

Philipps



Universität
Marburg

Sprachenzentrum || Sprachtandem

LOG BOOK



Language Learning in Tandem

Last name, first name:

Native language:

Target language:

Tandem partner:

Beginning of Tandem:

End of Tandem:

CONTENT

1. Tandem Rules
2. Conditions for Earning ECTS Credits with Language Learning in Tandem
3. Guide for Self-Evaluation of Language Competences
4. My Goals for Tandem
5. Agreements with my Partner
6. List of the Tandem Activities
7. Minutes of the Meeting (Master copy)
8. Notes from Advisory Meeting (Master copy)
9. My Contribution to the Collection of Tandem Tasks
10. Final Evaluation

1. Tandem Rules

Principle Rules for Learning in Tandem

- The tandem partners meet regularly (1-2x a week)
- The same amount of time is spent on each language
- Both languages will be practiced separately

In General:

- Each partner is responsible for their own learning. This means, the partner whose foreign language is being practiced in a meeting decides what gets practiced and what they will do. These can be very different things in each particular language. For example, a German student wants to prepare for time abroad by practicing how to ask for directions, how to go shopping, etc. and the French exchange students needs support with writing a paper.
- Neither you, nor your partner are language teachers. You cannot teach each other the way that could be expected from a foreign language teacher. You are both masters of your native language and can correct mistakes and give examples of another way to say the same thing. Plus you both know a lot about your home country. This way both partners can learn a lot from each other.

2. Conditions for Earning ECTS Credits with Language Learning in Tandem

The Sprachenzentrum (Language Center) can offer up to 2 ECTS credits for regular tandem learning over the course of a semester. (Please find out from your academic department if the credits can be recognized.) The requirements of the Sprachenzentrum are as follows:

- The attendance of a 90 minute workshop (usually in the 2nd or 3rd week of the semester) or an introductory advisory meeting for effective tandem learning (including your notes (minutes) of that meeting)
- Altogether 14 hours of individual tandem work that are documented and reflected in the log book (Not the whole Tandem meeting shall be described and reflected, but only the part you were practicing the foreign language!)
- A tandem advisory meeting after 3 tandem meetings to discuss what has been written up to that point in the log book (including your notes (minutes) of that meeting)
- A documentation of a successful tandem activity as a contribution to the collection of tasks on the Tandem Website (please use the template from our website (<https://www.uni-marburg.de/en/language-center/language-tandem/ects>) and send it as a word-document to this e-mail address: tandem@staff.uni-marburg.de) OR alternatively a translation of one of our Tandem Activities of our website into your native language; please check out what hasn't been translated so far on our website (<https://www.uni-marburg.de/en/language-center/language-tandem/tips-materials>)
- A final meeting with a senior member of the Sprachenzentrum (you need to complete your Log Book and bring the final version to this meeting)

3. Guide for Self-Evaluation of Language Competences

Comprehension		Speaking		Writing		
Listening	Reading	Spoken Interaction	Spoken Production			
A1	I can recognise familiar words and very basic sentences concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	A1
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	A2
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	B1

B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	B2
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	C1
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.	C2

From the „Common European Framework of Reference for Languages“, 2001 Europarat, Straßburg

This table can be found in other languages at <https://www.coe.int/en/web/portfolio/self-assessment-grid>



How do you (using the scale of A1-C2 above) assess your current knowledge in these 5 areas at the beginning of your Tandem?

Listening:	Reading:	Participating in conversations:	Speaking (monological):	Writing:
------------	----------	---------------------------------	-------------------------	----------

4. My Goals for Tandem

Having assessed your current level with the aid of the table provided, write down your goals for your tandem in the **following table and** work as **concretely** as possible. You can already write down your ideas about how you want to go about to achieve them.

A few examples:

- *I want to be able to speak fluently about myself and my daily life. For that, I need vocabulary about family, friends, habitation, traffic, sports and music.*
- *I want to expand my vocabulary and not reuse the same phrases all the time. I could make a list that expands as I learn (e.g. OPINIONS → I find, I think, I am of the opinion that, it seems to me, as far as I am concerned... etc.)*
- *For my study abroad, I need information about the practices of the universities there, the pertinent vocabulary etc. (e.g. How do I get information? Can I just go to the teacher? Are there office hours and if so, what are they called? How am I supposed to write an email to my professor?)*
- *I would like to practice my listening comprehension, because that is still where I have the most problems. Maybe my partner and I could do some parrotting exercises, where he or she tells me something, repeats the story step by step, and then I repeat the parts in my own words or ask questions in between.*

And now You!



4. My Goals for Tandem

Skills	Object	Ideas for implementation	possible difficulties	What can I do to avoid them?
--------	--------	--------------------------	-----------------------	------------------------------

Active vocabulary

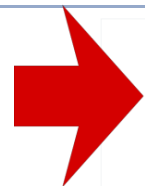
Grammar

Listening

Speaking

Reading

Writing



In order to work more effectively, you should set priorities concerning your learning goals.

5. Agreements with my partner

- a. Write down what you and your partner agreed upon with regards to these questions:
- How often and for how long do you want to meet?
 - Have you established a particular order for practicing the languages?
 - How do you prepare before and after a meeting? Do you have particular times in your schedule for it?



Period:	from	till
Sequence of languages:	first	second



Our advice: Reserve a fixed date for your tandem-meetings in your planner!

b. What do you want to focus on? Do you have things which are especially important to you during a tandem-partnership?

6. List of the Tandem Activities

Tandem Meetings

Nr.	Date / Time	Signature	Partner's Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

Advisory Meetings

Nr.	Date	Signature	Advisor Signature
1			
2			
3			

Remarks: Other activities (e.g. workshops) / Number of additional advisory meetings



Make sure to come to an advisory meeting after 3-4 tandem-meetings!

7. Minutes of the meeting (Master copy)¹

Tandem meeting Nr. _____

Date / Time: _____

Goals / Plans for this meeting:²

Activities / Skills:

Brief summary: What did I practice / learn?

How will I remember what I've learned today?

What did I like/ helped me learn the most? What could I do differently / better at the next meeting?

What do I want to do next time? Which activity? What material do I need? (Pictures, text etc.)



¹ Make a copy of this for every tandem meeting and fill it out directly afterwards. Add this sheet to your materials and notes for the respective meeting and bring everything along to the advisory meeting.

² Not the whole Tandem meeting shall be described and reflected, but only the part you were practicing the foreign language!

Minutes of the meeting: Example

Tandem meeting Nr. 5

Date / Time: 5th of April 2023 / 1p.m. - 2p.m.

Goals / Plans for this meeting:

- *I wanted to finish my CV in German and ask my tandem partner for help.*
- *Also, I was confused with several verbs (be-suchen, ver-suchen, be-achten, achten etc.) and I wanted to clarify them.*

Activities / Skills:

- *My tandem partner read through my CV and helped me to translate vocabulary I didn't know how to translate.*
- *We discussed the differences of German and English CVs in German.*
- *Then, my tandem partner helped me to understand the fine nuances of the German verbs I had noted down.*
- *Our next goal is to talk about German idioms.*

Brief summary: What did I practice / learn?

- *I learned more expressions / word nuances*
- *I got to know the differences of how Germans and Americans write a CV*

What did I like the most? What could I do differently / better at the next meeting?

- *I loved to see how much effort my tandem partner put into explaining the fine nuances of German words to me - I think, I understand them better now.*
- *In the next meeting we want to focus more on oral activities and I want to use less English words when we try to speak German*

How will I remember what I've learned today?

- *I want to repeat the new vocabulary at home and rewrite my CV*

What do I want to do next time? Which activity? What material do I need? (Pictures, text etc.)

- *For the next meetings I want to write down words or phrases that puzzle me so that we can clarify them together (starting with a list of idioms).*
- *I need a list of Idioms*

8. Notes from advisory meeting³

Advisory meeting Nr. _____

Date: _____

These topics / concerns / problems were discussed

I'd like to consider the following things in my next tandem meeting(s):

I will do the following specific things soon:

³ Make a copy of this for every advisement meeting and fill it out shortly thereafter.

9. My contribution to the collection of tandem-activities

Please think of an activity that you did with your tandem partner and that you can recommend to others. Your activity shall be a contribution to our collection of tandem activities on our website.

Describing your own tandem activity, please follow the example shown here and then use the template on the next page, which can also be found as a word-document on our website (<https://www.uni-marburg.de/en/language-center/language-tandem/ects>). Finally, please send your contribution to the collection of tandem activities as a word-document to this e-mail address: tandem@staff.uni-marburg.de

Sample

Title of your tandem activity:	Please think of a title for your tandem activity
Objective:	e.g. <i>to practice speaking on the phone in the foreign language</i>
Language level:	Please select a language level: Beginner (A1/A2) Intermediate (B1/B2) Advanced (C1/C2)
Word fields:	Please indicate which word fields will be practiced / used, e.g. <i>education and school</i>
Grammar:	What grammar is practiced? For example: <i>tenses (past, future, etc.), different verb modes (imperative, indicative, subjunctive), different types of sentences (questions, declarations, complex sentences with conjunctions etc.)</i>
Materials needed:	What materials are needed? For example paper and pencils, index cards, etc.
How:	How do you do the activity? For example: <i>First, you think of ...</i> <i>Then ... One person starts and asks ...</i>
Vocabulary:	Vocabulary can be given / particularly special words or expressions needed for the activity
Tips & variations:	How can you alter the activity to make it more or less demanding or more varied?

My contribution to the collection of tandem-activities

Title of your tandem activity:	
Objective:	
Language level:	
Word fields:	
Grammar:	
Materials needed:	
How:	
Vocabulary:	
Tips & variations:	

10. Final Evaluation

Take some time before the final advisory meeting and respond to the following questions in order to help your tandem advisor and future tandem partners.

1. Look back at your original goals at the front of your log book. What do you think you can do better now? If at all, how have your goals changed during the tandem work?
2. What did you especially like about your tandem work? What compliments could you give your partner? What compliments could you give yourself for your work?
3. How helpful were the advisory meetings?
If you took part in a workshop, what feedback can you offer?
4. What advice would you give to others who wish to learn using tandem work?
5. What advice would you give us, the Tandem Team, for future reference?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Please end your Tandem on the TAPAS-Platform, if you don't continue your partnership. This way you will facilitate our work. Thank you!