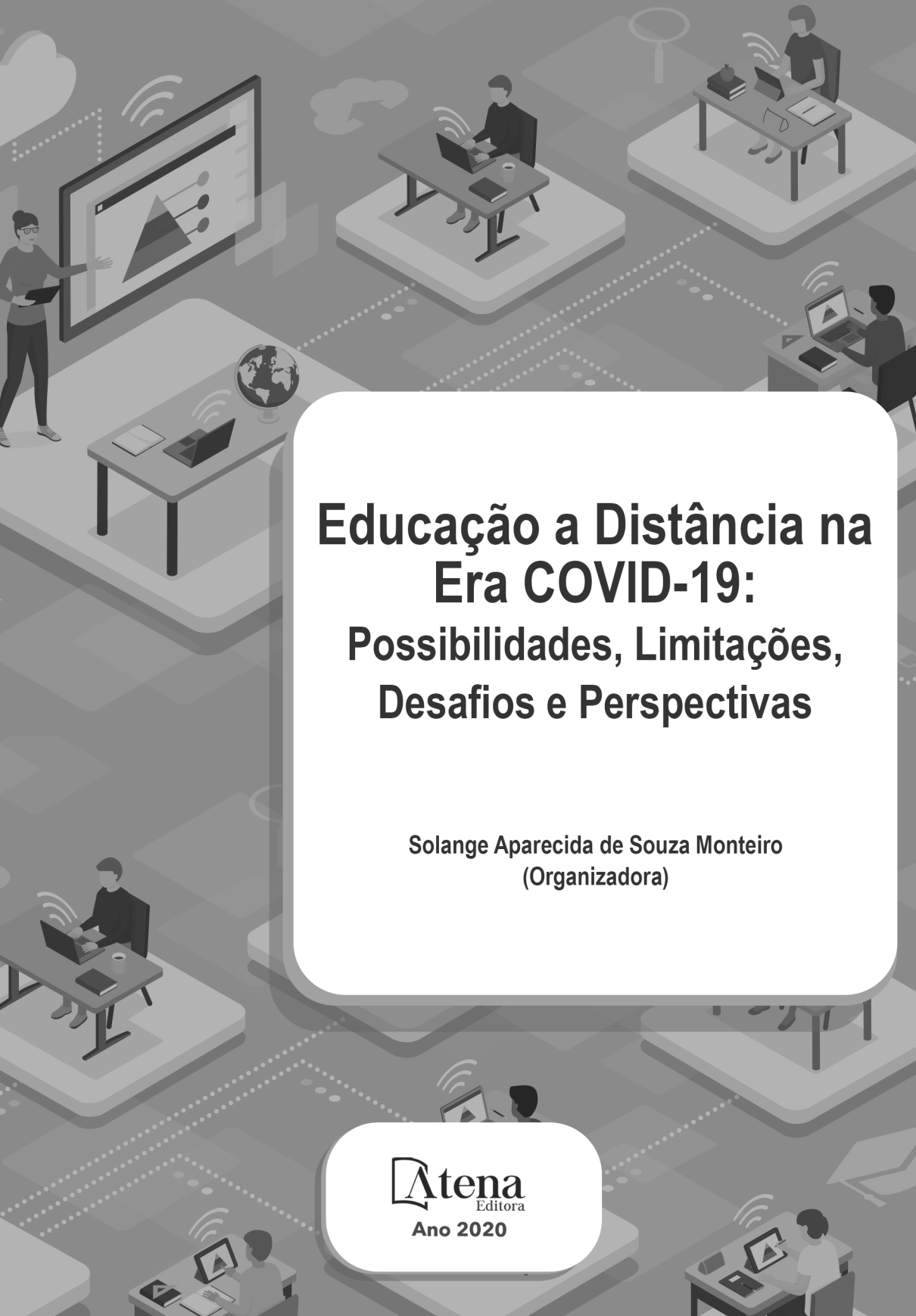


Educação a Distância na Era COVID-19: Possibilidades, Limitações, Desafios e Perspectivas

Solange Aparecida de Souza Monteiro
(Organizadora)

**Atena**
Editora
Ano 2020

The background features an isometric illustration of a remote learning environment. It shows several people at desks with laptops, some with wireless signals above them, indicating connectivity. A large screen on the left displays a presentation with a pyramid diagram. A globe is on a desk in the middle. The scene is set on a grid of light gray squares with dotted lines connecting various points, symbolizing a networked or digital space.

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APRESENTAÇÃO

“Em quarentena, para meu próprio bem, o bem de minha família e o bem comum do meu país e das pessoas de todo o mundo”.

O primeiro caso de Covid-19 (doença infecciosa causada pelo coronavírus da síndrome respiratória aguda grave 2) no Brasil, foi em fevereiro de 2020. Um homem de 61 anos de São Paulo retornou da Itália e testou positivo para a SARS-CoV-2, causador da doença. Em 11 de março de 2020, a Organização Mundial da Saúde declarou o surto de pandemia (enfermidade epidêmica amplamente disseminada).

No dia 13 de março de 2020, o Ministério da Saúde regulamenta critérios de isolamento e quarentena que deverão ser aplicados pelas autoridades sanitárias em pacientes com suspeita ou confirmação de infecção por coronavírus. No dia 17 de março, uma portaria do Governo Federal torna crime contra a saúde pública a recusa ao isolamento e à quarentena. A norma prevê detenção de um mês a um ano, além de multa a quem descumprir medidas sanitárias preventivas e autoriza uso da força policial para cumprimento das determinações.

Desde então, estados e municípios passaram a decretar medidas preventivas contra o avanço da doença no país, medidas que promovam distanciamento social e evitem aglomerações. A partir daí, qualquer indivíduo ou sujeito será responsabilizado pelas consequências dos descumprimentos das regras. Todos os sujeitos tinham uma obrigação em comum, cuidar da sua saúde e do próximo e evitar a saída de casa a qualquer custo.

A pandemia da Covid - 19 trouxe à humanidade um novo aprendizado:

A urgência de todos se adequarem às Tecnologias Digitais de Informação e Comunicação (TDIC). A situação inédita desta geração do século XXI criou oportunidades para quem e estava acostumado a lidar com as TDIC como uma opção e instigou os que não tinham o costume a se apropriarem dos recursos tecnológicos de alguma forma. No âmbito da educação não poderia ser diferente, pois, mais do que nunca, vivemos a certeza de que a escola não é somente um prédio. Ensinar tornou -se mais um desafio diante de tantas incertezas sobre como viver o dia a dia. Surge, assim, a necessidade de se reinventar a escola. Embora já lidasse com as tecnologias digitais em determinados momentos, os profissionais da educação se depararam com a obrigatoriedade de se adaptar em, de modo radical a esses recursos.

Portanto, pais, alunos e professores que tiveram suas rotinas alteradas no ano letivo de 2020, por conta do novo coronavírus (SARS-CoV2), começam a sentir a importância da educação presencial e do espaço escolar. De fato, essas dificuldades sempre existiram, a diferença é que foram somadas a outros problemas de amplitudes mundiais. A reflexão nesse momento é, como ficará a educação após o fim do isolamento social provocado pelo coronavírus? Servirá apenas para impulsionar novas políticas públicas que sejam

mais efetivas? Por fim, os resultados dessa pandemia, mostrou o quanto a escola exerce um papel fundamental na vida do aluno, por inseri-los ao convívio social; por mostrar a importância do papel do professor como mediador, e que repense na relevância da formação inicial e continuada no que tange às novas tecnologias. Mais do que saber reconhecer os problemas, cabe aos políticos, corpo docente, alunos, responsáveis e população em geral, uma mudança de comportamento, ao ter consciência que, educar vem atrelado a uma ação. Um grande trabalho, está posto para aqueles que se aventurarem comigo nessa “viagem” intelectual e científica.

Boa leitura!!!

Solange Aparecida de Souza Monteiro

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CAPÍTULO 9

LINGUISTIC-INTERCULTURAL INTERACTIONS ONLINE: AN INCENTIVE TO DEVELOP LEARNERS' MOTIVATION AND AUTONOMY

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ABSTRACT: In this article, we present a project that promotes the practice of non-native speakers of a language in a formal higher education setting. Indeed, as an attempt to compensate for the lack of time and space in language classes, this activity is intended to be an instrument through which students will be able to practice and progress in various linguistic- intercultural skills, such as (i) developing their competence in oral comprehension and production; (ii) daring in the art of interacting in a language other than their own; (iii) cultivating the incentive not only to learn the language of the other, but also to fit into a still unknown context; and (iv) encouraging the student to develop autonomy in order to become more involved in their own learning. The results show a clear progression in the students' linguistic-cultural skills, as well as in their motivation to know more about the language and the world of the other. The motivation generated by these intercultural exchanges becomes a driving force for the student to recognize himself as the actor of his learning.

KEYWORDS: Online interaction, interculturality, motivation, autonomy.

INTERAÇÕES LINGUÍSTICO- INTERCULTURAIS ON-LINE: UM INCENTIVO PARA CULTIVAR A MOTIVAÇÃO E A AUTONOMIA DOS ALUNOS

RESUMO: Neste artigo, apresentamos um projeto que promove a prática de falantes não-nativos de uma língua em um ambiente de ensino superior. De fato, como uma tentativa de compensar a falta de tempo e espaço nas aulas de idiomas, esta atividade pretende ser um instrumento através do qual os estudantes serão capazes de praticar e progredir em várias habilidades linguístico-culturais, tais como (i) desenvolver sua competência em compreensão e produção oral; (ii) ousar na arte de interagir em uma língua diferente da sua; (iii) cultivar a motivação não apenas para aprender a língua do outro, mas também para se encaixar em um contexto ainda desconhecido; e (iv) encorajar o estudante a desenvolver autonomia a fim de se envolver mais em seu próprio aprendizado. Os resultados mostram uma clara progressão nas habilidades linguístico-culturais dos estudantes, bem como em sua motivação para conhecer mais sobre a língua e o mundo do outro. A motivação gerada por estes intercâmbios interculturais torna-se uma força motriz para que o estudante se reconheça como o ator de seu aprendizado.

PALAVRAS-CHAVE: Interação on-line, interculturalidade, motivação, autonomia.

1 | INTRODUCTION

“The improvement of pupils’ competence in modern languages is at the heart of the priorities of the European Union and of France”. This is the first sentence you are confronted with as soon as you click on the tab “[I]les principes directeurs de l’apprentissage des langues” (the guiding principles of language learning) on the government’s online National Education page. Indeed, French language policy corroborates with the European Union’s ambition that “every citizen should be able to speak and understand two modern foreign languages”. Teachers are therefore expected to “give primacy to the practice of oral expression in the classroom”. To which we would add: to the practice of interacting in Foreign Language (FL).

However, many French educational institutions have a reputation for offering poor FL instruction. This reputation is highlighted by the results of French learners compared to the results of learners from other European countries in tests that evaluate their performance in FLs (cf. CNESCO online). Therefore, the promotion of effective language teaching is a battle that every new government must face.

But we can also ask ourselves what is “effective FL teaching”. In this regard, an October 2015 survey entitled *Le défi des langues étrangères, regards croisés parents-enseignants*, revealed the perspective of parents regarding language teaching. According to this survey, only 17% of language teachers consider language teaching to be effective in France. On the other hand, parents have a more optimistic view, as 43% of them find this teaching effective. However, both parents and teachers agree (90% and 93%, respectively) that teaching should “put the ability to communicate orally at the heart of teaching” (p. 6).

In this context, we have set up an online linguistic-intercultural exchange project at a French University, with the intention of compensating for the lack of space and time for oral practice. This project, of an exploratory nature, will allow us to identify the effects of these exchanges on learners in their learning. In the first part, we will retrace the reasons why we use this online interactional exchange mechanism, and in the second part, we will discuss what we wish to obtain from the learners as a result. In the third part, we will discuss our research methodology, before focusing on the learners; their views, their expectations and their perception of the result of the interactional activity. Finally, in the last part, we will analyze our results.

2 | IN SEARCH OF MORE LANGUAGE PRACTICE

FL courses normally have a syllabus. The planned content for the semester is distributed according to each group’s schedule. In most of cases, students have to take written exams to test grammatical competence, written comprehension, among others. As a result, the time devoted to oral practice and interaction in the language is neglected or, in the worst cases, even abandoned.

In this context, in order to offer FL students an alternative to practice the language outside of classes, we have created the EULIC project (Linguistic-Intercultural Exchange between Universities). Actually, this project aims to put students in France studying a FL in contact with native speakers of that language, studying French as a Foreign Language (FLE) in their own country. Students are thus united by languages while being aware of the three pillars of this type of interaction, namely, reciprocity, autonomy and the use of one language at a time (Telles, J.A., 2006). Therefore, Native speakers of the FL are expected to help French students progress in learning their language; French students, in turn, are expected to do the same with French in exchange. Language practice thus becomes practice of languages, since the linguistic and cultural gain benefited by both parties.

Therefore, it is relevant to consider reflection on their own language, French, as another advantage of this type of exchange for French students.

3 I INSERTION INTO LANGUAGE-CULTURE BY ONLINE INTERACTION

As anticipated, the original intent of this bilateral exchange is to provide students with additional space and time to practice the studied language. The innovative factor in this activity is its informality, albeit in a formal course setting. In other words, the online interaction between the pairs works autonomously since the students choose the days and hour of their meetings, according to their respective schedules and the time difference between the countries involved. In addition, it is up to the learners to decide the means by which the interaction will take place (whether via Skype, Zoom, WhatsApp, etc.). It is relevant to note that interactions take place outside the school setting, which can contribute effectively, from a cognitivist perspective, to the advancement of language learning to the extent that the learner is, in theory, free from anxiety situations (Krashen, 1982).

In this framework, to summarize the activity, the student is expected to (i) meet with the partner at least four times per semester; (ii) discuss for 30 minutes in the FL and 30 minutes in French; (iii) give the teacher an oral account of the interaction in the form of an audio or video recording, as well as a report, or to keep the activity informal, rather a reflection written after each meeting. Regarding the latter, the student is expected to step back from the discussion and then answer to questions such as *How did it go? What did I learn? Are there any cultural factors that need to be emphasized* and so on. And this almost total absence of rules and formality removes the appearance of “having to be evaluated” from this activity and makes students more receptive to carrying it out. In addition, the teacher doesn’t check out the student’s performance in the FL (which allows beginners to participate). The teacher’s role as a “mistake hunter” is roughly trimmed to that of a promoter of online linguistic-cultural encounters for teaching purposes.

Furthermore, in our view, it is desirable to train students not only to learn a language, but above all to establish linguistic knowledge in them in order to develop their communicative

competence, such as phonetic and intonative, lexico-semantic, morphological and syntactic competence, for example (Guide for the Development of Language Education Policies in Europe, 2007: 106). It is also desirable that the development of intercultural competence is intrinsic to all FL teaching.

Indeed, the cultural element is an essential factor in exchanges and is, of course, the one that generates the most enthusiasm among learners. This is undoubtedly one of the fruits expected from this activity. In designing this activity, we also wanted to cultivate the autonomy of these students so that they can be in charge of their FL learning, while immersing themselves in a culture other than their own.

4 I INTERCULTURALITY: A GENERATOR OF MOTIVATION

In the FL classroom routine, we can see that certain factors “especially extralinguistic factors such as age, ability, *motivation*, attitude, and socio-psychological influences” (Gass & Selinker, 2008, emphasis added) may contribute to the success or failure of FL learning. In this regard, our experience of linguistic-intercultural exchange within the EULIC project has shown that “[the] intercultural potential of such a training system generates strong motivation” among learners (Degache et al., 2007).

Indeed, integrating the culture of the other in the teaching of an FL brings much more than mere language knowledge, because, above all, it awakens learners’ desire to know more. For this reason, meeting a native speaker from the FL under study was the most frequently cited factor in a survey conducted before the interactions began.

This aspiration to open up to the world, to new horizons, to others even seems to surpass the pragmatic objective of the project, namely, to establish an alternative to make up for the lack of space and time to practice FL in a formal course setting. And while taking a closer look to this characteristic in other language-intercultural projects Porchet (2002) suggests that “it is not plurilingualism that is really at issue, it is pluriculturalism, i.e., the ability to understand the values of the other and to understand their cultural practices”. We note that the discovery or even the expectation of the discovery of cultural differences and/or similarities acts as a lever that can encourage learners to progress in their learning.

In this context, and in our view, any kind of awareness (either purely linguistic, or essentially cultural, or even openness towards others) is likely to generate not only motivation in the learner, but also personal enrichment. In addition to this, as mentioned above (cf. 2.1), one of the objectives of this interaction activity is also to develop the students’ autonomy.

5 I AUTONOMY FOR SELF-DETERMINED LEARNING

But what is autonomous learning? Or autonomy to learn? For some people, autonomy is the ability to do personal work, without the presence of the teacher, while using

the material studied in class. For others, an autonomous learner is one who is active in his or her own way to learn. He becomes the co-author of his learning by using different ways that contribute to the construction of his learning, whether he follows a language course or not. Thus, if “autonomy is the ability to take charge of one’s own learning” (Holec, 1979), this represents one of the seeds that we claim grow with the students when carrying out this interaction activity, that is, a means for them to take part in their own learning. As we grant them more independence, their burden of responsibility for their actions, choices and actions will enhance the outcome.

According to this, we draw on the Vygotskian concepts of Scaffolding and Zone of Proximal Development (1978), so that online interaction is beneficial for both types of learners. The essence of these concepts emphasizes collaborative development from an adult (in the case of children) or a more competent partner (in the case of the teaching-learning process of a language, for example). The focus of the latter mechanism shifts from the unilateral teacher-student relationship to the student-student relationship, where the more competent learner contributes to the development of the skills of his/her partner, as shown in the following diagram:

The two forms above represent two different pedagogical situations. The triangle corresponds to a traditional teaching where the student is coadjutant in his own learning, because it depends more on the teacher. On the other hand, the square indicates an evolution of this system. The teacher no longer holds “all the sacred knowledge” of the language, since not only does the student have another “source of knowledge”, but he also becomes the teacher in turn. Learners progress freely and autonomously in the language while collaborating with each other through exolingual interaction (see Porquier, 1984) online.

The three pillars mentioned above (including autonomy, reciprocity and the use of one language at a time) remain implicit throughout the interactions, while the partners are aware of them before the activities begin.

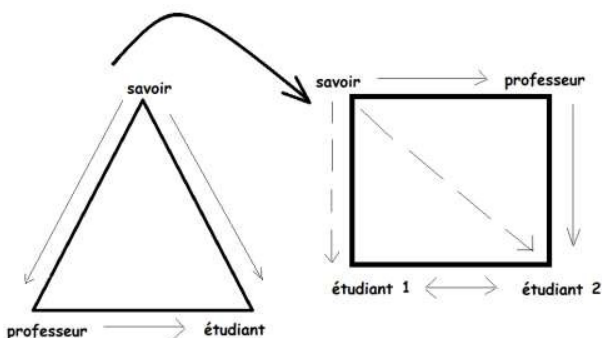


Figure 1: The shift from traditional to collaborative teaching

6 | STUDY SUBJECT

The purpose of this research is to verify whether the interaction activities are likely to fulfil the expected task, i.e., to fill the lack of space and time in the language course and thus promote learning. In this regard, we developed an online questionnaire to accompany the interactional activity and to verify students' perceptions, expectations, and results according to them. The actors of the interactions consist of students from three universities for the second semester of the 2019-2020 academic year: one French, one Mexican, and two Brazilian. The universities participating in the project are the following:

Collaborating Universities
Université Catholique de Lille (UCL)
Universidad Autónoma de México (UNAM)
Universidade Estadual Paulista (UNESP)
Universidade Estadual do Rio de Janeiro (UERJ)

Table 1– Universities participating in the project in 2019-2020

It is important to point out that the time difference between the above countries and France is considerable at the time of the interactions: - 7h with Mexico and - 5h with Brazil. This time difference therefore requires students to be very flexible and to have strategies to accomplish all the interaction activities (remember that there are four of them per semester). As for the languages involved in the interactions, they are Spanish, Portuguese and French. Although the choice of these non-European universities is made randomly, the program foresees that these same students will be able to interact with the European variant of these languages during the following semester - which will make the organization of the activity simpler for the participants, as the time between Spain and Portugal is not as different.

The group of students participating in each interaction is distributed as follows:

French University	Numbers	Partner University	Numbers
(UCL ¹)	25	(UNAM)	25
(UCL ²)	18	(UERJ)	18
(UCL ³)	15	(UNESP)	15

Table 2: The number of participating students from each university

The table 2 shows that 116 students participate in these interactions around Spanish, Portuguese and French. Among them, beginners in Spanish make up the interactions of UCL1 with UNAM; beginners in Portuguese make up the interactions of UCL2 with UERJ. Advanced students in Portuguese, UCL3, interact with UNESP. However, as far as FLE is

concerned, the level of the learners consists of beginners, intermediates and advanced all together. Considering the difference in language level between subjects, we also ask ourselves whether this type of interaction is also valid for these different language levels or whether these different contexts require us to modify and/or add elements in order to make the activity productive at all levels.

7 | THE DATA COLLECTION AND ANALYSIS APPROACH

The analyzed data are collected from learners' responses to two online questionnaires. The first was submitted to learners before the interactions began and provided us with information on their perspectives and expectations. The last was presented to them on the last day of class. Its purpose was to have an assessment of the interactions giving an overall insight of the language courses. Bearing in mind that according to our hypothesis these interactions are supposed to become a complementary cell necessary to compensate for the lack of space and time for the practice of the language in the courses.

As far as the questionnaires are concerned, they are composed of closed and open questions. Here are some examples of these questions asked to the learners:

The pre-interaction questionnaire
- Do you think it's a good idea to replace a normal assessment (such as a dialogue or a class presentation) with this online interaction activity with native speakers?
- Do you have positive or negative expectations?
- What do you think this exchange will bring you?
- What are the disadvantages of this exchange?
The balance of interactions
- In total, how many interactions have you had?
- Do you think it was a worthwhile experience? Why is that?
- What were the negative points, if any?
- If you could change anything in your interactions, what would you have changed?
- What did the interactions do for you?

Table 3: Example of questionnaire questions

We therefore relied on the answers to both open and closed-ended questions to conduct this research. Both quantitative and qualitative analysis of these data were conducted to draw conclusions about the advantages and possible disadvantages of this type of activity. The results will guide us in making the activity more effective.

8 | ANALYSIS OVER TIME: BEFORE AND AFTER INTERACTIONS

In order to cover all the elements of our research in the analysis, we divide the analysis into the following two steps: before interactions and after interactions

9 | STUDENT PERCEPTION BEFORE INTERACTIONS

In this section, we will see through the eyes of our subjects and enter into their imaginations in order to know their expectations and apprehensions before starting the interactional activities. Responses to the pre-interaction questionnaire reveal that the learners were receptive to the idea, despite the surprise when the activity was announced. Indeed, this type of interactional exercise was new to most learners, hence their initial confusion. We therefore introduce this analysis by presenting some closed and open-ended responses to this first questionnaire.

10 | INTERACTIONAL ACTIVITY AS ORAL ASSESSMENT

The first question, closed, is exclusively addressed to learners studying in France. It concerns the replacement of a traditional type of oral assessment, such as a dialogue or a presentation of some kind, by this interactional activity in order to test the student's performance in the target language. All the learners (100% of them), say that "yes", this is a good idea. Then, to justify their answer, we check many sentences of support and satisfaction regarding the interactional activity. Here are some of the most relevant answers to this first question (not all of our subjects' answers have been modified in order to keep the integrity of the corpus):

- *I think it's innovative and allows you to practice the language in a context other than the classroom. It allows us to be able to practice directly with strangers and therefore to learn more easily and to be able to better understand and interact with each other*
- *It's not just a simple recitation of lessons, it's a way to apply knowledge.*
- *Interaction with a pen pal is likely to be much more formative than a simple exam and more fun and entertaining.*
- *The idea of interacting with natives seems formative and interesting. I can't wait to get started.*

As we can see, the answers emphasize the "innovative nature of the activity", since the virtual dialogue does not take place in the classroom. In the same way, other opinions highlight the fact of "going outside the overly academic framework of learning Spanish (...)", others point out that "it is a very good idea" because in addition to "changing from a normal classroom (...)" "it can teach us to develop new linguistic reflexes". And to remain in the novelty for them, "[it] is not a common concept in France, unlike in other countries" (beginner student of Spanish). The practice of the language in the real context and the interaction with natives of the language are also emphasized.

11 | CULTURAL DIFFERENCES: ADVANTAGES OR DISADVANTAGES

The second question asks beginners about the possible advantages and/or disadvantages of the cultural factor of interaction. Among all our subjects (including those studying outside France), 83% see only advantages of interaction and the cultural element is highlighted. Here are some examples of possible advantages mentioned:

- *It can only be positive since each of us can talk about our culture, being different, they will allow us to tell about our way of life and allow us to exchange on various subjects.*
- *It's going to be a very enriching exchange. There must be a very important cultural gap between our two countries.*
- *allows us to know the differences between France and Mexico. And also, to know more about this country.*
- *the cultural differences are very positive. They allow for open-mindedness and the discovery of a new culture.*
- *Nowadays cultural barriers are no longer seen as negative so in my opinion each of us can adapt to the other and discover the other's culture.*
- *On the other hand, 16.3% of the learners feel that there may be problems during the activity. It is interesting to observe that these inconveniences stem only from the responses of beginner learners, which reveals a certain degree of pre-interaction stress, in our opinion. Furthermore, it should be noted that this type of activity is new to the majority of these subjects. The themes described as problematic are:*

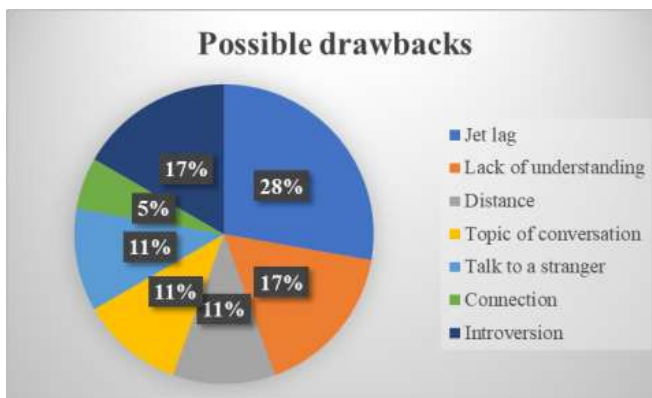


Figure 2: Possible drawbacks during interactions

The figure 2 reveals an objective fear of jet lag, shared by non-beginners as well as beginners. Secondly, we find the projection of a possible lack of understanding between partners as well as the introversion characteristic of some learners. The latter may be the trigger for two other elements mentioned: a possible embarrassment caused by talking to a stranger and the possible absence of a topic of conversation. The “distance” factor is one of the elements mentioned by the subjects. In spite of the above answers, in the majority of cases the cultural element proves to be an advantage for the interaction, as suggested by other answers, such as:

- *I'm thinking about improving my Portuguese, discovering a little bit of the Brazilian culture and talking with someone who maybe has another way of thinking, exchanging about the differences and similarities between Brazil/Brazilians and France/French;*
- *Cultural factors are definitely a positive factor for interaction; indeed, I think it could fuel the conversation;*
- *I have only positive expectations, learning the language, learning the culture, maybe having a new friend;*
- *cultural factors are positive, I think. Through this exchange we will discover another culture, among others.*

In this context, let us present what the learners hope to develop through this interaction activity.

12 | EXPECTATIONS

For this session, all the subjects express their expectations for this interaction activity. What do they think this activity will do for them? Firstly, they inform if they think they will progress thanks to this activity, and secondly, they explain their answer and indicate in which skills they wish and hope to progress. While the answers to the first point were unanimous (100% of the students in France, including those who pointed out disadvantages in 4.1.2, and outside France, think that they will improve their language skills thanks to this interactional activity), the responses differ in the choice of skills developed thanks to the interactional activity:

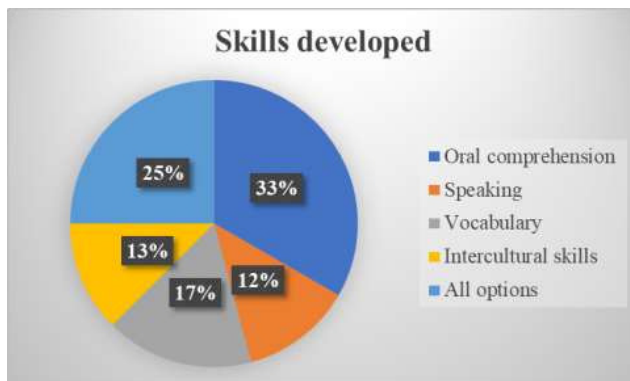


Figure 3: Skills that can be developed through interaction

Note that oral comprehension will be the skill most developed through this activity, followed by all the options (vocabulary, intercultural skills and speaking together) according to the learners. In addition to the skills most mentioned above, the activity may bring other benefits, especially in the behavior of the learner, as they themselves indicate in the examples below:

- *Being more comfortable with Spanish and daring to speak even if it is not perfect;*
- *Much more spontaneity in the way I speak Spanish;*
- *More fluency because I don't speak Portuguese every day so I don't like to speak anymore but I like to listen and hear;*
- *It will bring me vocabulary, but also a lot of details about the Portuguese language that you don't learn in class because it seems insignificant.*

In the next sub-section, students evaluate their interaction experience by also answering to a survey. They tell us what they have gained from this interactional activity and highlight what they believe were the positive and negative points of the activity. And finally, the last question allows them to point out the drawbacks of the activity carried out.

13 | THE BALANCE SHEET AFTER INTERACTIONS

The final questionnaire consists in questions intended to provide an assessment of the interaction activity from the learners' perspective. Students are asked about what they experienced during the activity. We want to know their perspectives and to what extent did the interactions play the role which the language group may have apprehended. In this way, students are invited to step back and reflect on their experiences.

To introduce the questionnaire, learners initially answer questions from a personal perspective, such as “Did you enjoy the activity? Then, they are supposed to express themselves more objectively to tell (i) what they learned, (ii) if there were problems during the interaction, (iii) what they would have changed from the activity, and finally give a grade, justifying their answer.

14 | OPINIONS ON THE ACTIVITY

In order to obtain objective results and student perspectives on the interaction activity, students were asked two closed-ended and direct questions: “Did you enjoy the activity? And “Was it worth it? The response to the latter is followed by a request for justification. Initial reactions to these questions are as follows:

French university	Positive	Partner university	Positive
(UCL ¹)	100%	(UNAM)	100%
(UCL ²)	100%	(UERJ)	100%
(UCL ³)	100%	(UNESP)	100%

Table 4: Learners’ opinions on the interaction activity

The students were all at one in considering the activity to be fruitful both for learners in France and for learners on the American continent, as shown in the table above. Here are some comments added by them to justify their answers (for Spanish, S; for Portuguese, P. For beginners, B; advanced, A):

- *Having pen pals is always a good idea. It can bring a lot, and above all it can bring what a normal course cannot teach us: spontaneity (B S).*
- *I feel that I have made a lot of progress in Spanish thanks to my correspondent, who took the time to explain some things that I didn’t understand. She was always very reassuring and educational. (B S)*
- *It allowed me to improve my pronunciation, to build my sentences better. I think it’s a very good way to progress, and quickly. (B S).*
- *because it’s a more fun and stimulating way to deepen your knowledge of the language. It also allows us to tackle subjects that animate us in our everyday life and that are part of our respective interests. Moreover, it allowed me to discover a culture that I didn’t know at all, to learn about the way of life and their traditions. (B S).*
- *linguistic and cultural enrichment (B P)*
- *They allowed me to improve my Portuguese and my understanding (B P)*

- *This interaction activity required a lot more investment and time, but allowed me to learn a lot more (A P).*
- *This interaction activity made us work much harder! And I liked it because we had to force ourselves to practice Portuguese and not present a topic in class (A P).*

Thus, based on a personal vision, the activity was approved by the learners. In the next session, we will learn more about the details of what this activity brought.

15 | PRAGMATIC RESULTS ACCORDING TO LEARNERS

In this sub-section, our aim will be to measure the benefits of this interaction activity by presenting the students' answers to practical and objective questions. The first of these questions asks them what are the possible negative aspects of the interactions they had to experience. In the second, they explain whether they think they have made progress in the language and then give examples to illustrate this progress. Finally, they indicate what they would have changed in the mechanism to take better advantage of it.

In what follows, the students indicate whether they had to address any barriers during the interaction:

French University	Drawback	Partner university	Drawback
(UCL ¹)	non à 71,4%	(UNAM)	non à 100%
(UCL ²)	non à 100%	(UERJ)	non à 100%
(UCL ³)	oui à 66,7%	(UNESP)	non à 100%

Table 5: The existence of negative factors during interactions

During the exolingual exchange - in which the repertoire and proficiency of the participants are asymmetrical, since a participant is both the native and the learner of a language - many linguistic factors may interfere the interaction. In addition, the virtual context of interactions can add other barriers as well. Nevertheless, we note a considerable reduction in negative factors, previously predicted by beginner learners, at the expense of an increase in these same factors according to advanced learners. It should be noted, however, that there are no negative factors in interactions according to learners outside France.

Thus, the negative elements mentioned by students in France count as follows:

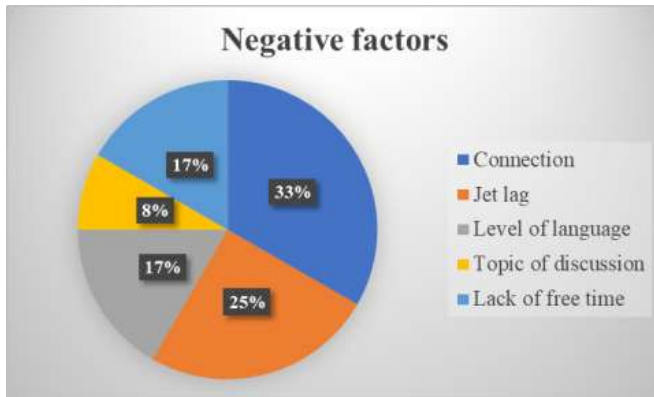


Figure 4: Negative factors cited by learners

As we can see, connection problems and the time difference between partner countries (remember: 7 am in relation to Mexico and 5 am in relation to Brazil) are the most mentioned disadvantages and are shared by beginners as well as advanced learners. It is relevant to underline that the level of language and the topic of discussion translate inconveniences strictly for beginner learners. Lack of free time is a problem for advanced students. On the other hand, characteristics such as shyness and apprehension are no longer mentioned by beginners.

Despite the above factors, each and every learner, considers that they have made progress in the language, either Spanish and Portuguese for those in France or French for those outside France. Furthermore, some learners in France notice that this exchange has made them work in French as well (we help each other and I also work in my mother tongue). Some of the progress we quoted from them include the following:

- *I learned to get by in a new language. I tried to make myself understood*
- *New words, new verbs, new turns of phrase. I also learned to be a little more spontaneous when I express myself orally.*
- *I have learned a lot for listening comprehension, vocabulary*
- *The differences between you and you, the pros, the cons, with you or only you. And especially the differences in cultures*
- *He sent me a nice video that shows me the differences of words in Spanish depending on the country or region (for example one word means dog in the south of Mexico, something else in the north, something else hot in Peru etc....). Something we don't have in English*
- *I learned Spanish expressions, vocabulary, and how the school system works in Mexico.*

- *How's school in Mexico, how's my partner, ...*
- *I learned a little bit about Mexican culture.*
- *I got some new vocabulary words...*
- *For example, I learned that the most famous writer in Mexico is Octavio Paz. I also learned that there was a very strong French influence in Mexico (because of the French colonization in the 1860s) especially in food and architecture. There are French bakeries and pastry shops in Mexico.*
- *Gestures to make yourself understood are universal*
- *When I can't say something, my correspondent helps me to formulate the sentence in Spanish and we repeat it gently together. In this way, I learn new vocabulary and build sentences better. She also teaches me the expressions that young Mexicans use a lot.*
- *I am more precise in my vocabulary*
- *The seasons, the use of accents in Spanish*
- *I think I'll be more comfortable speaking Portuguese and maybe more fluent.*
- *especially vocabulary and conjugation, pronunciation of certain words, etc.*
- *The difference between Portuguese PT and Portuguese BR*
- *To know more about Brazilian culture, to try to get by more spontaneously in this language, and a lot of good things.*
- *Vocabulary and listening comprehension*
- *To conjugate mostly in the first person, to talk about myself and specially to understand him.*
- *my pen pal taught me how to say high school, I learned some conjugations from the past tense or imperfect past tense.*
- *I've learned new terms and I'm pretty much back to comfort in the language.*
- *I learned a lot of vocabulary. I've improved a lot in sentence construction, I make sentences more easily.*
- *use of the past tense, more vocabulary and general culture*
- *Brazilian culture / to know Beatriz / some vocabulary words / to recognize their accent / their traditions / to make myself understood in a foreign language.*

Finally, the last question concerns advice on how to optimize the activity in order to make it more beneficial to their learning. As the answer to this question was optional, we find only 32 reactions. Below are the tips given:



Figure 5: Tips to improve the project

In figure 5, we can see that the majority of the advice related to increasing the number of interactions and developing a guide to better conduct interactions. The second most common suggestion was to wait for more vocabulary before starting interactions and to respect the 30 minutes per language. We consider this last point as isolated facts, as only these three learners refer to this non-compliance with one of the interaction instructions (see the pillars of this type of interactional activity in 2.0). Then there are those who advocate mixing languages. Only a few (5%) of the students say they would require the use of an online translator, to communicate also in writing and to have their mistakes corrected. The first two elements can already be practiced by the learner since there is no obstacle to this. On the other hand, the third translates another obstacle to the achievement of our activity, since each learner is supposed to help his or her partner to progress in the language and corrections are indeed part of the learning process, in our opinion.

Nevertheless, as predicted, twelve out of the 32 answers below express satisfaction, such as, for example, *it was perfect; nothing specific; nothing; it's fine like that; I don't have any other advice; No it's very good; Not really Not especially; I find the activity already very rewarding.*

So, after presenting the activity, outlining the learners' perspectives and the pragmatic results achieved through this interaction activity, let's move on to the discussing of the results.

16 | DISCUSSION

Taking a step back from the objective of the project, as well as from its pragmatic results, we can highlight two types of perceptions of the experience: those of beginner students and those of non-beginners. Reading the students' responses and then comparing those of beginners (remember that these are normally those who are in their first academic

year) with those of non-beginners, the discrepancy in certain elements has drawn our attention.

For example, the issue about how much time is dedicated to the activity doesn't seem to be an issue for the beginners but seems to be one for the non-beginners. Perhaps this is due to greater pressure on more advanced students than on beginners who are normally still discovering the academic world (remember that the language beginner is normally a university novice).

Conversely, while beginner learners show enthusiasm for the activity (as revealed by some comments such as, for example, "I only have positive expectations, learning the language, learning the culture, maybe I have a new friend or I would like to see my pen pal live but it's not possible, maybe I should think about taking notes more often during interactions"), advanced learners are more balanced. On the other hand, a non-degree student criticizes the non-observance of the timetables set by his Brazilian pen pal (It might be a good idea to fix in advance the times that both partners should respect).

The disturbing emotion "fear", "apprehension" and the equally unfavorable personality character "shyness" appear exclusively in the beginners' answers and only before the activity starts. These elements, which are a priori disturbing, were not present during the assessment of the activity. Would interactional practice have helped to combat these fears?

However, jet lag and connection problems were cited as disruptive factors shared by beginners and non-beginners alike, although we note that the former is a more disturbing factor for advanced students than for beginners. Students outside of France, on the other hand, rated the interaction as impeccable, although connection problems were mentioned by students in France. Therefore, we suppose that this activity, being optional for learners outside of France, may have provided them with an advantage in terms of learning FLE.

The fact of interacting, discussing and getting to know each other promotes openness to the other's culture and beyond that, promotes the recognition of each other (I think they experience the same things as [we as] students or I don't think [cultural differences] came in between because [we were in fact] so similar). In this sense, the adjective "enriching" is used by student groups to describe the moments of interaction.

On the other hand, none of the groups criticized replacing the traditional evaluation system (usually a pair-work dialogue, interview, or oral presentation) with interactional activity. On the contrary, the groups of students consider the activity helpful for a better practice of the language and, consequently, for a better progression in learning.

Analysis of the data tells us that the interactions do indeed fulfil the teacher's idealized role of promoting an alternative to the lack of time-space dedicated to language practice in FL classrooms.

In addition, the interaction with a native speaker of the FL studied by the learner gives us proof of a greater involvement of the learner with his or her learning (as we can see in the following answers: "you have to revise the course to be comfortable speaking";

“do not use a language translator”; “keep in touch with the correspondent to progress in Spanish in the long term”; “I will progress in listening comprehension and I will also learn new vocabulary”, among others). Thus, this activity seems to us to not only have set the seeds of motivation in the students, but also has pushed them to develop their autonomy to learn any other language or content.

17 | CONCLUSION

This article traces the path taken by our project which objective is to find an alternative to give more time and space to students of an FL to practice this language. Online interaction with native speakers of the language-culture in question seems to us to be the best option to motivate students not only to learn the language but also to facilitate the development of their intercultural competence and autonomy to learn. Autonomous students are aware of and involved in their own learning. The development of this autonomy will promote their progress in any field.

At first glance, the results show us that beginners are very fond of the possibility of being offered this type of interactive activity in the classroom. This unusual feeling quickly turns into enthusiasm for setting up this communicative task. Non-beginners, on the other hand, although they feel more concerned about the lack of time to carry out the language exchange, recognize how enriching this experience is. In fact, it is through this interaction that they can fully experience the other’s culture, familiarizing themselves with a world that is not their own through the eyes of their partner.

Finally, by agreeing to share their partner’s language-culture and becoming familiar with the activity, learners lower the veil of shyness, gradually developing the art of daring, expressing themselves and interacting in a language-culture other than their native language.

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