APPENDIX

BASELINE TANDEM LEARNING LESSON PLAN

Basic understanding:

Perhaps best explained to participants as a language exchange, using the internet as a medium.

Why tandem learning?

The teacher/researcher explains/elicits practical purposes of tandem learning:

- For both members of a tandem to benefit equally of a tandem, in that both will provide and share in an equal amount of practice in each of the target languages.

- To give practice in the target language with a native speaker who is not a language teacher.

- To get a better understanding of one's own language, having to explain language items/situations and correct language errors. A contrast between the native language and the target language arises which might help a learner understand why speakers of other languages make certain mistakes in their language. This could help understand how the language of those people works, recognizing an emerging pattern of (for example) grammatical mistakes.

How does tandem learning work?

- There is a common task which both participants strive to complete. Yet the task is a means to an end: to keep the converstation alive! However, participants should try not to stray too far off topic.

- The alloted time for this task is 30 minutes. Half of the alloted time for the task is spent in one language by both learners, and the remaining half is spent in the other language. If students need more time to complete the task, participants will speak in their native tongue only. This then becomes a way of practicing listening skills.

Errors

- When an error occurs, students should aim to use the language to be used in the respective segment of time to correct their partner's mistake. However, if it becomes clear that it is absolutely necessary to switch languages to explain a mistake, participants are allowed to do so.

Instructions for lesson 1

Topics participants can choose from: cross-cultural relationships, corruption, globalization, farang-thai stereotypes, compare life in chiang mai as a thai/farang

Optional: discuss with each other what would make a suitable topic for this lesson.

Suggestions:

- Defend an argument

- Have pro's and con's

- Ask own critical questions

- Take notes of corrections you give and receive

- Make a distinction between language notes and notes that have to do with the task

- It is ok to express your feelings

- Set goals for what you want to learn this lesson

- WRITE: Express in your own words if you achieved your goals, what you learned, what mistakes you were able to pick up, what mistakes you corrected, how you experienced the lesson. What went well? What went not so well? What do you feel needs to improve next time? If you could change the lesson, what would it be/how does it need to change?

Preparation time of 10-15 minutes