Introduction

E-Tandem language learning is where two speakers of different L1s, each being the other interlocutor’s target language (LX), mutually support each other in the learning process. It can successfully be used as a complementary ‘non-formal’ method (Vetter, 2014) in the foreign language classroom in higher education. This paper reports on one way of integrating such an approach of crossing borders virtually by presenting the effects of learning a language through this exchange scheme, in which learners of German (L1 English) were paired with students of English (L1 German), on students’ Foreign Language Enjoyment.

Why Foreign Language Enjoyment?

➢ Experiencing emotion in the FL classroom can be seen as the driving force of learning a language through tandem learning.
➢ students of English (L1 German) were paired with students of L1 English, on students’ Foreign Language Enjoyment.

Research questions & research design

➢ Does e-tandem language learning have an effect on foreign language enjoyment?

Measurement of FLE:

➢ 21 items (adapted from Dewaele & MacIntyre, 2014; Ryan et al., 1990)

Fig. 1 Tandem project logo

Mixed methods:

➢ web survey 1 (quantitative approach)
➢ 5 tandem tasks over a period of two months
➢ web survey 2 (quantitative approach)
➢ guided in-depth interviews 6 months into the project (qualitative approach)

Preliminary findings and conclusions

Quantitative analyses

➢ No significant inter-group differences in FLE values (FLE1: p = .366, T = .044, TFE = 5.076, COV = .0571; FLE2: p = .619, T = .044, TFE = 4.9946, COV = .0550)
➢ FLE decrease in both groups
➢ TG: significant increase in 2 (Fig. 3) (p = .044, Z = -2.010), not so in CG (p = .206, Z = -2.530)
➢ CG: significant decrease in B (p = .011, Z = -2.530)

Thematic qualitative text analysis

1. ‘…you then see, like you’ve learned this language. We are learning this language, and if you can really communicate with people […] that always, even, makes learning a foreign language more enjoyable if you know people who speak that language and that you can test your skills [laughing]’ (Lena, 25, L1 German)

2. ‘…expanding your circle of friends and getting to know more persons that later in life could actually turn out to be friends that you’re gonna have for life. So it’s nice; […] the whole thing has actually been a new discovery of a new person and it has been very pleasant.’ (Joana, 23, L1 English)

3. ‘…it was cool, em, to see, to just have someone to talk English to next to my studies and, em, in particular someone who’s in the country and can tell me about, em, like has first hand information about different topics, like political issues in the country or can explain his [their] perspective on what’s happening in the country as well.’ (Jana, 27, L1 German)

4. ‘…a bigger help and a more enjoyable help as well because it’s not something that you perceive strictly as purely academic, but it’s something that makes you feel like you’re at ease.’ (Joana, 23, L1 English)

Conclusions

➢ Students perceive the tandem scheme positively and overall particularly enjoy:

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