos de diferente capacidad, e-mail tándem, autonomía, aprendizaje cooperativo.

## 1. Introduction

Since the 1980's and having in mind that autonomy implies "to take charge of one's own learning" (Holec 1981: 3), some authors (Wolf 1982; Brammerts and Little (1996) and Gläsmann & Calvert (2001) began to develop an approach to foreign language learning called *face-to-face tandem*. At the beginning, it was aimed at undergraduate students taking part in intensive courses, and the main concern was to make students with different mother tongues work together using different tasks, so that they could improve their linguistic competence in the foreign language, get to know their partner better, and benefit from their partner's knowledge and experience (Brammerts, 2003: 28-29).

This way of learning a new language is based on two main principles: reciprocity and autonomy. Reciprocity means that "each partner brings certain skills and abilities which the other partner seeks to acquire and in which both partners support each other in their learning in such a way that both benefit as much as possible from their working together" (Brammerts, 2003: 29). Autonomy implies that both partners are responsible for their own learning, so they decide *what* they want to learn, *how* and *when*, and what sort of help they need from their partner (Brammerts, 2003: 29).

These two principles are closely related to the views that Benson (1997), Little (1991; 1996; 2000) and Nunan (1999) have on autonomy in foreign language learning, as they understand it as mutual collaboration among students with a view to improving their linguistic competence in the target language. The authors believe and claim that learning is achieved when there is a strong relationship between the structures learned by the students and their use in connected speech.

On the other hand, tandem language learning has a lot to do with two terms traditionally associated with autonomy, namely *collaborative language learning*. This type of learning takes place when two people share the idea of improving their communicative competence in the target language, and establish a *negotiation* to reach an agreement on how they will deal with the tasks they have to face together.

Thanks to this approach, students belonging to different societies and countries establish an intercultural communication with their partners (Stickler & Lewis, 2003: 97-98). This idea of intercultural communication is quite remarkable and it was promoted within the *Common European Framework*, which understands foreign language learning as an active process in which learners should not only acquire the grammatical and phonological features of an L2, but should also be aware of the way people live and behave within the target language com-

munity. This approach to the target language community is supposed to lead to what has been called *intercultural communicative competence* (Byram, 1997). Once learners are able to recognise differences and benefit from this knowledge, they become more critical learners, and this is what Benson (1997; 2002) calls the “social character of autonomous learning” and what Pennycook (1997: 47-49) defines as “a pedagogy of cultural alternatives”.

In the 1990's, with the development of Information and Communication Technology (ICT), e-mail tandem began to spread, mainly in Europe (Alvarez et al. 1996). It is based on the same principles as face-to-face tandem (autonomy and reciprocity) and e-mail becomes the means by which partners get in touch and exchange views and information. By means of their partners' e-mails, students come closer to the language and culture of the target language community and this fact could make them aware of the similarities and differences between the native and the target language, so they could become reflective learners and, thus, more autonomous students.

This approach to foreign language learning is based on an asynchronous communication as “the writing and the receipt of messages are separated in time” (Brammerts & Calvert, 2003: 49). This asynchronous communication helps students analyse the content of the message they receive and they can make any comments they consider relevant to the tandem partner. Their learning can therefore be more effective.

Besides, e-mail tandem is a key benefit for students who use it because thanks to it, they can establish a close relationship with students of their same age who, at the same time, belong to the target language community and they can talk about topics they both consider interesting. This communicative context tends to increase students' motivation in the foreign language as they become aware of the fact that they are capable of using the target language to communicate with native speakers. They have more freedom to deal with topics of their interest, so they become more self-confident and autonomous learners and they try to progress in their learning process. What is more, Gläsmann & Calvert (2001: 6), after having analysed the work of students belonging to different countries who used this approach as the main communication system under the Lingua D Funding Project, found that learners tend to respond quite positively to ICT due to the novelty of writing e-mails. It means a change from traditional lessons, making the students feel both more active and more motivated by foreign language learning.

If we go back to the reciprocity principle, e-mail tandem helps equality between both tandem partners because they must help each other in order to

achieve the learning goals they have previously set. To achieve these goals, tandem partners should use both their native language and the target language in each message and the ideal situation is when they write half of the message in each language. Using both languages also implies that the method has a lot to do with *learning from the partners' model*, which has five further implications. Firstly, *learning from a partner's clarifications, explanations and information* (Brammerts & Calvert, 2003: 52). Learning is also achieved by *dialogue*. The dialogue will benefit from the fact that both learners are interested in the language and culture of their partners, have previous knowledge of it and can learn from comparisons. Secondly, *learning forms of utterance and behaviour from a partner* which "involves [...] productive [language] use by learners" (2003: 52). This process has a lot in common with intercultural learning because there is not only the need to be grammatically and phonologically competent in the L2, but there is also the need to know the context and the cultural connotations that may be implied in the words that are uttered or written. The third implication when learning from the partner is *learning from the partner's corrections*, as partners "must state clearly what should be corrected in what way and at what time, and if necessary, give hints to their partner" (2003: 53).

*Learning from the partners' model* also entails self-reflection and mutual collaboration between tandem partners. On the one hand, self-reflection implies reflection upon their own native language, mainly when learners have to answer their partners' questions or doubts, and upon the target language, whenever they have to use it as a means of communication. These two aspects are closely linked to autonomy and autonomous language learning as learners need to reflect on their learning process as a previous step to becoming autonomous language learners (Little, 2003: 45).

Finally, participants on a tandem exchange should be able to understand simple utterances from their partners and be able to produce texts in writing with the help of support materials. In addition, they should employ useful learning strategies and techniques to avoid possible breakdowns in communication (Brammerts & Calvert, 2003: 54).

However, as the students' work analysed will show, most learners, especially teenagers, are not ready to perform all these activities on their own and they need some extra help. This need is closely related to the concept of autonomy in language learning and the new role we, as teachers, have in the foreign language classroom. The teacher is no more the only source of knowledge but a facilitator of language learning and its transmission (Voller, 1997: 100) and a counsellor "to whom learners turn for consultation and guidance" (1997: 103). When students have difficulties in their learning progress they will come to their teachers for

advice and counselling. Teachers do not have all the power in the classroom situation (*teacher-centred classroom*) but they progressively transfer it to their pupils through collaboration and negotiation (*learner-centred classroom*).

To sum up the first part of this article, it could be maintained that e-mail tandem is closely linked to Vygotsky's (1978) constructivism and it is also related to Freire's critical theory (1974), which emphasizes the importance of a critical view of language learning against its social and cultural background in order to help students achieve productive learning through deep reflection.

## 2. Method

### 2.1. Participants

The participants involved in the study were 92 students from 4<sup>th</sup> year E.S.O. (secondary level) at *Colegio Dulce Nombre de Jesús* (Oviedo, Northern Spain), 15 of whom belonged to what in the Spanish educational system is called *Diversificación Curricular*. The students in the "*Diversificación Curricular*" groups are students who have remarkable learning difficulties and/or suffer lack of motivation towards formal learning, particularly towards foreign language learning. Some of them might also have behavioural or psychological problems. The rest of the participants showed no learning difficulties.

In order to find a partner school the Tandem Server at the Ruhr-Universität in Bochum (Germany) ([tandem@slf.ruhr-uni-bochum.de](mailto:tandem@slf.ruhr-uni-bochum.de)) was contacted, and they paired the *Colegio Dulce Nombre* with *Lancing College*, a private boarding school located in West Sussex (UK).

The research was carried out during two academic years (2003-2004 and 2004-2005) and the participants were divided into four groups according to the school year during which they took part in the study, and their learning capacities. Thus, students who participated during the school year 2003-2004 were included in group 1 if they belonged to *Diversificación Curricular* and in group 2 if they belonged to the ordinary school classroom, while *Diversificación Curricular* students from the school year 2004-2005 made up group 3. Group 4 was formed by students without learning difficulties analysed during the same period of time.

### 2.2. Instruments

Our study was based on action research as this methodology allows the researcher to collect data during every-day practice and analyse it in order to



come to some decisions with regard to future practice (Kemmis, 1984; Wallace, 1998; Elliot 1993; Latorre, 2003). Furthermore, action research is considered to be an instrument which can facilitate social change and which provides educational knowledge as well as autonomy and power to those who put it into practice (Benson, 2001; Latorre, 2003). However, this kind of work can run into problems of validity and reliability if the researcher uses only one source to retrieve information from the participants (Pérez, 1990; Wallace, 1998; McKernan, 1999; Latorre, 2003), so these authors suggest that researchers should combine several instruments and documents to give validity and reliability to their research.

For this reason, it was decided to include several tools to measure the degree of autonomy the students gained thanks to their e-mail tandem experience. First of all, the *Diversificación Curricular* students (groups 1 and 3) filled in a questionnaire (*Convenio de Autoaprendizaje*) at the beginning of both academic years where they set their goals for the tandem experience (see Appendix I). At the same time, these students were asked to write a learning diary (see Nunan, 1992; Oxford et al., 1996) about their tandem learning experience. In the learning diary the students should try to relate their reflections to the goals they had set in the questionnaire mentioned above. The diaries were revised by the teacher at the end of each term. During the school year 2004-2005 the students without learning difficulties (group 4) were asked to do the same. In order to establish a comparison with the members of group 2, three of the e-mails written throughout the research (at the beginning, in the middle and at the end of the experience) were analysed to see whether the e-mail tandem experience was useful and whether the participants had become more autonomous than they were at the beginning or, contrariwise, this approach had failed to help them in their learning progress.

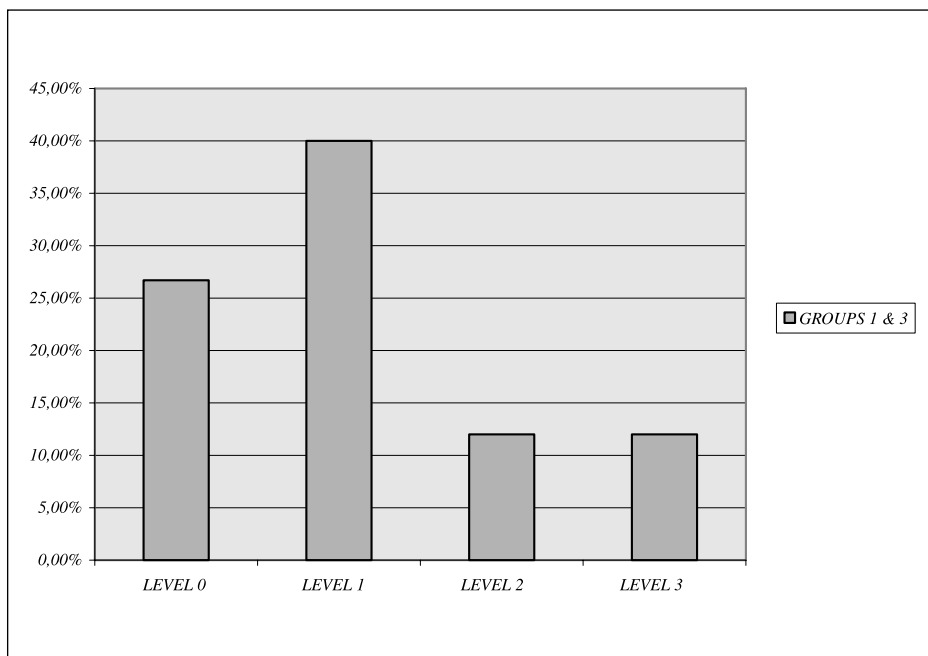
Finally, all the students had to fill in a questionnaire at the end of every school year (see Appendix II) where, on the one hand, they had to give their personal view on the e-mail link as well as an evaluation of their tandem experience and, on the other hand, they answered questions about the topics discussed during the year and also about the cultural aspects involved in the e-mail tandem partnership.

### 3. Results

Huttunen (1993) claims that autonomy can be measured according to the way students are able to set goals, get involved in tasks and evaluate their learning progress. As far as goal setting is concerned, Figure 1 shows how the *Convenio*

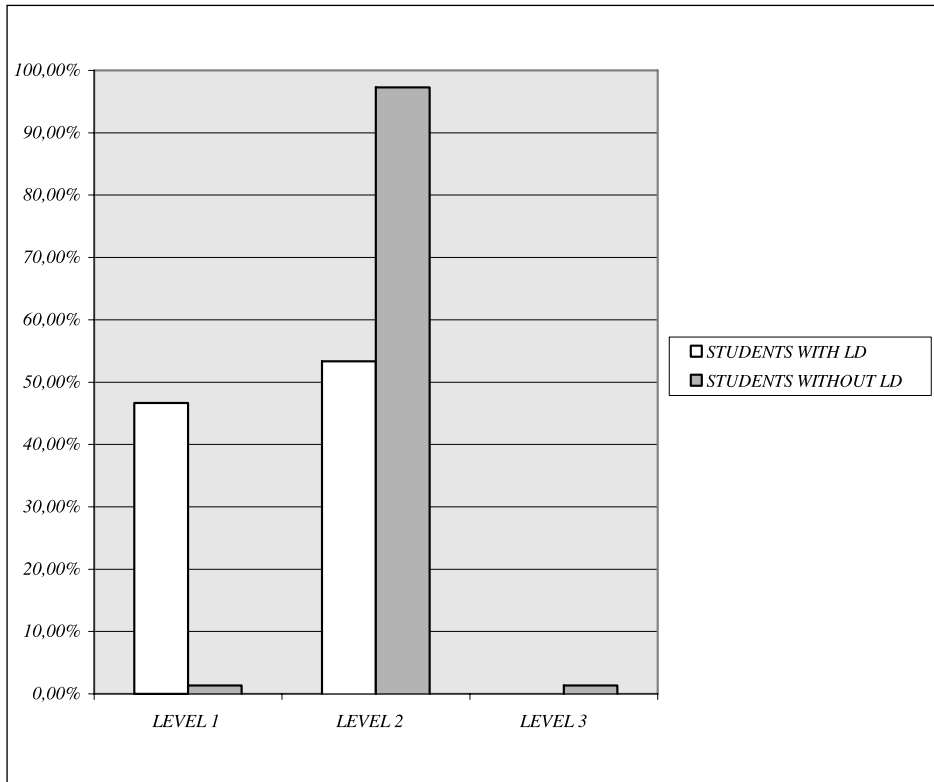
*de Autoaprendizaje* (see Appendix I) helped our students with learning difficulties (*Diversificación Curricular*) acquire a certain level of autonomy with regard to goal setting. Three of the students managed to reach level 3 on Huttunen's scale of autonomy, as they were able to accomplish the goals set in their *Convenios de Autoaprendizaje*. Two of the participants reach level 2 since they proved to be capable of using techniques which improved their writing. Six of these students achieve level 1. The remaining four (26.7%) were unable to fulfil any of the objectives they had previously set.

**Figure 1.** Goal achievement student with learning difficulties.



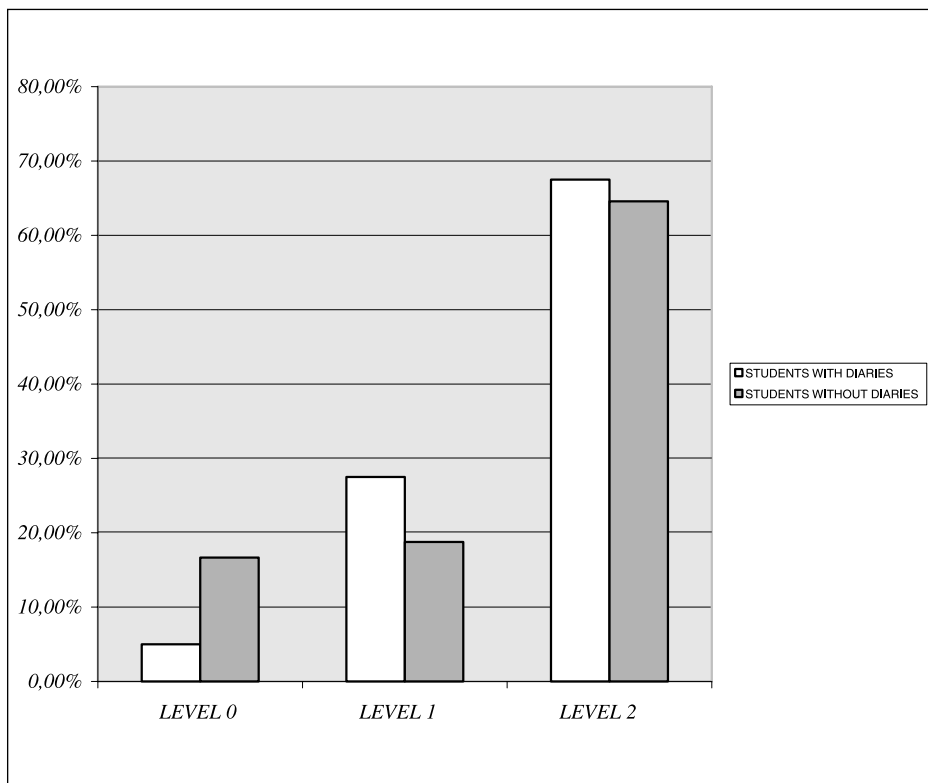
All the students became actively involved in the e-mail tandem tasks, a fact corroborated by the three e-mails analysed throughout the school year. They all reached level 2. However, the situation varies when evaluating the level of independence acquired by each of the participants while they were performing the tasks with their tandem partners. As can be seen from Figure 2, the students without learning difficulties obtain better results than those who have learning problems. Thus, there is a female student who attains level 3 because she is able both to carry out her own tasks and help other students whenever they run into difficulties. Most of the others (97.3%) reach level 2 and there is only one informant which acquires level 1. 53.33% of the *Diversificación* students reach level 2 while the rest achieve level one.

Figure 2. Tasks.



As regards evaluation (Figure 3), our study showed differences between students who made use of learning diaries, regardless of their learning difficulties, and those who did not employ them. Thus, 67.5% of those who used diaries justify the mark given to the e-mail tandem experience in the item provided in the evaluation sheet (see Appendix II), so they reach level 2 according to Huttunen's categorization and 27.5% achieve level 1, as they answer the item but they do not give any justification to support the mark given. The participants who give no answer at all to the question represent only 5%. If these figures are compared to the ones obtained by the students who did not work with diaries, a slight decrease in performance can be noticed, as 64.58% justify their answers and reach level 2. This decrease is more prominent for the students who reply to the item (18.76%), but do not give good reasons to support their views. Finally, 14.58% do not respond at all and 2.08% do so incoherently. It is also remarkable that most of the students who provided no answers to this question belonged to group 4.

Figure 3. Evaluations.



This result indicates that there is some relationship between autonomy and the use of learning diaries when it comes to promote students' reflection on a certain topic, no matter their degree of learning capacities. A similar behaviour was noticed when the students were questioned with regard to their feeling of being more autonomous than they were at the beginning of the study, because 80.56% of the students who made use of learning diaries answered positively as opposed to 54.17% for those who did not utilize this tool in their learning.

#### 4. Conclusion

The findings of this study seem to show that most of the students involved in the research attained a certain degree of autonomy in their learning, regardless of their learning capacities. It is remarkable that students with learning problems were able both to set goals and to achieve most of the goals they set for themselves in their *Convenios de Aprendizaje*. They showed great interest in the

tasks and worked independently throughout the school year. Furthermore, they managed to evaluate their progress and improved their command of the target language.

There is also a clear indication that the use of learning diaries helped our students to be more reflective. The use of this learning tool seemed to be helpful to them when it came to giving reasons in support of their views when they had to evaluate their partner's work and their e-mail tandem experience. Students who wrote learning diaries performed better than those who did not use them and it seems that the diaries allowed *Diversificación* students to reflect on their learning process.

All in all, the e-mail tandem appears to be a useful tool to promote learner autonomy in mixed-ability groups of students, as there is not a great difference in performance between the four groups evaluated in this study, although it seems that groups 2, 3 and 4 get better results than group 1 and students without learning difficulties attain higher levels of autonomy if compared to their *Diversificación Curricular* fellow-students. Finally, there is need for further research to be carried out following the guidelines pointed out in the *Common European Framework* and the *European Language Portfolio* (ELP), so that students' diaries and e-mails would be part of their *Dossiers* and they could create their own *Portfolios* from their e-tandem learning exchange in order to become more self-reflective and autonomous learners.

## References

- Alvarez, J. A., M. Blanco, A. Ojanguren., H. Brammerts, H. & D. Little. 1996. *Guía para el aprendizaje de lenguas en tándem a través de Internet*. Oviedo: Servicio de Publicaciones Universidad de Oviedo.
- Benson, P. & P. Voller (eds). 1997. *Autonomy and Independence in Language Learning*. London: Longman.
- Benson, P. 2001. *Teaching and Researching Autonomy in Language Learning*. London: Longman.
- Benson, P. & S. Toogood. 2002. *Learner Autonomy 7: Challenges to Research and Practice*. Dublin: Authentik.
- Brammerts, H. & M. Calvert. 2003. "Learning by communicating in tandem". In Lewis, T & L. Walker (eds) 45-59.
- Brammerts, H. & Little, D. (eds). 1996. *Leitfaden für das Sprachenlernen im Tandem über das Internet* (Manuskripte zur Sprachlehrforschung. 52). Bochum: Brockmeyer. Available online at: <http://www.slf.ruhr-uni-bochum.de/learning/tanbib.html>
- Byram, M. 1997. *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Elliot, J. 1993. *El cambio educativo desde la investigación-acción*. Madrid: Morata.
- Freire, P. 1974. *Education for Critical Consciousness*. London: Sheed and Ward.
- Gläsmann, S. & M. Calvert. 2001. *Tandem Language Learning in Schools*. Sheffield: Philip Armstrong Publications.
- Holec, H. 1981. *Autonomy in Foreign Language Learning*. Oxford: Pergamon.
- Huttunen, I. 1993. "Towards learner autonomy in a school context". In: Holec, H (ed) *Autonomy and Self-Directed Language Learning: Present Fields of Application*. *Autonomie et Apprentissage autodirigé: terrains d' application actuels*. Alemania: Council of Europe Press: 31-40.
- Kemmis, S. 1984. *Point-by-point Guide to Action Research*. Victoria: Deakin University.
- Kemmis, S. & T. McTaggart. 1988. *Cómo planificar la investigación-acción*. Barcelona: Laertes.

Latorre, A. 2003. *La investigación-acción. Conocer y cambiar la práctica educativa*. Barcelona: Graó.

Lewis, T. & L. Walker. 2003. *Autonomous Language Learning in Tandem*. Sheffield: Academy Electronic Publications.

Little, D. 1991. *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik.

Little, D. 1996. "Freedom to learn and compulsion to interact: Promoting learner autonomy through the use of information technologies". In: R. Pemberton et al., *Taking Control: Autonomy in Language Learning*. Hong Kong: Hong Kong University Press: 15-23.

Little, D. 2003. "Tandem language learning and learner autonomy". In Lewis & Walker (eds) 37-44.

McKernan, J. 1999. *Investigación-acción y currículum*. Madrid: Morata

Pérez, M<sup>a</sup> G. 1990. *Investigación-Acción. Aplicaciones al campo social y educativo*. Madrid: Dykinson.

Nunan, D. 1992. *Research Methods in Language Teaching*. Cambridge: CUP

Nunan, D. 1999. *Second Language Teaching and Learning*. Boston: Heinle & Heinle.

Pennycook, A. 1997. "Cultural alternatives and autonomy". In: P. Benson & P. Voller. (eds) 35-53.

Oxford, R. L., R.Z. Lavién, M.E. Holloway, E. Felkins. & A. Saleh. 1996. "Telling their stories: Language students use diaries and recollections". In: Oxford (ed). *Language Learning Strategies around the World: Cross-Cultural Perspectives*. Honolulu: University of Hawaii Press Second Language Teaching and Curriculum Center 19-34.

Stickler, U. & T. Lewis. 2003. "Tandem learning and intercultural competence". In: Lewis & Walker (eds) 93-104.

Vygotsky, L. 1978. *Mind in Society. The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Wallace, M. J. 1998. *Action Research for Language Teachers*. Cambridge: C. U. P.

Wolff, J. 1982. "TANDEM Madrid - du hilfst mir lernen, ich helfe dir lernen, und so verstehen wir uns besser". *Spracharbeit*, 1: 21-26 & *Hispanorama*, 32: 13-18.

## **APPENDIX I: Convenio de autoaprendizaje**

Durante este curso por medio del e-mail tándem trataremos los siguientes temas:

Conocer a los compañeros con los que vamos a trabajar durante el año: edad, qué hicieron durante el verano, qué hacen en su tiempo libre

### **Gustos y preferencias/Likes and dislikes**

Con este tema se pretende que los alumnos se describan físicamente como se ven ellos mismos y cómo son vistos por los demás. Podrían hacer las descripciones en su lengua materna y luego preguntar a sus compañeros por adjetivos que se utilicen para describir a las personas y al final escribir un mensaje completo sobre sí mismos utilizando la lengua meta. También podrían hablar de los estereotipos que hay sobre España e Inglaterra.

### **Fiestas/Festivals**

Halloween, Navidad, Carnaval, las fiestas de los pueblos.

### **Colegio**

Con este tema se pretende que los alumnos describan su colegio y se informen sobre el colegio de sus compañeros, para así poder establecer similitudes y diferencias entre ellos. También tiene como objetivo que los alumnos conozcan el sistema educativo del país en el que se habla la lengua meta.

### **Expresiones coloquiales**

Se pretende que los participantes conozcan algunas formas de expresión de los chicos/as de su edad en contextos informales.

### **Mi Ciudad/Comunidad autónoma**

Esta tarea tiene como objetivo acercarse a la realidad de las ciudades y provincias en las que viven los compañeros tándem.



Partiendo de estos temas responde a las siguientes preguntas:

- 1- ¿Qué me interesa aprender de estos temas?
- 2- ¿Por qué quiero aprender los aspectos que he mencionado con anterioridad?
- 3- ¿Qué estrategias utilizaré para intentar alcanzarlos?
- 4- ¿Cómo me puede ayudar mi compañero/a a conseguir estas metas?
- 5- ¿Qué le voy a ofrecer a cambio para que me ayude a conseguir lo que me propongo?
- 6- ¿Qué aportará mi profesor para ayudarme en mi proceso de autonomía?

A partir del día de hoy me comprometo a poner todo mi esfuerzo y dedicación para intentar conseguir los objetivos marcados en los puntos anteriores, en colaboración con mi pareja tándem y mi profesor, llevando un diario de cada actividad realizada en el e-mail tándem en el que indicaré el vocabulario, las expresiones gramaticales e idiomáticas que considere importantes y las correcciones que me haga mi pareja y que será revisado periódicamente por mi profesor.

## **APPENDIX II: Evaluation Sheet**

In what ways do you think the e-mail link with Lancing College has helped your English?

What do you think are the main advantages of working with an English partner as compared to the conventional classroom?

Can you name at least three cultural aspects you have learnt from your e-tandem partner?

What have you found out about...?

Your e-tandem partner

Colloquialisms

Festivals in England

Has this e-tandem exchange helped your improvement as a computer user?

What changes would you include in the scheme?

What effect has the e-tandem had on your motivation to learn English?

Do you think that the e-tandem project has helped you be a more autonomous learner?

If you had to give a mark from 1 to 5 to evaluate the experience which one would you give? Please give reasons for your choice.

## NATURE OF THE ARTICLES

Computational Linguistics  
Foreign Language Teaching and Learning  
Forensic Linguistics  
Language for Specific Purposes  
Language Planning  
Second Language Acquisition  
Speech Pathologies  
Translation

## FORMAT OF THE ARTICLES

1. Contributions should be written in English, using the software package Word. Three printouts of the article and a diskette should be provided. Title of the paper and name, address, telephone number and e-mail address of the author should be included on a separate sheet. Submissions by e-mail attachment are also accepted.
2. Articles should not exceed 25 double-spaced pages (12 pt Times New Roman) including an abstract of 10 lines at the beginning and five keywords, in English and a translation in French, German or Spanish. Please do not include footnotes.
3. References should be given in the following format:  
Blakemore, D. 1987. *Semantic Constraints on Relevance*. Oxford: Blackwell.  
Richards, C. 1985. "Inferential pragmatics and the literary text". *Journal of Pragmatics* 9: 261-285.
4. All correspondence should be addressed to:  
Rosa Alonso ([ralonso@uvigo.es](mailto:ralonso@uvigo.es)) or Marta Dahlgren ([dahlgren@uvigo.es](mailto:dahlgren@uvigo.es))  
Universidade de Vigo  
Facultade de Filoloxía e Traducción  
Lagoas-Marcosende  
36200 Vigo Spain