

All fun and games!

The Effect of Tandem Language Learning on Foreign Language Enjoyment

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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 poster 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.



Fig. 1 Tandem project logo

Why Foreign Language Enjoyment?

- Experiencing emotion in the FL classroom can be seen as the driving force of successful FLL (MacIntyre, 2007)
- Positive FL emotion not as widely studied as negative emotion (Bown & White, 2010)
- Most widely studied: FLA (see, e.g., Horwitz, 2001)
- MacIntyre & Gregersen (2012): positive and negative are not necessarily opposite ends of the same spectrum → different functions
- Positive emotions can counteract (or soften) negative emotions, promote resilience when faced with difficulties, facilitate being explorative and have new experiences, foster efficient learning, are important for building social capital (Dewaele & MacIntyre, 2014)

Bown, J., & White, C. J. (2010). Affect in a self-regulatory framework for language learning. *System*, 38(3), 432-443.
Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237-274.
Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-126.
MacIntyre, P.D. (2007) Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *Modern Language Journal*, 91, 564-576.
MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching* 2(2), 193-213.
Vetter, E. (2014): Combining formal and non-formal foreign language learning: first insights into a German-Spanish experiment at university level. *SALI*. Special issue: Teaching and learning foreign languages, 39-50.

Research questions & research design

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

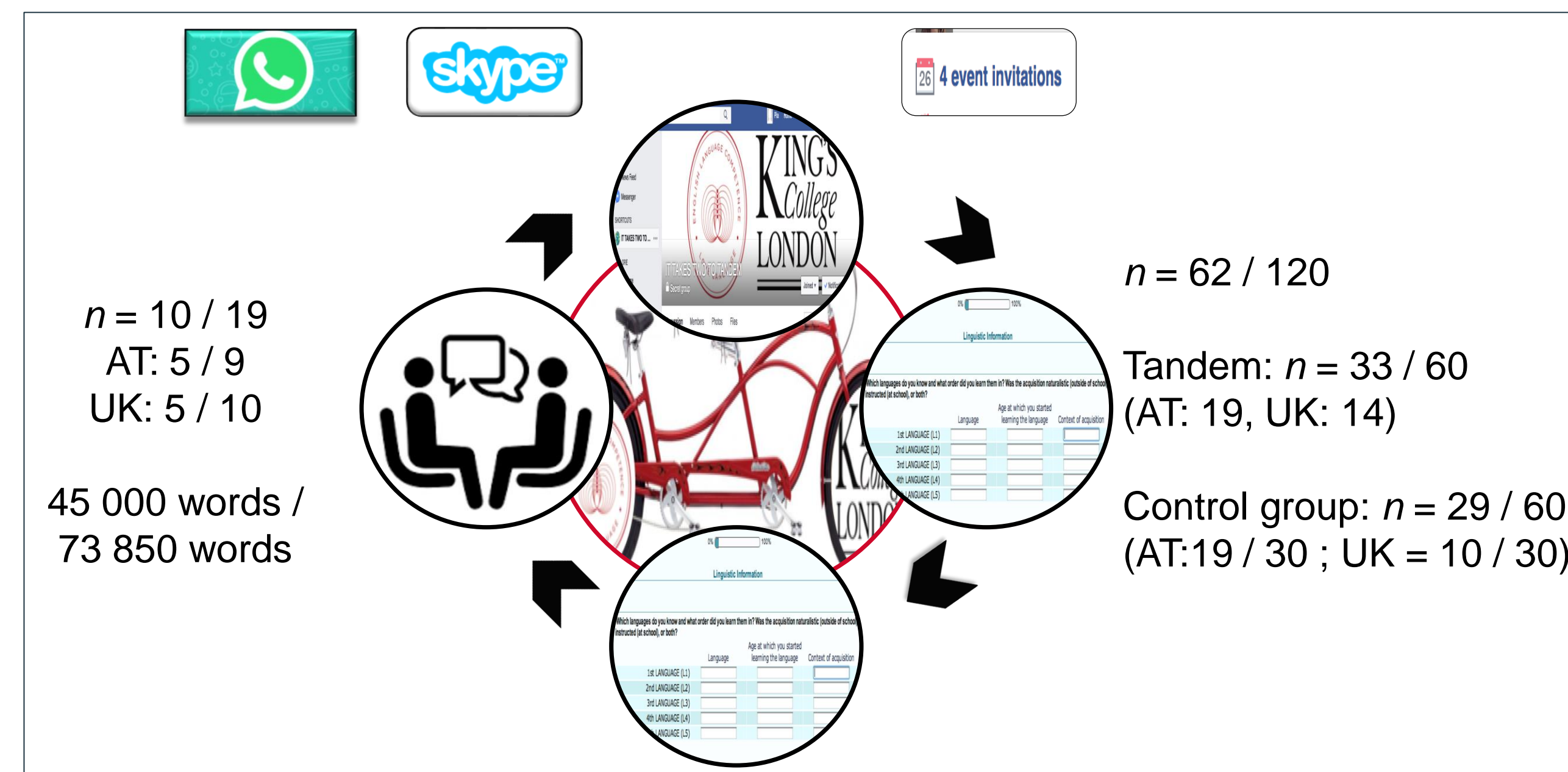


Fig. 2. Mixed methods approach applied in the study

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)

Measurement of FLE:

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

1. I can be creative when using the FL.	8. I've learnt interesting things about and through the FL.	15. The FL teachers are encouraging.
2. I can laugh off embarrassing mistakes in the FL.	9. I feel proud of my accomplishments.	16. The FL teachers are friendly.
3. I don't get bored.	10. The FL environment is a positive environment.	17. The FL teachers are supportive.
4. I enjoy using the FL.	11. It's cool to know a FL.	18. There is a good atmosphere in the FL class.
5. I feel as though I'm a different person when using the FL.	12. It's fun to learn a FL.	19. We form a tight group in the FL classroom.
6. I have made progress in the FL.	13. Making errors is part of the learning process.	20. We laugh a lot in the FL class.
7. I'm a worthy member of the FL discourse community.	14. The peers are nice in the FL class.	21. When surrounded by the FL, I feel as though I'm the person I want to be.

Fig. 3. FLE scale

	Cronbach's α	Shapiro-Wilk
FLE 1	.829	p = .599
FLE 2	.856	p = .632

Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237-274.
Ryan, R. M., Connell, J. P., and Plant, R. W. (1990) Emotions in non-directed text learning. *Learning and Individual Differences*, 2(1), 1-17.

Preliminary findings and conclusions

Quantitative analyses

- **No significant inter-group differences in FLE values** (FLE1: $p = .956$, $T = .044$, $TG_{mean} = 5.076$, $CG_{mean} = .0571$; FLE2: $p = .619$, $T = .044$, $TG_{mean} = 4.9946$, $CG_{mean} = .0500$)
- **FLE decrease** in both groups
- **TG: significant increase** in 7. (Fig. 3) ($p = .044$, $Z = -2.010$), not so in CG ($p = .206$, $Z = -2.530$)
- **TG: significant decrease** in 15. ($p = .049$, $Z = -1.968$), 16. ($p = .029$, $Z = -2.138$), 17. ($p = .012$, $Z = -2.524$), 20. ($p = .012$, $Z = -2.512$), not so in CG
- **CG: significant decrease** in 8. ($p = .011$, $Z = -2.530$)

Thematic qualitative text analysis

- "[...] then you see, like you've learned this language. We are learning this language, and if you can really communicate with people [...] that it always, em, 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)
- "[...] 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)
- "[...] 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, 21, L1 German)
- "[...] 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)

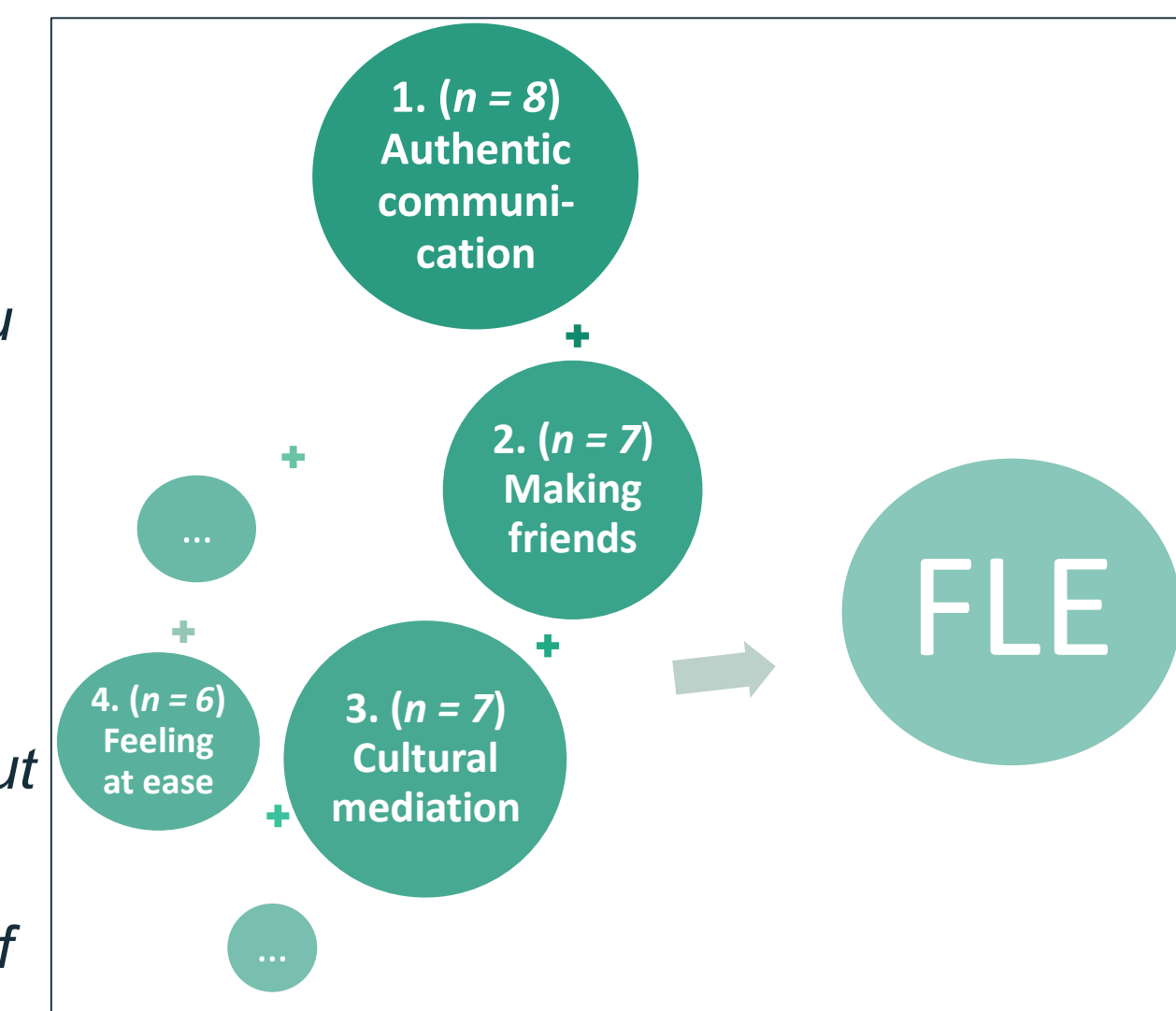


Fig. 4. FLE sub-categories

Conclusions

- Students perceive the tandem scheme positively and overall particularly enjoy
 - authentic communication,
 - being cultural mediators,
 - making a new friend,
 - feeling no pressure / low levels of FLA.
- FL students already show a high FLE.
- Qualitative data might be more useful as it gives more nuanced insights.

Kuckartz, U. (2014) Qualitative Text Analysis. A Guide to Methods, Practice & Using Software. London: Sage.