

# STUDY GUIDE

*TEAM UP FOR  
MULTILINGUALISM:  
TANDEM PROGRAMME FOR  
A1+*

Organised by  
BTU & IPV

1. IDENTIFYING DATA.		
• Course Name.	Team up for Multilingualism: Tandem program A1+	
• Coordinating University.	BTU	
• Partner Universities Involved.	IPV	
• Course Field(s).	Modern language	
• Related Study Programme.	N/A	
• ISCED Code.	0230	
• SDG.	<a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a> : 4, 16, 17	
• Study Level.	B , M, D, staff	
• EUNICE Key Competencies	<ul style="list-style-type: none"> <li>• Green - strongly</li> <li>• Orange- moderately</li> <li>• Red - partially</li> <li>• Blank cell - not at all</li> </ul>	
EUNICE Key Competencies	Problem solving	strongly
	Teamworking	strongly
	Communication	strongly
	Self-management	strongly
	Cognitive flexibility	strongly
	Digital competence	not at all
	Technical competence	moderately
	Global intercultural competence	strongly

• Number of ECTS credits allocated.	2 ECTS
• Mode of Delivery.	Online (kick-off meeting for all and self-organised live sessions)
• Language of Instruction.	English
• Course Dates.	4 <sup>th</sup> of March enrolment 24 <sup>th</sup> of March kick-off meeting, 2 <sup>nd</sup> of June 2026 end of course

<ul style="list-style-type: none"> <li>• Precise Schedule of the Lectures.</li> </ul>	<p>4th of March enrolment 18th of March completing of questionnaire 19th to 23rd of March matching pairs 4th of March kick-off meeting, then monthly meetings with tutors Tandem pairs will schedule their own 10 meetings and the 3 meetings with the tutor 2nd of July 2026 end of course</p> <p>The exact time of the synchronous Kick-off meeting is going to be decided later on and the tandem sessions are coordinated independently by the pairs and in case with the tutor.</p>
<ul style="list-style-type: none"> <li>• <b>Key Words.</b></li> </ul>	<p><i>Tandem, Multilingualism</i></p>
<ul style="list-style-type: none"> <li>• <b>Catchy Phrase.</b></li> </ul>	<p>Share your world through language - come together and meet your EUNICE tandem partner!</p>

<ul style="list-style-type: none"> <li>• <b>Prerequisites and co-requisites.</b></li> </ul>	<ul style="list-style-type: none"> <li>- The national language to practice on a level of minimum A1</li> <li>- <i>B, M, D + staff</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Number of EUNICE students that can attend the Course.</b></li> </ul>	<p>60</p>
<ul style="list-style-type: none"> <li>• <b>Course inscription procedure(s).</b></li> </ul>	

## 2. CONTACT DETAILS.

<ul style="list-style-type: none"> <li>• <b>Department.</b></li> </ul>	<p>BTU Cottbus-Senftenberg, Zentrale Einrichtung Sprachen</p>
<ul style="list-style-type: none"> <li>• <b>Name of Lecturer.</b></li> </ul>	<p>Katharina Timm, Kristina Klug</p>
<ul style="list-style-type: none"> <li>• <b>E-mail.</b></li> </ul>	<p><a href="mailto:timmm@b-tu.de">timmm@b-tu.de</a></p>
<ul style="list-style-type: none"> <li>• <b>Other Lecturers.</b></li> </ul>	<p>Paula Fonseca, Lurdes Martins, Joanna Hashold, Maja Rakiewicz student tutor from BTU?</p>

## 3. COURSE CONTENT.

The Tandem Program pairs participants from different countries who wish to learn each other's languages. Through regular meetings, each partner acts as both learner and informal tutor. Participants agree on topics (e.g. films, food, travel, hobbies, holidays, daily routines) and on language areas they want to focus on (e.g. fluency, pronunciation of phonemes, specific grammar forms).

Guidelines for possible topics will exist based on the contents/learnings of the national language courses.

Offered Languages:

Portuguese  
Spanish  
German  
Polish  
French

The tandem pairs are accompanied by a tutor of their practicing language. They will meet up with the tutor at least three times and will get feedback from him on the reflection they write after each self-guided tandem session.

#### 4. LEARNING OUTCOMES.

Learning outcomes will be negotiated based on the CEFR by each pair together with the tandem counsellor.

#### 5. OBJECTIVES.

Gain autonomy and responsibility in language learning.  
Develop communication strategies in real-life settings.  
Strengthen intercultural understanding through authentic peer interaction.  
Apply knowledge from basic language courses in practical situations.

#### 6. COURSE ORGANISATION.

##### UNITS

- |    |     |
|----|-----|
| 1. | n/a |
| 2. |     |
| 3. |     |
| 4. |     |

##### LEARNING RESOURCES AND TOOLS.

Messenger program of choice (WhatsApp, Zoom, Signal etc.)

##### PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Weekly meetings of tandem pairs / Topics depend on the choice of the tandem pair.

Opening and closing sessions

At least 3 meetings with tutors / more on demand

## 7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

After each session, both participants upload a short description of what was covered during the meeting (e.g. a 1-3min video). Both participants have to sign in to confirm that the session happened.

After the final session, the pair will reflect on the learning outcomes with the tandem tutor.

## OBSERVATIONS.

A successful tandem relies on the students' mutual involvement and their shared responsibility towards fulfilling their learning contract, both with their peer and their tutor. It is therefore important, that the students take ownership of their meeting schedule and the topics covered.

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS.

[Seagull Tandem](#) -- activity sheets and tips

[Conversation Questions for the ESL/EFL Classroom \(I-TESL-J\)](#)

[Conversation starters for language learners](#)

[150 ESL Conversation Starters and Questions \(The Essential List\) | JIMMYESL](#)

[ESL Discussions: English Conversation Questions / Debates: Speaking Lesson Activities](#)

Guideline from the national language courses