

Perceived Effectiveness of Romanian-French Tandems within the *Tandems Linguistiques* Project

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Abstract

This paper analyzes the effectiveness of Romanian-French tandem interactions according to the perception of a group of participants in the Tandems Linguistiques project organized by “Iuliu Hațieganu” University of Medicine and Pharmacy, Cluj-Napoca, Romania, with the support of the Agence Universitaire de la Francophonie. A total number of 40 feedback forms completed by undergraduate French and Romanian students enrolled in the project between 2012 and 2014 were analyzed quantitatively and qualitatively. The aim was to establish the overall impact of the project in line with the core principles of tandem language learning, as well as the obstacles, benefits and strategies employed by the participants, including their preferred methods of corrective feedback. Comparisons between the perceptions of the two groups of native students were also drawn. The results showed that the tandem project was perceived as a positive experience by most French and Romanian participants. The most frequently mentioned benefits were linguistic (vocabulary, pronunciation and grammar), followed by cultural benefits and human-level gains. Difficulty scheduling sessions, different levels of language proficiency resulting in an uneven use of the two languages and communication breakdown were the most frequently reported obstacles. The extra work carried out by the students in addition to the recommended worksheets was the most frequently reported learning strategy as well as the main benefit from a teaching perspective. The various ways of providing corrective feedback confirmed the multimodal character of this important activity within tandem interactions as well as the autonomy and resourcefulness of the investigated participants.

Keywords: Tandem language learning; Romanian-French tandems; Benefits; Obstacles; Strategies

Introduction

Tandem language learning is an activity that involves two native speakers of different languages who carry out various tasks during scheduled meetings in order to practice each other's language, improve their oral and written communication skills as well as gain awareness of various cultural aspects. The aim of this type of activity, which was mainly developed in Germany in the 1970s was to widen the communicative approach to language teaching and learning and to facilitate genuine intercultural exchange through direct contact among native speakers coming from different cultures [1].

Tandem language learning can take place within an institutional setting, such as a school or university, in which case it is referred to as institutional tandem, or, it can involve individuals who agreed to participate in so-called independent tandems [2]. Tandem sessions can be organized on a face-to face basis involving synchronous spoken communication. Alternatively, they can be

arranged via means of electronic communication such as e-mail and thus be text-based and asynchronous, this latter format being increasingly popular since the 1990s when the Internet became widely available in many parts of the world [3]. Although e-tandems seem to be more accessible and widespread in recent years, they were also reported to have a higher risk of failure compared with traditional face-to-face tandems [4]. The latter also have the added benefit of allowing tandem partners to take advantage of the use of paralinguistic cues, including non-verbal behavior and instant scaffolding, i.e. repair strategies in case of communication breakdown [3] or corrective feedback, which increases linguistic awareness and promotes social interaction [5].

Regardless of the type or medium of communication, tandem language learning is governed by the same set of rules and presents the same characteristic features. According to the available literature, autonomy and reciprocity represent the main principles of language learning in tandem format [1,2,3,6,7,8]. Autonomy implies that tandem learners hold complete learner responsibility in an independent tandem setting, which allows them to decide what, how, when and with whom to learn. Although institutional tandems are usually monitored by a teacher or tutor, who sets the tasks and supplies the learning material, the participants have the freedom to arrange tandem sessions at their convenience.

Autonomy does not solely refer to administrative issues but, above all, it governs tandem interactions. Appropriate time management during sessions is essential so that both learners spend an equal amount of time practicing the foreign language in line with the second principle of tandem learning. Learners also have the freedom to take control of the learning process by selecting topics, materials, tasks, or the most effective methods of providing corrective feedback and encouragement to their partners. Moreover, since tandem language learning usually takes place outside the language classroom, it is regarded as a customized method of continuous learning based on students' needs and project-based assessment [9], which also promotes social autonomy, improves motivation, increases self-esteem and confidence [3].

The principle of reciprocity in tandem interactions regards the two tandem partners as equal beneficiaries of each other's native competence, skills, support and cultural background [6]. In order to gain similar benefits from this learning experience, tandem partners are advised to devote equal amounts of time to using the target language and, ideally, to show similar levels of involvement, support and commitment [3,6,7].

Tandem language learning should not be regarded as teaching, but rather as using the target language in order to promote collaboration, autonomy and reciprocity [2]. Therefore, tandem partners are not expected to have any teaching experience or qualifications and they are mainly regarded as linguistic experts or proficient language users. However, tandem interactions usually require participants to shift roles and to unconsciously assume teacher positions and responsibilities [2], especially when explanations are required, communication is at risk of breaking down or when corrective feedback is needed. Consequently, the principle of reciprocity is closely linked with the flexible nature of tandem interactions, which was regarded as one of the main advantages of this type of learning environment [2,3].

Besides autonomy and reciprocity, tandem interactions are also characterized by several other features. First of all, they are task-based activities [1,6], which require participants to find ways of maintaining and developing interaction in various communicative contexts connected with their needs and interests. Moreover, the possibility to shift constantly between languages offers a safe learning environment that eliminates stress and promotes motivation [1]. Language anxiety, understood as a situation-specific type of anxiety caused by the need to perform well in a foreign language, was linked with diminished learning results, while motivation and self-confidence were associated with positive learning outcomes [10]. Similarly, the satisfaction offered by intercultural interaction facilitated through communication with native speakers was regarded as a major asset of tandem learning and a powerful predictor of successful learning outcomes [2].

The core values behind tandem language learning are also in agreement with two key documents designed by the Council of Europe in order to set internationally-recognized standards of language teaching, assessment and self-assessment based on a clear description of language proficiency levels. Thus, the revised principles and guidelines stipulated in the European Language Portfolio reflect an interest in the protection and promotion of cultural and linguistic diversity, plurilingualism, learner

development and autonomy through independent language learning [11]. Furthermore, the aim of tandem learning is to facilitate the acquisition of communicative language competence, which, according to the Common European Framework of Reference for Languages [12] includes three components: linguistic, sociolinguistic and pragmatic. Linguistic competences represent knowledge of lexical, phonological and syntactic features; sociolinguistic competences are concerned with the sociocultural norms of language use, while pragmatic competences refer to the functional use of linguistic resources.

Therefore, given that tandem learning has the potential to improve language knowledge, communication skills and intercultural awareness, various European and American universities created specific platforms in order to facilitate the formation of tandem partnerships. Such examples include the Université de Genève (<http://www.unige.ch/tandems/about.html>) and University of British Columbia (Vancouver, Canada) (<http://www.tandemubc.ca/>), which also offers tutor support and tandem learning courses.

One of the first tandem projects involving adult students at university level was the Socrates funded program “Open and Distance Learning Telematics for Autonomous and Intercultural Tandem Learning” that took place at the Ruhr-Universität Bochum between 1996 and 1998 under the coordination of Helmut Brammerts (<http://www.cisi.unito.it/tandem/learning/odl-eng.html>). In mid 2000s, “Teletandem Brasil: Foreign Languages for all” (Portuguese, Spanish, English, Italian and French) was developed at the São Paulo State University, based on a previously successful Italian-Portuguese face-to-face tandem experience [15] and continues to be operational (<http://www.teletandembrasil.org/>).

Similar programs included a pilot project focusing on English and Spanish e-tandems at the Pablo de Olavide University, Seville, between 2012 and 2013 [4] and the 2012-2013 SITAF project (Spécificités des Interactions Verbales dans le Cadre de Tandems Linguistiques Anglais-Français) at University of Paris 3 - Sorbonne Nouvelle [12]. Besides the organization of French-English tandems, SITAF also aimed to create a corpus of video recordings and transcripts of tandem sessions that could facilitate research in the field of teaching and applied linguistics (<http://www.univ-paris3.fr/2012-2013-projet-innovant-sitaf-specificites-des-interactions-verbales-dans-le-cadre-de-tandems-linguistiques-anglais-francais-191875.kjsp>). A tandem and sCALL (social Computer Assisted Language Learning) project involving English and Spanish was also organized in 2012 at the Middlebury Institute of International Studies at Monterey [14].

As far as tandem projects currently running in the higher education sector are concerned, the “Tandem” pilot project developed by the Université Libre de Bruxelles targets speakers of French and Dutch and aims to integrate tandem learning into the university syllabus. Therefore, participants are closely guided, monitored and evaluated by teaching staff, who also award credits upon the completion of tandem assignments (<http://tandems.ulb.ac.be/new/ulbvub/>). Two other projects are being developed at the University of Vienna: “FAME - Facilitating autonomy and motivation through using e-tandems in foreign language teaching at school” focuses on German, French and Spanish (<http://fame.univie.ac.at/en/home/>), while L3TASK targets German, Spanish and Chinese (http://fdz-sprachen.univie.ac.at/forschung/einzelansicht/article/l3-task-online-tandems-drittmittelprojekt/?tx_ttnews).

Tandem language learning is less spread in Central and Eastern Europe where it is not usually part of university syllabi. *Tandems Linguistiques*, developed by “Tuliu Hațieganu” University of Medicine and Pharmacy, Cluj-Napoca, in partnership with other higher education institutions and with the support of the AUF (Agence Universitaire de la Francophonie) is currently the only tandem language learning project involving the Romanian language. In addition, the available literature on tandem learning failed to provide references to studies on the impact of tandem projects from the participants’ perspective, with one exception [14]. Therefore, this paper aims to assess the effectiveness of the *Tandems Linguistiques* project according to several criteria, as well as to identify possible differences between the perception of the French and Romanian participants in the project.

Material and Method

A total number of 40 feedback forms completed by a group of 20 French and 20 Romanian participants in the *Tandems Linguistiques* project between 2012 and 2014 were included for analysis. All the feedback forms were administered in May 2014 upon the completion of three semesters of tandem work during the 2012-2013 and 2013-2014 academic years.

All the French-speaking participants were students at the Faculty of Dental Medicine and attended Romanian practical courses led by the same lecturer at the Department of Modern Languages of “Iuliu Hațieganu” University of Medicine and Pharmacy, Cluj-Napoca, Romania. Romanian as a foreign language is a four-hour per week compulsory practical course included in the curricula of 1st, 2nd and 3rd year medical students. The French students included in the study were levels A2 and B1 in Romanian according to the Common European Framework of Reference for Languages.

Out of the total number of Romanian-speaking participants, four were undergraduate medical students in Dental Medicine studying French as a foreign language at our medical university. The remaining 16 participants were undergraduate students at the Faculty of Letters, “Babeș-Bolyai” University, Cluj-Napoca, Romania, one of the partner institutions in this tandem project. The students in philology were majoring in French with the purpose of becoming teachers of French, translators or interpreters. The Romanian students included in the study were levels A2 to C1 in French, according to the Common European Framework of Reference for Languages.

All the students included in the study had completed three semesters of tandem work. Each semester, students had at least seven tandem sessions lasting for approximately one hour and a half, during which time they carried out various tasks included in worksheets that had been previously designed by the language teachers participating in the project. In the first semester of their tandem experience, students worked on A2 level worksheets, in the second semester they had B1 level worksheets while in the third semester they used B2 level worksheets on medical topics. However, students had the freedom to select worksheets according to personal interest in the topics. They could also choose higher-level worksheets if they did not feel sufficiently challenged by the worksheets assigned to them according to semester.

All the participants in tandem interactions, including the 40 students who completed the feedback forms, joined the project voluntarily, as this activity was not included in the curricula of either of the two universities. However, medical students were awarded extra marks on their final language examination upon successful completion of two semesters of tandem work, i.e. submission of all completed worksheets and recordings.

Although the French and Romanian students were paired randomly based on the number of students volunteering for the project, they shared similar characteristics such as age between 19 and 23 years, student status at a university in Cluj-Napoca, interest in long or short-term student exchange programs in the partner’s country, and desire to interact with native speakers of the target language.

The feedback forms completed by French-speaking students were labeled FrFF, while those completed by Romanian students were abbreviated as RoFF. Both FrFFs and RoFFs were numbered from one to twenty. All feedback forms completed by this group of 40 students were included in the analysis, regardless of whether students completed all the sections. Since the feedback forms were anonymous, the tandem pairs formed by these 40 students could not be determined.

The feedback forms asked students to provide information in French regarding their general impression of the tandem experience, the benefits of the tandem sessions as far as linguistic, cultural or human level gains were concerned, the obstacles they encountered during the project, the strategies and skills needed for task completion or developed by the tandem interactions, and their methods of providing corrective feedback to their partners. Students could freely express their opinion on these matters and were encouraged to include examples from their tandem experience. Therefore, given the format of the feedback forms included for analysis, we carried out quantitative

and qualitative analyses followed by interpretation, in line with the objectives of the study.

Results and Discussion

The overall analysis of the 40 feedback forms included in the study revealed that 36 students (90%) reported the tandem experience as positive, two students (5%) regarded it as negative, while two students (5%) failed to complete the general impression section. A total number of 17 French students (85%) considered the tandem project to be a positive experience, two (10%) failed to mention their general impression, while one student (5%) reported the experience as negative. As far as the responses of the Romanian students were concerned, 19 of these (95%) perceived the experience as positive, while one student (5%) regarded it as negative. All the Romanian students completed the general impression section. The results of the overall analysis are summarized in Figure 1.

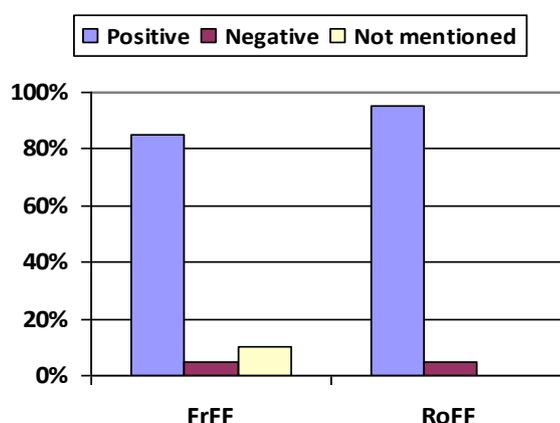


Figure 1. Perceived general impression of the tandem experience according to FrFFs (feedback forms completed by French students) and RoFFs (feedback forms completed by Romanian students)

The results indicate that, despite minor differences, the tandem language learning project was equally perceived as positive by both French and Romanian students, with the former showing a slight unwillingness to complete the general impression section, which was filled in by all Romanian participants. As far as the students' comments included in this section were concerned, besides positive, the tandem experience was also described as enriching (FrFF 1, FrFF 14, RoFF 20), beneficial (FrFF 15, FrFF 18, RoFF 4, RoFF 5, RoFF 6, RoFF 7, RoFF 14, RoFF 15, RoFF 19, RoFF 20), interesting (RoFF 1, RoFF 3), unique (RoFF 2), pleasant (RoFF 3, RoFF 7), a good life experience (FrFF 15), stimulating (RoFF 9) and challenging (RoFF 10, RoFF 11). The negative comments referred to the tandem sessions being unhelpful in improving the student's language level (FrFF 12) or difficult to schedule (RoFF 12).

The students who reported on the tandem experience as positive also completed the section regarding the benefits brought by the tandem project as far as linguistic, cultural or human-level gains were concerned. Linguistic benefits were mentioned by 32 students (89%), out of which 14 students (70%) were French (FrFF 2, FrFF 3, FrFF 6, FrFF 7, FrFF 8, FrFF 9, FrFF 10, FrFF 11, FrFF 14, FrFF 15, FrFF 17, FrFF 18, FrFF 19, FrFF 20) and 18 students (90%) were Romanian (RoFF 1, RoFF 2, RoFF 3, RoFF 4, RoFF 5, RoFF 6, RoFF 7, RoFF 8, RoFF 9, RoFF 10, RoFF 11, RoFF 13, RoFF 15, RoFF 16, RoFF 17, RoFF 18, RoFF 19, RoFF 20). These results, which are also presented in Table 1, indicate that linguistic gain was more often reported by Romanian compared to French students.

Table 1. Perceived linguistic, cultural and human-level benefits of the tandem experience according to FrFFs (feedback forms completed by French students) and RoFFs feedback forms completed by Romanian students)

	Linguistic		Cultural		Human	
	No.	%	No.	%	No.	%
All students	32	80	27	68	9	45
French students	14	70	13	65	3	15
Romanian students	18	90	14	70	6	30

Moreover, specific linguistic benefits referred to: improved vocabulary (including medical vocabulary and informal language), which was overall mentioned by 13 students (40%), pronunciation (six students; 19%), and grammar (two students; 0.06%) (Figure 2). The high number of students who mentioned vocabulary as the main benefit of the tandem experience, coupled with the low number of students who listed grammar as a main gain indicates that the investigated students mainly focused on improving their oral communication skills rather than their grammatical accuracy. Since goal achievement is crucial in order for tandem language learning to be perceived as a successful experience, regardless of whether goals were explicitly or unconsciously set [1,3], our results suggest that the investigated students aimed at improving oral communication skills rather than grammatical accuracy. This statement is also supported by the response of four students (FrFF 4, FrFF 14, RoFF 7, RoFF 8) who mentioned increased confidence in their language ability as another linguistic benefit of the tandem interactions.

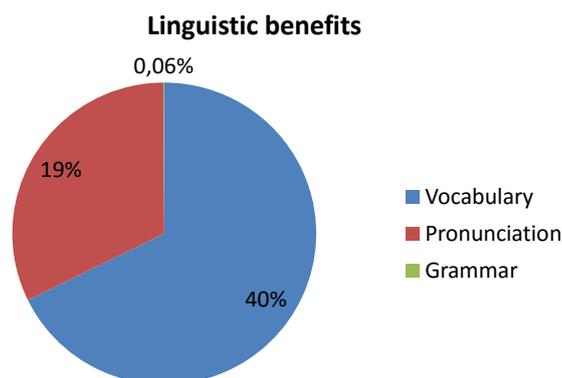


Figure 2. Linguistic benefits according to both FrFFs (feedback forms completed by French students) and RoFFs (feedback forms completed by Romanian students)

The analysis of the specific linguistic benefits as reported by French vs. Romanian students revealed similar responses in the two groups as far as vocabulary was concerned, with seven French (22%) and ten Romanian students (31%) mentioning this aspect, while improvements in pronunciation and grammar were only reported by six and two Romanian students, respectively.

The results also indicate that similar numbers of French and Romanian students acknowledged the cultural benefits of the tandem learning experience. In this respect, students mentioned learning about each other’s cultural background and traditions (FrFF 2, FrFF 3, FrFF 6, FrFF 7, FrFF 9, FrFF 10, FrFF 11, FrFF 15, FrFF 16, FrFF 18, FrFF 19, FrFF 20, RoFF 1, RoFF 2, RoFF 4, RoFF 5, RoFF 6, RoFF 7, RoFF 11, RoFF 13, RoFF 15, RoFF 16, RoFF 17, RoFF 18, RoFF 19, RoFF 20), as well as history (FrFF 17, FrFF 18, FrFF 20).

The human-level gains mentioned by the students referred to improved communication skills that may have resulted from regarding the tandem partner as a role model (RoFF 3, RoFF 4, RoFF 9, RoFF 15, RoFF 19), and the possibility to socialize with a native speaker of the target language (FrFF 2, FrFF 3, FrFF 7, FrFF 13, FrFF 20, RoFF 7, RoFF 10, RoFF 11, RoFF 15). Interestingly, only Romanian students reported perceiving their tandem partner as a role model, which suggests admiration for the Francophone cultural pattern as part of the Western civilization. Other benefits

listed by the students included the development of teamwork skills (RoFF 6, RoFF 11), general knowledge (RoFF 1), time management skills (RoFF 6, FrFF 8) and interacting with students from a different faculty (FrFF 13).

As far as the perceived obstacles of the tandem experience were concerned, time management issues (i.e. finding a convenient time to schedule the sessions) was the most frequently reported problem regardless of first language, a total number of 14 students (35% of all participants) having reported it, out of which seven were French (FrFF 1, FrFF 7, FrFF 8, FrFF 10, FrFF 12, FrFF 15, FrFF 20) and seven were Romanian (RoFF 1, RoFF 2, RoFF 3, RoFF 10, RoFF 11, RoFF 12, RoFF 16). This result is not surprising given the extremely busy schedule of undergraduate medical students, the amount of time they must allot to studying outside classes and the fact that the participants were students at different universities or faculties. However, the remaining 65% of the participants did not signal this problem, which suggests that they either managed to find convenient times to meet, or they regarded this issue as a minor inconvenience.

A different level of language proficiency was the second most frequently mentioned obstacle for tandem interactions. A total of nine students (22%), out of which seven were French (FrFF 1, FrFF 3, FrFF 6, FrFF 7, FrFF 8, FrFF 12, FrFF 16) and two Romanian (RoFF 6, RoFF 10) reported that the Romanian student had a higher level of the target language, which resulted in an uneven use of the two languages and a tendency to revert to French in case of communication breakdown. One student (RoFF 7) signaled the difference in language proficiency but did not regard it as an obstacle per se. The unevenness in language use reported by some of the participants contradicts the principle of reciprocity and suggests that tandem language learners feel more comfortable when working with partners whose level of the target language is similar to theirs. Nevertheless, given the fact that some French students were level A2 in Romanian, and that the only considerable limitation of tandem learning is its unsuitability for *ab initio* language learning [3], different levels of language proficiency are sometimes required for the successful completion of the tandem tasks.

The other obstacles mentioned by the respondents were lack of equal involvement (FrFF 1, FrFF 18), unsuitable or uninteresting topics covered by the worksheets (FrFF 12, FrFF 14), as well as communication breakdown generated by difficulty explaining cultural aspects (RoFF 14) and language (FrFF 17, RoFF 9, RoFF 15, RoFF 18, RoFF 19, RoFF 20). Thus, communication breakdown was the third most frequently reported obstacle as it was mentioned by a total of seven students. The obstacles reported by our group of tandem participants are summarized in Figure 3.

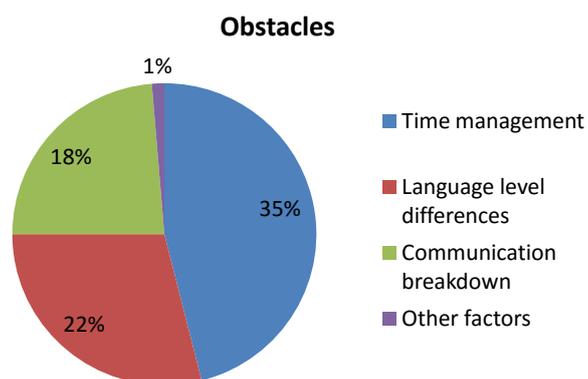


Figure 3. Obstacles according to both FrFFs (feedback forms completed by French students) and RoFFs (feedback forms completed by Romanian students)

The section requiring students to mention the skills and strategies involved in the tandem sessions generated various responses. Extra work besides the recommended worksheets was the most frequently mentioned strategy, 12 (30%) of the investigated participants having reported conversations either before or after the sessions, as well as the completion of additional tasks in both languages (FrFF13, FrFF 15, FrFF 18, RoFF 7, RoFF 9, RoFF 10, RoFF 11, RoFF 13, RoFF 14, RoFF 16, RoFF 19, RoFF 20). Four out of these 14 students also mentioned using the Internet

during sessions in order to find images, articles or videos on worksheet-related topics or on other topics of common interest (RoFF 9, RoFF 11, RoFF 16, RoFF 20).

These findings suggest that the rationale behind the use of worksheets during the *Tandems Linguistiques* sessions generated the expected results, with students taking initiative and creating additional learning contexts according to their learning needs. Therefore, the tandem learning environment encouraged students to become not only autonomous learners able to organize and prioritize their learning, but also resourceful teachers ready to resort to various means of supporting the learning process. In this respect, students also reported the use of the following strategies for comprehending new meanings or for consolidating information: synonyms (FrFF 9, FrFF 18, RoFF 1, RoFF 10, RoFF 13), translations (FrFF 9, FrFF 12, RoFF 20), revision (RoFF 12, RoFF 13, RoFF 20), diagrams and drawings (FrFF 5), drills (FrFF10), and dictations (RoFF 20). In addition, two students reported Internet communication with their tandem partner as a means of developing their target language skills outside the project (FrFF 18, RoFF 6), while two students attended leisure activities with their tandem partners (FrFF 18, RoFF 19). However, providing explanations in order to facilitate the understanding of new words and expressions was the second most frequently used learning strategy, which was mentioned by 11 students (FrFF 3, FrFF 5, FrFF 9, FrFF 18, FrFF 19, RoFF 1, RoFF 3, RoFF 8, RoFF 13, RoFF 14, RoFF 15).

The investigated students reported having used various ways of providing corrective feedback to their tandem partners. These included: explaining the mistake (nine students: FrFF 3, FrFF 15, FrFF 16, FrFF 18, FrFF 19, FrFF 20, RoFF 11, RoFF 15, RoFF 17), providing positive feedback in order to encourage their partner (six students: FrFF 1, FrFF 6, FrFF 7, FrFF 8, FrFF 11, RoFF 10), correction followed by consolidation in the form of repetition or examples (6 students: FrFF 10, FrFF 15, FrFF 16, FrFF 19, FrFF 20, RoFF 12), writing down the correct word for their partner (five students: FrFF 7, FrFF 11, FrFF 12, FrFF 13, RoFF 19), reviewing the session and previously learned items (5 students: FrFF 2, FrFF 5, FrFF 7, RoFF 11, RoFF 14), correcting pronunciation in particular (FrFF 9, FrFF 14). Although several students reported having provided immediate corrective feedback in order not to forget the mistake, in this way focusing on language accuracy, one student (FrFF 17) reported avoiding immediate correction, thus encouraging fluent communication. Corrective feedback was not perceived as a negative or embarrassing experience, all students who elaborated on the topic having highlighted its benefits for the overall success of the tandem experience.

The wide range of corrective feedback strategies mentioned by the investigated students, the positive general impression of the students with regard to the tandem project, as well as their positive perception of corrective feedback confirm that the constant shift between languages facilitated by the tandem sessions creates a safe learning environment that enhances motivation [1], thus also diminishing language anxiety [10]. Our findings also support the view that corrective feedback is a multimodal activity during tandem interactions [13], although our study provided insufficient data on the socio-cultural aspect of this issue. Further research is needed in order to determine the exact items corrected by the participants in the *Tandems Linguistiques* project and thus confirm or deny previous findings according to which the French-speaking participants in the SITAF project provided twice as much corrective feedback on both morphosyntactic and lexical errors compared to their English-speaking tandem partners, who preferred to focus on the correction of lexical items [13].

Conclusions

Most French and Romanian students included in the study perceived their experience during the *Tandems Linguistiques* Project as a positive one. The most frequently mentioned benefits were linguistic (vocabulary, pronunciation and grammar), followed by cultural benefits and human-level gains. The improvement in oral communication skills through the enrichment of vocabulary seemed to be the underlying goal of the students who participated in this tandem project. Difficulty scheduling sessions and different levels of language proficiency resulting in an uneven use of the two languages were the most frequently reported obstacles. The extra work carried out by the

students in addition to the recommended worksheets was the most frequently reported learning strategy as well as the main benefit from a teaching perspective. The various ways of providing corrective feedback confirmed the multimodal character of this important activity within tandem interactions, as well as the autonomy and resourcefulness of the investigated participants. The socio-cultural component of corrective feedback could not be determined in this study. Tandem interactions within the investigated project proved to be an effective, useful and enjoyable activity carried out by resourceful participants in line with the core principles of tandem language learning.

List of abbreviations

FrFF – feedback forms completed by French students
RoFF – feedback forms completed by Romanian students

Conflict of Interest

The authors declare that they have no conflict of interest.

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