

Peer Corrective Feedback: Face-saving Strategies in Teletandem Oral Sessions

Feedback Corretivo por Pares: Estratégias de Salvamento de Face nas Sessões Oraís de Teletandem

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ABSTRACT

This paper aims at examining oral peer feedback in relation to facework theories within the teletandem context. Teletandem is a mode of telecollaboration in which two learners who speak different languages meet virtually in order to learn with each other by offering feedback by means of audio, video and textual resources. The study is qualitative in nature and uses an ethnographic microanalysis approach. The data utilized are recordings of 20 teletandem oral sessions stored in MulTeC (ARANHA; LOPES, 2019). The participants are three pairs of learners who interact both in Portuguese and in English. Results showed that more explicit types of reformulations may be face threatening and, in these cases, learners use strategies to save their own faces. On the other hand, more implicit types of reformulations do not seem to be face threatening and can be compared to strategies used to save other people's face.

Keywords: Teletandem, Peer corrective feedback, Facework Theories

RESUMO

Este artigo tem como objetivo investigar o feedback oral por pares no contexto do teletandem em relação às teorias de gerenciamento da face (facework). O Teletandem é um modelo de telecolaboração em que dois universitários que falam línguas diferentes se encontram virtualmente para aprenderem um com o outro, oferecendo feedback por meio de recursos de áudio, vídeo e texto. O estudo é de natureza qualitativa e utiliza abordagem da microanálise etnográfica. Os dados utilizados são as gravações de 20 sessões orais de Teletandem armazenadas no MulTeC (ARANHA; LOPES, 2019). Os participantes são três pares de alunos que interagem em português e inglês. Os resultados mostraram que os tipos mais explícitos de reformulações podem ameaçar a face dos aprendizes que, nesses casos, usam diferentes estratégias para salvar a própria face. Por outro lado, as reformulações mais implícitas que não ameaçam a face dos aprendizes podem ser comparadas a algumas estratégias para salvar a face de outras pessoas.

Palavras-Chave: Teletandem, Feedback corretivo por pares, Teorias de trabalho de face

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1. Introduction

Peer Corrective Feedback (PCF) can be defined as responses to learners' erroneous productions provided by other learners (or peers) (MACKEY; OLIVER; LEEMAN, 2003; SATO, 2015, 2017; SHEHADEH, 2001). From a sociocultural framework, Sato (2017, p. 23) proposes that PCF can be "a mediational tool for scaffolding through which learners provide expertise to each other". This collaborative view on PCF is particularly suited to research telecollaborative settings in which language learning is based on interaction and joint work carried out by groups of learners who live in distant locations and meet through online communication tools under the guidance of a teacher or supervisor (DOOLY; O'DOWD, 2018). In the present study, we focus on Teletandem (TELLES, 2015), a telecollaborative learning setting based on pairs of speakers of different languages who meet regularly by means of videoconferencing technology so that they can learn each other's languages.

There is a growing body of research which has examined the corrective feedback offered by peers in telecollaborative synchronous oral interactions (AKIYAMA, 2017; CAVALARI; FRESCHI, 2018; FRESCHI, 2017; FRESCHI; CAVALARI, 2020; PEREIRA FILHO, ongoing). These studies have shown that oral PCF is characterized by reformulations, a type of feedback in which the expert, or linguistically more competent participant, offers their partner the corrected/revised form of a non-target production, usually implicitly. It is argued in all these studies that (i) learners who receive this form of feedback do not seem to feel embarrassed, and (ii) participants use implicit ways to provide feedback to save the learner's face because partners see themselves as friends. None of these studies, however, have examined participant's provision of feedback through the lens of face theories.

Considering that the concept of face involves a positive social value that a person effectively claims for himself in interaction with others (CUPACH; METTS, 1994; GOFFMAN, 1955), we aim to clarify how (or if) the instances of oral PCF found by Freschi (2017) may relate to facework, i.e., to strategies used to save face (LIM; BOWERS, 1991; REDMOND, 2015). The question we set out to answer is: what are the face-saving strategies used by teletandem participants during feedback provision?

2. Teletandem and the specificities of the institutional integrated modality

Teletandem (TELLES, 2006) is a telecollaborative learning model in which two people who speak different languages (and live in different countries) meet regularly by means of videoconferencing tools so that one can learn the language of the other. Based on the tandem model (BRAMMERTS, 1996), teletandem practice is guided by the following principles (VASSALLO; TELLES, 2006):

- separation of languages: specific time to practice each language, so there is a balance between them;
- reciprocity: each participant is committed to his/her partner's learning;

- autonomy: each participant is responsible for his/her own learning and makes decisions regarding his/her interests and preferences.

Teletandem has been implemented at UNESP since 2006 (CAVALARI, 2018) and its practice can be characterized in different modalities according to the levels of integration into the institutional policies and into the foreign language courses and syllabi in both universities involved, as Table 1 shows:

Table 1. (Tele)tandem modalities

TELETANDEM PRACTICE		
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 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.)
SEMI-INSTITUTIONAL		
is supported and recognized by the educational institution only for one of the partners		
NON-INSTITUTIONAL		
carried out by two language learners without any institutional involvement or recognition		

Source: Cavalari (2018, p. 420).

In this study, we focus on the institutional integrated modality of teletandem, i.e., teletandem practice is recognized by the institutions and is integrated into the foreign language programs on both sides of a partnership. As implemented at São Paulo State University (UNESP) at São José do Rio Preto, institutional integrated teletandem (iiTTD) entails a blended approach in which a series of teletandem tasks is embedded into foreign language lessons so that these lessons can “both feed and be fed by teletandem practice” (CAVALARI; ARANHA, 2016, p. 329). According to Cavalari and Aranha (2016), this hybrid context involves (i) preparing students by means of a tutorial (orientation) meeting, (ii) designing tasks that may blend teletandem and classroom practices, and (iii) integrating different assessment perspectives (the teacher’s, the learner’s self-assessment, their partner’s (peer assessment)). The authors explain that teletandem tasks that participants should participate in are:

- answering an initial and final questionnaire;
- participating in orientation meetings (tutorial) that is aimed to inform participants about teletandem issues (theoretical principles, tasks, calendar etc.);
- attending teletandem oral sessions (via Skype or other video conferencing tools);
- writing learning diaries after the oral sessions;
- writing texts in different genres in English and correcting texts in Portuguese (text exchange);
- participating in mediation sessions (meetings with the teacher for learning support).

Among these tasks, the teletandem oral sessions and the text exchange are the ones in which participants can provide feedback on their peers' oral and written performance (ARANHA; CAVALARI, 2015; BENEDETTI; GIANINI, 2010; BROCCO, 2009; FRESCHI, 2017). In this study, we focus on peer feedback provision during teletandem oral sessions.

3. Corrective feedback: what happens when the feedback is provided by a peer?

Ellis (2006, p. 28) defines corrective feedback (CF) as “responses to learner utterances containing an error”. Literature on corrective feedback shows that it can be provided by teachers or peers, and even be requested by learners (BUCKWALTER, 2001; DEBRAS; HORGUES; SCHEUER, 2015; LYSTER; RANTA, 1997; MACKEY; OLIVER; LEEMAN, 2003; NASSAJI; KARCHAVA, 2017; SATO, 2017; SHEHADEH, 2001). The literature on teacher feedback has revealed categories that are still used to characterize feedback provision in different contexts. Lyster and Ranta (1997) published a seminal paper in which they first describe and propose a list of CF categories based on teachers' corrections during foreign language lessons. Lyster, Saito, and Sato (2013), in a state-of-the-art paper, present a revised version of those categories in relation to distinctions between:

- two broad groups of CF: reformulations (the type of feedback that provides learners with target reformulations of their non-target output) and prompts (the type of feedback that signals the erroneous form and pushes learners to self-repair),
- two ways in which Cf may be provided: implicitly and explicitly.

Table 2 shows a summary of the the proposal:

Table 2. Corrective feedback types (LYSTER; SAITO; SATO, 2013 adapted from RANTA; LYSTER, 2007; SHEEN; ELLIS, 2011)

	Implicit	Explicit
Reformulations	<p>Conversational recasts</p> <ul style="list-style-type: none"> • a reformulation of a student utterance in an attempt to resolve a communication breakdown • often take the form of confirmation checks 	<p>Didactic recasts</p> <ul style="list-style-type: none"> • a reformulation of a student utterance in the absence of a communication problem <p>Explicit correction</p> <ul style="list-style-type: none"> • a reformulation of a student utterance plus a clear indication of an error <p>Explicit correction with metalinguistic explanation</p> <ul style="list-style-type: none"> • in addition to signaling an error and providing the correct form, there is also a metalinguistic comment
Prompts	<p>Repetition</p> <ul style="list-style-type: none"> • a verbatim repetition of a student utterance, often with adjusted intonation to highlight the error <p>Clarification request</p> <ul style="list-style-type: none"> • a phrase such as ‘Pardon?’ and ‘I don’t understand’ following a student utterance to indirectly signal an error 	<p>Metalinguistic clue</p> <ul style="list-style-type: none"> • a brief metalinguistic statement aimed at eliciting a self-correction from the student <p>Elicitation</p> <ul style="list-style-type: none"> • directly elicits a self-correction from the student, often in the form of a wh-question <p>Paralinguistic signal</p> <ul style="list-style-type: none"> • an attempt to non-verbally elicit the correct form from the learner

Source: Lyster, Saito, Sato (2013, p. 4)

According to this proposal, both groups of CF types (reformulations and prompts) range from implicit to explicit in a continuum:

- reformulations: the most implicit is conversational recast, and the most explicit is explicit correction with metalinguistic clue; intermediary forms are didactic recast and explicit correction;

- prompts: the most implicit is clarification request, and the most explicit is metalinguistic clue; repetition, paralinguistic signal and elicitation are intermediary forms.

These categories have traditionally been used to study not only teacher, but also peer corrective feedback in the oral modality of language in different contexts (AKIYAMA, 2017; FRESCHI, 2017; CAVALARI; FRESCHI, 2018; BENEDETTI; GIANINI, 2010; SATO, 2017; SHEEN, 2011; WARE; CAÑADO, 2007; WARE; O'DOWD, 2008; WIGHAM; CHARNIER, 2015;).

Sato (2017) carried out a study on oral Peer Corrective Feedback (PCF) in which different theoretical frameworks are discussed. According to the author, from the perspective of interactionist research, the main focus has been on the impact that different interlocutors might have on feedback provision. It was observed that PCF tends to be more frequent in L1-L2 speaker interaction than in the other dyad types (L1-L1 and L2-L2). From the sociocultural perspective, on the other hand, studies have focused on the learning process that emerges during peer interaction, and which is based on the support learners offer each other. According to Sato, this support, called scaffolding, can be characterized as PCF. In this sense, the author claims that a special characteristic of PCF is that it is reciprocal, i.e., L2 learners both receive and provide CF during peer interaction. The researcher concludes that oral PCF “is a dynamic interaction phenomenon due to its inherently affective and social nature” (SATO, 2017, p. 19).

These insights from different theoretical perspectives are essential to understand research results found in bilingual telecollaborative language learning settings, like teletandem. Studies on (tele)tandem settings (AKIYAMA, 2013; FRESCHI, 2017; FRESCHI; CAVALARI, 2020) revealed that, because participants take turns during the oral interaction, performing the role of the learner of a foreign language and the role of the tutor of their own native language, they seem to establish a symmetrical, empathic and collaborative relationship which may have an impact on feedback provision. Capellini, Elstermann, and Monpean (2020), who examined how 46 teletandem participants experience reciprocity in the teletandem setting, revealed that this principle is related to trying to meet the partner's learning needs and correction is considered one way to do that.

Akiyama (2017) investigated learners' beliefs about peer corrective feedback in Skype-based eTandem exchanges between twelve Americans learning Japanese and twelve Japanese students learning English. Data included three surveys with all participants, interactions in Japanese from six dyads and interviews with five learners from both sides. Participants were trained according to Lyster and Ranta's (1997) feedback categories. Data revealed that recasts were the most frequent category, followed by explicit correction and clarification requests. This preference was explained by participants who considered reformulations immediate, time-saving, unintrusive, and easy ways to provide.

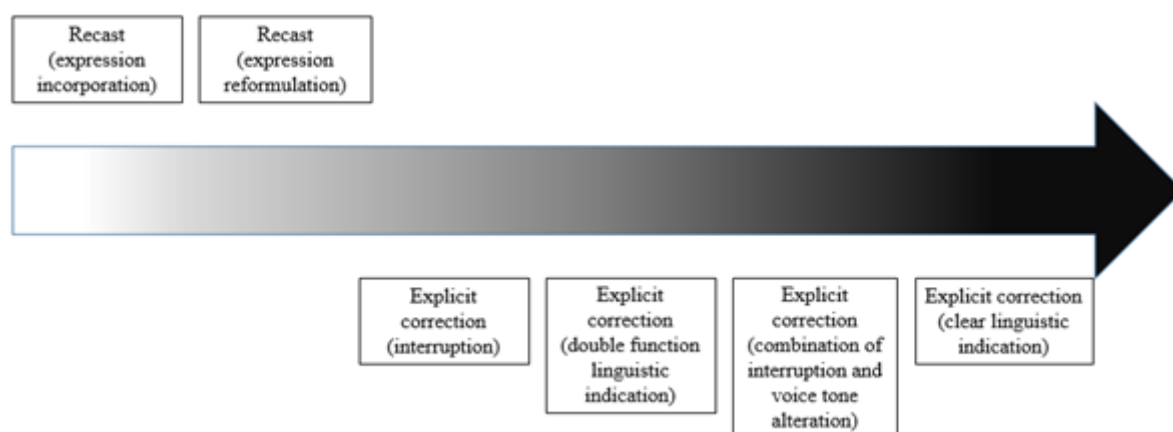
The two most common types of feedback found in Akiyama's investigation (recasts and explicit correction) are the ones that characterize (implicit and explicit) reformulations, according to Lyster, Saito,

Sato (2013), as shown in Table 2. Akiyama (2017) claims that most participants preferred more implicit types of reformulation (recasts) and avoided more explicit corrections in an attempt to save their partner's face because they see themselves as friends rather than as tutors.

In the Teletandem setting as implemented at UNESP, PCF of oral production has been examined by Benedetti and Gianini (2010), Freschi (2017), Cavalari and Freschi (2018), Freschi and Cavalari (2020) and Pereira Filho (ongoing). Benedetti and Gianini (2010) studied how a Brazilian (Spanish learner) provided feedback to an Argentinian (Portuguese learner). Data was recorded mostly in text-chat (70%) and only 30% in audio and video because of technical problems. Results revealed that reformulations (explicit correction and recasts) were the preferred CF in both types of data. Authors mention that it shows an attempt made by the Brazilian to maintain the communication.

Freschi (2017) investigated peer corrective feedback in Teletandem oral sessions in Portuguese. The data used were recordings of oral sessions generated by three pairs of participants (Brazilians and Americans). The study indicated that reformulations (recasts and explicit correction) were the only types of feedback provided. This result corroborates Benedetti and Gianini's (2010) and Akiyama's (2017) findings. One distinguishing aspect of the analysis, however, was the description of reformulations within a continuum that ranges from (more) implicit to (more) explicit CF types. Figure 1 shows the feedback (sub)categories found:

Figure 1. Explicit continuum of feedback categories⁴



Source: Freschi (2017, p. 92, our translation).

⁴ Our translations for: Recast (incorporação da expressão), Recast (reformulação da expressão), Correção explícita (interrupção da fala do aprendiz), Correção explícita (indicação linguística de dupla função), Correção explícita (uso de duas ou mais formas), Correção explícita (indicação linguística clara).

Freschi (2017) defined recasts as a type of reformulation in which there is no interruption in the learner's oral production and, even though this is the most implicit type of CF, she found two subcategories:

- a more implicit one - when partners incorporate the correct linguistic form into their sentences;
- a less implicit one - when they reformulate the expression only where there is an error.

According to the author, during interactions participants tend to avoid interrupting their partners to provide feedback in order to save face and maintain the communication flow. Explicit corrections, on the other hand, are defined as reformulations in which there is an interruption to the learner's oral production. Four different subcategories were found:

- interruption of learner's sentence to offer the correct linguistic item;
- double function linguistic indication: the correct form is followed by the reformulation of the correct sentence (for example, the learner says "he are a teacher," and the partner says "is, he is a teacher");
- combination of interruption and voice tone alteration to provide the correct form;
- clear linguistic indication, which is the use of an expression to show the error followed by the correct form (for example, the learner says "people catch pictures" and the partner says "it's people take pictures").

Like Lyster, Saito, and Sato (2013), Freschi (2017) sheds light on the continuum nature of corrective feedback categories. Based on this proposal, and using the same data sample as Freschi (2017), Freschi and Cavalari (2020) analysed how multimodality impacts corrective feedback provision. The results revealed a blurred distinction between recasts and explicit corrections due to multimodal strategies (vocal features, gestures and text-chat use). This result suggests that, within reformulations, there is not always a clear distinction between recasts and corrective feedback because corrections can be more (or less) emphasized depending on how the linguistically more competent partner combines these multimodal resources.

Based on this result, in the present study we will not make distinctions between recasts and explicit corrections. Because we use the same data Freschi (2017) and Freschi and Cavalari (2020), all CF instances are considered reformulations which will be examined in relation to the theoretical framework of face theories and facework strategies.

4. Face theories and facework strategies

According to Redmond (2015), the notion of face was first identified as an important concept by Arthur Smith (1894) and John Macgowan (1912), two missionaries in China. They both included a chapter

about it in their books, but did not theorize it. One of the first authors to actually define a theory about face is Goffman (1955). The researcher proposed that face is the positive public image someone seeks to establish in social interactions. In a later work, he argues that face is “the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact” (GOFFMAN, 1967, p. 213).

Based on Goffman’s seminal work, other researchers contributed to the definition of face. According to Brown and Levinson (1978), the concept can be defined as “the want to be unimpeded and the want to be approved of in certain respects” (p. 63). Craig, Tracy and Spisak (1986) argue that face is “the self-image they [people] present to others” (p. 440). For Cupach and Metts (1994) it is “the conception of self that each person displays in particular interactions with others” (p. 3). More recently, Domenici and Littlejohn (2006) define it as the “desire to present oneself with dignity and honor” (p. 10). Among these definitions, Redmond (2015) points out common aspects: face (i) is socially or interactively based, (ii) is related to a specific image presented to others, (iii) is affected by context, (iv) is shown by behaviors.

When the face someone is trying to maintain is challenged or undermined in any way, it is said to be threatened (GOFFMAN, 1955). Brown and Levinson (1987) define face threat as “those acts that by their very nature run contrary to the face wants of the addressee and/or speaker” (p. 65). These situations, according to the authors), may cause embarrassment, shame, humiliation, agitation, confusion, defensiveness, or chagrin. According to Modigliani (1971), embarrassment represents “a failure in one’s self-presentation to others” and is caused by one’s knowledge that their failure is observed and negatively judged by others. As a consequence, embarrassed people make use of mechanisms that create social distance, such as reducing or avoiding eye contact.

In order to prevent these feelings, facework takes place. It happens when people take actions that are consistent with the face they are trying to protect (GOFFMAN, 1955). Facework can happen to maintain someone’s face and to help their partners maintain theirs too. Lim and Bowers (1991) define facework as the way people mitigate or address the threats. Domenici and Littlejohn (2006) broaden the concept, saying that facework is “a set of coordinated practices in which communicators build, maintain, protect, or threaten personal dignity, honor and respect” (p. 10-11).

Redmond (2015) compiles a set of strategies people use to save face in two situations: (a) to manage threats to other people’s faces, and (b) to manage threats to their own faces. According to the author, there are seven strategies people use in the first situation:

- Discretion: ignoring what caused embarrassment;
- Circumlocutions and deceptions: ambiguous and indirect statements to avoid hurting somebody’s feelings;

- Joking: the use humor to reduce face threat;
- Explanation: a sentence used to diffuse or preempt a potentially face-threatening behavior;
- Approbation: highlighting or praising a person's general abilities and recalling his or her successes to minimize specific inabilities or failures;
- Solidarity: empathy. It is reinforcing someone's acceptance in a specific group, showing understanding and appreciation;
- Tact: a way of maximizing someone's sense of freedom and autonomy while trying to minimize their face loss.

In the second situation, i.e., when people try to manage threats to their own face, Redmond (2015) presents four strategies:

- Accepting and correcting: taking on the responsibility for the threatening event and correcting it;
- Ignoring and denying: not admitting that something threatened our face;
- Diminishing: making what caused the face threatening less significant;
- Apology and/or compensation: the act of apologizing or compensating for a failure.

These strategies have been used to investigate interaction and communication in different social contexts. However, there have not been many studies which studied facework in educational settings and an even more limited number of inquiries which relate facework and feedback. Relevant research in this area was carried out by Bjørndal (2020), who examined how student-teachers react to critical feedback in teaching supervision. Data used were from 12 post-observation supervision sessions involving 12 pairs consisting of one supervisor and one student-teacher. The study revealed that a common characteristic of all the supervision sessions was that student-teachers seemed concerned about defending, building or repairing their face when they received critical feedback. Facework was expressed by the use of the following face-saving strategies: (i) withdrawing, (ii) contradicting, (iii) repairing (balancing, normalising, or extenuating), and (iv) emphasising a competent self-reflective and progressive face.

5. Method

This study is qualitative in nature and uses an ethnographic microanalysis approach, which is intended to describe how interaction is socially and culturally organized in particular contexts (ERICKSON, 1995). According to Garcez (2017, p. 187), microethnography “offers a methodology for the investigation of face-to-face interaction and a particular point of view on language use”. This approach to research uses video recordings of naturally occurring interaction, so that the analyst can observe what people do in real time as they interact and how people use language and other forms of communication in doing their work or in daily life (ERICKSON, 1995). In the present study, we examine teletandem

participants' interactions in Portuguese, focusing on what they do and how they use language so that we can understand facework strategies during feedback provision.

5.1 The data

The data set used in this study is the same as that was analyzed by Freschi (2017), which included 20 recorded Teletandem oral sessions which are stored in MulTeC (Multimodal Teletandem Corpus) (ARANHA; LOPES, 2019; LOPES, 2019). These 20 sessions were carried out by three different pairs of participants⁵ whose information is presented in Table 3:

Table 3. Focal pairs description and data set used

Focal pairs description	Data used
A012 is American. He has been learning Portuguese for four years, and speaks Spanish. B012 is a Brazilian senior in a Language Teacher Education major and works as an English teacher.	Six recorded sessions.
A013 is born in Portugal, but has lived in the United States since the age of three. She is a senior, says she has problems with Portuguese, and has already studied Spanish. B013 is a Brazilian girl who is in her first year of a Language Teacher Education major.	Eight recorded sessions.
A014 is a 21-year-old American junior who has been studying Portuguese for two and a half years, and who learned Spanish before Portuguese. B014 is a Brazilian in a Language Education major. She says she has problems with the English grammar.	Six recorded sessions.

Source: adapted from Freschi (2017, p. 61).

Only the part in which the participants spoke Portuguese was analyzed, totaling 8 hr. 49 min. 37 s. of conversation. As Author was one of the researchers who assisted in the data collection, selection was based on the quality of the recorded sessions, i.e., considering optimal conditions to see and hear the participants. Interactions were transcribed following transcription guidelines set by Lopes (2019), which involved the insertion of transcriber's comments (between double parentheses) concerning technical problems, interruptions of the conversation, nonverbal gestures (gaze and head nods or shakes, for example), laughs, intonation, hyperarticulation, and syllabication.

⁵ Lopes (2019) explains how participants names are anonymized in MulTeC by means of the IT ("Identidade Teletandem" - Teletandem Identity, in English), which is coded for by a letter that corresponds with the university where they studied (U=foreign university; I=Brazilian university), a number for the course program, F (female) or M (male) for gender and the number of the computer they used. In MulTeC, our participants are: in 2012: U0M23 and I9F13; in 2013: U0F22 and I9F12; and in 2014: U0F23 and I9F13.

5.2 Analysis procedures

In the first phase of the analysis, the researchers read the transcriptions of the teletandem oral sessions transcribed by Freschi (2017) and selected all the instances of reformulations (recasts and correct feedback). These instances became the material for the second phase when the researchers watched the videos again in order to verify the participants' reactions during feedback provision. When learners looked away or avoided eye contact, we considered this a sign of embarrassment, which means that the reformulation threatened their face (BROWN; LEVINSON, 1987; MODIGLIANI, 1971). In these cases, we analyzed facework from the learners' perspective by verifying which categories (if any) the American participants used in order to manage the threat to their own face (based on REDMOND, 2015). When learners did not look away during CF provision, we examined facework from the perspective of the linguistically more competent partners by verifying which strategies (if any) the Brazilian participants used in order to avoid threats to their partners' faces.

It is important to remark that sometimes it was hard to tell if participants looked away because they felt embarrassed or because they were looking at something else. As we watched the video again, we decided that, when we could hear keystrokes and clicks, the look away could indicate learners were looking for something on the screen, or doing another activity while talking to their partners, and, therefore, those instances were not considered in the analysis.

6. Results and discussion

Data analysis revealed that there were 100 instances of reformulations (recasts and corrective feedback). Feedback seemed to threaten the learners' faces in the majority of the cases: Americans looked away, avoiding eye contact, in 70 instances of CF. In the other 30 instances of CF, we found no evidence of face threats caused.

We start our analysis by showing examples of CF which seemed to threaten the learner's face. We focus this part of the analysis on the characteristics of the reformulations in relation to facework strategies used by the learner.

Fragment 1

Original occurrence	Translated version
<p>A013: es hum hum yeah e hum eles vão a esta igreja para quinze anos</p> <p>B013: é eles vão frequentam essa igreja há ((entonação)) quinze anos</p>	<p>A013: it's umm umm yeah and umm they have attended this church for fifteen years</p>

<p>A013: há quinze anos hum ((desvia o olhar)) minha a/avó minha avó ela é muito muito religiosa hum em em dois lados minha mãe do meu pai e minha mãe da minha mãe</p>	<p>B013: it's they have attended this church for ((intonation)) fifteen years A013: for fifteen years umm ((looks away)) my gran/ grandma my grandma she is very very religious umm on on both sides my dad's mom and my mom's mom</p>
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In fragment 1, B013 and A013 are discussing their family's religion. The American translates the word "for" into "para", which does not make sense in this context. As the Brazilian provides the correct form, she interrupts her partner using the word "é" and emphasizes the word "há" (intonation) as she provides the correct form in Portuguese, which characterizes a more explicit type of reformulation. At this point, the American looks away, accepts and corrects her production. At the same time, repeating the revised form may be interpreted as the learner's uptake (modified output after receiving feedback), the look away is an indication that she felt embarrassed. For this reason, we interpret accepting and correcting as the strategies (REDMOND, 2015) that the learner used to protect her own face.

The following fragment shows another face-saving strategy used by the same learner.

Fragment 2

Original occurrence	Translated version
<p>A013: melhores amigos hum mas não é não é um não é um grande coisa com os madrinhas B013: com as ((intonação)) madrinhas hum tá madrinha é madrinha é assim mais importante A013: hum ((desvia o olhar)) porque o noiva é hum invesão é invesão o o casamento hum quando ela tinha seis anos e querem o casamento ser assim com estímulos de flores</p>	<p>A013: best friends umm but it's not it's not a big deal with the bridesmaids B013: with the ((intonation)) bridesmaids umm ok bridesmaids are bridesmaids are like more important A013: umm ((looks away)) because the bride is umm view is view the the wedding umm when she was six years old and want the wedding to be like with flower stimulus</p>

In this example, partners were talking about the differences between wedding ceremonies in both countries. The American was trying to tell her partner about the role bridesmaids play at weddings when she made a mistake related to the grammatical gender of the definite pronoun ("os madrinhas") in Portuguese. The Brazilian offers her feedback by reformulating the erroneous item and emphasizing the word "as". As the American avoids eye contact with her partner, we consider she felt her face was threatened by the CF. This time, however, she uses a different strategy to save her face: she ignores the feedback provided by her partner and continues talking about weddings.

The following fragment shows another strategy used by a different learner:

Fragment 3

Original occurrence	Translated version
A012: são... os meus são/são verdes sim	A012: they are... mine are/are green yes
B012: muito comum aí no seu país né	B012: very common there in your country, right
A012: até certo ponto eles/ os olhos colorados pelo menos	A012: to certain extent they/ colorado eyes at least
B012: coloRIdos ((entonação))	B012: colored ((intonation))
A012: coloridos ((desvia o olhar))... colorado é um um estado ((risos))	A012: colored ((looks away))... colorado is a state ((laughs))

In fragment 3, participants were talking about the American's eye color. The Brazilian said that green eyes are a common trait for people born in the US and the American agreed with her and used the word "colorados", which is not appropriate in this context. The reformulation offered by the Brazilian stresses the syllable that should be revised ("coloRIdos") and the video shows that A012 avoids eye contact as he continues the interaction. In order to try to save his face, the American uses Redmond's (2015) strategies of accepting, correcting and diminishing his mistake and, at the same time, making fun of it, by explaining that he knows that Colorado is a US State ("Colorado é um estado").

Fragment 4 reveals another instance in which humor seems to assist learners when they have their face threatened.

Fragment 4

Original occurrence	Translated version
A013: e que você quer? como um casamento se vou se vai casar?	A013: and what do you want? like a wedding if I will if you will get married?
B013: ah como eu vou casar... se eu casar né?	B013: ah how will I get married?... if I get married, right?
A013: ((risos e desvia o olhar))	A013: ((laughs and looks away))

Participants are talking about getting married when A013 seems uncertain about the correct verb form ("vou casar/vai casar") when he asks her partner about her intentions to get married. The learner is apparently trying to use the subjunctive. As the Brazilian answers the question, she reformulates the erroneous form by incorporating the correct form into a new sentence. Besides using an implicit type of reformulation, the data suggest that B013 may be trying to save her partner's face by means of two different strategies: (i) circumlocution (because it is an indirect way of rephrasing the erroneous sentence),

and (i) joking (because she makes fun of her situation and wonders if she will ever get married). Despite these efforts that seem to save the partner's face, the video clearly shows that the learner looks away, which may be evidence of embarrassment. We interpret the American's laugh as an attempt to save his own face. This strategy (making fun of, laughing), though, was not described by Redmond (2015) as one that is used by someone who wants to save their own face. Since it is recurrent in our data, it seems relevant and may be related to context-specific features, such as the nature of the relationship established by the partners.

The following fragments illustrate PCF that does not seem to threaten the learners' face because there is no evidence of embarrassment. We focus the analysis on the description of PCF in relation to the strategies used by the linguistically more competent partner in order to protect their partners' face.

Fragment 5

Original occurrence	Translated version
A012: (...) gosto do café muito mas gosto muito do meu café negro de ((incompreensível)) com só um copinho da/do leite	A012: (...) I like coffee a lot but I really like my coffee dark ((incomprehensible)) with just a little glass of/of milk
B012: hum hum... a gente fala café preto	B012: umm umm... we say black coffee
A012: café preto... sim	A012: black coffee... yes
B012: hum hum... café preto	B012: umm umm... black coffee
A012: claro	A012: sure

In fragment 5, participants were talking about how they like their coffee when the American uses the expression “café negro”, which sounds “odd” because it is not a collocation in Brazilian Portuguese. In this reformulation, B012 seems to emphasize the error when she explains that we say it (“a gente fala”) differently (“café preto”) in Portuguese. As the American did not look away, we consider there is no indication that his face was threatened. Considering Redmond's (2015) facework strategies, explanations may also be used to save someone's face. In this sense, the fact that the American agrees with the Brazilian and corrects himself was not considered a strategy to save his own face because there was no face threatening in the first place. This may indicate that individual differences play a role in how people respond to PCF. The data suggest that these partners have established a symmetric and collaborative relationship, corroborating results from other studies on oral PCF which revealed that participants see each other as friends and error correction as a form of assistance. Another relevant aspect is the fact that this learner has the fewest cases of face threat among the three American participants in our data, which may indicate the role of individual differences in how reformulations may threaten learners' face.

Fragment 6 shows another instance of implicit reformulation that does not seem to threaten the learners' face.

Fragment 6

Original occurrence	Translated version
<p>A014: sim é como How I met Your Mother sim agora penso que este esta:: temporada não é muito bem mas quero saber como ele finalmente conoce</p> <p>B014: [é</p> <p>A014: conoce a:: a mãe ((risos))</p> <p>B014: ((risos)) eu também... é... todo mundo quase todo mundo já conhece/ acho que... a:: hum... o Marshall já conheceu... a Lilly já conheceu... hum o Barney acho a Robin já conheceu ela?... eu não lembro agora</p> <p>A014: não penso que... Robin não mas</p> <p>B014: [só falta a Robin e o Ted</p> <p>B014: pra conhecerem</p> <p>A014: sim</p> <p>B014: todo conhece/ todo mundo conheceu a mãe e menos o Ted</p> <p>A014: sim... é interessante mas não sei... então hum qual é seu... livro favorito?</p>	<p>A014: yes it's like How I Met Your Mother yes now I think that this this:: season isn't very good but I wanna know how he finally knows</p> <p>B014: [yeah</p> <p>A014: knows the:: the mom ((laughs))</p> <p>B014: ((laughs)) me too... umm... everyone almost everyone already knows/ I think that... the:: umm... Marshall has already met her... Lilly has already met her... umm Barney I think has Robin met her yet?... I don't remember now</p> <p>A014: I don't think so... Robin hasn't but</p> <p>B014: [there's just Robin and Ted left</p> <p>B014: to meet her</p> <p>A014: yes</p> <p>B014: everybody kno/ everybody has already met the mom but Ted</p> <p>A014: yes... it's interesting but I don't know... so umm what is your... favorite book?</p>

In this fragment, participants were talking about their favorite series when they focused on a specific one. They were discussing the fact that a character is known by many others, but not by the main character. The American uses the word “conoce” (in Spanish) instead of using “conhece” (in Portuguese). As the Brazilian continues the conversation, she uses the word in Portuguese several times without emphasizing it. This reformulation offers the correct form in a rather indirect way. Saying something in an ambiguous and indirect way to avoid hurting somebody's feelings is what Redmond (2015) defines as circumlocution, a strategy that can be used to protect someone's face. This type of CF is the most implicit reformulation described by Freschi (2017) (conversational recast, or recast with expression incorporation) and the data suggest that it seems as indirect and ambiguous as a circumlocution, not being recognized as a correction at all.

Final Considerations

Based on results from previous studies (AKIYAMA, 2017; FRESCHI, 2017; FRESCHI; CAVALARI; 2020), this inquiry rests on the premise that reformulations are preferred by teletandem participants because this PCF type may save the learners' face. Using face management theories, we examined reformulation provision by three participants during oral sessions. Results showed that 30% of all reformulations do not seem to be face threatening. Our analysis suggests that, in these cases, reformulations are similar to (or accompanied by) one of Redmond's (2015) strategies that can be used to save someone's face. We found the following strategies, for which we propose a revised definition according to our data:

- circumlocution: indirect statement which continues the conversation (and makes the purpose of the correction ambiguous) to avoid hurting the learner's feelings;
- explanation: sentence used to diffuse or pre-empt a potentially face-threatening behavior (or PCF), especially one that explains (not metalinguistically) the correction;
- joking: the use of humor to reduce face threat (which may also make the correction ambiguous).

Our findings also revealed that 70% of reformulations were considered a threat to learners' faces, contradicting the premise. In this sense, it is relevant to remark, however, that only the most explicit types of reformulation seem to have this effect. Based on Redmond's (2015) study, we found the following strategies used by learners to protect their own faces:

- accepting and correcting: recognizing the correction and correcting the erroneous production (as in the uptake);
- ignoring and denying: not recognizing the correction;
- diminishing: making correction less significant;
- making fun of/laughing: using humor as a way out of the threat.

The analysis indicates that one of the participant's face (A012) was significantly less affected by CF provision, even when reformulations seemed rather explicit, what suggests that individual differences seem to play a role. These results, however, should be further examined, including introspective data from instruments that can reveal participants' perspectives and data from other participants and in other languages.

Finally, these results seem to corroborate the notion that teletandem partners see each other as friends rather than tutors (AKIYAMA, 2017; CAPPELLINI; ELSTERMANN; MONPEAN, 2020) and to suggest that corrective feedback may be constructive in this scenario. From a pedagogical perspective, the threat that more explicit types of reformulations cause to learners' face may be cushioned if participants are able to establish a friendly and collaborative relationship. Besides, the strategy used by learners of accepting and correcting may have a role to play (as a form of uptake) if we consider that

learners can not only understand there is a problem in their oral production, but also have the opportunity to learn from it.

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