BOOK OF ABSTRACTS
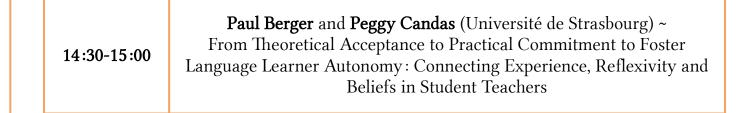
Fostering Autonomy in Language Education: Focus on Teaching Practices

Université Paris Cité, Paris (France)
26 & 27 June 2025

Thursday, June 26th

14:30-15:00	**Paul Berger** and **Peggy Candas** (Université de Strasbourg) ~ From Theoretical Acceptance to Practical Commitment to Foster Language Learner Autonomy: Connecting Experience, Reflexivity and Beliefs in Student Teachers

Paul Berger and **Peggy Candas** (Université de Strasbourg)

From Theoretical Acceptance to Practical Commitment to Foster Language Learner Autonomy: Connecting Experience, Reflexivity and Beliefs in Student Teachers

Keywords: student teacher autonomy; commitment; experience; reflexivity; beliefs

As part of the master's program in Language Didactics at the University of Strasbourg, fostering learner autonomy (LA) has been identified as central to the professional development of student teachers. It is the main objective of the course entitled ''The language learner'', a beginner-level language course where the students are brought to reflect upon learner specificities, emotions, learning strategies, etc., through the lenses of their own language learning pratice. Many experience in their flesh what it feels like to be constrained into performing tasks that may make no sense to them ; in other words, to be denied language learner autonomy. This enables

them to better understand the position of learners in general, and to seek new options as teachers to avoid applying prescriptive teaching choices to others, ultimately developing teacher autonomy (Little, 1995). Reflexivity on their experience (Kolb, 1984), a capacity developed throughout the master's program, is central to the whole process. We will argue that the texts written during the examinations, consisting in analysing a teacher's practice, show their understanding of the importance of LA and their ability to identify practices that foster its development.

Though rapidly converted to the idea that fostering LA is essential, working out a teaching approach that does so proves more difficult, as shown by the student's propensity to find many reasons for not implementing a pedagogy for autonomy during their internship (e.g. learners being too young or not proficient enough in the L2 ; the learning context being inadequate or the national language policy being incompatible, etc.). Transfer to other courses, especially those focusing on teaching, proves difficult too. The resistance of student teachers to implement LA has been documented (for example, Martinez, 2008). The review in Manzano Vázquez (2021) shows that, globally, the beliefs of student teachers and practising teachers converge and that teachers tend to be more positive about the desirability of LA than about its feasibility. In this communication, we will present our hypothesis as to what hinders the move from theoretical acceptance to practical commitment, based on Paul Berger's doctoral research on beliefs (in process) applied to teacher cognition (Borg, 2003): LA is entangled into a wide web of connected beliefs underlying teacher practice, which renders the experience and the reflection on the experience insufficient to alter any of them. Plans for future research will be outlined.

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Peggy Candas is a senior lecturer in language didactics at the University of Strasbourg and the current deputy director of the research unit Linguistique, Langues, Parole (LiLPa, UR 1339). Her research focuses on learner autonomy and autonomisation, language teachers' support and obstacles hindering this process. She has piloted the development of a new range of language courses for non-specialist students based on the skills-based approach and evaluation with CEFR levels.

Paul Berger is a Temporary Teaching and Research Assistant (ATER) at the University of Strasbourg and a PhD student within the research unit Linguistique, Langues, Parole (LiLPa, UR 1339). His doctoral thesis in language didactics questions the legitimacy of the "native speaker teacher" of French as a foreign language in Spanish-speaking contexts. Currently, he also studies how people in forced exile are integrated in and trained at university.

15:00-15:30	**Carmenne Kalyaniwala** (Université de Lorraine) ~ Honouring Stories: a Study of Learner Trajectories for Fostering Autonomy for Language Education

Carmenne Kalyaniwala (Université de Lorraine)

Honouring Stories: A Study of Learner Trajectories for Fostering Autonomy for Language Education

Keywords: autonomy; agency; digital stories; education

The construct of learner autonomy has been defined in applied linguistics and language education as the "ability" (Holec, 1981), "capacity" (Little, 1991) and even "capacity to control" (Benson, 2011) one's own learning. Agency, an equally debated concept, is often likened to autonomy or at the very least, is "closely interrelated" (Huang & Benson, 2013, p. 12). According to sociocultural theory, individuals become agents when they perceive, analyse, reject and accept solutions provided by their environment and experience (Swain, 2006). Such actions or 'potential actions', to quote van Lier (2008, p. 171), are either fostered or thwarted by the social and cultural conditions of a given context (Oxford, 2003, van Lier, 2008). Thus, trajectories of individual agency must be studied in relation to the activity and the context in which they are embedded. The context of the present study is an English course designed for first year master's degree students specialising in Education in the east of France. Besides other tasks that are steeped in English for Academic Purposes, the teaching scenario of the first semester proposes an "individual informal project" that students choose and complete on their own time over the course of the semester. The first semester of this course thus focuses explicitly on learner autonomy and since master's students come from diverse social and educational backgrounds, a part of the course is earmarked for working autonomously in the English language on any project of their choice. Each "project" is accompanied by a reflexive essay in which students are expected to detail the methodology used to complete the project, their motivations, intentions and experience. The present paper proposes to showcase the agentive choices of 28 language learners who submitted their project in December 2024. Making a case for learner agency, this study will present concrete ways in which learner trajectories and intentions are captured through self-made multimodal videos and websites. While the final productions of the learners are rich and attest to the diversity of learner trajectories, they are also humbling as they provide a glimpse into the world that these language learners live in.

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Carmenne Kalyaniwala is an Associate Professor of Applied Linguistics and English at the University of Lorraine and a member of the ATILF research laboratory. She currently serves as the research coordinator for the Language Didactics and Sociolinguistics division within the laboratory. Her research focuses on learner and teacher autonomy studied through a socio-technological perspective. A member of the ANR-supported Lexhnology project, she is currently interested in exploring different features of digital technology for the purposes of Teaching English for Legal Purposes. She is also a co-editor of the journal Mélanges Crapel since 2021 and a member of the CLES scientific committee since 2023.

16:00-16:30	**Henry Finch** (Technische Universität Darmstadt) ~ Fostering Language Learner Autonomy at a German Technical University: Or how the OuLiPo Prepared me for the Autonomous Language Classroom

Henry Finch (Technische Universität Darmstadt)

Fostering language learner autonomy at a German technical university: or how the OuLiPo prepared me for the autonomous language classroom

Keywords: language learner autonom; LSP; dialogue; reflection

This presentation explores internal and external motivations and the development of learner autonomy in an English for Civil Engineers course at the Technical University of Darmstadt, Germany. This course meets weekly twelve times during the semester and prepares students for degree courses taught in English. Each student in this project-based technical English course develops a semester project related to civil engineering. The course culminates in oral presentations of each semester project, which count for 100% of the course grade. Students choose their topics based upon their individual interests. Students' interests and curiosity in this regard promote transfer of pre-existing knowledge and meaningful use of the target language. Supporting tasks of the semester project include developing assessment criteria, constructing an annotated bibliography, meeting for individual consultations, as well as engaging in periodic reflective writing. All completed tasks receive constructive feedback from the instructor. Importantly, lack of engagement with supporting tasks is not directly penalized; supporting tasks are optional and ungraded. To this end, language learner autonomy is incentivized from two distinct, related points. Firstly, because academic success in the course is dependent upon a single, yet complex, single task – the oral presentation – students are encouraged to identify their own knowledge gaps and develop strategies to fill them. Secondly, because supporting tasks are voluntary and ungraded, students must exercise their own agency in completing these tasks independent of an immediate, reciprocal reward incentive. Teaching in such an environment is primarily interpretive, reactive and dialogue-based, rather than transmissive. Students construct or co-construct their own learning materials, interpreting and navigating a framework, rather than receiving input and adapting to constraints. The insight of this presentation is valuable particularly to teachers of languages for specific purposes, content language integrated learning, or pedagogical frameworks which otherwise limit, assume, or pre-determine the types of language used.

Henry Finch earned a Master of Fine Arts in Poetry from the University of Iowa Writers' Workshop. He is currently an instructor of English and a doctoral candidate at the Technical University of Darmstadt.

16:30-17:00	**Maria Vittoria Lo Presti** and **Maria Luisa Sartirana** (Università Cattolica del Sacro Cuore, Milan) ~ The Perception of Autonomy in Language Learning: A Case Study in the University Context

Maria Vittoria Lo Presti and **Maria Luisa Sartirana** (Università Cattolica del Sacro Cuore, Milan)

The perception of autonomy in language learning: a case study in the university context

<u>Keywords</u>: autonomy in language learning; self; access centre; language advising

The development of autonomy in language learning represents a complex yet significant challenge, that promotes personal growth and facilitates language acquisition within a framework of conscious learning (Little, 1991; 2020). The ability to learn independently is, in fact, an essential competence to navigate the changes of contemporary society: fostering autonomy means encouraging students to develop personalized learning strategies, reflecting on their learning processes, and becoming active protagonists of their educational journey (Benson, 2011).

This research explores the evolving needs and expectations of university language students, particularly in response to recent technological advancements and diverse study modalities. Through data collection, in this contribution, we analyse the perceptions and beliefs of a sample of language students at Università Cattolica del Sacro Cuore regarding their linguistic and communicative needs. Additionally, we examine how students engage with language learning both within and beyond the classroom, aiming to assess how curricular instruction and the resources offered by the Centro per l'Autoapprendimento (CAP) contribute to satisfying students' needs and to fostering autonomy (Zanola, 2012; Sartirana, 2019).

Findings from this study will inform concrete actions to strengthen the connection between classroom teaching and CAP's activities. These initiatives include targeted training for students, teachers, and advisers on scaffolding strategies to support autonomy, redefining the role of advisers and their collaboration with instructors, and introducing shared tools to enhance reflective learning both in class and during advising sessions. Furthermore, opportunities for exchange of practices between teachers and advisers will be reinforced to create and strengthen a community of practice.

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Maria Vittoria Lo Presti *is a research fellow at the Università Cattolica del Sacro Cuore, where she collaborates with the chair of Modern Language Teaching. Her fields of interest include teaching Italian as a second language, the impact of new technologies and AI tools in language teaching, plurilingual and pluricultural education, and language teacher training.*

Luisa Maria Sartirana *(MA Open, UK) is a language advisor and the co-ordinator of the self-access centre at the Servizio Linguistico di Ateneo (SeLd'A) of Università Cattolica del Sacro Cuore. Since 2006 she has been working as teacher trainer and co-ordinator of English courses and exams for non-specialist students at SeLd'A.*

<u>Friday, June 27th</u>

Morning session

10:00-10:30	**Carine Martin** (Université de Lorraine) ~ Promoting Linguistic and Personal Autonomy in an EMI Course – A Case Study

Carine Martin (Université de Lorraine)

Promoting Linguistic and Personal Autonomy in an EMI Course – A Case Study

<u>Keywords</u> : EMI ; critical pedagogy ; autonomy ; learning journals

This study delves into the development of autonomy in an English as a Medium of Instruction (EMI) course, positioning linguistic autonomy within the wider scope of critical pedagogies. Rather than focusing solely on language learning, this research also explores personal autonomy and how the two are interrelated. The study is conducted in a third-year gender studies course within the Cultural and Media Studies program at the University of Lorraine, France. As the course is fully taught in English, it serves as an ideal case study for investigating methods that promote student autonomy. The central research question examines which autonomy-supporting strategies implemented in the EMI framework are most effective in fostering student autonomy. The study is based on a corpus of 98 student learning journals collected over six cohorts (2020–2025). These journals provide valuable insights into how students connect course content with real-life experiences beyond the university setting, offering a lens into their evolving agency as learners and citizens. This paper first outlines the historical and theoretical links between personal and linguistic autonomy, drawing from critical and feminist pedagogies. This theoretical backdrop then informs the case study analysis. The study reviews multiple scaffolding techniques used in the course "Gender and Contemporary Culture" to promote student empowerment, examining both instructor positioning and activity design. A discourse analysis of the student journals identifies which strategies have the most significant impact on autonomy development. By interpreting student reflections, this research highlights the most effective pedagogical methods for encouraging autonomy in an EMI setting. The findings contribute to broader discussions on autonomy in language education and critical pedagogy while offering actionable insights for designing EMI courses that nurture student autonomy in higher education.

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Carine Martin is a lecturer at Université de Lorraine. Her research focuses on learner autonomy, tandem learning, and critical pedagogies. She investigates how digital tools and reflexive practices support student agency. She leads the pedagogical design of ULEP, a language exchange platform, and coordinates the university's (e)Tandem program.

10:30-11:00	**Églantine Guely Costa** (Université de Lorraine) ~ Learning a Foreign Language through Self-Directe Learning : from Agency to Complexity among In-Service Teachers

Églantine Guely Costa (Université de Lorraine)

Learning a Foreign Language through Self-Directed Learning : From Agency to Complexity among In-Service Teachers

The INSPE of Lorraine (Institut National Supérieur du Professorat et de l'Éducation) offers a one-year University degree designed for primary and secondary school teachers interested in *Practicing and teaching German (and in German).* The program aims to develop teachers' language proficiency and pedagogical skills, particularly in relation to plurilingual and cross-border educational projects. Trainees are also enrolled in a self-directed learning system, where they are expected to take responsibility for their own German language learning within their personal or professional environments, or with support from the university's self-access center (SAC). To foster their language learning autonomy, they engage in reflective writing and participate in advising sessions, which are conceived as dialogic spaces for self-analysis. These sessions provide a structured opportunity for teachers to articulate and reflect upon how they "take responsibility and make (...) all decisions concerning every aspect of their learning" (Holec, 1979, p. 32).

This presentation will focus on advising sessions conducted with a group of 18 teachers. The methodology relies on narrative analysis (Consoli, 2021) to examine data collected from (i) recorded and transcribed advising sessions, (ii) reflective written productions, and (iii) graphic representations of learners' Personal Learning Environments (PLEs). The study is situated within the framework of complexity theory, with particular attention to agency (Larsen-Freeman, 2019) and language learning autonomy (Paiva, 2006 ; Franco, 2013). The analysis will focus on initial advising sessions, during which learners recount their experiences with the target language, describe their learner identities, project activities for their learning trajectories, and represent their Personal Learning Environments. These sessions involve the identification of learning objectives aligned with their needs as social actors (language for action), as individuals (language as self-expression and social interaction), and as teachers (language as an object of study and instruction). Through a case study approach, the presentation will explore the interrelation of key elements within each learning project, with the aim of identifying potential attractors of engagement and of examining their role in the dynamic evolution of learners' learning systems.

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Églantine Guély Costa is lecturer at the University of Lorraine (ATILF). After a thesis exploring relationships between distance, openness, dialogue and autonomy in a self-directed learning context, she became a teacher-researcher at UTFPR in 2014 (Brazil). Since 2020, she has been involved in teacher training (INSPE), and her research focuses on autonomy in language training, in a complexity-based framework.

11:30-12:00	**Martina Šindelářová Skupeňová** (Masarykova Univerzita, Brno) ~ Is an Invitation Enough? Two Ways of Encouraging Students to Monitor their Learning

Martina Šindelářová Skupeňová (Masarykova Univerzita)

Is an Invitation Enough? Two Ways of Encouraging Students to Monitor their Learning

<u>Keywords</u> : monitoring ; motivation ; self ; regulation skills ; learner autonomy support

Developing the ability to monitor one's own learning is a crucial yet challenging skill for language learners. While self-assessment and reflection are essential for progress, many students struggle with these practices due to a lack of prior experience, motivation, or necessary skills. This presentation compares two different approaches to supporting students in monitoring their learning process, highlighting the challenges and effectiveness of each approach. The first approach is implemented in an elective course specifically designed to foster learner autonomy. In this course, students are required to attend three individual advising sessions throughout the semester which guide them through structured self-reflection and evaluation. The second approach is applied in an obligatory Academic English course, where students are offered an optional individual feedback and reflection session with their teacher. By analyzing student engagement and participation in both types of individual sessions, this presentation explores key factors influencing students' ability to take ownership of managing their learning. The findings suggest that even if structured support fosters reflection and monitoring, students often struggle to engage meaningfully in these practices when they lack prior experience with self-directed learning. Motivation and self-regulation skills development emerge as critical factors, raising questions about how educators can better scaffold and support this growth. The presentation discusses possible strategies for overcoming these challenges, including ways to enhance student motivation, integrate reflection more effectively into coursework, and provide guidance tailored to different levels of learner autonomy. The presentation shows that simply inviting students to reflect and monitor their learning is not enough—providing the right strategies and structures is essential for fostering meaningful engagement and cultivating a culture of self-monitoring and continuous learning.

Martina Šindelářová Skupeňová, an English lecturer at Masaryk University Language Centre, focuses on fostering autonomy across diverse educational contexts. She has contributed to the English Autonomously project since its start and her Ph.D. research explores how language advising supports learner autonomy.

12:00-12:30	**Yulia Efremova** (free lance) ~ Journaling for Growth : Reflective Practices to Enhance Vocabulary Learning

Keywords : learner autonomy ; reflection journals ; reflective practices ; noticing ; vocabulary acquisition

The presentation examines how reflection journals can support students in documenting their achievements, strengths and areas for improvement on a regular basis. I will demonstrate how, by adopting reflective practices, students can take greater responsibility for their learning and monitor their progress effectively, which ultimately enhances their motivation and contributes to faster progress.

In particular, the session explores how reflection journals can empower students to develop their vocabulary by systematically noticing, recording, and engaging with new words. It focuses on two specific types of journals : end-of-class reflections and out-of-class vocabulary journals.

End-of-class reflections are designed to consolidate vocabulary and other learning from each lesson. I will share examples of effective reflection questions that prompt students to engage with new vocabulary, highlight their relevance in different contexts, and explain how to organise and use these reflections for later review and analysis.

Out-of-class vocabulary journals focus on daily language acquisition. Students are encouraged to notice and record new vocabulary they encounter in context, prioritise words they wish to learn, and set weekly or lesson-based goals. I will demonstrate efficient techniques for documenting vocabulary and provide strategies to help learners integrate these words into active use. This approach addresses one of the most common challenges my learners face : bridging the gap between recognising words and using them effectively in speech and writing.

The session will provide practical examples and strategies for implementing both types of journals. Drawing on my own teaching experience, I will offer actionable insights to help attendees introduce these journaling techniques to their learners or enhance their current practices. By fostering a reflective and goal-oriented learning environment, educators can help students make meaningful and measurable progress in vocabulary acquisition.

Yulia Efremova is a freelance English and German teacher who works with adults online. She holds an MA in TESOL, a PhD in Medieval Studies and the Cambridge DELTA & CELTA. She values the lexical approach and helps learners build skills and confidence for independent learning.

14:00-14:30	**Laura Rampazzo** and **Marcella Dos Santos Abreu** (Universidade Estadual Paulista, São Paulo) ~ Autonomization and Language Teacher Education: A Longitudinal Study in a Telecollaborative Context

Laura Rampazzo and **Marcella Dos Santos Abreu** (Universidade Estadual Paulista, São Paulo)

Autonomization and Language Teacher Education: A Longitudinal Study in a Telecollaborative Context

Keywords: virtual exchange; bilingual exchanges; pre; service teacher education; intercultural learning; autonomy development

Virtual exchange (VE) or telecollaboration is a pedagogical practice that connects geographically distant learners, who engage in linguistic and intercultural exchanges and work together towards a common goal (Dooly, 2022; Ramos & Carvalho, 2023). A successful VE project is Teletandem (Telles & Vassallo, 2006), which brings together speakers of different languages in bilingual exchanges so that they help each other. Based on the tandem principles of reciprocity and autonomy (Brammerts, 1996), participants are expected to take charge of their learning as they negotiate and collaborate with their peers. Within this context, autonomy has been understood as a socially oriented phenomenon, where metacognition - the process of reflection on how one learns - and interaction play an important role in autonomization (Garcia, O'Connor, & Cappellini, 2017). While the teletandem principle of autonomy has been considerably addressed, it has not yet, to the best of our knowledge, been thoroughly discussed from the complex perspective nor has the autonomization of the pre-service teacher been the focus of investigations. Following Borges (2022), we understand autonomy in language learning to be a multifaceted phenomenon. Adopting the author's complex perspective, autonomization is dependent on context elements, learners' needs, and goals and it also interacts with other learning subsystems. Considering such a perspective within the context of language teacher education through telecollaboration, this study aims to examine the autonomization of a participant in Teletandem, a pre-service teacher of English and Portuguese. Drawing on the dynamic model of autonomy development proposed by Borges (2022), we will conduct a longitudinal analysis using data from the Multimodal Teletandem Corpus (MulTeC) (Aranha & Lopes, 2019). Data includes the participant's learning diaries, excerpts of transcriptions of Teletandem oral sessions, questionnaires, and metadata collected over two years. We believe that the application of this model will enhance the description and understanding of autonomy development processes in language teacher education, particularly in telecollaborative contexts.

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Laura Rampazzo *is a professor of English in the Modern Languages Department at the School of Sciences and Languages of Araraquara, São Paulo State University (UNESP). She holds a doctorate (2021) and master's (2017) in Linguistic Studies and has a degree in Portuguese/English teaching (2014). Her research interests include language learning and teaching, virtual exchange, genres, communities, linguistic politeness, and autonomy.*

14:30-15:00	**Priscilla de Souza Ferro** (Faculdade de Tecnologia do Estado de São Paulo), **Marco Cappellini** (Université Lyon 1) and **Suzi Cavalari Spatti Marques** (Universidade Estadual Paulista, São Paulo) ~ Toward a Framework to Study the Emotional Dimensions of Autonomisation

Priscilla de Souza Ferro (Faculdade de Tecnologia do Estado de São Paulo), **Marco Cappellini** (Université Lyon 1) and **Suzi Calavari Spatti Marques** (Universidade Estadual Paulista, São Paulo)

Toward a Framework to Study the Emotional Dimensions of Autonomisation

Keywords: learner autonomy; emotional dimensions; teletandem; virtual exchange

This talk explores how emotions directly shape learners' autonomy and their capacity to manage their own learning within Teletandem—an online collaborative setting based on the principles of learner autonomy and of reciprocity, where two foreign language learners interact via videoconferencing to learn each other's languages. The talk is divided into three parts. The first part establishes the conceptual framework for studying emotions, grounded in major scholarly contributions (e.g., Damasio, 1999), emphasizing emotions as biological, cognitive, and social phenomena. Drawing on previous research on emotions in educational settings (Immordino-Yang & Damasio, 2007), we clearly articulate how emotions impact autonomous learning by influencing learners' abilities to self-monitor, self-regulate, and sustain motivation and engagement. The second part examines emotions' role in metacognitive processes and learner autonomy development. It discusses theoretical perspectives ranging from those integrating affect and emotion into metacognition and autonomisation (e.g., Yamashita, 2015; Garcia et al., 2017) to others treating metacognition and emotion monitoring separately (O'Leary, 2018). Based on these perspectives, we propose a theoretical and methodological framework for investigating how specific emotions foster or inhibit autonomous learning behaviours. The third part demonstrates the practical application of our methodology through qualitative analysis of multiple data sources collected in Teletandem contexts: reflective diaries, semi-structured interviews, and mediation sessions. Data analysis reveals how emotions concretely influence autonomous behaviours during interactions, highlighting critical emotional experiences and reflective practices. Finally, we present practical pedagogical recommendations derived from our findings, emphasizing strategies such as structured emotional reflection through journaling, preparation of mediators for emotionally-aware mediation, and pedagogical adjustments aimed at fostering learner autonomy. These recommendations highlight the essential role of mediators and propose pedagogical changes designed specifically to support autonomous practices within Teletandem interactions.

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15:00-15:30	**Isabelle Sartori Silva** and **Laura Rampazzo** (Universidade Estadual Paulista, São Paulo) ~ Emotions in Teaching and Learning Languages and the Development of Confidence in the Teletandem Context

Isabelle Sartori Silva and **Laura Rampazzo** (Universidade Estadual Paulista, São Paulo)

Emotions in Teaching and Learning Languages and the Development of Confidence in the Teletandem Context

<u>Keywords</u>: telecollaboration; learning diaries; emotions

Virtual exchange (VE) programs promote collaborative online learning among students from different institutions who are geographically distant (O'Dowd, 2021). One model of VE is Teletandem (Telles; Vassallo, 2006), which, based on tandem principles of reciprocity and autonomy, connects speakers of different languages. In this context, learners complete some tasks throughout the project, including the writing of learning diaries after each session (Aranha; Cavalari, 2014; Cavalari, 2018), which can foster reflection, metacognition and autonomous learning, besides being a powerful tool for investigating learners' interpretations, feelings and attitudes toward learning experiences (Leone et al., 2023; Garcia et al., 2017). Regarding the emotions, following Háhn (2021), we understand that, while participating in a VE is a unique and memorable experience, it can also be emotionally challenging. This communication presents partial results of a study that aims to identify the emotions in participants' learning process within teletandem and to analyse to what extent their account of the experience indicates gain of confidence to communicate in a second language. Through a qualitative approach, we examine the learning diaries and the questionnaires of two Teletandem students, whose data was available at Multimodal Teletandem Corpus (MulTeC) (Aranha; Lopes, 2019). Partial results indicate that, despite technological and linguistic challenges, the emotional dimensions of participation in the VE seem to be positive, since both participants reported they improved oral and written skills and experienced personal growth, autonomy development, friendly connections and greater confidence. These results can serve to inform not only the perception and reflection of students regarding the importance of telecollaboration, but also shed light to the fact that teachers can adopt learning diaries and mediation sessions as active tools to encourage students' reflection and autonomy to learn and to manage their emotions, monitoring and giving oriented feedback to help learners during their trajectories.

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"Emotions in the teaching and learning of languages and the development of confidence in the Teletandem context", funded by São Paulo Research Foundation (FAPESP).

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