

WP3			
D 3.15		Guidelines for Language Tandems	
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1. Introduction

This Language Tandem Project is part of the activities undertaken within the ENHANCE alliance of the following seven universities: Technische Universität Berlin, Warsaw University of Technology, Universitat Politècnica de València, Politecnico Milano, RWTH Aachen University, NTNU Norwegian University of Science and Technology and Chalmers University. The general objective of the Language Tandem Project is to foster multilingualism and intercultural skills at ENHANCE universities.

Warsaw University of Technology is responsible for preparing and implementing this project, with the support from the other ENHANCE universities. The objective behind the following guidelines is to highlight the key aspects of the Language Tandem Project and the process of organising tandems at universities. It is the open source document for the benefit of any universities that wish its students, doctoral candidates, academic and administrative staff to become the part of the learning community.

It is important to emphasize that the following Language Tandem Guidelines are prepared at the initial stage of the project. As the Language Tandem Project progresses and the feedback is provided, these guidelines can be developed and further updated.

1.1. What are Language Tandems?

A Language Tandem is the method of language learning based on mutual language exchange between tandem partners. A language tandem usually consists of two participants with different mother tongues willing to learn or to improve their skills in the other person's mother tongue. In regular meetings, both languages are spoken and exercises are done in both languages. In Tandem Language Learning both partners can meet in person or online, placing emphasis on cultural integration as part of the language-learning process. It goes without saying that tandem partners also learn about one another's native countries, but the main goal is improving their language skills. There are distinct uses of the Tandem method which promote independent learning. The classic style is that where partners equally share the available time during the exchange. In this way, through language exchange partnerships, and extra social and cultural experiences, participants become fully immersed in the target language culture.

1.2. Language Tandems within the ENHANCE alliance

The Language Tandem project within the ENHANCE alliance is designed for students, doctoral candidates, academic and administrative staff that aims to enhance language learning via a language exchange method and enables participants to make new contacts within the ENHANCE community. The participants of the Language Tandem project are the speakers of six languages, German, Spanish, Italian, Swedish, Norwegian and Polish, who study or work at the following universities:

- Technische Universität Berlin
- Warsaw University of Technology
- Universitat Politècnica de València
- Politecnico Milano
- RWTH Aachen University
- NTNU Norwegian University of Science and Technology
- Chalmers University

We assume that other languages might be included in language tandems at a later stage of the project development. Language tandems in the ENHANCE alliance will be self-organised and take place in a virtual form.

1.3. Who are Language Tandems for?

Language tandems are open to all current BA/BSc, MA/MSc, PhD students and staff of the ENHANCE universities. Tandem learning is recommended for everyone who would like to improve their language competencies, but it is dedicated to absolute beginners as well.

1.4. What are the goals and benefits of Language Tandems?

There are the following main advantages of the language tandems:

- meeting people in an open, informal and friendly way in order to learn or improve language skills,

- being in touch with a speaker of the tandem language to learn, improve or practice it in authentic conversational situations,
- organising the language learning as it best suits tandem participants, focusing on their own language needs and cultural interests,
- learning about cultural and social aspects of the country or countries where the languages are spoken,
- providing tandem participants with mutual support in learning the language, forming friendships and expanding social and cultural horizons.

When it comes to the Language Tandems within the ENHANCE alliance it is essential to mention the following major benefits for the participants:

- building an international learning community,
- building international cooperation within the ENHANCE community that may result in new international educational, research and innovative projects,
- helping exchange students to get prepared for an exchange.

1.5. Language Tandems at ENHANCE universities

Chalmers University of Technology has been part of a course for a few years called Two to Tango (run by Karolinska Institute). In this course, teachers at participating universities around Europe have been paired up for the purposes of language and pedagogical learning.

Technische Universität Berlin has some online and offline language tandem experience at TU Berlins' language center ZEMS (Zentraleinrichtung Moderne Sprachen). Before 2020 language tandems for the language pairs German/Spanish, German/Chinese and German/Russian have been organised in presence regularly between our students. As TU Berlin has a huge proportion of international students it has always been possible to organize 1-3 meetings within a language course. Students have got specific tasks to solve during these meetings, like learning a specific number of new words, characters (in Chinese) or phrases (in German). The tasks tried to reach 2 aims: to be authentic, interesting and relevant to students and to ensure language learning processes, for example training the verb forms of the past by formulating tasks about events in the past etc.

Since March 2020 all our learning had to be online due to the Corona pandemic. Together with our partner universities in St Petersburg, Russia, UNCC, USA and in Mexico and Argentina we

established online language learning tandems. Also these tandems are taking place within existing language courses, there are 3-4 meetings per group and students have to meet in pairs and to assign specific tandem tasks. The German/English and German/Russian tandems have got great appreciation amongst students, the German/Spanish tandem has just started.

RWTH Aachen University. Together with CentraleSupélec in Gif-sur-Yvette near Paris, the RWTH Aachen University Language Center has offered a French course with an embedded language tandem since 2015. This online-tandem course consists of two elements:

On the one hand, classroom teaching takes place during the course term. The objective of this is to deepen the competences defined in the CEFR for level B2. The course also aims to gradually bring students to a level of language proficiency that will enable them to study or do an internship in a francophone country.

On the other hand, the students take part in an online-tandem with learning partners from CentraleSupélec, also during the course term, via video conference. This online-tandem component is intended to prepare the participants as authentically and specifically as possible for their student exchange in France and to get to know everyday life at a French university.

For the online-tandem, an appropriately equipped Moodle learning room was set up as a “virtual classroom” where students can find resources for their language tandem meetings.

The Language Center at the Universitat Politècnica de València (UPV-Spain) organizes language tandems with registered students, professors, researchers and exchange students. The initiative has always been quite popular and every year some 200+ students participate in the program.

The participants are encouraged to register on the Language Center web site at the beginning of the school term, and it is there that they indicate the languages they speak, the ones they want to practice and their availability. Then the staff at the Center matches partners based on the needs and availability. Spanish speakers make up the majority of the participants, and most of these request tandems to practice their English, though German and French are also popular.

Once the pairs are set up, they usually contact each other via email or whatsapp, and they organize themselves individually. For students at the UPV, students are offered the option of receiving credits for their participation in the program.

Every year on September 26th, the Language Center organizes a special event to kick off the Language Tandem program in conjunction with the celebration of the European Day of Languages.

2. Language Tandems – Organisation

2.1. Users' needs analysis

When building a new product or a service it is important to think about the target audience first. As Steve Jobs once said, "You've got to start with the customer experience and work back toward the technology, not the other way round."¹ Knowing our future participants' needs is crucial to designing a successful learning space. Once we meet their expectations, there is a higher probability of them using our website and participating in our initiatives. Therefore, before starting the process of creating the learning environment, it is important to take some time to get to know the target groups. That is why, it is necessary to consider their needs, think about how these needs can be met and prepare questions for the survey to be answered by the future participants.

Before we think about our questions, let's explain what a users' need analysis is. The objective of the survey is to define our audience and identify their needs and goals in the context of our future learning space functionalities. Having conducted the survey, we are better aware of what functions, information and learning system our audience wants. Users' need analysis is important because the website design will depend on the information we receive. Consequently, wrong assumptions might lead to a faulty design and lower users' satisfaction.

When it comes to the Language Tandems within the ENHANCE alliance, we divided our audience into three target groups:

1. students who don't attend a language course at their university,
2. students who learn Enhance languages (Spanish, German, Italian, Polish, Swedish and Norwegian) in the University Foreign Language Centres,
3. doctoral candidates, academic and administrative staff.

We tried to identify the most important needs of these three target groups on the basis of our teaching experience.

1. students who don't attend a language course at their university:
 - developing communication skills 1 on 1 with a native speaker
 - breaking the language barriers

¹ <https://libquotes.com/steve-jobs/quote/lbk3e4h>

- developing listening skills
- expanding vocabulary and grammar knowledge
- learning how to learn a language autonomously
- getting to know up-to-date ICT tools for language learning
- making new contacts within the ENHANCE community
- exchanging knowledge and experience connected with studying, living and culture in different countries
- getting prepared for an exchange
- being a member of an international learning community
- having an academic record including the participation in the Language Tandems project

2. students who learn Enhance languages in the University Foreign Language Centres:

- needs from point 1, in addition:
- learning foreign languages at the university with the integration of innovative ways of language practice such as Language Tandems
- getting evaluated for innovative student-centred projects

3. doctoral candidates, academic and administrative staff:

- needs from point 1, in addition:
- exchanging knowledge and experiences connected with working, living and culture in different countries
- building cooperation between university departments
- starting international cross-departmental projects
- developing professionally

Once the target audience and their needs are defined, it is crucial to prepare the list of questions for the survey to check if what we presume is true. It is done to broaden our knowledge about our users and to see if the users themselves might give us some insightful suggestions considering the Language Learning platform we are about to create.

Having done some brainstorming sessions we arrived at the following questions for our surveys for students and staff:

Students	
1.	Have you ever learned a foreign language in tandem? YES/NO, If yes - What tandem apps/websites did you use?
2.	Would you be interested in learning a foreign language with other students in tandem within the ENHANCE alliance? YES/NO
3.	What language would you like to learn? Choose from - Spanish, German, Italian, Swedish, Norwegian, Polish.
4.	How much time would you be willing to spend on learning in tandems? Tick: A. Once a week 1h, B. Twice a week 1h, C. More
5.	Would you use the Language Tandems to learn the basics of a new language before/during the Erasmus exchange? YES/NO.
6.	Would you prefer to be assigned a tandem partner or choose your tandem partner on your own?
7.	What support would you expect? Tick: A. Resources for tandem meetings (videos, vocabulary, listening, etc.); B. Meetings guidelines; C. Ready first lessons; D. Kick-off meetings; E. Teacher's support; F. Other
8.	What else would you use the Language Tandems website for? Tick: A. Explanation, B. Proofreading; C. Handling difficult tasks; D. Casual conversations; E. Other
9.	Would you like to take part in culture or language-oriented events co-organised with different institutions like Instituto de Cervantes? YES/NO.
10.	Would you use the Tandem website for making friends with students from ENHANCE universities? YES/NO.
11.	What websites/apps do you use for learning languages?
Optional questions for universities having a Foreign Language Centre:	
1.	Would you like the Language Tandems to be a part of your language course at the University? YES/NO
2.	Would it be an asset if you could get evaluated for doing language projects together with your Language Tandem partner? YES/NO

	Staff
1.	Have you ever learned a foreign language in tandem? YES/NO, If yes - What tandem apps/websites did you use?
2.	Would you be interested in learning a foreign language with other academics or academic administrators in tandem within the ENHANCE alliance? YES/NO
3.	What language would you like to learn? Choose from - Spanish, German, Italian, Swedish, Norwegian, Polish.
4.	How much time would you be willing to spend on learning in tandems? Tick: A. Once a week 1h, B. Twice a week 1h, C. More
5.	Would you use the Language Tandems to learn the basics of a new language before/during the staff exchange/week? YES/NO.
6.	Would you prefer to be assigned a tandem partner or choose your tandem partner on your own?
7.	What support would you expect? Tick: A. Resources for tandem meetings (videos, vocabulary, listening, etc.); B. Meetings guidelines; C. Ready first lessons; D. Kick-off meetings; E. Teacher's support; F. Other
8.	What else would you use the Language Tandems website for? Tick: A. Explanation, B. Proofreading; C. Handling difficult tasks; D. Casual conversations; E. Other
9.	Would you like to take part in culture or language-oriented events co-organised with different institutions like Instituto de Cervantes? YES/NO.
10.	Would you use the Tandem website for making new contacts within the ENHANCE alliance? YES/NO.
11.	Would you use the Tandem website for exchanging knowledge and experiences with colleagues working in your field within the ENHANCE alliance? YES/NO.

To sum up, it is important to highlight the fact that the listed above questions are only the suggestions. That is why, whenever building a Language Tandems platform, the survey and its content should be matched to the needs of the particular institutions and their target groups.

2.2. Language Tandems learning space

The Language Tandems learning space comprises of a website with all essential information and a tool for matching users into tandems. Below there is an example of a website structure for Language Tandems with the indication of webpages and key points that should be considered when designing a language tandems website.

The Language Tandems website structure will contain the following elements:

1. The Language Tandems home page:

Section 1	News - noteworthy information about the project
Section 2	Events - events that take place soon
Section 3	Short information about the project - to introduce and present the project
Section 4	Partner universities – names and logos
Section 5	A short user manual – to explain how to join the Language Tandem community
Section 6	Benefits for the project's participants
Section 7	Testimonials – users' opinions
Section 8	Language Tandems Partners – names and logos of institutions supporting the project

2. Language Tandems webpages:

1. Language Tandems	1.1. About the Language Tandems	<ul style="list-style-type: none"> • Language Tandems description • Partner universities • Languages • Benefits
	1.2. How to join the Language Tandem Community	<ul style="list-style-type: none"> • Users' manual
	1.3. How to organise	<ul style="list-style-type: none"> • First meeting manual

	the first Language Tandem meeting	<ul style="list-style-type: none"> • First meeting tips
	1.4. The Language Tandems Community Principles	<ul style="list-style-type: none"> • A list of Language Tandems rules

2. Language Tandems Library	2.1. Placement tests	<ul style="list-style-type: none"> • Online placement tests from Enhance languages (Spanish, Italian, German, Swedish, Norwegian, Polish)
	2.2. Language Tandem resource bank	<ul style="list-style-type: none"> • Organised by languages and levels (A0-C2), links to video, listening, reading, grammar and vocabulary materials
	2.3. Discussion topics	<ul style="list-style-type: none"> • Topics for a discussion organised by languages and levels
	2.4. Video - projects	<ul style="list-style-type: none"> • Video-projects organised by languages and levels

3. Language Tandems Partners	3.1. Barter Collaboration	<ul style="list-style-type: none"> • Invitation to a barter collaboration for Partners • Barter collaboration – what we expect and what we can offer
	3.2. Partners	<ul style="list-style-type: none"> • A list of Language Tandem Partners together with their logos and descriptions

4. ENHANCE	4.1. About the ENHANCE alliance	<ul style="list-style-type: none"> • Enhance description • Partner universities • Aims • Project's promo video
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5. Contact	5.1. Contact	<ul style="list-style-type: none"> • Contact information
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Having presented the structure of the Language Tandems website, let us focus on the Language Tandems matching tool and its key functionalities:

- creating and updating users' profiles
- building social network
- sending private messages
- creating and hosting video meetings
- reporting users who act against Language Tandem principles

Finally, the last thing worth considering is a user's profile and key information it should present. Below there are the points, which from our point of view, a profile should display:

- photo
- name/ surname
- field of study
- university
- country
- short description
- native language(s)
- English level
- language(s) to learn + level A0-C2 (beginners - experts, according to Common European Framework of Reference)
- learning goals
- interests

To sum up, it is worth emphasising that the listed above information is only the suggestion. That is why, whenever building a Language Tandems website its content and structure should be matched to the needs of the particular institution.

2.3.How to join a Language Tandems community and start a tandem?

One of the most important goals for the Language Tandem website is to attract new users and motivate them to create an account to start a Language Exchange. Therefore, it is crucial to display

the Register Call to Action well on the Language Tandem website and make it user-friendly and easy to navigate to increase our chances of expanding our group of users. Call to Action is a marketing term for any design to prompt an immediate response. While designing the Language Tandem website, especially a homepage Call to Action needs to be put strategically because having chosen the right locations will improve the conversion rate considerably. Below, there are some of the most popular places on a website that can be used for placing the Register Call to Action:

1. at the top of your page
2. in the sidebar
3. in a welcome pop-up message
4. at the end of blog posts
5. in e-mail marketing content.

Having chosen our Call to Action locations, designing its content is the next step which should be followed. Below there are some tips concerning building successful Calls to Action:

1. keep your Call to Action clear and concise for example: Register, Join, Start,
2. give the user a reason to take the action for example: Learn a language, Make new contacts, Join the community,
3. try to be creative: use a photo, use words that evoke emotion or enthusiasm,
4. use numbers to show the scale for example: 7 universities, 6 languages, 1500 users.

Once Register Call to Action is ready, adding short manuals should be considered. These manuals explain the steps that have to be taken to join the Language Tandem Community. From our point of view, they should be presented concisely on the main page and in more detail on a designated webpage.

1. The Language Tandem home page:

Section 1	News - noteworthy information about the project
Section 2	Events - events that take place soon
Section 3	Short and concise information about the project - to introduce and present the project
Section 4	Partner universities – names and logos
Section 5	A short user manual – to explain how to join the Language Tandem community

Section 6	Benefits for the project's participants
Section 7	Testimonials – users' opinions
Section 8	Language Tandems Partners – names and logos of institutions supporting the project

2. On a designated website:

1. Language Tandems	1.1. About the Language Tandems	<ul style="list-style-type: none"> • Language Tandems description • Enhance alliance description • Partner universities • Languages • Benefits
	1.2. How to join the Language Tandem Community	<ul style="list-style-type: none"> • Users' manual
	1.3. How to organise the first Language Tandem meeting	<ul style="list-style-type: none"> • First meeting manual • First meeting tips
	1.3. The Language Tandems Community Principles	<ul style="list-style-type: none"> • A list of Language Tandems rules

Finally, the last thing that needs to be considered when preparing a manual for the future users is listing the steps that need to be taken to join the community and start a tandem. Below there are some ideas for these steps.

How to join the Language Tandem community and start a tandem – steps:

1. click the button Register and create an account on the Language Tandem website.
2. fill in your profile with the following information about you:
 - name/ surname
 - field of study
 - university

- country
 - short description
 - native language(s)
 - English level
 - language(s) to learn + level A0-C2
 - learning goals
 - interests
3. check the levels of languages you want to learn using the online placement tests you may find in the Language Tandem library.
 4. find a Language Tandem partner using the search engine.
 5. say Hello and offer an exchange.
 6. save the date for your first meeting. You can organise it in MS Teams, Zoom, Skype or other communication tools.

The above listed steps were published on our Language Tandem website, however, it needs to be remembered that the instruction should match the process of registration.

2.4.How to get prepared for the first meeting?

For many Language Tandem users, the first meeting may seem to be quite stressful. Therefore, we decided to prepare a manual with the list of steps a user should take to get ready for the first meeting. In addition, it might be useful to write down some tips to help the users organise the learning process. We placed the manual and the tips on a special webpage with all necessary information a user should know before taking part in the first meeting.

1. Language Tandems	1.1. About the Language Tandems	<ul style="list-style-type: none"> • Language Tandems description • Enhance alliance description • Partner universities • Languages • Benefits
	1.2. How to join the Language Tandem Community	<ul style="list-style-type: none"> • Users' manual

	1.3. How to organise the first Language Tandem meeting	<ul style="list-style-type: none"> • First meeting manual • First meeting tips
	1.3. The Language Tandems Community Principles	<ul style="list-style-type: none"> • A list of Language Tandems rules

Below there is the list of steps we prepared for our Language Tandem users:

- reading tandem partner's profile carefully,
- checking tandem partner's target language level on their profile and English level if necessary,
- checking tandem partner's interests and learning goals on their profile,
- choosing some icebreaking activities/exercises. The icebreaking activities are divided into levels A0-C2 and may be found in the Language Tandem library.
- choosing one topic to start a discussion with a tandem partner. The discussion topics are divided into levels A0-C2 and may be found in Discussion topics in the Language Tandem library.
- choosing some materials for the meeting. The materials are divided into languages and levels and may be found in the Resource Bank in the Language Tandem library. The materials are organised into video, listening, grammar and vocabulary.
- giving tandem partner homework by choosing 1 or 2 exercises as a short revision of what has been discussed during the meeting,
- at the end of the meeting deciding what topic to cover during the following tandem meeting,
- scheduling future meetings with the tandem partner. It is advisable to meet at least once a week for 45 minutes at the same time. It is worth remembering that regular meetings will keep tandem participants motivated and can ensure better progress.

2.5 What should Language Tandem meetings look like?

As mentioned before, tandem meetings should be organised at least once a week and last for around 45 minutes. These meetings should take place in the quiet surroundings without any disruption and start on time.

To facilitate the tandem meeting and support tandem participants, a **meeting template** will be

provided in the Tandem Library. This template highlights what and how the activities should be introduced, what material to use, how to encourage the tandem participants to contribute their ideas and how to introduce the necessary language elements. The meeting template also offers some ideas for revision and recycling the covered material.

It is of key importance to ensure that tandem meeting time is divided in the way that both users benefit from the exchange equally.

Before starting their work, tandem participants should also agree on the way of correcting mistakes and providing feedback to each other.

Below there are some ideas for correcting mistakes and providing feedback on the basis of <https://www.seagull-tandem.eu/tips/>

At the beginners' level there should be as little correction as possible in order not to discourage the tandem partner from attempting to use the language.

Comprehensive feedback

At the end of the conversation, the feedback should be provided. Firstly, the positive aspects need to be emphasized as some motivation always helps. Then some common mistakes should be corrected and more examples of corrected structures can be given.

During the tandem conversation it is a good idea to make notes on the comments and suggestions to be given to the tandem partner at the end of the meeting.

Selective correction

If one tandem partner wants to practise specific expressions or sentence patterns, selective feedback can be provided. Since it is difficult for inexperienced tandem users to understand the content of what is being said, to concentrate on the mistakes, and to simultaneously write them down, the following points should be remembered.

1. A short length of time during which the partner will be corrected needs to be arranged. Depending on tandem partners' level, this can be somewhere in between five minutes for beginners and about 20 minutes for advanced learners.
2. The tandem partner is allowed to speak without interruptions while the other tandem participant notes down the mistakes made. Then these mistakes are discussed and corrected at the end.
3. In case a tandem partner makes many mistakes, the correction should be limited to certain recurring error patterns (for example, word order).

4. It is worth highlighting that a very detailed analysis of made mistakes is not necessary as tandem partners are mostly conversation partners, not language teachers. To acquire grammatical knowledge, every learner should attend a language course parallel to doing tandem, or systematically learn the language from a textbook or learning software.

2.6 Language Tandems checklist for successful learning

The checklist was prepared on the basis of <https://sprachenzentrum.unibas.ch/en/tandem/> and <https://www.seagull-tandem.eu/tips/>

DAY AND TIME	Agree on a day , time and a duration of a meeting .
LOCATION	Make sure that the location ensures to run a meeting without interruptions.
GOALS	Formulate the goals of tandem meetings.
TOPICS	Discuss the selection of the topics to be covered.
LEARNING METHODS	Discuss the learning methods as it will affect the choice of the prompts and input material provided.
MEASURING PROGRESS	Discuss the ways of measuring your progress in order to meet the goals of your tandem meetings. Check what the requirements are at your universities if you wish your tandem to be the part of the university language classes.
CORRECTIONS AND PROVIDING FEEDBACK	Agree on the way of correcting mistakes and providing feedback as it is crucial to ensure that progress is made.

Before starting learning in a tandem the participants will be invited to **a kick-off meeting** where the key ideas about the autonomous learning will be discussed. The guidance on learning in tandems and the overview of materials, other resources and project support will be also presented.

2.7. How to measure users' progress?

At the outset of Language Tandem project, the language tandems are free and do not involve any teachers' supervision. However, as the project develops, introducing some supervised tandems can

be considered. As the language tandems are free, users' progress can be measured only on the voluntary basis without imposing strict rules and regulations. At the same time, it is crucial to introduce some system of the incentives offered for students participating in languages tandems. For example, tandem participants /students can prepare the presentation for their language classes. This presentation should include the general introduction of the tandem and tandem partners, some background information about their universities and a short film reflecting the work done and things learnt during tandem meetings. The tandem partners can obtain the mark from this presentation that will count towards their university language classes semester mark.

All language tandem participants can be issued the certificate on the basis of the prepared and delivered presentation/a film and other clearly defined requirements.

2.8. What are the Language Tandems Community Principles?

When building an online community, it is crucial to introduce some rules that every user has to accept when they create an account and follow to ensure safety. If somebody breaks the rules, they might get reported and expelled from the learning community. We called our code of conduct the Language Tandems Community Principles and below you may find the list of rules we introduced within our community.

1. The Language Tandems learning platform is not a dating website. We are here to learn, share and make new contacts. If you want to use the website only for dating purpose, please look elsewhere.
2. We respect other cultures, believes and ways of living. There is no place in our community for bias and discrimination.
3. We treat one another with kindness and openness, believing that we can develop and grow together via the language exchange.
4. We are grateful for what we get and generous when we give. We remember that the process is based on mutual exchange.
5. Using the platform to promote or advertise other services or products is not allowed.

We want to protect our community, so we will kindly ask to report users who act against the rules.

3. Language Tandems – Library

3.1. What can be found in the Language Tandem Library?

Keeping in mind that the Language Tandem users are not professional teachers, we created the Language Tandem Library with various resources to ensure that the language exchanges will be as effective as possible. To provide our users with guidance and support, we organised the Language Tandem Library in the following way:

1. Placement tests

Before looking for a language partner, every user should take an online placement test from the language they want to learn to check their language competencies. Knowing the language level is beneficial for users, because on one hand they get to know their starting point and can set their learning goals and on the other hand it makes it easier to choose suitable materials for the Language Tandem meetings. Users should be able to do the placement tests online and get their results instantly.

2. Resource bank

In the Resource bank participants may find links to materials for their tandem meetings divided into languages, levels and categories such as icebreaking activities, video, listening, reading, grammar and vocabulary.

3. Discussion topics

In the Discussion topics, participants may find various topics for a conversation divided into languages and levels. Whenever they start a meeting, they can choose some of them for a speaking warm-up or small talk.

4. Video - projects

Language Tandem users who learn languages in the Foreign Language Centre at their university may pass the final speaking exam by doing a video - project in tandem. In the Language Tandem library, users may find the list of topics for video projects divided into languages and levels and the prerequisites for passing the assignment. Delivering a video project is also one of the requirements of getting a Language Tandem certificate.

4. Language Tandems – Support

4.1. How to introduce new users to a Language Tandem Community?

It is essential to ensure the growth of the Language Tandem Community within all partner universities. The constantly updated and upgraded language tandem webpage and social media services are the key to get people familiarised with the project. At the same time, the well - targeted promotion campaigns need to be prepared and implemented at the ENHANCE universities. Various events co-organised with project partners such as Language Institutes or Language Associations can also attract new users to the Language Tandem Project. Language tandem participants' testimonials are also the powerful means of encouraging more people to join the project. That is why, they should be involved in many initiatives aiming at spreading the idea of the Language Tandem Project .

4.2. The role of Language Tandem Coordinators and Ambassadors

When doing the Language Tandem project together with partner universities, it is essential to choose a Language Tandem Coordinator at every university to improve communication and implement the project efficiently. The Language Tandem Coordinator should be ideally a person who works in a Foreign Language Centre or a Language department because in such a case, they can keep both the students and the teachers involved in the project. Below there are the main Language Tandem Coordinator's responsibilities:

- attending Language Tandem meetings
- sharing ideas considering the Language Tandem project
- helping Language Tandem users at their university if there are any questions concerning participation in the project
- providing current information about the project to the language teachers
- assisting with project's promotion and events organisation

Another thing worth considering is choosing a Language Tandem Ambassador who could help with the project's promotion within the university community. The Language Tandem Ambassador should be ideally a student or a staff member who would willingly take part in the Language Tandem pilot and share their experiences with the project's team and the university community.

Nothing is more convincing to register on the Language Tandem platform than seeing a university student or a colleague taking part in the project and reading their opinions.

Summing up, choosing a group of Language Tandem Coordinators and Language Tandem Ambassadors to help with the project's implementation and promotions is a right step that will impact the project's success.

5. Summary

The Language Tandem Project seems to be a very worthwhile project to develop and implement at the ENHANCE universities. It is to benefit university communities and facilitate the broadly understood multilateral cooperation. There is a strong belief that thanks to being involved in this projects, its participants can build a community established on cross-cultural values. At the same time, they can make friends, enjoy learning about other countries, cultures and expand their educational horizons.

We sincerely hope that the cooperation in the Language Tandem Project will enable its participants to get to know each other better and encourage them to co-create the next activities and initiatives within the ENHANCE alliance. At the same time, thanks to their involvement in this Project Language Centres of the ENHANCE universities will enrich the scope of their didactic methods and tools used and will be able to incorporate the Project results / films, presentations / into their activities. It is also worth underlining the fact that the model of the institutional cooperation between the Language Centres of the ENHANCE universities and the external partners such as the institutions promoting language and culture will be developed in this Project. This cooperation model will facilitate the process of sharing the best practices in the areas of organising various events aiming at promoting language and culture.