

Table of Contents

Foreword	9
Introduction	11

Section 1:

Pedagogical Guidelines and Principles for Setting Up and Organising Online Tandems

*Hermann Funk & Manja Gerlach & Dorothea Spaniel
in cooperation with Josy-Ann Lätsch*

1.1 Same Same, but Different: How to Find Common Ground in Terminology in Interdisciplinary and International Foreign Language Research?	21
1.2 Online Tandems – a Distinct Way of Language Learning?	27
1.3 How to Set up Non-Formal Online Tandems?	37
1.4 How to Stipulate Online Interactions? Task-Based Language Learning and the Design of Materials	47
1.5 The Notion of Task in the Context of Online Tandems	53
1.6 How to Assist Online Tandem Learners?	65
1.7 How Can We Plan Quality Management and Assessment in Online Tandem Settings?	75
1.8 References Section 1	87

Section 2:**Components of Interactions in Online Tandems***Susanne Lesk, Martin Stegu*

- 2.1 Identifying Language Needs at the Workplace: Aligning the Needs of Language Learners with the Language Needs of Companies 97

Lennart T. Koch

- 2.2 Principles of Tandem Interaction – Reciprocity 117

Eva Vetter

- 2.3 Who Speaks What Language to Whom and How? 133

Yasmin El-Hariri, Julia Renner

- 2.4 Non-Understanding in eTandem Conversations 149

Germán Ruipérez, José Carlos García-Cabrero

- 2.5 Technological and Pedagogical Perspectives on Tandem Learning 169

Claudia Grümpel, Analía Cuadrado Rey, Pamela Stoll

- 2.6 Telecollaboration and Use of English between Learners of German and Spanish in an Institutional Context of a Spanish University 185

Mireia Calvet Creizet, Javier Orduña

- 2.7 Enhanced Language Learning in Non-Formal Tandems 199

Mireia Calvet Creizet, Javier Orduña

- 2.8 Interactional Practices of Third Language Learners: Principles and Documentation 217

Section 3:**E-Tandems in the Institutional Context of Universities: Experiences and Recommendations***Carmen Gierden Vega, Patricia Manjavacas Sneesby*

- 3.1 Integration of Electronic Tandems into Classroom Instruction 243

Kateryna Kremenchuk, Yan Li

- 3.2 The Role of Guidance as a Factor for Tandem Organisation 267

Appendices

Appendix I: Flyer (Spanish Version)	283
Appendix II: Registration Form (German Version)	284
Appendix III: Frequently Asked Questions (FAQs) (English Version)	287
Appendix IV: Worksheets	290
Worksheet <i>Let's start with a photo</i> (German Version)	290
Worksheet <i>Starting the project</i> (German Version)	292
Worksheet <i>Starting the day</i> (Chinese Version)	293
Worksheet <i>Food and drink</i> (Spanish Version)	295
Worksheet <i>Presentation of a company</i> (Chinese Version)	297
Worksheet <i>Homeland</i> (German Version)	299
Appendix V: Participant Questionnaires	301
Excerpt of Online-Questionnaire for all Project Participants	301
Excerpt of Online-Questionnaire for learners in non-formal Online Tandems (German-Chinese)	302
Excerpt of Online-Questionnaire for learners in non-formal Online Tandems (German-Spanish)	304
Appendix VI: Confirmation of Participation	306
Appendix VII: Transcripts	307
Transcript of a Spanish-German Online Tandem	307
Transcript of a Chinese-German Online Tandem	320