# Tandem tutorials – scripts

## 03 – Concrete example

1. Welcome back to our video of a concrete oral eTandem session including some strategies and activities.

2. Tina will show you the 3 steps every meeting with her partner consists of:
   - First: **Organising** and preparing the session
   - Second: the **session itself** and
   - Third: an **evaluation** and a "**follow up**".

3. Do you remember the tandem principle of autonomy? Instead of going to a language class and waiting for the teacher to guide her learning, it is now Tina who is responsible for preparing the content of the sessions according to her language level and learning goals.

4. The first step consists of "**Organising & preparing**". Before the session, Tina takes this step mainly on her own. But it is also important to talk about the general organisation with her partner; for example, **when, how often** and **how long** they can meet. They arrange a **time schedule** and meet online twice a week for one hour.

5. Tina and her partner already got to know each other a little bit, so they can jump right into the action having a "real" learning session.
   Tina has previously defined her overall goals; now it's time for a smaller, **session-based objective**. As Tina needs a place to stay and has little money, she would like to find a cheap student accommodation in the country abroad. To be able to contact responsible owners, her first session-based objective could focus on the competence area of 'writing' on level B1: "I can write standard emails giving or requesting detailed information".

6. Tina could **prepare** the first session, for example, by looking for relevant accommodation websites in reports of former outgoings of her university or by asking her partner if he has tips for websites. Then she would visit these websites and note down some words or expressions that she would like to understand better and use them in her email to ask for details.
   So far, she has mainly focused on reading skills, which is often a preparation for writing skills. She then writes a **draft version of an email** which she sends to her partner. Having prepared the session that way, she'll be able to take full advantage of the short session with her personal native speaker.

7. The next step is the **session itself**. In accordance with the principle of reciprocity, Tina and her partner **split the time** of the session so that each of them has about half an hour for their own goals. As they get along very well and sometimes forget to switch

languages after half of their session, they may want to set a timer to make sure they don't get lost in chatting for too long. Every time they meet, they **swap the order of who starts** with their target language.

8. For each session, Tina tells her **partner** about her session-based objective so that he will be able to give her appropriate **support**. For example, today she wants to focus on the competence area of "writing" in the field of student living. So for her, it won't be very helpful if her partner asks her to talk about her hobbies and corrects her pronunciation.

9. Tina sticks to her session-based objective and asks her partner for help in formulating a standard email and improving her draft.
   *By the way*: If Tina has **difficulties finding an appropriate word** or expression during the discussion, she may **describe it** using other words, give an **example**, use a **similar word**, a word with the **opposite meaning** or use **gestures** provided a webcam is used in this activity and her partner can also see her.
   If they use a common digital whiteboard on top of that, she could even make drawings to explain things in more detail to him. *[A practical tool is https://awwapp.com/]*

10. Knowing Tina's session-based objectives, it is easier for her partner to understand what she means and to give her **useful corrective feedback** as well. As corrections are a natural part of the learning process and nothing to be afraid of, you'll learn more about them in an extra video.

11. Let's come back to the session and to an **alternative** focusing on a different learning goal.
    If Tina choses to practice **oral communication** (for example, making a phone call to get information about student accommodation), they could do a little **role-play**. Tina asks her partner to put himself in the position of a person who wants to rent their apartment to a student and to try to imitate this persons' rather professional and formal language style.

12. As their role-play is a simulation in a learning context, and so to say a **preparation for the "case of emergency"**, Tina makes sure that she fully understands her partner. During the role-play, it would be natural for her to ask for repetition, similar expressions, examples, or also for a translation into her native language.
    Again, the principle of reciprocity applies for translations as Tina's partner wants to improve his skills in her native language as well.

13. She may pay attention not only to *what* her partner says (that is to the *content* or *meaning*), but also to *how* he's expressing himself (that is to the *form*). The **partner's modelling** is a real gold mine for authentic language.

14. In any conversation, where words are gone as soon as they're said, Tina would make sure she can somehow **save the relevant input** from her partner. She could either note down words or expressions in context or – even better – make an **audio or video recording** of the session; of course, only if her partner agrees. The recording is very

**helpful for the follow up**, especially in order to learn the correct pronunciation and intonation. For Tina, who wants to get an insight into the local accent, it is perfect!

15. While taking notes, Tina has the good idea of including information on **how to *use* the new words** or expressions. For example, she will be able to decide whether a verb should be followed by a preposition or whether the language register should be neutral, formal, or colloquial.

16. At the very **end** of their session, Tina and her partner take some **time to reflect** on the session together. Their reflection may focus on the content, form, culture or the interaction process itself (including used strategies and activities as well as their effectiveness), mutual feedback or technical aspects.
    If they had not agreed on their **next appointment** yet, they would do so now.

17. **Evaluation and follow up**. After the session, it's time for "homework". Tina records *any progress* in a learning diary. She goes over her notes or the recording, notes down new words or expressions on vocabulary cards and selects some of them for active use in the next meeting.
    It is likely that she will then think of **questions** she'd like to ask her partner during the next meeting.
    When in doubt about **grammar**, she will consult books or websites or seek advice of language instructors at her university.

18. Now it's time for Tina to check **how well** she has reached her **session-based objective**. She will now send her updated email to the owner of the apartment she's interested in. But most importantly, she will **save the draft version in her portfolio** to document her progress. Hopefully, she'll receive a positive answer, which she can also add to her portfolio.
    If Tina feels she has come closer to her learning goal, she will update her self-evaluation in the checklist.

19. Finally, it's time for her to define new objectives for the next session and develop strategies to address them so that the next meeting in this virtuous cycle can begin!

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