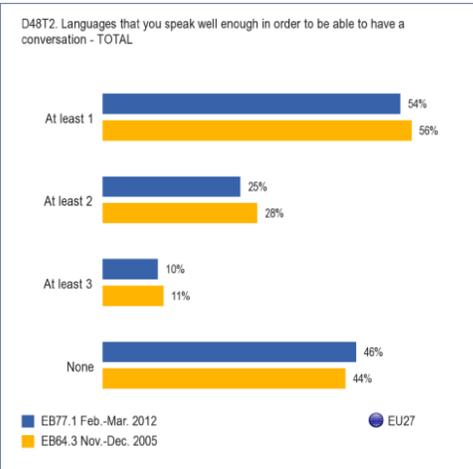
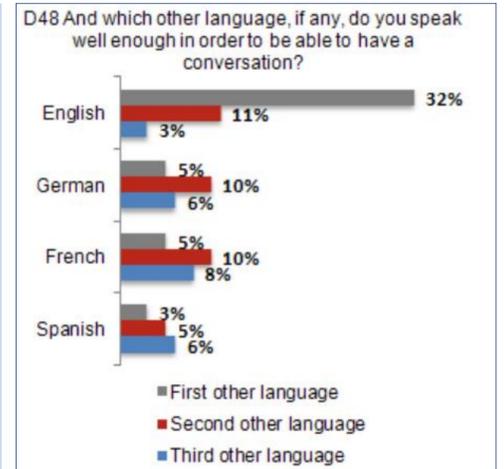


### Introduction



With its “Mother tongue + 2” policy, the EU postulates that every European citizen should be able to speak at least two foreign languages in addition to their first language. However, Europe seems to be far from reaching this goal. According to the European Commission (2012), half of the Europeans consider themselves being able to have a conversation in at least one foreign language, predominantly English, only 25% in two other languages. This evidence demonstrates the urgent need to catch up.

Based on the Council of Europe’s (2008) Resolution on a European strategy for multilingualism, this project’s objective is to encourage Third Language Learning “by making use of innovative tools such as digital communication technology and distance learning”. Resulting from a co-operation between the Universities of Alicante and Vienna, the project partnership aims at providing opportunities for L3-learning by introducing non-formal learning activities into traditional language classes.



### Formal Learning

(e.g. schools, universities, language courses)

### Non-formal

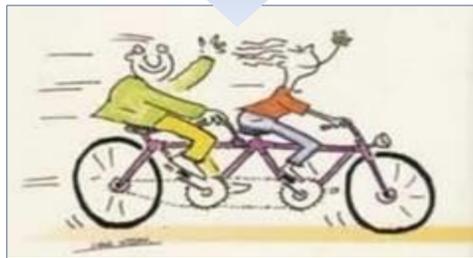
### language learning

### Informal Learning

(always & everywhere)

#### eTandem - Principles

- Autonomous / self-directed Learning
- Computer Assisted Learning (CALL) / Computer Mediated Communication (CMC)
- Intercultural Learning
- Co-operative Learning



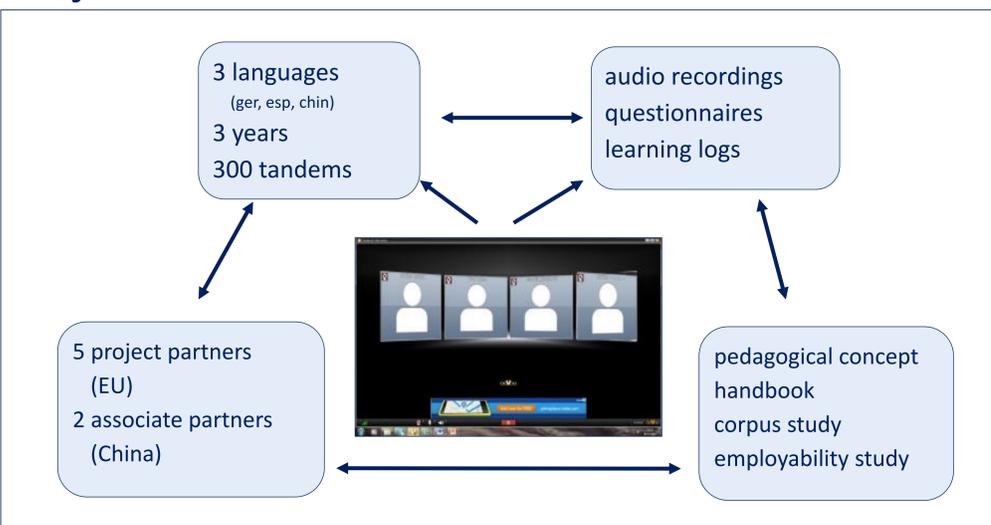
#### eTandem - Advantages

- More self-determination
- More flexibility in terms of organisation
- Authentic contact to target language & culture
- Rising motivation

### State of the Art

The use of digital media has widely been adopted for language learning, however, communication is often limited to human-computer or student-teacher interaction. Many studies have examined the role of “new” technologies in language learning and teaching, yet there is still a scarcity of research focusing on cross-cultural peer-interaction between learners, particularly with regard to long-term effects of such (Tian/Wang 2010, O’Dowd 2011, Wang 2013). This project focuses on the introduction of blended tandems as a supplement to formal language instruction. This kind of integrating informal learning scenarios into traditional contexts constitutes a challenge that is still quite unexplored, even though long-distance tandem-partnerships show great promise to implicate benefits in many respects. Especially for languages not spoken in their learners’ vicinity, distance tandems are supposed to have huge potential to promote L3-learning.

### Project Overview



### Research Questions (El-Hariri)

- How do learners perceive the combination of formal and informal learning?
- Wherein do learners see benefits of the integration of non-formal learning scenarios?
- Under which preconditions does an added value arise for the learners?
- Which individual differences play a role in doing so?
- Is the individually perceived benefit reflected in the learning outcomes?
- How can individually perceived benefits be maximized?

### Project Partners



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