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**E Tandem language learning via videoconferencing: interaction, feedback and learners’ perceptions**

Research on Oral Corrective Feedback has been conducted in various classroom and experimental settings, exploring interactional feedback moves between teachers and students, native speakers and non-native speakers, and within peer communication.

While the individual studies differ from each other depending on what aspect of Oral Corrective Feedback they examine, they share one major similarity: they focus on face-to-face interaction. More recently, computer-mediated tandem language learning (eTandem) has gained significance, however, interaction and corrective feedback in those new learning environments are still underexplored. Studies in this area mainly focus on written online interaction (e.g. Sotillo 2005, Bower&Kawaguchi 2011). Yet there is a scarcity in research on correctivel feedback in eTandem contexts, and only few studies focus on voice-based or multimodal Computer Mediated Communication (CMC) (e.g. Bueno-Alastuey 2013). Notwithstanding, especially for elementary learners of  Chinese as a foreign language (CFL), video-based communication shows great promise to be beneficial, as the instruction and correction of Mandarin Chinese tones is often enhanced with gestures (i.e. oral-visual feedback).

The research project eTLL (eTandem Language Learning) focuses on a group of CFL learners at University level engaged in a series of eTandem sessions with students of German as a Foreign language (GFL) in China. In each session, students are provided with a learning task, giving them the opportunity to organise their time autonomously in most instances. This paper aims to contribute to research by investigating patterns of corrective feedback between  eTandem participants and learners‘ perceptions of those. The ongoing study uses mixed method data collection including video recordings, questionnaires and personal interviews. In doing so, we aim at (1) analysing how corrective feedback moves are conducted. Moreover, we examine (2) how learners perceive corrective feedback from their tandem partners and (3) what the learners beliefs about their own practice of giving feedback are.

References:

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