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SEÇÃO ARTIGO

Telecollaborative practice in Brazil: what has been published about teletandem?

Práticas telecolaborativas no Brasil: o que se tem publicado sobre teletandem?

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Abstract: Telecollaboration refers to connecting geographically distant learners in intercultural contact via (a)synchronous communication tools. "Teletandem Brasil: Foreign Languages for All" (Telles, 2006) is a telecollaborative, pedagogical, and research project that has been the object of investigation of studies published under the formats of research articles, master's theses, Ph.D. dissertations, books, and book chapters. This paper aims to present a descriptive map of peer-reviewed research articles on teletandem practice in Brazil. We selected articles that reported on empirical research from the Web of Science platform and the teletandembrasil.org website and, based on the EPPI reviewing system, analyzed 67 articles. We identified the following aspects of the articles: period of publication, language, research focus, and data analyzed. Our results indicate that (i) there has been a growing interest in the topic reflected in more published papers on teletandem; (ii) most articles are published in Portuguese and English; (iii) research on teletandem has focused on 11 different topics, the most popular ones being language learning and intercultural issues; and (iv) there is a diversity of data analyzed in the publications.

Keywords: telecollaboration, teletandem, research articles, descriptive map

Resumo: Telecolaboração refere-se a colocar aprendizes que estão distantes geograficamente em contato intercultural por meio de ferramentas de comunicação (as) síncronas. "Teletandem Brasil: Línguas Estrangeiras para Todos" (Telles, 2006) é um projeto telecolaborativo, pedagógico e de pesquisa que foi objeto de investigação de estudos publicados sob a forma de artigos científicos, dissertações de mestrado, teses de doutorado, livros e capítulos de livros. O objetivo deste artigo é apresentar um mapa descritivo de artigos científicos avaliados por pares que se voltam à prática do teletandem no Brasil. Para tanto, selecionamos artigos que traziam pesquisas empíricas da plataforma *Web of Science* e do site teletandembrasil.org. Com base no sistema de revisão do EPPI, foram analisados 67 artigos. Nós identificamos o período de publicação, o idioma, o foco da pesquisa e os dados analisados. Nossos resultados indicam que (i) há um interesse crescente no assunto refletido em maior quantidade de publicações sobre teletandem; (ii) a maioria dos artigos são publicados em português e inglês; (iii) as pesquisas em teletandem tiveram como foco 11 tópicos distintos, sendo os mais populares a aprendizagem de línguas e questões interculturais; e (iv) há uma diversidade de dados analisados nas publicações.

Palavras-chave: telecolaboração, teletandem, artigos de pesquisa, mapa descritivo

In the last 20 years, we have seen a surge in interest for projects that promote collaboration between learners from different geographical locations under the guidance of educators with the aid of digital technologies (Lewis & O'Dowd, 2016; O'Dowd, 2018). In the field of foreign language teaching, such initiatives have been recognized as telecollaboration.



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According to Dooly and O'Dowd (2018, p. 7) telecollaboration is a term used to refer to

the pedagogical processes and outcomes of engaging learners in different geographical locations in virtual context together, mediated through the application of online communication tools such as e-mail, synchronous chat and thread discussion as well as tools of Web 2.0, such as wikis, blogs, social networking and 3D virtual worlds.

One of such projects is *Teletandem Brasil: Foreign Languages for All* (Telles, 2006), which connects Brazilian university students who are learning a foreign language to university students abroad who are learning Portuguese in synchronous video sessions. The project was designed to promote access to the practice of foreign languages for students who, otherwise, would not have the opportunity to talk to native or proficient speakers of the target language they study (Telles, 2006), as well as to engage such learners in intercultural contact (Telles, 2015).

For over 15 years now, the project has also attracted the interest of researchers who have, from the start, been exploring different aspects of the practice. According to Cavalari (2018, p. 418), "over the years, several studies (...) investigated different pedagogical, linguistic and cultural aspects of teletandem learning". Even though some researchers recognize there is a diversity of aspects of teletandem learning that are being studied (Aranha & Cavalari, 2014; Cavalari & Aranha, 2016; Cavalari, 2018), there is not – to this date and the best of our knowledge – any paper that offers a general description of what has been published about teletandem practice in Brazil.

Nevertheless, such an overview may assist with informing which aspects are and could potentially be of interest to researchers investigating teletandem and other telecollaborative projects. In addition, as suggested by Lewis and O'Dowd (2016), as telecollaboration becomes more popular for language learning, educators who are not familiarized with the practice may be interested in learning more about the projects, more specifically in this paper, about the studies on teletandem.

With that in mind, our purpose is to present a

general description of peer-reviewed research articles on teletandem practice in Brazil published between 2006 and December of 2020, to identify what has been done and research gaps, as well as to point to future directions and priorities. Following Lewis and O'Dowd (2016), our proposal is based on the EPPI reviewing system (EPPI, 2007) and aims at fulfilling the first stage of a systematic review, which is presenting a descriptive map, or overview, to categorize studies on teletandem practice in Brazil. The research question that guides this inquiry is "When it comes to teletandem practice in Brazil, what have the publications explored"?

This paper is organized into 5 sections, the introduction included. In the following part, we present the project *Teletandem Brasil*, its principles, and modalities. Next is the methods section, followed by the presentation of the results and discussion. Finally, we conclude with the final remarks.

Teletandem Brasil: a form of telecollaboration

The first accounts of telecollaborative projects date to the 1990s (Warschauer, 1996), but there is a growing interest in connecting telecollaborative practices to language learning, reflected in the edition of books on the topic (Benedetti et al., 2010; Telles, 2009; O'Dowd & Lewis, 2016; Dooly & O'Dowd, 2018; González-Lloret & Vinagre 2018; Oskoz & Vinagre, 2020, for instance), and the organization of conferences and journals' special issues.

As mentioned in the introduction, the project *Teletandem Brasil: Foreign Languages for All* (Telles, 2006) is recognized as a form of telecollaboration for promoting the engagement of learners who are geographically distant in intercultural contact for language learning. The project started at Universidade Estadual Paulista "Júlio de Mesquita Filho" (UNESP) in 2006 and has been carried out ever since in partnerships with institutions abroad whose learners are studying Portuguese.

The project is based on tandem principles and aims at promoting the learning of foreign languages through the engagement of dyads in intercultural contact. In tandem, two speakers of different

languages meet face-to-face regularly to learn and practice the language of one another. As stated by Brammerts (1996), Vassallo and Telles (2006), and Benedetti (2010), language learning in tandem is autonomous and collaborative learning that was established in the late 1960s in Europe. The term refers to tandem bicycles (bicycles with seats and pedals for two riders, one behind the other), which emphasizes the need that the two learners in a dyad are committed to the learning of one another.

In the 1990s, the development of information and communications technologies enabled the migration of face-to-face tandem to online communication as well, mostly via e-mails in e-tandem (Brammerts, 1996; Benedetti, 2010). The tenets of autonomous and collaborative learning of face-to-face tandem remained the same, as has been the case with teletandem.

Teletandem practice is supported by the use of VoIP (Voice over Internet Protocol) communication technologies (Telles, 2006, 2015; Vassallo & Telles, 2006; Benedetti, 2010) between learners who meet weekly for synchronous encounters currently named teletandem oral sessions (TOS).

As proposed by Vassallo and Telles (2006), learners in teletandem, who are university students in different countries, should observe three principles: separation of languages³ –

learners should dedicate equally to the practice of both languages in a partnership; autonomy – learners are responsible for making decisions on their learning processes; and reciprocity – participants alternate in the roles of learners of a foreign language and tutors of their language of proficiency (Vassallo & Telles, 2006).

Nowadays, the project involves three UNESP campuses (Araraquara, Assis, and São José do Rio Preto) and some other higher education institutions, such as Instituto Federal de Goiás (IFG) (Figueiredo & Silva, 2014), have also implemented teletandem practice with their students.

The most recent account of teletandem practice at UNESP is Cavalari's (2018) paper, which mentions that the implementation of teletandem has followed the specificities of each campus where it occurs. Among these specificities are the teletandem modalities, which are named according to the involvement of educational institutions in the project and to the nature of the support the institution provides (Cavalari, 2018). Therefore, teletandem may be institutional, semi-institutional, or non-institutional. The institutional category is composed of the subcategories integrated, semi-integrated, and non-integrated. Table 1, proposed by Cavalari (2018), illustrates this classification

TABLE 1 – (Tele)Tandem practice and levels of integration

Tandem Practice				
Institutional			Semi-institutional	Non-institutional
carried out within educational institutions (universities, elementary or high schools, language schools) which promote and recognize its practice				
Integrated	Semi-integrated	Non-integrated	is supported and recognized by the educational institution only for one of the partners	carried out by two language learners without any institutional involvement or recognitions
is recognized by both institutions and integrated into foreign language courses	is integrated to a foreign language course in only one of the institutions involved	is supported by the institutions, which may offer some resources (means to find a partner, a laboratory for oral sessions etc.)		

Source: Cavalari (2018, p. 420).

³ Regarding the separation of languages principles, there has been a debate on its nomenclature, and some researchers name it biligualism (Benedetti, 2010) or principle of equality (Bedran & Salomão, 2013; Gontijo & Salomão, 2019; Picoli & Salomão, 2020).

At UNESP, every partnership has been established by institutions, which means that both in Brazil and abroad learners can count on the support of the institutions they are enrolled in (Leone & Telles, 2016). At the beginning of the project, teletandem practice was conducted in the non-integrated modality (Telles, 2006; Aranha & Cavalari, 2014; Garcia, 2015; Carvalho & Messias, 2017). In non-integrated teletandem, once participants paired up, they were responsible for organizing every detail of their teletandem learning. They were in charge of defining date and time for the oral sessions, the amount of time they would dedicate to the project, and any other task they were interested in carrying out.

Nowadays, however, as stated by Cavalari (2018), based on data from exchanges that happened in 2016, most of the practice at UNESP is institutional semi-integrated (Araraquara, Assis and São José do Rio Preto), which means that teletandem is a complementary extracurricular activity in Brazil and integrated into the curriculum for foreigners. In the semi-integrated modality, groups of learners take part in the oral sessions during the Portuguese lessons abroad, and each learner in Brazil is paired with a learner from the institution abroad.

The institutional integrated modality (Aranha & Cavalari, 2014; Cavalari & Aranha, 2016) is also carried out at UNESP campus of São José do Rio Preto. In the integrated modality, every learner enrolled in the foreign language class in Brazil is paired up with a student enrolled in the Portuguese class abroad, and participation is mandatory. All learners participate in the oral sessions during their language lessons. Teachers evaluate participation and may ask learners to carry out specific tasks in addition to any other task students decide to do (Aranha & Cavalari, 2014; Cavalari & Aranha, 2016).

Although the specificities of the modalities determine the characteristics of the practice and the tasks that are carried out, Cavalari (2018) identified that, at UNESP campuses in which teletandem practice is implemented, the following occur: (1) a preparation meeting, (2) teletandem

oral sessions, (3) mediation sessions, (4) writing of learners' diaries, (5) filling of questionnaires, and (6) writing of collaborative texts.

The preparation meeting is designed to present the project to students, the principles of teletandem what is expected from their participation, and, according to Cavalari (2018), it may be held face-to-face or as a combination of a face-to-face meeting and tutorial videos.

The teletandem oral sessions occur every week for a pre-defined period. Cavalari's (2018) data indicate that, at UNESP, these sessions are carried out through video conferencing tools, such as Skype or Zoom.

The mediation sessions are moments in which learners and mediators reflect on the learning process in teletandem, focusing on language and intercultural issues. Evangelista and Salomão (2019) explain that, at UNESP, mediation sessions have been organized in individual or group sessions or through diaries. According to Garcia and Souza (2018), mediators may also promote the use of different social media and learning platforms.

Learners write diaries after each teletandem oral session as a means of reflecting on the experience. The journals may be read and commented on by professors in the integrated modality (Cavalari & Aranha, 2019).

Cavalari (2018) states that questionnaires are asked of participants so that they can self-assess their proficiency in the target language (at the UNESP campus of São José do Rio Preto) and evaluate their experience in teletandem (at the UNESP campuses of Araraquara and São José do Rio Preto).

Lastly, the collaborative writing task, according to Cavalari (2018), occurs at the UNESP campus of São José do Rio Preto, both in the semi-integrated and integrated modality. This task requires learners to write texts in the target language and revise the ones written in their native language or language of proficiency.

The dimension, complexity, and significance of the project have led to a great deal of published research on teletandem in Brazil, contemplating its many aspects. Next, we present the methods of this investigation.

Methods

For our investigation, we analyzed research articles, since they are arguably the most privileged academic genre (Motta-Roth & Hendges, 2010; Bezerra, 2015). In other words, they are considered the most effective way of reaching projection in the scientific community (Gil & Aranha, 2017).

We initially collected data from 100 peer-reviewed research articles published in 14 years: from 2006 to 2020. The collection of these articles involved two main mechanisms. At first, we searched for the word "teletandem" on *Web of Science*, a scientific citation indexing service, and selected the articles that mentioned "teletandem" either on the title, the abstract, or the keywords. This search returned 57 items, and we promptly removed 5 of them for a) being in a language other than Portuguese, English, or Spanish, or b) not being a peer-reviewed scientific article. The second search mechanism was the website teletandembrasil.org, which contains a tab "Publications" with a list of works on the subject. The articles from this list were collected manually, excluding duplicates, for a total of 100 articles from both sources.

The 52 articles from *Web of Science* were exported in .txt format and included directly into the data management software EPPI-Reviewer (EPPI, 2007). We have included the remaining 48 articles in the same platform manually. After this process, the information from the articles available in EPPI was the title, authors, abstract, keywords, and bibliographic data.

We conducted two blind reviews of the articles, by reading their full text, accessible in EPPI through the "Find on" button, which searches *Google Scholar* using the bibliographic data available for each article.

The first blind review aimed at a more thorough selection of articles, based on the following criteria: (i) it is a peer-reviewed scientific article; (ii) it contains an analysis of data from teletandem partnerships between Brazil and another country/ other countries; (iii) it is based on telecollaboration set in a university context; (iv) it reports empirical research; (v) it is written in Portuguese, English

or Spanish; (vi) its full text is available at no cost.

Both authors conducted the screening on full text to determine which articles met the aforementioned criteria. After the review, we compared the results and discarded 33 articles for not meeting one or more requirements.

We must say that among the non-selected articles were works of extreme quality, such as non-empirical research (Aranha, 2016; Aranha & Lopes, 2019; Aranha & Wigham, 2020; Aranha, Luvizari-Murad & Moreno, 2015; Luvizari-Murad, 2015; Moretti & Salomão, 2019; Rampazzo & Aranha, 2019; Souza, 2020), reflections on the directions of the project (Aranha & Cavalari, 2014; Cavalari & Aranha, 2016; Telles & Vassallo, 2006; Vassallo & Telles, 2006), and research that reported practices abroad (Bown et al., 2019; Garcia, 2017; Capellini, 2016; Capellini & Macré, 2020; Debras, 2020; Salomão, 2015). Our data for this investigation comprised, thus, 67 scientific articles.

The descriptive map itself – the descriptive overview of the articles – was also conducted through EPPI-Reviewer, under the code for "Data Extraction". The reviewers read each article and selected one or more checkboxes for the following categories:

- period of publication;
- data analyzed;
- countries (involved in the exchange);
- research focus.

We created some checkboxes in advance. "Period of publication", for instance, included three checkboxes, for 2006–2010, 2011–2015, and 2016–2020. For "Research focus", we generated ten checkboxes initially, based on Cavalari and Aranha (2016), who pointed ten topics that researchers had studied in the scope of the *Teletandem Brasil* project: (a) power relationships; (b) autonomy; (c) beliefs; (d) teacher education; (e) assessment; (f) communities; (g) activity theory; (h) teletandem interaction features; (i) intercultural issues; (j) genres.

However, during the analysis, three of these topics were not selected – and therefore were excluded from the results. The topics we discarded were "power relationships", "activity theory", and

"teletandem interaction features", either because we identified they were not the main focus of the study or because they reflected the theoretical framework rather than the topic of the investigation.

On the other hand, four topics emerged from our data and were added to the categories: (k) "language learning"; (l) "mediation"; (m) "teletandem practice"; and (n) "tools and resources". The last two originated, respectively, from articles that discussed the logistics of the interactions, and from research focused on specific tools used by learners in the project (both hardware – like webcams – and software – like Skype®). In total, we classified the articles into 11 categories.

After the blind review, the researchers scheduled a meeting to run the report of the results. The agreement rate was 77% (52 out of 67 articles). As EPPI-Reviewer provides a "reconcile" tool to solve disagreements among reviewers, we discussed and negotiated the distinct opinions and reached an understanding for each of them.

Next, we present the results and discussion.

Results and discussion

In this section, we discuss our data by comparing and correlating information from the categories analyzed. Given the space constraints of the article, we do not present the complete descriptive map of publications on teletandem, but a link to it may be found in the appendix.

We found 11 different topics, or research foci, of the selected articles (Figure 1). These results show the main points of interest in research in telecollaboration in Brazil: language learning (12), intercultural issues (12), and teacher education (10).

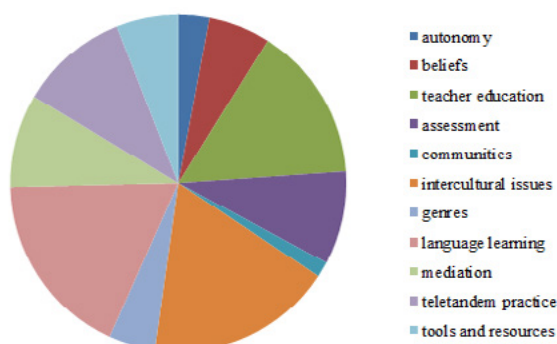


Figure 1 – Distribution of research topics in our data.
Source: The authors.

The fact that more papers focused on these three topics may be related to the project goals. As Telles (2006) states, the project also aims to contribute to initial teacher education as many participants are pre-service teachers. Such a goal might explain why ten papers focus on teacher education. Regarding the 12 papers dedicated to language learning and the 12 to intercultural issues, they are aligned with Telles's (2015) definition of teletandem as a project that promotes both intercultural contact and language learning.

Using the "crosstabs" tool from EPPI-Reviewer, we can associate information from research focus and period of publication, and some correlations emerge (Table 2). For instance, "assessment", "genres", "intercultural issues", "language learning", "teacher education" and "teletandem practice" are all increasing as topics of publication even though, in absolute numbers, some of these topics – such as genres, assessment, and teletandem practice – are still underinvestigated in comparison to others.

TABLE 2 – Correlation between research focus and period of publication

	2006-2010	2011-2015	2016-2020
assessment	0	3	3
autonomy	0	2	0
beliefs	0	4	0
communities	0	1	0
genres	0	0	3
intercultural issues	0	5	7
language learning	2	5	5
mediation	0	1	5
teacher education	2	5	3
teletandem practice	0	3	4
tools and resources	1	2	1

Source: The authors.

"Autonomy", "beliefs", and "communities" have seen a decrease in publications in recent years, while not much can be concluded by the numbers

in "tools and resources", which seems to have maintained a stable number of publications.

The observation of the date of publication also reveals a growing interest in investigating telecollaborative projects in general, such as teletandem, given that only five papers report empirical research on teletandem in the first years of the project (2006-2010), compared to 31 published articles in 2011-2015 and 31 in 2016-2020.

Out of the 67 articles, 41 were published in Portuguese, 24 in English, and 2 in Spanish. Although English is the *lingua franca* of science, the investigation considers publications in Portuguese and Spanish as well, given that the project was designed at a Brazilian university and has formed many partnerships with universities in Spanish-speaking countries. Table 3 makes it possible to observe a growing number of articles published in both Portuguese and English, while the number of articles in Spanish is smaller, and seems to remain stable:

TABLE 3 – Correlation between language and period of publication

	2006-2010	2011-2015	2016-2020
Portuguese	3	19	19
English	1	12	11
Spanish	1	0	1

Source: The authors.

When considering language and research focus, we can notice that the main topics published in Portuguese are not always the same ones published in English. "Teacher education", for example, was a theme in nine articles in Portuguese, but in only one in English. On the other hand, topics such as "intercultural issues", "language learning", and "teletandem practice" were more balanced between the two languages. In Spanish, the two topics approached were "assessment" and "language learning". We can see those results in Table 4 below.

TABLE 4 – Correlation between research focus and language of publication

	Portuguese	English	Spanish
assessment	2	3	1
autonomy	2	0	0
beliefs	3	1	0
communities	1	0	0
genres	2	1	0
intercultural issues	7	5	0
language learning	6	5	1
mediation	2	4	0
teacher education	9	1	0
teletandem practice	4	3	0
tools and resources	3	1	0

Source: The authors.

Regarding the countries involved in the exchanges, the majority of articles describe and discuss data from partnerships established between Brazil and the United States (32 out of 67), the second most recurrent partner being Mexico (11 articles discuss the partnership Brazil-Mexico). The publications also explore partnerships between Brazil and Argentina (7), Colombia (1), France (1), Germany (2), Italy (1), Spain (1), Uruguay (5), as well as other countries that researchers do not namely mention in Great Britain (1) and Latin America (1), and others whose language is the only information indicated (English - 2, French - 1, German - 2, Italian - 2, Spanish - 4). Some publications discuss data from partnerships with multiple countries.

If, on the one hand, such results do not reflect the real number of partner countries the institutions in Brazil have, on the other hand, we can infer the languages practiced in the teletandem partnerships reported: Portuguese-English, Portuguese-Spanish, Portuguese-German, Portuguese-Italian, Portuguese-French. The most frequently reported partnerships are Portuguese-English and Portuguese-Spanish. We did not draw any conclusions from the correlations between countries and other variables, as the research

focus of a study, the period of publication, and the data analyzed do not seem dependent on the countries involved in an exchange.

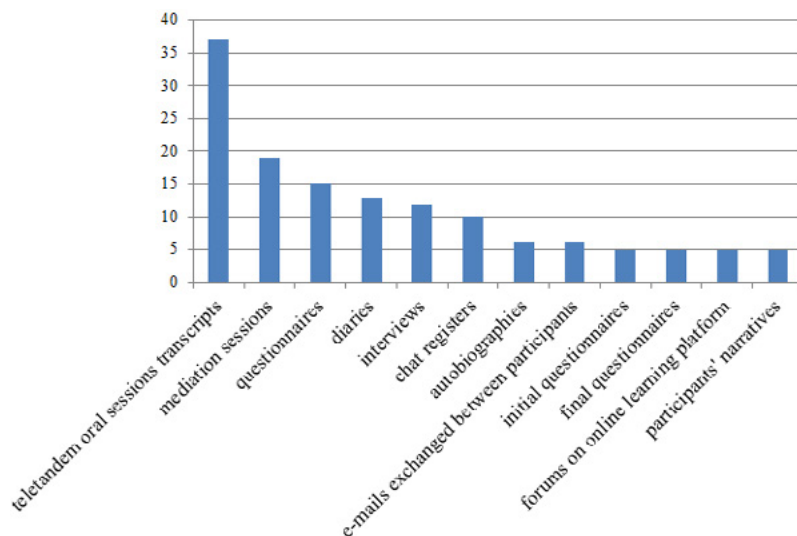


Figure 2 – Most recurrent data analyzed.

Source: The authors.

Finally, the analysis of the 67 articles revealed that a great number of instruments are used to collect data, resulting in 35 different types of data analyzed in the papers (Figure 2). Given the extension of the data, we do not present here the tables that show correlations between data and period of publication, nor data and research focus. Figure 2 depicts only the types of data that appeared in five articles or more.

Nevertheless, we point out that the most recurrent analyzed data are the teletandem oral session transcripts (analyzed in 37 papers). Over the years, more studies started to analyze oral sessions – from 2 articles in 2006-2010 to 18 and 17 papers in 2011-2015 and 2016-2020, respectively. The reason for such growth might be related to the majority of the interactions occurring via written synchronous chat at the beginning of the project (see Ferro, 2021). Such data has been used to investigate beliefs, teacher education, assessment, intercultural issues, genres, language learning, mediation, teletandem practice, and tools and resources.

Also common is the analysis of mediation session transcripts (19 papers). Over time, there has been an increase in the number of articles that investigate these data, even though there

has been a recent drop (2 publications report on mediation sessions in 2006-2010, 11 publications in 2011-2015, and 6 in 2016-2020). The research foci of these papers are beliefs, teacher education, assessment, language learning, the mediation itself, and tools and resources.

Other commonly explored data are questionnaires (20 papers), diaries (13 publications), interviews (12 articles), and chat registers (10 investigations). Questionnaires are often mentioned as initial (5) or final questionnaires (5), or are not specified, and have been used to investigate different aspects. We have observed a correlation between the use of diaries as data and the topics of beliefs, teacher education, assessment, language learning, mediation, and teletandem practice. Interviews occurred as data in research focused on beliefs, teacher education, assessment, communities, intercultural issues, language learning, mediation, and teletandem practice. Chat registers also presented a tendency to appear in investigations of beliefs, teacher education, assessment, and language learning.

It is also worth mentioning that many publications, 39 out of 67, rely on different types of data to present their analysis and results. The

use of triangulation of data was common in the first publications (4 out of 5 articles in the period of 2006–2010), and it became increasingly popular from 2011 through 2015 (23 out of 31 articles). However, similarly to what happened to the use of mediation sessions as data, recently, there have been fewer studies that publish results of triangulation of data (12 out of 31 articles in the period of 2016–2020).

In summary, we may draw the following conclusions by observing the descriptive map of research articles on teletandem:

(i) when examining the periods of publication, we identify that there is a growing interest of the scientific community in telecollaborative projects, which is reflected in the increasing number of published papers on teletandem;

(ii) considering the language of publication, most papers are published in Portuguese, probably because the ones analyzed in this article report on partnerships between Brazil and other countries and because the project was designed at a Brazilian university. A great number of publications are also published in English, as it is the *lingua franca* of science;

(iii) when it comes to research foci, 11 different topics emerged from the analysis, and the most popular ones are related to the projects objectives of promoting language learning and intercultural contact, and assisting with teacher education. The diversity of foci, however, indicates that teletandem is a fruitful context that potentially reaches different areas of linguistic investigation;

(iv) regarding the data analyzed on published papers about teletandem, we recognized a variety of instruments used to generate and analyze data, resulting in 35 different types of data. Multiple articles use triangulation of data to present their results.

Final remarks

This paper aimed at offering a descriptive map of peer-reviewed research articles published on teletandem. Because of time and space

constraints, our analysis was restricted to articles that reported empirical studies on partnerships between Brazil and other countries. In addition, such an overview of telecollaboration in Brazil had not been presented yet. The analysis was also limited to papers written in Portuguese, English or Spanish, and to the ones whose full text was available at no cost.

The analysis of the 67 selected articles revealed that (i) over the years, there has been an increase in the number of publications that focus on teletandem; (ii) the majority of publications are written in Portuguese, followed by English; (iii) research on teletandem has been investigating 11 different topics, that is, there are 11 different research foci; (iv) research relies on 35 different types of data for the analysis of the topics, and triangulation is a common methodological resource.

Based on such results, we may argue that there has been a growing interest in telecollaboration, and, more specifically, on teletandem. Results also indicate that teletandem is a fruitful context for research investigations, given that different aspects related to learning in teletandem may be studied from diverse perspectives.

There were limitations to this study: despite being based on the EPPI reviewing system, our goal was to present an overview of the publications on teletandem, and a more thorough analysis of the articles is still needed. Based on the descriptive map (Appendix) provided in this article, future research venues could move on to a more in-depth review of the articles, either analyzing the 67 of them or by offering a more extensive review on articles that focus on specific areas, such as language learning or intercultural issues. In addition, there is a substantial number of Master's theses and Ph.D. dissertations that discuss different aspects of teletandem practice. There are several books and book chapters that make relevant contributions to the project as well. Such publications could also be the object of systematic reviews.

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Appendix – Teletandem Publications Descriptive Map



Also available at <https://cutt.ly/LnsomuB>

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