

TANDEM TUTORIALS – SCRIPTS

O2 – GENERAL PREPARATION



<http://go.upb.de/tt2en>

- 1 Welcome to our video on the general preparation of your tandem learning.
- 2 In this video, we will talk about the general preparation of your tandem language learning, including
 - the **Self-evaluation** of your language level,
 - thinking about your **motivation**
 - and about your **overall goals** for tandem language learning.

Before starting to watch this video, take a pen and a piece of paper (or this script) to pause the video occasionally and do the tasks we will propose.

- 3 This is Tina, our sample eTandem learner. Tina will spend a semester abroad soon and will show you how she prepares for her eTandem learning.
- 4 Tina knows quite a bit of the foreign language, but she would like to identify her level on the basis of the Common European Framework of Reference, the CEFR, which make language levels easier to compare, and which is widely used within language education systems, for certifications and by employers.

The CEFR is most known for its level descriptions ranging from beginners (A₁) to proficient users (C₂).

- 5 Tina first goes to a website where “Can-do statements” are presented to her in form of a game for all five competence areas (Listening, Reading, Spoken Interaction, Spoken Production, and Writing) and marks whether she’s able to perform the described tasks. She’s carrying out a guided **self-evaluation**.

After that, she gets the result in an informative graphic. Besides, the link to this game will be shown at the end of this video.

- 6 In order to have can-do statements that are more detailed, and to focus on single competence areas, Tina can later carry out the self-evaluation with checklists on the website of our Centre for Language Studies¹.

What are the results of your self-evaluation? Note them down here:

¹ see references at the end

7 We now come to the second point, the **motivation**.

Tina's motivation for improving the foreign language in an eTandem is her upcoming stay for a semester in a country where she doesn't know anyone yet.

Apart from getting to know her eTandem partner who is one local representative, she wants to gain insight to the local accent and get to know about the student life and the study system.

8 Tina's self-evaluation together with her motivation & needs are at the same time the starting point to define **learning goals**. These goals should be

- *realistic* in relation to her current level and time of study with the partner,
- *motivating* (so that she really wants to work on them),
- and as *concrete* as possible, for being able to check her progress herself.

9 If Tina cannot find suitable goals in the checklists on the website, she adds her own "Can-do statements". You will see an example in our video called "Concrete example".

10 Now it's up to you to think about **your motivation and needs**.

What makes you want to learn the target language in a tandem?

Did you simply want a chance to speak, expand your vocabulary, learn more about the other culture, get more confidence?

What do you *need* the language for?

For a stay in a foreign country, leisure time, your next vacation?

Are there specific *situations* in which you want or have to use the target language? Concerning study situations that could be for example giving a presentation, reading or writing texts etc., and as for situations in daily life that could be being in town, with friends, or using the target language in emails.

- 11 Which *competence area* do you need to improve in order to be able to handle these situations: understanding spoken language, reading, writing or speaking?
Do you need more formal language (e.g. in professional contexts) or informal or even colloquial language (e.g. in private contexts)?
In addition to the general competence areas, there are quality aspects including “pronunciation” or “fluency” in oral skills and “correct spelling” in writing skills.



- 12 Finally, what do you want to have *achieved at the end* of the tandem? Are there any tasks or products you would like to or have to work on or do you prefer to simply communicate freely in the target language?



Pause the video now to take some notes on your personal motivation and needs for your language learning.

- 13 We are sure you have noted down lots of good reasons for learning your target language and culture. Now that you’ve done that, you’re welcome to play the **self-evaluation game** by opening the link in the references.
To choose or create **personal learning goals** for this tandem project and – if you like – to **focus on single competence areas** in your self-evaluation and goals, please use the checklists and grids on our website.
We hope you enjoy the game and the self-evaluation – good luck!

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References:

Brammerts, H. & Kleppin, K. (Eds.) (2005): Selbstgesteuertes Sprachenlernen im Tandem. Tübingen: Stauffenburg.

Checklists & grids: <http://go.upb.de/SLBdownloadsEN> (or <http://go.upb.de/SLBdownloads> in German)

ECML (European Centre of Modern Languages): Self-evaluation game <https://edl.ecml.at/Fun/Self-evaluateyourlanguageskills!/tabid/2194/language/en-GB/Default.aspx>

Lewis, T. & Walker, L. (Eds.) (2003): Autonomous language learning in tandem. Sheffield: Academy Electronic Publication