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Ph.D in Applied Linguistics

University of Dublin, Trinity College

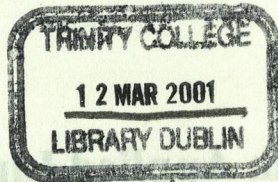
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Virtual Reality and Learner Autonomy
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(Volume II of II)

Klaus Schwienhorst



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Appendix A – Student data

Table A.1: Learners' perceptions of MOO discourse as spoken or written language (interview data)

IRL1 says, "Definately both, you have to spell out all the words but I guess it's really like a slowed down conversation"

IRL5 says, "More speaking I suppose, as it is a conversation"

IRL9 says, "Well you basically write what u would say if you was speaking to the person face to face"

IRL11 says, "well, a mixture. It's just a different type of communication. It comes in the form of writing, mainly. but has many of the advantages of speaking."
You say, "like?"

IRL11 says, "but, obviously not all of them"

IRL11 says, "well, as I say, facial expressions and gestures. (virtaul) In the real world these make communicating more efficient and faster."

IRL12 says, " more like writing i suppose but it was a little different when you can see a picture of the person you are talking to"

You say, "how?"

You say, "how is it different then?"

IRL12 says, " it feels different when you are writing to a person that you don't know and you don't know what they look like but it's different when you can get a physical appearance in your mind of who you are writing to like we could see the German people we were talking to"

You say, "ok"

You say, "did it become more like speaking then?"

IRL12 says, " yes a little bit"

IRL15 says, "i suppose a bit of both"

You say, "how so?"

IRL15 says, "cos you have to write in what your saying (obviously) but the replys are just like that person is speaking to you - more informal than normal texts"

IRL15 says, "its more relaxed"

IRL16 says, "I think it is both."

You say, "in what way?"

IRL16 says, "If you are trying to talk about something you say anything (type anything related to the topic"

You nod.

IRL16 says, "But then you look at the screen to see if you have made any error"

You say, "ok"

IRL16 says, "Well I did anyway"

IRL16 says, "That's why I thought it hewpled, because it is writing and speaking!"

IRL23 says, "I would say both. Because, it is like a conversation but a written one and you have to think as you write while at the same time keeping an eye on grammar. "

IRL26 says, "well, i'd say it differs from person to person. for myself, moo language is more like speaking"

You say, "How?"

IRL26 says, "i think of it like i'm speaking to the other person..."

You nod.

IRL26 says, "its the way i envision it in my head"

IRL26 says, "and to me, grammar matters less"

IRL26 says, "(as in speaking)"

GER1 says, "ah, back to your question, of course it's a mixture."

GER1 says, "[...] just because it IS written, you spend a little more time thinking before typing."

Table A.2: What are the strengths and weaknesses of communicating in the MOO for language learning? (interview data)

IRL1 says, "an advantage of this type of communication is that when you don't know or understand something in German it can be explained to you on the spot and you see how words are spelled. You can see German in a more natural environment"

IRL5 says, "Strengths were that it was learning with fun, learning not just German but also about German culture and how things work over in Germany, and a motivation for learning German..." [...]

IRL5 says, "Weaknesses, I couldn't say much only perhaps you wouldn't really be gathering more information more so using information you have." [...]

IRL5 says, "Well what I mean is, that you don't learn many new things, it's more about practising things you already know"

IRL9 says, "it can be hard to explain certain phrases"

You say, "why is that?"

IRL9 says, "well if it is an Irish phrase the German students might not have a German equivalent i.e. slang"

You nod.

You say, "is it just difficult because of the typing?"

IRL9 says, "no probably just the language barrier"

IRL11 says, "well I found it a strength that I wasn't under too much pressure to answer straight away in a different language. I had time to think and compile my sentence."

You nod.

IRL11 says, "if I had been face to face with him I couldn't have just stood there not saying anything"

IRL11 says, "so I would have made lots of mistakes in my haste"

You say, "I see"

You say, "any weaknesses?"

IRL11 says, "A weakness is that you aren't actually talking to each other, so sometimes the conversation can get confused from time to time. For example...."

IRL11 says, "when I was talking to [GER8] and he would say something in German that I wouldn't understand and I would ask him to rephrase it. But he might have already typed another sentence. And then I would reply to the new sentence and he would reply to my request. Thus we have both trailed off on different tangents. If you know what I mean"

IRL12 says, "A strength is that you don't feel that they are total strangers once you have a picture of who you are talking to"

You nod.

IRL12 says, "I suppose that you can talk to them on a friendlier basis"

You say, "any weakness?"

IRL12 says, "no weaknesses really come to mind"

IRL15 says, "well I suppose that it's good to see how people actually talk - the format I mean and general slang etc"

IRL15 says, "people type in stuff that they'd actually say"

IRL15 says, "so I think that's good for general knowledge"

IRL15 says, "but not so good for formal writing"

You say, "why?" CLCS Foyer

IRL15 says, "well that is if the person you speak to is speaking generally in slang - which some people in the MOO did."

IRL15 says, "but then again I did as well"

IRL16 says, "Obviously you don't actually get to speak with the person."

Your oral won't improve"

IRL16 says, "Your accent"

(continued) Table A.2: What are the strengths and weaknesses of communicating in the MOO for language learning? (interview data)

IRL23 says, "well the strengths are that if you are just talking then grammar is not as obvious and so you do not have to be as precise, and so the Moo makes you aware of grammar. The weakness, is that because you have to be careful with grammar, it is not always easy to say exactly what you want to."

IRL26 says, "well the weakness is taht it's far to easy to just speak english the whole time"
You nod.

IRL26 says, "the germans are happy to practice their english and the irish students are kind of lazy and like speaking english"

IRL26 says, "well *i* do, at any rate :)"

IRL26 says, "the strength is that you get to hear more qulo..damn i cant spell that word....."

IRL26 says, "what i mean is 'local phrasing' etc"

IRL26 says, "that you mightnt see in books or texts from class"

GER1 says, "The strength of course is that I can read the words (listen to) a native speaker of my age who just wants to communicate and not wants to perfect my grammar."

You nod.

You say, "weaknesses?"

GER1 says, "plus after some minutes you just write quicker and more fluently and this for sure helps to speak "free""

You say, "oh, why do you write quicker? do you mean type quicker?"

GER1 says, "You see, it's just like talking. If you want your partner to get your point, you will have to find a quick way to express yourself by utilising your limited vocabulary."

GER1 says, "that's why moo-conv. is more like talking. you can't use a dictionary to look up every word."

Table A.3: Perceived ability to monitor input (interview data)

IRL1 says, "Because you can look back at the session the output on both parts is clearer than normal conversation in the MOO and I think that with the assistants you can speak in stutters and a lot of english and bad german and they still know what your saying also because it is said so fast its hard to see exactly how bad my output is"

IRL5 says, "Yeah,well by the end i was using words in German that my partner used often and vice-versa"

IRL5 says, "german was more cooloquial"

You say, "was that because of being able to see everything on screen?"

IRL5 says, "Yeah,i could recognise the words easier then"

IRL9 says, "well you always had a log of the session and the screen enables you to look back at the conversation"

You say, "did you make use of that?"

IRL9 says, "yep if i wanted to see how the german student had previously said something you can just scroll through and find it"

IRL11 says, "well I mean the fact that you have the whole converstaion logged on the screen in front of you means that you can look back to find words he used or whatever"

You say, "ok"

You say, "did you make use of that?"

IRL11 says, "yes, like I said. If i didn't know the word for 'guitar' and he starts talking about them, well then I will obviously start replying using the new word. Or if I noticed a phrase he used and then ,later, I might come across a place where I would like to use it, i would look back up the converstaion to find it. I din these kind of things often, and I noticed he would often use some of my 'dublin' phrases back to me also."

(continued) Table A.3: Perceived ability to monitor input (interview data)

IRL12 says, "When things are in more conversational style you tend to remember things more than when their on a teaching form and we had a notebook to keep track of everything"

IRL16 says, "Obviously if you typed something wrong you could correct it ,but"
You hmm.

IRL16 says, "in with the assistants it was tougher because it was face to face"
You say, "where was it easier to keep track of what you and the other person said?"

IRL16 says, "But it wasa better as you could improve your oral because you could speak!!"
You say, "I see"

IRL16 says, "On the copmputer as you can read above what you and they just said!"

IRL23 says, "I don't know about that one! I think I was better able to monitor it with the assistants"

IRL23 says, "Oh no sorry,It was easier to kleep track of waht was said with the moo partner"

IRL26 says, "well, when speaking to assistants, i dont remember what i said two seconds later or how i said it..."

IRL26 says, "with the moo it records what you say and you can go back and look over it, if you wanted"

IRL26 says, "which is definitely a good thing"

IRL26 says, "so, it was much better for monitoring myself and my progress"

GER1 says, "hmm, im the moo because of the logging. but I don't think I would need this feature often in a face2face conversation."

Table A.4: Perceived ability to evaluate input (interview data)

IRL1 says, "I mean that if I say a sentence with very bad german to the assistant its faults are not as clear than if it was in the MOO because you can read back over it and it takes longer"
You nod.

You say, "what do you mean by it takes longer"

IRL1 says, "to type the sentences out as opposed to saying them-you have to think harder"

You say, "is that good or bad?"

IRL1 says, "good"

IRL5 says, "well I wasn` really corrected in the MOO,so I have to say the assisstants there"

You say, "how could we improve that"

IRL5 says, "maybe encourage partners to correct or improve on things said?"

IRL9 says, "well the assistants can easily point out your errors and correct them but in the moo you have to rely on yourself and who ever else is there "

IRL11 says, "well the assistans and my moo partner would reguarly correct me. But when I was in Germany it was natural just to try to understand each other rather than to correct each other."

You say, "so both situations were equally good in knowing whether you were correct and understandable?"

IRL11 says, "yes, I think so"

IRL12 says, " not as well as the assistants could show you to your face what you are constantly doing wrong"

You say, "I see, do you mean by frowning etc.?"

IRL12 says, " sorry say for instance grammer when you are translating a text in front of them"

You say, "yes?"

IRL12 says, " or when you are translating something you had already written in german being always corrected from translating literally helps you more I think"

(continued) Table A.4: Perceived ability to evaluate input (interview data)

IRL16 says, "You could see what you had typed wrong...w" You nod. IRL16 says, "whereas in speaking ,you find it hard to see if you said anything wrong" You say, "Yeah, that can be so" IRL16 says, "It just comes out of you ,yolu don't have to think" [...] IRL16 says, "With the MOO ,you think what you type" IRL16 says, "With the MOO ,you think what you type" You hmm. IRL16 says, "You can see where you need to improve" IRL16 says, "Look back and point out your mistakes"
IRL23 says, "Well I think it was easier with the Germans assistants because they were there to correct me and my Moo partner did not correct me as much."
IRL26 says, "um....well i'm not sure exactly what you mean, but in terms of seeing if i'm understood, the speaking to assistants is better because you can tell from their body language or frowns if they know what i'm saying" You nod. IRL26 says, "on the moo...if they don't understand you, the sometimes just do a smiley and change the subject"
GER1 says, "even if you made a mistake, you barely have the time to read it all through after you sent it."

Table A.5: Evidence for self correction (transcript data)

Self-correction by Irish students:	Self-correction by German students:
14/10/99: IRL25 says, "my name is [own name misspelled] goddammit!!" IRL25 says, "that's [own name]"	14/10/99: GER11 says, "Have a close at our English, its not nuch better" GER11 says, "Oh, have a close look I meant"
IRL25 says, "I'm not sure I know how to make a new room, I think we're mweant to stay in the scarlet room" GER15 laughs IRL21 chuckles maniacally IRL25 says, "that's 'meant' not 'mweant'"	21/10/99: GER14 says, " You mean wo wars du am WE ? Ich war in Bonn und bin auf verschieden Party gegangen!" GER14 says, " Sorry wo warst du am WE!"
21/10/99: IRL4 says, "Ich abe schmerzen" IRL4 says, "habe" GER16 says, " ahh you got hurt" IRL18 says, "Ich gehe auch zur APty am Freitag nacht" IRL16 says, "...Party"	GER19 says, "ich bin 23, morgen were ich 24 ;)" GER19 says, "s/were/werde/" IRL17 says, "Herzlichen Glueck Wuencshe" GER19 says, "danke, und wie alt bist du?" IRL17 says, "I bin 19" IRL17 says, "s/I/Ich"
IRL27 says, "its sort of a regoin" IRL27 says, "region" IRL16 says, "Sorry...class"	GER18 says, "It should be: "Hast Du eine Brille" or "Trgst Du eine Brille" GER18 says, "Traegst, that it" IRL27 says, "Danke"
28/10/99: IRL16 says, "Do you like ICT?" [...] IRL16 says, "I mean IT?"	GER13 says, "Sucht ich Euch selber eine Stelle oder bekommt Ihr eine zugeteilt?" GER13 says, "Sucht Ihr..."

(continued) Table A.5: Evidence for self correction (transcript data)

Self-correction by Irish students:	Self-correction by German students:
IRL24 says, "her soren old boy" IRL24 says, "hey"	GER3 says, "waere auch dumm, wenn das jedesmal durch den namen ersetzt wuerde" GER3 says, "noch ein T hinterher" GER3 muss langsamer tippen GER14 says, "schon verstanden."
IRL10 says, "Wie aly bist du [GER7]?" IRL10 says, "alt"	GER13 says, "Ich glaube, ihr knnt gar nicht so schlecht sprechen, da ich euch nicht verstehen kann. Zur Not knnt ihr einige Wrter auf Englisch schreiben!" GER13 says, "koennt ... koennt ... Woerter..."
IRL5 says, "That expalins!" IRL5 says, "explains"	GER11 says, "was hast Du fr eine Aufgabe gehabt" [...] GER11 says, "schreiben wir lieber "ue""
IRL27 says, "was ist the Worte fur coll auf deutsch" IRL27 says, "cool"	28/10/99: GER19 says, "Das heit: Ich habe viel geschlafen." GER19 says, "heisst"" IRL26 says, "ahh .. brilliant .. thanks "
4/11/99: IRL14 says, "OK, Ich verstehe. In meine Freizeit , gehe gern in der Kneipen und die Nacht clubs" IRL14 says, " I meant to say, gehe ich gern, sorry"	GER10 says, "Dein deutsch ist sehr gut. Ich wei, da es nicht leicht ist alle Sonderfile sich zu merken." GER10 says, "Entschuldige, es soll heissen: dass und weiss"
11/11/99: IRL16 says, "Do you like Tpying" [...] IRL16 says, "Typing???"	GER11 says, "Mein Sommer war kurz, ich mute ein Praktikum machen von Mai-Juli und dann war ich eine Woche in Mallorca" GER11 says, "ich musste, sorry"
IRL16 says, "Die Leutre in Irland haven viel 'craic 'in die Kneipe!" IRL16 says, "...Leute"	GER11 says, "dafr klingt es miserabel" GER11 says, "dafuer"
IRL21 says, "I've never seen £D type pics of Futurama before" IRL21 says, "sorry 3D" GER15 says, "no problem"	GER11 says, "Ich sagte doch : Keine Entschuldigung ntig" GER11 says, "noetig"
18/11/99: IRL29 says, "ubd du" IRL29 says, "und du, sorry"	4/11/99: GER13 says, "And you [misspelled name]? Tell me something about you!" GER13 says, "...[correct name]..."
IRL16 says, "Ich gehe auch zur APrtly am Freitag nacht" IRL16 says, "..Party"	GER8 says, "Der [misspelled name] ist auch ein Techno-Freak." IRL11 says, "ja.?" GER8 says, "[correct name], sorry."
IRL16 says, "Have you no projects to do for this calss?" IRL16 says, "Sorry,....class?"	GER22 says, "I think the development of the process technology is one of the" GER22 says, "... one of them (sorry)"
IRL26 says, "was machst du heute aben?" IRL26 says, "abend, even"	GER14 says, "dann viel glck!!! was fr ein job ist es denn?" IRL20 says, "Technische Hilfe" GER14 says, "glueck!!!!!" IRL20 says, "Ich Wusste, Danke!"

(continued) Table A.5: Evidence for self correction (transcript data)

Self-correction by Irish students:	Self-correction by German students:
<p>25/11/99: IRL20 says, "Es ist ein schade ...denkst du? ich denke dass es furchtbar . its such a waste of time. " IRL20 says, "dass es furchtbar ist!"</p>	<p>11/11/99: GER3 says, "Yes, I know, I wish I could see it ive" GER3 says, "ups, live"</p>
<p>IRL11 says, "I will be at the computers form time to time" [...] IRL11 says, "sorry 'from' time to time"</p>	<p>GER9 says, "chicken are what" [...] GER9 says, "I meant chicken or what "</p>
<p>2/12/99: IRL16 says, "I could log on either." [...] IRL16 says, "Sorry,I couldn't log on either"</p>	<p>GER10 says, "If mean what we are doing in this english course at the moment, we are reading some english articles about e.g. viruses (last week) or interrupting (don't know any better word) privacy by recording hardly anything on PC." GER10 says, " sorry, should be : If you mean"</p>
<p>IRL11 says, "Illsend you another fianl icture....." IRL11 says, "I'll send you another, final picture"</p>	<p>GER10 says, "und was habt ihr für Besonderheiten bei eure Seiten gefunden (btw: what url has it)" GER10 says, "sorry es heißt: bei eureN Seiten"</p>
<p>IRL20 says, " I found it hard tpo speak and show up the web page (that i was speaking about) all at once I couldnt focus and therefore kept losing what I was speaking about and then there were uncomfportablke siklences while I had to wait for the different pages to load up!" [...] IRL20 says, "thats "uncomfortable silences" !!"</p>	<p>18/11/99: GER19 says, "was läuft denn bei Euch im Moment gutes im Kino?" [...] GER19 says, "[partner name]: das ae hat wieder mal gefehlt..." [although it appears here in the transcript, GER19 was using telnet at the time, which cannot represent "Umlauts"]</p>
<p>IRL20 says, "I dought they had computer problems 1000 years ago!!" IRL20 says, "I doubt"</p>	<p>GER14 says, "It quarter past twelve " GER14 says, "is"</p>
<p>9/12/99: IRL16 says, "That's really goog" IRL16 says, "ehhh... I mean good"</p>	<p>GER4 says, "its the green Ireland, right?" IRL5 says, "Right" GER4 says, "Island not Ireland" IRL5 says, "right again"</p>
<p>IRL16 says, "es gibt hier heute" [...] IRL16 says, "sorry Ich wollte sagen..es gibt viele Leute hier"</p>	<p>25/11/99: GER11 says, "well to some extent yep, but not ll the day.." GER11 says, "all!!!" GER11 says, "this 'a' sucks" IRL15 says, "its ok i can usually tell what you're trying to say"</p>
<p>IRL23 says, " I couldn't get up, then I missed my busd" [...] IRL23 says, " That should be bus"</p>	<p>GER2 says, "And do they also invet (???) topics ?" GER2 says, "invent"</p>
<p></p>	<p>GER1 IRL2 I thing "Superillu" is umm, Hmm - you know, THAT kind of a magazine.... GER1 Sorry -- think</p>
<p></p>	<p>GER8 says, "x Ich würde mein Trommeln auf dem computer speichern." [...] GER8 says, "!C!omputer, sorry."</p>

(continued) Table A.5: Evidence for self correction (transcript data)

Self-correction by Irish students:	Self-correction by German students:
usually kept to my own basic vocab" (IRL2) "not off hand" (IRL4)	GER15 says, "now your bots are quite!" GER15 says, "oops...quiet"
"at the start of some sentences I would use the word 'Also'" (IRL6) "es tut mir leid" "genau" (IRL13) "I cannot think of any at the moment, but I	2/12/99: GER18 says, "I'll tell you something: ITS BETTER TO BURN THAT TO FADE AWAY"[...] GER18 says, "THAT=THAN"
would sometimes use verbs they have said maybe a couple of minutes ago" (IRL16)	GER18 says, "From 20 dezember"[...] GER18 says, "december, that is"
just taking words they used in the question and recycling them in the answer" (IRL18) "verbs especially" (IRL20)	GER14 says, "So whats about this song? is it your next favourite for karaoke?" GER14 says, "karaoke?"
"I cannot think of any off hand" (IRL21) "I can't think of any at the moment but I know I" (IRL22) "sometimes if he asks me a question I will	GER14 says, "well ermm yep! thats exactly the reason you got. " GER14 says, "it" GER14 says, "you got it, i mean!"
answer using the same words he used in asking the question" (IRL24) "although I really should be doing so. eg: once he told me how to say a particular sentence and I used the structure a few times after" (IRL26)	GER19 says, "but I heard James Bond put ice in a single malt whiskey... Americans just have no taste... No they even let James Bond become americanized..." GER19 says, "s/No/Now/"
"I generally repeated some words especially when I was guessing a translation" (IRL29)	GER13 says, "...I see a worl full of girls and with only a few boys.." [...] GER13 says, "...world.-..."
	GER13 says, "I wouldn say that!" GER13 says, "...wouldnt...."
Table A.7: Re-use of vocabulary items	GER10 says, "thanks, but that means you both w'll have to live with me today"[...] GER10 says, "sorry mismatch: will"
Irish students 28/10/99: GER11 says, "Mach es gut, ich freue mich schon auf naechste Woche"	GER3 says, "wir schrieben eine Klusur und benoten sie selber" GER3 says, "grrr, shit A missing"

Tschuss!" 4/11/99: GER11 says, "in Programmierung haben wir jetzt mit binaeren Baesmen angefangen" [...] IRL16 says, "Binaero Baesmen ist gut. Ich mag es"	28/10/99: IRL6 says, "Thats a million dollar smile on my face" [...] GER6 says, "Yep... better than a 2-Cent smile..." GER5 says, "...[IRL6]: For that smile I wouldn't pay a penny" 4/11/99: GER6 says, "Dont forget the penny-smile." IRL6 says, "that smile is worth a fortune"
18/11/99: GER15 says, "besonders die Szene mit dem Apfelkuchen" [...] IRL17 says, "Es hat clips von American Pie mit den Szene mit dem Apfelkuchen"	GER1 says, "Then in February all people wear a (Kostum) and the make parades through the big cities and they drink a lot of alcohol" IRL19 says, "does everybody wear costumes?" [...] GER2 says, "I don't like to wear a costum. I don't know why" IRL24 says, "do you feel stupid when you wear a costume"

Table A.6: Comments on questionnaire no. 12

Comments by Irish students:	Comments by German students:
<p>"usually kept to my own basic vocab" (IRL2)</p> <p>"not off hand" (IRL4)</p> <p>"at the start of some sentences I would use the word 'Also'" (IRL6)</p> <p>"'es tut mir leid' 'genau'" (IRL13)</p> <p>"I cannot think of any at the moment, but I would sometimes use verbs they have said maybe a couple of minutes ago" (IRL16)</p> <p>"Just taking words they used in the question and recycling them in the answer" (IRL18)</p> <p>"verbs especially" (IRL20)</p> <p>"I cannot think of any off hand" (IRL21)</p> <p>"I can't think of any at the moment but I know I" (IRL22)</p> <p>"sometimes if he asks me a question I will answer using the same words he used in asking the question" (IRL24)</p> <p>"although I really should be doing so. eg: once he told me how to say a particular sentence and I used the structure a few times after" (IRL26)</p> <p>"I generally replied in own words especially when I was guessing a translation" (IRL29)</p>	<p>"I never paid attention whether I did so or not" (GER5)</p> <p>"Isn't it better for the vocabulary to try choosing other words/phrases?" (GER6)</p> <p>"don't know" (GER7)</p> <p>"'I'd love to...' is one" (GER8)</p> <p>"Ich denke, das ist vielleicht unbewußt passiert, aber ein genaues Beispiel fällt mir da auch nicht ein." (GER11)</p> <p>"I think that rarely but I cannot remember" (GER13)</p> <p>"I don't know any, sorry" (GER15)</p> <p>"I can't give an example, but when I saw a new or nice expression, I used it later by myself" (GER18)</p> <p>"I don't know" (GER20)</p> <p>"fällt mir spontan keins ein!" (GER22)</p>

Table A.7: Re-use of vocabulary items (transcript data)

Irish students:	German students:
<p>28/10/99: GER11 says, "Mach es gut, ich freue mich schon auf naechste Woche"</p> <p>IRL16 says, "Ja, leider! Ok, Bis nachste Woche. Tschuss!"</p>	<p>21/10/99: GER6 says, "How do you do?? (I leant this from [IRL5]...)"</p>
<p>4/11/99: GER11 says, "in Programmierung haben wir jetzt mit binaeren Baeumen angefangen" [...]</p> <p>IRL16 says, "Binaere Baeumen ist gut, Ich mag es"</p>	<p>28/10/99: IRL6 says, " thats a million dollar smile on my face" [...]</p> <p>GER6 says, "Yep... better than a 2-Cent-smile..."</p> <p>GER5 says, "'[IRL6]: For that smile I wouldn't pay a penny"</p> <p>4/11/99: GER6 says, "Dont forget the penny-smile..."</p> <p>IRL6 says, "that smile is worth a fortune"</p>
<p>18/11/99: GER15 says, "besonders die Szene mit dem Apfelkuchen" [...]</p> <p>IRL17 says, "Es hat clips von American Pie mit den Szene mit dem Apfelkuchen"</p>	<p>GER2 says, "Then in February all people wear a (Kostüm) and the make parades through the big cities and they drink a lot of alkohol"</p> <p>IRL29 says, "does everybody wear costumes?" [...]</p> <p>GER2 says, "I don't like to wear a costum. I don't know why"</p> <p>IRL29 says, "do you feel stupid when you wear a costume"</p>

(continued) Table A.7: Re-use of vocabulary items (transcript data)

<p>IRL16 says, "Weil wir eine andere Klasse dann haben" GER11 says, "Du meinst "ein anderes Fach", bis heute hattest Du aber immer bis 13:00 Uhr Zeit" [...] IRL16 says, "Ich ahbe ein STunde frei nach meine FACH"</p>	<p>25/11/99: IRL24 says, "ouch - thats out in the sticks" GER17 says, "How far is that away from your college?" IRL22 says, "About 18 miles" IRL22 says, "1 -2 hrs journey time" GER17 says, "Ouch!"</p>
<p>GER4 says, "du würdest es nie verstehen" [...] IRL5 say, "du verdest es nie verstehen" GER4 says, "würdest nicht verdest" IRL5 say, "whoops"</p>	<p>GER8 says, "You should buy a second hand drumset and provide it with new "felle" GER8 says, "Was heisst Fell auf Englisch?" IRL11 says, "I don't know ...'skin', maybe?" GER8 says, "Yes!" GER8 says, "You should buy new skins for it."</p>
<p>GER18 says, "Ihr habt ein Campus Radio?" [...] IRL25 says, "Hast Du ein Campus Radio?"</p>	<p>9/12/99: IRL16 says, "i hope not ,we are going out tonight to gtet locked" GER11 says, "get locked?" [...] GER11 says, "what do you prefer to "get locked"?"</p>
<p>IRL14 says, "Wie sagt man "drunk" auf Deutsch?" GER10 says, "betrunken, oder besoffen (a bit stronger than drunk)" [...] IRL14 says, "So man wird sagen.....Lezte nacht war ich besoffen?????????"</p>	<p>just started. I know [partner] since 3 sessions, and that is not enough" (GER8) "none" (GER9) "Das Korrigieren des Deutschen meiner</p>
<p>25/11/99: IRL23 says, " these germans are strange people!!!" [...] GER16 says, " warum findet ihr uns komisch =?" [...] IRL17 says, ".die Bots sind sehr komisch" GER16 says, " komisch = strange"</p>	<p>auch hier wieder einmal das Problem auftaucht, welches auch mir zuweilen Mühe bereitet. Man übersetzt meist Wort für Wort von der einen in die andere Sprache. Dadurch treten oft Sinnprobleme auf. z. Bsp.</p>
<p>GER11 says, "Breuberg liegt wo, nord oder südlich von Frankfurt?" IRL16 says, "sudlich"</p>	<p>Umgangssprachen" (GER10) "English is viel leichter zu erlernen, im</p>
<p>IRL11 says, "mein Vater macte es gern" GER8 says, "Like Lauryn Hill, Eric Clapton..." GER8 says, "x Mein Vater mag es gern." IRL11 says, "danke! Mein Vater mag es gern."</p>	<p>Extra-Regeln, im Englischen hält sich das eher in G... , z. Ich möchte nicht mit einem Deutsch-Lernenden besprechen" (GER11) "none" (GER12)</p>
<p>2/12/99: GER21 says, "Schallplatten? Meinst du Silberscheiben (CD) oder wirklich die alten großen schwarzen Plastikteller?" [...] IRL28 says, "Ich meine die alten grossen schwarzen plastikteller."</p>	<p>english-speakers got more problems learning the german grammar than the other way around" (GER13)</p>

Table A.8: Comments on questionnaire no. 7

Irish students (15 answers)	German students (18 answers)
"They have a much higher understanding of English than we have of German" (IRL2)	"(1) idiomatic phrases; (2) 'small talk'; (3) Irish humor..." (GER1)
"Partner seems to be able to grasp English very well. Some small things carry over from German like word order and genders" (IRL3)	"?" (GER2)
"That we must come to an understanding of what is meant by certain phrases etc." (IRL6)	"nothing new; their sentence structure is easier, so they tend to place in the wrong order" (GER3)
"None" (IRL8)	"My partner had most difficulties in German Grammar. So I think learning English is easier than learning German" (GER4)
"That literally translating German doesn't work. ie make much sense" (IRL12)	"no comment" (GER5)
"I'm trying to learn common phrases that you wouldn't necessarily find in books" (IRL14)	"Articles and the cases" (GER6)
"I can't think of any!" (IRL17)	"see 6 ["No, the conversation was to easy"]" (GER7)
"None really" (IRL19)	"I cannot say much about that. I think a tandem project needs time to develop and we just started. I know [partner] since 3 sessions, and that is not enough" (GER8)
"Personally, I have learnt very little from this" (IRL21)	"none" (GER9)
"using " [German Umlaut] and ß is impossible on PC's; seen that even Germans don't bother; a slight widening of my vocab base" (IRL22)	"Das Korrigieren des Deutschen meiner Partnerin hat mir wieder mal gezeigt, daß auch hier wieder einmal das Problem auftaucht, welches auch mir zuweilen Mühe bereitet. Man übersetzt meist Wort für Wort von der einen in die andere Sprache. Dadurch treten oft Sinnprobleme auf, z. Bsp. durch falschen Satzbau oder falschen Umgangsformen" (GER10)
"Grammar rules + syntax" (GER24)	"English ist viel leichter zu erlernen, im Deutschen gibt es sehr viele Ausnahmen und Extra-Regeln, im Englischen hält sich das eher in Grenzen, ich möchte nicht mit einem Deutsch-Lernenden tauschen" (GER11)
"I haven't really gained any insight that I can think of" (IRL25)	"none" (GER12)
"It's quite difficult to say - considering his high standard in English. Once he used the wrong preposition - ie: on the toilet instead of in the toilet, so I knew at least how it is said in german" (IRL26)	"There is a lot of different grammar, and english-speakers got more problems learning the german grammar than the other way around" (GER13)
"None" (IRL28)	"sorry - none - because I didn't correct too much" (GER15)
"You learn about the German grammar and syntax" (IRL29)	"none" (GER17)

(continued) Table A.8: Comments on questionnaire no. 7

Irish students (15 answers)	German students (18 answers)
	"The most often made mistake were with 'oder', 'die', 'das'...the students don't remember the gender of a German word and use a wrong preposition" (GER18)
	"hard to say! I was corrected a couple of times and tried to learn from it" (GER19)
	"I don't get that question but as I understand it it helps to explain words in different ways" (GER20)

Table A.9a: Examples of metalinguistic awareness (transcript data)

14/10/99
IRL21 says, "[GER11], Ich habe schon mit vielen Deutscher gesprochen. Ihre Englisch ist viel besser als unser Deutsch" [...] GER11 says, "I think German is a more difficult language to learn" [...] IRL21 says, "Genau, aber es gibt weniger unterschiede zwischen Englisch und Deutsch als Englisch und Franzozisch"
9/12/99
GER21 says, "You are lucky. I still have to do something. Apropos, is your PC Y2K-compliant?" IRL28 says, "I dont know I think so What is Apropas" GER21 says, "Oh sorry, I thought that is an international word. It means "By the way" or "What we were just talking about""

Table A.9b: Example of metacognitive awareness (transcript data)

11/11/99
IRL21 says, "Have you ever done any online courses?" IRL22 arrives from CLCS Foyer GER15 says, "no, i've never done any....i don't think that this kind of course is good" IRL22 leaves for North Corridor IRL21 says, "why not?" GER15 says, "I need some direct communication, if i don't learn autodidactically" GER15 says, "yu know...someone you can ask, if you haven't understood something" IRL21 says, "Yeah I understand what you mean." IRL21 says, "Do you think you could learn with the level of communication in the MOO?" GER15 says, "maybe...perhaps you get a little more used to writing a language practically...other than just reading text-books and so on" GER15 says, "you don't learn a language, if you don't like to...and communication on the MOO is more interesting than speaking a foreign language in front of a class" IRL21 says, "In my opinion language must be spoken to be learned but I think other things could be learned online" IRL21 says, "It is less embarassing when you make a mistake online:)" IRL22 arrives from The Pink Room IRL22 leaves for North Corridor GER15 says, "maybe...perhaps this has to do with learn-habits"

(continued) Table A.10b: Evidence for metacognitive awareness (diary data)

Table A.10a: Evidence for metalinguistic awareness (diary data)

GER4	"My partner speaks a better German now than at the beginning."
GER15	"Within the conversation, there were no problems of understanding."
GER17	"today was a productive conversation which means there was not much "talking crap". The conversation had a good flow, even the german part went well"
GER18	"Next time I want to meet my own partner again or just work on the next tasks, because its fun talking to the irish people and improve the vocabulary while having fun."
GER18	" I would like him to get more exercise, but the biggest problem is that they don't know the vocabulary to express what they want to say."
IRL3	"hard to keep up the speed of typing hard to be precise in german"
IRL4	"Its much harder to talk about the course as we dont understand the others "jargain". It was much better when we talked about our interests"
IRL14	"I also asked a few times what certain words were in German etc.... and how certain things are said."
IRL16	".I learned a few German phrases"
IRL25	"My german has fallen lower than I thought it had."
IRL26	"damn, his english is good. mental note: must learn some german sometime soon."

Table A.10b: Evidence for metacognitive awareness (diary data)

GER1	"Next time I'm going to talk about hobbies and about topic 2"
GER5	"philosophic discussions with a bit comedy. Next time be more specific."
GER6	"What I plan to do next week - to ask my partners some more questions about IT - than working on next theme....."
GER13	"I fear that it can be hard working with them, because they do not seem willing on working. We will see...just the first impression!"
GER14	"I noticed i am no good at explaining, i totally failed to explain where i live. i will write an email about this, i believe!"
GER18	"Last week we worked very fast so I'm sure I didn't waste too much time today. Its really fun working with the moo system, and the knowledge about the functions will help working with it. Next week I hope my partner is there again [...] I think its more intensive working with your own partner."
GER18	"This moo session was very concentrated and task focussed... [IRL25] and me talked about learning on-line and our web sites, if we did on-line courses yet and so on... I think we reached the point we get used to our partners and climb up to the next level of communication :-) This may sound a bit weird, but I noticed that its not the "how are you today" thing at the beginning any more, we just started off with the fourth task and discussed the topics."
GER22	"Next time, I'll make more corrections so that we can learn form each other."

(continued) Table A.10b: Evidence for metacognitive awareness (diary data)

IRL1	<p>"Ich lerne ein paar worten und sehe den Text(Comprehension) Ich mochte es nicht zu tun nachste zeit- es ist so lang, ein kurtzer Text ist besser." "I got a bit lost sometimes today as they spoke more German but I felt it was more beneficial." "Ich mochte nachste woche mehr Duutsch sprachen. Heute wir sprachen zu viel Englisch."</p>
IRL25	"Maybe some preparatory work should be done in future."
IRL29	<p>"Never gor to ask him about the project I have to do. Make sure to do it next week." "Didn't ask him about my project yet but will do it next week. Promise"</p>

Table A.11: Comments on questionnaire no. 6

Positive comments by Irish students:	Positive comments by German students:
"Yes, it helps vocabulary when they speak in German and you have to ask about new words you don't know, or when I'm speaking in German and I don't know a word or phrase" (IRL1)	"(1) You get experienced in expressing what you mean by just using your limited vocabulary (2) you get an idea of what "native" English sounds like" (GER1)
"Helps with finding material for projects helped to gain technical translations, computer related vocab." (IRL2)	"+ need to fomulate, + first expirience with native spaekers, -" (GER3)
"Yes, when you need to call upon your German skills for a quick response and type it, you are surprised at how much you can actually say. Also with understanding German." (IRL3)	"It helped me because I learnt to repeat the questions of my partner immediately. Further more I learnt to understand the every day English of my partner" (GER4)
"A bit. It's the closest thing we can get to talking to a native speaker" (IRL4)	"I think the tandem work helps a lot, because you learn to answer spontainiously - and you are corrected, when making mistakes" (GER6)
"Yes, it helps you to increase you speed answering Questions/Queries" (IRL6)	"Yes, it helps me learning english. When you are talking about private things like hobbies or just life then you realise how english people express thimselves in the basic conversation. In normal lessons you often talk about diskrete things like politics" (GER8)
"Yes, I get new words and he corrects mistakes that I make a lot hopefully preventing it happening again" (IRL9)	"Ich glaube schon, daß ich von meiner Partnerin noch einiges in Englisch gelernt habe. Der Großteil davon resultiert aber wahrscheinlich aus der Übung, die man dadurch bekommen hat." (GER10)
"Very much. I'm not inhibited to try my German because I'm not directly talking to him." (IRL11)	"Man ist im Prinzip gezwungen, möglichst schnell zu antworten und man hat nicht viel Zeit jeden Satz zu gestalten, das bringt sehr viel. Außerdem lernt man natürlich sehr viele neue Phrasen und eine normale gesprochene Ausdrucksweise kennen." (GER11)

(continued) Table A.11: Comments on questionnaire no. 6

Positive comments by Irish students:	Positive comments by German students:
"Yes, it helps you get a better grasp of the more spoken German ie useful phrases and sayings." (IRL12)	"Yes because I am forced to speak english without mistakes in order to not to feel ashamed to the native english speakers" (GER13)
"It is very beneficial in terms of learning new vocabulary and phrases in German, especially those used in everyday, informal situations." (IRL13)	"Ja - Gelegenheit mit Leuten zu reden, - 'gesprochenes' Englisch, nicht wie in Klausuren etc." (GER14)
"Yes. Even though their English is a lot better than our German. I try writing half + half of German + English" (IRL14)	"The tandem work helps in direct conversation - you get used to talking/writing in another language" (GER15)
"Yes because its not often you get to talk to real live germans your own age" (IRL15)	"yeah, just the fact of typing, and thinking in english gives you more practice" (GER16)
"Yes it does help because it is very similar to one-one-one conversations. You learn to think quicker and to b accurate with your word choices. It's also a lot of fun." (IRL17)	"It helped skilling the spoken English. You see the expressions and sentences they use and get to know more common phrases and so on" (GER18)
"It helps in the fact that I'm interested to new words, and I'm forced to remember old ones very quickly" (IRL18)	"Yes, because you learn and practice direct conversation" (GER19)
"Yes especially with vocab + grammar" (IRL20)	"It help because you talk english and use the vocab that I learned in school or somewhere else" (GER20)
"Yes as it is very close to oral conversation which, to me, is the most important way to learn a language." (IRL21)	"Ja, ich lerne, wie sich jemand in seiner Muttersprache Englisch korrekt ausdrückt. Neue Vokabeln, korrekter Satzbau." (GER21)
"It help you to think more in german as it requires more real time thinking" (IRL22)	"Ich glaube schon, da man viel mehr Übung bekommt. Man muß nicht nur das Englische lesen und verstehen, sondern sich auch in Englisch ausdrücken. Dabei hilft der Partner direkt durch Verbesserungen" (GER22)
"Yes. because its very good for conversational German, without the help of a dictionary" (IRL23)	
"Yes, it is increasing my vocab a lot" (IRL24)	
"I think it helps me to actively translate or get the general meaning of a phrase quicker than I would usually" (IRL25)	"The main difference is that you don't have to speak the language. You can concentrate in answering in a grammatically correct way." (GER3)
"Yes- as it is much more enjoyable than class work. The interaction is a lot of fun, and suddenly german becomes a 'real' language. Besides, any amount of practicing German has got to be good." (IRL26)	
"Yes. My vocab is increasing and word order getting better." (IRL27)	
"Yes I learn more vocabulary and I learn from his grammar" (IRL28)	"It is very good to communicate with people whose native language is the target language. So you can see whether others can understand you" (GER5)
"It helps me with learning German because it makes me think in German which I wouldn't do otherwise. To learn a language, it is always best to learn it by speaking to people of that language." (IRL29)	"Your workes depends on a partner" (GER6)

(continued) Table A.11: Comments on questionnaire no. 6

<u>Negative comments by Irish students:</u>	<u>Negative comments by German students:</u>
"No, as the vast majority of conversation was in English as the German students' standard of English is far superior to my standard of German." (IRL8)	"No!" (GER2)
"Not particularly. Whenever he writes back to me in German I usually do not understand what he is saying, sometimes he changes the topic of conversation, so I do not know where he is coming from with what he says, and I do not have enough time to translate what he is saying." (IRL19)	"No, the conversation was too easy" (GER7)
	"Not to much" (GER9)
	"don't think so" (GER12)
<u>both:</u>	<u>both:</u>
"Yes it helps you to think in German and improves your verbs, but the vocabulary I know, would not have increased that much as there are ways to avoid saying things one way rather than another way." (IRL16)	"Yes. It is an opportunity to use the language. But it is sometimes difficult, because you can never be sure whether your partner is asleep or just slow in writing" (GER5)

Table A.12: Comments on questionnaire no. 8

<u>Irish students (28 responses)</u>	<u>German students (20 responses)</u>
"It encourages more spontaneity and you don't have time to look up dictionaries so you have to come up with some way of saying what you want." (IRL1)	"Pros: realtime learning; Cons: " (GER1)
"If you need to know how to say something in German, direct translations are sometimes wrong, with the MOO the translations you get make complete sense" (IRL2)	"MOO bringt mir absolut nichts, da mein Partner sooo langsam tippt und selten da ist. Per email schreibt er nicht zurück" (GER2)
"You have to think very quickly and not rely on notes or dictionaries. Easier to learn because if you don't understand something or know how to say something, you can ask and you'll be told more accurately. More personal" (IRL3)	"Difficulty to formulate the sentence and write it down, besides free speaking in class. Free speech trains the sense of using a language better than writing the language." (GER3)
"It is much more interactive and interesting than other methods. However, when forced to follow certain subjects/ questions it limits our chance to speak freely. When talking about mutual interests you will talk at length and the conversation goes from there." (IRL4)	"The main difference is that you don't have to speak the language. You can concentrate in answering in a grammatically correct way." (GER4)
"The MOO is new to us and therefore the MOO is enjoyable" (IRL6)	"It is very good to communicate with people whose native language is the target language. So you can see whether others can understand you" (GER5)
"Language learning in a MOO environment is less disciplined than traditional methods" (IRL8)	"Your workes depends on a partner" (GER6)

(continued) Table A.12: Comments on questionnaire no. 8

Irish students (28 responses)	German students (20 responses)
"With the MOO you have to rely on the German you know and use it. You can't look up words that you don't" (IRL9)	"I think the idea is very good. And some of the other German students really had a interesting conversation. Maybe the level should be more equal." (GER7)
"It again gives you a better grasp of the more spoken German, and helps you to learn all the useful phrases and sayings" (IRL12)	"The fun is great in the MOO. And you can find topics to talk about that you and your partner are interested in" (GER8)
"Language learning in the MOO seems to be more effective than other methods as it makes one react quicker in German, as is required in an online environment, thus making the responses more natural and (or) less structured." (IRL13)	"Other methods are more effective, eg. Reading on article or comprehension" (GER9)
"It's more interesting - because your meeting someone new" (IRL14)	"Das Sprachenlernen durch den MOO ist sehr viel direkter und praxisbezogener als z. Bsp. durch normalen Schulunterricht. Man wird praktisch in seinem Vokabular auf ein Gespräch konzentriert. Das ist vielleicht auch ein Schwäche des MOO, es geht 'nur' um Dialoge, wobei Grammatik oder auch Rechtschreibung oft vernachlässigt werden." (GER10)
"Well in the MOO you get to talk to Germans your own age and I've never done that before" (IRL15)	"Man hat nicht 'zu' wenig Zeit, die Sätze zu konstruieren wie in einer normalen Unterhaltung, wo es möglichst schnell gehen muß und man hat nicht 'zu' viel Zeit wie in einem geschriebenen Aufsatz, wo es auf jeden kleinsten Satz ankommt. Eine gute Zwischenlösung" (GER11)
"Learning in the MOO tends to be chit-chat rather than new vocabulary and grammar. It doesn't improve your vocabulary but helps you to see what ways the German people phrase things and use vocab or form sentences" (IRL16)	"You do speak to people of your age about topics 'of your age' and you share the problems of your partner, because both are using a foreign language" (GER13)
"It's the most fun and the most natural you learn because you want to be able to communicate. It means you push yourself. In a class, there's always a dictionary handy, so I often wouldn't try as hard." (IRL17)	"Using the MOO is a lot more fun and more efficient than sitting in front of a book and reading boring stuff, that has nothing to do with real life" (GER15)
"I think you see a more natural usage of the language than would reading text" (IRL18)	"learning English in the MOO is much more fun than just sitting in a classroom and talking about boring topics. That doesn't mean that our topics here are boring." (GER16)
"I have no time to reflect on or think about what my MOO partner is saying. With almost ever other method I can go away and work on it" (IRL19)	"It is more flexible; it is more fun; you need a higher motivation or else you will only chat about easy topics" (GER17)
"It's more fun! Its different and much better way of learning. You learn German language and insights into what other people your age do in Germany" (IRL20)	"You learn not only vocabulary and grammar but how to use words when talking to other people." (GER18)

(continued) Table A.12: Comments on questionnaire no. 8

Irish students (28 responses)	German students (20 responses)
"I like the fact that it combines learning, conversation and technology. The MOO program is very well designed and a huge improvement on last year's" (IRL21)	"it is more fun and you 'have access' to a native speaker" (GER19)
"real-time correction is possible" (IRL22)	"It's fun to talk in the MOO but I get more out of reading topic related text and discuss this afterwards or reading english books." (GER20)
"It is different as we are talking to a German person, whereas usually in school etc. it was an Irish person teaching us" (IRL23)	"Es steht einem ein Experte der Fremdsprache stets zur Verfügung. Aussprache kann nicht gelernt werden" (GER21)
"We're in direct contact with native speakers" (IRL24)	"Das arbeiten im MOO ist viel interessanter als z.B. das Lesen eines englischen Textes. Man kann im MOO über die Dinge sprechen einen interessieren und lernt dabei." (GER22)
"Learning from a native speaker can sometimes be better than learning from an teacher since they can offer more of the casual phrases, although sometimes they can be not as useful teaching German, as they can't explain why a certain way of speech is used." (IRL25)	"It's great because in all other methods you always talk to non-native speakers." (GER7)
"As I already said, it brings german 'alive'. I look forward to the class as it is a lot of fun. Sometimes I'm enclined to look up words in advance of the class so as to be able to say certain things to my partner." (IRL26)	"Yes, it reaches for the quality of learning english that you have when being in an english-speaking country for sometime." (GER8)
"MOO is more fun. You have constant attention. It is easier to learn because the person your working with is also learning and understands it is difficult" (IRL27)	"Mir hat der MOO schon zugesagt, weil darin eine Möglichkeit bestand meine meist durch lesen oder sehen von engl. Filme o.ä. erworbenen Kenntnisse anzuwenden. Die Erfahrung hat mir gezeigt, daß ich in der Lage bin ein weitgehend freies Gespräch in englischer sprache zu führen." (GER10)
"You have the chance to ask him to repeat himself" (IRL28)	"Ich finde es sehr gut. Man gewöhnt sich eher an die sprache an sich und nicht an eine höchst korrekte ausdrucksweise wie in einem geschriebenen Text, Aufsatz etc. Außerdem lernt man auch typische Redewendungen kennen, die mir
"Its better than just doing German exercises and stuff like that cause you get to put what you learned into use and you learn best from experience" (IRL29)	

Table A.13: Comments on questionnaire no. 9

<u>Positive comments by Irish students:</u>	<u>Positive comments by German students:</u>
"Yes, it's fun and you can go at a speed which suits you, both sides of the partnership can help each other at any stage and you get a fast response." (IRL1)	"I like the informal contact to a native speaker who basically just wants to talk to me instead of teaching me." (GER1)

(continued) Table A.13: Comments on questionnaire no. 9

Positive comments by Irish students:	Positive comments by German students:
<p>"Yes, see above" ["You have to think very quickly and not rely on notes or dictionaries. Easier to learn because if you don't understand something or know how to say something, you can ask and you'll be told more accurately. More personal"] (IRL3)</p>	<p>"Appeals to me. Great possibility to communicate with native speakers and no need to travel." (GER3)</p>
<p>"It's good. It makes German learning interesting." (IRL9)</p>	<p>"I liked it because it was great fun. You can't see your partner which makes conversation easier." (GER4)</p>
<p>"Yes." (IRL11)</p>	<p>"It appeals to me, because it's very motivating working with a person whose native tongue is English. Funny topics." (GER6)</p>
<p>"Yes, its interesting talking to someone like that that you don't know at all and they are in the same position as you. So they talk to you and you to them easily." (IRL12)</p>	<p>"It's great because in all other methods you always talk to non-native speakers." (GER7)</p>
<p>"It does, because the atmosphere in which you learn is more relaxed." (IRL13)</p>	<p>"Yes, it reaches for the quality of learning english that you have when going as an english-speaking country for sometime." (GER8)</p>
<p>"Yes- see above" ["It's more interesting- because your meeting someone new."] (IRL14)</p>	<p>"Mir hat der MOO schon zugesagt, weil darin eine Möglichkeit bestand meine meist durch lesen oder sehen von engl. Filme u.ä. erworbenen Kenntnisse anzuwenden. Die Erfahrung hat mir gezeigt, daß ich in der Lage bin ein weitgehend freies Gespräch in englischer Sprache zu führen." (GER10)</p>
<p>"Yes because learning in the MOO is fun" (IRL15)</p>	<p>"Ich finde es sehr gut. Man gewöhnt sich eher an die Sprache an sich und nicht an eine höchst korrekte Ausdrucksweise wie in einem geschriebenen Text, Aufsatz etc. Außerdem lernt man auch typische Redewendungen kennen, die nur umgangssprachlich vorhanden sind." (GER11)</p>
<p>"Yes, it does appeal to me. I love going to the tutorial every week. It is fun and also good to learn. I have learned new vocabulary but now as much as I would want to! We talk about difference things/topics. You have to enjoy learning a language, to have fun. The MOO is a lot of fun. The best way to learn, I think, is by speaking regularly with a native speaker." (IRL16)</p>	<p>"Yes it appeals to me, because I like it talking to other people in english..." (GER16)</p>

(continued) Table A.13: Comments on questionnaire no. 9

<u>Positive comments by Irish students:</u>	<u>Positive comments by German students:</u>
"I think it is a lot of fun. (and it improves your German)" (IRL17)	"It was quite interesting to work on the different tasks with people from another country. By that, IT topics and advanced language learning could be combined and skilled." (GER18)
"Yes its different than the old fashioned 'learning from a book' methods. I really like it. Its interesting you dont just learn German but also culture etc." (IRL20)	"Yes, because conversation is better than reading books or study on paper." (GER19)
"Yes it does as it is something new and so makes the subject more fun and interesting." (IRL 21)	"Ja, denn es ist abwechslungsreicher und individueller als in einer großen Gruppe oder aus Büchern zu lernen." (GER21)
"yes. The possibilities could be endless." (IRL22)	"Ja, es gefällt mir. Gründe siehe oben." ["Das arbeiten im MOO ist viel interessanter als z.B. das Lesen eines englischen Textes. Man kann im MOO über die Dinge sprechen einen interessieren und lernt dabei."] (GER22)
"Yes. It is a lot of fun and is interesting talking to someone from a different culture." (IRL23)	
"Yes as we get to meet/ talk to people of a similar age/ course in Germany" (IRL24)	
"It does appeal to me because it can help a lot to receive help from other native speakers." (IRL25)	
"Definitely- because its so much fun and I enjoy communicating with someone in Germany." (IRL26)	
"Yes. see above" ["MOO is more fun. You have constant attention. It is easier to learn because the person your working with is also learning and understands it is difficult"] (IRL27)	
"Yeah, it is good because it is not often in general day to day life that you are put in a situation where you have to speak german to somebody." (IRL29)	

(continued) Table A.13: Comments on questionnaire no. 9

<u>Negative comments by Irish students:</u>	<u>Negative comments by German students:</u>
"No, it doesn't because I find the whole chat room environment unappealing in any language." (IRL8)	"Nein! Mir bringt es nichts!" (GER2)
"In theory it does, but in reality it is difficult to engage in conversation if you are constantly misunderstanding or not understanding at all what the your tandem partner is saying." (IRL18)	"Not to much, there are methods that are more effective." (GER9)
"No. It would be appealing if I was any way good at German, but I'm not so I find it very hard all the time." (IRL19)	"definitely does not." (GER12)
"No, I seem to end up writing only 15 sentences in an hour or less." (IRL28)	"The problem is the great difference of the levels we have reached in the foreign language. Their 'german' is not as far as our 'english'." (GER13)
<u>Both positive and negative comments by Irish students:</u>	<u>Both positive and negative comments by German students:</u>
"It is a good resource to have which is helpful when you need an insight into German cultural aspects which can't be found very easily in books, the only bad side is typing sometimes when you want to say something the other person has already moved on to a different question." (IRL2)	"I think it is a good idea. It's something different. But this project showed, that it is very difficult to discuss the given topics. It seems to be easier to have small talk." (GER5)
"Yes it does. But, take note of the above comment" ["It is much more interactive and interesting than other methods. However, when forced to follow certain subjects/ questions it limits our chance to speak freely. When talking about mutual interests you will talk at length and the conversation goes from there."] (IRL4)	"The idea is quite interesting, but the motivation of my partner seems very low, so the amount of learning something new is very low." (GER17)
"Not really cause I haven't asked him about my project yet" (IRL29)	"It's ok and fun but I don't get to much out of it because it's like talking on the phone with english speaking friends." (GER20)

Table A.14: Comments on questionnaire no. 13

<u>Comments by Irish students:</u>	<u>Comments by German students:</u>
"Got info that otherwise would have taken a long time to find or would not have been found" (IRL2)	"information interchange about topics has shown different opinions in other 'cultures'" (GER3)
"Easier to think 'on the go' and improvise with easier, simpler words" (IRL3)	"I don't think that I have done things (so far) where I could use my MOO experience. Perhaps it will help me with my oral presentation." (GER5)

(continued) Table A.14: Comments on questionnaire no. 13

<u>Comments by Irish students:</u>	<u>Comments by German students:</u>
"I haven't used the MOO work for any of my projects" (IRL8)	"The MOO not that much- it was more the information in the prior English course" (GER6)
"He is able to translate Phrases for us as well as directing us to German Websites" (IRL9)	"no, we didn't work on projects so far" (GER8)
"It just gives you ideas how my project topic is seen in Germany which does help" (IRL12)	"1) Es war gut so, daß es fern von den Kursthemen war; 2) eventuell ein wenig durch neue Vokabeln und Ausdrucksweisen; 3) sehr viel, man lernt besser frei in einer Fremdsprache zu sprechen" (GER11)
"My partner was very helpful when it cam to correcting written work that I had prepared for presentations," (IRL13)	"hasn't helped at all" (GER12)
"hopefully!" (IRL14)	"There we always people missing and we were so busy get known to us that it wasn't very productive on the projects" (GER13)
"I've never spoken about projects." (IRL15)	"it helped me in using a foreign language in first person- not more or less" (GER15)
"My oral and written would improve but more so than course topics ie computers, web-pages. My partner has given me a few pages for the web review project." (IRL16)	"As already said before, the MOO project mainly focussed on the spoken language and therefore helped in the area of oral presentation" (GER18)
"We usually write short sentences so I don't learn much grammer." (IRL17)	"Not yet" (GER20)
"I don't think it has helped." (IRL18)	"Ich habe einiges über das Studium in Irland erfahren" (GER21)
"No. I haven't discussed any project with him yet." (IRL19)	
"Haven't done y topic with an oral presentation" (IRL22)	
"Haven't really had to do any oral or written presentations- but he has shown me some German websites which are relevant to our latest project" (IRL24)	
"I sent him my submission and he corrected my mistakes" (IRL26)	
"haven't done any yet" (IRL27)	
"Not really cause I haven't asked him about my project yet" (IRL29)	

(Interview data)

Table A.15: Comments on questionnaire no. 14

<u>Comments by Irish students:</u>	<u>Comments by German students:</u>
"We were able to give them some Irish sights which they did not know of" (IRL2)	"don't know" (GER2)
"No" (IRL8)	"Unsure, they didn't ask much about their topics" (GER3)

(continued) Table A.15: Comments on questionnaire no. 14

<u>Comments by Irish students:</u>	<u>Comments by German students:</u>
"We told him some good Irish websites like Ireland.com" (IRL9)	"They never asked for help. And I can't imagine that the few German words we exchanged could help them with their projects" (GER5)
"He has never asked me about my projects" (IRL12)	"see 13. (I don't think so...)" (GER6)
"I also helped my partner with written work, mainly in the areas of spelling and vocabulary." (IRL13)	"translate sentences, give web addresses" (GER7)
"they never asked me about any projects." (IRL15)	"1) Ich denke, daß auch mein Partner froh war, daß es nicht um Kunstthemen ging; 2) Mein Partner hat viel Grammatik von mir gelernt glaube ich; 3) Der Redefluss konnte sich nur noch verbessern, ich denke, das ist auch geschehen!" (GER11)
"I asked my partner did they have a project, but they said they didn't!" (IRL16)	"don't think so." (GER12)
"No, they never mention their projects." (IRL17)	"same as 13" ["There we always people missing and we were so busy get known to us that it wasn't very productive on the projects"] (GER13)
"Not yet." (IRL18)	"No!" (GER14)
"No, he hasn't asked me about his projects." (IRL19)	"No, I don't think I helped my partner with his projects." (GER15)
"The german class seemed to be a little behind when we discussed the project" (IRL21)	"They didn't ask me to help them." (GER17)
"Did they have projects?" (IRL22)	"I am not sure if we could help them. I hope so..." (GER18)
"No- he hasn't asked me about helping with his projects" (IRL24)	"no idea" (GER19)
"I can check their grammar and spelling and such. We could also discuss before they have to do the assignment." (IRL26)	"I helped him by giving him examples how to describe the layout of a webpage" (GER20)
"No, he didn't ask me either." (IRL29)	

Table A.16: Perceived benefits of MOO tandem for accuracy and fluency (interview data)

IRL1 says, "both-it helps fluency and it can help accuracy if the german speaker tells you all the little things which you're doing wrong"
You say, "Finally, does the MOO help you more with fluency or accuracy?"
IRL5 says, "yes,both to sum up I thought the MOO was the best learning way I had ever come across"
IRL5 says, "I swear!"
IRL9 says, "accuracy"
You say, "why?"
IRL9 says, "well it helps you improve your grammer and vocab"
IRL12 says, " I think your fluency are you have to think that you are talking to a person"

(continued) Table A.16: Perceived benefits of MOO tandem for accuracy and fluency (interview data)

<p>IRL16 says, "Definetley more with accuracy" You say, "how?" IRL16 says, "With grammar .etc" IRL16 says, "But It does help you with german phrases...fluency"</p>
<p>IRL23 says, "Both I think, but it also more so with accuracy" You say, "why?" IRL23 says, "Because you keep an eye on what has been written and if your german partner does not understand the question/ answer, you know that you are not accurate enough in your phrasing"</p>
<p>IRL26 says, "in the moo you have to practice getting your ideas across quickly" IRL26 says, "without a dictionary" You nod. IRL26 says, "fluency" IRL26 says, "definitely"</p>
<p>GER1 says, "fluency-definitely, accuracy-don't really know. The Moo helped me to express myself even if I don't know the exact translation. You just talk "around" it. (as you can see)"</p>

Table A.17: Perceived pressure/challenge levels in MOO (interview data)

<p>IRL5 says, "No,not at all..I d say it was the only time I actualy really enjoyed learning German" You say, "good to hear that" You smile. You say, "was it ever a challenge?" IRL5 says, "Nope,a pleasure"</p>
<p>IRL9 says, "it was the same really although spelling and grammar are more evident in the moo" You say, "is the emphasis on spelling and grammar important?" IRL9 says, "it was a challenge to try and write german correctly" You nod. You say, "pressure?" IRL9 says, "i suppose a bit"</p>
<p>IRL11 says, "more of a supplement really.(a substantial supplement , mind you)to the calssroom that is. It definetly wasn't a pressure, and I didn't feel it as a conscious challenge. The challenge emerged when you wanted to say something in german and ad to build a new scentance from scratch." [...] IRL11 says, "bneing emerged in German ,such as being in Germany, forces you to learn morequickly. but it's a lot more stressful method"</p>
<p>IRL12 says, " Its morea challenge because its day to day conversation" You say, "no pressure?" IRL12 says, " definitely not"</p>

(continued) Table 17: Perceived pressure/challenge levels in MOO

(interview data)

You say, "When speaking German, did you perceive the MOO exchanges as a pressure or a challenge, as compared to classroom or other situations?"

IRL16 says, "In the class there are people around and it is hard to concentrate"

You nod.

IRL16 says, "In the MOO, it was a challenge, because really you could have been doing something else on the computer"

You nod.

You say, "any pressure?"

IRL16 says, "In the class room it is more so pressure"

You grin.

You say, "oh.."

IRL16 says, "I know it's silly but you care what people think in the classroom"

IRL23 says, "I perceived it as a challenge, and found it a lot more interesting than classroom. It is a good way of making new friends as well"

IRL26 says, "it was certainly a lot more fun than the classroom"

IRL26 says, "people looked forward to it"

IRL26 says, "so there was definitely no pressure"

IRL26 says, "so probably more of a challenge"

GER1 says, "the pressure to be fast, exact and correct is much bigger in class."

You say, "speaking of pressure..."

You say, "When speaking English, did you perceive the MOO exchanges as a pressure or a challenge, as compared to classroom or other situations?"

GER1 says, "maybe this is because in the MOO, no one really cares for my grammar or my vocabulary. I just have to make myself clear."

You nod.

GER1 says, "definitely a challenge."

You say, "but less a pressure?"

GER1 says, "yes"

Table A.18: Comments on questionnaire no. 1

Irish students:	German students:
"Hobbies, work, college" (IRL1)	"1) personal backgrounds; 2) Intention: why do we study ICT; 3) what does the other's day look like? what is the same (different)?; 4) Follow the given topics (web site analysis, etc.)" (GER1)
"College, course, jobs, projects, web-sites, software" (IRL2)	"Entstehung der Computer; Aussehen der anderen; Computer im Allg.; Fantasy" (GER2)
"Personal details; Hobbies, like, dislikes; Courses - in Trinity v in Germany; IT in general" (IRL3)	"a) getting to know each other: likes/dislikes, music, sports; b) IT equipment at school; c) usage/development of the Internet" (GER3)
"Hobbies, social life/college life, where we live, interests. And finally we discussed the girls in our class" (IRL4)	"- hobbies; - computer science; - aims after the studies" (GER4)
"German websites, football, project and general conversation. I see the MOO as an opportunity to improve my conversational German" (IRL6)	"football, my partners web-project" (GER5)

(continued) Table A.18: Comments on questionnaire no. 1

Irish students:	German students:
"Class photos" (IRL8)	"Getting to know you (topic 1); if looks could kill (topic 2); computer developments (topic 3)" (GER6)
"General topics finding out about each other. We have discussed web sites and our courses a little also" (IRL9)	"web-sites, soccer, Formula 1, and a little about dublin" (GER7)
"Music, web sites, social life" (IRL11)	"we discussed different ways to make electronical music with computers. Another topic were the MTV-Video-Music awards that took place in Dublin. Then we had a discussion about music in general. The contact proceeded over email, too" (GER8)
"Normal conversation like our week and what we plan to do" (IRL12)	"nothing specific, we talked about all kinds of things" (GER9)
"Hobbies, what we do in our free time, college, week (upcoming projects, work load)" (IRL13)	"Hobbies, Studium, Wochenendbeschäftigungen, Project meines Partners" (GER10)
"- interests & hobbies; - college -social life & courses; - Ireland" (IRL14)	"Wir habe sowohl über die Projekt geredet, die vorgegeben waren als auch private Dinge besprochen. Ebenfalls ausgetauscht haben wir und über Projekte und Tests, die bei uns während des Studiums anstanden." (GER11)" mostly personal stuff to get to know each other" (GER12)
"Music - different kinds - what kinds we like etc.; Our college courses, Differences etc.; Germany - we spoke about it in general - I was saying I was there for the summer/ what I did etc." (IRL15)	"We talked about ourselves and about our studies. Describing our surroundings, we tried to get known to each other and imagine not to chat, but to sitting in front of each other, having a conversation." (GER13)
"My partners hobbies, what life is like in Germany and Ireland. Also what we both would be doing at the weekend. We have also discussed topics about what subjects we are studying. We have discussed the topics that are on the CLCS page" (IRL16)	"- courses and projects" (GER14)
"- Studying IT in Ireland and Germany - differences and similarities; -Dublin and Bonn/Cologne; -Film appreciation (the topic of my current project)" (IRL17)	"We worked mostly on the projects. In the other time we talked about our interests, hobbies and many other kinds of topics" (GER15)
"Music, part-time jobs, Girlfriend, Holidays, friends, weekends, social life" (IRL18)	"Pictures of the groups, wheather in Germany, cars in Germany, hobbies in Dublin,..." (GER16)
"We spent most of our time introducing ourselves. We've talked a lot about music and what we do in our spare time" (IRL19)	"- courses at school; - hobbies; - computer games" (GER17)
"What we did/do on the weekends; subjects studied; music/concerts/bands; where we live; family/general conversation" (IRL20)	"I discussed topics from the discussion task we had to work with as well as topics such as movies, computer and talking english or german. We tried to focus on the MOO tasks, but also had some personal talks" (GER18)
"Common interests, ICT, music, film, DJing, [IRL23]" (IRL21)	"Hobbies, interests, education, job, freetime (where to go out and what to do...)" (GER19)

(continued) Table A.18: Comments on questionnaire no. 1

Irish students:	German students:
"College; courses; work; life" (IRL22)	"Since we have only met twice, we talked about what we do in our freetime besides college, to get to know each other. Helpful a little with projekt he had to do" (GER20)
"Music, what we do in our spare time, Germany, Ireland, sports" (IRL23)	"Projekt deutsches Kino - Internet-Seiten, Hobbies, Unterschiede im Studium" (GER21)
"Music; college, books; life in general" (IRL24)	"Hobbies, Musik, Filme, was man in den letzten Tagen unternommen hat, Vergleich: studieren in Irland und Deutschland, warum man Informatik studiert" (GER22)
"School likes/ dislikes; technology advancement, last 40 years" (IRL25)	
"Generally we just discuss what we did at the weekend, chat about when we've got lectures, moan about assignments, what music we like, tv programs (eg Buffy the Vampire Slayer) and normal things like that" (IRL26)	
"Films, Music, Germany/Ireland, web pages, college life social life" (IRL27)	
"Formula 1, Films, College, Sport" (IRL28)	
"German and Irish festivals; Irish and German music; general topics of conversation; books; hobbies and general interests" (IRL29)	

Table A.19: Comments on questionnaire nos. 2 and 3 (sorted by tandem partnerships)

	What did you correct?	What did your partner correct?
IRL1	"Small bits of grammer; natural phrases" (IRL1)	"vocabulary, typical german mistakes (sensitive => sensible etc....)" (GER1)*
IRL2	"Colloquilisms ??)" (IRL2)	"vocabulary, typical german mistakes (sensitive => sensible etc....)" (GER1)*
GER1	"Grammar: personal pronouns, conjugation, declination" (GER1)	"Vocabulary" (IRL1) "Grammar (sentence structure)" (IRL2)
IRL3	"Not a lot - his English is extremely good. Just some minor pieces of grammar like prepositions." (IRL3)	"Nur einige Einzelheiten mit at, of, in verbessert" (GER2)
GER2	"Seine Sätze waren so voller Fehler, dass ich das Verbessern nach einiger Zeit aufgegeben habe" (GER2)	"Endings of verbs; Genders" (IRL3)

* This was a 2+1 tandem partnership. As the partner's response refers to both partners, we have repeated it for both learners.

(continued) Table A.19: Comments on questionnaire nos. 2 and 3 (sorted by tandem partnerships)

	What did you correct?	What did your partner correct?
IRL4	"Not much...it is excellent, but occasionally his tenses." (IRL4)	"No corrections made by my partner" (GER3)
GER3	"sequence of words in sentences; no need to correct them, quite a good speaker" (GER3)	"Most of it!!! No - only joking. Although he should correct most of it, he picks out big mistakes" (IRL4)
IRL5		"vocabulary; grammar" (GER4)
GER4	"Vocabulary, Grammar" (GER4)	
IRL6	"Grammar and expression" (IRL6)	"he doesn't correct me" (GER5)
GER5	"I correct wrong words (wrong meaning a context)" (GER5)	"Verbs, grammar, expression but generally we try to kept the conversation going" (IRL6)
IRL7		"If-clauses" (GER6)
IRL8	"None" (IRL8)	"If-clauses" (GER6)
GER6	"only sometimes! Grammar - if clauses/past; explaining unknown expressions in other words" (GER6)	"None" (IRL8)
IRL9	"Not much his english is excellent, it might just be a small structuring mistake" (IRL9)	"None" (GER7)
IRL10		"None" (GER7)
GER7	"Very little, because they didn't really try to talk German." (GER7)	"Spelling. Grammar and Structure which helps a lot although he does not need to do this very often as I use simple german as much as possible" (IRL9)
IRL11		"He corrects me if I describe something in a wrong way and if I make heavy mistakes" (GER8)
GER8	"Everytime that he made mistakes I gave him a correct alternative" (GER8)	"Most of it" (IRL11)
IRL12	"I actually never had to correct his English yet, it has always been perfect" (IRL12)	"My partner rarely corrected me in the MOO" (GER9)
IRL13	"Mainly spelling and vocabulary." (IRL13)	"My partner rarely corrected me in the MOO" (GER9)
GER9	"We rarely talked German. But when we did I rarely needed to correct my partners German." (GER9)	"My Grammar and word order, spellings" (IRL12) "Difficult German idioms, some spelling" (IRL13)

(continued) Table A.19: Comments on questionnaire nos. 2 and 3 (sorted by tandem partnerships)

	What did you correct?	What did your partner correct?
IRL14	"arrangement of words in sentences" (IRL14)	"Die größte Hilfe war mir meine Partnerin beim Erlernen von umgangssprachlichen Ausdrucksweisen." (GER10)
GER10	"Meist waren nur Kleinigkeiten zu korrigieren, wie z.Bsp.: Artikel oder Fälle. Außerdem hat meine Partnerin des öfteren bestimmte Wörter oder Redewendungen erfragt." (GER10)	"vocabulary and grammar" (IRL14)
IRL15	"Grammer - but not really that much." (IRL15)	"Es waren sicher weniger Situationen als umgekehrt, manchmal waren es nur Tippfehler aber auch einige grammatikalische Fehler waren dabei" (GER11)
IRL16	"My partner's English is very good so there is not much that I correct. Usually just the way they say a verb (ie wrong tense) or just colloquial language that they wouldn't understand." (IRL16)	"Es waren sicher weniger Situationen als umgekehrt, manchmal waren es nur Tippfehler aber auch einige grammatikalische Fehler waren dabei" (GER11)
GER11	"Ständig zu verbessern stört das Gespräch, aber wenn es gravierende Satzstrukturfehler oder auch Grammatikfehler durch Verben oder Pronomen waren habe ich mich bemüht zu helfen." (GER11)	"Most - grammer, vocab etc. Although I think he corrects me in the way he speaks german which is slightly different from what I've learnt" (IRL15) "My verb tenses sometimes and what words mean if I don't understand them. Also word order. Generally we use simple German/English that both of us would understand, so we don't really correct a lot." (IRL16)
IRL17	"- Grammer. They use a lot of German idioms" (IRL17)	"none" (GER12)
GER12	"spelling" (GER12)	"my vocab and sometimes grammar. I have little vocab referring to IT and he helps me expand on it" (IRL17)
IRL18	"None. - His English is excellent" (IRL18)	"Though I'm certain that I still do a lot of mistakes, they did not correct me at all. They only pronounced that my English is very well." (GER13)
IRL19	"None, his English is almost perfect. He lived for a few years in America" (IRL19)	"Though I'm certain that I still do a lot of mistakes, they did not correct me at all. They only pronounced that my English is very well." (GER13)
GER13	"I told him when I wouldn't understand him at all and if I could have understand him in two ways." (GER13)	"None" (IRL18) "Most things, my German is really bad" (IRL19)

(continued) Table A.19: Comments on questionnaire nos. 2 and 3 (sorted by tandem partnerships)

	What did you correct?	What did your partner correct?
IRL20	"vocabulary" (IRL20)	"Umgangssprache, Redewendungen" (GER14)
GER14	"Umgangssprache, Redewendungen" (GER14)	"vocab/verbs" (IRL20)
IRL21	"Grammar" (IRL21)	"same as the above (no. 2)" ["Actually, I corrected only some false words, because a) my partner's german was quite good; b) too many correction would have slowed the conversation down."] (GER15)
GER15	"Actually, I corrected only some false words, because a) my partner's german was quite good; b) too many correction would have slowed the conversation down." (GER15)	"Grammar and vocabulary primarily" (IRL21)
IRL22	"Nothing unless I can't understand it" (IRL22)	"Nothing, some special" (GER16)
IRL23	"Not very much, as his English is very good." (IRL23)	"Nothing, some special" (GER16)
GER16	"Capital letters" (GER16)	"Nothing unless he doesn't understand ask me for the correct meaning if I put in a wrong word and make it unintelligible" (IRL22) "verbs, grammer" (IRL23)
IRL24	"I taught him some slang; most his english is perfect" (IRL24)	"colloquial vocabulary" (GER17)
GER17	"Vocabulary" (GER17)	"he helps me with particular words I don't know" (IRL24)
IRL25	"none, his English is perfect" (IRL25)	"The MOO partners didn't correct my English, the only thing they did was to say that pretty much everyone in my group is speaking English almost perfect and without any mistakes." (GER18)
GER18	"When he had a grammar or word mistake, I wrote the correct German sentence and explained to him why his expression was wrong" (GER18)	"Almost every aspect. Grammar, conjugation" (IRL25)
IRL26	"I have only ever come across one mistake that he made, and corrected. his English is better than mine!" (IRL26)	"same as above" ["Spelling, grammar, used words (better words for certain meaning)"] (GER19)

(continued) Table A.19: Comments on questionnaire nos. 2 and 3 (sorted by tandem partnerships)

	What did you correct?	What did your partner correct?
GER19	"Spelling, grammar, used words (better words for certain meaning)" (GER19)	"If I say a sentence half in german, half english - he'll understand and give me the german bits. He helps sometimes with the past tense and general grammar" (IRL26)
IRL27	"Word order, spelling (nothing major)" (IRL27)	"Since I use a lot american slang sometime he doesn't quiet get what I want to say and then he tells me how U say it in Ireland" (GER20)
GER20	"I tell him words he doesn't know or correct if they don't make sense" (GER20)	"vocab, word order, verb endings" (IRL27)
IRL28	"None" (IRL28)	"Wörter, die ich nicht verstehe" (GER21)
GER21	"Vokabeln, Satzbau" (GER21)	"none" (IRL28)
IRL29	"Generally I didn't need to correct my partners english cause his english was very good. On the odd occasion I needed to correct the spelling of an english word or translate the german word to english." (IRL29)	"Rechtschreibung, wenn mir ein Wort in Englisch nicht einfällt" (GER22)
GER22	"Rechtschreibfehler, Fehler in der Satzstellung, falsche Verwendung von Wörtern" (GER22)	"He didn't really correct much of my German either probably because I could generally get my point accross. Sometimes he corrected my grammar if it was really bad." (IRL29)

Table A.20: Examples for correction styles (transcript data)

IRL18 says, "Haben sie the BLAIR WITCH PROJECT GESEHEN""
GER13 says, "Nein! Aber du kannst mit "dutzen" Hast du..."
GER18 says, "But she's studying farer away"
IRL26 says, ""further away""
IRL11 says, " Ich habe eine andere bild gesenden"
GER8 says, "x Ich habe ein anderes Bild gesendet. "
GER8 says, " oder x: Ich habe noch mehr Bilder gesendet."
IRL16 says, "Es ist nicht schlecht,du hast gut Ehenglish!" [...]
GER11 says, " man sagt : Du "kannst" gut Englisch"
IRL3 says, "Ich interessiert mich fur Computers..." [...]
GER2 says, "Ich interessierE mich fr Computer"

Table A.21: Instances of learners discussing error correction (transcript data)

21/10/99: IRL1 says, "[IRL4 + IRL1]-I would appreciate it if you might correct some of the mistakes that I make -not all though I'm sure there are lots
GER18 says, "Its the other way round: We are here to correct you and to help you to talk German" GER18 says, "You help us to increase our skills and we help you" GER18 says, "Thats the deal"
28/10/99 GER11 says, "you can also correct me, I wont be insulted"
4/11/99 You sense that GER6 is looking for you in The Lime Room. It pages, "You may correct me.... I sometimes write shit..."

Table A.22: Examples of encouragement (transcript data, first three sessions)

14/10/99: IRL21 says, "I don't know if I can handle 3way conversation but I'll try." [...] GER11 says, "You will manage that [IRL21], just try starting a conversation"
IRL21 says, "ACHTUNG. Mein Deutschverkenntnisse ist nicht sehr gut. Ich muss sehr langsam sprechen. ENTSULDIGEN SIE BITTE" GER15 says, "ok, we'll type sloooooowwwlyyy" [...] IRL21 says, "Vielen Dank" [...] GER11 says, "Have a close at our English, its not nuch better" GER11 says, "Oh, have a close look I meant"
IRL26 says, "wir können kein Deutsch" [...] GER19 says, "wir koennen auch kein Englisch ;)" IRL26 says, "heh" [...] GER7 says, "Wie lange habt Ihr denn Deutsch" IRL26 says, "seit 6 Jahren" IRL9 says, "Ich studiere deutsch sechs jahr aber my Deutsch ist nicht so gut"" [...] You say, "[IRL9]: keine Sorge, meins ist nicht besser :)" GER19 says, "[IRL26], Du kannst doch Deutsch. Sehe ich doch..." GER18 says, "But you can talk german with me as well :-)"
21/10/99: IRL15 says, "this is my first time using this so i'll be a little slow" GER8 says, "Doesn't matter..." GER16 says, " And [IRL4] and [IRL1] . Bitte sprecht Deutsch" [...] IRL1 says, "entschuldigung [GER16] -ich spreche deutsch wenn ich kann" [...] GER16 says, " Kein Problem Shirley ! Wir wollen doch nur das du Deutsch lernst !" GER16 says, " cool wir sitzen alle im selben Boot" GER4 says, "We all sit in the same boat" IRL1 says, "seit wann lernt ihr english-ich finde the standard english mit deutschen studenten toll" GER16 says, " " what means the standart english" [...] IRL1 says, "[GER16] - es heisst das (level) " [...] GER16 say, " ahh level Cool Danke [IRL1]"

(continued) Table A.22: Examples of encouragement (transcript data, first three sessions)

<p>IRL27 says, "my german is really bad" [...] GER18 says, "So then lets increase your skills!" IRL27 says, "I know" IRL27 says, "Go for it" GER3 says, "My English isnt the best, too" GER18 says, "[GER3]: Yes, I think we all know that ;-)" IRL27 says, "Jesus....its better than my german" GER3 says, "Also dann, Hallo [IRL27]"</p>
<p>GER18 says, "Don't be afraid, we won't kill you if you make a mistake" IRL27 says, "Haha gut" GER18 says, "Its the other way round: We are here to correct you and to help you to talk German" GER18 says, "You help us to increase our skills and we help you" GER18 says, "Thats the deal[...]" GER3 says, "So, dont be afraid"</p>
<p>IRL11 says, "I'm extrodinarily bad at deutch" GER20 says, "Well thats what we are here for" GER20 laughs IRL9 says, ""Me too"" IRL11 says, "Ich sprech sehr schiesse deutch!!(see!)" GER20 says, " also dann Deutsch jetzt" IRL11 says, "Ja,ok" IRL9 says, "Sehr gut [IRL11]" GER20 says, " das wichtigste kennst du ja schon" GER7 says, "Da muesst ihr jetzt durch" GER20 says, " scheisse passt fast immer"</p>
<p>28/10/99</p>
<p>IRL10 says, "Ich kann auf deutsch sprechen, aber ich bin nicht so gut" GER7 says, "ist doch nicht schlimm ich kann dich ja verbessern"</p>
<p>GER10 says, "Dein deutsch ist sehr gut. Ich wei, da es nicht leicht ist alle Sonderfille sich zu merken." GER10 says, "Entschuldige, es soll heissen: dass und weiss"</p>
<p>IRL16 says, "Your English is very good." GER11 says, "mzst be ?" GER11 says, "some difficulties with the keyboard right now" GER11 says, "thanks, good to hear from an English speaking person" GER11 says, "you can also correct me, I wont be insulted"</p>
<p>IRL16 says, "I tihnk I'm suppose to be speaking German now!" IRL16 says, "Go easy on me ,my german is not that great!#" GER11 says, "My teacher told us to change over to German, very good idea, isnt it ?" GER11 says, "My English isnt very good, too" IRL16 says, "Es ist sehr gut!" GER11 says, "Danke !"</p>
<p>GER11 says, "wie schon gesagt : keine Entschuldigungen" GER11 says, "dafuer bin ich ja hier, Du hast mich schliesslich auch verbessert"</p>
<p>IRL29 says, "mein deutsch ist nicht so gut" [...] GER22 says, "Ist nicht schlimm, ich werde Dich schon verstehen und ein paar kleine Verbesserungen machen !" IRL24 says, "i'll give it a go <my german is pretty bad>" GER17 says, "Versuch es einfach." GER17 says, "Es ist nicht so schwer."</p>

Table A.23: Comments on questionnaire no. 10 (Irish students)

"The Germans are so good at English I don't really have to" (IRL1)
"kept sentences very basic" (IRL2)
"I didn't really have to adapt. He seemed to know what I was saying most of the time" (IRL3)
"His English is excellent" (IRL4)
"I don't really need to do this because his German is so good." (IRL12)
"I try to explain colloquial phrases." (IRL14)
"My partner's German is very good. There is not much that I need to avoid, but sometimes we speak a lot simpler just to make it simpler!" (IRL16)
"His English is near perfect." (IRL18)
"Only sometimes" (IRL20)
"I sometimes teach him some slang and idioms" (IRL24)
"His English is so good, that the only thing he can really learn from me is colloquial phrases...and maybe some big words." (IRL26)
"I avoided slang words and little phrases because I knew he couldn't understand but for the most part he understood my English perfectly" (IRL29)

Table A.24: Comments on questionnaire no. 10 (German students)

"You always think, to help someone, when adjusting to his/her level" (GER6)
"I tried to use 'plain' German- not too much 'slang' or special/technical words that would have been too hard to understand" (GER15)
"There is no doubt that their level is not as high as our level, so I tried to use simple phrases and common expressions so that they understand what I say."" (GER18)
"I do make sentences less complex, after I find out, my partner doesn't understand the original phrase" (GER19)

Table A.25: Comments on questionnaire no. 11 (Irish students)

"I'm not sure, they probably do but they always explain things I don't understand" (IRL1)
"He didn't make sentences very simple but I think he made them less complex than he usually would" (IRL3)
"He helped me a lot" (IRL4)
"We haven't 'spoken' in German enough to answer this question" (IRL8)
"My tandem partner seemed to use idioms which were quite difficult to translate during the course of our conversations." (IRL13)
"My German is not as good as my partner's, but still it is a challenge to use complex sentences and colloquial phrases. If you stay on the same language level, you won't improve, therefore we would push complexity of sentences" (IRL16)
"Hard to say if he is or isn't as I don't know how he would normally speak" (IRL18)
"It's hard to say. I think he does because I usually ask him to repeat most of his sentences so the second time around, I can see that it is a less complex sentence but I can't tell why." (IRL19)
"I really have no idea" (IRL22)
"He was quite amazed at how long I had been learning German for- considering how bad I am at it!" (IRL26)
"I guess he made his German a little bit easier so I could understand it" (IRL29)

Table A.26: Comments on questionnaire no. 11 (German students)

"Can not testify that he used a easier style, do not know his normal speaking" (GER3)
"I can't say whether my partner used 'easy' English. Probably he did it. I felt that could understand all and that the language wasn't too hard." (GER5)
"It seems like this, because I was able to understand my partner(s) very well" (GER6)
"Ich glaube schon, daß meine Partnerin vieles aus ihrer Umgangssprache außen vor gelassen hat, was aber auch verständlich ist, da ich denke, daß sie fast nichts verstanden hätte, wenn ich in meinem lokalen Dialekt gesprochen hätte." (GER10)
"Man kann schlecht beurteilen, ob der Partner das geändert hat. Allerdings fände ich es auch nicht gut, wenn der Partner seine Sprache zu simpel gestaltet, sonst würde sich mein eigenes level auch nicht steigern" (GER11)
"It seemed to them that I understand everything" (GER13)
"Actually, I think our english was a lot better than our german conversation- it was more fluent and much more complex" (GER15)
"I think they really used the words and phrases they use when talking to their friends. I enjoyed the level of their speech and extended my vocabulary" (GER18)
"same as q10" ["It's hard to say. I think he does because I usually ask him to repeat most of his sentences so the second time around, I can see that it is a less complex sentence but I can't tell why."] (IRL19)
"I guess he figured that I understood him very well" (GER20)

Table A.27: Perceived importance of balanced bilingualism (interview data)

IRL1 says, "I think it's very important I know I would have improved more if we didn't spend almost all of the time on English"
IRL5 says, "I say it was important on a personal level rather than learning" You say, "what do you mean by that?" IRL5 says, "lemme explain" You nod. IRL5 says, "Well, speaking english wouldn't have helped MY german but it meant that we were both getting something out of the MOO" You say, "ok" IRL5 says, "I making no sense aginb, sorry" [...] IRL5 says, "i was referring to having english in the converstion" [...] IRL5 says, "I learnt from my partner speaking German"
IRL9 says, "well the majority of conversation and corrections were done in english because their english is better than our german so it was important that we could speak both"
IRL11 says, "well, it was important I thought, because if we were talking in German. and I wanted to get a point accross but he couldn't understand it, I could always say it in english (or vice versa). In this wasy the flow of the conversation is kept intact and you can keep your interest in the converstaion. If you are not particularly competant a speaking another language it can be tedious to talk with someon in that language. I really enjoyed talking on the moo. This was beacase me and [GER8] were both interested in music. BUT if we had to speak JUST in german or JUST in English. the converstaion wouldnt have been to hard for me. And I would have lost interest.""

**(continued) Table A.27: Perceived importance of balanced bilingualism
(interview data)**

IRL12 says, " obviously it was better for the person that wasn't speaking their own language as it would help them but I didn't really mind speaking english on the MOO as you still learn about German "

You say, "oh, how is that?"

IRL12 says, " when you are talking you find yourself correcting them and putting that into context in German"

IRL12 says, " basically how litera translations sound"

IRL15 says, "quite important"

You say, "why?"

IRL15 says, "but i found that the german students would tent to speak english"

IRL15 says, "but then again i didnt really disuade them"

You nod.

IRL15 says, "they were of a higher standard then us"

IRL16 says, "Very important.I tought that [GER11] kept correcting me whereas I don't think I ever had to correct him..I could have gotten bored!!"

You smile.

IRL16 says, "That was supposed to be.."He could have gotten bored!"

IRL23 says, "it is very important as both people are there to learn (however, my partner, seemed to be nearly fluent in English!!)"

IRL26 says, "well it made me fell like i'd gotten more out of it, if i spoke in german for half of it"

IRL26 says, "when its half and half, then we're both learning, so i'd say it's very important"

IRL26 says, "now, whether it actually happened, was another thing"

GER1 says, "maybe every irish student would say the same about my english, but I had the feeling, that the german of the irish students wasn't that good esp. when it came to technical terms. but this most likely derived from the fact that every IT-documentation is written in english. And if we (by this I mean german students) couldn't read and understand them, we could just quit studying."

GER1 says, "don't get me wrong, just my very personal oppinion."

Table A.28: Suggestions to address bilingualism and support collaboration

(interview data)

IRL1 says, "Maybe one week German, one week English but its the students who decide not to speak german even when we were supposed to so I don't know - sometimes when its all in english for the first half hour and it's easy for us suddenly turning to german makes it harder to continue on the conversation and we would just revert back to english"

You say, "so maybe start with German?"

IRL1 says, "Yes that would help"

You say, "how can this be achieved?"

You say, "ie that we get similar amounts"

IRL9 says, "make the students speak german one week and english the next"

You hmm.

You say, "How else could the collaboration be made more effective?"

IRL9 says, "if they had to presentsome work after the session"

IRL9 says, "say hand if a sheet of filled in questions"

You say, "orally or written? like a summary?"

IRL9 says, "written because it would make them ask the students certain questions and also study the answer a bit more because they would have to wirt it down"

You say, "to get back to the English/German...why do you think it would be more effective to have one week German, one week English?"

You say, "Was there not enough time in each session? "

IRL9 says, "nobody really switched we only spoke german when we started the conversation through german"

IRL16 says, "Maybe the topics that we were to cover ,say, in a class. ,could be handed up at the end!"

You nod.

You say, "would that focus things more?"

IRL16 says, "Alot of the time ,people went off the topic,and didn't even speak any German"

You say, "yeah"

IRL16 says, "If it was put towards coursework..people would work alot harder"

You nod.

You say, "some kind of follow-on task then?"

IRL16 says, "People always work harder ,if it is the difference b/t passing and failing"

IRL23 says, "In mine and my german partners case, we didn't correct each other that often, and that would have been a very good way of making the collaboration more effective"

IRL26 says, "hm...."

IRL26 says, "well i suppose agreeing on it before hand "

IRL26 says, "or having you or indeed the german counterpart having a look in now and again"

IRL26 says, "and saying German please!"

GER1 says, "for sure. and peopled should be encouraged (forced ;-)) to meet outside the lessons. just like homework."

GER10	"We had some problems talking in gorman, so we had sometimes to shift to english. but Mary does speak german very well."
	"The understanding this time was very well, there were hardly any problems in any words."
GER12	"hope they learned from the 2 gorman sentences we exchanged"
GER13	"We are able to talk freely now and they loose their fear to speak german. They are weaker in german than I am in english. But it doesn't matter!"
GER17	"The conversation had a good flow, even the german part went well"

Table A.29: Comments on bilingualism (diary data)

IRL1	"I got a bit lost sometimes today as they spoke more German but I felt it was more beneficial." "Ich mochte nachste woche mehr Deutsch sprachen. Heute wir sprachen zu viel Englisch."
IRL6	"ok today but the german was hard to follow and I could not follow some of the conversation" "I thought it went quite well, we were talking in german for a while"
IRL10	"We spoke in english and in german." "Spoke a bit in German but mostly in English."
IRL11	"Talked briefly in English and badly in Deutch."
IRL13	"Spoke more German than last week" "no German chat this week but hopefully this will improve next week."
IRL14	"Language: Started off writing in english, then a mixture of German and english. I also tried to write all in German but it's very difficult." "Tried talking a bit more in German." "I think we talked half in German half in English. It's getting better, I think!"
IRL16	"His English is very good>i though that my German went ok for today" "Today was good .I think I wrote more GERman than any other time.[IRL26] was there today as her partner wasn't in.It was good with more people." "I think my german is improving slightly!" "My german ,I think is improving"
IRL22	"joined [IRL26]s room changing language on the whim but achieves an even mix"
IRL24	"english was fine; he's far better at english than i am at german" "tried speaking more german"
IRL25	"The english speaking went well - The german didn't go so well. Maybe some preparatory work should be done in future. My german has fallen lower than I thought it had." "Today's session was a lot better than usual. I'm starting to get used to talking online and not afraid to make mistakes. My german is improving a lot because of it."
IRL26	"mostly talk in english...and eh...the conversation got a bit odd for a while, but he seems sound enough. damn, his english is good. mental note: must learn some german sometime soon."
IRL28	"Bad things:I seemed to write in German for most of the session so he must have learnt much."
IRL29	"Talked in english for a while. Then started talking in german which was hard at first but i finally got into it." "didn't speak much german "
GER2	"In german we had some problems but i worked in english."
GER7	"The German-Konversation was a bit dürftig"
GER10	"We had some problems talking in german, so we had sometimes to shift to english, but Mary does speak german very well." "The understanding this time was very well, there were hardly any problems in any words."
GER12	"hope they learned from the 2 german sentences we exchanged."
GER13	"We are able to talk freely now and they lose their fear to speak german. They are weaker in german than I am in english. But it doesn't matter!"
GER17	"The conversation had a good flow, even the german part went well"

(continued) Table A.29: Comments on bilingualism (diary data)

GER18	<p>"He is afraid of talking german, but I hope we can make him relax a bit and talk more german to improve his language skills."</p> <p>"I still think that the german part is more difficult to him than the english part for me... I would like him to get more exercise, but the biggest problem is that they don't know the vocabulary to express what they want to say."</p> <p>"Eventually we are talking in english and german, and the irish students talk more german than in the beginning. I think both parties get some benefits out of this project."</p>
GER20	<p>"We tried to talk german but it's pretty hard for them to understand anything. they didn't say to much so we started talking english again"</p> <p>"His German is all right but we talked more english because it's faster!"</p>

Table A.30: Object creations by learners (Object data)

Student	Object(s)	Parent object	Changes made by students:
GER1	Holodeck 3 Holodeck Doors Back to Lounge Holo Projector Hirley	Generic room Generic entrance Generic exit Generic web projector Generic bot	Holodeck 3 You entered a really strange place. The environment you see is obviously NOT created by Your fantasy... You wonder who could have thought out such bizzare things...
GER2	Fänse Fänse-Täip	Generic TV Generic video Tape	
GER5	Toast's World of Pleasure Indoor Outdoor Color TV	Generic room Generic entrance Generic exit Generic TV	Toast's World of Pleasures You enter that is covered with pillows. Just lay down and relax. This is a room where you aren't allowed to do anything that could be related with work. Please respect this golden roule.
GER6	Chemical Sister Royal Entrance Royal Exit Das Tier	Generic room Generic entrance Generic exit Generic room	
GER8	Tha Fat Corner Tha Fat Corner The Student Lounge	Generic room Generic entrance Generic exit	
GER10	entrance	Generic entrance	
GER12	mybot	Generic bot	
GER15	Bender Unit 22	Generic bot	[see details below]

(continued) Table A.30: Object creations by learners (Object data)

Student	Object(s)	Parent object	Changes made by students:
GER16	Casino Luxor I lost my money, lets get Public lavatory Excuse me! it stinks in here ! Prof.Neunast Jennifer Lopez Beamer SONY [GER1]. Peter Kapec [GER15]. [IRL1]. [GER19].	Generic room Generic entrance Generic exit Generic room Generic entrance Generic exit Generic bot Generic bot Generic web projector Generic TV Generic bot Generic bot Generic bot Generic bot Generic bot	Public lavatory Please give a tip ! Casino Play here and win the Jackpot of \$1000000 ! You see thousands of Roulette tables and Black Jack players ! There 's a smell of maoney in the air !
GER17	[GER17]'s cave [GER17]'s cave Student's lounge	Generic room Generic entrance Generic exit	[GER17]'s cave A dark cave. The only sources of light are some tall candles which put the cave in a flickering twilight.
GER18	Buffy The Happy Graveyard Tombstone Doo	Generic bot Generic room Generic entrance	
GER19	Eliza Eliza2 t1 t2 t3 t4 t5 t6	Generic bot Generic bot Generic bot Generic bot Generic bot Generic bot Generic bot Generic bot	
GER21	box	Generic container	
IRL2	[IRL2]s Room in out	Generic room Generic entrance Generic exit	[IRL2]s Room my room
IRL9	beer	Generic thing	
IRL10	[IRL10]s TV [IRL10]s VCR [IRL10]s Video	Generic TV Generic VCR Generic video tape	
IRL20	me	Generic video camera	
IRL29	record player	Generic Recorder	

Table A.31: Keywords and automatic responses for Bender Unit 22**(Object data)**

Keywords:	Responses:
good	You kiddin'? I was a star once...I could bend a gourd the angle of 30 degrees..32 degrees...you name it....31
bye	Well man it was a pleasure meetin' ya...I'm gonna go kill myself.
look	I'm not lookin'...
bend	Seems like one of us has to bend 'dis.
kill	Come on, come on, kill me already.
give	Bring it on, baby.
name	By the way, my name's Bender.
program	I'm a Bender...I bend things...that's what I was programmed for.
hi	Welcome home, pal!
drink	Let's go have a drink...all for me.
sing	A robot would have to be crazy to be wanting to be a folk singer.
do	I'm trying to.
cigar	Cigars just make me look cool.
cool	Cigars just make me look cool.
jerk	Everbody is a jerk...you...me...that guy over there...
grins	Don't grin at me...not even with desperate need.
yes	so?
no	Allright.
help	No one is gonna help you, now...let's get drunk.
never	Never? What time-period is that?
thanks	You're welcome...at least.

Table A.32: Instances of learners replying to bots (transcript data)

11/11/99:
Buffy says, "Who would call himself 'Stefan' anyway?" [...]
IRL16 says, "Why is she being so mean to everyone?" [...]
Buffy says, "[IRL16]: I am not mean"
GER11 says, "Buffy is somewhat programmed of the person called [GER18], it is no real person"
IRL16 says, "GER11 where are you?"
Buffy says, "I'm just a poor little bot programmed to answer to anything people say"
18/11/99:
GER16 IRL23 what did u do on the weekend ?
Prof.Neunast says, "That's an interesting question..."
IRL22 says, "Who or what is Prof Neunast""
Prof.Neunast [to [IRL22]]: Don't you know?
IRL2 says, "hey prof"
Prof.Neunast says, "So, you call 'CLCS Foyer' your home?"
IRL22 says, "No""
25/11/99:
Peter Kapec says, "I think The Violet Room is an excellent name for this place, dont you?"
GER15 says, "shane is ill today"
GER15 hushes Peter Kapec.
Peter Kapec says, "Suppose [IRL21] were not ill today? What then?"
IRL17 says, "OK. It's a great name for this room. I think [IRL21] just finds it difficult to get up in the mornings"

(continued) Table A.32: Instances of learners replying to bots (transcript data)

<p>IRL14 says, "What the fuck is going on now? [GER10 misspelt] are you talking to me?" [GER1.] [to IRL14]: What is so going on now [GER10 misspelt] are you talking to me about fuck? GER16 arrives from East Corridor IRL14 says, "Sorry didn't mean to curse, just got a little confused" GER16 picks up [GER1]. [GER1.] says, "hmm, is that so.." GER16 leaves for East Corridor IRL14 says, "[GER1], who ever you are, you have a dirty mind" GER22 says, "what did he say?" IRL14 says, "It's not what he said, it's what he implied"</p>
<p>9/12/99: Jennifer Lopez says, "I think The Green Room is an excellent name for this place, dont you?" GER16 leaves for North Corridor IRL20 says, "yes very original"</p>

Table A.33: Virtual identity versus real-life character (interview data)

<p>IRL1 says, "No I don't think so also when other Irish students were in the same room they seemed the same as always"</p>
<p>IRL5 says, "Ye3ah,i suppose by being online i tried to get as much reaction from the Germans as possible"</p>
<p>IRL9 says, "not really i say what i think and i think i did this for my moo conversations"</p>
<p>IRL11 says, "well, I never thought of it as a different character. but, I suppose for the reasons I already stated, I was alot more confident on the moo, than conversing aloud in german."</p>
<p>IRL12 says, " of course you wouldn't tell a person on line the things you would tell a person that is your friend in real life" [...]</p>
<p>IRL12 says, " being honest I Didn't really talk much german over the MOO but no when I did I didn't behave differently"</p>
<p>IRL15 says, "i suppose maybe a little" IRL15 says, "because you can make up stuff which can be kindof amusing" You say, "how?" You say, "make up stuff?" IRL15 says, "i didnt really do it that much"</p>
<p>IRL15 says, "what i mean is that you dont have to be 100% honest about trivial things like your appearance etc."</p>
<p>IRL16 says, "I don't think my character changed,although I wasn't as confident as it is a native German we are speaking with!" [...]</p>
<p>IRL16 says, " Also ,If learning is made fun,you will actually enjoy it!" [...]</p>
<p>IRL16 says, "It isn't as bad as sitting down for hours learning off a Grammar book"</p>
<p>IRL23 says, "Thats a tough one!!" You say, "for instance, when you compare it to talking in German to the assistants" IRL23 says, "em, I think so, because I was face to face with my Moo partner I was less worried about saying something stupid, so I said more!" [...] IRL23 says, "sorry, I mean not face to face"</p>

(continued) Table A.33: Virtual identity versus real-life character

(interview data)

IRL26 says, "probably not, because i irc quite a lot with my friends in 'real' life who happen to be working instead of in college..."

IRL26 says, "as a result, i'm more myself as i'm very used to this kind of thing"

IRL26 says, "i'm not sure how it would be for other people...i'm just asking [IRL29]" [...]

IRL26 says, "she said she didnt pretend to be someone else, but she found it hard to let her true character come through, due to lack of german" [...]

IRL26 says, "people are less shy online"

GER1 says, "I think it did."

You say, "how so?"

GER1 says, "Maybe I tried to appear more self confident, or more competent hmm, just "cooler".."

Table A.34: Control and freedom in MOO tandem learning (interview

data)

IRL1 says, "I felt very much in control because you can decide what to work on but leaving students to their own devices with no outline could be dangerous-nothing would get done, It was good to have those outlines because it gave us somewhere to start and something to talk about. It might be an idea to broaden that section but not make it compulsory"

You say, "yeah we tried to keep the topics open as much as possible..."

You say, "How would you compare the MOO to other experiences you had with native speakers?"

You say, "In terms of control"

IRL1 says, "I haven't had much experience with native speakers but in the MOO these people don't know you and it's probably a bit easier- to make mistakes, or say things or suggest topics without feeling stupid"

IRL5 says, "I felt much more in control...as I was not face to face""

IRL5 says, "it didn` matter so much then"

You say, "how does face to face influence things?"

IRL5 says, "O you know,I stumble on words and my accent is bad so.."

IRL9 says, "it was similar you can easily talk to anyone else logged on and if u needed help you just had to ask"

You say, "how would you compare it to the classroom in terms of determining what you wanted to do?"

IRL9 says, "yeah i could see it being hard toactually get some work done if the rest of the people in the room did not want too"

IRL11 says, "well in the classroom the learning is controlled by the lecturer/teacher. If I was speaking to a german face 2 face, I personally would feel more victimised than anything!!!! since it is such a trial for me to converse in German!!! I would not be in control at all. I would just be trying to answer questions rather than asking them. but I suppose the more I converse in German ,the more I get better at it. At least in the moo I could start conversations, or confidently bring up topics, beacuse I knew I could get by with my english vocabulary , so I wouldnt get stuck. "

IRL12 says, " Well I knew I could ask my partner any queries I had so I felt pretty in control"

**(continued) Table A.34: Control and freedom in MOO tandem learning
(interview data)**

IRL16 says, "Sadly I felt better using the MOO"

You say, "why?"

IRL16 says, "You are not as concious when you are sending info through a computer" [...]

IRL16 says, "You don;t know if the other person is laughing at you or not...and you don't really care either because you can't see them"

IRL16 says, "You are then more relxed" [...]

IRL16 says, "So you don't mind if you make mistakes" [...]

You say, "where would you say you had more control about what you did, in class or in the MOO?"

IRL16 says, "In the Moo"

You say, "why?"

IRL16 says, "In the MOO ,it was one to one so you didn't have anyone distracting you. "

You say, "I see" [...]

IRL16 says, "Inthe class there are people around and it is hard to concentrate"

IRL23 says, "I think I feel more in contol in the classroom, because it is easier to ask questions and get answers" [...]

IRL23 says, "Well i found it quite easy to talk about what I was interested. I was lucky enough that we were both quite interested in a lot of the same thigs. But it is quite easy to change the topic of converstation and steer it in another direction. "

IRL26 says, "well, i felt a lot more in control than when i'd be in the classroom.... if i wanted to speak german, i'd just speak it, even if i was being talked to in english"

IRL26 says, "in the class, if you try to speak german, most people tell you to stop cos they dont understand" [...]

IRL26 says, "now..in terms of face to face..."

IRL26 says, "i felt more relaxed than face to face, cos i didnt have to worry about my pronunciation"

IRL26 says, "i'm not sure about control, in that situation" [...]

You say, "is that a drawback or an advantage of text?"

IRL26 says, "but i was more forthcoming with german on the moo, than i'd be in a face to face situation"

IRL26 says, "definitely a disadvantage, because myself and indeed a lot of others in the class..."

IRL26 says, "dont have too much confidence speaking german out loud and those presentations are sheer hell :)"

GER1 says, "the pressure to be fast, exact and correct is much bigger in class."

Table A.35: Comments on questionnaire question 15

Irish students (13 responses):

"It would be better, if you type in without using " in front of what you type" (IRL2)

" As mentioned earlier, it is impossible to develop any kind of relationship with your partner when your are constrained to certain topics. Starting to talk about your interests eventually leads to assistance with certain areas" (IRL4)

German students (14 responses)

"Vielleicht wenn der Partner häufiger da wär, und etwas besser Deutsch könnte und vor allem schneller antworten könnte, dann würd die Sache vielleicht was bringen...so aber nicht!" (GER2)

"Both institutions must have an equal IT equipment (numbers of PCs); shifting between partners during the project spoils the work done in earlier sessions" (GER3)

(continued) Table A.35: Comments on questionnaire question 15

Irish students (13 responses):	German students (14 responses)
"Strict time keeping in the first couple of sessions getting to know your partner. Also 10-15 minutes at the start of the session to have a conversation with your partner." (IRL6)	"I would increase the number of person who discuss with each other. Three or four persons have more items which makes the discussion more interesting." (GER4)
"I believe that use of the MOO room and tandem learning in general should be optional, as there are some people who enjoy chat room environment and others who prefer traditional learning from books, etc." (IRL8)	"Be more strict. Often it was only small talk. It is important that only two persons talk because otherwise it is difficult to discuss." (GER5)
"I think if there were more people talking in the same room it would be more enjoyable, rather than having to think of what to say to the same person for 1 hour. There would be a better conversation flow between more people and would be easier to talk." (IRL12)	"It all depends on your partners- when they aren't online for some sessions- it's difficult talking about the topics with someone else- because you always have to introduce you again and again..." (GER6)
"Perhaps there should be less people talking at one time in the same room, therefore it would be easier to get responses from your partner." (IRL13)	"I think the project is a very good thing. You can change opinions, make new 'friendships', learn how native speakers in the language you are learning express basic things (and complex, too), work on projects together (what we did not start, we didn't have time because there are so many other things)." (GER8)
"A lot of people just chit-chat and don't talk about the topics to be discussed. Even though by not talking about these topics, you can still learn, but it would be better to talk about them. If there was some way you could get people to discuss them, German would improve a lot and vocabulary lists would increase. Maybe by asking people to hand up what they discussed and mark them on it/ or the conversation that you save online to be marked and go towards coursework!- Marking depending on what amount of conversation was on the topics and how you answered them!" (IRL16)	"More projects to work on." (GER9)
"I think the time should be broken up into periods of different chat: eg: general, course, technical." (IRL18)	"Mein Partner hat nach 2 Wochen gewechselt, da ich jemand anderes zugeteilt bekam, das ist sicher nicht sehr sinnvoll, aber ansonsten fand ich es extrem gut." (GER11)
"I would not recommend a MOO environment for learning German, but rather for improving on an existing good base of German." (IRL19)	"doesn't make sense to talk to a perfect stranger (made possible by changing partners back and forth several times...)" (GER12)
"Perhaps topics could be assigned and made adhered to so the conversation won't just be 'general chat'. That probably wouldn't be possible though." (IRL20)	"The projects should be more easy to handle during the chat. To get know to each other need not be a project." (GER13)
"No, I have nothing more to add" (IRL24)	"bessere/strengere Vorgaben über Projekte/Themen" (GER14)

(continued) Table A.35: Comments on questionnaire question 15

Irish students (13 responses):	German students (14 responses)
"continue the MOO sessions after Christmas?" (IRL26)	"There was not enough time to talk to the other people. It always took some time finding my partner and a free room, so talk time was really short." (GER18)
"No" (IRL29)	"I think the environment is strange, especially when there are many people in a room. I think IRC is much better. You don't have to quote when you want to say something (which is the default action) and the 'You say' in front of every sentence I said fills up the output with unnecessary overhead." (GER19)
	"ich finde es besser, wenn jeweils 3 oder 4 Personen in einem Raum zusammen wären, dann würde sich die Unterhaltung noch interessanter gestalten" (GER22)

Appendix B – Sample MOO transcripts

B.1 [IRL29] and [GER22] ("You")

-- Log Started: Thursday, November 18, 1999 10:50:16 am GMT --

You move to West Corridor

You view West Corridor...

[IRL29] is here.

Obvious exits: [east] to CLCS Foyer, [west] to The Olive Room, [north] to The Silver Room, [south] to The Red Room, [southwest] to The Pink Room, [southeast] to The Lime Room

West Corridor

You enter a spacious auditorium with rows of chairs and a small platform stage
. Type 'up' to enter the stage.

[IRL29] is here.

Obvious exits: [east] to CLCS Foyer, [west] to The Olive Room, [north] to The Silver Room, [south] to The Red Room, [southwest] to The Pink Room, [southeast] to The Lime Room

You move to The Red Room

You view The Red Room...

Obvious exits: [north] to West Corridor

[IRL29] arrives from West Corridor

You say, "Hi [IRL29]"

[IRL29] says, "Hey sorry i'm late"

[IRL29] says, "I couldn't get into my computer"

You say, "Doesn't matter ! How are you?"

[IRL29] says, "not too bad"

[IRL29] says, "and youself"

You say, "Nice, thanks. Did you get my E-Mail?"

[IRL11] arrives from West Corridor

[IRL11] leaves for West Corridor

[IRL29] says, "yeah, I got it yesterday, thanks"

[IRL29] says, "sorry I didn't get to write back"

[IRL29] says, "i am really busy at teh moment"

You say, "Want are you doing?"

[IRL29] says, "Everything"

You say, "Oh, that's very much !!!!!"

[IRL29] says, "i have loads of projects to do"

[IRL29] says, "and I have to do them, go to work and go to college"

You say, "i understand"

[IRL29] says, "I don't have much time on my hands"

[IRL29] says, "what are you up to"

You say, "next week we have to write our first test, so I'm learning a little bit for it"

[IRL29] says, "you need to study hard then eh"

You say, "no not really "

You say, "what did you do last weekend?"

[IRL29] says, "what is the test on"

[IRL29] says, "last weekend I went to work and I went out on saturday night"

You say, "it's about binary trees, Folgen (i don't know the english word for it)"

[IRL29] says, "I went to see a gig down the road from where I work"

[IRL29] says, "It was pretty good and I got a free record at it"

You say, "what's a gig down ???"

[IRL29] says, "A gig is a small concert and "down" goes with "down the road""

You say, "oh sorry, i'm little bit confused today but i don't know why!"

[IRL29] says, "whats wrong with you?"

You say, "I don't know, I just can't concentrate"

[IRL19] arrives from The Silver Room

[IRL19] leaves for The Pink Room

[IRL29] says, "not to worry"

[IRL29] says, "did you find any music for your girlfriend"

You say, "what's about the weather in Ireland, do you have snow too?"

[IRL19] arrives from The Pink Room

[IRL29] says, "we don't get much snow in Ireland"

[IRL18] arrives from West Corridor

[IRL19] leaves for The Chartreuse Room

[IRL18] leaves for West Corridor

[IRL29] says, "even though its really cold and stuff"

You say, "Yes, I searched for the Corrs in the web and I found some songs, but I didn't have the time to download them"

[IRL29] says, "just download them and go and do something else"

You say, "What's about your journey through Europe? When do start?"

[IRL29] says, "what do you mean "when do start"?"

You say, "When do you go on holiday (you'll go to Germany, don't you?)"

[IRL29] says, "no, I already went on my trip to Europe"

[IRL29] says, "I went during the summer"

You say, "Ah, when was it?"

You say, "Did you like Germany"

[IRL29] says, "no I have to stay in Dublin until next june which I don't want to do"

[IRL29] says, "I went at the end of the summer before I came back to college"

[IRL29] says, "Germany was really good"

[IRL29] says, "We went to the Oktoberfest in Munchen"

You say, "Ah, did you drink a lot of beer?"

[IRL29] says, "yeah, loads"

[IRL29] says, "it was quite expensive though"

You say, "I was never on the Oktoberfest, but I want to go there"

[IRL29] says, "i think 12DM for one of the pitchers"

You say, "yes, it's really expensive"

[IRL29] says, "have you been to the Oktoberfest"

[IRL29] says, "I met and Italian guy on my travels and he told me the history of the festival"

You say, "Last weekend we were in Cologne and we had to pay 2,5 DM for ,2 l of beer"

You say, "what's the history of it. I even don't know it!?"

[IRL29] says, "is it true that years ago they had the festival because people had to drink all the beer before it went sour?"

You say, "This may be true. But I'm not sure"

[IRL29] says, "2,5DM is really cheap for drink"

You say, "I know that people in Africa make something like beer out of bananas"

[IRL29] says, "out of bananas????"

[IRL29] says, "how do they do that"

You say, "yes, but it's 2,5 DM for one glass of beer and this would be 12,5 for one liter"

[IRL29] says, "thats madness"

[IRL29] says, "i guess the prices work out the same but at the time 12DM for a drink seems very expensive"

You say, "I don't know how you can make beer out of bananas but they do and because you can't store it for a long time they have to drink it in a few days and so they make a big fete"

[IRL29] says, "so i guess it was kinda the same thing years ago in germany"

[IRL29] says, "I wish we had omething like that here"

[IRL29] says, "I seems like such a good Idea"

You say, "Don't you have such big festivals?"

[IRL29] says, "No"

[IRL29] says, "you can't really have big beer festivals in Ireland cause we drink to much anyway"

[IRL29] says, "every night is like a beer festival in dublin espically in Temple Bar"

You say, "Klingt ziemlich gut. Gehst du oft aus?"

[IRL29] says, "We have no beer gardens because it is too cold"

[IRL29] says, "ja, " schon, was Du am kommenden Wochenende machst?"

[IRL29] says, "Ich gehe aus sehr oft" Arbeit "

You say, "mit mehreren zusammen?"

[IRL29] says, "wenn ich geld habe!!!"

[IRL29] says, "ich gehe aus mit meine freundinnen" alten Schule von meiner

You say, "Du gehst doch so oft arbeiten. verdienst Du dabei nicht genug Geld?"

[IRL29] says, "nein" der fest

You say, "Kann ich verstehen." du wir von der Fensteruhr unserem Martiniabend"

You say, "Ich gehen nur noch bis zum 3. Dezember arbeiten, dann läuft mein Vertrag beim WDR aus" aber was willst du machen an der fest"

[IRL29] says, "jetzt habe ich kein geld weil ich kein geld von meine Arbeit bekommt" man trifft da hatt ein paar Freunde"

You say, "wieso bekommst Du kein Geld ?????"

[IRL29] says, "donnerstag, habe ich geld, hoffentlich" wasser

You say, "d.h. Donnerstag ist bei Euch Zahltag?" ein an Deutscher Musik

[IRL29] says, "ich kann das nicht erklären aus Dectsch"

[IRL29] says, "ja"

[IRL29] says, "12:00 nacht, habe ich geld" wie Sonne glänzen?"

You say, "hast du schon Weihnachtsgeschenke gekauft?"

[IRL29] says, "nein" gepanrock.de"

You say, "ich habe überhaupt keine Idee was ich kaufen soll!"

[IRL29] says, "ich habe keine Idee was Ich kaufen muss"

[IRL29] says, "und du" ich kenne !!!"

You say, "was wünschst Du Dir denn zu Weihnachten"

[IRL29] says, "ich habe keine Idee" ja auch noch nicht!"

[IRL29] says, "und du" wie Projekt"

You say, "ich lasse mir wahrscheinlich ein paar Bücher für die Uni schenken"

[IRL29] says, "was ist "wahrscheinlich"?"

You say, "das heißt ich weiß es noch nicht genau"

You say, "Mir fällt leider die englische Übersetzung nicht ein"

You say, "Weißt Du schon, was Du am kommenden Wochenende machst?"

[IRL29] says, "Noch, gehe ich in de Arbeit "

[IRL29] says, "es ist nicht so gut"

You say, "Glaube ich Dir !"

You say, "Wir gehen am Freitag zu einem Fest an der alten Schule von meiner Freundin"

[IRL29] says, "was ist der fest"

You say, "Und am Samstag haben wir von der Feuerwehr unseren Martinsabend"

You say, "Fest: eine Fete"

[IRL29] says, "I weiss das aber was willst du machen an der fest"

You say, "ach so, entschuldigung. Da gibt es jede Menge zu essen und zu trinken und man trifft da halt ein paar Freunde"

You say, "Was habt ihr denn für eine 'presentation'?"

[IRL29] says, "haden sie eine Projekt aus English zu machen"

[IRL29] says, "Ich muss uber eine Deutsches Website an Deutsches Musik gruppen spreachen"

You say, "auch ja, und hast Du eine deutsche Seite gefunden?"

[IRL29] says, "ja, Ich weiss"

[IRL29] says, "www.germanrock.de"

You say, "Cool, werde ich mir gleich auch mal anschauen !!!"

[IRL29] says, "kennst du eine Website das ist besser"

You say, "Leider kenne ich keine !!!"

[IRL29] says, "ist die Site gut?"

You say, "weiss nicht, ich kenne die ja auch noch nicht!"

[IRL29] says, "habt du eine Projekt"

You say, "wir müssen noch ein Projekt machen, ich weiss aber noch nicht wann und nicht worüber!"

[IRL29] says, "ok"

[IRL29] says, "cih gehe jetzt"

You say, "ok, ich schreib DIr ne Mail !!"

[IRL29] says, "ich sende eine e-mail, I promise"

You say, "Ok, bis dann und ein schönes Wochenende !!!"

[IRL29] waves.

[GER22] waves

[IRL29] says, "und du"

You say, "bye bye"

[IRL29] says, "bye bye"

-- Log Stopped: Thursday, November 18, 1999 11:55:24 am GMT --

You say, "Hi [GER11]"

B.2 [IRL16] ("You") and [GER11]

-- Log Started: Thursday, November 18, 1999 10:51:48 am GMT --

ATTENTION: There are new news items to read! Type 'news' for a sum.

[GER11] says, "Hi [IRL16]"

[GER5] has connected.

[GER17] has connected.

[GER11] says, "Good to see you"

[GER11] has connected.

[GER16] have connected.

[GER11] leaves for North Corridor

[GER5] leaves for West Corridor

[GER17] leaves for East Corridor

[GER11] arrives from North Corridor

[GER11] leaves for South Corridor

[GER11] arrives from South Corridor

[GER11] leaves for North Corridor

[GER15] has connected.
[GER19] has connected.
[GER11] says, "[IRL16] ???"
[GER11] arrives from North Corridor
[GER11] leaves for South Corridor
[GER5] arrives from West Corridor
[GER5] leaves for The Student Lounge
[GER5] arrives from The Student Lounge
[GER5] leaves for West Corridor
[IRL14] has connected.
[GER21] has connected.
[GER14] leaves for North Corridor
[IRL14] leaves for East Corridor
You say, "Hi [GER11]"
[GER21] leaves for Peter's Classroom
[GER21] arrives from Peter's Classroom
[GER4] leaves for South Corridor
[GER11] says, "Aha, finally recognized me ?"
[GER21] leaves for The Student Lounge
You say, "Sorry,I was doing something else.How are you?"
[GER4] arrives from South Corridor
[IRL19] has connected.
[GER21] arrives from The Student Lounge
[IRL22] arrives from East Corridor
[GER21] leaves for The AW Centre
[Unknown user] has connected.
[GER21] arrives from The AW Centre
[GER11] says, "Oh thanks, I'm fine, just a little cold and you"
[GER15] drops Bender Unit 22.
[GER8] has connected.

[IRL5] has connected.

[IRL19] leaves for The Sea-Green Room

[IRL29] has connected.

You say, "ok,but feeling a bit under the weather"

[GER21] leaves for The White Room

Bender Unit 22 says, "I'm a Bender...I bend things...that's what I was programmed for."

[IRL27] has connected.

You hear a quiet popping sound; [GER19] has disconnected.

You say, "Have we to go into the Maroon room?"

Bender Unit 22 says, "Sure...that's quite it."

[GER15] picks up Bender Unit 22.

[GER11] says, "Why ? You got bad weather at the moment ?"

[GER4] says, "Hi [IRL5], you had a great week?"

[GER18] arrives from South Corridor

[GER18] says, "Hidiho!"

[IRL27] leaves for North Corridor

[GER18] says, "drop Buffy"

[IRL5] says, "Nah,not really,you?"

[GER18] says, "oh"

[GER18] drops Buffy.

You say, "No,it;s an expresion.It means I'm not feeling the best"

[GER15] drops Bender Unit 22.

[GER18] hushes Buffy.

[IRL25] has connected.

[GER11] arrives from South Corridor

[GER15] hushes Bender Unit 22.

[GER18] says, "Hi Bender"

You move to The Maroon Room

You view The Maroon Room...

Obvious exits: [northwest] to South Corridor

Usage: page <player> <message> Standard page

group -<player> <message> Quick page

[GER] - <message> Reply to last page

at abo +<player> <message> Remote emote

[GER] + <message> Reply to last emote

You say, "[GER11] ,can you go intot he maroon room"

[GER11] arrives from CLCS Foyer

[GER11] says, "We saw the first snow this morning"

You say, "Yippee"

You say, "OOhh,you are so lucky.!"

[GER11] says, "This weekend I go to an GRan Dorado Park with 4 friends of mine"

You say, "Was it very heavy?"

You say, "Where is that?"

[GER11] says, "No, not really, this park is about 500 meters above the ocean"

You say, "What park?"

[GER11] says, "Three hours from here by car"

[GER11] says, "Well, have a look at www.grandorado.de"

You say, "Ok,hold on"

[GER11] says, "Above 300 meteres there is alot of snow and my car has no winter

tyres so far :-(("

You say, "You have a car????"

[GER11] says, "Yes"

[GER11] says, "Well, a quite older one, but it drives"

You say, "It's a holiday village?"

[GER11] says, "Yes, that is the word"

You say, "It's a car.I don't have a car"

[GER11] says, "But when I heard of the weather news I don't look forward to the

journey"

You say, "Do you know anything about die fantastischen Vier? WE are doing our group project on it"

[GER11] says, "they reported snow above 300 meters and this holiday village is at about 500 meters"

[GER11] says, "well, it's a German Hip-Hop group, Do you want to know anything special"

[IRL11] arrives from South Corridor

[IRL11] leaves for South Corridor

You say, "Are they good? Do you know any good websites on them?"

You say, "[IRL5] really likes them "

[GER11] says, "oh, you can try www.diefantastischenvier.de, I think it will fit"

[GER11] says, "I tried it, it works"

You say, "I've tried too. Thanks"

[GER11] says, "what was your last week like ?"

You say, "Have you no projects to do for this calss?"

You say, "Sorry,....class?"

[GER11] arrives from South Corridor

[GER11] says, "öhm, no"

[GER11] leaves for South Corridor

[GER11] says, "we just had to write a CV and a Covering Letter"

[GER11] says, "But I have a job at the FH here now"

You say, "Are you leaving to go somewhere else?"

[GER11] says, "What do you mean exactly"

[GER11] says, "sorry"

You say, "i don't understand you."

You say, "It doesn't matter"

[GER11] says, "considering the Internet offer of our Fachhochschule I have a

job now"

You say, "Ahyway where is FH?What is it?"

[GER11] says, "FH just means Fachhochschule, it is just a short expression"

You say, "Ok,what do you have to do?"

You move to South Corridor

You view South Corridor...

Obvious exits: [north] to CLCS Foyer, [south] to The Yellow Room, [east] to The Purple Room, [west] to The Crimson Room, [southeast] to The Maroon Room,

[southwest] to The Chartreuse Room

South Corridor

You say, "Nobody just you."

You enter a spacious auditorium with rows of chairs and a small platform stage
. Type 'up' to enter the stage.

Obvious exits: [north] to CLCS Foyer, [south] to The Yellow Room, [east] to The Purple Room, [west] to The Crimson Room, [southeast] to The Maroon Room,

[southwest] to The Chartreuse Room

You move to CLCS Foyer

CLCS Foyer

You view CLCS Foyer...

You see Teacher's Desk, Big Table, Bulletin Board, and NEXT MEETING ON THURSDAY 19:00.

You see Peter and Klaus standing about.

You see News and Buffy.

Obvious exits: [in] to Helpdesk, [north] to North Corridor, [south] to South Corridor, [west] to West Corridor, [east] to East Corridor, [down] to The Student Lounge, [northwest] to Peter's Classroom, [northeast] to The AW Centre

[GER8] arrives from The Student Lounge

[GER8] leaves for North Corridor

You move to The Maroon Room

You view The Maroon Room...

Obvious exits: [northwest] to South Corridor

[GER11] says, "Then we have to edit the pages and sites and get them back on the server"

You say, "are you there?"

[GER11] says, "Well, I'm here"

You say, "VERY intersesting.Do you enjoy it?"

[GER11] says, "Who were you looking for"

[GER11] says, "I just started this week"

[GER11] says, "But I think it is a lot of fun"

You say, "Nobody ,just you."

[GER11] says, "oh, thanks"

[GER11] smiles

[GER11] says, "Did you get that silly questionnaire, too ?"

[IRL9] arrives from South Corridor

[IRL19] arrives from The Crimson Room

[IRL9] leaves for South Corridor

[IRL19] leaves for The Olive Room

You say, "Yeah,but I haven't filled it in yet"

[IRL18] arrives from South Corridor

[IRL18] leaves for South Corridor

You say, "Have you?"

[IRL19] arrives from The Chartreuse Room

[GER11] says, "I just received it 10 minutes ago, looks like work :-))"

Try this instead: I

[IRL19] leaves for The Crimson Room

You say, "I got it on Tuesday but I forgot"

[GER11] says, "I don't have any time this weekend"

You say, "Yeah It lokks like alot of though has to go into it"

[GER11] says, "Until next Thursday we have to finish it, *urg*"

[GER11] says, "We have to write our first test next week, too"

You say, "I have another project to do for tomorrow. I will have to do it all night and all tomorrow"

You say, "what is your test on?"

[GER11] says, "at the subject "programming""

You say, "JAva!Sorting"

[GER11] says, "about binary trees and something like this"

You say, "How did you know?"

[GER11] says, "Yeah, keep it simple, we just started !!!!!"

You say, "Not binary trees, but something like it"

[GER11] says, "No, it is just what our test is about"

[GER11] says, "I think you spoke of your own project, didn't you"

[GER11] says, "so your project is about .. ?"

You say, "Sorry, yours is on Binary trees?"

[GER11] says, "yes, yours, too ?"

You say, "Mine is about Sorting Algorithms"

You say, "Wann must du es fertig?"

[GER11] says, "like binary sort and other sorting programs ?"

You say, "JA!"

[GER11] says, "Jetzt in Deutsch ?"

You say, "Wir haben nur 15 Minuten"

[GER11] says, "Ich habe nur kaum Zeit zu lernen, ich bin schließlich das ganze Wochenende weg"

[GER11] says, "Wieso ?"

You say, "Weil wir eine andere Klasse dann haben"

[GER11] says, "Du meinst "ein anderes Fach", bis heute hattest Du aber immer bis 13:00 Uhr Zeit"

[GER11] says, "magst Du mich nicht mehr"

[IRL22] arrives from South Corridor

[IRL22] leaves for South Corridor

[IRL22] arrives from South Corridor

You say, "ich mag du. Aber es ist fast 12 uhr hier"

[IRL22] leaves for South Corridor

[GER11] smiles again

[GER11] says, "es heißt "ich mag Dich", habt ihr eine andere Zeit als wir"

You say, "JA, wusstest du dass nicht?"

[GER11] says, "ups, nein, seit ihr eine Stunde zurück ?"

[GER11] says, "seid"

You say, "Wir sind ein Stunde fruher als du"

[GER11] says, "Oha, noch gar nicht zu Mittag gegessen heute ?"

You say, "Ich ahbe ein STunde frei nach meine FACH"

[GER11] says, "und welches Fach hast Du dann"

You say, "Computer Science...die Projekt an Sorting..."

[GER11] says, "aha, und wann fängt das an ?"

You say, "Machst du etwas jetzt?"

You say, "..oder die VERbindung ist sehr langsam"

[GER11] says, "Ich habe jetzt frei bis 15:30 Uhr, dann habe ich noch 1 1/2 Stunden Mathe und dann Wochenende"

You say, "Um eins Uhr"

[GER11] says, "habe morgen ja wieder frei :-))"

[GER11] says, "morgen um 13:00 Uhr geht dann die Fahrt los"

You say, "Icn bin um 4 Uhr fertig und morgen ich bin auch um 4 Uhe fertig."

[GER11] says, "Was hast DU denn am Wochenende so vor ?"

You say, "Was bedeutet "geht dann dieFahrt los?"

[GER11] says, "Auch Party bis zum Umfallen"

[GER11] says, "the journey starts"

You say, "ich dachte das"

You say, "Ich gehe auch zur APrtly am Freitag nacht"

You say, "..Party"

[GER11] says, "Wohin"

[GER11] says, "auch 3 Kästen Bier für 5 Leute :-))"

You say, "Wo ich komme von....Tullamore"

You say, "Kann ich kommen??"

[GER11] says, "Nein, ich meinte, wo die Party ist ??"

[GER11] says, "of course I can help"

[GER11] says, "Na klar, ein Bett ist noch frei"

[GER11] says, "ansonsten machen wir uns ein wenig dünner, dann ist in einem von

unseren Betten noch Platz für Dich :-))"

You say, "JA die Party ist auch da."

You say, "Mein Freund ist 21"

You say, "In seinen Betten?"

[GER11] says, "Wieso erwähnst Du jetzt Deinen Freund ? :-))"

[GER11] says, "es sind ja noch 5 andere Betten da, die schon "teilweise" belegt sind :-))"

You say, "Was ist erwähnt?"

[GER11] says, "it means "to mention""

You say, "Sorry,er ist nicht mein Freund(Boyfriend,just a friend)"

[GER11] says, "ach so, dann kann ich mir ja noch Hoffnungen machen, daß Du trotzdem vorbei kommst :-))"

You say, "Ich habe mit ihm die selbe Schule besucht"

[GER11] says, "das heißt ihr kennt Euch schon ziemlich lange ?"

You say, "Du weißt dass ich nicht kommen kann"

[GER11] says, "och bitte bitte bitte :-))"

You say, "Ja,zehn Jahr oder mehr"

You say, "Hoffentlich später kann ich dich besuchen"

[GER11] says, "Gute Freunde sind sehr wichtig, besonders wenn man sich auf sie verlassen kann"

[GER11] says, ""Dich" besuchen"

You say, "Ja sehr richtig"

You say, "Sorry" dann"

[GER11] says, "Es braucht Dir nicht Leid zu tun, das weißt Du doch"

You say, "Ok." [JRL 16] a little kiss and embraces her

[GER11] says, "Gibt es immer noch kein Foto von Dir ? Nicht, daß ich neugierig wäre" [11] says, "Dann questionnaire :-))"

You say, "Ich bin neu,und es gibt kein"

[GER11] says, "auch nicht privat, für Deine brandneue Homepage"

You say, "Ich habe blonde Haare,blaue Augen.Ich bin 5 ft 6"

[GER11] says, "Mist, weißt Du, wie man 5 ft 6 umrechnet"

You say, "Mist???" the feeling as if... it is quite nice"

[GER11] says, "Something like "Shit ""

You say, "umrechnet??" going now!"

[GER11] says, "what is it in meter and centimeter ??" 49 am GMT --

You say, "ich weiss nicht"

[GER11] says, "Gibt es bei Euch nur ft"

[GER11] says, "und inches oder sowas"

You say, "Wir müssen etwas in unsere Notebooks schreiben"

[GER11] says, "dummes Notebook, die letzten 2 Mal hat es auch nicht funktioniert"

You say, "es ist scheiss"

[GER11] laughs

You say, "ich weiss nicht was ich schreiben soll"

[GER11] says, "yeah, you're right"

[GER11] says, "ich auch nicht, always something like : it was a nice conversation again"

You say, "ok i better go,I promise i will email you this week.just i hadn't got time last week,I'm a very busy person"

[GER11] says, "me, too and I look forward to it "

You say, "Yeah bla ...bla..bla"

[GER11] laughs again

You say, "Ok.Bis dann"

You say, ""Bye Bye!!Don't forgwet to fill in your Questionnaire"

[GER11] gives [IRL16] a little kiss and embraces her

You say, "It will be so much fun,.....NOT!!"

[GER11] says, "Damn questionnaire :-))"

[GER11] says, "Bye"

You say, "I would kiss and hug you too but i forget how to.....on the computer !!"

You say, "BYE!!"

[GER11] says, "just the feeling as if.... it is quite nice"

You say, "BYE bye again!"

You say, "I'm definitely going now!"

-- Log Stopped: Thursday, November 18, 1999 11:53:49 am GMT --

Guide
to the
Tandem E-mail & MOO Project
between
Fachhochschule Rhein-Sieg
Germany

&

Trinity College, Dublin
Ireland

MT
1999

any queries regarding the Tandem Project please contact Klaus Schwienhorst
kschwian@tcod.ie

Appendix C – Tandem booklets (Irish and German version)

THE RHEIN-SIEG/DUBLIN TANDEM PROJECT	2
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Advantages of internet collaboration

Tandem language learning via the internet

This form of collaboration has a number of advantages if approached in the right way:

your partner is a native speaker of your target language (English or German) and is thus an expert not only in the language but also in the culture of their country. This expertise means that your partner is able to say what is right and what is wrong (or what sounds more like a native speaker), but it does not necessarily mean s/he is able to explain why.

your partner is also a learner of your native language (German or English) and thus in the same situation of learning a language (your native language in which you are an expert).

you and your partner can decide what topics of mutual interest you want to talk about.

Tasks will also be set by the teachers of your language courses.

you and your partner can decide what learning targets you want to achieve, what methods you want to use to achieve them, and what working arrangements you want to make.

Major principles of Tandem learning

The Rhein-Sieg/Dublin Collaboration

Advantages of Internet collaboration

What is required of you

Tandem e-mail: first contact

Main Principles of Tandem learning

From these potential advantages evolve three major principles

The Rhein-Sieg/Dublin Tandem Project

During the Winter Semester this year, students will have the opportunity to take part in an Internet-based collaboration between learners of English from the Fachhochschule Rhein/Sieg (near Bonn), Germany and learners of German from Trinity College, Dublin, Ireland. Each student taking part in the project will receive the e-mail address(es) of their 'Tandem' partner(s) in the other country and vice versa.

Tandem language learning via the Internet

This form of collaboration has a number of advantages if approached in the right way:

your partner is a native speaker of your target language (English or German) and is thus an expert not only in the language but also in the culture of their country. This expertise means that your partner is able to say what is right and what is wrong (or what sounds more like a native speaker), but it does not necessarily mean s/he is able to explain why.

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you and your partner can decide what topics of mutual interest you want to talk about.

Tasks will also be set by the teachers of your language courses.

you and your partner can decide what learning targets you want to achieve, what methods you want to use to achieve them, and what working arrangements you want to make.

In the first message to your partner, you should include two parts:
- introduce yourself in your own language and explain in the target language how you want the Tandem partnership to work (what your expectations of your partner are, what you can deliver yourself, how you want to handle corrections, etc.)

Some Golden Rules!

Write a mail or meet in the MOO at least once a week!

Tell your partner if you cannot write or meet for any reason

Write & communicate in both English AND German

Correct each other (only a few corrections per mail)

Ask your partner what he/she wants

If you have any problems with your partner tell Klaus at once!

Major principles of Tandem learning

What is a MOO?

How to connect to a MOO

What is required of you

Tandem contact e-mail: first

What to do once connected

Main Principles of Tandem learning

From these potential advantages evolve three major principles that should form the basis of Tandem learning:

reciprocity: each student must benefit equally from the partnership, and can expect to receive as much help as s/he gives.

bilingualism: each student should use both English and German for the same amount of time.

learner autonomy: each student is responsible for his/her own learning process and must determine learning objectives and methods to achieve these. As you are in a partnership with your partner, there is also mutual responsibility to make the partnership work for your partner too.

There are two potential difficulties that may occur during the exchange:

the partnership is a form of distance learning, your courses, teachers, environments, routines, facilities, term holidays etc. are different, so it requires some effort by both partners to make the partnership fruitful.

the exchanges are in writing, and mostly in the form of (electronic) letters and exchanges in a MOO. Some students may thus mistake the Tandem partner for a pen-pal, work becomes unfocused, unbalanced, and trivial. Tandem learning, however, means much more commitment and discipline than that.

Using e-mail in Tandem

Once you have received the name and e-mail address of your partner in Dublin, please write to make first contact.

If you have not received a reply from your partner within a week, contact:

Klaus Schwienhorst kschwien@tcd.ie

In the first message to your partner, you should include two parts:
- introduce yourself in your own language and explain in the target language how you want the Tandem partnership to work (what your expectations of your partner are, what you can deliver yourself, how you want to handle corrections, etc.).

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Using the MOO

What is a MOO?

Communicating in the MOO

Multiple User Domain, Object-Oriented: A MOO is a text-based Multiple User Virtual Reality in which the participants can communicate with each other in real time by using the keyboard. You can also move around, create objects such as your own room to meet your partner in.

*In this course you will be meeting your partner every week in the **CLCS CAMPUS MOO** which is a Virtual reality University and you will be expected to complete projects with your partner on-line and use the communication and projects to promote your language learning.*

You will see:

You say, "Hello"

How to connect to a MOO

*In order to access the **CLCS Campus MOO** you need a User ID and a password*

(from Klaus Schwienhorst)

Please send Klaus an e-mail at kschwien@tcd.ie

-Margit Hello

*You can access the **CLCS Campus MOO** through NETSCAPE Communicator 4.08 or later or Internet Explorer 4.0 or later. Cookies, Java and Javascript must be enabled.*

type in the following address:

<http://clcs072106.lcs.tcd.ie:8000/>

You will then come to the log in page *The same room, type in one of the following two lines:*

Enter your User ID and your password and hit the login button.

*You should now be in the FOYER of the **CLCS Campus**.*

Guest laughs.

What to do once connected

Once connected there are a number of things which you can do in the MOO.

You laugh.

You can move around the MOO, communicate with people there and manipulate or create objects. You can make a 'date' and meet your Tandem partner in the MOO and complete the projects that you find there.

You will see:

You do these things by entering commands in the field at the bottom of the left hand side of the screen or by clicking on the links in the right hand screen or the buttons in the menu bar at the top. *in Student Union} Guest laughs.*

*All MOO sessions are automatically logged and sent to your MOOmail account. So: **do not log your own sessions: it happens automatically!***

Important MOO commands

Communicating in the MOO

Communication Commands:

To talk to people in the same room, type one of the two following lines:

say Hello
"Hello"

Everybody in the room will see:

Guest says, "Hello"

You will see:

You say, "Hello"

To talk to people in other rooms, type the following line:

-Margit Hello

You will see:

Quick Page successfully sent to Margit.

Margit will see:

Klaus pages, "Hello"

To communicate emotions (emote) in the same room, type in one of the following two lines:

emote laughs.
:laughs.

Everybody in your room will see:

Guest laughs.

You will see:

You laugh.

To communicate emotes to somebody in a different room, type:

+Margit laughs.

You will see:

Emote successfully sent to Margit.

Margit will see:

[from Student Union] Guest laughs.

Project 2 If looks could kill.....

AIM to get to know your partner
to find out what your partner looks like
to express an opinion
You will see:
You whisper, "Hello" to Margit.

TIME 1 session

Look at the photos of all the guests
Margit will see:
Guest whispers "Hello"

Guess which of the pictures is your partner.

Navigating in the MOO **Navigation Commands:**
To join somebody in another room (but page first and ask!), type:
@join Margit

Can you identify your partner now?

You will see:
You join Margit in Margit's Study.

Project 3 Computer D

Aims: To discuss IT topics
To develop IT vocabulary
Use the past and present perfect
Margit will see:
Guest joins you in Margit's Study.

These are just some of the commands to get you started!

Time 1-2 Sessions

Discuss with your partner

What were the three most important developments in Information Technology and Computers in the past 40 years and why?

Projects

– You will all have a minimum of 4 projects to complete with your partner.

Here is an outline of the tasks:

Project 4

Project 1 Getting to know you.....

AIM to get to know your partner
to talk about studying IT
to use the present, past and future

Time 2-3 Sessions

TIME 1-2 sessions

Discuss with your partner

What do you think about learning on-line?

a Interview your partner

Why are you studying IT?

What did you enjoy/hate at school?

What do you want to do later when you have finished your studies?

What was your previous work experience?

What was the best/worst job you ever had?

b Find out the following information

Find out about studying IT in each other's colleges.

How long does it take?

What subjects are covered?

How are your studies financed?

the language learning resources at

<http://www.tcd.ie/CLCS/languageresources.html>

Project 2 If looks could kill.....

Do an analysis together with your partner of both your sites:

AIM to get to know your partner a bit better
to find out what your partner looks like
to express an opinion

TIME 1 session

Look at the photos of all the participants.

Guess which of the pictures is your partner.

Interview your partner and ask him/her for information about any of the following:
their appearance, likes, dislikes, hobbies,

Can you identify your partner now?

Project 3 Computer Developments

Aims: To discuss IT topics
To develop IT vocab
Use the past and present perfect

Time 1-2 Sessions

Discuss with your partner

What were the three most important developments in Information Technology and Computers in the past 40 years and why?

Look at the text on the MOO and answer the attached comprehension questions.

Project 4

Computers, Communication, Language

Aims: To discuss this type of learning
To do a web site analysis

Time 2-3 Sessions

Discuss with your partner:

What do you think about learning on-line?

Have you ever done an on-line course?

Do you think there will ever come a time when you don't have to come to college but will be doing all your studies from home via computer?

Do you have your own website?

Visit your partner's website if he/she has one.

Web Site Analysis

What makes a good web site?

Have a look at the following On-line Language Learning sites:

<http://www.fh-rhein-sieg.de/spz/english/project/>

OR

the language learning resources at:

<http://www.tcd.ie/CLCS/languageresources.html>

Do an analysis together with your partner of both your sites:

Think about the following:

Design

Navigation

Help

Index

Quantity and Quality of Info

Language learner and language model

Tandem work

Input

As we said in the introduction, you and your partner are both language learners and language models. There are a variety of means to improve your partnership and make it more effective.

learn from the model of your partner. Read carefully through the German parts of your partner's e-mail; they provide you with a wealth of phrases and vocabulary in the right context.

learn from the reformulation by your partner. Ask your partner how to say something particular in German. See how your partner reformulated whole phrases or paragraphs in your letters and compare them to your original effort. You may want to discuss various options and, for example, find out in what context some phrases are used and others are not.

Output

When you are writing in the foreign language it may well be that you find it more difficult than reading what you get from your partner.

Try to write spontaneously without looking every word up in a dictionary. Try and think in the foreign language.

Time yourself! Give yourself 20 minutes to write as much as possible in the foreign language; over a period of time you will see the amount and the quality improve.

On correction

Learn from corrections by your partner. Agree with your partner how to correct each other and how many errors should be corrected

Options for correction

So what is the ideal way to correct? As a rule of thumb, only **ten errors maximum** should be corrected in an e-mail (try to find a similar arrangement for the MOO) and make this focussed. You could, for instance, focus on verbs, only correcting wrong tenses or wrong conjugations or any other repeated mistake.

It may be helpful for your partner if you tell him

what the most frequent errors were,

what errors you want your partner **always** to correct,

and maybe later you can comment more specifically on what errors your partner could have avoided.

Technically, always the best way to correct an e-mail from your partner is to use the **Reply** function and enclose the original e-mail.

Recycling material

Many students do not feed corrected errors back into their tandem work. However, you will notice that if you consciously try to recycle words, phrases or sentences, for instance by forming three sentences with the difficult expressions and asking your partner for help, you can learn to avoid errors and become more confident in the target language.

You should always print out the mails and MOO transcripts you receive and send, as well as any corrections and keep them in a folder. You may even want to include some of the material in the Language Portfolio.

This gives you the opportunity to be able to read through the exchanges again, use them to do work on grammar items which may have come up, learn vocabulary or use the information which your partner has sent you.

Participation requirement

Tandem is an integral part of the course

Collaborative activities with your Tandem partner are part of this course. During the language courses, you are supposed to work closely with your partner, exchanging ideas, and exchanging cultural information.

Due to the different organisation of terms in Germany and Dublin, you will be able to collaborate only for a limited period of time, so make good use of it!

**Tandem work and
privacy**

All exchanges that are collected with your permission will be treated confidentially and used only for research purposes by Jackie McPartland and Klaus Schwienhorst.

Useful Addresses

If you have any problems or queries about the Tandem project please contact:

**Project Coordinator Fachhochschule Rhein-Sieg
Germany**

Peter Kapec
peter.kapec@fh-rhein-sieg.de

Jackie McPartland
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Fachhochschule Rhein-Sieg
Language Centre

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Guide
to the
Tandem E-mail & MOO Project
between
Fachhochschule Rhein-Sieg
Germany

&
Trinity College, Dublin
Ireland

Winter Semester
1999

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Major principles of Tandem learning

The Rhein-Sieg/Dublin Collaboration

Advantages of Internet collaboration

What is required of you

From these potential advantages evolve three major principles that should form the basis of Tandem learning:

The Rhein-Sieg/Dublin Tandem Project

During the Winter Semester this year, students will have the opportunity to take part in an Internet-based collaboration between learners of English from the Fachhochschule Rhein/Sieg (near Bonn), Germany and learners of German from the Trinity College, Dublin, Ireland. Each student taking part in the project will receive the e-mail address of their 'Tandem' partner in the other country and vice versa.

Tandem language learning via the Internet

This form of collaboration has a number of advantages if approached in the right way:

your partner is a native speaker of your target language (English or German) and is thus an expert not only in the language but also in the culture of their country. This expertise means that your partner is able to say what is right and what is wrong (or what sounds more like a native speaker), but it does not necessarily mean s/he is able to explain why.

your partner is also a learner of your native language (German or English) and thus in the same situation of learning a language (your native language in which you are an expert).

you and your partner can decide what topics of mutual interest you want to talk about.

Tasks will also be set by the teachers of your language courses.

you and your partner can decide what learning targets you want to achieve, what methods you want to use to achieve them, and what working arrangements you want to make.

Major principles of Tandem learning

From these potential advantages evolve three major principles that should form the basis of Tandem learning:

reciprocity: each student must benefit equally from the partnership, and can expect to receive as much help as s/he gives.

bilingualism: each student should use both English and German for the same amount of time.

learner autonomy: each student is responsible for his/her own learning process and must determine learning objectives and methods to achieve these. As you are in a partnership with your partner, there is also mutual responsibility to make the partnership work for your partner too.

What is required of you

There are two potential difficulties that may occur during the exchange:

the partnership is a form of distance learning, your courses, teachers, environments, routines, facilities, term holidays etc. are different, so it requires some effort by both partners to make the partnership fruitful.

the exchanges are in writing, and mostly in the form of (electronic) letters and exchanges in a MOO. Some students may thus mistake the Tandem partner for a pen-pal, work becomes unfocused, unbalanced, and trivial. Tandem learning, however, means much more commitment and discipline than that.

**Tandem
contact**

e-mail:

first

Using e-mail in Tandem

Working with your Tandem partner(s) via e-mail

To get a partner from Dublin

Please send a mail to:

**Klaus Schwienhorst
kschwien@tcd.ie**

You should write a short letter telling Klaus something about yourself.

You will be sent a message from him with the name of your partner.

Name(s) and addresse(s) of your Tandem partner (s)

Once you have received the name and e-mail address of your partner in Dublin, please write to make first contact.

If you have not received a reply from your partner within a week, contact the main coordinator in Dublin:

Klaus Schwienhorst kschwien@tcd.ie

OR your teacher immediately

Peter Kapec peter.kapec@fh-rhein-sieg.de

In the first message to your partner, you should include two parts:

introduce yourself in your own language and explain in the target language how you want the Tandem partnership to work (what your expectations of your partner are, what you can deliver yourself, how you want to handle corrections, etc.).

Some Golden Rules!

Write a mail or meet in the MOO at least once a week!

Tell your partner if you cannot write or meet for any reason

Write & communicate in both English AND German

Correct each other (only a few corrections per mail)

Ask your partner what he/she wants.

If you have any problems with your partner tell Klaus at once!

What is a MOO?

COMMUNICATING IN A MOO

Basic commands

Multiple User Domain, Object-Oriented: A MOO is a text-based Multiple User Virtual Reality in which the participants can communicate with each other in real time by using the keyboard. You can also move around, create objects or even your own room to meet your partner in.

In this course you will be meeting your partner every week in the **CLCS CAMPUS MOO** which is a Virtual reality University and you will be expected to complete projects with your partner on-line and use the communication and projects to promote your language learning.

How to connect to a MOO

In order to access the **CLCS Campus MOO** you need a User ID and a password

(from Klaus Schwienhorst or Peter Kapec)

Please send Klaus a mail at kschwien@tcd.ie

You can access the **CLCS Campus MOO** through NETSCAPE Communicator 4.08 or later or Internet Explorer 4.0 or later. Cookies, Java and Javascript must be enabled.

type in the following address:

<http://clcs072106.lcs.tcd.ie:8000/>

You will then come to the log in page

Enter your User ID and your password and hit the log in button.

You should now be in the FOYER of the **CLCS Campus**.

What to do once connected

Once connected there are a number of things which you can do in the MOO.

You can move around the MOO, communicate with people there and manipulate or create objects. You can make a 'date' and meet your Tandem partner in the MOO and complete the projects outlined in this booklet.

You do these things by reentering commands in the field at the bottom of the left hand side of the screen or by clicking on the links in the right hand screen.

Important MOO commands

Basic commands

To get help at any time, type
help

To look at the description of the room you are in, type
Look

To get a list of those who are connected, type
@who

To exit the MOO, type
@quit

Communicating in the MOO

Communication Commands:

To talk to people in the same room, type one of the two following lines:

say Hello
"Hello"

Everybody in the room will see:
Guest says, „Hello“

You will see:
You say, "Hello"

Navigating in the MOO

To talk to people in other rooms, type the following line:
page Margit with „Hello“

You will see:
Your message has been sent.

Margit will see:
Klaus pages, "Hello."

There is has a shortcut for the page command:
-Margit Hello

You will see:
Quick Page successfully sent to Margit.

Margit will see:
Klaus pages, "Hello"

To communicate emotions (emote) in the same room,
type in one of the following two lines:
emote laughs.
:laughs.

Everybody in your room will see:
Guest laughs.

You will see:
You laugh.

TIME 1-2 sessions

To communicate emotes to somebody in a different
room, type:
+Margit laughs.

You will see:
Emote successfully sent to Margit.

Margit will see:
[from Student Union] Guest laughs.

To send a private message to somebody in the same
room:
whisper „Hello“ to Margit

You will see:
You whisper, „Hello“ to Margit.

Margit will see:
Guest whispers „Hello“

Navigating in the MOO

Navigation Commands:

To join somebody in another room (but page first and
ask!), type:
@join Margit

You will see:
You join Margit in Margit's Study.

Margit will see:
Guest joins you in Margit's Study.

**These are just some of the commands to get you
started!**

Projects

– You will all have a minimum of 4 projects to complete with your partner.

Here is an outline of the tasks:

Project 1 **Getting to know you.....**

AIM to get to know your partner
to talk about studying IT
to use the present, past and future

TIME 1-2 sessions

a Interview your partner

Why are you studying IT?

What did you enjoy/hate at school?

What do you want to do later when you have finished your studies?

What was your previous work experience?

What was the best/worst job you ever had?

b Find out the following information

Find out about studying IT in each other's colleges.

How long does it take?

What subjects are covered?

How are your studies financed?

Project 2 **If looks could kill.....**

AIM to get to know your partner a bit better
to find out what your partner looks like
to express an opinion

TIME 1 session

Look at the photos of all the participants on the programme

(the site will be given to you)

OR
Guess which of the pictures is your partner.

Interview your partner and ask him/her for information about any of the following:

their appearance, likes, dislikes, hobbies,

Can you identify your partner now?

Project 3 Computer Developments

Aims: To discuss IT topics
To develop IT vocab
Use the past and present perfect

Time 1-2 Sessions

Discuss with your partner
What were the three most important developments in Information Technology and Computers in the past 40 years and why?
Look at the text on the MOO and answer the attached comprehension questions.

Project 4 **Computers, Communication, Language**

Aims: To discuss this type of learning
To do a web site analysis

Time 2-3 Sessions

Discuss with your partner:
What do you think about learning on-line?
Have you ever done an on-line course?
Do you think there will ever come a time when you don't have to come to college but will be doing all your studies from home via computer?

Do you have your own website?
Visit your partner's website if he/she has one.

Web Site Analysis **What makes a good web site?**

Have a look at the following On-line Language Learning sites or any from the list on page 10 :

<http://www.fh-rhein-sieg.de/spz/english/project/>
OR
the language learning resources at:
<http://www.tcd.ie/CLCS>

Do an analysis together with your partner of both your sites:
Think about the following:
Design Navigation Help Index
Quantity and Quality of Info

Language Learning Websites

Have a look at some of the following English language sights:

<http://userpage.fu-berlin.de/~tanguay/>

<http://www.english-to-go.com/>

[Http://www.froschweb.com/woe/world.htm](http://www.froschweb.com/woe/world.htm)

<http://www.aitech.ac.jp/~iteslj/quizzes/>

<http://www.school-search.demon.co.uk/links5.html>

http://www.lc.byuh.edu/CNN_N/CNN-N_Page.html

<http://www.wordfocus.com/>

<http://www.comenius.com/>

<http://www.pacificnet.net/~sperling/eslcafe.html>

<http://www.edunet.com/english/grammar/toc.html>

http://www.tcom.ohiou.edu/OU_Language/englishGrammar.html

Useful Addresses

If you have any problems or queries about the Tandem project please contact:

**Project Coordinator Fachhochschule Rhein-Sieg
Germany**

Peter Kapec
peter.kapec@fh-rhein-sieg.de

Jackie McPartland
jacqueline.mcpartland@fh-rhein-sieg.de

Project Coordinator Trinity College, Dublin Ireland

Klaus Schwienhorst
kschwien@tcd.ie

Input

As we said in the introduction, you and your partner are both language learners and language models. There are a variety of means to improve your partnership and make it more effective.

learn from the model of your partner. Read carefully through the German parts of your partner's e-mail; they provide you with a wealth of phrases and vocabulary in the right context.

learn from the reformulation by your partner. Ask your partner how to say something particular in German. See how your partner reformulated whole phrases or paragraphs in your letters and compare them to your original effort. You may want to discuss various options and, for example, find out in what context some phrases are used and others are not.

Output

When you are writing in the foreign language it may well be that you find it more difficult than reading the letter you get from your partner.

Try to write spontaneously without looking every word up in a dictionary. Try and think in the foreign language.

Time yourself! Give yourself 20 minutes to write as much as possible in the foreign language; over a period of time you will see the amount and the quality improve.

On correction

Learn from corrections by your partner. Agree with your partner how to correct each other's letters and how many errors should be corrected.

Options for correction

So what is the ideal way to correct? As a rule of thumb, only **ten errors maximum** should be corrected in each message and make this focussed. You could, for instance, focus on verbs, only correcting wrong tenses or wrong conjugations or any other repeated mistake.

It may be helpful for your partner if you tell him

what the most frequent errors were,

what errors you want your partner **always** to correct,

and maybe later you can comment more specifically on what errors your partner could have avoided.

Technically, always the best way to correct an e-mail from your partner is to use the **Reply** function and enclose the original e-mail.

Recycling material

Many students do not feed corrected errors back into their tandem work. However, you will notice that if you consciously try to recycle words, phrases or sentences, for instance by forming three sentences with the difficult expressions and asking your partner for help, you can learn to avoid errors and become more confident in the target language.

Tandem Folder

You should always print out the mails you receive and send, as well as the corrected versions of your letters and keep them in a folder which is specifically meant for the Tandem project.

This gives you the opportunity to be able to read through the exchanges again, use them to do work on grammar items which may have come up, learning vocab or using the information which your partner has sent you.

E-mail Tandem is an integral part of the course

Participation requirement

Collaborative activities with your Tandem partner are part of this course. During the language courses, you are supposed to work closely with your partner, exchanging ideas, and exchanging cultural information.

Due to the different organisation of terms in Germany and Dublin, you will be able to collaborate only for a limited period of time, so make good use of it!

Minimum requirements – collection of data

As part of the assessment, you are required to write a **minimum** of five continuous exchanges of e-mail, i.e. at least ten continuous e-mails or MOO exchanges.

As the e-mail exchange is part of your language learning assessment and part of a research project into Language Learning via e-mail (PhD Jackie McPartland/Klaus Schwienhorst) copies of the exchanges will be collected during the term.

Tandem work and privacy

All exchanges that are collected will be treated confidentially and used only for research purposes.

Useful Addresses

If you have any problems or queries about the Tandem project please contact:

Project Coordinator Fachhochschule Rhein-Sieg Germany

Peter Kapec
peter.kapec@fh-rhein-sieg.de

Jackie McPartland
jacqueline.mcpartland@fh-rhein-sieg.de

Project Coordinator Trinity College, Dublin Ireland

Klaus Schwienhorst
kschwien@tcd.ie

Your name: _____

1. What kinds of topics have you discussed with your tandem partner?

Appendix D – Tandem questionnaire (Irish and German version)

Tandem Project Questionnaire

You are taking part in an Internet-based collaboration between ICT students from Trinity College Dublin and the Fachhochschule Rhein-Sieg near Bonn. Your tandem partnership is a learning partnership. As with all forms of learning, it is important to reflect on what you do and evaluate what you have achieved, in order to gain the maximum personal benefit from your tandem partnership. The process of reflection, introspection and self-evaluation is in itself a very important support to your own learning.

To help you in this reflective process, we have provided a self-evaluation questionnaire for you to fill in (see below) and return to us as part of your learner dossier for your group work this year.

It is essential that you take the time to reflect on the questions and write your responses.

Your responses will provide us with valuable feedback on the Dublin-Rhein-Sieg tandem project.

If you have any suggestions or ideas for improving aspects of the tandem project, please feel free to add them below. As with your transcripts, **all student identities will remain anonymous** in our research reports. **You can answer in German or English.**

Your name: _____

1. What kinds of topics have you discussed with your tandem partner?

4. What did you do when you did not understand what your partner was saying in your target language, German?

Frequency (1=very low, 5= very high)

2. What aspects of your tandem partner's English do you correct in the MOO, or help him/her with most?

ignore what s/he said 1 5

guess the meaning 1 5

ask partner to repeat 1 5

ask partner to say it in other words 1 5

ask partner for a translation 1 5

Other/Comments:

3. What aspects of your German does your tandem partner correct in the MOO, or help you with most?

5. What did you do when you did not understand what your partner was saying in your native language, English?

Frequency (1=very low, 5= very high)

change the subject 1 5

ignore what s/he said 1 5

guess the meaning 1 5

4. What did you do when you did not understand what your partner was saying in your **target** language, German?

Frequency (1=very low, 5= very high)

change the subject 1 5

ignore what s/he said 1 5

Other/Comments: _____
 guess the meaning 1 5

ask partner to repeat 1 5

ask partner to say it in other words 1 5

ask partner for a translation 1 5

Other/Comments: _____

6. Do you think your tandem work in the MOO helps you in learning German? If so, how?

5. What did you do when you did not understand what your partner was saying in your **native** language, English?

Frequency (1=very low, 5= very high)

change the subject 1 5

ignore what s/he said 1 5

guess the meaning 1 5

ask partner to repeat 1 5

ask partner to say it in other words 1 5

ask partner for a translation 1 5

Other/Comments: _____

8. What do you see as the main differences (if any) between tandem language learning in the MOO and other methods of language learning you have encountered?

6. Do you think your tandem work in the MOO helps you in learning German? If so, how?

9. Does tandem language learning in the MOO appeal to you? If so, why? Or, if not, why not?

7. What insights into the target language (German) have you gained (if any) from reading and correcting your tandem partner's English?

10. Would you say that you have adapted the use of your native language (English) to your partner's level? If so, in what way(s)?

Frequency (1=very low, 5= very high)

avoided certain words	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
avoided idioms and colloquial phrases	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
made sentences less complex	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5

Other/Comments: _____

12. Have you consciously reused words or phrases that your partner used?

never rarely sometimes often whenever possible

11. Would you say that your partner has adapted the use of his/her native language (German) to your level? If so, in what way(s) do you think he/she did?

Frequency (1=very low, 5= very high)

avoided certain words 1 5

avoided idioms and colloquial phrases 1 5

made sentences less complex 1 5

Other/Comments: _____

12. Have you consciously reused words or phrases that your partner used?

never

rarely

sometimes

often

whenever possible

If so, can you give examples?

13. Do you think the MOO work has helped you with your projects? If so, in what area(s):

course topics written submissions oral presentations

Comment: _____

14. Do you think you were able to help your partners with their projects? If so, in what area(s):

course topics

written submissions

oral presentations

Comment: _____

15. Finally, if you have any further reflections on your experience as a tandem learner, or any suggestions and ideas for improving aspects of the tandem project or the MOO environment, please add them below.

Your name: _____

1. What kinds of topics have you discussed with your tandem partner?

Tandem Project Questionnaire

You are taking part in an Internet-based collaboration between ICT students from Trinity College Dublin and the Fachhochschule Rhein-Sieg near Bonn. Your tandem partnership is a learning partnership. As with all forms of learning, it is important to reflect on what you do and evaluate what you have achieved, in order to gain the maximum personal benefit from your tandem partnership. The process of reflection, introspection and self-evaluation is in itself a very important support to your own learning.

To help you in this reflective process, we have provided a self-evaluation questionnaire for you to fill in (see below) and return to us as part of your learner dossier for your group work this year. It is essential that you take the time to reflect on the questions and write your responses.

Your responses will provide us with valuable feedback on the Dublin-Rhein-Sieg tandem project. If you have any suggestions or ideas for improving aspects of the tandem project, please feel free to add them below. As with your transcripts, **all student identities will remain anonymous** in our research reports. **You can answer in German or English.**

Your name: _____

1. What kinds of topics have you discussed with your tandem partner?

2. What aspects of your tandem partner's German do you correct in the MOO, or help him/her with most?

Frequency (1=very low, 5=very high)

change the subject 1 5

ignore what s/he said 1 5

guess the meaning 1 5

ask partner to repeat 1 5

ask partner to say it in other words 1 5

3. What aspects of your English does your tandem partner correct in the MOO, or help you with most?

ask partner for a translation 1 5

Other/Comments:

4. What did you do when you did not understand what your partner was saying in your **target** language, English?

Frequency (1=very low, 5= very high)

change the subject	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
ignore what s/he said	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
guess the meaning	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
ask partner to repeat	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
ask partner to say it in other words	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
ask partner for a translation	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5

Other/Comments: _____

6. Do you think your tandem work in the MOO helps you in learning English? If so, how?

5. What did you do when you did not understand what your partner was saying in your **native** language, German?

Frequency (1=very low, 5= very high)

change the subject 1 5

ignore what s/he said 1 5

guess the meaning 1 5

ask partner to repeat 1 5

ask partner to say it in other words 1 5

ask partner for a translation 1 5

Other/Comments: _____

6. Do you think your tandem work in the MOO helps you in learning English? If so, how?

9. Does tandem language learning in the MOO appeal to you? If so, why?

Or, if not, why not?

7. What insights into the target language (English) have you gained (if any) from reading and correcting your tandem partner's German?

10. Would you say that you have adapted the use of your native language (German) to your partner's level? If so, in what way(s)?

Frequency (1=very low, 5=very high)

avoided certain words

1 5

8. What do you see as the main differences (if any) between tandem language learning in the MOO and other methods of language learning you have encountered?

Other/Comments:

9. Does tandem language learning in the MOO appeal to you? If so, why?

Or, if not, why not?

did?

Frequency (1=very low, 5= very high)

avoided certain words 1 5

avoided idioms and colloquial 1 5

phrases

made sentences less complex 1 5

10. Would you say that you have adapted the use of your native language

(German) to your partner's level? If so, in what way(s)?

Frequency (1=very low, 5= very high)

avoided certain words 1 5

avoided idioms and colloquial 1 5

phrases

made sentences less complex 1 5

Other/Comments: _____

never

rarely

sometimes

often

whenever possible

if so, can you give examples?

11. Would you say that your partner has adapted the use of his/her native language (English) to your level? If so, in what way(s) do you think he/she did?

Frequency (1=very low, 5= very high)

avoided certain words 1 5

avoided idioms and colloquial phrases 1 5

made sentences less complex 1 5

Other/Comments: _____

14. Do you think you were able to help your partners with their projects? If so, in what area(s)?

12. Have you consciously reused words or phrases that your partner used?

never rarely sometimes often whenever possible

Comment: _____

If so, can you give examples? _____

13. Do you think the MOO work has helped you with your projects? If so, in what area(s):

course topics

written submissions

oral presentations

Comment: _____

14. Do you think you were able to help your partners with their projects? If so, in what area(s):

course topics

written submissions

oral presentations

Comment: _____

Appendix E – Interview questions

How does it feel to be back in the MOO?

15. Finally, if you have any further reflections on your experience as a tandem learner, or any suggestions and ideas for improving aspects of the tandem project or the MOO environment, please add them below.

How would or did you describe the MOO to others, such as friends or relatives? Would you describe MOO language more like writing or speaking, or both? Why? What are the weaknesses/strengths of communicating like that for language learning?

Would you say your online character differed from the real-life character? If so, how?

Has the MOO exchange helped you in finding out where your own weaknesses and strengths in language learning are? Did your own opinion of your proficiency level change from what it was before the exchange, or through the exchange?

How important was it to have similar amounts of English and German in your exchanges?

How could the collaboration be made more effective?

Was there enough time in each session?

How much did you feel in control of the learning situation in the MOO, as compared to the classroom or a real face-to-face situation with a German speaker? (How would you compare that to other experiences you had with native speakers?) possible follow-up: how did you or could you make use of this control?)

When speaking German, did you perceive the MOO exchanges as a pressure or a challenge, as compared to classroom or other situations?

Appendix E – Interview questions

How does it feel to be back in the MOO?

How would or did you describe the MOO to others, such as friends or relatives?

Would you describe MOO language more like writing or speaking, or both?

Why? What are the weaknesses/strengths of communicating like that for language learning?

Would you say your online character differed from the real-life character? If so, how?

Has the MOO exchange helped you in finding out where your own weaknesses and strengths in language learning are? Did your own opinion of your proficiency level change from what it was before the exchange, or through the exchange?

How important was it to have similar amounts of English and German in your exchanges?

How could the collaboration be made more effective?

Was there enough time in each session?

How much did you feel in control of the learning situation in the MOO, as compared to the classroom or a real face-to-face situation with a German speaker? (How would you compare that to other experiences you had with native speakers?) possible follow-up: how did you or could you make use of this control?)

When speaking German, did you perceive the MOO exchanges as a pressure or a challenge, as compared to classroom or other situations?

How much were you able to monitor your own and your partner's output when you compare it to face to face communication in German (for instance with the assistants)?

How much were you able to evaluate your own output when you compare it to face to face communication in German (for instance with the assistants)?

Is it important to keep track of your collaboration, such as re-reading transcripts or online notebook entries, etc.? How did you or could you use the session transcripts?

How do you rate the effectiveness of **improving** your German in the MOO, when compared to classroom work (with assistants) and face-to-face situations?

Finally, does the MOO help you more with fluency or accuracy?

Figure F.1 Entry window to CLCS Campus

Appendix F – Sample screen shots

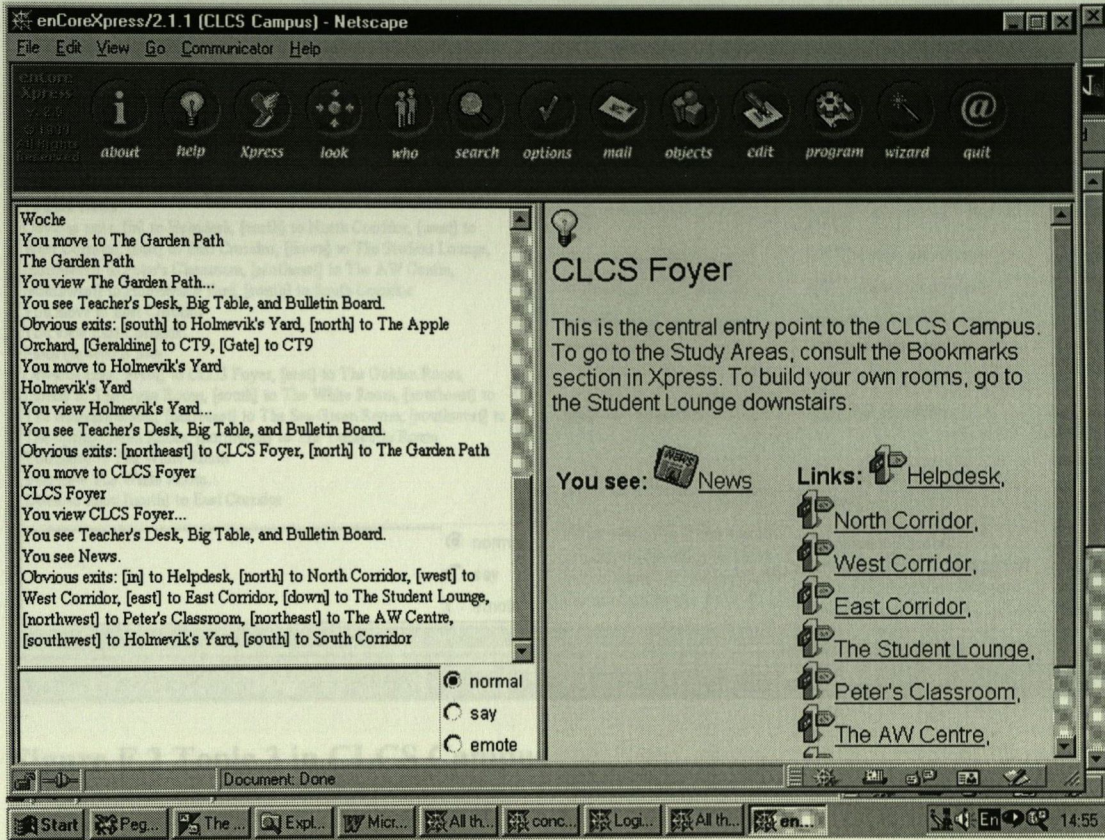


Figure F.1 Entry window to CLCS Campus

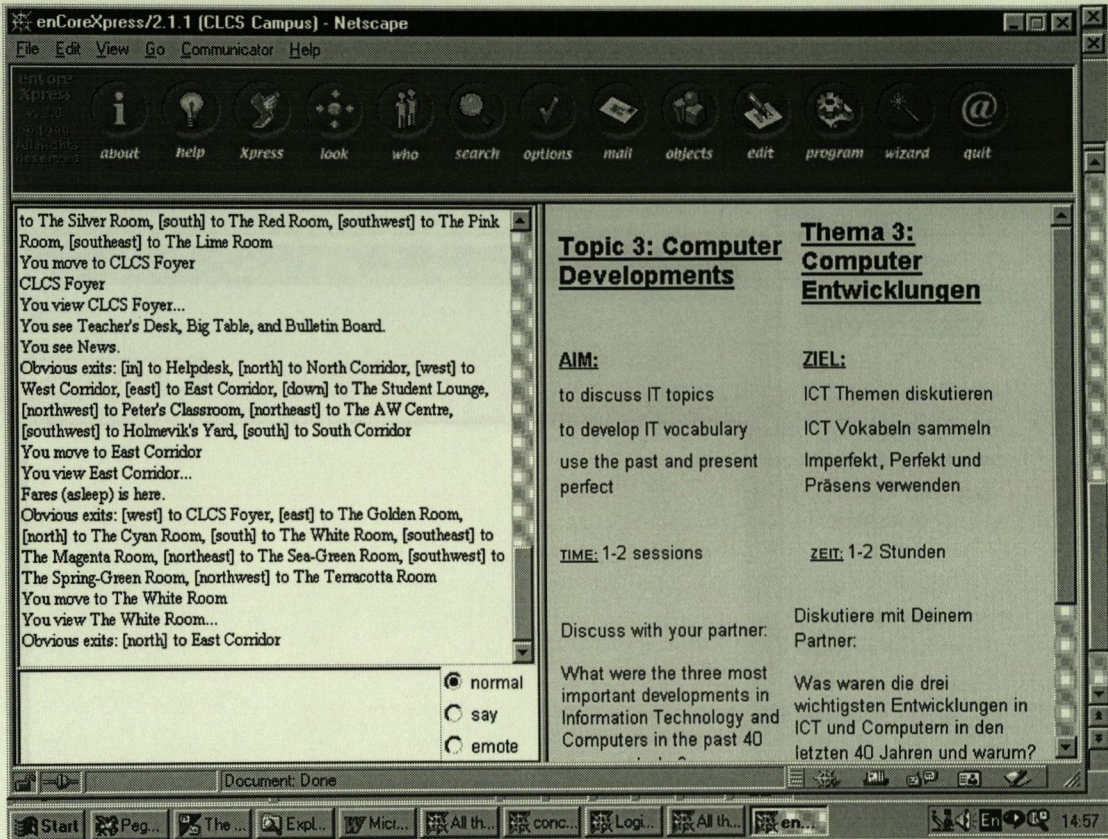


Figure F.2 Topic 3 in CLCS Campus

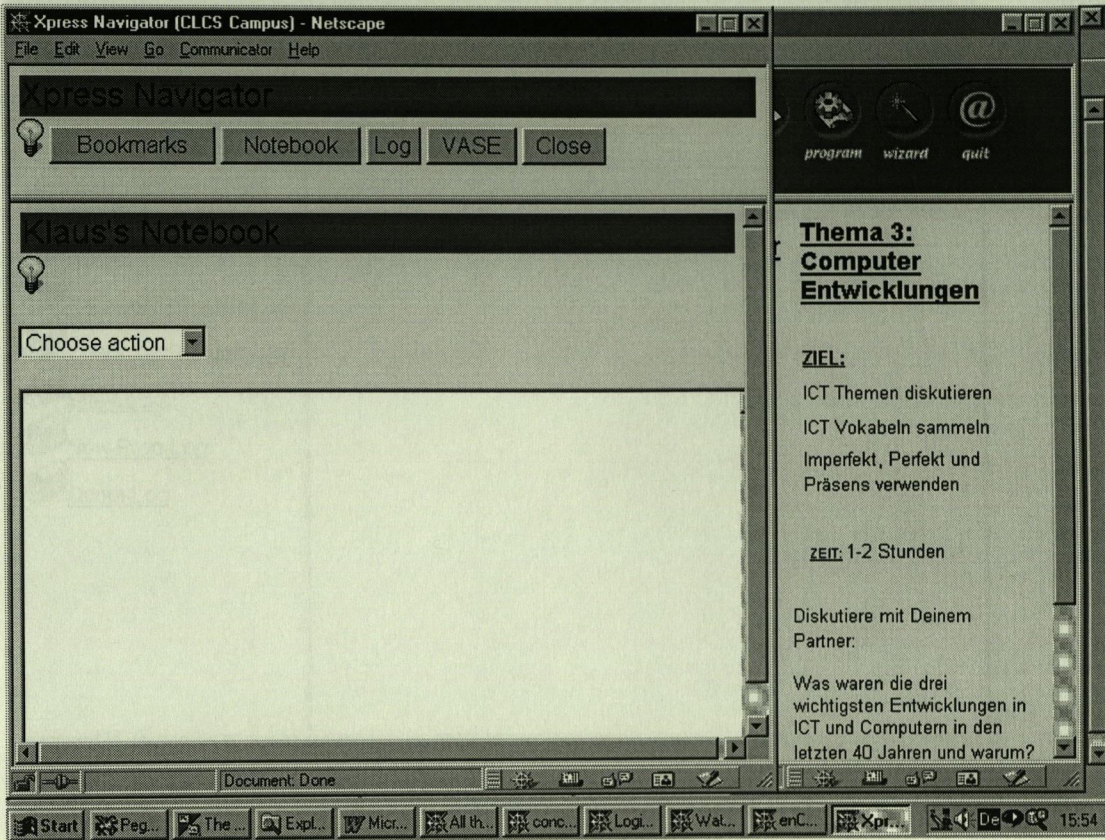


Figure F.3 Notebook function in CLCS Campus

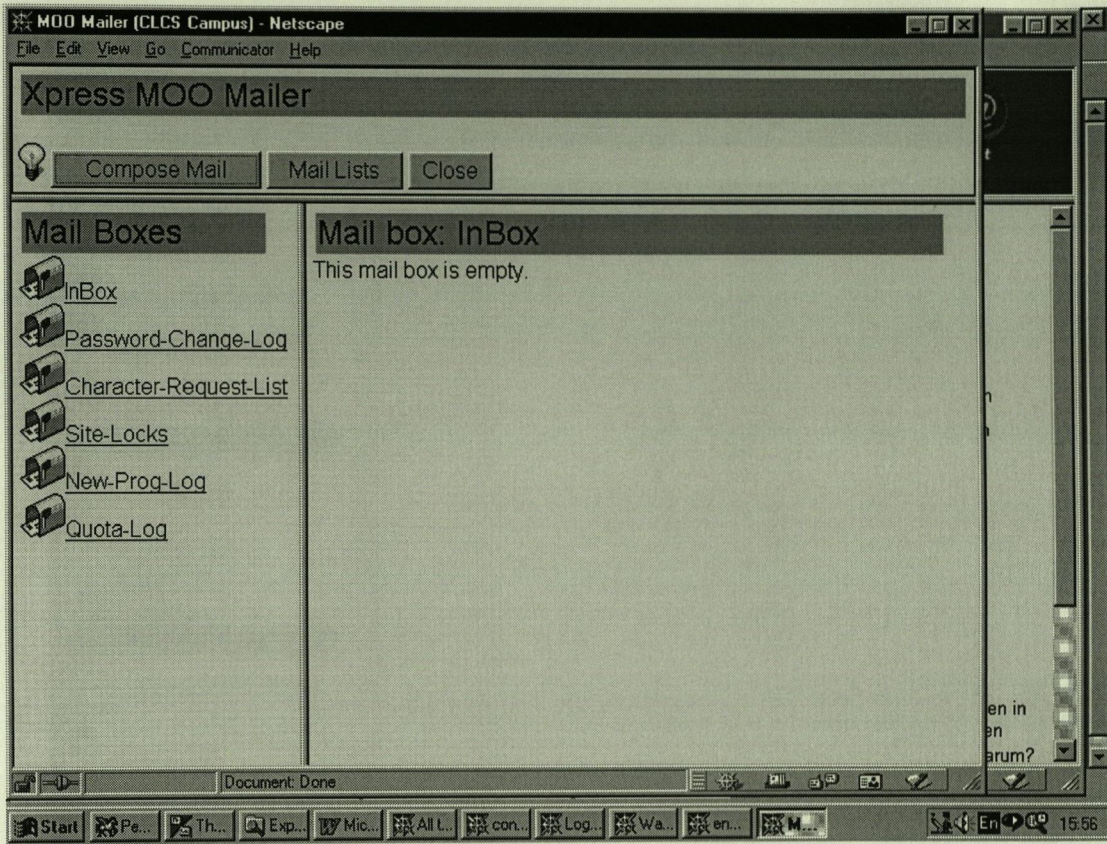


Figure F.4 MOO mail function in CLCS Campus

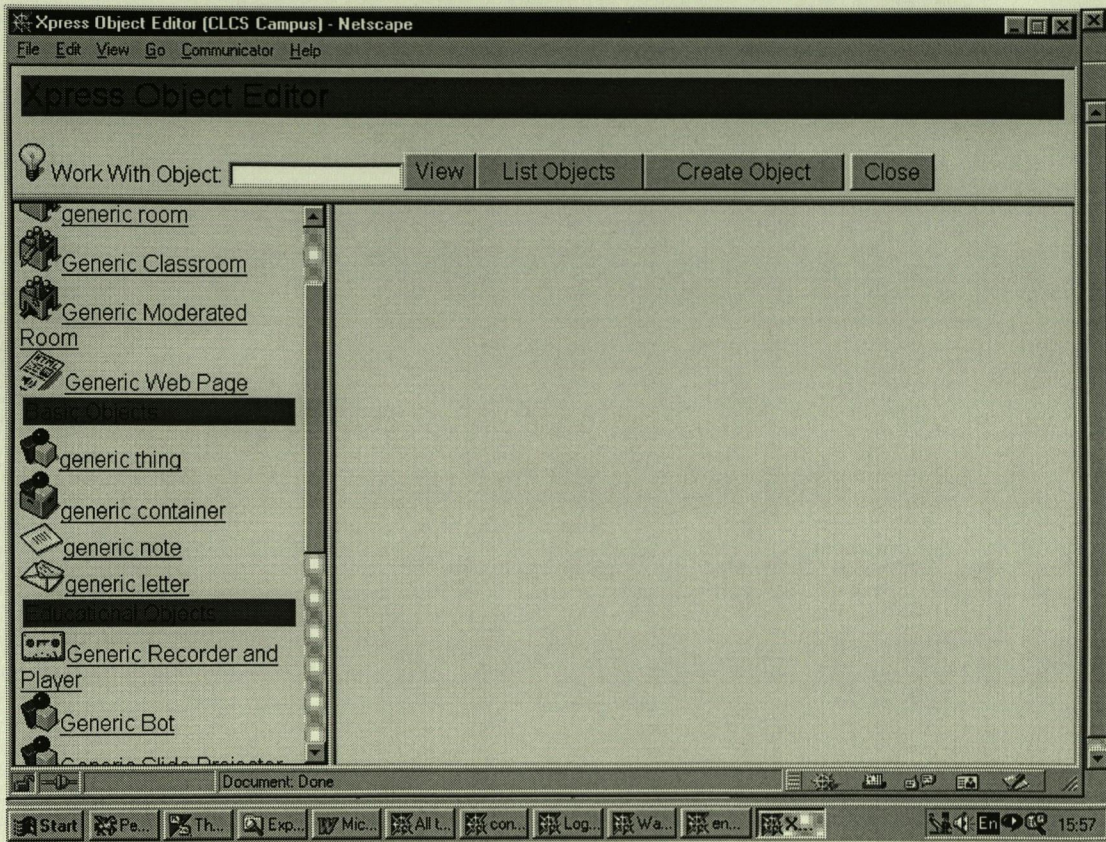


Figure F.5 Object editor in CLCS Campus

CLCS Campus can be accessed at <http://kontakt.tcd.ie:8000>.