



Logbook

Language learning in tandem

Academic year 2012-2013

Semester 1 Semester 2

Family Name:

First name:

Registration number: ULB VUB ISTI

Year of study: BA1 BA2 BA3 MA1 MA2 DOC INCOM

E-mail address:

Mother tongue:

Target language:

First and Family name of tandem partner:

Content of my logbook

- History of my language learning
- Calendar of my tandem activities
- Calendar of my meetings with my tandem adviser
- Final self-assessment
- Final assessment : 10 questions to take stock of the situation
- Appended : Road map of each of my tandem activities



History of my language learning

1. 1. The languages I have learnt until now

For each language you have learnt indicate the circumstances in which you learnt it (school, family, travelling etc.) and, depending on the particular situation, how long the language learning process lasted or for how long you have been learning the language.

Language	Circumstances in which the language was learnt	From when ?	when	till

2. 2. The opportunities I have of practising the languages I have learnt

For each language you have learnt indicate whether you have had the opportunity to practise the language with a native speaker and, if applicable, in which circumstances (correspondent, travelling, family, tandem etc.).

Language	Regular practice	Circumstances
	<input type="checkbox"/> yes <input type="checkbox"/> no	
	<input type="checkbox"/> yes <input type="checkbox"/> no	
	<input type="checkbox"/> yes <input type="checkbox"/> no	
	<input type="checkbox"/> yes <input type="checkbox"/> no	
	<input type="checkbox"/> yes <input type="checkbox"/> no	
	<input type="checkbox"/> yes <input type="checkbox"/> no	



3. 3. The status of languages in my university degree course programme

If language learning is part of your university degree course program indicate how each language fits in.

Language	Status in my university degree course program
	<input type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> option <input type="checkbox"/> separate
	<input type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> option <input type="checkbox"/> separate
	<input type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> option <input type="checkbox"/> separate
	<input type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> option <input type="checkbox"/> separate
	<input type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> option <input type="checkbox"/> separate
	<input type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> option <input type="checkbox"/> separate



Calendar of my tandem activities

Date	Subject dealt with	Time spent
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		



Calendar of my meetings with my tandem adviser

Alone		With my tandem partner	
Date	Signature of my adviser	Date	Signature of my adviser
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	
11.		11.	
12.		12.	



Self-assessment

1. Before I begin tandem learning

Based on the appended common European framework grid for self-assessing language knowledge I believe my initial level in the target language and for the different skills to be as follows:

Skill	Initial level					
Listening	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2
Reading	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2
Spoken interaction	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2
Spoken production	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2
Writing	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2

2. When I reach the end of my tandem learning

Based on the appended common European framework grid for self-assessing language knowledge I believe my final level in the target language and for the different skills to be as follows:

Skill	Final level					
Listening	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2
Reading	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2
Spoken interaction	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2
Spoken production	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2
Writing	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2



Final assessment: 10 questions to take stock of the situation

NB : the final assessment includes a meeting with the tandem adviser, which the following questionnaire is meant to prepare.

1) What have you gained through the tandem experience?

- A better knowledge of the country whose language(s) I am learning and more particularly a better knowledge of Brussels.
 - Making new friends, which has made my stay more pleasant and has helped me feel more at home at the university.
 - An opportunity to reflect on and better understand my own language and culture.
 - Other :
-

2) How did you choose and organize the activities ?

- Mainly by relying on the list of suggestions provided by the tutor.
 - The choice was made spontaneously because I got on very well with my tandem partner.
 - The activities took place in our spare time during the day, in the evening or at weekends in different places depending on the chosen activities.
 - The activities were evenly spread / unevenly spread over the year.
 - Other :
-

3) What kind of difficulties did you encounter during the activities ?

- Lack of time because of university assignments or other activities.
 - Not being on the same wavelength as my tandem partner.
 - Absence of motivation because of failure to understand the final goal.
 - Other:
-



4) Which language difficulties did you experience ?

- My language skills were better/worse than those of my partner.
- My partner's explanations were not very clear.
- Other:
-

How were problems solved ?

- With the help of a grammar book and / or other means of language support.
- With the assistance of my teacher / tutor.
- Other:
-

5) Do you have the impression that you have made some progress in the target language ?

- Yes, because.....
- No, because
- A little, because

6) Do you feel more comfortable when you have a conversation in the target language ?

- Yes.
- No.
- A little.

7) Which changes do you suggest to make tandem learning more efficient ?

- More contact with the tutor.
- More / fewer reports to hand in.
- Clearer instructions.
- Other:
-



8) Do you think the time that is devoted to tandem learning is enough to reach the final goal ?

- Yes, there was time enough to carry out all the activities that had been planned and I have reached the set goal.
- No, there were too few activities to be able to reach the set goal.
- No, I find it impossible to combine studying and tandem learning. I do not have enough time to devote to tandem learning, because of practical classes, and so I cannot reach the set goal.
- Other:

9) Would you consider pursuing tandem learning next year / with another partner ?

- Yes, because it is an efficient and interactive way of learning another language and getting to know another culture.
- No, because it has not been an interesting experience / because there was too little affinity with my tandem partner.
- Other:

10) Could learning in tandem be the beginning of long-term language exchange ?

- Yes, providing the two partners are motivated and conscientious, because tandem is a very efficient way of learning a language.
- Yes, learning in tandem is an opportunity to find a language partner for long-term language exchange.
- No, because there are too few activities to be able to establish a long-term working relationship.
- Other:

Remarks :

.....

.....

.....

.....



Appendix 1 : Model of road map for a learning in tandem activity

1. Date
2. Location
3. Which subject was dealt with ?
4. Did I understand everything ?
5. Did I manage to ask questions to help me understand ?
6. Did my partner correct / help me ?
7. Did I understand my partner's corrections ?
8. Did I explicitly ask my partner to help me ? If so when ?
9. Did I take notes during the activity ? If so why ?
10. Did I look up certain things after the activity (words, grammar, cultural information) ?
11. What did I particularly enjoy about the activity ?
12. What did I not enjoy ?
13. What can I now do better than I could before the tandem meeting ?
14. Is there an area in which I feel I have made no progress at all ? If so which ?
15. What would I like to change to make the next meeting more efficient?



Appendix 2 : European language levels - Self Assessment Grid

Understanding

Listening

A1	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
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.
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.
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.
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.
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.

Reading

A1	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
A2	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.
B1	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.
B2	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.
C1	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.
C2	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.

Speaking

Spoken interaction

A1	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.
A2	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.
B1	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).
B2	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.



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C1	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.
C2	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.

Spoken production

A1	I can use simple phrases and sentences to describe where I live and people I know.
A2	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.
B1	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.
B2	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.
C1	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
C2	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.

Writing

A1	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.
A2	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.
B1	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
B2	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.
C1	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 a style appropriate to the reader in mind.
C2	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.

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