UBC Tandem Language Learning Handbook

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Introduction

This handbook is meant for anyone interested in setting up a student-led “tandem” language exchange program. We imagine that the primary readers include students, faculty and/or administrators in higher education contexts with a highly diverse population in terms of their linguistic/cultural backgrounds. While this diversity presents its own challenges, it is also an asset that higher education institutions need to capitalize on. One way of maximizing the potential contributions of multilingual/multicultural individuals on campus is by means of connecting them via a program such as tandem language learning. At UBC, tandem brings together individuals (students, faculty, staff) who are highly motivated to participate in a reciprocal exchange of language/culture knowledge. Some of the benefits of such exchange include an enhancement in the participants’ intercultural awareness and open-mindedness; an opportunity to establish new friendships/connections across campus; as well as target language development, particularly in relation to speaking ability. Tandem also encourages self-regulated learning, enhances motivation for life-long learning, all of this in a low-stakes, non-threatening environment. The program we describe is free to all participants and therefore accessible to anybody in the academic community.

At UBC, tandem was founded by a former graduate student, Mary Leighton, who started the program in January 2011 as a pilot project. After an initial highly successful start, the program was further developed and refined, based on an increased demand from interested participants. The program normally runs for ten weeks and coincides with the first and second academic terms at UBC. (Sept.-Nov.; Jan.-Apr.). Due to its popularity, the program is in high demand and thus experiencing ongoing growth in the number of applicants and matched participants. To date, the program has been offered seven times, having matched successfully over 2,000 applicants, exchanging over 45 different languages. The sustainability of the program is largely dependent on the efforts and time of a dedicated group of volunteers who facilitate the tandem sessions, and the coordinators who are in charge of organizing the program.

When the program was launched, Mary Leighton wrote a procedural manual that became a helpful document for the coordinators, primarily. Subsequently, several materials were developed by other individuals involved with UBC tandem. Furthermore, a group from the Centre for Intercultural Language Studies (CILS) at UBC applied for a Teaching and Learning Enhancement Fund (TLEF) in order to produce this research-based handbook. The purpose of the research was to revise the tandem procedural manual so it would provide a
guiding document for the continued development and practical application of
the tandem program, as well as a reference for other institutions.

The method followed to conduct a research informed revision of the manual
involved obtaining approval from the Behavioral Research Ethics Board to
collect data from a number of stakeholders in the program (the coordinator, the
facilitators, and the participants). We collected pre and post- questionnaires
responses from 129 participants for the pre-questionnaire and 114 participants
for the post-questionnaire. We also conducted 5 focal group interviews with
program participants as well as with facilitators and one interview with the
coordinator. All these data were transcribed, coded, and analyzed by the team.
We also collected additional supporting documents prepared by the
coordinators such as sample lesson plans, a checklist of activities, and
evaluation sheets. Based on this research, we produced this handbook.

This document includes five chapters and a series of appendices. Chapter 1
begins by explaining the concept of tandem language learning and describes
the rationale for offering this type of program in a post-secondary context.
Chapter 2 provides a detailed description of how tandem works at UBC, as well
as the principles of goals of tandem. Chapter 3 covers aspects related to the
administration and implementation of tandem, such as selecting coordinators
and facilitators, advertising the program, matching applicants and collecting
feedback. This information is also sequentially organized (i.e., before, during
and after program delivery). Chapter 4 deals with the curriculum; suggested
weekly session topics and session plan templates are provided. Finally, Chapter
5 includes information about at tandem in other post-secondary contexts.

We hope that this handbook will be useful to anybody who would like to start a
similar language program based on this model. We see this as a living
document and thus welcome feedback and foresee updates to this document as
the program continues to evolve. Therefore, readers are encouraged to check
the UBC tandem website periodically for any changes, additions, and further
suggestions as they become available!
Chapter 1: The Concept of Tandem Language Learning

Definition of Tandem

Tandem is a form of second language learning that brings together speakers with different linguistic competencies and backgrounds to share their knowledge and learn from each other, guided by the principles of learner autonomy and reciprocity (Vassallo & Telles, 2008). In this exchange of languages, each participant takes turns playing the role of teacher and of learner. For example, a Japanese exchange student who wants to improve her English may be paired with a domestic student who wants to improve his Japanese. The Japanese student would offer Japanese in exchange for the opportunity to practice English; the domestic student would be practicing Japanese and sharing English. Based on feedback from past tandem participants, a certain proficiency in the target language is needed for an effective tandem experience.

The variations on this scenario are extensive as learners may be able to offer multiple languages, or may be interested in learning multiple languages. However, the fundamental peer-to-peer dynamic remains: both partners serve as expert in one language and as learner in the other. They learn autonomously by choosing to follow assigned discussion topics or a topic of their own interest, and they control their learning environment by choosing where and when to meet, though many prefer to meet in group sessions at a predetermined time.

The format of these exchanges varies and depends greatly on the local context. In some, such as discussed in this handbook, pairs of participants gather in a central location on a regular basis for facilitated meetings. Other pairs choose to meet independently, while other programs see tandem exchanges take place over email, video chat, or Internet chat sessions. These exchanges are known under a variety of names, such as eTandem, distance Tandem, and TeleTandem. The common factor in all of these exchanges is the bilateral exchange of language knowledge, typically between two speakers.

Four distinct tandem models have been identified: supported, pairing, online, and other. Examples of these models are discussed in Chapter 5.

Rationale for Tandem in a Post-Secondary Context

In a globalized post-secondary world, educational environments are becoming increasingly international with students from around the world making classrooms more diversified. Since 1965, the global population of international students has leaped from 250,000 to approximately 3.7 million in 2011 (de Wit, Ferencz & Rumbley, 2013). While English has become a world language, multicompetence in several languages and cultures has the power to enrich opportunities for intercultural exchange, increase access to international
communities, raise awareness of other cultures, create personal connections across ethnic and linguistic backgrounds, and reduce prejudice and racism (Pettigrew, Tropp, Wagner & Christ, 2011). Tandem contributes to all these goals.

By providing tandem learners with access to a member of their target language community, we open doors to long-term, meaningful language and cultural exchanges. In tandem, proficient speakers of the target language highly familiar with the target culture are considered members of the target language community. Effective tandem partnerships can result not only in greater command of the target language, but in a more nuanced, holistic understanding of the target cultures in which these languages are used. Many learners comment on how their participation in tandem makes them more interested in future travelling and more motivated to continue their language learning outside of the traditional classroom.

**Opportunities for Practice**

Typically, in the language classroom opportunities for regular, extensive conversations are limited. Tandem offers language learners an invaluable opportunity so commonly missing from the traditional classroom setting: the chance to practice speaking with a fluent member of their target language community in a low-stakes situation. Tandem addresses this limitation by offering learners opportunities for extensive oral interaction with fluent speakers of their target language, learning colloquial expressions and receiving immediate and personalized feedback.

In tandem, learners spend almost all of their time practicing speaking and listening skills, as well as receiving supportive feedback and corrections from their partners. Research has shown that the quality of interaction in a target language directly influences learner self-confidence (Clement, 1980). The safe, supportive environment of tandem helps learners develop the confidence to use their target language outside of the classroom. For this reason, tandem is highly beneficial to learners who are also taking formal language courses, as it supplements this instruction with the opportunity for extensive practice and confidence building.

**Learning the Skills of Self-Regulated Learning**


Tandem gives participants the opportunity to develop and practice many of the skills associated with self-regulated learning, such as goal setting, planning, self monitoring, environmental structuring (how participants modify their
learning context to best support their needs), seeking peer assistance, amongst others. Without explicitly addressing these learning skills, introductory topics and activities that the conversation facilitators employ can lead participants to think more about strategies of self-regulated learning they can use to become more effective language learners.

One important factor contributing to participant satisfaction is the early setting of clear, achievable goals (Bournot-Trites, Zappa, Wang, Ryan, 2013). To maximize satisfaction levels, tandem learners should be encouraged to think about specific short-, medium-, and long-term goals for their learning and should be given the tools to assess their progress along the way.

**Access to the Target Language Community**

Tandem also facilitates opportunities for participants to gain access to members of the target language community. Participants frequently cite this opportunity to form relationships with proficient speakers, while also developing their language skills, as one of the most appreciated outcomes of their tandem participation. This community-building aspect can contribute to a more personalized relationship between the learner and the target culture, allowing them to understand nuances of the culture that aren’t easily grasped from a textbook. Also, once a learner has gained access to their target language community through developing a relationship with their tandem partner, they are more likely to expand their investment in the community as they may increasingly identify with it. Overall, this integration of the learner with the target language culture is beneficial not only to the student, but to the greater community.

**Leadership Development for Facilitators**

In some programs, such as the tandem program offered at UBC, there are also discussion facilitators who introduce the weekly topics, offer sample questions, and coordinate the participants to ensure that learners whose partners are absent are matched up with temporary partners. These discussion facilitators serve as the leaders of the sessions, but not as teachers. The facilitator role thus offers leadership opportunities that are beneficial to participants who want to gain experience in public speaking, facilitation, and leadership.

Through facilitating discussions and introducing the session, facilitators are able to introduce unique perspectives in language learning, important intercultural communication skills, and general encouragement for the learners. There are opportunities for the facilitator, in discussion with the participants, to decide how structured the tandem sessions should be and how large a role the leadership of the tandem program should play. This aspect is discussed at greater length in Chapter 3.
Chapter 2: Tandem Language Learning at UBC

Description and Characteristics of Tandem Delivery

The tandem program at UBC is delivered in two different ways: through on-site meetings, or through independent meetings.

On-site Meeters

On-site meeters join other tandem participants in a regular session held at the same time and place each week. Sessions are scheduled at different times of the day through the week to provide the greatest opportunity for participants to attend the on-site meetings. Monday’s meeting may be at 10:00am, Tuesday’s at 11:30am, and Friday’s at 2pm. By spreading out the meeting times, more students have the opportunity to join.

To help illustrate the organization and delivery of a tandem session, consider an example partnership: Nori and Steve. Nori is a Japanese exchange student who wants to improve her English and Steve is a Canadian student who is learning Japanese. Nori “exchanges” her Japanese for Steve’s English.

On-site meetings will typically begin with an introduction from a volunteer student facilitator who will welcome the participants, discuss any language-related social events coming up, and introduce the weekly topic. Each week, the facilitators will introduce a new suggested topic and will brainstorm with the rest of the participants a series of discussion-provoking questions to help get the conversations started. Because of the wide range of learners in each tandem session, these topics are only suggestions and participants are invited to modify or change the topic if they prefer. This is important because what may be an appropriate topic for Nori and Steve may be too challenging or not motivating for another group. In this way, participants take responsibility for choosing a conversation topic that is practical and appropriate to their interests and abilities in their target language.

On-site meetings run for 90 minutes and are divided into two equal portions. After the facilitator’s introduction, Nori and Steve will begin talking in Japanese and will continue in Japanese for roughly 40 minutes. After 40 minutes, the facilitators will ring a bell and ask the more proficient partner in the first part of the session (Nori, in this case) to give feedback to the partner (Steve). Some partnerships share feedback at this point, while others share feedback during the conversation and do not feel the need to return to it. Once this feedback break is finished, the partners switch languages and begin speaking the other language. In our example, once Nori has finishes giving Steve feedback on his Japanese usage (such as vocabulary choices, pronunciation tips, etc.), they will begin speaking English. They will speak English for the next 40 minutes, at which time the facilitators will ring the bell and ask partners to share final feedback with each other before the session ends.
On-site meetings have benefits and challenges. We discuss some of these below.

**Benefits of On-site Meetings**

1. They can create a strong community of learners, which makes the language learning process intrinsically motivating; as Nori and Steve work on their language skills, they are surrounded by peers engaged in similarly challenging exercises. It is supportive to have company in learning, and the on-site meetings are great for this.

2. Also, a cozy learning environment (often with cookies and coffee provided) can create positive feelings toward the learning experience and make it more likely students will return to future sessions and not drop out.

3. By providing a location for partners to meet, tandem removes another subtle roadblock to successful meetings: space. Many participants may not find appropriate places on campus where they can have a conversation without either disturbing others (such as in the libraries) or being disturbed by others (such as in cafes or the common student areas). Also, a high proportion of tandem participants may be exchange students and may not be familiar with appropriate places for tandem meetings.

4. Facilitators are able to introduce important learning tools through their introductory talks. In this way, facilitators can encourage participants to set goals, find ways to assess their learning progress, and find new ways to continue learning outside of the tandem sessions (such as through smartphone applications, foreign film festivals, language learning websites, etc.).

5. Participants have the opportunity to meet people besides their partners, which creates opportunities for new friendships to develop and connect people from across campus who otherwise may never had had the opportunity to meet.

**Challenges of On-site Meetings**

1. Scheduling conflicts are inevitable as participants schedules are all different. Despite having one 90-minute session available each day, there are going to be some participants who cannot find availability due to being in class or being required to be off-campus. To accommodate potential participants with daytime employment who may be unavailable to attend daytime session, evening sessions could be offered.

2. Noise can be an issue. With dozens of participants conversing simultaneously, it can be easy to get distracted by the rest of the chatter. Venue choice should take into consideration outside noise levels to provide participants with a comfortable environment with minimal disruption.

3. Occasionally, on-site meeters do not come to their session and neglect to forewarn their partner. This can result in a scramble to pair the single participants with another group practicing the same language.
**Independent Meeters**

Independent meeters are those who, for a variety of reasons, are unable to or choose not to attend the on-site sessions but still want to participate in a tandem exchange. At UBC, independent meeters make up a substantial portion of the tandem body, and it is always important to attend to the needs of the independent meeters.

A number of strategies can be used to address these needs. For example, if Nori and Steve were not able to make any of the On-site sessions, but still wanted to participate, the tandem coordinator will pair them and send emails to each of them. Nori and Steve will then discuss between them when and where they can meet on a regular (ideally weekly) basis. The tandem coordinator will then send out weekly emails to all independent meeters letting them know about the weekly topic, some sample questions, and any other tandem-related information.

While independent meeters are encouraged to follow the same format as the on-site meeters (40 minutes each with time for feedback), how they manage their tandem experience is entirely up to them. They may meet biweekly, they may meet for an hour at a time, and they may mix social activities such as watching films in their target language into their sessions.

Maintaining regular contact with the independent meeters and encouraging them to participate in tandem social activities is an important way to promote participant retention and keep all meeters engaged.

As with on-site meetings, independent meetings have benefits and challenges.

**Benefits of Independent Meetings**

1. They promote participant autonomy and self-regulated learning. If participants want to practice for 3 hours every 2 weeks, they can. For example, if Nori and Steve are working on language about food, they could visit a Japanese restaurant and practice talking about Japanese dishes, eating with chopsticks, and appreciating a typical Japanese restaurant environment. These opportunities for creativity and initiative can foster self-confidence and can help connect language learning to real world practicality.

2. They allow participants who cannot attend the on-site meetings to still enjoy a tandem learning experience. With over 6,000 staff on campus at UBC Vancouver, this creates vast opportunities for participants who would otherwise not be able to take part in tandem.

**Challenges of Independent Meetings**

1. Independent meeters miss the opportunity to develop supportive relationships with the discussion facilitators and other participants that on-site meeters are afforded. While this may not be an issue for strongly
autonomous, self-regulated participants (learners who practice goal settings, self-assessment, diverse studying habits, etc.), participants without these skills may find not enough support is provided to sustain a one-on-one practice with their partner. This is something that the tandem coordinators should be aware of, and they should maintain attentive communication with independent meeters, as well as provide opportunities for social gatherings outside of regular tandem hours, to better support them.

2. From an organizational perspective, it is far more challenging to receive program feedback from independent meeters than on-site meeters. A far smaller proportion of independent meeters respond to emailed feedback requests compared to the in-person requests made to on-site meeters. This can make it difficult to ascertain the particular needs of independent meeters or to track attrition rates.

3. Independent meeters are entirely dependent on their partners attendance for tandem to happen. If a partnership stops meeting for any reason (lack of time, lack of fit, sickness, vacation, etc.), the learning stops. Unlike on-site meeters, independent meeters do not have opportunity to be paired with another group (if there is a language match).

**Principles of the Tandem Program**

As mentioned in Chapter 1, tandem learning is based on four fundamental principles: autonomy, reciprocity, fun and everyone’s language is valuable. Originally noted by Vassallo and Telles (2006), these principles are what make up the majority of tandem programs and will be discussed in detail here.

To begin with, participants should be made aware of how autonomy and reciprocity in tandem work differently from their traditional language classroom (Leighton, 2011). Participants who have only experienced traditional, teacher-centred learning environments may have preconceptions about how language learning works *(the teacher teaches and I learn).* Also, when participants accept autonomy by recognizing their responsibility for learning and reciprocity in the fact that they have valuable knowledge to offer their partner, they will be more likely to broaden their understanding of what language learning can entail (Bournot-Trites, et al., 2013; Leighton, 2011).

**Autonomy**

At UBC, tandem is a free program composed of volunteer staff and participants. There is no academic credit given for participation, no external assessment of participant progress, and no rules about topics to be covered. This is all to foster a strong sense of participant autonomy, which is considered as one of the major players in self-regulated learning (Zimmerman, 1990).

Autonomy is the freedom to learn what one wants, however one wants it. Participants have the freedom to attend on-site meetings or to meet independently. They can follow the weekly topics offered by the facilitators, or
they can choose their own topics. They can work casually over a range of topics, or they can focus on a particular learning goal. They can decide how they want to provide feedback to each other, and they can choose whether to code-switch (switch between languages to facilitate explanations) or to speak in the target language exclusively.

Supporting participant autonomy has been shown to be productive for learner motivation (Rigby, Deci, Patrick, & Ryan, 1992; Zuckerman, Porac, Lathin, Smith, & Deci, 1978) and is considered intrinsically motivating (Deci & Ryan, 1985). Research has shown that autonomous learning environments are supportive of “more self-determined forms of motivation” and are “predictive of lower feelings of anxiety” (Noels, Clement, and Pelletier, 2001, p. 426). The tandem environment provides strong motivation for students to continue their language learning, and its cooperative, low-stakes nature helps participants relax and feel less language use anxiety than they may experience in the traditional language classroom.

There are, of course, some limitations placed on autonomy for the on-site meetings: participants are expected to make sustained efforts to work in the target language (even if this involves lapsing into English or another language to help explain the target language); partners should switch languages at the half-way mark; and regular attendance is expected.

**Reciprocity**

Tandem learning involves a high level of reciprocity, as participants are both sources and recipients of knowledge. This can require some adjustment for participants unaccustomed to the role of input provider. In order for tandem to succeed, it is important that facilitators help participants become accustomed to their new teaching roles by explicitly addressing this topic. This can be accomplished through discussions on what participants value in their teachers, and how they can imitate these qualities in their tandem partnerships.

The quality of reciprocity introduces a sort of “golden rule” to the tandem exchange: participants share with their partners in the same way that they would like to learn from their partners. For instance, if Nori expects Steve to give her detailed feedback, regular encouragement, and well-prepared conversation notes, then she will do the same for him if that is what he wants. Similarly, she will try to speak slowly and clearly, be friendly, arrive on time, and inform Steve of extra opportunities to learn Japanese outside of tandem. Steve, appreciating the high-quality of his partnership with Nori, will try to offer the same in return.

It is important that the principle of reciprocity be made clear at the first tandem session, as it may not seem obvious to all new participants. Some may come with a sole focus on improving their target language and may not have put much thought into how they are going to be effective, engaging partners. Early discussions on how to be a good partner will help all participants.
**Fun**

A third principle noted by Leighton (2011) about tandem should not be understated: fun. From its inception, the UBC tandem program has been student-led and primarily volunteer-driven. Facilitators volunteer because they enjoy working with the participants, and participants keep coming back because they enjoy themselves and learn in the process.

As mentioned previously, tandem is not like a traditional language learning classroom. At UBC, participants do not receive grades, or credits, for attending. Tandem has been very successful because it is a strong marriage of effective learning and a low-anxiety, enjoyable atmosphere.

This atmosphere has been fostered by a lot of small things: smiles and welcomes from the facilitators, friendly emails from the coordinators, developing friendships among participants, social events for the entire community, and coffee and treats for all.

As Tremblay & Gardner (1995) noted, high levels of anxiety in oral communication can be debilitating for L2 learners. Part of this anxiety may come from being accustomed to a traditional, competitive learning environment where each student strives to be the best in the class. Educational theory argues that “a cooperative learning environment offers the greatest potential for success, since learners typically feel less anxious and feel more positive in this kind of setting” (Schira Hagerman, 2002). This is why every effort is made to minimize anxiety in tandem: sessions are held outside of classrooms in comfortable environments; participants are never called-upon to answer questions in their target language; public presentations do not happen; and partners are reminded to be as encouraging and non-judgemental as possible.

**Everyone’s Language is Valuable**

This new principle of tandem is added by the coordinator and assistant coordinator in fall 2013, aiming to stress that everybody’s language variety has equal value. Therefore, no matter how one looks like, what one’s accent is, where one is from, and whether one’s vocabulary differs slightly from other’s, that person’s language is still valuable, and s/he can still be a great teacher and enrich other’s language learning experience.

All of these efforts work together to create a learning environment that feels safe, non-judgemental, and supportive. This is an ideal environment for language learning to occur.

**Goals of the Tandem Program**

The principles of autonomy, reciprocity, fun, and everyone’s language is valuable are the defining qualities of tandem. In general, tandem program aims to promote language learning; increase access for participants to their target language community; promote self-directed learning; and establish a
community of language learners. Details of the goals are discussed in the following space.

First, to promote language learning. Motivations for participating in tandem may be as diverse as the participants themselves, but the common goal is the acquisition and/or improvement of a target language. This is why participants join.

Second, to increase access for participants to their target language community. Despite being in a multicultural city such as Vancouver, participants often are challenged to find and develop relationships with members of their target language community. Whether it is the international student who has yet to make a Canadian friend, or the Vancouverite who does not have any Turkish-speakers in her friendship circles, tandem works to build those bridges. When surveying participants, one of the top reasons people join tandem is because they want to make friends in their target language. Community access is a vital aspect of language learning, and tandem is able to bring together diverse groups to help with this.

Third, to promote self-directed learning. Self-regulated learning addresses how students take ownership of their learning process and guide themselves to succeed in their learning environments. As argued elsewhere, the value of self-directed learners is “their awareness of how specific strategies can influence learning outcomes and ... their willingness to employ these strategies to achieve their academic goals” (Zimmerman, 1990, p. 180). Strategies such as goal-setting, planning, organizing, studying, and self-assessment can be discussed and encouraged through tandem. By learning these skills, participants become more motivated, self-directed learners who will find greater success in language learning and other academic areas.

Fourth, to develop a community of language learners that incorporates everybody, be it professors, students or staff; immigrants, exchange students, or domestic students; young or mature. In tandem, it does not matter what the participants’ role in the greater community is because there is no hierarchy and no division between participants. Once in tandem, all participants, facilitators, and coordinators work together to promote a fun as well as engaging, and safe learning environment for all.

Figure 2.1 indicated how tandem language exchange is conceptualized and how the four principles of tandem are manifested in the delivery process.
Figure 2.1 Concept Map of Tandem (developed by Yaron Cohen)

Delivery

A number of steps are involved in the preparation and delivery of a tandem session. What follows is a list of tasks completed by tandem facilitators in order for them to run a successful program.

1. The facilitators should email participants the coming week’s topic at least three days before the session. By giving them lots of advance notice, participants can prepare materials for the session or brainstorm particular sub-themes they would like to work on with their partner.

2. The facilitators should review the weekly topic and activities well before the session begins. Doing this will give the facilitators time to reflect on how to facilitate the discussion and add ideas.

3. On the day of the session, the facilitators should arrive 15 minutes beforehand to prepare. They should make sure the sign-in sheet and snack sign-up sheet is out, then they can write up the day’s activity on the whiteboard/paper. While writing, they should think about how to discuss the lesson so that participants see it as an interesting, relevant, and challenging topic. This is the best chance to engage participants.

4. If space allows, the facilitators can move the seating into a semi-circle to avoid the traditional classroom format. Having students facing each other is a great way to foster communication and a sense of community.

5. When participants arrive and take their seats around the room, sitting with their partner, the facilitators should make sure to welcome people (by name, if possible!) and continue developing relationship with them.
This friendly atmosphere is crucial to tandem’s success and participants often comment on how much they appreciate the outgoing attitudes of the facilitators.

6. Lateness can be an issue, so the facilitators should start the warm-up on time so that participants would be encouraged to be punctual. Before introducing the topic, a casual discussion leading into the week’s topic is a great way to help participants start thinking. If the topic is travel, the facilitators can tell a short story about their favorite trip and encourage participants to quickly share stories with their partners.

7. Shortly after the official start time (5-10 minutes), the facilitators should interrupt the groups and present the weekly activity and discussion topic. They should pay attention to how the group responds and observe if they are engaged? This should not be a time of silence where the facilitators enact the role of teacher; rather, they should think of it as an opportunity to start a conversation that will last the rest of the session. The introduction should not take longer than five minutes.

8. The facilitators should ask for any questions, then let the group begin chatting. At this time, they should attend to anybody whose partner did not come and see if they can be paired up with a group speaking the same languages.

9. During the discussion time, the facilitators should feel free to mingle and join conversations where they are competent in the target language (if the participants want the facilitators to join). By mixing among the group and offering encouragement and interesting conversation tidbits, the facilitators help keep the atmosphere fresh and dynamic.

10. Around half-way through the discussion time, the facilitators should ring a bell and let the groups know that it is time for them to switch languages. They can use this time to give feedback and suggestions to their partners, but it is common for most participants to give feedback immediately during their conversations. Nevertheless, it would be great for partners to take a few minutes to review some of the areas that need work and write them down for later study.

11. Five minutes before the end of the session, the facilitators should ring the bell again. They should congratulate the participants on having such great conversations, and ask if anybody would like to share something from their discussions. They can offer something they learned to start it off, as participants can be disinclined to be the first to speak up. After that, the facilitators can announce any upcoming language or cultural events coming up, thank the group, and end the session.

12. After the session, the facilitators should reflect on how it went. How did their role of introducing and facilitating the discussions affect the session? Was there something positive they did? Anything that could be
worked on? They should then share these with the coordinators so that they can learn from the facilitators and implement the suggestions in the future.

13. The facilitators should pat themselves on the back for doing a great job.

An important reminder from Leighton (2011):

Some tips on being an effective language facilitator:

- When speaking, the facilitators should be clear and concise. They should avoid long introductions and get right to the topic.

- If the facilitators are feeling nervous speaking in front of a large group, they should not worry. Everybody feels that way for a while. A great technique to avoid those painful “uhhhhs” and “ummmms” is to take a deep breath every time one feels oneself getting ready to mutter another “uhhh”. It will relax the facilitators, give participants time to think about what they just said, and make them look confident and controlled.

- The facilitators should think about the language they are using. They should be aware that many participants are using English as their second language. Therefore, simpler way of explaining something is always preferred.

- The facilitators should check in with participants to make sure they understand what they are saying. Asking somebody to reformulate or give an example of what they just said would work better than asking “do you understand me”. This both engages the class (so that they are not just sitting and listening passively) and helps the facilitators make sure that their message is being received.
Chapter 3: Program Administration and Implementation

This chapter discusses the administrative aspect of the tandem program, covering how to run the program from the beginning to end in each academic semester. The suggestions and ideas presented here are heavily drawn from the original produced manual (Leighton, 2011) and the feedback from previous tandem coordinators, facilitators, and enthusiastic participants. This chapter is divided into three parts: program preparation, implementation and transition. Appendix I contains a checklist of all tandem activities through each semester.

Preparation Stage

Selecting a Coordinator and an Assistant Coordinator

A student coordinator is the core member of tandem program. This person runs the program, recruits volunteers and communicates with stakeholders. If the budget allows, an assistant coordinator may also be recruited to assist the student coordinator. The positions are often advertised among language departments on campus to attract graduate students and students pursuing a major in language education. The idea is to recruit students with a background in language learning and experience in teaching, assessment, material preparation, and other language-related activities. Experience as group leaders or group coordinators is beneficial to the position.

The coordinator position is best filled by a graduate student due to the responsibilities the position entails (see Example 3.1 for the job description at UBC). The position of assistant, on the other hand, can be advertised among undergraduate students preferably pursuing a major in one of the language programs.

As tandem is a student-run program, the job descriptions provide a general guideline and could be adapted to suit various contexts.

Position Details:

At UBC, the coordinator and assistant coordinator are paid positions with average workload of 10 hours per week. However, because the participant matching and advertising are done in the beginning of each semester, the coordinator and assistant will be working more hours during those weeks compared to the later ones.

Job descriptions:

Tandem provides opportunities for students, especially in fields related to language learning, to gain leadership experiences and improve their organizational skills. It also helps the coordinator and assistant coordinator to connect to various language departments on campus and be part of a
community that is enthusiastic about language and culture. In the case of UBC, past and present coordinators and volunteers have formed a tightly knit community where they take initiative in attracting, recruiting and training new people who will work collaboratively with previous tandem members to help the program grow and improve. Although the positions of coordinator and assistant coordinator are advertised openly, they are often filled with people who have previous experience with tandem, either as participants or volunteers.

Ideally, the applicants for these positions would be enthusiastic about language learning, have good connections with various student organizations on campus, and feel comfortable facilitating groups and speaking publicly.

The job responsibilities for coordinator and assistant coordinator can be divided roughly into:

1. Communicating with various stakeholders (including language departments, student organizations, administrative support from the university, participants of the program, facilitators and other volunteers);
2. Advertising and administering the program (including hosting information sessions, matching participants, booking event venues, seeking funding, etc.);
3. Refining curriculum and contributing to materials development, including updates to the website and the tandem handbook.

A sample of the job advertisement at UBC is provided in Example 3.1. A newer version of job description (2014-2015) can be found in Appendix II.

In practice, while embracing the principle of autonomy that characterizes tandem, the coordinator and assistant coordinator might divide the tasks according to their skills, interests and experience.
Tips for the Coordinator and Assistant Coordinator:

Running a program like tandem is not an easy task. There can be hundreds of potential applicants desiring to join, each with specific learning and social needs to satisfy. Thus, it is important for the coordinator and assistant coordinator to understand the scope of tandem and effectively communicate the aims of tandem to participants through information sessions and social media such as the program website, Facebook, Twitter or Google Plus. Below is a list of some useful tips for the coordinator and assistant coordinator. Some of the points might also apply to the facilitators.

- **Decide on the goals and make it clear.** The coordinator and assistant coordinator need to think what they want to achieve in one term. For doing so, they may ask themselves the following questions: how can you

<table>
<thead>
<tr>
<th>UBC Example 3.1: Job description for tandem coordinator and assistant coordinator (prepared by Dr. Samuel Navarro and Rachel Wang in 2013)</th>
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The **student coordinator** is responsible for

- Maintaining communication with CILS’ assistant
- Attending and facilitating (when necessary) all tandem sessions
- Developing, maintaining and supporting relationships with campus groups (such as AMS, and student clubs) and language departments
- Discovering, advertising, organizing and supporting social events (in coordination with assistant coordinator)
- Recruiting, training and coordinating volunteer facilitators
- Matching applicants (in coordination with assistant coordinator)
- Contributing to the expansion of the activities handbook
- Presenting at the CILS symposium in the spring (if necessary)
- Conducting exit interviews (by email) with students who drop from program
- Maintaining good communication with assistant coordinator
- Other administrative tasks as necessary

The **assistant coordinator** is responsible for

- Attending and facilitating all tandem sessions
- Handling the logistics of booking the space, coordinating with Global Lounge
- Handling all electronic communication (email and website management - updates for social events)
- Keeping attendance
- Preparing materials and activities for conversation sessions
- Matching applicants (in coordination with the coordinator)
- Collecting feedback from participants for review at half-point and end-point
- Presenting at the CILS symposium in the spring (if necessary)
- Maintaining good communication with coordinator
- Other administrative tasks as necessary
facilitate language learning through the weekly sessions? How would you like to communicate with the participants? How can you pass on your enthusiasm and knowledge of language learning to participants, facilitators and observers? What is your vision for tandem in the future? If you want to try something new, how would you carry it out? How many social activities do you plan to organize during the term, and what are they? How many volunteers you want to recruit and how are you going to train them? How are you going to assess the effectiveness of the program?

- *Think about the possible challenges and solutions.* The coordinator and assistant coordinator can ask themselves these questions: if somebody drops out of the program in the middle, what do you do? How are you going to resolve conflicts among the participants or facilitators? What are you going to do if some activities do not run as well as you expect?

- *Always prepare ahead of time,* especially in terms of booking spaces, preparing the activities for each session, planning social events, and notifying facilitators and participants of any upcoming events.

- *Keep good communication with all stakeholders.* The coordinator and assistant coordinator should make sure that the tandem website is up to date. If they use any social media, constant update is also necessary to keep the subscribers interested. Being in good relationship with the administrative staff at the venue where the weekly sessions are held might also bring them unexpected convenience. Communicating with the language departments might help them to attract learners of the languages where there is more offer than demand. Moreover, they will get great ideas and valuable feedback by talking to the facilitators, participants and other stakeholders.

- *Be reflective.* The coordinator and assistant coordinator should think about what is effective and what is not. They should ask themselves if any improvements could be made. If they are going to run the program again, what would they keep and what would they remove? They can then discuss these ideas with other stakeholders and write them down in the handbook.

*Training the New Coordinator and Assistant Coordinator:*

The coordinator and assistant coordinator may not be new to the program. The advantage of hiring experienced people is that they are already familiar with tandem and they are enthusiastic about it. They may have ideas about how they would like to improve tandem based on their experiences either as participants or in a leadership role. At the same time, their previous connection with tandem might also limit their creativity on how the program can evolve. At UBC, we have traditionally hired one newcomer and one experienced
participant or facilitator to fill these two positions. This mix of experience and new perspectives has been effective in terms of keeping good traditions and adding fresh ideas.

When it comes to the training process, the person who has previously worked with tandem can help to train the newcomer. They are provided with all documents accumulated and developed by previous coordinators, including the handbook, curriculum material, program website and social media site information, advertising posters, registration forms, email templates, funding applications, contact list of stakeholders, etc. The new coordinator and assistant are also invited to observe some tandem sessions if they are hired at the end of the previous term. If the hiring does not happen until the new term starts, weekly facilitated sessions can be videotaped for them to watch.

A physical tour around the venue is also recommended to help the newly hired to get familiar with the space. Key tandem-related people (e.g. past coordinator and assistant coordinator, administrative staff at the venue, volunteers, past participants) should be introduced to them so the communication can start. A summary of comments from previous participants may also be shared to help the new coordinator and assistant view the program from alternative perspectives.

**Seeking Funding**

Funding helps to pay the salary of coordinator and assistant coordinator, the annual fee of program website, covers the cost of social events and other administrative needs. However, seeking funding has not always been easy for a student-initiated program like tandem. Although the program can benefit all students, faculty members and staff on campus, it does not fit easily under the umbrella of any specific department or unit. Therefore, contacting all units on campus that deal with language teaching and learning is a good strategy. Tandem can emphasize the benefits it offers to students in their programs in the form of job openings and opportunities to practice the target language in a relaxed and friendly atmosphere.
The other venue where funding might be available are units that target all enrolled students, such as Career Services, Student Development, or the Alma Mater Society. Another source of funding might come through awards that encourage student-initiated or student-led programs. In this case, an application often needs to be submitted, and the coordinator is the most appropriate person to apply for them. Example 3.2 provides details of some of the funding sources at UBC. In addition, other units supporting intercultural development initiatives and student development might also offer financial support as well as administrative assistance. For instance, such units at UBC including the Center of Intercultural Language Studies (CILS), the Office of Graduate Program and Research (OGPR), and the Provost Office, provide in kind support in administration, finance managing, consultation and other related areas.

The Importance of Volunteer Facilitators

The volunteer facilitators are an important component of the tandem program because they are the people who lead each week’s meeting for onsite meeters. They receive training and curriculum material from the coordinator and/or assistant coordinator, and then are in charge of facilitating weekly sessions. In
addition, they help with administrative tasks, new projects, and other program needs. Embracing the dynamic nature of tandem, it is preferable that the volunteer facilitators demonstrate enthusiasm in both language teaching and learning, as well as in communicating with students of different cultural and ethnic backgrounds.

The volunteer facilitator is responsible for attending weekly sessions to facilitate group meetings. During each session, this person should keep attendance; present the weekly activity; remind the partners to switch languages halfway through; walk around to observe pairs and see if there are any difficulties; respond to questions or problems that participants report; and keep the atmosphere fun, friendly, respectful, comfortable, and enthusiastic. In the middle and end of the term, the facilitator needs to collect participant feedback and share personal experiences with other facilitators and coordinators. It is important that the facilitator maintains effective communication with participants, coordinator and assistant coordinator.

Through facilitating discussion groups, facilitators gain important skills in leading group discussion, tutoring, and presenting in public. Communicating with the participants and other stakeholders can also help to enhance their interpersonal skills. Observing how others learn a language and facilitate the learning might help the facilitators to become more effective learners. Sometimes, facilitators are invited to present at symposiums and conferences to share their experience with other enthusiastic language educators and learners. Besides the knowledge aspect, the facilitators also benefit by being connected to a large group of people and organizations that have passion for language learning, intercultural communication, and alternative education models.

**Recruiting and Training Volunteer Facilitators:**

Before the end of each semester, the coordinator and assistant coordinator advertise the job by sending recruiting emails to the language departments and other departments related to language learning (e.g. the Department of Language and Literacy Education at UBC). Meanwhile, the job could also be posted through career services to attract students in other disciplines. Advertising via social media such as Facebook and Twitter might bring in previous participants who are already tandem news subscribers.

It is preferable to recruit facilitators internally (e.g. previous participants). In practice, it makes the training easier if the facilitators already understand the spirit and idea of the program. Before the training session, the coordinator and assistant should brainstorm what they think the facilitators need to know in order to do the job well.

Training is the next step, which includes an information session with people
involved in tandem (e.g. the coordinator, the assistant coordinator, other facilitators, volunteers, depending on availability), and weekly session observations. Each facilitator is provided with a copy of the tandem handbook and some sample activity plans for weekly sessions. The coordinator and/or assistant coordinator should go through key points of the handbook with the facilitators and answer any questions raised.

It is important to understand that the training is an ongoing process. After tandem starts in the next semester, facilitators are highly encouraged to observe each other’s sessions in order to learn, collaborate and generate new ideas. Facilitators should also be flexible and keep in mind of the specific needs of participants.

The “training plan” for the January-April 2011 facilitators is attached in Appendix III as an example, which can be adapted to suit various situations. In addition to the items listed, one may also include: statistics from the program; participant feedback from previous years; more practice-oriented material; a tour of the venue of tandem; and more involvement from past facilitators.

**Advertising for the Tandem Program**

Many universities embody a rich community of various language speakers, how to reach them and inform them about tandem is key. At UBC, advertising is usually done through sending mass emails to new and returning students, as well as putting up digital and paper-based posters all around campus (e.g. on bulletin boards, next to classrooms, in bathrooms, and in the Student Union Building, etc.).

Because students in language-related department might be particularly interested in tandem, it is recommended that the coordinator should contact the secretaries in those departments (e.g. Language and Literacy Education, Asian Studies, French, Hispanic and Italian Studies, etc.) to forward a brief introduction of the program to their student list-serv. If possible, attending those department student orientations to introduce tandem is also an effective way of reaching out.

In addition to advertising on campus, social media, such as Facebook, Twitter, and Google Plus, can also be used to attract a wider community of language learners and keep them informed with the newest updates of tandem.

**When to advertise:**

Tandem usually starts from the fourth week of each term to allow enough time for advertising. It is also easier for participants to choose a meeting date and time when they have their class schedule settled. Preparation for advertising should begin before the first week of term. Please see Figure 3.1 for an illustration of some brief advertising tasks during the first three weeks of a
Before the term starts:

- Make posters
- Write the "blurb"
- Contact people
- Update website

1st day:

- Put up posters
- Email "blurb"
- Email previous participants
- Set up a booth

First 1-3 weeks:

- Host information sessions
- Attend new student orientations

**Figure 3.1 Tandem Advertising Tasks**

**Before first week of the term:**

The coordinator needs to make a new version of the poster, and write a new version of a brief introduction of tandem (the “blurb”). The poster and introduction should be informative and eye-catching. After that, the coordinator should prepare a list of people to email the “blurb” to. The list usually includes secretaries in language-related departments and other related staff. If the university has some activities or orientations at the beginning of the term to welcome new students, the coordinator should make sure to book a booth there to promote tandem.

In addition to recruiting new people, the coordinator should email all of the previous participants and tell them how to register again. In the email, s/he should also ask them to spread the word. Tandem website should be updated with new registration information. Meanwhile, Facebook, Twitter and other social media should also be up to date.

**First day of term:**

The coordinator’s team should walk around the campus and put posters on bulletin boards and other places where there is a lot of traffic (e.g. the buildings where language classes are held; the Student Union Building; in front of dorms, etc.). The posters should be kept on for about a week or so. If there are LCD screens around the campus that advertise events on campus, email can be sent to related personnel ahead of time to arrange the details.

An email should also be sent to language-related departments to introduce tandem. The coordinator should communicate with the department secretaries in advance so they are well informed. The coordinator should remember that everybody is extremely busy in the beginning of the term; so earlier notice will
be appreciated. If tandem has worked with those departments before, the coordinator should mention past experiences to the secretaries and thank them for previous support. Emails should be personalized toward the readers, therefore, different people, program and department should be addressed differently.

**How to Advertise:**

Making a poster will be the first step. Included in Appendix IV are some examples of posters from previous years. The coordinator and assistant coordinator should feel free to edit or create a new one with a tandem logo (if applicable). As mentioned above, posters should be eye-catching; therefore either using a color printer or printing on brightly coloured paper would be a good strategy. A digital version of the poster can be sent to related personnel to be displayed on LCD screens on campus.

On the poster, a link to the tandem website has to be included so people who are interested can find further information there. Some websites allow one to generate QR code for free. The QR code could be included in the poster so interested people can scan for the web address with their smart phones. To distribute the poster, the coordinator could ask for help from the assistant coordinator, facilitators or volunteers.

After the poster is made, the coordinator should write a “blurb” to be emailed to secretaries of all language-related departments. A “blurb” is a one-paragraph description of the program as well as information sessions and how to register (see Example 3.3). One can use the email template below or revise it, and send it to as many people as possible, who can then distribute it further. This “blurb” can be emailed to: 1) secretaries of all language-related departments; 2) the International Students Association; 3) any language clubs on campus; 4) any student leadership groups; 5) the venue where tandem is held (if applicable).

When the posters are distributed and “blurb” is sent, an email should be sent to all former participants to tell them to register again and to spread the word. Participants who had positive experience with tandem before are likely to attend again or to promote it among their friends.

If the university offers English as a Second Language (ESL) programs, contacting personnel in those programs would attract international students who wish to improve their English and meet both domestic and other international students.

Last but not least, it is important to update the program website, Twitter, Facebook, Google Plus or any social media that one uses for Tandem. If possible, videos or testimonials from former participants could be included to
help people get to know tandem better.
**UBC Example 3.3: Email template and “blurb”**

Heading: Announcement for students in _(name of department)_____

Dear _______

I am writing to ask that the following announcement be sent to students in ___(name of department)___, ideally today or tomorrow. It is regarding a free language-learning program at UBC, and may be of interest to many students. I am not sure who sends emails to the list-serv, so if I have made an error in writing to you, please forward this request to the correct person.

OPTIONAL NOTE: I believe someone from the department forwarded our announcement back in January, 2011 and September, 2011—it was much appreciated.

Many thanks,

(FIRST NAME)

(FIRST AND LAST NAME)

Student Coordinator

The Tandem Language Exchange Program

UBC

http://www.tandemubc.ca/

***

**THE TANDEM PROGRAM: LANGUAGE LEARNING WITH A PARTNER**

Want to improve your Spanish? Your English? Your Arabic? Your Mandarin? Your…?

The tandem program pairs you with someone at UBC who speaks this language and who wants to improve in a language that you speak. You meet every week for 11 weeks, and spend half the time in each language.

It’s free and you don’t need any teaching experience. Just enthusiasm! Activities and support are provided by a facilitator.

**Registration deadline is 7PM, Monday, January 16.**

If you are interested, please come to a 30-minute information session:

<table>
<thead>
<tr>
<th>Monday, January 9, 1PM</th>
<th>Tuesday, January 10, 12:30PM</th>
<th>Wednesday, January 11, 1PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, January 12, 2PM</td>
<td>Friday, January 13, 1PM</td>
<td></td>
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</tbody>
</table>

Information sessions are at the Global Lounge in Marine Drive Residence, 2205 Lower Mall.

You can register without coming to an information session. Just come to the Global Lounge between 12-8PM, Monday-Friday, before the deadline, and complete a registration form.

More info on the website: tandemubc.ca

We look forward to meeting you!

***
**Information Sessions**

Information sessions are held for potential participants. They explain the program, the times/dates available for weekly meetings, the registration procedure, and importantly, the commitment (see details below) required of participants. They are usually 25 minutes long, with 5 minutes for questions. Information sessions help to deliver information in a clear way in order to reduce the number of dropouts once the program starts.

It is important to for the coordinator and assistant coordinator to keep in mind the logistical challenges involved in pairing hundreds of participants with different language combinations and schedules. There will inevitably be some languages that are in greater supply than demand, and there will people for whom no matches can be found. Extensive participant feedback has shown that matching novice learners with each other (two learners of French, for example) often leads to strong dissatisfaction with the program. For this reason, it is recommended that partnerships should always have one proficient speaker of each of the target languages.

Potential participants should also be made aware of their roles and responsibilities, should they join tandem. Below are a few key details that should be covered:

- Tandem is not for low-level beginner learners. Tandem is built around conversation, and participants who join the program without a minimal level of proficiency might struggle and can make for a dissatisfying experience for both them and their partner.
- Tandem requires a significant time commitment. The partner system relies on both participants attending regularly, and giving as much advance warning as possible to their partner and facilitator if they need to miss a session. This notice will give time for the facilitator to either find a temporary partnership for the lone participant, or allow the partners to reschedule.
- In tandem, participants get out what they put in. The most effective, satisfying partnerships are those where participants come to their session prepared with talking points in both languages and an idea of their goal for the session. Similarly, when interacting with their partners, participants should make every effort to help their partner improve their language proficiency through attentive listening, positive corrective feedback, and help with whatever other issues arise.
- Tandem participants should have some clear, specific, achievable goals in mind when they begin the program. Generic goals, such as *I want to speak better*, are too vague and challenging to assess. Therefore, it is crucial to encourage participants to set and review their goals on a regular basis.
Before the sessions are held, the coordinator and assistant coordinator should discuss with all facilitators about what crucial information should be covered. Then a venue needs to be booked based on the availability of facilitators. This should be done early since space booking can be difficult in the beginning of a term. The information session can also be videotaped and posted online so people who cannot come will be able to watch later. Please see Appendix V for a sample “script” of the information session.

**Application Forms**

Application forms are the forms participants fill in in order to apply for tandem program. The purpose is to collect all necessary demographic information to better match participants with people of similar background (e.g. age, gender) and language interests. The application form is now designed online through Google Forms, which will automatically generate an Excel table with all participant information for easy data processing later. Attached in Appendix VI is a sample application form used in academic year 2011 – 2012.

**Matching Applicants**

After all participant data is collected from the application forms, they are ready to be paired up according to the language(s) they offer to teach and learn. However, the number of participants offering one language often does not equal the number of people interested in learning that language, which adds to the difficulty of matching. In the case of UBC, there are more participants offering Asian languages such as Chinese, Japanese and Korean, but not as high an interest in learning these languages. Meanwhile, there are more people wanting to learn some European languages (e.g. French and Spanish) but not many people offering to teach. The following list shows the most common “unmatched” language groups at UBC.

Matching applicants can be labor-intensive and time-consuming. Fortunately, at UBC, we have worked with a student from computer science to develop software that matches applicants automatically. The Excel sheet generated by Google Forms can be fed into this software directly and matching results will be generated.

<table>
<thead>
<tr>
<th>UBC Example 3.4: Most common “unmatched” people:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Japanese speakers looking for English</td>
</tr>
<tr>
<td>• Mandarin speakers looking for English</td>
</tr>
<tr>
<td>• Korean speakers looking for English</td>
</tr>
<tr>
<td>• English speakers looking for French</td>
</tr>
<tr>
<td>• English speakers looking for Spanish</td>
</tr>
<tr>
<td>• English speakers looking for German</td>
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It is important to understand that matching is not finished but continues even after the program starts. For example, some participants might desire to learn English when signing up, but later find that their English is good enough. Therefore, they might need to be re-matched with somebody else who can teach another language. There are also many newcomers entering the program after the registration deadline, which makes the matching process even more complicated.

To accommodate most of the participants, matching can be run twice. First round usually finishes before tandem starts in the fourth week. The second round starts after week four for all the unmatched people, late applicants, participants whose partners drop out, or people request a rematch.

One more thing to note is that most of the participants wish to be paired with a native speaker of the language that they are learning. However, the reality is that there might not be so many native speakers available. In fact, some advanced second language learners can also be efficient teachers. Furthermore, it is difficult nowadays to know what a native speaker is. Therefore, a brief discussion on how non-native speakers can be great language teachers should be included in the first session of tandem.

The following list provides some coping strategies for matching applicants:

- Allow groups of three or more for language exchange. For example, if there are more French learners than French teachers, one French teacher can be grouped with two or more French students to form a small language group.

- Form same language study groups. For example, when there are many learners wishing to study English, they can be grouped together for English conversation practice.

- At a certain point of the program (e.g. two weeks after the program starts), the coordinator and assistant coordinator need to decide to stop matching new comers with existing applicants.

- Sending emails to every participant about their partner can be time consuming, especially when the coordinator and assistant coordinator are already busy with other administrative tasks. Therefore, participants could be introduced to their partners at the beginning of the first weekly session.

**Booking Spaces for Meetings**

A nice and cozy space can help students to relax and enjoy their language exchange experience better. For a large campus, the coordinator should also consider the accessibly of the venue for most participants. At UBC, two venues are chosen to host the tandem sessions: one is located in the common area of student dorms (the Global Lounge); the other is a meeting space in the building
where language classes are held (the Meekison Arts Student Space). Both venues have small kitchens nearby, so the facilitators can use that area to prepare snacks for the sessions.

It is also preferable if the location allows the tandem team to use their office supplies, such as printer, Xerox machine, white board, etc. Popular spaces should be booked as early as possible. For example, if it is for the fall semester that starts in September, booking the space before August or even earlier might be a good idea. The person who is booking the space needs to make sure that the sessions s/he looks for (e.g. Friday 12:00-1:30pm) is free for all the weeks.

In the email to participants, a campus map with the location of the venue marked should be included. For the first couple of sessions, signs posted outside of the venue help participants find the space easily. A good communication with people in charge of the space about tandem’s plan for the semester is of the most importance.

### During the Term

### Background Information

The UBC tandem program is a student led program which is free and not for credit. The idea is to pair students who want to learn each other’s languages, and to provide the pairs with support. Participants help each other learn languages at their own pace in a comfortable, personalized environment. They meet every week and spend half the time in one language, and half the time in the other.

### Communication with Participants

Paired participants fall into two groups: those who come to a weekly meeting (onsite meeters), and those who meet independently (independent meeters). Onsite meeters come every week, same day and time, to the tandem venue. Independent meeters are usually people who indicated on the registration form that they would meet individually. In addition, if paired language learners are not able to attend any of the sessions tandem offers, they are also asked to meet independently. Detailed description of these two meeting groups can be found in Chapter 2.

Once the matching is done, the coordinator/assistant coordinator should notify the participants about their partners (for independent meeters) as well as the time and location of their sessions (for onsite meeters). During the very first onsite session, the facilitator will introduce the paired participants to each other.

The coordinator or the assistant coordinator is responsible for sending out newsletters about tandem social events and other cultural events either on
campus or in Metro Vancouver. The idea is to create an enthusiastic language learning community that embraces diverse cultures. The same information should also be posted on tandem website, Facebook, Twitter, Google Plus, or any other social media the tandem team choose to use.

In addition to newsletters, the coordinator and assistant coordinator should be prepared to receive and answer numerous emails with questions from individual participants, especially in the beginning of the term. Although this situation is unavoidable at times, making all information available on the tandem website in a clear and straightforward fashion will help.

**Communication with Onsite Meeters**

The assistant coordinator is responsible for developing curriculum and email each week’s topic and suggested activities to the facilitators. The facilitators should then forward the information to onsite meeters so they could prepare beforehand for certain topics (e.g. bringing pictures of trips if the topic is travel). However, facilitators can also choose to notify onsite meeters of next week’s discussion topic at the end of a session.

It is recommended that facilitators talk to the participants on the first day about when and how they would like to receive such information. Then the facilitators can then choose a communication method that is preferred by the majority of their group.

**Communication with Independent Meeters**

Some participants choose to meet independently because their schedule does not allow them to attend the facilitated sessions. Others might prefer to have a less structured way of learning (e.g. choosing one’s own topics). Although these people meet independently, it would be helpful to invite them to the first session and introduce them to each other in person. Many previous participants mentioned that it would take away the awkwardness of arranging meetings with a complete stranger.

During the term, the assistant coordinator is responsible for sending out weekly discussion topics to these participants. It is up to the participants whether they would follow the topics or choose their own. They are encouraged to communicate with each other and choose activities that are fun and engaging for both.

**Social Events**

Tandem is not only a site for language exchange, it also helps to build social bonds, especially for the new coming international students. Past social events at UBC were all well attended by the enthusiastic tandem participants. Example 3.5 provides a list of some of the popular past events.
Some previous participants also suggested integrating the following activities in the future: 1) Focus language groups (participants learning the same language will be introduced to each other to form their own interest groups); 2) Activities for specific languages (e.g. a Chinese movie night for Chinese learners and speakers). The coordinator and assistant coordinator should always remember how important it is to provide intercultural opportunities for all participants.

**Collecting Feedback**

*Why Collecting Feedback*

Feedback provides important information on how to improve the program. It also reminds the participants that tandem is not a manufactured and delivered product. Instead, it is organic and changes depending on the people involved. The participants are the program.

Feedback is given to the tandem administrative team all the time informally. For example, the team watch participants during a session and talk to them; they talk to people in the tandem venue who see the program running; they talk to other people on the administrative side. All these people could provide valuable feedback from their perspectives.

Getting “formal” feedback from participants is equally important and useful. For one thing, it means the tandem administrative team can hear from participants who might not talk to them much otherwise. Feedback does not need to be formal and institutional. In fact, if participants are relaxed and having fun, they will probably provide more frank and useful feedback.
**Feedback Sources**

Feedback can be collected from participants through questionnaire and/or informal interviews (see details below). People working at the tandem venue might also have ideas and suggestions. Taking their advice when applicable and keep good working relationship with them is crucial to the success of the program. Facilitators who interact with the participants on weekly bases usually have insightful information on the effectiveness of the learning activities, social events and administrative organization.

**When to Collect “Formal” Feedback**

“Formal” feedback refers to questionnaire that the participants fill out. Sometimes, it can take the form of informal interviews with interested participants. “Formal” feedback is collected twice each term: once in the mid of the term (Week 6 or 7 of the tandem program); and once at the end of the term (Week 10). In general, the questionnaire should be short, straightforward and asks for the most important information one wants to gather. Details on the collecting process are discussed below.

**Getting Midway Feedback (Week 6 or 7)**

In advance, the coordinator, assistant coordinator and the facilitators should decide what they want to ask the participants. Then they need to pick only two to three questions to be put on the questionnaire. For example: What do you like about the program? What should we change? Every week, we provide a topic or an activity. What topics or activities would you like to do, that we haven’t done?

The questions asked should be meaningful and useful. For example, one might want to know what people think about the following: 1) the requirement that people have a basic level in the language they are learning; 2) the requirement that people speak some English to participate; 3) the size of the meeting group; 4) the length of the meeting; 5) the frequency of meetings; 6) the location; 7) the snacks; 8) the level of English used by the facilitator; 9) the website; 10) the registration process; 11) the advertising for tandem. Once the coordinator and assistant coordinator decide on the questions, they can design the questionnaire in plain, easy-to-follow language. Ideally, the answers will help them make decisions that either maintain a high quality in the program or improve the program.

Questionnaires are distributed to and collected from onsite meeters by the facilitators during the weekly sessions. Independent meeters’ feedback can be collected through online questionnaire, such as SurveyMonkey (https://www.surveymonkey.com/) or Google Forms mentioned earlier. See a sample evaluation form from 2012-2013 at UBC in Appendix VII.
Example 3.6 also gives a list of useful tips on collecting feedback from multilingual people.

**Getting End of Term Feedback (Week 10)**

If the coordinator and assistant coordinator still have questions that are not answered from midway feedback, they could ask those questions at the end of term using the same procedure. If they have incorporated some changes based on the midterm feedback, they should ask the participants how they feel about the changes.

**Using Feedback**

Facilitators can read through the feedback sheets right away and should take notes of the specific comments on their facilitating skills. Then they should meet with the tandem coordinator and assistant coordinator to discuss the results. Each facilitator should talk about: 1) what comments stand out most; 2) what are the most useful suggestions; 3) any problems or questions about getting feedback; and 4) if there are any ways to incorporate useful suggestions now or in the future.

During the meeting, the coordinator and assistant coordinator should record the main points that the facilitators make, and hold on to the feedback forms. These main points, and potentially some more information gleaned from the forms themselves, should be included in the term-end summary.

In the next session, facilitators should thank people for their feedback, and mention some of the things learned from the feedback. They should inform the participants about the way the program might use the feedback now or in the future. This way, participants see that their feedback is actually useful and their voices are heard. Facilitators can also share any commonalities/differences from other groups.

**Incorporating Feedback in the Term-End Report**

Participants’ feedback should be summarized and included in the term-end report. The purpose is to evaluate tandem’s work during the term and give suggestions for future improvement. The summary should be an honest description of the main points that stand out from the questionnaire and some useful suggestions. Future plans on incorporating the feedback should also be included. If some improvements have already been made in the second half of the semester, the coordinator should elaborate on the results. Relevant parts of the handbook should also be modified accordingly.
UBC Example 3.6: Tips for collecting feedback from multilingual people (prepared by Mary Leighton)

• The questions are in English, so this puts non-native speakers at a disadvantage. How do we try to correct this?
  o By wording the questions so that they are clear, and providing examples and “prompts” so that it’s easy to start writing
  o By reminding people that the language does not have to be “perfect”
  o By giving people lots of time to respond
  o By allowing people to respond in writing AND in speech

• Provide a half sheet of paper
  o Coloured paper naturally seems more creative and fun

• Tell people why we are collecting feedback
  o So we know what we are doing well
  o So we know what we can change
  o So we know what you think

• Tell people there are only 2 (or 3 or 4) questions, and it will only take a few minutes.
• Tell them that this is anonymous.

• Tell them to please write in English
  o Sorry that we are not all multilingual (yet)
  o Don’t worry if the English is not “perfect”
  o Feel free to include other languages; for example, if you forget a word, or if it helps to write notes in your first language first, and then to translate.

• Read each question, one at a time
  o Read it slowly
  o Repeat
  o Providing examples is often very useful.
    • “For example, I like…the snacks.”
    • “For example, I think we should change… the time, because…”
  o If you don’t provide examples, just provide the prompt (the beginning structure)
    • “I like…”
    • “We should change…”
  o You can also write the questions or prompts on a board
  o Give them 2-3 minutes for each question (“You have 3 minutes”), so they don’t feel pressed to write quickly.
    • If some people are still writing, give them more time
    • Tell the others to draw you a picture :)”

• In the past, I asked people to stay for an extra 10 minutes if they could.
  o We made a circle and discussed the questions as a group. I posed the questions, and waited for someone to answer. Then I asked for other opinions. We didn’t need to come to conclusions; it was a good chance to see what different people thought.
  o People were free to ask their partners for help expressing things in English.
  o I made sure not to rush from one question to the next. Often a quieter person just needs an extra few seconds to compose their thoughts. If you rush, they won’t have a chance to answer.
At the End of the Term

After the tandem program ends, the coordinator and assistant coordinator should thank the volunteers and facilitators, summarize and evaluate what they have done during the term, plan for future improvements, report to funders and make necessary changes to the tandem handbook. It is also the time to plan for future hiring and advertising to ensure a smooth transition. The following part discusses in detail how the wrap-up can be done.

Expressing Gratitude

Tandem volunteers and facilitators work hard during the term to ensure the success of the program. The program also receives support from people working for the venue where weekly sessions are held. Tandem coordinator and assistant coordinator need to thank all of them for their wonderful work. A token of appreciation, such as a “Thank You” card, or a small bar of chocolate, can be given to these people. If budget allows, a celebration dinner at a restaurant with all facilitators and volunteers can also be held. At the end of term party, the coordinator and assistant should thank all volunteers (including the facilitators) in front of the participants.

Feedback from Participants and Facilitators

See the previous section for details on collecting and using feedback from participants. To gather comments from the facilitators, the coordinator can host an informal meeting with some guiding questions prepared beforehand. During the meeting, the facilitators share their experiences and give suggestions to the tandem coordinator. The coordinator could facilitate the discussion while the assistant coordinator takes notes. The meeting minutes should be summarized later to be incorporated into future planning and handbook modification.

The facilitators should also be notified of any future openings in tandem, whether it is coordinator, assistant coordinator or facilitator positions. The coordinator should also encourage them to stay with tandem either in their old roles or apply for a new role.

Report to Funders

The tandem coordinator and assistant coordinator are required to produce an end of term report to summarize their work with tandem. A simplified version can be sent to the funders based on their specific requirements.

The report needs to comprise both work up to date and plans for the future. Statistical data on numbers of applicants, people matched, and languages offered should also be included. Attached in Appendix VIII is an example of the
end of term report from September to December 2013. It is important to highlight all the changes made to tandem and discuss the results in detail. Future plans should also be discussed thoroughly so that new coordinator and assistant coordinator can use them as a guide.

After the report is written, it should be saved to the tandem database (at UBC, a Dropbox folder was created to store all tandem documents). Either the original or simplified/modified version should be sent to relevant funders. This information could be used by the coordinator and assistant coordinator when they are asked to give a presentation on tandem in symposiums or conferences to both promote the program and attract more participants, volunteers and funders.

**Update the Tandem Handbook**

The tandem handbook is as a working guide for tandem coordinator, assistant coordinator, facilitators and other related administrative personnel. Therefore, the content of the handbook should be constantly updated with the newest information. The handbook can be roughly divided into three sections: the main body including all chapters; detailed curriculum plans; and appendix with specific information at UBC. Any new documents created through the term should be added to the handbook.

Notes on the effectiveness of activities and popularity of discussion topics should be included for the future users to view. The coordinator and/or assistant coordinator are also encouraged to add new topics and activities that might be interesting and fun for the participants.

If the appendix includes contact information on tandem connections on campus, it should also be updated when somebody leaves his/her job and when a new person is added. Before passing on the handbook to the new tandem team, all information in the contact list should be verified.
Chapter 4: Curriculum

Introduction

Strictly speaking, tandem weekly conversation sessions are not traditional language classes. The word “curriculum” is used to describe the procedures and suggested activities for each week’s topic. A list of sample questions to ask is also provided for participants to use as a start point. This chapter includes weekly session topics at UBC, a “lesson plan” template and an annotated sample “lesson plan”.

Weekly Session Topics

The following (Example 4.1) is a list of the weekly session topics at UBC. The first four topics help tandem participants to get to know each other better. The last topic encourages participants to reflect on how their partners have helped them throughout the term and serves as a conclusion to the program. The topics in the middle of the term are some common themes that help to generate conversation and discussion.

UBC Example 4.1: Weekly session topics:

1. Introductions: “Who are you?”
2. Goals: “Why are you learning this language?”
3. Community: “Who are the people in your life?”
4. Plans
5. Awesome expressions
6. Life story
7. Dreams and adventure
8. Life in Vancouver and at UBC
9. Pop culture
10. Thank you

While all topics above seem to work well, at UBC, topic 5 “awesome expressions”, topic 6 “life story” and topic 7 “dreams and adventure” are especially popular among participants. Participants learn useful daily-life expressions (“awesome expressions”) in the target language, which might not be covered in traditional language classes. “Life story” allows people to share personal anecdotes, and listeners are often highly engaged during the story telling. “Dreams and adventure,” on the other hand, engages participants in discussions of future trip plans to the destination country where the target language is spoken. Planning with somebody from the region is an exciting experience for the language learners.
Whereas the above three topics focus on the target language/culture, other topics (such as 8 and 9) are highly dependent on the characteristics of the participants (e.g., age, gender, personal traits and interest, etc.). For example, “life in Vancouver and at UBC” is possibly the most important topic for newcomers to Vancouver and UBC, but not as attractive to people who are already familiar with both. “Pop culture” seems to be more interesting to younger participants than mature ones.

To keep the interest of the participants, weekly topics/themes should be annually reviewed to suit the interest of participants. New topics should also be added so that returning participants would not repeat the same activities. Participants could be invited to provide suggestions for topics.

**Weekly Session Plan Template:**

A template for weekly session plans is included in Example 4.2. The user needs to fill in the template with detailed information. Fonts in red indicate fields where detailed information is missing.
Annotated Session Plan:

What follows is an annotated “session plan” for Week 1. This “session” is chosen because it provides most detailed important information on how to facilitate the weekly sessions. Other “session plans” are attached in Appendix IX.

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UBC Example 4.2: Weekly session template

**Week #: Theme**

**Goals from a facilitator point of view:**
1. 
2. 
...

**Before:**
- Snacks
- The usual
  - Attendance sheet
  - Name tag holders and papers to go inside
  - Big paper or white board
  - Plain paper for people to take notes
  - Bells

**Presentation:**
- Welcome (add details)
- Review the last topic (add details)
- Introduce the new topic (add details)
- Provide examples (give sample sentences on how you would start the conversation with the topic provided)
- Additional activities if applicable

**During:**
- Bell
- Snacks
- Walk around and observe

**Wrap-up: (5-10 minutes before the end of the session)**
- Welcome back
- Debriefing about today’s session (provide some examples)
- Introduce next week’s topic

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1 The original “lesson plan” was written by Mary Leighton, who initiated the UBC tandem language exchange program. Red fonts are notes added by tandem’s previous coordinator Elisabeth Williams, based on her personal experience facilitating the sessions. Blue fonts are additional annotation added by Rachel Wang, who was involved in the rewriting of the tandem
Goals from a facilitator point of view:

1. To create a warm atmosphere in which people recognize that they are surrounded by interesting, interested, kind, supportive, enthusiastic, open, like-minded people, and that if they do not speak the dominant language (English), they are still equally included, and are encouraged to use any language they speak. English-speakers are encouraged to try to use other languages to be as inclusive as possible.

   ➔ Please note that the way the facilitator presents himself/herself would influence the group dynamic. An energetic, enthusiastic facilitator is more likely to lead a more involved group of participants.

2. To review the principles of tandem: autonomy, reciprocity, fun and everyone’s language is valuable.

3. To review the structure of tandem: half the time in each language, spent primarily in dialogue, with the learner speaking more; at the end, a chance for the learner to receive feedback.

   ➔ The participants should be given options to discuss with their partners whether they want to receive immediate feedback or feedback at the end.

4. To have partners introduce themselves and establish a basic relationship of mutual learning and trust.

5. For partners to exchange contact information, and to understand that they are primarily responsible to their partner. If they need to be absent, they must contact their partner. They should also contact the facilitator out of courtesy.

6. To have partners introduce each other to the whole group.

   ➔ This activity helps to create a bigger social group. It will also be helpful when the facilitator identify learners of the same language.

Before:

- Snacks
The snacks are provided by tandem during the first session. Later on, participants are encouraged to bring their own snacks to share with the group.

- The usals
  - Attendance sheet
  - Name tag holders and papers to go inside
  - Big paper or whiteboard
  - Plain paper for people to take notes
  - Bells
- If necessary, set up the chairs to accommodate the number of people on your list. For larger groups try turning the chairs slightly towards each other, and for smaller groups a circle may work.

People arrive:

Participants might arrive at different times on the first day because some might have trouble finding the place. The facilitator should wait for five minutes before starting the session. While waiting, it is encouraged that the facilitator walks around and chat with participants. This might be a good opportunity to hear useful feedback!

- Welcome
  - *(I like to go up to people and introduce myself, start chatting, and encouraging people to introduce themselves to each other)*
  - *Hi, I’m ____. (Offering my hand, with a smile, forcing them to smile, shake my hand, and introduce themselves.) Hi, __(name)___, welcome.*
  - What language are you learning?
  - What language are you offering?
  - Where are you from?
  - How’d you hear about tandem?
  - Wait an extra 5 minutes on the first day. *(We also asked participants to come 5 minutes early.)*
  - Encourage people to get tea/coffee/water—show them where.
- People can fill in name tags
  - *(Use yours as an example. Have your first name, and any languages you speak, including the one or ones you are learning).*

Presentation:

- Welcome
Welcome to the tandem program. Thank you for signing up and thank you for coming.

Explain the plan

I’m going to talk for a few minutes. You’re going to meet your partner. Then you can start your language exchange!

Introduce yourself

Example: My name is ~~~. I’m from Vancouver. My first language is English. I also speak some Spanish, some French, some Turkish, and a little bit of Arabic. I have been involved with Tandem since last year. I will be your Facilitator for this term. That means I will be here every week, same time, same place :)

Quick history of the program (I always make this shorter – just emphasize how tandem is a UBC student run program started by a student and how much it has grown J)

January 2011
- Small project
- A student named Mary started it for fun
- 100 people applied; half got partners
- One weekly meeting: Fridays

September 2011
- More than 400 people applied; over half got partners
- Two weekly meetings: Tuesdays/Fridays
- UBC gave us some money
- Connie was hired as the new coordinator
- Mary trained new facilitators and wrote a manual

January 2012
- ?? Number of people applied and paired ??
- Connie is the coordinator
- Eight volunteer facilitators; weekly meetings Monday-Friday
- A website to help people who meet independently

Excited for the future!

Principles of tandem → these are important since they are essential for keeping the partnership together

1: Autonomy: You are responsible for your learning. You can choose WHAT you learn, HOW you learn, and HOW FAST you learn. I give
you activities every week, but they are just suggestions.

Note that the concepts of "autonomy" and "reciprocity" may not be familiar to non-native English speakers and may thus require some explicit explanations when introduced.

• 2: Reciprocity: This means “give and take.” If you come every week, if you come on time, if you give your partner your full attention, if you listen carefully, if you smile to make them relax, if you help them with mistakes, then they will do the same for you.

Emphasize that this partnership is about respect as well. Respect each other’s learning, efforts, and time.

• 3: Fun

• 4: Everyone’s language is valuable

Quick structure of the program

• Normally:
  • We meet as a group for 5-10 minutes.
  • You and your partner find a nice place to sit. You decide which language you want to start in.
  • For example, I am learning Turkish and my partner is learning English. We decide: Today we will spend the first half in English. During the “English time” my partner should be speaking more, because he needs the practice.

  • As he is speaking, I take notes. *That’s what the paper is for.
    • For example, my partner says, “Yesterday I go downtown.” This is a grammar mistake. But I understand the idea. So I let my partner KEEP SPEAKING, and I make a note: “Yesterday I go downtown.”
    • For example, my partner says, “SH-cool” for “school.” This is a pronunciation mistake. But I understand. So I write down “school.”
    • For example, we are talking, and a new expression comes up: “I suck at tennis.” This means, “I am bad at tennis.” This is a useful expression. So I make a note: “I suck at tennis.”

  • We ring the bells when you have 5 more minutes in each language.

  • In these 5 minutes, I give the paper to my partner. He has the pen. We go through each one.

If the language partners already gave each other feedback, these
5 minutes can be used as a debriefing session, during which the language learners talk about what they have learned and what is most helpful from their partners.

- “Yesterday I GO?” See if he can change it to “I went.”
- I point to “school.” “Can you say that?” I help him.
- “I suck at tennis.” What does that mean? Can you use it in a different sentence?
- Bells again mean SWITCH LANGUAGES
- Same thing with notes, and the last 5 minutes for review
- Do you HAVE to do corrections this way? No. But people in the program in the past said they really liked getting corrections from their partner. This way you can have a conversation and then give corrections at the end.

→ We encouraged participants to speak to each other about what was the most comfortable for them. I gave a personal example that I do not like to be “interrupted” for corrections because it makes me nervous, so I prefer to have thing written down discreetly and shown later.

- Notes
  - This space is called the Global Lounge. It’s open Monday-Friday, 12-8PM, and you can come by anytime. There’s always free tea and coffee.
  - *Take them on a quick tour—explain that they can use any space during their exchange—and introduce them to the Global Lounge assistant.
  - Our groups were far too large to give a tour too (generally 40+ people at the first session,), so this was done verbally.
  - (Come back)
  - The program is 10 weeks
  - You HAVE TO come every week. Repeat: You HAVE TO come every week. Sometimes you will be tired, sometimes you will be busy. But it is only once a week, and we have food, and we are very nice. So come.
  - Your partner needs you!
  → This is very important to emphasize. Participants need to realize that they are making an important commitment!
  - So, who is your partner? ...

Match partners
- Call them out with the attendance sheet
• Ask them to discuss what languages they offered and desired and will be doing each session – you may be too busy to read to everyone what languages they are doing together.

• Partners sit together, shake hands.

• *If someone is missing a partner, ask them to stay and talk to you after.

Introduce the activity:

• Today’s activity is Introductions, or, in other words, “Who are you?”

• Please write these questions in the language your partner is LEARNING:

  • (*Remember to read slowly and clearly, and to give people time to write the questions. At least half the people will be translating the question in their heads, which takes a minute. If you think it’s useful, you can write the questions on a large paper before. I personally prefer to just say them, so that people who are translating do not get to fixed on the wording/grammar in English).

  ➔ Depending on the English proficiency of the group, the facilitator should choose whether to say things orally or to write key points down as well.

• Who are you?

• Tell me about yourself.

• (Generate more questions as group, by asking, “What else?” “What other questions do you have?” For each, repeat it slowly; make sure everyone has time to translate it and write it. If they don’t come up with good questions, here are more:)

  ➔ It is important to encourage group participation. Although learners are divided into specific languages, they might still be interested in future social activities with the larger group.

• Where are you from?

• What are you studying?

• Why are you learning this language?

• What are you interested in?

  ➔ Give quick examples of each question

• Explain procedure:

  • When you start, choose a language. For example, my Turkish partner and I choose to start in... Turkish. So he asks me the questions in Turkish. SLOWLY. I speak in Turkish. He helps me, and he takes notes. When we hear the bells, we review the notes for 5 minutes. When we
hear the bells again, we switch to English, and I ask my partner the questions.

→ It is also important to do a quick language assessment of your partner’s language proficiency. Then you can decide whether to slow the speed of your speech.

- Tell them how much time they will have.
- Go!

→ Participants whose partners are missing may be a bit stressed or disappointed. Assure them we will contact their partners a.s.a.p. and try to connect them via email. Encourage them to stay and try to temporarily match them with another pair. If that is not possible, they may choose to go home. On the first day you will likely be too busy to chat with them for too long yourself.

During:
- Circulate with snacks
- Observe
  → This is extremely important because the participants will notice how much you are involved! Sitting passively in the room might not be the best way to motivate participants.
  → Email participants who did not show up (this may be due to missing the email, misunderstandings, etc.) In the emails please also include both partner’s emails so they can connect with each other outside of you.

15 minutes before the end: (Just the timing how you see fit. Some participants may want to chat longer so you could gather 9 or 10 minutes before finishing)
- Welcome back!
- Show the attendance sheet and pass it around. (Normally, do this at the beginning) → if you were too busy to check it while pairing off partners
- Tell partners to exchange email and phone numbers
  - If they are going to be late or sick, they MUST contact their partners, with as much warning as possible. They should also email you (you can provide an email address). Stress the “MUST” contact their partner!

→ If your session is small enough, try the following as a whole class activity. If you are a larger group, get a few examples or make it a small group activity (4-6 people per group)
- Get “Hi” in all the languages in the room and write them on the board/paper.
- Have partners introduce one another, using this structure from the
board/paper.

- “Hi, this is my partner, ________. He/she speaks _______. He/she is learning/improving ________.”
- “_____(same thing, but in Turkish)_______”
- (*Do it first with an imaginary partner)
- Gesture to next person in the circle.
- People should introduce their partner in two languages. After each introduction, the group can say, “Hi” in that language.

- Flip over the name cards and see if you can remember all the names, going around in a circle. See if other people can do it.

- Reminders:
  - (Write on board if possible) Next week’s activity is about **Goals**:
    - *Please think about:* Why are you learning this language? What do you want to be able to do? How can you reach these goals?
    - Note: for certain topics, such as adventure and pop culture, it will be helpful to remind participants to bring some materials to the next session, such as photographs or media files on a laptop, smart phone, or tablets. Make sure to send an email reminder the day before the next session.
  - *Bring your notes from this week, to review.*
  - See you next week!

⇒ Make yourself available for questions after! You will have some.
Chapter 5: Tandem in Other Post-Secondary Contexts

As mentioned in Chapter 1, tandem language learning is practiced in a variety of contexts and modalities internationally. Tandem learning is practiced in-person, via online communities, and through for-credit, university programs.

The following information was collected through email correspondence and Internet research from January – October, 2013. This list is not intended to be exhaustive, but rather to be representative of the different models currently found. Below is a brief overview of different styles and some examples of these different program delivery models.

Representatives of other tandem learning programs are invited to contact the UBC Tandem Language Exchange Program to have this list updated with their details.

url: http://www.tandemubc.ca/

Supported models

Supported models, such as UBC’s program, are the least common format of tandem. To our knowledge, the programs at UBC and the University of Malmo (who modeled their program after UBC’s) are the only institutions that have facilitated, centralized meetings for partnerships. Edinburgh University offers a central location for participants to come and have their exchanges, which is another form of support.

The University of Malmo in Sweden modeled their tandem program after the one offered at UBC. Applicants contact the program and are paired with a partner, and then the partners meet for facilitated discussions weekly. They are encouraged to meet outside of these sessions. This program is particularly diverse, with 32 languages represented in the 2012 session.

url: https://www.facebook.com/groups/162254013859527

The Edinburgh University Students Association offers a program that combines both in-person and independent meetings. With about 150-200 active participants, most partners meet independently. The program offers weekly sessions devoted to particular languages and a strong variety are represented in the program. While this exchange is not facilitated by discussing leaders, the EUSA supports the program by offering venue space for meetings.

url: http://www.eusa.ed.ac.uk/getinvolved/eusaglobal/languages/tandem
**Pairing Services**

The most common tandem format, primarily found in European universities, pairs participants for independent meetings. These programs may offer an introductory session and learning materials, but the partnerships are highly independent and little participation tracking occurs.

The University of Bonn in Germany offers a tandem pairing service with approximately 400 participants who meet independently. Twelve languages are represented and most participants are learning German, English, Spanish, or Italian. The program recommends that participants have a competency of at least B1 on the Common European Framework of Languages in their target language. While there is no active facilitation, all participants attend an introductory meeting to acquaint them with the program’s delivery.

url: http://www.ikm.uni-bonn.de/sprachlernzentrum/selbstgesteuertes-lernen/tandem

The University of Kent offers a similar, if smaller, program. Participants meet independently, are supported with a guide to tandem learning, and primarily work on French, German, English, Italian, and Spanish.

url: http://www.kent.ac.uk/secl/TandemLanguageLearning.html

The Central European University in Hungary also offers a tandem pairing service. This program has been running since 2011 and has about 120 applicants per year. Eastern European languages are strongly represented, and many visiting students participate in order to learn Hungarian.

url: https://caw.ceu.hu/tandem-language-exchange-at-ceu

Katholieke Universiteit Leuven in Holland offers a service pairing speakers of English, German, and Italian with local Dutch speakers. There is possibility in taking tandem for university credits through this model.


The London School of Economics runs a pairing service via Facebook where English-speakers can find native speakers of languages they would like to learn. While the service is aimed at pairing English with other languages, users often post messages looking for alternatives, such as exchanging Spanish for Mandarin.

url: http://www.lse.ac.uk/language/LearningSupport/TandemLearning/TandemLearningRequest.aspx
Online Services

Online services for tandem exchanges are developing quickly, as they are able to take advantage of the decentralized nature of their user base. These services are available to anyone with computer and Internet access, regardless of geographical location. These services primarily pair users based on learning needs, though we expect the offerings of these services to broaden in the coming years. Unless otherwise stated, the following services are open to participants from around the world.

Tandem Exchange is a developing service that finds tandem partners for people to connect online or in-person.

url: https://www.tandemexchange.com

Totalingua is another pairing service that supports in-person and online partnerships. The site is supplemented with an extensive, user-generated, audio phrasebook. This phrasebook allows users to hear vocabulary spoken by a native speaker, in an order to help with pronunciation development.

url: http://www.totalingua.com/

TANDEMcity is part of TANDEM® International, “a network of independent language schools [in] France, Germany, Italy, Spain, Argentina, Chile, and Uruguay.” TANDEMcity offers a search engine to find and contact potential language learning partners based on common languages and/or location.

url: http://www.tandemcity.com/

Teletandem Brasil connects students of São Paulo State University with learners of Portuguese at affiliated universities or language schools internationally. Exchanges are done through Skype and Windows Live Messenger, are to be for two hours a week, and lasting for three months.

url: http://www.teletandembrasil.org/home.asp

Other models

Other models, often represented in the research literature, generally include tandem exchanges that are part of a course curriculum (Chung, Graves, Wesche & Barfurth, 2005; Kötter 2010; Ushioda, 2000). Some of these models rely on asynchronous communication via text chat or e-mail, others use synchronous communication methods, such as Skype or Windows Live Messenger.

While these models do include aspects of the conceptualization of Tandem employed in this handbook, there are a number of significant differences. Firstly, these models are often prescriptive on topics (i.e., topics follow a class
curriculum rather than participants’ interests) and do not meet the principle of autonomy. Secondly, as many of these models are required course content, they lack the highly-motivated, voluntary aspect that characterizes the not-for-credit models previously mentioned. Still, the potential for other models of tandem learning to improve second language classrooms and increase access to target language communities of practice is significant and will be an interesting practice to watch evolve in the coming years.
References


Ushioda, E. (2000). Tandem language learning via e-mail: From motivation to autonomy. ReCALL, 12(2), 121-128.


importance of self-determination for intrinsically-motivated behavior. 
*Personality and Social Psychology Bulletin*, 4, 443-446.
## Appendix I: Tandem Activities Checklist
Prepared by Baillie Ford

### Tandem Term 1 Activities

<table>
<thead>
<tr>
<th>Month/Period</th>
<th>Tasks</th>
</tr>
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<tbody>
<tr>
<td><strong>March/April</strong></td>
<td>1. Re-apply for Global Lounge network membership</td>
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<td>2. Book the Global Lounge for sessions</td>
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<tr>
<td><strong>Second to last week of August</strong></td>
<td>1. Post advertisements for volunteer facilitators</td>
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<td>2. Book the Global Lounge for the end of term showcase</td>
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<td></td>
<td>3. Apply for the Global Fund</td>
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<tr>
<td><strong>Last Week of August</strong></td>
<td>1. Revise the application form</td>
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<td>2. Contact UBC Events for digital signage</td>
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<td></td>
<td>3. Secure digital signs in Scarfe and Buchanan</td>
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<tr>
<td><strong>SEPTEMBER</strong></td>
<td><strong>First Week of Term</strong> 1. Open registration</td>
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<td></td>
<td>Post registration link on website and Facebook and Global Lounge Blog</td>
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<td></td>
<td>2. Email to advertise</td>
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<td></td>
<td>3. Interview volunteer facilitators</td>
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<td></td>
<td>(File: Drive/Volunteers/Interview Questions)</td>
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<tr>
<td><strong>Second Week of Term</strong></td>
<td>1. Orientation training for volunteer facilitators</td>
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<td>(Files: Drive/Training/Training Session 1 Volunteer Notes and Coordinators’ Notes, Expectations Start of Term; Drive/Volunteers/Volunteer Facilitator Agreement)</td>
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<tr>
<td></td>
<td>2. Continue emailing</td>
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<td></td>
<td>3. Hold an info session</td>
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<tr>
<td>Third Week of Term</td>
<td>1. Round two of training for volunteer facilitators (Files: Drive/Training/Training Session 2 Volunteers and Coordinators’ Notes, Issues Game, Facilitating Makes Me...; Dropbox/Curriculum/Elisabeth Notes/Week 1 Facilitator Notes Full)</td>
</tr>
<tr>
<td></td>
<td>2. Ensure volunteer facilitators have: snack sheets (Drive/Other/Snack Sheet Template), Week 1 Notes (Dropbox/Curriculum), and attendance sheets.</td>
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<td></td>
<td>3. Continue emailing</td>
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<td></td>
<td>4. Friday: close registration (Drive/Registration Form/Form-Uncheck “Accepting Responses). Remove link from website.</td>
</tr>
</tbody>
</table>

**MATCHING WEEKEND**

- **Match and email all participants** (Dropbox/Matching system. Contact emoller@outlook.com)
- **Email volunteer facilitators their attendance sheets**
- **Email independent meeters introduction emails** – attach: (Files: Drive/Independent Meeters/Informal Meeting Spaces, Tip Sheet Communicate Better with Your Partner, and Dropbox/Curriculum/Week 1 IM Notes)

| Tandem Week 1 | 1. Volunteer facilitators and assistant to run all sessions, coordinators to attend. |
| | 2. Rematching |
| | 3. Friday: Email volunteer facilitators Week 2 notes |
| | 4. Weekend: Email independent meeters Week 2 notes |

**OCTOBER**

**Week 2**

1. Attend sessions to support volunteer facilitators
2. Schedule a monthly dream team meeting
3. Friday: Email volunteer facilitators Week 3 notes
4. Weekend: Email independent meeters Week 3 notes

**Week 3**

1. Email volunteer facilitators and independent meeters Week 4 notes

**Week 4**

1. Hold monthly dream team meeting
2. Advertise/plan upcoming mid term mixer
3. Alert volunteer facilitators to upcoming feedback
<table>
<thead>
<tr>
<th>Week 5 notes</th>
<th>Week 5 notes</th>
<th>Week 6 notes</th>
<th>Week 6 notes</th>
<th>Week 7 notes</th>
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<th>Week 9 notes</th>
<th>Week 9 notes</th>
<th>Week 10 notes</th>
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<tr>
<td>collection next week</td>
<td>4. Email volunteer facilitators and independent meeters</td>
<td>1. Distribute and collect feedback (sessions and independent meeters) (Drive/Feedback/Feedback Form)</td>
<td>2. Ask volunteer facilitators to confirm by Nov. 1st whether they will volunteer next term</td>
<td>3. Email volunteer facilitators and independent meeters</td>
<td>Week 6 notes</td>
<td>1. Hold a mid term mixer</td>
<td>2. Email volunteer facilitators and independent meeters</td>
<td>Week 7 notes</td>
<td>NOVEMBER</td>
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<td>1. Hold a mid term mixer</td>
<td>2. Email volunteer facilitators and independent meeters</td>
<td>Week 7 notes</td>
<td>NOVEMBER</td>
<td>1. Begin writing end of term report (Drive/Data and Reports/End of Term Report Template)</td>
<td>2. Post ad for next term’s volunteers</td>
<td>3. Schedule a monthly dream team meeting</td>
<td>4. Email volunteer facilitators and independent meeters</td>
<td>Week 8 notes</td>
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<td>NOVEMBER</td>
<td>1. Advertise/plan upcoming end of term showcase</td>
<td>2. Interview potential volunteers (File: Drive/Volunteers/Interview Questions)</td>
<td>3. Email volunteer facilitators and independent meeters</td>
<td>Week 8 notes</td>
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<td></td>
<td>1. Hold monthly dream team meeting</td>
<td>2. Active shadowing of sessions by new volunteers</td>
<td>3. Alert volunteer facilitators to upcoming feedback collection next week</td>
<td>4. Email volunteer facilitators and independent meeters</td>
<td>Week 9 notes</td>
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## Tandem Term 2 Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Missions</th>
</tr>
</thead>
</table>
| **Last Week of December**  | 1. Revise application form  (Drive->Registration-Copy form and make edits)  
2. Contact UBC Events for digital signage  (info.events@ubc.ca)  
3. Secure digital signs in Scarfe and Buchanan  (brigitte.gemme@ubc.ca)  |
| **JANUARY**                |                                                                                   |
| **First Week of Term**     | 1. Open registration  
2.  *Post registration link on website and Facebook and GL Blog*  [http://blog.students.ubc.ca/globallounge/submit-your-post-to-the-global-lounge-blog/]  
3. Email to advertise  
4. Interview volunteer facilitators  (File: Drive/Volunteers/Interview Questions)  |
| **Second Week of Term**    | 1. Orientation training for volunteer facilitators  (Files: Drive/Training/Training Session 1 Volunteer Notes and Coordinators’ Notes, Expectations Start of Term, Drive/Volunteers/Volunteer Facilitator Agreement)  
2. Continue emailing  
3. Hold an info session  
4. Contact International Students’ Association about ongoing collaboration.  |
| **Third Week of Term**     | 1. Round two of training for volunteer facilitators  (Files: Drive/Training/Training Session 2 Volunteers and Coordinators’ Notes, Issues Game, Facilitating Makes Me...; Dropbox/Curriculum/Elisabeth Notes/Week 1 Facilitator Notes Full)  
2. Ensure volunteer facilitators have: snack sheets  (Drive/Other/Snack_Sheet Template), Week 1 notes |
(Dropbox/Curriculum), attendance sheets.
3. Continue emailing
4. Friday: close registration
   (Drive/Registration Form/Form-Uncheck “Accepting Responses). Remove link from website.

**MATCHING WEEKEND**

- **Match and email all participants**
  (Dropbox/Matching system. Contact emoller@outlook.com)
- **Email volunteer facilitators their attendance sheets**
- **Email independent meeters introduction emails – attach:**
  (Files: Drive/Independent Meeters/Informal Meeting Spaces,
   Tip Sheet Communicate Better with Your Partner, and
   Dropbox/Curriculum/Week 1 IM Notes)

| Tandem Week 1 | 1. Volunteer facilitators and assistant to run all sessions, coordinators to attend.  
2. Rematching  
3. Friday: Email volunteer facilitators Week 2 notes  
4. Weekend: Email independent meeters Week 2 notes |

### FEBRUARY

**Week 2**

1. Attend sessions to support volunteer facilitators  
2. Schedule a monthly dream team meeting  
3. Friday: Email volunteer facilitators Week 3 notes  
4. Weekend: Email independent meeters Week 3 notes

**Week 3**

1. Begin work on Global Fund report  
2. Email volunteer facilitators and independent meeters Week 4 notes

**Week 4**

1. Hold monthly dream team meeting  
2. Advertise/plan upcoming mid term mixer  
3. Alert volunteer facilitators to upcoming feedback collection next week  
4. Email volunteer facilitators and independent meeters Week 5 notes

**Week 5**

1. Distribute and collect feedback (sessions and independent meeters)  
   (Drive/Feedback/Feedback Form)  
2. Email volunteer facilitators and independent meeters
<table>
<thead>
<tr>
<th>Week 6 notes</th>
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<tbody>
<tr>
<td><strong>Week 6</strong></td>
</tr>
<tr>
<td>1. Hold a mid term mixer</td>
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<tr>
<td>2. Email volunteer facilitators and independent meeters</td>
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<tr>
<td><strong>Week 7 notes</strong></td>
</tr>
<tr>
<td><strong>MARCH</strong></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
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</tbody>
</table>
| 1. Begin writing end of term report  
(Drive/Data and Reports/End of Term Report Template) |
| 2. Schedule a monthly dream team meeting |
| 3. Email volunteer facilitators and independent meeters |
| **Week 8 notes** |
| **Week 8** |
| 1. Advertise/plan upcoming end of term showcase |
| **Week 9 notes** |
| **Week 9** |
| 1. Hold monthly dream team meeting |
| 2. Alert volunteer facilitators to upcoming feedback collection next week |
| 3. Email volunteer facilitators and independent meeters |
| **Week 10 notes** |
| **Week 10** |
| 1. Distribute and collect feedback |
| 2. Hold the end of term showcase |
| 3. Finish end of term report |
| 4. Finish Global Fund report and submit to Jola Lekich |
Appendix II: Tandem Coordinator & Assistant Job Description

Prepared by Dr. Samuel Navarro

Job Description - UBC Tandem Language Learning Program Student Coordinator 2014/2015

The tandem student coordinator would be responsible for coordinating and supporting the tandem language learning program at UBC, a student-run program wherein students teach each other their mother tongue (or a language in which they are highly proficient). It is a program designed to enhance additional language acquisition, intercultural communication and cross-cultural understanding on campus. The program provides language acquisition to students in two tiers: 1) "group meeting," wherein pairs of students would come to a weekly facilitated session either at the Global Lounge or at Buchanan and 2) "independent meeting," a forum to introduce partners in person and facilitate their independent meetings with ongoing counseling/training. For more information about the program, visit: http://www.tandemubc.ca/

The tandem student coordinator will report directly to the Student Development Officer, Simon K.Y. Lee Global Lounge & Resource Centre (SDO) in regards to the day-to-day logistics of the program. In regards to curriculum and pedagogy, the student coordinator will be supported by a faculty advisor from the Centre for Intercultural Language Studies (CILS).

The tandem student coordinator is responsible for:

- Collaborating with, motivating and inspiring members of the UBC tandem Language Learning Program to ensure the success of all program components
- Working collectively with faculty, staff, the tandem assistant and volunteer facilitators on the execution of the tandem program
- Developing, maintaining and supporting relationships with campus groups (such as AMS, and student clubs) and language departments
- Recruiting, training and coordinating volunteer facilitators
- Coordinating communications (e.g., email and website management) to all campus stakeholders, including faculty, staff, students, and volunteers
- Communicate and collaborate with the online tandem coordinator
- Working with the tandem team to plan stimulating social events that encourage sharing of language and cultures
- Making informed decisions based on past history of the program and the needs of student leaders, volunteers, and first year students
- Matching applicants (in coordination with assistant coordinator) using a computerized matching system
- Managing the database and organization of tandem language learning program sessions; registration and support for participants
• Keeping track of the tandem financial budget
• Contributing to the expansion of the tandem handbook
• Presenting at the CILS symposium in the spring
• Corresponding with participants and campus partners in a professional and timely manner
• Conducting email exit interviews with students who leave from program
• Other administrative tasks as necessary

Position Type
UBC Vancouver Work Learn Program

Qualifications
• Excellent leadership, organizational and time management skills
• Ability to work cross-culturally with diverse populations
• Excellent communication skills: professional email/phone correspondence
• Excellent computer skills specifically in the area of Google applications (such as Google docs), Microsoft Excel, and social networking sites/websites. Database experience is an asset.
• Ability and willingness to work both independently and as part of a team
• Knowledge in additional language acquisition and language related activities (e.g., teaching or learning additional languages, individual learner differences, intercultural differences, etc.)
• Experience with meeting facilitation
• Previous experience with the tandem Language Learning Program is an asset

Eligible candidates must be enrolled at UBC-V for studies in the 2014-15 academic year and meet the requirements for Work Learn. This position is posted pending Work Learn approval.

*PLEASE NOTE: This position is dependent on Work Learn funding

Important Dates
Training will begin with some shadowing of the current tandem assistant in April (flexible based on student schedules). Full training will begin the week of August 25th, 2014 with continued opportunities for professional development and training throughout the term of appointment. Regularized shift schedules will start the week of September 2, 2014.
Job Description - UBC Tandem Language Learning Program Assistant: 2014/2015

The tandem assistant works with the tandem student coordinator to support the tandem language learning program at UBC, a student-run program wherein students teach each other a language they are proficient in. It is a program designed to enhance additional-language acquisition, intercultural communication and cross-cultural understanding on campus. The program provides language acquisition to students in two tiers: 1) "group meeting," wherein pairs of students would come to a weekly facilitated session at either the Global Lounge or Buchanan, and 2) "independent meeting," a forum to introduce partners in person and facilitate their independent meetings with ongoing counseling/training. For more information about the program, visit: http://www.tandemubc.ca/

The tandem assistant will report directly to the Student Development Officer, Simon K.Y. Lee Global Lounge & Resource Centre (SDO) in regards to the day to day logistics of the program. In regards to curriculum and pedagogy, the student coordinator will be supported by a faculty advisor from the Centre for Intercultural Language Studies (CILS).

The Assistant will be responsible for:

- Working collectively with faculty, staff, the tandem student coordinator and volunteer facilitators on the execution of the tandem program
- Work with the tandem team to recruit and train new student facilitators and volunteers
- Make informed decisions based on past history of the program and the needs of student leaders, volunteers, and first year students.
- Providing support to tandem facilitators by attending sessions, providing feedback and maintaining regular communication with them during the program.
- Facilitating a tandem session to groups of up to 30 students using a variety of engaging facilitation methods and strategies.
- Coordinating the logistics of tandem sessions which includes: booking space, keeping track of attendance, preparing materials and activities as well as collecting feedback from participants twice a term.
- Working with the student coordinator to match applicants using a computerized matching system.
• Presenting at the CILS symposium in the spring
• Other administrative tasks as necessary

Qualifications

• Excellent organizational and time management skills
• Ability to work cross-culturally with diverse populations
• Excellent communication skills: professional email/phone correspondence, addressing large groups and presentation proficiency
• Ability to establish and maintain rapport, credibility and working relationships with both facilitators and participants
• Excellent computer skills specifically in the area of Google applications (such as Google docs) and social networking sites/websites. Database experience is an asset
• Ability and willingness to work both independently and as part of a team
• Knowledge in additional language acquisition and language related activities (e.g., teaching or learning additional languages, individual learner differences, intercultural differences, etc.)
• Experience with meeting facilitation
• Previous experience with the Tandem Language Learning Program is an asset

*PLEASE NOTE: This position is dependent on Work Learn funding

Important Dates
Training will begin with some shadowing of the current tandem assistant in April (flexible based on student schedules). Full training will begin the week of August 25th, 2014 with continued opportunities for professional development and training throughout the term of appointment. Regularized shift schedules will start the week of September 2, 2014.
Appendix III: Volunteer Facilitator Hiring and Training Procedures

Prepared by Olivia Sanchez, Elisabeth Williams

--- HIRING ---

1) Create a posting for the position using a Google Doc Form (look at the Gmail account Drive under volunteer facilitator application spring 2012). Using a Form is convenient because all the applicants’ contact information will be located in a spreadsheet. The resumes and cover letters should be emailed to the tandem Gmail account, and there is a mandatory checkbox question in the form that applicants have to click to ensure they have emailed these documents. Alternatively to the cover letter, pre-determined questions could be added to the form.

Copy of the volunteer posting

The UBC tandem language exchange program is a free, student-run program open to all members of the UBC community (students, faculty and staff). It is a program designed to enhance additional-language acquisition, intercultural communication and cross-cultural understanding on campus. Participants meet in pairs on a weekly basis for 10 or 11 weeks, and practice each other’s languages, spending half the time in each language and guiding the conversations with the suggested activities from the UBC tandem handbook. Tandem participants can be part of the program by attending 1) "group meetings," wherein pairs of students attend a weekly facilitated session by volunteer facilitators at the Global Lounge or at the Meekison Arts Student Space (MASS), and 2) "independent meetings," where partners meet independently outside of the scheduled sessions and are supported with weekly emailed activities and the guidance from the volunteer facilitators. For more information, see the Facebook page www.facebook.com/tandemubc or the FAQ in our website http://www.tandemubc.ca/faqs.php.

UBC tandem is currently seeking four dynamic individuals to join the growing tandem team in the second semester (Jan-April 2013) as volunteer facilitators.

The position description is as follows:
- Attend and facilitate a weekly 1.5 hour tandem session at the Global Lounge or at MASS (plus 30 minutes before and 30 minutes after the session for set up and clean up)
- Keep attendance lists and contact absent participants
- Ensure partner-partner interactions are running smoothly and that conflicts are resolved in a timely manner
- Use the tandem handbook materials to prepare the session activities
- Promote the tandem goals of autonomy and reciprocity throughout the weekly sessions
- Collect feedback from participants for review at half-point and end-point of the program
- Be available to support independent meeters when necessary
- Maintain constant communication with the program coordinator and the lead facilitator, and contribute to enhancing and expanding the UBC tandem program
- Attend monthly team meetings

Qualifications:
- This volunteer position is open to UBC undergraduate students 3rd year or higher, and to graduate and post graduate students
- Excellent communication and interpersonal skills, with an interest in interacting with tandem participants
- Punctuality and organizational skills
- Dedication to leading one session a week and undergoing continuing training
- Experience working with diverse backgrounds and an interest in different languages and cultures
- Interest in teaching and in second-language acquisition an asset
- Good sense of humour and willingness to have fun :)

Benefits:
- Gain amazing experience in a less traditional foreign language methodology (i.e. outside the classroom) that is getting great interest at the university level. This experience will expand and enrich facilitators' own classroom learning and/or teaching
- Develop relationships and receive support from the tandem team of facilitators and coordinator, as well as form part of a community of interesting, enthusiastic and learning-oriented people
- Improve classroom and event management skills
- Contribute valuable input to the tandem handbook, a publication that will be officially completed in 2013 and will serve as a key resource to run the bigger project that is tandem learning around the world
- Have the opportunity to participate in the academic research that is currently going on around Tandem

If interested, please email your resume and cover letter to tandemubc@gmail.com by Saturday October 20th 11:59PM. Interviews will take place during the week of October 22nd, and training will commence in the first week of November.
2) Shorten the link to the form using something like www.goo.gl
3) Advertise the link!
   a. Post it on the Facebook page, the Twitter account, and the website
   b. Email it to the listservs of the Faculty of Education and the Department of Language and Literacy Education for distribution
   c. Add a posting on Career Services – posting a job is free for UBC students, faculty and staff!
      http://www.students.ubc.ca/careers/employers/post-a-job/ An account has been created already.
      User name: tandemubc@gmail.com
      Password: volunteer
4) Read resumes, select candidates, and interview them! Beware that interviewing a lot of people in one day can be exhausting.
5) Select the new dream team for the new term :D

--- TRAINING ---

**Orientation Workshop**

1. Welcome, thank you for coming! Introduce our lovely selves.
   Everyone does a quick introduction: name, major, languages you speak, dream job (or whatever)

2. Icebreakers:
   ***Two truths and a lie: Tell three things about you – two are true and one is a lie. Everyone votes which one they think the lie is.
   ***take notes for website volunteer facilitator bios

3. Introduction to tandem –*what is in-tandem learning and UBC tandem?*
   - History
     - Around the world, in other places
     - At UBC
   - Goals
     - Principles: Autonomy, reciprocity, fun, and everyone’s language is valuable
     - Read through goals in curriculum
   - Structure of the program
     - Sessions and independent meeters
   - Structure of sessions and independent meeters
     - What a session would look like
   - Handbook
     - Mary wrote it. Constantly evolving, needing input!
     - All the activities are here
4. Expectations
(split into two groups and write down and discuss, and then share with all)
Ask: What do you want to get out of facilitating/volunteering for tandem?
(one of us can write it down on the WB.)
What do you expect from us as the “organizers/leaders” of tandem?

Our expectations:
- Leading sessions regularly
- Taking attendance
- Making sure the sessions run smoothly
- Provide snacks
- Assist in the monthly meetings
- Communicating with participants
- Communication with coordinator (partner changes, etc)
- Dedication and punctuality
- Attend monthly meetings, share experiences and ideas with dream team

What they will get out of this:
- Interact and connect with a large group of people with similar interests to you (intercultural, language, etc).
- Help the program evolve by contributing ideas and suggestions
- Presentation, organization and facilitation skills
- We are happy to give you a reference at the end of term
- Have fun!

5. Facilitating a Session:
- Communication skills → A variety of styles with strengths and weaknesses
- Commanding attention → How do you get people to listen to you?
- Making connections
  - Between participants
    - atmosphere
    - snacks
    - encouraging people to present to the group or in small groups
  - Between volunteer facilitator and participants
    - Learn everyone’s name → being involved with participants
- Teaching tips
  - Start with comparison b/w good and bad “facilitator talk”
  - Minimize teacher talk → Goal is not to listen to facilitator!
  - Foresee problems → prepare for sessions! Imagine yourself doing the session, write out the plan for the session beforehand
  - Comprehension check → give example (yes/no questions vs. comprehension check)
  - Encourage people to take notes
  - Importance of feedback
  - Importance of goals, tracking progress
Conflict Resolution:
   - Lateness, not showing up: volunteer facilitator contact “offending” partner directly from personal email and CC coordinator. Deal locally and then contact us.
   - General three-strike rule, but use your own discretion
   - Remind about

6. Future hopes for tandem
   - Becoming more institutionalized, yet still student run and free
   - Full time positions/part-time summer position
   - Tandem for credit

7. Explain the future training process
   - Important dates
     - Nov 30th end of year party
     - Shadowing
     - Practice facilitating
   - Assisting us – ask them to think about the areas they would like to focus on.
   Each one of them will be specialized in that area based on their particular strengths. These include:
     - Making connections for the Global tandem part of the website (contacting places, asking them if they can post)
       - Resource development
       - Helping with advertising
       - Research side of things
       - Goal setting and feedback mechanisms
       - Better ways to deal with independent meeters
       - Creating a system for participants to keep track of their progress (online, etc)

8. Any questions or comments?

   **Shadowing**
   - “Active shadowing”: provide feedback critically analyze session, note on how to improve sessions, how they benefited from the sessions, etc.
   - This can be done through email, or written
   - Get back together with volunteer, discuss and see if they are ready to facilitate alone

   **Practice Facilitating**
   - Option of co-facilitating or alone
Tandem 2012- 2013 Volunteer Facilitator Orientation

Prepared by Olivia Sanchez, Elisabeth Williams

November 6th 2012 7:30pm – 9:30 pm at the Global Lounge

Mingle and Eat! (10 min)

Welcome, Introductions and Icebreaker (20 min)
- Let’s get to know the tandem dream team!

An Introduction to Tandem (25 min)
- Brief history
- Goals
- Principles
- Program Structure
- Introduction to the tandem handbook

<table>
<thead>
<tr>
<th>What do you think is expected from you as a facilitator?</th>
<th>What do you expect to get out of tandem?</th>
<th>How do you expect the coordinators to support you in tandem?</th>
</tr>
</thead>
</table>

Expectations and Hopes for Tandem (15 min)
- Think, pair, share!

Short Break (5 minutes)

Facilitating a Session (15 min)
- Session structures
- Facilitator role
- Facilitation skills
- Teaching tips
- Conflict resolution

Future Plans and Training (10 min)
- Training process
- Shadowing and practice facilitating
- Other involvement opportunities

Debrief and Questions (10 min)
- Review of tonight’s topics
- Any questions?

Notes/Questions/Comments:
Want to improve your English?

Want to make friends?

Join The Tandem Program

• The tandem language learning program gives you a partner who speaks English. This partner will want to practise a language that you speak.

• You and your partner will meet every week, for 10 weeks, from January 2\textsuperscript{nd} to April 6\textsuperscript{th}.

• It’s FREE! And FUN!

Information Meeting FRIDAY, Sept. 16, 12-1PM at ELI

• \textit{If you cannot come to the information meeting, you can still register. Come to the Global Lounge (2205 Lower Mall, near ELI), anytime from 12-8PM, Monday-Friday, and fill out a registration form. The deadline is Monday, January 16\textsuperscript{th}.}

• Our website: tandemubc.ca
THE TANDEM PROGRAM

• Improve your español, English, فارسی, 官话, Deutsch, العربية, français, tiếng Việt, whatever, for FREE.

• By meeting every week with a partner that speaks the language, and that wants to improve a language you speak.

• 30-minute info sessions at the Global Lounge (2205 Lower Mall):
  Monday, Jan. 9, 1PM
  Tuesday, Jan. 10, 12:30PM
  Wednesday, Jan. 11, 1PM
  Thursday, Jan. 12, 2PM
  Friday, Jan. 13, 1PM

• If you cannot come to an info session, you can still register. Come to the Global Lounge anytime 12-8PM, Monday-Friday, before the deadline: 7PM, Monday, January 16th.

More info on the sexy new website:
Appendix V: Sample Script for Information Sessions

INFORMATION SESSION (FACILITATOR NOTES)
For Jan-April 2012 term
Prepared by Mary Leighton

Before:
• Arrange chairs
• Set-up for the tandem “demonstration”: two chairs at the front, two pieces of blank paper, a pen
• Get big paper and marker→you need to write the information from the boxes below on the big paper, BEFORE the session (or use the paper from a previous session)
• Have a copy of the registration form on hand.

Notes before you start:
 o People will come in late. Minimize the disturbance by doing two things:
   1) Start 5 minutes late. During this time, introduce yourself to people, ask how they found out about tandem, ask what languages they speak or want to improve, ask where they are from, etc. Smile a lot. Tell people to introduce themselves to one another.
   2) Once you start, when people come in late and apologize, just smile and gesture to the open seats.
 o You might get 5 people. You might get 100. If it’s 5, adapt to the smallness and make it more personal (each person can introduce themselves and their reasons for coming, for example). If it’s 100, adapt to the bigness and just
have fun with it (speak LOUDER, get people sitting on the ground, squishing together, whatever).

Presentation:
• Welcome! Thank you for coming!
• Point to the outline of the information session
  o This is our plan for the next 25 minutes.
  o 1) What IS tandem?
  o 2) How does this program work? What do we do exactly?
  o 3) How does it look? I’m going to give you a demonstration.
  o 4) Then I will tell you how to register, and you will have time to do it.
• Questions
  o There is time at the end for questions, or you can raise your hand and stop me. Just say, “Hey, ___(your name)___, I have a question.”
• English
  o As you can hear, I am speaking English today. But I know that not everyone speaks English as a first language. I will try to speak slowly and clearly. BUT, if you don’t catch something, please stop me, “Hey, ___(your name)___, I have a question.”

Presentation:
• 4 Principles
• Autonomy means that you are responsible for your learning. You decide what you learn, how you learn, how fast you learn. We give you some ideas and some help, but you have a lot of control.
• **Reciprocity** means give and take (gesture). If you give a lot of help, you will get a lot of help. When you sit with your partner, if you are on time, if you give them your full attention, if you try to understand, if you help them speak, if you smile and laugh to make them comfortable, if you give them suggestions for music or books, if you give them corrections when they make mistakes, if you say, “Hey! Good job! You are doing really well!”, then they will do this for you.

• **Fun** means everybody should enjoy their learning experience at tandem.

• **Everyone’s language is valuable** means no matter what you look like, where you come from, how your accent sounds, you can still enrich someone’s language learning experience.

• An important note about the relationship: When you are a tandem partner, you are NOT a teacher. You do not come with grammar lessons. You do not give long explanations about the structure of the language. NO TEACHERS!

• On the other hand, you are not just a friend. You don’t nod, nod, nod, and say, “Yeah, your Chinese is PERFECT!” My Chinese is NOT perfect. That’s why I’m here. So that is not useful. As a Tandem partner, you must give feedback. Feedback is like corrections; it’s useful information about how you are speaking.

• Last note: tandem language learning is actually very well-established in some universities. For example, at the University of Manchester, you can do tandem for your language credit. There are also programs at other universities in England, in Germany, in Spain, and in Brazil. I think this is the first program like this in North America, though, so that is exciting.

---

**The UBC tandem program**

1) Register
2) Get a partner
3) Meet every week (10 weeks)
   - January 23\(^{rd}\)-April 6\(^{th}\)
   - Group Meetings: ____________ (write day/times)
   - Independent Meetings
4) Go!
   - *5-10
   - 40 (35/5)
   - 40 (35/5)
   - *5-10

**Presentation:**

• How does this program work? It’s simple.
• You register. You get a partner. You meet every week, for 10 weeks. If you want to meet more than one time a week, you can, but most people find that once a week is good.

• Step 1: Notes about registration: The deadline is **Monday, January 16, 5PM**. You can register here at the Global Lounge, using one of the computers.

• After the deadline, we sit with all the forms, and try to match as many people as possible. For example, “Hasan offers Turkish and wants to improve English.” “Mary offers English and wants to improve Turkish.” They can both meet on Monday. PERFECT! A MATCH! I email Hasan and Mary, and they come to the first session on Monday, meet, and begin Tandem Language Learning.

• Step 2: Not everyone will have a partner. I’m sorry! We will do our best to find partners. If you DON’T get a partner, you can post a message on the board over there, (if we have a physical board), post a message on our Facebook page (if we have one), and look for a partner yourself. We only pair people one time, but some people might find another outside of the program.

• Step 3: This is important. On the form, we ask, “When are you available? When are you free?” We will have group meetings on__, __, __, and __. **Please check as many as possible.** If you only check one, then it is more difficult to find a partner. If you CAN’T meet during one of these times, then check “I can only meet independently.” This means you do not meet with the group—just you and your partner. You decide where to meet, when to meet, etc.

• Important note: **If you say you can come every week, you MUST COME EVERY WEEK.** Commitment is very important. Your partner cannot do anything without you. If you are sick, or if you have an exam, then ok, you can miss one or two, but really, you must be able to commit to meeting every week for 10 weeks. If you cannot do this, then please DO NOT SIGN UP.

• Step 4: Go!

• Ok, so you get a partner, and both of you can meet on Tuesdays at 1PM. You show up on Tuesday at 1PM, or 5 minutes early. Great.

• You will meet your partner, your facilitator (maybe me!), and the other partners in the group. There will be a maximum of 24 people in each group. On the first day, you exchange contact information with your partner—email and phone number. Then, in the future, if you need to be late or you get sick, you can call your partner. Then we have a short meeting—5-10 minutes. The facilitator, the leader, gives you suggestions for activities, things you will do with your partner. The facilitator also shows you how to
give feedback, how to give useful corrections. Then it’s just you and your partner. You spend 40 minutes in one language, 40 minutes in the other language. If you need to translate a word, then of course you can mix languages, but in general, you stay in one language. Then the person learning has a real opportunity to speak. In general, you do an activity for 35 minutes, and then for 5 minutes, you review notes, on a piece of paper. You do this by taking notes as you talk. I can demonstrate this in a minute. Then you switch, same thing. Of course, if you have ideas for what you want to do with your partner, you can do that. Our activities are just suggestions.

• At the end of the meeting, we usually meet again as a group. You can ask questions, give announcements, share ideas.

• Oh, and we have free tea and coffee, and every week, we have snacks.

• If there is a problem with your partner, then you can speak to your facilitator after the session.

Page (4)

**Demonstration!**

**Activity: Weekend plans**

**Presentation:**

• Any ___ speakers? Who are here to improve ____? (Choose a language you are comfortable correcting someone in. For example, I’m comfortable correcting someone’s Turkish, but not someone’s Spanish. If you feel too uncomfortable using someone from the crowd, then get another facilitator or friend to come and model with you).

• Have them come up

• Smile

• Shake hands

• Ask how they are

• Check that they work as a language exchange partner for you

• You start:
  
  o Ask them about their weekend plans. Ask in a simple, easy way. Encourage them to give more information.

  o 2 minutes

  o As they speak, make notes about grammar errors, pronunciation, new words that come up.

  o Stop. Thank them. Ask if they would like some feedback, some notes.
• Give them the pen. Go through the points, “You said__.” “You could say__”

• (If possible) SWITCH!!
  
  • Make them ask you the same

  • Make sure they take some notes

---

**Registration**

• Go over the form. Point out anything that might be confusing.

• Reminder: **Monday, January 16th, 5PM** is the deadline. During that week, we will match as many people as we can. Before Sunday, You will get an email that says one of three things.

  • Congratulations! You have a partner for group meetings! Please come on___ to meet your partner.

  • Congratulations! You have a partner for individual meetings! Here is the email address of your partner, and here is some advice to have good meetings.

  • Sorry! You don’t have a partner! If we find one, we will email you.

---

**Page (6)**

• Questions?

• Direct people to the computers for registration.

• If there is a stampede, then tell people they can come back anytime before the deadline, Monday-Friday, 12-8PM.

• Also give them the link for the registration page, and tell them they can do it at home.

Thank you for coming!!
Appendix VI: Tandem Registration Form

TANDEM PARTICIPATION AGREEMENT

Prepared by Mary Leighton

The tandem program is a free 11-week program to give people at UBC an opportunity to work with a proficient speaker to achieve their language learning goals, with the support of a facilitator and a community of language learners. Students are partnered with the same person for the entire program, unless there is a reason to change.

I agree to:

- Participate from **September 20th to December 2nd, 2011**
- Come to the meetings every week (for “group meeting”) or come to help sessions three times (for “individual meeting”)
- Arrive at meetings 5 minutes early to find my partner
- Contact my partner if I need to cancel or be late
- Give equal time to each language (half the time for the language you are learning, and half the time for the language your partner is learning)
- Withdraw from the program or request a different partner if I develop romantic feelings toward my partner. (This is not a dating service!)
- Show respect for all participants
- Not impose my religious or political beliefs on my partner
- Take responsibility for what and how I learn
- Support my partner completely in his or her language learning goals
- Give feedback during and at the end of the program, to improve future tandem programs.

If I am unable to fulfill the above, I and the UBC tandem program, under mutual agreement, will terminate the agreement.

Date:____________________________

Signature:___________________________________________
TANDEM REGISTRATION FORM

Name _______________________________ Student # ______________________

Email (write CLEARLY!) ________________________________________________

Program at UBC and year (e.g. BA Geography, 2nd year): ____________________

*To offer a language, you don’t have to be a “native” speaker. If you are confident speaking a
language, then you can definitely help someone else.

*If you offer more languages, and list more languages that you want to improve, then you have
more chances to find a partner. However, you will be matched with only one partner.

*For languages you want to improve, you must have at least some knowledge. You must be
able to:
- introduce yourself
  - say, “I want…” “I need…” “I can…” “I like…”
- say, “Yesterday I went” “Today I am going” and “Tomorrow I’ll go”
- ask, “How do you say…?”

Languages (or languages) I offer: _______________________________________

Languages (or languages) I want to improve: _______________________________________

Describe your past experience in the language (or languages) that you want to improve (How
many years have you studied it? Have you ever lived in a country where it was spoken?)

________________________________________________________________________

Why do you want to improve this language (or these languages)? What are your goals? (Are
you learning in order to travel? For job opportunities? For future education? For fun?)

________________________________________________________________________

When can you meet? (Check as many as possible—then it’s easier to get a partner)

<table>
<thead>
<tr>
<th>Tuesdays, 1-2:30PM</th>
<th>Fridays, 1-2:30PM</th>
<th>These times don’t work. I can only meet my partner individually.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

*We start on Tuesday, September 13th and Friday, September 16th.
Appendix VII: Tandem Feedback Form
Prepared by Olivia Sanchez, Elisabeth Williams, Dean Jorgenson

Tandem Feedback Form  

Session:

1. What are three specific things that you like about the UBC tandem program?
   
   -
   -
   -

2. What are three things we could change about the UBC tandem program?
   
   -
   -
   -

3. What other topics or activities would you like to do?

4. What do you think of:
   • The size of the session group?
   • The length of a session (1.5 hours)?
   • How often the sessions meet (once a week)?
   • The level of English used by the facilitator?

5. What suggestions would you have for the facilitator? Please be honest so we can make UBC tandem even better!
Appendix VIII: Tandem End of Term Report

UBC Tandem
End of Term Report
Prepared by Baillie Ford & Weiyi Vicky Liu

(To be filled out by the coordinator at the end of each term. Please add questions when needed.)

*Current coordinators should review this document carefully

Term: Fall 2013

Coordinator: Baillie Ford
Assistant Coordinator: Weiyi Vicky Liu

THE TANDEM TEAM

-Where did tandem post advertisements for the volunteer facilitator position?
  On our facebook page, through the LLED department (email), and on UBC Career Services.

-Where can a copy of the advertisement be found?
  On our UBC Careers Services account.

-How many people applied for the volunteer facilitator position? How many were interviewed?
  11 people applied, 10 were interviewed

-Is there a copy of the interview questions? If yes, where can it be found?
  In the tandem cubby in the yellow folder.

-What were the names of the volunteer facilitators?
Yaron Cohen, Suma Saha, Yuanyuan Feng, Cassie Lobban, Melissa Wan, Sally Gao

-Did volunteer facilitators sign a volunteer facilitator agreement?
  Yes, they each signed two copies of the agreement, one to keep, one for us.

-Were there any conflicts or issues with the volunteer facilitators?
  One volunteer facilitator, Sally Gao, was unable to finish the term. She facilitated four sessions with Yuanyuan Feng and afterwards was unable to facilitate because she had physio appointments. She stayed on to make posters/advertise.

ADVERTISING

-When did tandem begin advertising this term?
  August 19th we began sending our preliminary emails, asking departments etc. to tell students about the upcoming program and future registration date. We sent another round of emails beginning September 3rd, telling people registration had opened and providing the link.

-Was social media was used to advertise the program?
  Facebook, Twitter.

-Was digital signage used to advertise?
  Yes, we contacted someone from UBC events (Jamil Rhajiak info.events@ubc.ca <info.events@ubc.ca>) to have digital signage at the University (the big digital sign near Shoppers Drug Mart. We also contacted Brigitte Gemme and had digital signs posted in Buchanan and Scarfe.

-Did tandem attend any events to advertise? Which events? Is there a contact person for these events?
  Yes, we attended the GSS Grad Student Info Fair on August 30th. Organizer was Carlos Rodriguez (orientation@gss.ubc.ca)

-Where else were advertisements posted for the program?
  Physical posters were put up at ELI and in the SUB.
- **Were all departments and clubs emailed about the program?**

  Yes, as many as we could. We used this list: [http://www.ubc.ca/vancouver/directories/facultieschools.html](http://www.ubc.ca/vancouver/directories/facultieschools.html) went to each departments website, contacted their administrative person and introduced ourselves, checked if they had helped in the past and thanked them for their past support if they had, and sent them the blurb we would like sent out.

- **What organizations stand out as being the most keen to help tandem advertise?**

  Ritsumeikan was a great contact (Sandra.Zappa@ubc.ca), they were very keen to help advertise and send many emails on our behalf. I-House also helped greatly, as did ELI (Nathan Batara batara@cstudies.ubc.ca).

**FINANCES**

- **How much money did tandem have at the beginning of the term?**

  $448.

- **Which organization funded the coordinator and assistant coordinator positions this term?**

  The Centre for Student Involvement and Careers.

- **Did tandem apply for the Global Fund?**

  Yes, we applied for the first round due August 20th. We received $1550 for events. $250 for Spanish night, $575 x 2 for each end of term showcase, and $150 for the ISA speed language and culture exchange.

- **Did tandem receive the Global Fund? If so, where can a copy of the proposed Global Fund budget be found?**

  Yes, tandem received $1550 from the Global Fund. A copy of the proposed budget can be found in the Google drive, a copy of past budgets is in the Dropbox.

- **Did tandem receive any other donations or income this term?**

  Yes, tandem received $400 from Ritsumeiken in November.
-How much money is left over in the tandem account at the end of the term?
  -Approx. 300 (tbd)

-How much money was spent at the end-of-term showcase event?
  -$575 was budgeted, and 600 spent (we were $60 under budget for the Spanish Night and so will be over budget for Global Fund events next term).

-Where can an updated copy of the tandem budget be found?
  -In the Google Drive under the name tandem budget 2013-2014

ACHIEVEMENTS AND INNOVATIONS

-Did tandem win any awards this term?
  -Yes, we nominated ourselves for the Student Leadership Conference showcase award and we won for September. They highlighted us on their page: [http://slc.ubc.ca/2013/10/01/slc-showcase-winner-tandem-ubc/](http://slc.ubc.ca/2013/10/01/slc-showcase-winner-tandem-ubc/)

-What innovations did tandem implement this term?

New aspect to relationship with ISA

Ongoing partnership with ISA (International Students Association). We cemented this partnership by proposing to provide a language component (presentation) to the cultural nights of their Countries In Focus series.

Language Proficiency Index

We created a “Language Proficiency Index” for people to rate their level of language skill. Previously we were just asking people to rate their skill on a 1-5 scale, where 1 was basic and 5 was fluent. This led to problems, as we would pair a Spanish 4 to teach a Spanish 1, and it would turn out the person who said 1 was actually better than the 4. It was too subjective. The new index [http://www.tandemubc.ca/#language-proficiency-index/ckfy](http://www.tandemubc.ca/#language-proficiency-index/ckfy) gives clear guidelines on how to rate yourself, and is included in the registration form.
New Principle
We added what we believe to be a very important principle to tandem’s three principles of autonomy, reciprocity and fun. We added “Everyone’s Language is Valuable.” This means that no matter what you look like, what your accent is, where you are from, if your vocabulary differs slightly from other’s, your language is still valuable, and you can teach someone a great deal and enrich their language learning experience.  
http://www.tandemubc.ca/#!principles/ca4p

Donations
This term, on the recommendation of volunteer Events Manager Sarah Wai, we asked for donations from several businesses for our events. Fresh Is Best Salsa & Co. donated an enormous box of chips, plus 8 salsas and 4 guacamoles for our Spanish Night. Aji Gourmet Products also donated 8 bottles of Colombian Aji (hot sauce) for the Spanish night.

PARTICIPANTS

-How many applicants did tandem have this term? (Fall, 2013)
  876

-How many were paired?
  Approx. 538

-How many participants had to be re-matched due to an unsatisfactory match or a conflict?
  Approx. 70

-How many participants were same-language learners?
  Approx. 100

-How many participants were independent meeters?
  Approx. 270
COLLABORATIONS

-Did tandem collaborate with any clubs on campus? Which one(s)?

Yes, in Term 1, tandem collaborated with the ISA on their Countries In Focus: Indonesia series in October. Tandem was in charge of the language component of their cultural event. We asked two Indonesian speakers to present on Indonesian language on Oct. 28th at the First Nations Longhouse. It was a great success.

We also collaborated with the UBC Club de Español.

-Did tandem hold any events with other groups?

Yes, we held a “Spanish night” on November 7th with the UBC Club de Español. There was a large attendance and the event was a big success.

-Describe the nature of collaborations with the other groups – is there a plan for an ongoing relationship with the other group(s)? Who can be contacted from the group(s)?

We have decided with the ISA that tandem will be part of their Countries In Focus series in an ongoing capacity. We will help put together a language component for their cultural nights. Malaika, VP Internal

-Did tandem collaborate with any departments/faculties/groups?

1. MSL Project

Yes, we collaborated with Asian Studies for the Mandarin Student Leader Pilot Program. In this program, Mandarin speakers were recruited by tandem to act as student leaders for a CHIN 101 class. Each MSL helped a group of 3-4 students, and in return got help with their English from these students. The faculty member who we collaborated with was Qian Wang.

Although the MSL’s probably benefitted from this, there may be a drawback. We have so many Mandarin speakers looking for English partners, so that there is a great need for English speaking learners of Mandarin. With the MSL project, we had 1 Mandarin speaker pair 3-4 English speaking Mandarin learners. If we had not implemented the MSL pilot project, we may have had more English speaking Mandarin learners able to partner Mandarin speakers, and thus had less Mandarin speakers left without a partner.

2. Teletandem

We also partnered with Universidad Nacional Autónoma de México (UNAM) for a teletandem program. Every Monday at 11 am, beginning in late October, we had
2-4 UBC students connect via Skype with 2-4 UNAM students to spend half an hour conversing in English, and half an hour conversing in Spanish. We plan to continue this next term. It will be run by a volunteer, Eric Laycock. This term it was run by the coordinator.

3. STEPS Forward

We were contacted by STEPS Forward about two students with disabilities on campus who wished to join the program. The idea behind STEPS Forward is that these students experience campus in the same way as their peers, i.e. with no special treatment whatsoever. The two students had an excellent experience in Tandem and Marlow Devine of STEPS said they had achieved a sense of community on campus, something that was very important to them and the organization. Working with STEPS should not be talked about publicly as this is not in keeping with the goal that their students not be treated differently.

EVENTS

-What events did tandem hold this term?

-We held a mid-term mixer on October 19th that filled up to capacity of 40 people. The event was held at the Eatery Restaurant. We had a great response to this event, and people really enjoyed it and asked for more events like it.

-We held a Spanish night on November 7th with the Club de Espanol that was a huge success. The Global Lounge was filled to capacity. We had a Bachata lesson, food from various Hispanic countries, trivia games, and a photo project where attendees wrote down what the word “Spanish” evokes for them.

-We held our end-of-term showcase on November 29th in the Global Lounge from 6:00-8:00. It was a success as well.

SESSIONS

-Where did tandem sessions take place?

5 session took place at the Global Lounge, and one took place in MASS

-How many sessions were held per week?

6. One per day and 2 on Friday

-Did attendance change throughout the term?
Yes, attendance halved in almost all sessions throughout the term.

LANGUAGES

-How many languages were offered this term?
  36

-How many were requested?
  33

-How many languages in total were offered/requested?
  45. Some interesting ones: Hokkien, Dari, Sign Language, Marathi, Khmer, Scottish Gaelic, Gitxsanimx, isiXhosa, Catalan, Afrikaans.

-What are the top three most popular languages requested?
  -English, French, Spanish

-What are the top three most popular languages offered?
  -English, Mandarin, Japanese

RECOMMENDATIONS

-We recommend that coordinators no longer ask that participants sign their name at the Global Lounge as part of the application process. This is a very time-consuming procedure. This term, we emailed everyone who didn’t sign to ask them to confirm via email that they would like to participate, and then we had to run the matching program several times and do a great deal of manual matching as confirmation emails kept coming in for weeks. We found that signing at the Global Lounge was not really indicative of commitment, which was its original purpose. We recommend that only the online application be used.
Appendix IX: Session Plans

Week 1: Introductions / “Who are you?”

Facilitator Notes (FULL)

Original by Mary Leighton
Adapted by Elisabeth Williams

Goals from a facilitator point of view:

1. To create a warm atmosphere in which people recognize that they are surrounded by interesting, interested, kind, supportive, enthusiastic, open, like-minded people, and that if they do not speak the dominant language (English), they are still equally included, and are encouraged to use any language they speak. English-speakers are encouraged to try to use other languages to be as inclusive as possible.

2. To review the principles of tandem: autonomy, reciprocity, fun and everyone’s language is valuable.

3. To review the structure of tandem: half the time in each language, spent primarily in dialogue, with the learner speaking more; at the end, a chance for the learner to receive feedback.

4. To have partners introduce themselves and establish a basic relationship of mutual learning and trust.

5. For partners to exchange contact information, and to understand that they are primarily responsible to their partner. If they need to be absent, they must contact their partner. They should also contact the facilitator out of courtesy.

6. To have partners introduce each other to the whole group.

Before:
• Snacks
• The usuals
  o Attendance sheet
  o Name tag holders and papers to go inside
  o Big paper or white board
  o Plain paper for people to take notes
  o Bells
• If necessary, set up the chairs to accommodate the number of people on your list. For larger groups try turning the chairs slightly towards each other, and for smaller groups a circle may work.

People arrive:
• Welcome
  o (I like to go up to people and introduce myself, start chatting, and encouraging people to introduce themselves to each other)
  o Hi, I’m ____. (Offering my hand, with a smile, forcing them to smile, shake my hand, and introduce themselves.) Hi, ___(name)___, welcome.
  o What language are you learning?
  o What language are you offering?
  o Where are you from?
  o How’d you hear about Tandem?
  o Wait an extra 5 minutes on the first day.
  o Encourage people to get tea/coffee/water—show them where.
• People can fill in name tags
  o (*Use yours as an example. Have your first name, and any languages you speak, including the one or ones you are learning).

Presentation:
• Welcome
  o Welcome to the tandem program. Thank you for signing up and thank you for coming.
• Explain the plan
  
  o *I’m going to talk for a few minutes. You’re going to meet your partner. Then you can start your language exchange!*  

• Introduce yourself
  
  o *Example: My name is ~~~. I’m from Vancouver. My first language is English. I also speak some Spanish, some French, some Turkish, and a little bit of Arabic. I have been involved with Tandem since last year. I will be your Facilitator for this term. That means I will be here every week, same time, same place :)*

• Quick history of the program (I always make this shorter – just emphasize how Tandem is a UBC student run program made by a student and how much it has grown 😊)
  
  o January 2011
    ▪ Small project
    ▪ A student named Mary started it for fun
    ▪ 100 people applied; half got partners
    ▪ One weekly meeting: Fridays
  
  o September 2011
    ▪ More then 400 people applied; over half got partners
    ▪ Two weekly meetings: Tuesdays/Fridays
    ▪ UBC gave us some money
    ▪ Connie was hired as the new Coordinator
    ▪ Mary trained new Facilitators and wrote a handbook
  
  o January 2012
    ▪ Over 600 people applied and paired
    ▪ Connie is the coordinator
    ▪ Eight volunteer facilitators; weekly meetings Monday-Friday
    ▪ A website to help people who meet independently
  
  o Excited for the future!
• Principles of tandem → these are important since they are essential for keeping the partnership together

  o 1: Autonomy: You are responsible for your learning. You can choose WHAT you learn, HOW you learn, and HOW FAST you learn. I give you activities every week, but they are just suggestions.

  o 2: Reciprocity: This means “give and take.” If you come every week, if you come on time, if you give your partner your full attention, if you listen carefully, if you smile to make them relax, if you help them with mistakes, then they will do the same for you.

  o 3: Fun: This means that the learning experience should be enjoyable to everybody.

  o 4: Everyone’s language is valuable: No matter what you look like, where you come from, how your accent sounds, you can still enrich someone’s language learning experience.

  → Emphasized that this partnership is about respect as well. Respect each other’s learning, efforts, and time.

• Quick structure of the program

  o Normally:

    ▪ We meet as a group for 5-10 minutes.

    ▪ You and your partner find a nice place to sit. You decide which language you want to start in.

    ▪ For example, I am learning Turkish and my partner is learning English. We decide: Today we will spend the first half in English. During the “English time” my partner should be speaking more, because he needs the practice.

    ▪ As he is speaking, I take notes. *That’s what the paper is for.

      • For example, my partner says, “Yesterday I go downtown.” This is a grammar mistake. But I understand the idea. So I let my partner KEEP SPEAKING, and I make a note: “Yesterday I go downtown.”

      • For example, my partner says, “SH-cool” for “school.” This is a pronunciation mistake. But I understand. So I write down “school.”

      • For example, we are talking, and a new expression comes up: “I suck at tennis.” This means, “I am bad at tennis.”
This is a useful expression. So I make a note: “I suck at tennis.”

- We ring the bells when you have 5 more minutes in each language.

- In these 5 minutes, I give the paper to my partner. He has the pen. We go through each one.
  - “Yesterday I GO?” See if he can change it to “I went.”
  - I point to “school.” “Can you say that?” I help him.
  - “I suck at tennis.” What does that mean? Can you use it in a different sentence?

- Bells again mean SWITCH LANGUAGES

- Same thing with notes, and the last 5 minutes for review
  
  o Do you HAVE to do corrections this way? No. But people in the program in the past said they really liked getting corrections from their partner. This way you can have a conversation and then give corrections at the end.

  ➔ We encouraged participants to speak to each other about what was the most comfortable for them. I gave a personal example that I do not like to be “interrupted” for corrections because it makes me nervous, so I prefer to have thing written down discreetly and shown later.

- Notes
  
  o This space is called the Global Lounge. It’s open Monday-Friday, 12-8PM, and you can come by anytime. There’s always free tea and coffee.

  o *Take them on a quick tour—explain that they can use any space during their exchange—and introduce them to the Global Lounge Assistant.
    ➔ Our groups were far too large to give a tour too (generally 40+ people at the first session,), so this was down verbally.

  o (Come back)

  o The program is 10 weeks

  o You HAVE TO come every week. Repeat: You HAVE TO come every week. Sometimes you will be tired, sometimes you will be busy. But it is only once a week, and we have food, and we are very nice. So come.

  o Your partner needs you!
So, who is your partner? ...

Match partners

• Call them out with the attendance sheet
• Ask them to discuss what languages they offered and desired and will be doing each session – you may be too busy to read to everyone what languages they are doing together.
• Partners sit together, shake hands.
• *If someone is missing a partner, ask them to stay and talk to you after.

Introduce the activity:

• Today’s activity is Introductions, or, in other words, “Who are you?”
• Please write these questions in the language your partner is LEARNING:
  o (*Remember to read slowly and clearly, and to give people time to write the questions. At least half the people will be translating the question in their heads, which takes a minute. If you think it’s useful, you can write the questions on a large paper before. I personally prefer to just say them, so that people who are translating do not get fixed on the wording/grammar in English).
  o Who are you?
  o Tell me about yourself.
  o (Generate more questions as group, by asking, “What else?” “What other questions do you have?” For each, repeat it slowly; make sure everyone has time to translate it and write it. If they don’t come up with good questions, here are more:)
  o Where are you from?
  o What are you studying?
  o Why are you learning this language?
  o What are you interested in?
    →Give quick examples of each question
• Explain procedure:
When you start, choose a language. For example, my Turkish partner and I choose to start in...Turkish. So he asks me the questions in Turkish. SLOWLY. I speak in Turkish. He helps me, and he takes notes. When we hear the bells, we review the notes for 5 minutes. When we hear the bells again, we switch to English, and I ask my partner the questions.

- Tell them how much time they will have.
- Go!

Participants whose partners are missing may be a bit stressed or disappointed. Assure them we will contact their partners a.s.a.p. and try to connect them via email. Encourage them to stay and try to temporarily match them with another pair. If that is not possible, they may choose to go home. On the first day you will likely be too busy to chat with them for too long yourself.

**During:**
- Circulate with snacks
- Observe
- Email participants who did not show up (this may be to missing the email, misunderstandings, etc.) In the emails please also include both partner’s emails so they can connect with each other outside of you.

15 minutes before the end: (Just the timing how you see fit. Some participants may want to chat longer so you could gather 9 or 10 minutes before finishing)

- Welcome back!
- Show the attendance sheet and pass it around. (Normally, do this at the beginning) ➔ if you were too busy to check it while pairing off partners
- Tell partners to exchange email and phone numbers
  - If they are going to be late or sick, they MUST contact their partners, with as much warning as possible. They should also email you (you can provide an email address). Stress the “MUST” contact their partner!

If your session is small enough, try the following as a whole class activity. If you are a larger group, get a few examples or make it a small group activity (4-6 people per group)
• Get “Hi” in all the languages in the room→write them on the board/paper.

• Have partners introduce one another, using this structure from the board/paper.
  
  o “Hi, this is my partner, _______. He/she speaks _______. He/she is learning/improving _______.”
  
  o “_____(same thing, but in Turkish)______”
  
  o (*Do it first with an imaginary partner)

  o Gesture to next person in the circle.

  o People should introduce their partner in 2 languages. After each introduction, the group can say, “Hi” in that language.

• Flip over the name cards and see if you can remember all the names, going around in a circle. See if other people can do it.

• Reminders:
  
  o (Write on board if possible) Next week’s activity is about Goals:

    Please think about: Why are learning this language? What do you want to be able to do? How can you reach these goals?

  o Bring your notes from this week, to review.

• See you next week!

→Make yourself available for questions after! You will have some.
Goals from a facilitator point of view:

1. To have partners explain exactly what they want to be able to do in the language they are improving.

2. To have participants recognize that language learning is not just the memorization of material from a book, but, rather, accessing and engaging in social practices in another language, including social literacy practices, such as listening to music, sending texts, and accessing websites.

3. To have partners offer access to more social practices and resources; e.g. introducing their partners to new music, to new clubs, to new websites.

4. To give people some positive feedback on how they are helping their partners.

5. To review names in the group, and offer a sentence explaining why people are improving in their L2s.

Before:

- The usuals
- Chairs

*Prepare you own list of “I want to be able to...” (see below), and write them up on a big paper or the white board.

Presentation:

- Welcome back
Welcome back! It’s good to see you.

- Review last week
  - Last week we did Introductions: Who are you? Where are you from? What are you interested in?
  - Review the session structure → L1, feedback, L2, feedback, group sharing
  - Make sure everyone has signed her/his name for photos (is they are comfortable, take note of those who are not). This is important since next week our photographers will start attending sessions

- Introduce this week’s topic
  - This week the topic is Goals: Why are you learning this language?

- Present questions → Emphasize that for specific answers are usually more interesting and try not to be too general with your examples.
  - You can ask your partner these questions.
  - Write them in the language your partner is LEARNING.

  - **Why are you learning this language?**
    - For example, if you say, Elisabeth, Why are you learning Japanese? I will say, “Because I like the language. Because I think I would like to live and work in Japan again.” But this answer is very general. It’s not very useful. The next question is more useful.

  - **What do you want to be able to DO in this language?**
    - For example, for me: (*Show the big paper you’ve prepared.*)
      - I want to be able to understand my Japanese friends’ Facebook updates.
      - I want to be able to have a Facebook chat for 5 minutes with my Japanese friends, in Japanese.
      - I want to be able to have a 10-minute friendly conversation about my job, my interests, and why I am learning Japanese.
      - I want to be able to understand 5 Japanese pop songs—all the words—and I want to be able to sing 1.
• **Take 5 minutes to write your own answers. You can write in your first language.** (If you’re running behind, give ~3 to jot down points)

- **What can you do to achieve these goals?**
  - For example, for my goals:
  - I can copy my friends’ Facebook updates and bring them to my partner, to help translate.
  - I can ask my partner to practice “chatting” by passing a piece of paper back and forth, or we can add each other on Facebook and “chat” for real.
  - I can ask my partner if they know about Japanese language clubs or groups, where I can meet other Japanese people and have short conversations.
  - I can ask my partner for popular Japanese bands, and then find their songs online, then find the lyrics, then translate them by myself, and ask for help.
  
- **Do you read in this language? What do you read?** Magazines? Books? Websites? Can I give you some or suggest some?

- **Do you listen to music in this language? What music?** Can I give you some or suggest some?

- **Do you watch TV or movies in this language?** What? Can I give you some or suggest some?

→ In the past I combined these above three questions into one, but it’s up to you 😊

Feel free to add these as well if you have time/space (in case there are early finishers)

• What specific speaking/listening/reading/writing goals do you have?

• **In one year, what new things do you think you will be able to do with this language?**

• **Where do you want to use this language in the future?** (job, school, travel, etc.)

• Reminders
o  Remember to start with, “Hi, how are you? What’s new?” and review the notes from last week.

o  Remember to take notes as your partner is speaking. (If they prefer this feedback style)

•  Tell them how much time they’ll have (if possible)
•  Go!

During:
•  Bells
•  Walk around and observe different pairs
  o  I don’t like to sit with them, because I think it makes them nervous. Instead, I sit nearby, not facing them, and listen.
  o  Listen for positive things people are doing:
    ▪  Smiling and laughing
    ▪  Asking questions slowly and clearly
    ▪  Patiently explaining words and concepts
    ▪  Listening carefully
    ▪  Helping partners express their ideas
    ▪  Taking notes

10 minutes before the end:
●  Welcome back
●  Get the word for “great” in all languages in the room, and write the words on a board/paper.
●  Give some positive feedback
  o  E.g.
    ▪  I heard people laughing, which is great.
    ▪  I saw you speaking slowly and clearly, to help your partner.
- I saw you explain difficult words.
- I saw you help with pronunciation.
- I saw you take notes, to help your partner.

- Invite sharing (Again, if your sessions are too large try small group sharing or call on a few brave participants. Some form of group sharing really creates a sense of community, which is one of tandem’s goals, so please don’t forget to do it to at least some capacity)
  - (*Write this on the board/paper before:*)
  - “My name is ____. I am learning/improving my _________, because I want to be able to _______________.”
  - Say your own example to show people the idea. E.g. “I am improving my Japanese, because I want to be able to understand my friends on Facebook, and I want to understand popular songs.” (Point to “great” on the board, and get people to say it). “___same sentence, in Japanese___” (Point to the Japanese for “great” on the board, and get people to say it.)
  - Gesture to the next person in the circle
  - Have everyone explain why they are learning, and have the group say “great”

→ Introduce next week’s topic…”Socializing and Friends”

  - Before next week, think about describing your personality, your best friends, and what you like to do for fun.

Events:
*Free piano performance concert: Feb. 2\(^{nd}\), 7:00 pm Barnett Hall, Music Building. Contact music.concerts@ubc.ca for more details

*An Evening in Uganda: Feb. 4\(^{th}\) at the First Nations Longhouse → $15 delicious dinner with art and music. Tickets being sold at the GL, ask a GLA for more details.

*Encourage participants to share their club/program events!

- See you next week!
Goals from a facilitator point of view:

1. For partners to explain their social communities.
2. For participants to recognize that if they really want to improve in a language, they need people in their community who also use that language.
3. For partners to help each other think of ways to expand their L2-communities.
4. To provide ideas for access, including clubs on campus, events, and other resources people might not know about.
5. To remind them of other people in the Tandem community.

Before:

- The usuals
- **Prepare your own community diagram, and put it up on the board/big paper. (See my attached example for ideas)**
- **Think about events or clubs or resources on campus that people in your group might use to improve in their languages.**
  
  ➔ Prepare paper and pens for people who forgot

Presentation:

- Welcome back!
- Review last week
Last week was about goals: Why are you learning this language?

Introduce new topic

This week the topic Community: Who are the people in your life?

Present questions

Questions for your partner. Write in the language your partner is learning.

- Tell me about the people in your life.
- Tell me more about your friends.
- Tell me more about your family. → I combined these three questions into one
- What do they do?
- Where do they live?
- How often do you see them?
- What do you do when you see them? (Movies, coffee, shopping, etc.)
- How do you stay in touch? → Make sure meaning of “stay in touch” is clear (contact, speak to, etc.)
- What languages do they speak?
- What do you speak when you are together?

Present diagram

You can use a diagram to help you talk.

This is my community diagram. → This was a lot of fun, but it wasn’t possible to have a big piece of paper/white board when we were at MASS. I drew only three people (as big as I could) on a regular piece of paper. The next term volunteer facilitators took the white paper from the GL sessions and tacked it to the MASS wall.

This is me. These are my close friends in Vancouver: Kath, David, Peter, Stephan. Here is my family: my mom, dad, my two brothers, my cats. I also have two good friends in England... My friends from Saudi... Here are my co-workers...
I marked which languages they speak. For example, Kath speaks English (E) and a little Turkish (T). Stephan speaks German (G), English (E), some Spanish (S), and some Portuguese (P).

Be careful not to go too long explaining your diagram, it could get boring and repetitive. The first time I explained it all and was worried I lost some people, so the second time I explained the general structure, then focused in on only three friends.

- Give 3 minutes for making a diagram
  - Your turn!
  - You have 3 minutes.
  - You can include friends here, friends in other countries, family, co-workers, anybody!

- Review procedure
  - Ask your partner questions. They can use their diagram as they explain.

- Tell them how much time they’ll have
- Go!

During:
- The usual
  - Bells, observe, give snacks to the Global Lounge assistant, relax

5 minutes before the end:
- Respond to anything important you are observing
- Any questions?
- Brainstorm together: “Ways to meet people who speak the language.” If people don’t mention these, be sure to share:
  - Meetup.com (a way to meet people in any city who share an interest. Includes language interests. E.g. Turkish speakers and learners)
  - Clubs at UBC
International film festivals

Through your partner!

LanguageCast Vancouver (can find on Facebook)

Clubhouse/Nikkei Centre on Granville and West Georgia (for English-Japanese exchanges)

*Also note: A lot of people want to meet not just speakers of the language, but also learners. If anyone wants to start a Japanese-learner study group, for example, they can put a paper up on the corkboard. After all, Tandem is a community, too, and there are lots of other Tandem people coming through the Lounge.

Participants could also post club/group/event ideas on tandem’s Facebook page

Post all participant suggestions from session on Facebook page

- Events
- See you next week!

Next week’s topic → “Plans”
Week 3: Friendship and Socializing

Facilitator Notes (FULL)

Prepared by Elisabeth Williams

Goals from a facilitator point of view:

1. To describe personalities and help participants get to know each other better
2. Develop relationships with partners by sharing fun activities, important people, etc.
3. Reflect on the importance of personal relationships and fun outside of school/work

Before:

- The usuals
- Chairs, snacks,
- Prepare questions and schedule on whiteboard or large paper
- *Think of a simple, brief way to describe your personality to the group*
- Take attendance if you finish everything early

Presentation:

- Welcome back
  - *Welcome back! It’s good to see you.*
- Review last week
Last week we did goals! Please keep these goals in mind as you continue learning with your partner.

• Introduce this week’s topic
  
  • This week the topic is “Friendship and Socializing”

• Present questions
  
  • You can ask your partner these questions if you like.
  
  • Write them in the language your partner is LEARNING.
    
    ▪ How do you describe your personality? (Give a personal example here, “Sometimes I am very energetic and loud, but in big groups I feel shy, etc....)
    
    ▪ Tell me about one of your good friends. How do you describe this friend’s personality?
    
    ▪ Why is this friend special?
    
    ▪ How did you meet this friend?
    
    ▪ What fun things do you do with your friends?
    
    ▪ Where do you usually hang out?
    
    ▪ Can you recommend a fun place for me to go in Vancouver/on campus?
    
    ▪ Do you like to go to large parties or do you prefer small groups? Why?
    
    ▪ Is it easy to make friends in Vancouver? Why or why not?
    
    ▪ If you could be friends with one celebrity, who would it be? Why?

• Reminders (if necessary)
  
  • Remember to start with, “Hi, how are? What’s new?” and review the notes from last week.
  
  • Remember to take notes as your partner is speaking (if they prefer this style)

• Tell them how much time they’ll have

• Go!
During:

- Bells
- Walk around and observe different pairs

10 minutes before the end:

- Welcome back into the main space
- Option 1: Get into groups of 4 - 6 people (4 is preferable) and share
- Participants describe their partner’s personality in 1- 2 sentences in the language they are learning, then translate. Partner can help if necessary.
- If finished early, suggest fun areas in Vancouver/on campus to each other (consider sharing these as a large group)
- During this time, prepare announcements on whiteboard

Events/Announcements:

- Join the **Lunar New Year Celebration** on Feb. 8th from 10:00am – 2:30pm at CK. Choi and the Asian Studies Centre for tea, desserts, performances and Chinese language lessons → RSVP at www.iar.ubc.ca (please write the site on the white board or paper)
- Looking to practice your public speaking skills? On February 11th at 5:15 **Toastmasters UBC** is having an open house → Check out the UBC Thunderbird Toastmasters on Facebook (please write the name on the white board or paper)
- I strongly encourage you to promote/share other events with your participants and the tandem team! Your club events too!

**Next week’s topic** is “food and recipes”.

→ If possible, bring a picture of a food that you really like and think about how to describe it. What does it look like? Taste like? Smell like?
→ *Do not* tell your partner what the food is!
→ You can also think about foods you really dislike, or foods you eat for special occasions.

- See you next week! 😊
**Week 4: Plans**

**Facilitator Notes (FULL)**

Original by Mary Leighton  
Adapted by Elisabeth Williams

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**Goals from a facilitator point of view:**

1. For participants to talk about the future, and to zoom in on the grammar and expressions required for that.

2. To provide a “mini-lesson” on “How to grade you speech.” This means, how to adjust the way you speak, depending on who you are speaking to, in order to improve communication. I think this mini-lesson is a great idea, but it certainly takes time. Depending on the group’s needs I might cut it down or even skip it. It’s difficult to incorporate something like that in when previous feedback said many participants want shorter introductions into topics.

**Before:**

- The usuals
- **On a large paper, write the parts of the mini-lesson below that are in BOLD (the dark font).**

**Presentation:**

- Welcome
- Review last week’s topic
  - Last week was about Community: Who are the people in your life?
  - We made Community Diagrams and showed them to our partners.
- Introduce this week’s topic
• This week is about Plans—ideas for the FUTURE.

  • Give questions First general and then more specific...

  o Tell me about your plans for the future.

  o If your partner needs more specific questions:

    ▪ What do you want to do after UBC?

    ▪ Is there anything special you want to do in the future?

      (For example, what do you want to do that’s “special” or “unique”? Not just “get a job”.)

    ▪ Where do you want to live?

      (Country, city, apartment, farm, what kind of house, etc)

    ▪ What kind of work do you want to do?

    ▪ Do you think you’ll get married? (If you’re not already)

    ▪ Is there a place you really want to visit?

  o Now, an easier question:

  o What are your plans for Reading Week? I changed this to “Halloween” since it was term 1– I hope that wasn’t offensive to anyone since I know some people think Halloween is inappropriate. :S

  • Mini-lesson

  o Before you start, I want to give you some tips for communicating better.

  o Unless your partner speaks your language perfectly—and they don’t, or they wouldn’t be here—then you need to “grade your speech.” This means, change the way you speak.

  o Here are some ideas: (*Show paper)

  **How to grade your speech**

  • Think about the person’s level (First, think about their level: is it high, intermediate, or low?)

    o What words do they know? (Think: what words do they know? basic words? Technical words? Slang?)

    o What grammar do they know? (Basic? Advanced?)
• **Change how you speak**
  
  o **Common words** (Which is more common: Enormous or big? Brilliant or smart? Sometimes you want to give new vocabulary, but sometimes you just want to communicate. You can choose more common words to do this).
  
  o **Short sentences** (Break a big idea into short sentences.)
  
  o **Examples** (Give example. If your partner didn’t understand “Plans” you could say, “I am going to go to Vancouver Island next week. This is my PLAN.”)
  
  o **Slow down** (Slow. Down.)
  
  o **Repeat** (Sometimes the person just needs the question again.)
  
  o **Re-phrase** (For example, you ask, “What are you up to this weekend?” And your partner just stares at you. Re-phrase: “What are you doing this weekend?”)

• **Use your body**
  
  o (Often, you can explain something with your facial expression or your body. It can be very fast this way. For example:
  
    o “I’m angry.” (just said) vs. “I’m angry” (with facial/body)
  
    o “Do you smoke?” (just asked) vs. “Do you smoke?” (with one hand holding an imaginary cigarette and a questioning gesture with the other hand)

*These tips are useful for ALL communication, including things like giving presentations in class. I think some professors should review them, too!

*One time when I was short on time I just said:* “Although we want to help our partner understand, we also want to help our partner learn. Try to challenge them with a small amount of new vocabulary or grammar each time you meet.” (reflecting on “i +1”, “ZPD”, staying more motivated through the balance of a challenging task and an appropriate skills level)

• **Review procedure**
  
  o **You have your questions for your partner**
  
  o **Remember to review notes from last week**
  
  o **And take notes as your partner is speaking**
• Tell them how much time they’ll have

• Go!

**During:**

• The usual

5 minutes before the end: *** I think this would take longer than 5 minutes, but it’s a great idea.

• Welcome back

• Get the expression for “Have fun” in all the language in the room, and write the expressions up. Practice pronunciation as a group.

• Share plans for Reading Week
  
  o *Write on the board: “What are your plans for Reading Week?”*
  
  o **Give an example: “I’m going to the island to visit a friend.” (Point to “Have fun” so everyone says it to you). “___same thing in Turkish___” (Point to “Have fun” in Turkish, and have everyone say it to you).*
  
  o **Gesture to the next person in the circle**
  
  o **Everyone should share their plans and have the group wish them, “Have fun.”**

• Remind them: NO MEETING for Reading Week. But the week after, YES.

• Topic in 2 weeks
  
  o **“Awesome expressions”: Funny expressions, useful expressions, slang.**

    ➔ **Over the next week, please think about interesting and fun words that you can teach your partner. Write them down and bring them next week!**

• Events

• See you in 2 weeks!
Week 4: Meals and Recipes

Facilitator Notes (FULL)

Prepared by Elisabeth Williams

Goals from a facilitator point of view:

1. To talk about food and drink – it brings people together!
2. To learn new adjectives about food, verbs for eating cooking, etc.
3. Share recipes and restaurant suggestions
4. Share holiday/special occasion information and the food that goes with them

Before:

• The usuals
• Chairs, snacks,
• Prepare questions and schedule on whiteboard or large paper
• *Think of a meal or recipe that you want to briefly share with the group
• Take attendance if you finish everything early

Presentation:

• Welcome back
  o Welcome back! It’s good to see you.
• Review last week
  o Last week we did friends and socializing
• Introduce this week’s topic
  o This week the topic is **meals and recipes!** Did you think about your favourite food or a special recipe? Or perhaps you brought a photo? Don’t tell your partner anything yet!

• Warm-up to introduce topic and get participants excited about speaking
  o **Before we start we are going to do a quick warm-up activity!** (define “warm-up” → a fun activity at the beginning of an event or class to get everyone talking and comfortable)
  1. Think of a food that you love or is important to you...or even hate.
  2. Describe the food to your partner in the language you are learning
     Describe the taste, smell, appearance, texture, when you eat it, etc.
  3. Partner guesses the food (in the language their partner is learning)
  4. Switch roles and languages
     ***If language proficiency is low, participants can describe in their fluent language and guess or ask questions in the language they are learning
  o For example, my food/recipe is “sushi” so I would say things like, “it has rice and seaweed. Is has vegetables and fish inside”, etc.
  o Warm-up is approximately 10 minutes, depending on how much people are enjoying it

• After warm-up, present questions
  o **You can ask your partner these questions.**
  o **Write them in the language your partner is LEARNING.**
    - What are your favourite foods? Can you describe their taste, appearance and smell?
    - What are some of your least favourite foods? Why don’t you like them?
    - Which do you prefer, cooking at home or dining out? Why?
    - How often do you cook?
    - Can you teach me how to make one of your favourite foods?
    - Do you have any food allergies?
    - Are there any foods that you eat for special holidays?
• Who usually makes these holiday foods? Can you make them?
• Who do you like to eat meals with? Why?
• What’s your favourite restaurant? Why do you like it?

• Reminders
  o Remember to start with, “Hi, how are? What’s new?” and review the notes from last week.
  o Remember to take notes as your partner is speaking if your partner prefers this style

• Tell them how much time they’ll have (because of the warm-up discussion may be shorter this week)

• Go!

During:
• Bells
• Walk around and observe different pairs
• Snacks 😊 Pass them around at least a few times!

10 minutes before the end:
• Welcome back into the main space!
• Get a few favourite foods from the group and write them on the whiteboard/paper
• Get into groups of 4 - 6 people (4 is preferable) and share favourite foods
• Participants describe their favourite food in 1- 2 sentences in the language they are learning, then translate. Partner can help if necessary.
• If finished early, suggest restaurants to each other (in Vancouver or elsewhere, in English or language being learned)
• During this time, prepare announcements on whiteboard
  o Events/Announcements → Andrew! Find these please 😊
- **After Reading Week** our topic and what to prepare: “Awesome Expressions” → Please think about **language your partner would not find in a textbook**. For example, slang, internet speech, idioms, things you and your friends say. For example, in English instead of “good”, many people say “awesome”, or “cool”. *(add some of your own here!)*

- (I have **slang flashcards** if anyone wants to borrow them. They will be in the cubby at the GL. Be nice to them because my mom gave them to me!)

- See you **AFTER reading WEEK! 😊**
Week 5: Awesome Expressions

Facilitator Notes (FULL)

Original by Mary Leighton
Adapted by Elisabeth Williams

Goals from a facilitator point of view:

1. For partners to provide one another with a few “awesome expressions” in the second language—expressions that are common, useful, funny, or expressive, and which don’t often appear in textbooks.

2. To laugh.

3. To provide a “mini-lesson” on how to teach vocabulary and expressions to maximize retention.

4. For each participant to share a new expression at the end.

Before:

- The usuals

- **Take a look at the examples of “awesome expressions” below. You might want to choose different ones.

- **Take a look at the “mini-lesson” on how to teach vocabulary and expressions. You might want to practice explaining.

Presentation:

- Welcome
  
  o Welcome back! How was Reading Week (I asked about their weekend since it was term 1) ? I went to…
• It’s Week 5, so we are already halfway finished. We have 5 more weeks.

• Review the last topic
  • Before Reading Week, we talked about Plans—our ideas for the future.

• Introduce the topic
  • This week the topic is “Awesome Expressions”: funny expressions, useful expressions, expressions that you use all the time, but you never see in textbooks.

• Give some examples ➔ These examples are great but they take time, which again is an issue when participants want to speak to each other as much as possible. I briefly gave the example of “awesome” from the topic’s title.
  • Look for an English learner who would be comfortable “playing” in this demonstration with you.

• (I’m good)
  ▪ For example, __(name)__, I offer you cookies. “__(name)__ want some cookies?” You want to say “no” (gesture “no” with hands). What can you say? (The person might just say “no.” Laugh. Then ask, “Do you know ANOTHER way? A very CASUAL way?”). “I’m….” (Try to get the person to say, “I’m good”. If they don’t provide it. Say it very clearly.)
  ▪ Yes! “I’m good”. “I’m good.” It’s strange, I know. Usually, it’s like, “How are you?” “I’m good.” But we also use it to say, “No thank you.” “No, I’m good.” It’s casual. For friends.
  ▪ Want some cookies? ➔ “I’m good.”
  ▪ Want some coffee? ➔ “I’m good.”
  ▪ “You can say, ‘No, I’m good.’ Or “No thanks, I’m good.” Or “I’m good, thanks.” (Have them repeat each after you).
  ▪ Want some tea? ➔ “I’m good, thanks.”
  ▪ Say it again. Again. Five times!

• (I dig it) a bit of an old expression ;) What about “sweet”, “awesome”, “I’m into ~”, etc.
  ▪ Another example: “__(name)__ listen to this song” (Pretend to give them earphones). “What do you think? Do you like it?” You want to say, “Yes, I really like it.” What can you say? (The person
might suggest some options. Say, “Yes, that works. Do you know ANOTHER way? A FUN way?”

- Try to get the person to say it. If necessary, say, “I...(gesture digging with a big shovel)...”
- If they can’t produce it, give it to them: “I dig it!”
- Slow it down and pronounce each word if necessary.
- Make them say it. “Do you like this song?” → “Yeah, I dig it!”
- “Say it again. Again. Five times!”
- “Do you like my haircut?” → “I dig it.”
- “What do you think about Tandem?” → “I dig it.”

o Review

- Let’s go back and review.
- “Want some cookies?” → (Let the person answer:) “I’m good.” “Yes!!! Nice!!!” (This time, write it on the board/paper.)
- “What do you think about Tandem?” → (Let the person answer:) “I dig it.” You got it!!!(Write it on the board.)

- Explain how you taught those examples (i.e. give a “mini-lesson” on how to teach vocabulary and expressions to maximize retention.) Unfortunately I again did not have time for this entire explanation. Instead I stressed the repetition aspect, and pushing your partner to create example sentences from the new vocabulary they have learned.

I would like to improve on the “think-hear-say-say it more-test” concept since I’m not sure it is complete as a memory-improvement strategy.

- If you want your partner to remember the expressions, it’s good to go through this process.
- What did I do FIRST?
  - (If they don’t supply the answer:) I created a situation, and I gave you a chance to say the expression. I made you think. I said: “I offer you cookies. You want to say No. What can you say?”
  - Write on the board: THINK
- What did I do SECOND?
  - (If they don’t supply the answer:) I said the expression a few times, clearly, so you could hear it. “I’m good.” “I’m good.”
• Write on the board: **HEAR**
  o **THIRD**?
    • I made you say it, at least five times. “I’m good.” “I’m good...”
    • Write on the board: **SAY**
  o **FOURTH**?
    • I gave you more examples of when to use it. “Want some tea?”→I’m good.
    • Write on the board: **SAY IT MORE**
    • Did I show you the expression? (NO!)
    • Did you write the expression? (NO!)
  o After we looked at other expressions, what did I do?
    • I tested you.
    • Write on the board: **TEST**
  o Only at the end, did you read the expression and have a chance to write it down.
    • Write on the board: **READ / WRITE**
  o Going through these steps—THINK/HEAR/SAY/SAY MORE/TEST/READ/WRITE—makes it easier to remember a new word, and to be able to produce it later.

• Give them 5 minutes to write some “awesome expressions.”
  o Your turn! Take 5 minutes to write 5-10 expressions for your partner, in the language you offer.
  o Think about your partner’s level. If it’s low-medium, choose 5 easy expressions. If it’s high, then write more.
  o After 3 minutes...
  o If it’s difficult to think of examples, think of different ways to say:
    • “It’s great!” “It’s cool!” “It’s awesome!” (wait 20 seconds)
    • “It’s really bad.” “It’s terrible.” “It sucks.” (again)
    • “I don’t feel good.” “I feel like crap.” (again)
“He’s not a good person.” “He’s an asshole.” (again)

- How are you? “Wassup?/Howzitgoin’?”
- Be quiet “Shut up”, and many more
- Go away “Get outta here”, and many more

*Bad words/curses are OK. Your partner needs to know!
- Consider words that you and your friends use a lot

  - One more minute

- Review the activity
  - When you are teaching your partner the new expressions, try to use the same steps: Make them think of a situation, and see if they know it; if not, let them hear it a lot; then let them say it a lot; later, go back and test; finally, let them read and write it, make an example sentence, etc....

- Tell them how much time they have to meet

- Reminders
  - At the beginning, feel free to chat: “Hey, how are you? How was Reading Week?”

- Go!

During:

- The usual

5 minutes before the end:

- Welcome back

- Share
  - Point to the board or paper: “In _______, I learned _________. It means ________.”
  - If you overheard an example in a different language, use it. Or you can use an example from earlier: “In English, I learned ‘I’m good.’ It means, “No, thank you,” if someone offers me something.”
o Have everyone give one example.

• Events

• Next week
  
o **Culture and Language. You can check the website if you want to prepare—if you want to think about what to say.**

  o **Over the next week, think about what cultureS you feel connected to. (stress plural!)**

See you next week!
Goals from a facilitator point of view:

1. For participants to use a diagram to help them explain their life’s trajectory, and to zoom in on the grammar and expressions required for that.

2. To provide a “mini-lesson” on “modeling”, which is an alternative to “teaching.” So instead of telling your partner how to say something, you say your version first, slowly, so they have a chance to pick up the necessary structures.

3. To respond to the feedback collected the week before.

Before:

- Make your own Life Story Timeline to use as an example.
  - You can do it on a big paper or a normal sheet of paper—whichever you think would work best.
  - See my version for ideas.

Presentation:

- Welcome
  - Welcome back. This is Week 8, so only 2 more weeks to go!
- Review last week
  - Last week we played the “Speed-Dating” game as a big group, which was really fun. It was nice to talk to more people one-on-one and I learned my first words in ____ and _____. “___!” “____!”
Thank you for your feedback from last week. It was very helpful and we will do our best to use some of the suggestions you gave us.

- Introduce new topic
  - This week the topic is Life Story.
- Show example Life Story Timeline
  - (Show your Timeline). This is a timeline that shows my life story. Here, you can see, is the beginning: I was born in Vancouver, on November 16th, 1985. When I was five (point), I moved to Saudi Arabia with my family. I stayed there...
- Give people 5 minutes to make their own
  - Please take 5 minutes.
  - Make your own timeline for your life. You can write dates, make notes, draw pictures, whatever you like. But try to make notes in the language you are LEARNING.
  - One more minute (say this when about half the people are done).
- Explain the procedure
  - You are going to use this timeline to explain your life story.
  - For example: (pointing again to yours), I was born in Vancouver, on November 16th, 1985. When I was five...and so on.
  - Use the language you are LEARNING.
  - Your partner should ask you lots of questions:
    - Why did you move to Saudi Arabia?
    - What was it like?
    - What city did you live in? ...etc.
    - Who did you meet?
    - How did you feel when that happened?
    - What happened in between the years --- and --- ?
  - An important note: If you want help with this activity—maybe your grammar in the past is not strong—then ask your partner for help. Ask
your partner to present their timeline FIRST, in the language you are LEARNING. They can do a simple version. Then you can hear all the important grammar and vocabulary, and you can use it.

- For example, my Spanish grammar is not strong. So I can ask my partner to present her timeline in Spanish. Not everything—just a simple version. (**If possible, ask someone to do this for you in a language you are learning.) This is how I can “catch” the useful grammar and vocabulary: “I was born” “I moved” “I went” “I came back” “I started” etc.

- Tell them how much time they have

- Go!

10 minutes before the end:

- Welcome back

- Share Life Stories → In order to incorporate feedback (that many people wanted to branch out from only interacting with one person), I put participants in small groups to each share a small bit about what they learned. “Say at least one thing from your timeline to your group!”

  - (While holding up your timeline:) “I was born in Vancouver, on November 16th, 1985. When I was five, my family moved to Saudi Arabia. When I was 17, I came back to Vancouver to start UBC.”

  - (While holding up your timeline: “___ again, but in Spanish___”.

  - Ask: “How many sentences?” (3)

  - Ask: “How many languages?” (2)

  - Gesture to the person to your right, for them to do the same (present 3 sentences, in English and in another language).

  - That was great! Thank you.

- Events

- Next week: “Help me with this situation”

  - You will think of a situation that you want help with. For example, if I am learning Turkish, maybe I want to know “How can I get angry and tell someone to stop bothering me, in Turkish?” Or “How can I go to a nice restaurant and do everything properly—act in the right way, order in a good way, have polite conversation in Turkish?” Or “How can I ask
someone to marry me in Turkish?” And so on. Your partner will help you with the situation.
Bring one of your favourite songs! We will spend a short time translating with our partners next week!

See you next week!
Goals from a facilitator point of view:

1. To speak about challenging aspects of Vancouver and UBC life, and to offer advice to each other

2. To encourage participants to think critically about their life at UBC and in Vancouver – what struggles do they have and why? What can they do to improve things?

3. To develop language skills by conversing about something personally challenging to participants

Before:

The usuals – make schedule on white board, write out questions (big enough for people at the back to see), boil water for tea, set our snacks, etc. Prepare your personal examples of favourite things/troubles at UBC or Vancouver.

Presentation:

• Welcome
  
  o Good to see you! © How are you?

• Review last week
  
  o Last week’s topic was Pop Culture. Thanks for sharing your song/movie/book ideas. If you have more music suggestions for the term end party, tell us!

• Introduce new topic
This week is about **Life at UBC and in Vancouver**!

To today our goal is to talk about the **good things and challenging things** about life on campus and in Vancouver. Hopefully we can share some advice about the challenges our partners are facing.

**QUESTIONS** (There are a lot of questions for you to choose from – you don’t have to do them all!):

1. Where have you lived in the world?
2. What has been your favourite place to live? Why?
3. What are you favourite things about living/studying/working in Vancouver? Why?
4. What are your least favourite things about living/studying/working in Vancouver? Why?
5. How can we improve Vancouver/UBC? (Possible examples: transit, rent prices, restaurants, environment, etc.)
6. What other facilities does UBC campus need?
7. How would you improve UBC if you had 10 million dollars?
8. What are the benefits of attending a smaller university?
9. What are the benefits of living in a rural area?

**Tell participants to share advice with their partners about personal challenges about life here (important!)**

**Feel free to present your own short example of things you would like to improve on campus or in the general Vancouver community!**

8-10 minutes before the end:

- Welcome back!
- Brainstorm as a large group issues people are facing, write them on the white board/paper ➔ try to get advice about issues from group
- Events
  - **End-of-term tandem party – April 3rd**th! 6-9!
  - More details on events to follow soon!
o The French club is going to be having a wine and cheese night on March 28th at MASS in BUCH D from 6 pm to midnight! Eat great food, drink great wine, and practice your French! Tickets are $5. Contact chloebksargent@gmail.com for tickets. All levels are welcome.

• See you next week!

Our Topic Next Week is... the last one so I'm still debating! I'll get back to you with the topic a.s.a.p.! 😊
Week 9: “Pop Culture”

Facilitator Notes (FULL)

Prepared by Elisabeth Williams

Goals from a facilitator point of view:
1. To practice collaborative translation skills
2. To develop language skills by conversing about something personally connected to participants (favourite song, enjoyable aspects of pop culture)

Before:
- The usuals – make schedule on white board, write out questions (big enough for people at the back to see), boil water for tea, set out snacks, etc.

Presentation:
- Welcome
  - Good to see you. A couple more weeks! So sad!
  - How was your weekend, etc.?
- Review last week
  - Last week’s speed exchange was very fun – lots of independent meeters and tandem participants’ friends came out! 😊 Thanks everyone!
- Introduce new topic
  - This week is about Pop Culture!
  - We are starting with song translation and then discussing the questions. If you’re not interested in song translation, please feel free to
start your conversation time with your partner. The questions are on the big white paper for you to look at.

• Explain the activity: **Song Translation!**

• a. Choose a song (or both songs) and translate them with your partner. You can choose to translate the entire song together or only a piece of your song. For example, you might only want to translate the chorus, or maybe just some extra-complicated areas.

b. **After about 20 minutes** we will ring the bell. You can continue translating or move on to conversation. **We will ring the bells like normal** after and give you equal time for each language and feedback.

c. Here are the questions on the paper. **(Read them out and explain them)**

<table>
<thead>
<tr>
<th>1. What parts of pop culture do you enjoy? (Music, film, art, fashion, dancing, video games, television, social media, etc.?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Are there any parts of pop culture that you don’t enjoy? (Ex: “I avoid reading tabloid magazines” or “Facebook is annoying”, etc.)</td>
</tr>
<tr>
<td>3. Are there any fashion trends that you think are silly? (past or present)</td>
</tr>
<tr>
<td>4. Is it important for you to follow pop culture (fashion, film, social media, etc.)? Why or why not?</td>
</tr>
<tr>
<td>5. What celebrities are famous right now? Why are they famous?</td>
</tr>
<tr>
<td>6. What kind of music do you like? Who are your favourite musicians?</td>
</tr>
<tr>
<td>7. What kind of film do you like? Who are your favourite actors?</td>
</tr>
<tr>
<td>8. Do you think pop culture can be used in language learning? If so, how?</td>
</tr>
<tr>
<td>9. Can you recommend any films or music to help me with my language studies?</td>
</tr>
</tbody>
</table>

d. As your talking, I will pass around this sheet (get a blank piece of paper from GL) for songs that you are translating or want to hear at the term end party!

• Review the activity with comprehension checks!
  
  o **What are we going to do now? Song translation and conversation!**
  
  o **If you are not interested, please feel free to start your conversation with your partner!**
  
  o **We will ring the bell to suggest when to being conversation.**
During:

• The usals!

• **As people are chatting/translating, pass around a sheet for the songs they are working on or want to hear at the term-end-party**

8~10 minutes before the end:

• Welcome back

• Invite people to share what they learned about pop culture

• Events
  
o **Mid-term mixer on March 13th – registration is FULL!**
  
o Term-end party on April 3rd, 6:15-9:00! We will have food, games, prizes, and a photo booth with costumes again 😊 We will tell you more soon!
  
o Want to learn more about the Middle Eastern Studies Initiative? Come to the Longhouse on March 18th at 6pm. There is a lot of information, music, snacks, and networking opportunities at this FREE event!
  
o **Our topic next week is** Vancouver/UBC Life. Please think about your favourite things about the city and UBC, and things that are challenging.

“Thank-you” 😊
Week 10: “Dreams and Adventure”

Facilitator Notes (FULL)

Prepared by Elisabeth Williams

Before:
The ushals – make schedule on white board, write out questions (big enough for people at the back to see), boil water for tea, set our snacks, etc.

Presentation:
• Welcome
  o Good to see you. Only one more week after this! So sad!
• Review last week and introduce this week
  o Last week’s topic was Life in Vancouver and at UBC.
  o This week is about Dreams and Adventure!
    ▪ There is an optional warm-up with this session if you’d like! “Charades”! (About 5-7 minutes)
    ▪ With your partner, take turns acting out adventurous activities with gestures, but don’t use your voice! You must guess in the language you are learning!
• Review the activity if you choose to try it
• After finishing, introduce discussion questions:
QUESTIONS:

• Are you an adventurous person? (define “adventurous”)
• Tell me about one of the most exciting things you’ve ever done.
• Tell me about one of the scariest things you’ve ever experienced.
• Tell me about one of the most challenging things you’ve ever accomplished.
• Have you ever done an extreme sport? (skydiving, bungee jumping, etc.)
• If not, would you ever try one? Why or why not?
• Have you ever taken a road trip? If so, how was it?
• If you had 1 million dollars, where were you go and what would you do?
• If you could go back in time, when are where would you go? Why?

During:

• Usual – pass around snacks, feel free to visit with pairs and take photos on your phone
• If you haven’t gotten songs for the term-end party from your sessions, **please do it today!**

5 minutes before the end:

• Welcome back
• Invite people to share what they learned about pop culture *(maybe not enough time for this)*
• Events
  
  o **End-of-term tandem party – April 3rd, 6:15 – 9. We want to see you there! (Really promote this one!)*

  o March 25th and 26th the Korean Cultural Society is holding different booths with different aspects of Korean culture including history, food, Korean traditional games, etc. It’s in the SUB Main Concourse. (I know this is too late for some sessions)

  o UBC Red Cross will be bringing you a mini carnival with food and fun games to help you distress during this busy time. There will be a booth set up in front of Ladha on March 28th from 11am-4pm so come by between classes! All of the
money raised from this event will be donated to the Canadian Red Cross International Disaster Relief fund.

- See you next week!

- Our topic next week is... “Thank-you” 😊
Week 10: Thank you!

Facilitator Notes (FULL)

Original by Mary Leighton
Adapted by Elisabeth Williams

Goals from a facilitator point of view:

1. To have participants reflect on how their partners have helped them; and
   then to thank them.

2. To talk about what we are looking forward to during the break or next term
   or next year.

3. To talk about how we will continue improving in our L2s.

4. To give some nice closure with a final activity.

Before:

• The usua ls
• **Think about what you’d like to do at the end.
  o Sep-Dec term, we gave everyone a half-sheet of paper and wrote 4
    prompts on the board:
      ▪ “I signed up for tandem because…”
      ▪ “I like tandem because…”
      ▪ “My partner helped me…”
      ▪ “I just want to say that…”
  o People had 3 minutes to finish the prompt (just 1). Then we went
    around in a circle, and people shared their thoughts. We asked them
    to share in 2 languages if possible. We filmed responses (if people
    were comfortable).
o You can use this activity, or something different. Ideas:
  ▪ Take photos together
  ▪ Exchange emails addresses
  ▪ Make a poster and have everyone sign it

Presentation:
• Welcome
  o Last day!
• Review last week’s topic
  o Last week was...
• Introduce this week’s topic
  o This week’s activity has 2 parts.
  o Part 1: Plans for the future
    ▪ Ask your partner about their plans for the future.
    ▪ Ask them in the language you are OFFERING.
    ▪ What are your plans for the summer break?
      • Are you going home?
      • Are you traveling?
      • Are you working?
      • Are you attending any special events?
      • Can you recommend anything for me to do over the winter break?
      • What will you do to continue practicing this language?
    ▪ What about after the summer?
    ▪ What classes are you taking?
    ▪ Will you join tandem again in September?
    ▪ Do you plan to continue improving this language?
• If so, how?
  o Part 2: Thank you for... (**Write this prompt on the board) (20 minutes or so)
    ▪ Write this for your partner. What do you want to thank your partner for? For coming every week? For helping you with pronunciation? For listening carefully? Think about some of your favourite tandem memories with your partner.
    ▪ Write in the language you are LEARNING.
    ▪ Take 3 minutes to write down your thank-yous.

• Review the activity
  o Start by asking them about their plans, in the language you are OFFERING.
  o Then thank your partner, in the language you are LEARNING.

• Tell them how much time they will have
• Go!

During:
• Usual
• Take lots of photos, some video too!

10-20 minutes before the end:
• Welcome back
• Final activity (getting feedback/photos/whatever you decide) ➔Write your reason for enjoying/participating in tandem, share with others and we take pictures.
• Events
  o *Tandem end-of-term party
• Thank you!
  o Thank you for joining the program
Thank you for coming every week and helping your partner.

Thank you for inspiring the other people around you.

Thank you for inspiring me (the facilitator/coordinator!) as well!

- Give information about registering next term → stay updated through Facebook and our website!

- See you at the party (if hasn’t already happened)!