



R4.3 Inter-campus actions to strengthen student identity

Report of the 4th Inter-campus activity: Language Exchange Tandem

WP4 - Piloting the actions of the EU-CONEXUS student campus model

Project: Building Student Identity for European Universities Alliance – IamSTUDENT. KA220-HED - Cooperation partnerships in higher education

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1. Introduction

During the three-year period of the lamStudent Project, four inter-campus actions and four communication campaigns were planned to promote EU-CONEXUS pilot actions aimed at strengthening student identity. These actions were organised and implemented simultaneously across all eight partner universities. The fourth inter-campus activity organised was the Language Exchange Tandem (Language Café).

2. Methodology

From 13 - 15 May 2025, the 4th edition of the EU-CONEXUS Festival took place in Limassol, Cyprus, hosted by Frederick University. During this event, students participated in a series of structured group workshops designed to enhance collaboration across eight partner universities.

As part of these workshops, students were asked to choose from a set of proposed intercampus activities aimed at strengthening the shared identity of the EU-CONEXUS Alliance. Their selections were recorded and analysed to identify the activities that generated the highest level of interest and engagement.

The feedback showed that the online language exchange tandem ranked among the top two most preferred options, together with the online escape game, indicating strong student interest, high perceived relevance, and suitability for cross-campus involvement. Based on these results, the consortium of the lamStudent Project selected the online language exchange tandem as the fourth intercampus activity, ensuring that the final programme aligned with student preferences and supported meaningful interaction within the Alliance.

Following the selection of the online language exchange tandem as the fourth intercampus activity, the project consortium initiated preparatory discussions in early January 2026. The initial meeting focused on how the activity would be developed and executed within the project's timeline (ensuring implementation would not exceed one month), what was feasible across all partner universities, and which organisational options could best support a smooth and engaging experience for students.

To inform the design of the activity, a team from the European Digital University (EDUC) Alliance was invited by the project coordinator to share their experience regarding their language exchange tandem (eTandem). During their presentation, they provided an analytical overview of their activity, including the concept and the organisation of the activity (team and timeline), student enrolment, the matching process, platform use, recognition of participation, participation numbers, feedback collected, and recommendations for improvement.

Following this meeting, several discussions took place between the project coordinator and the WP4 leaders to identify the most suitable approach and the most effective structure for the activity. In mid-January 2026, a follow-up meeting was held between the coordinator, the WP4 leaders, and two language teachers from UCV, with the aim of confirming their potential participation, collecting guidance based on their relevant experience, and clarifying key implementation details.

Based on the outcomes of these discussions, the WP4 leaders prepared the communication materials and the registration form for students. The materials were shared with the project coordinator and consortium members and were also reviewed by the UCV language teachers, who provided feedback and confirmed whether any amendments were needed.

After light revisions suggested by the two teachers and the project consortium - especially to the registration form (creating two separate pathways: one for facilitators and one for learners, including tailored language-level statements and links to language tests for participants unable to justify their level) - the communication materials and the final registration form were approved. The validated content was then sent to the project communication team, who developed the dedicated promotional webpage and embedded the online registration form.

The promotional webpage and registration form were finalised in early February 2026 ([Language Café - EU-CONEXUS](#)), and promotion of the activity started shortly after (Figure 1). The activity was promoted by the IamStudent communication team, as well as by the project partners.

Links to the promotion of the activity:

- [Promotion to Instagram_Language Café](#)
- [Frederick University Facebook promotion_Language Café](#)



Figure 1 Visual material developed for the Language Café activity



Registrations for both learners and facilitators remained open until 26 February 2026. In total, 137 participants (106 learners and 31 facilitators) registered - an unexpectedly high number for this type of activity. This strong turnout exceeded initial expectations and clearly demonstrates the high level of interest and the overall success of the Language Café.

On 27 February 2026, the project coordinator and the WP4 leaders held an online meeting to complete the group matching. Learners were matched into small groups based on the language level and interests/hobbies they indicated in the registration form. For each group, a facilitator was assigned to coordinate discussions and support learners in practising the language they had chosen. During the matching process, some minor challenges arose, mainly related to participants who wished to practise more than one language, and in a few cases, assigning a facilitator to groups with learners at a high language level required additional consideration. Nevertheless, all issues were addressed successfully, and the matching process was completed. A total of 33 groups were created.

Right after the matching, the WP4 leaders sent an email to all participants, both learners and facilitators. The message welcomed participants, informed them of their assigned groups, and provided initial guidance to support a smooth start. The email to facilitators additionally included a Facilitator Guide (**Annex 1**) with practical tips, suggested activities, and strategies for managing group discussions.

On 2 March 2026, the WP4 leaders and the project coordinator organised an online kick-off meeting with all participants to officially launch the activity. The meeting introduced the Language Café, provided an overview of EU-CONEXUS and the IamStudent project, explained how the Language Café would work (rules, timeline, and practical arrangements), and reassured participants that the project team would be available for support throughout the process. This meeting, held in the early afternoon, marked the official start of the activity. Participants were informed of the meeting date and time through the welcome email sent by the WP4 leaders immediately after the matching process, which also communicated each participant's assigned group. The same email included the meeting link to enable access.

A total of 35 participants joined the meeting, while several others informed the organisers by email that they were unable to attend on the scheduled date and time. Immediately after the meeting, a follow-up email was sent to all participants, thanking those who attended and acknowledging those who could not join but had informed the organisers in advance. The email also included the updated Excel file with the groups, the PowerPoint presentation from the meeting, the email address for submitting optional short videos (reels), and for facilitators, a dedicated guidance document to support and inspire their role.

The Language Café then ran for one month, from 2 March to 2 April 2026. Over these four weeks, participant groups met at least four times. After the end of the activity, participants had until 7 April 2026 to optionally submit short videos (reels) to the IamStudent team, sharing their experience.



Following the completion of the one-month activity and the minimum of four meetings per group, the WP4 leaders, together with the project's communication team, who created the templates, prepared and issued certificates of participation (**Annex 2**). Two versions were produced (one for learners and one for facilitators) and were sent to all participants.

Concept and format of the activity

Following several discussions and meetings held in January 2026, the project consortium agreed to name the activity **Language Café**, as this title clearly communicates a friendly, engaging, and informal format, highlighting that the initiative is intended to be enjoyable and interactive rather than a formal language class.

Thus, Language Café was designed as a fun, informal online language exchange tandem activity for students who wished to practice languages through real conversations rather than traditional classes. It was built around a “virtual café” concept, aiming to create a relaxed environment where students could interact, exchange cultures, and build confidence in speaking.

The purpose of the Language Café was to strengthen interaction and collaboration between students from different EU-CONEXUS partner universities, to promote linguistic diversity and multilingualism within the alliance, to encourage peer-to-peer learning through informal and authentic communication, and to foster intercultural awareness and European student identity.

The activity was implemented through matched pairs or small groups. Participants met once per week, each session lasted one hour, and the activity ran for four consecutive weeks (March 2026). There was no fixed platform: students could agree within their group on the communication tool they preferred (e.g., messaging apps or video-conferencing platforms). The matching was carried out based on each student's language level (through an assessment test that was evaluated by the UCV teachers), and on the hobbies they stated in the registration form as being interested in.

Three languages (English, French, and Spanish) were selected, reflecting students' expressed interest in learning and practicing new languages in a fun way, as well as the feasibility of identifying suitable student facilitators for these languages.

During the sessions, students had the opportunity to practice their target language, support each other as native or more proficient speakers, and learn through discussion and interaction rather than formal instruction

This format helped students build confidence, improve fluency, and engage in meaningful communication.



At the end of the four sessions, each group could optionally produce a short reflection video explaining what they learned linguistically and culturally, and sharing their experience of working in a language tandem.

These videos would be used for learning evaluation, project reporting, and communication and dissemination activities.

Facilitation and recognition

To support engagement and inclusion, the activity also included the option for students with a high level or native proficiency in English, French, or Spanish to participate as facilitators. Facilitators were not to be teachers; they were going to support conversation flow and help create a welcoming environment. Upon completion, participants would receive a Certificate of Attendance, while facilitators would receive a Certificate of Facilitation recognising their role.

In addition, participants could optionally create a short reel/testimonial about their experience (e.g., what they learned and enjoyed), with the possibility of receiving goodies from their university, and selected reels could be published on EU-CONEXUS social media channels.

Moreover, to assess participants' experiences and collect feedback on the Language Café activity, as well as to support the planning of future initiatives, a post-activity evaluation questionnaire was developed and administered using Google Forms. The questionnaire ([Post-Activity Evaluation Questionnaire](#)) was designed as a structured feedback tool to gather both quantitative and qualitative data from participants immediately after the activity.

The survey included a combination of closed and open-ended questions aimed at capturing participants' overall impressions of the Language Café, the extent to which the activity met its objectives, and the quality of its organisation and implementation. In particular, the questionnaire explored key areas such as participants' overall satisfaction, their level of engagement and enjoyment, the perceived usefulness of the activity for intercultural exchange and language practice, the quality of facilitation and interaction, and suggestions for improvement in future editions.

The structure of the questionnaire allowed for the systematic collection of measurable and comparable results across participants, while the open-ended questions were included to provide respondents with the opportunity to elaborate on their experience, highlight positive aspects of the activity, and propose recommendations for future Language Café sessions.

The expected results from this questionnaire included the identification of participants' satisfaction levels, insights into the strengths and areas for improvement of the activity, a better understanding of participant engagement and perceived value, and evidence to support the future design and enhancement of similar intercampus and community-building initiatives. The structure of the survey enabled the project team to collect feedback in a clear and efficient manner, facilitating the analysis of responses and the use of



findings for the continuous improvement of forthcoming activities within the project. The questionnaire was shared with participants at the end of the Language Café sessions, allowing them to complete it while their impressions were still fresh.



3. Implementation

On 2 March 2026, the Language Café activity officially started as planned with an online kick-off meeting organised by the WP4 leaders and the project coordinator. The meeting introduced the activity to all matched participants, explained its objectives, timeline, and practical arrangements, and provided a short presentation of EU-CONEXUS and the lamSTUDENT project, highlighting the relevance of the activity within the broader objectives of the Alliance.

The kick-off meeting was attended by 35 participants, while several others informed the organisers in advance that they were unable to join at the scheduled date and time. To ensure equal access to the necessary information, a follow-up email was sent immediately after the meeting to all participants. This message included the updated group list, the PowerPoint presentation used during the meeting, the contact details for further support, and, for facilitators, an additional guidance document with practical suggestions for managing the sessions.

Following the completion of the registration and matching process, a total of 137 students had registered for the activity, including 106 learners and 31 facilitators.

In total, 49 students actually took part in the activity. These included 36 learners and 13 facilitators who actively engaged in the Language Café sessions over the one-month implementation period. The activity ran from 2 March to 2 April 2026, during which participants met in their assigned groups for at least four sessions, with one meeting per week and a recommended duration of approximately one hour per session.

The implementation of the activity was based on a flexible and student-centred format. After the kick-off meeting, participants were expected to organise their meetings autonomously within their groups, agreeing together on the most convenient communication platform and schedule.

Throughout the implementation period, communication between the organisers and participants remained open, and support was made available whenever needed. This helped ensure that groups could proceed with their meetings under good conditions and that any organisational issues could be addressed in a timely manner. The flexible structure of the Language Café allowed participants to adapt the experience to their availability and communication preferences, while maintaining the minimum requirement of four meetings during the month.



Despite the informal and autonomous nature of the activity, the overall implementation followed the agreed framework successfully. Participants had the opportunity to practise English, French, or Spanish in a relaxed environment, improve their speaking confidence, exchange cultural perspectives, and build connections with students from other EU-CONEXUS partner universities. The format proved particularly suitable for encouraging regular interaction and meaningful communication across campuses.

At the end of the activity period, participants were invited to complete the post-activity evaluation questionnaire, which had been developed using Google Forms in order to collect feedback on their experience. In addition, participants had until 7 April 2026 to optionally submit short reflection videos (reels) presenting what they had learned linguistically and culturally through the activity and sharing their impressions of the Language Café experience.

Following the completion of the activity, the WP4 leaders, in collaboration with the project communication team, prepared and issued certificates of participation. Two versions were produced: one for learners and one for facilitators, in order to recognise both participation and the additional support role undertaken by the facilitators during the implementation of the Language Café.

4. Results

The Language Café activity was successfully implemented between 2 March and 2 April 2026 and achieved its main objective of fostering interaction and collaboration across the EU-CONEXUS alliance through informal language exchange and intercultural communication.

Although 137 students initially registered for the activity, including 106 learners and 31 facilitators, the final number of students who actively participated was 49, consisting of 36 learners and 13 facilitators. These students came from 9 universities across the wider EU-CONEXUS alliance. Participation also included students from the University of Rostock. While the University of Rostock is not a partner in the IamSTUDENT project, its students were able to participate because the activity was designed within the broader EU-CONEXUS framework, with the aim of strengthening inter-campus interaction, promoting multilingualism, and encouraging intercultural exchange across the alliance.

Overall, the activity can be considered a successful pilot of an inter-campus collaborative format. The students who took part were able to meet regularly in their assigned groups and engage in at least four sessions over the one-month period. The flexible structure of the Language Café proved suitable for the target group, as it allowed participants to arrange meetings autonomously and adapt the activity to their schedules and preferred online communication tools.



The final participation figures also show a strong level of commitment among those who remained active in the activity. The presence of 13 facilitators was particularly important in supporting communication within the groups and helping to maintain regular interaction throughout the implementation period. Their contribution played a key role in creating a welcoming and supportive atmosphere for language practice.

At the end of the activity, participants were invited to complete a post-activity evaluation questionnaire. The feedback was overall encouraging and confirms the value of the activity as a meaningful intercultural and linguistic experience.

The responses show that the activity was particularly successful in attracting students who were new to this type of international experience. Almost all respondents stated that this was their first time participating in an inter-campus activity, which suggests that the Language Café worked well as an accessible entry point for students to become involved in EU-CONEXUS activities. In addition, most respondents had heard about the activity through email/newsletters, showing that institutional communication channels were effective in reaching the target audience.

The survey also highlighted a positive contribution to the students' sense of belonging within the alliance. Most respondents reported that the activity strengthened their feeling of being part of a broader inter-campus student community. This is an important result, as one of the core aims of the activity was to strengthen awareness of EU-CONEXUS intercultural student life and encourage meaningful interaction across campuses.

Participant comments further illustrate the benefits of the activity. Several respondents emphasised the value of meeting new people and practising a language in an informal and supportive environment. One student described it as “a great way to practice speaking a language and to meet new people from other countries”, while another noted that “being put in small groups with native Spanish speakers was a great opportunity to practice while getting to know students from different parts of Europe.” Another participant appreciated the diversity within the groups, explaining that “the group only had one person from the same country/university, so no one knew each other,” which helped create a truly intercultural experience.

In terms of recommendations, the feedback was also positive. Most of the respondents said that they would recommend the activity to other students. This indicates a generally positive perception of the format and suggests that, despite some practical challenges, the activity was considered worthwhile by most respondents.



The activity also produced positive visible outputs beyond the meetings themselves. Some participants prepared the optional short reflection videos (reels) proposed at the end of the activity. These reflections offered an additional opportunity for students to express what they had gained from the experience, both linguistically and culturally. Selected reels are expected to be published on the EU-CONEXUS social media pages, which will further increase the visibility of the activity and help promote student engagement across the alliance.

All participating universities also supported the initiative locally by providing goodies to their students who took part in the activity, adding a small but meaningful element of recognition and encouragement. Furthermore, following the completion of the activity, certificates of participation were prepared and shared with all participants. Separate certificates were issued for learners and facilitators, in order to acknowledge both participation and the additional support role taken on by facilitators.

At the same time, the survey also pointed to a few areas that could be improved in future editions. The most common issue mentioned was the difficulty of finding a meeting time that suited everyone, which is understandable in a multilingual activity involving students from different countries and schedules. A few comments also indicated that communication could be strengthened, and one student mentioned that the activity could run for a bit longer.

Despite these challenges, the overall picture remains clearly positive. The activity succeeded in creating a relaxed and intercultural environment for language practice, encouraged communication across campuses, and offered students a practical and enjoyable opportunity to experience the EU-CONEXUS alliance in action. Based on both the implementation evidence and the feedback received, the Language Café can be considered successfully completed.

5. Future Prospects of the Activity

The successful implementation of the Language Café confirms that this type of activity has strong potential for continuation and further development within the EU-CONEXUS alliance. Its flexible structure, relatively simple organisation, and positive student engagement make it a suitable format for future editions.

One important perspective for the future is to maintain the participation of students from across the wider alliance, including universities that are part of EU-CONEXUS, even when they are not directly involved in a specific project strand. The inclusion of students from the University of Rostock showed that the activity can serve broader alliance goals by strengthening inter-campus interaction, promoting multilingualism, and encouraging a shared EU-CONEXUS student identity.



Future editions could build on the experience gained during this first implementation by introducing a few practical improvements. A stronger follow-up strategy after registration could help reduce the gap between the number of registered students and the number of those who finally participate actively. In addition, more regular reminders and short check-in messages during the implementation period could support consistency in attendance and help groups that encounter difficulties in organising their meetings.

While the flexible format was one of the strengths of the activity, some groups would likely benefit from additional support at the beginning in order to start more smoothly and maintain momentum.

The survey also suggests that scheduling remains one of the main practical challenges. For this reason, future editions could explore ways of making coordination easier, for example, by asking participants to indicate more precise availability in advance or by grouping students even more carefully according to preferred meeting platforms and time slots.

Another positive prospect concerns the communication value of the activity. The optional reflection reels and the publication of selected student contributions on EU-CONEXUS social media can help increase the visibility of the Language Café and motivate wider student participation in future rounds. This kind of peer-to-peer promotion could make the activity even more attractive and relatable for students across the alliance.

Finally, the Language Café could be developed further as a recurring inter-campus activity within the alliance, possibly with more language options, thematic sessions, or stronger links to student mobility, inclusion, and intercultural preparation. In this way, it could become a regular and recognisable component of EU-CONEXUS student life.

6. Conclusion

The Language Café was successfully completed and proved to be a valuable inter-campus activity within the EU-CONEXUS alliance. Through a simple and flexible format, it brought together students from 9 universities and created opportunities for regular interaction, language practice, and intercultural exchange over a one-month period.

The activity showed that informal, student-centred formats can make an important contribution to the objectives of the alliance. Participants were able to strengthen their confidence in communicating in foreign languages, learn from each other's cultural perspectives, and develop connections with students from other universities. The survey feedback confirmed this positive picture, with most respondents indicating that the activity strengthened their sense of belonging across campuses and that they would recommend it to other students.

The contribution of the facilitators, the support of the organising team, the local involvement of the universities, and the final recognition through certificates and student goodies all contributed to the successful completion of the activity. The optional student reels also added an engaging and visible dimension that can help communicate the value of the experience to a wider audience.

At the same time, the evaluation helped identify some useful directions for improvement, particularly in relation to scheduling and communication. These are manageable improvements that can help make future editions even stronger, without changing the positive core of the activity.

Overall, the Language Café demonstrated that even a relatively low-cost and flexible initiative can generate meaningful educational, linguistic, and intercultural benefits. With some small adjustments and continued support, it has strong potential to be repeated and further strengthened in the future as a successful example of EU-CONEXUS inter-campus collaboration.



Annex 1

LANGUAGE LEVEL TEST

[French Level Test](#)

[Spanish Level Test](#)

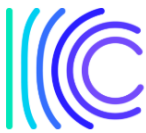
[English Level Test](#)





1

Free Time & Hobbies



Session 1 – Free Time & Hobbies (EN)

Duration: 30 minutes

Language: English

Topic: Free time and personal interests

General objective:

To talk about how we spend our free time, our interests and daily habits, using simple or more complex language according to each participant’s level, in order to foster oral interaction and initiate the tandem relationship.

Session structure

Phase	Time	Description
Warm-up	5 min	Greetings and ice-breaker questions
Main conversation	20 min	Conversation by level bands
Wrap-up	5 min	Feedback and next session

A1/A2 – Basic

Questions / Tasks	Language support
What do you do in your free time? Do you like sports, music or watching series? What do you do during the week and at the weekend? Do you prefer staying at home or going out with friends?	I like / I don't like In my free time I... Usually / Sometimes / Never

B1/B2 – Intermediate

Questions / Tasks	Language support
Why do you like these activities? How much time do you spend on your free time? Who do you usually do these activities with?	Because / since Before / now / recently



Has your free time changed since you became a student?	
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C1/C2 – Advanced

Questions / Tasks	Language support
Do you think people today have enough free time? How has technology changed leisure? Is free time different depending on culture? What role does free time play in young people’s lives?	From my point of view I believe / I consider Compared to

Wrap-up

What new word or expression have you learned?

What topic would you like to talk about next time?

Agree on the next session.



Séance 1 – Le temps libre (FR)

Duration: 30 minutes

Language: Français

Topic: Le temps libre et les centres d'intérêt

Objectif général:

Parler de la manière dont nous passons notre temps libre, de nos centres d'intérêt et de nos habitudes, en utilisant un langage plus ou moins complexe selon le niveau linguistique de chaque participant, afin de favoriser l'interaction orale et le démarrage de la relation de tandem.

Session structure

Phase	Time	Description
Échauffement	5 min	Salutations et questions brise-glace
Conversation principale	20 min	Conversation par bandes de niveau
Conclusion	5 min	Bilan et organisation de la séance suivante

A1/A2 – Débutant

Questions / Tasks	Language support
Qu'est-ce que tu fais pendant ton temps libre ? Aimes-tu le sport, la musique ou les séries ? Que fais-tu pendant la semaine et le week-end ? Préfères-tu rester à la maison ou sortir avec des amis ?	J'aime / Je n'aime pas Pendant mon temps libre, je... Normalement / Parfois / Jamais

B1/B2 – Intermédiaire

Questions / Tasks	Language support
Pourquoi aimes-tu ces activités ? Combien de temps consacres-tu à ton temps libre ? Avec qui fais-tu ces activités ?	Parce que / puisque Avant / maintenant / récemment



Ton temps libre a-t-il changé récemment ?	
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C1/C2 – Avancé

Questions / Tasks	Language support
Penses-tu que nous avons assez de temps libre aujourd'hui ? Comment la technologie influence-t-elle le temps libre ? Le temps libre est-il différent selon la culture ? Quel rôle joue-t-il dans la vie des jeunes ?	À mon avis Je pense que / je considère En comparaison avec

Wrap-up

Quel mot ou quelle expression nouvelle as-tu appris(e) ?

Quel thème pour la prochaine séance ?

Fixez la date et l'heure.



Sesión 1 – El tiempo libre (ES)

Duration: 30 minutos

Language: Español

Topic: El tiempo libre y los intereses personales

Objetivo general:

Hablar sobre cómo pasamos nuestro tiempo libre, nuestros intereses y hábitos personales, utilizando estructuras sencillas o más elaboradas según el nivel lingüístico de cada participante, con el fin de favorecer la interacción oral y el inicio de la relación de tándem.

Session structure

Phase	Time	Description
Calentamiento	5 min	Saludos y preguntas para romper el hielo
Conversación principal	20 min	Conversación por bandas de nivel
Cierre	5 min	Reflexión y organización de la siguiente sesión

A1/A2 – Básico

Questions / Tasks	Language support
¿Qué haces en tu tiempo libre? ¿Te gusta el deporte, la música o las series? ¿Qué haces entre semana y el fin de semana? ¿Prefieres quedarte en casa o salir con amigos?	Me gusta / No me gusta En mi tiempo libre yo... Normalmente / A veces / Nunca

B1/B2 – Intermedio

Questions / Tasks	Language support
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¿Por qué te gustan esas actividades? ¿Cuánto tiempo dedicas a tu tiempo libre? ¿Con quién sueles hacer estas actividades? ¿Ha cambiado tu tiempo libre recientemente?	Porque / ya que Antes / ahora / últimamente
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C1/C2 – Avanzado

Questions / Tasks	Language support
¿Crees que hoy tenemos suficiente tiempo libre? ¿Cómo influye la tecnología en el ocio? ¿Es diferente el tiempo libre según la cultura? ¿Qué papel juega el ocio en la vida de los jóvenes?	Desde mi punto de vista Creo que / considero En comparación con

Wrap-up

¿Qué palabra o expresión nueva has aprendido?

¿Qué tema te gustaría tratar después?

Acordad la próxima sesión.



2

Travel & Experiences



Session 2 – Travel & Experiences (EN)

Duration: 30 minutes

Language: English

Topic: Travel and personal experiences

General objective:

To talk about travel and past experiences, share memories and express preferences, adapting the depth of the conversation to each participant's language level.

Session structure

Phase	Time	Description
Warm-up	5 min	Introductory questions about travel
Main conversation	20 min	Conversation by level bands
Wrap-up	5 min	Reflection and next session

A1/A2 – Basic

Questions / Tasks	Language support
Have you travelled to another city or country? Where did you go? Do you travel with friends or family? Do you like travelling?	I travelled to... I like / I don't like travelling With friends / with my family

B1/B2 – Intermediate

Questions / Tasks	Language support
What has been your best trip? What did you do during that trip? Do you prefer travelling for leisure or for studies/work? What type of trips do you like most?	My favourite trip was... During the trip... I prefer... because...

C1/C2 – Advanced

Questions / Tasks	Language support



<p>Do you think travelling changes the way we see the world?</p> <p>What cultural differences have surprised you most?</p> <p>Is travelling always a positive experience?</p> <p>How does travelling influence personal identity?</p>	<p>From my experience...</p> <p>Compared to...</p> <p>I think travelling helps to...</p>
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Wrap-up

Share one new word or expression.

Where would you like to travel next?

Agree on the next session.



Séance 2 – Voyages et expériences (FR)

Duration: 30 minutes

Language: Français

Topic: Voyages et expériences personnelles

Objectif général:

Parler de voyages et d'expériences vécues, partager des souvenirs et exprimer des préférences, en adaptant la profondeur de la conversation au niveau linguistique de chaque participant.

Session structure

Phase	Time	Description
Échauffement	5 min	Questions introductives sur les voyages
Conversation principale	20 min	Conversation par bandes de niveau
Conclusion	5 min	Bilan et séance suivante

A1/A2 – Débutant

Questions / Tasks	Language support
As-tu voyagé dans une autre ville ou un autre pays ? Où es-tu allé(e) ? Voyages-tu avec des amis ou en famille ? Aimes-tu voyager ?	Je suis allé(e) à... J'aime / Je n'aime pas voyager Avec des amis / en famille

B1/B2 – Intermédiaire

Questions / Tasks	Language support
Quel a été ton meilleur voyage ? Qu'as-tu fait pendant ce voyage ? Préfères-tu voyager pour les loisirs ou pour les études/le travail ? Quel type de voyage préfères-tu ?	Mon voyage préféré était... Pendant le voyage... Je préfère... parce que...

C1/C2 – Avancé

Questions / Tasks	Language support



<p>Penses-tu que voyager change notre vision du monde ?</p> <p>Quelles différences culturelles t'ont le plus marqué(e) ?</p> <p>Voyager est-il toujours une expérience positive ?</p> <p>Comment le voyage influence-t-il l'identité personnelle ?</p>	<p>D'après mon expérience...</p> <p>En comparaison avec...</p> <p>Je pense que voyager permet de...</p>
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Wrap-up

Partage un nouveau mot ou une expression.

Où aimerais-tu voyager ensuite ?

Fixez la prochaine séance.

**Sesión 2 – Viajes y experiencias (ES)****Duration: 30 minutos****Language: Español****Topic: Viajes y experiencias personales***Objetivo general:**Hablar sobre viajes y experiencias vividas, compartir recuerdos y expresar preferencias, adaptando la profundidad de la conversación al nivel lingüístico de cada participante.*

Session structure

Phase	Time	Description
Calentamiento	5 min	Preguntas iniciales sobre viajes
Conversación principal	20 min	Conversación por bandas de nivel
Cierre	5 min	Reflexión y próxima sesión

A1/A2 – Básico

Questions / Tasks	Language support
¿Has viajado a otra ciudad o país? ¿A dónde fuiste? ¿Viajas con amigos o con tu familia? ¿Te gusta viajar?	He viajado a... Me gusta / No me gusta viajar Con amigos / con mi familia

B1/B2 – Intermedio

Questions / Tasks	Language support
¿Cuál ha sido tu mejor viaje? ¿Qué hiciste durante ese viaje? ¿Prefieres viajar por ocio o por estudios/trabajo? ¿Qué tipo de viaje te gusta más?	Mi viaje favorito fue... Durante el viaje... Prefiero... porque...

C1/C2 – Avanzado

Questions / Tasks	Language support



<p>¿Crees que viajar cambia la forma de ver el mundo?</p> <p>¿Qué diferencias culturales te han sorprendido más?</p> <p>¿Viajar es siempre una experiencia positiva?</p> <p>¿Cómo influye viajar en la identidad personal?</p>	<p>Desde mi experiencia...</p> <p>En comparación con...</p> <p>Creo que viajar permite...</p>
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Wrap-up

Comparte una palabra o expresión nueva.

¿A dónde te gustaría viajar después?

Acordad la próxima sesión.



3

University Life & Studies



Session 3 – University Life & Studies (EN)

Duration: 30 minutes

Language: English

Topic: University life and studies

General objective:

To describe and compare university life and study experiences, explain academic routines, and express preferences and difficulties, adapting the depth of the conversation to each participant’s language level.

Session structure

Phase	Time	Description
Warm-up	5 min	Introductory questions about studies
Main conversation	20 min	Conversation by level bands
Wrap-up	5 min	Reflection and next session

A1/A2 – Basic

Questions / Tasks	Language support
What do you study? What subjects do you have? Do you like your studies? Do you study a lot?	I study... I like / I don't like... I have classes on...

B1/B2 – Intermediate

Questions / Tasks	Language support
How is a typical day at university? What do you like most about your studies? What is difficult for you? How is your university different from others?	A typical day is... I find it easy/difficult... Compared to...

C1/C2 – Advanced

Questions / Tasks	Language support



<p>How would you evaluate your university system? What are the strengths and weaknesses of your studies? How does university prepare students for professional life? What changes would you suggest?</p>	<p>In my opinion... One advantage/disadvantage is... I would suggest that...</p>
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Wrap-up

Share one new word or expression.

What topic would you like to discuss next?

Agree on the next session.



Séance 3 – Vie universitaire et études (FR)

Duration: 30 minutes

Language: Français

Topic: Vie universitaire et études

Objectif général:

Décrire et comparer la vie universitaire et les expériences d'études, expliquer les routines académiques et exprimer des préférences ou des difficultés, en adaptant la profondeur de la conversation au niveau linguistique de chaque participant.

Session structure

Phase	Time	Description
Échauffement	5 min	Questions introductives sur les études
Conversation principale	20 min	Conversation par bandes de niveau
Conclusion	5 min	Bilan et séance suivante

A1/A2 – Débutant

Questions / Tasks	Language support
Qu'est-ce que tu étudies ? Quelles matières as-tu ? Aimes-tu tes études ? Étudies-tu beaucoup ?	J'étudie... J'aime / Je n'aime pas... J'ai cours le...

B1/B2 – Intermédiaire

Questions / Tasks	Language support
Comment se passe une journée typique à l'université ? Qu'aimes-tu le plus dans tes études ? Qu'est-ce qui est difficile pour toi ? En quoi ton université est-elle différente des autres ?	Une journée typique... Je trouve cela facile/difficile... Comparé à...

C1/C2 – Avancé

Questions / Tasks	Language support



Comment évalues-tu ton système universitaire ? Quels sont les points forts et les limites de tes études ? Comment l'université prépare-t-elle à la vie professionnelle ? Quels changements proposerais-tu ?	À mon avis... Un avantage / un inconvénient est... Je proposerais de...
--	---

Wrap-up

Partage un nouveau mot ou une expression.

Quel thème pour la prochaine séance ?

Fixez la prochaine séance.



Sesión 3 – Vida universitaria y estudios (ES)

Duration: 30 minutos

Language: Español

Topic: Vida universitaria y estudios

Objetivo general:

Describir y comparar la vida universitaria y las experiencias de estudio, explicar rutinas académicas y expresar preferencias o dificultades, adaptando la profundidad de la conversación al nivel lingüístico de cada participante.

Session structure

Phase	Time	Description
Calentamiento	5 min	Preguntas iniciales sobre los estudios
Conversación principal	20 min	Conversación por bandas de nivel
Cierre	5 min	Reflexión y próxima sesión

A1/A2 – Básico

Questions / Tasks	Language support
¿Qué estudias? ¿Qué asignaturas tienes? ¿Te gustan tus estudios? ¿Estudias mucho?	Estudio... Me gusta / No me gusta... Tengo clase los...

B1/B2 – Intermedio

Questions / Tasks	Language support
¿Cómo es un día típico en la universidad? ¿Qué es lo que más te gusta de tus estudios? ¿Qué te resulta difícil? ¿En qué se diferencia tu universidad de otras?	Un día típico es... Me resulta fácil/difícil... En comparación con...

C1/C2 – Avanzado

Questions / Tasks	Language support



<p>¿Cómo valoras el sistema universitario?</p> <p>¿Cuáles son los puntos fuertes y débiles de tus estudios?</p> <p>¿Cómo prepara la universidad para la vida profesional?</p> <p>¿Qué cambios propondrías?</p>	<p>En mi opinión...</p> <p>Una ventaja / un inconveniente es...</p> <p>Propondría que...</p>
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Wrap-up

Comparte una palabra o expresión nueva.

¿Qué tema te gustaría tratar después?

Acordad la próxima sesión.



4

Culture & Future Plans



Session 4 – Culture & Future Plans (EN)

Duration: 30 minutes

Language: English

Topic: Opinions, culture and future plans

General objective:

To express opinions, discuss cultural aspects and share future plans, developing more complex and reflective language according to each participant’s level.

Session structure

Phase	Time	Description
Warm-up	5 min	Introductory opinion questions
Main conversation	20 min	Conversation by level bands
Wrap-up	5 min	Final reflection and programme closure

A1/A2 – Basic

Questions / Tasks	Language support
What do you like about your country or culture? What don't you like? What are your plans for next year? Do you want to travel or study abroad?	I like / I don't like... Next year I want to... In my country...

B1/B2 – Intermediate

Questions / Tasks	Language support
What cultural differences are important for you? What would you recommend to visitors to your country? What are your plans after finishing your studies? Would you like to live in another country? Why?	I think that... I would recommend... In the future, I plan to...



C1/C2 – Advanced

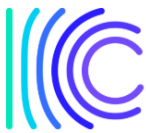
Questions / Tasks	Language support
How does culture influence the way people think or behave? What challenges do young people face today? How do you imagine your personal or professional future? What role does international experience play in your future plans?	In my opinion... From a cultural perspective... I believe that...

Wrap-up

Share one thing you have learned from your partner.

Reflect briefly on your tandem experience.

Thank your partner and close the programme.



Séance 4 – Opinions, culture et projets (FR)

Duration: 30 minutes

Language: Français

Topic: Opinions, culture et projets futurs

Objectif général:

Exprimer des opinions, discuter d'aspects culturels et partager des projets futurs, en développant un langage plus complexe et réflexif selon le niveau de chaque participant.

Session structure

Phase	Time	Description
Échauffement	5 min	Questions d'opinion pour commencer
Conversation principale	20 min	Conversation par bandes de niveau
Conclusion	5 min	Réflexion finale et clôture du programme

A1/A2 – Débutant

Questions / Tasks	Language support
Qu'est-ce que tu aimes dans ton pays ou ta culture ? Qu'est-ce que tu n'aimes pas ? Quels sont tes projets pour l'année prochaine ? Veux-tu voyager ou étudier à l'étranger ?	J'aime / Je n'aime pas... L'année prochaine, je veux... Dans mon pays...

B1/B2 – Intermédiaire

Questions / Tasks	Language support
Quelles différences culturelles sont importantes pour toi ? Que recommanderais-tu aux visiteurs de ton pays ? Quels sont tes projets après les études ?	Je pense que... Je recommanderais... À l'avenir, je prévois de...



Aimerais-tu vivre dans un autre pays ? Pourquoi ?	
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C1/C2 – Avancé

Questions / Tasks	Language support
Comment la culture influence-t-elle la manière de penser ou d'agir ? Quels défis les jeunes rencontrent-ils aujourd'hui ? Comment imagines-tu ton avenir personnel ou professionnel ? Quel rôle joue l'expérience internationale dans tes projets ?	À mon avis... D'un point de vue culturel... Je crois que...

Wrap-up

Partage une chose que tu as apprise grâce à ton partenaire.

Fais un bref bilan de l'expérience tandem.

Remercie ton partenaire et clôture le programme.

**Sesión 4 – Opiniones, cultura y planes futuros (ES)****Duration: 30 minutos****Language: Español****Topic: Opiniones, cultura y planes de futuro***Objetivo general:**Expresar opiniones, hablar de aspectos culturales y compartir planes de futuro, desarrollando un lenguaje más complejo y reflexivo según el nivel de cada participante.*

Session structure

Phase	Time	Description
Calentamiento	5 min	Preguntas iniciales de opinión
Conversación principal	20 min	Conversación por bandas de nivel
Cierre	5 min	Reflexión final y cierre del programa

A1/A2 – Básico

Questions / Tasks	Language support
¿Qué te gusta de tu país o cultura? ¿Qué no te gusta? ¿Cuáles son tus planes para el próximo año? ¿Quieres viajar o estudiar en el extranjero?	Me gusta / No me gusta... El próximo año quiero... En mi país...

B1/B2 – Intermedio

Questions / Tasks	Language support
¿Qué diferencias culturales son importantes para ti? ¿Qué recomendarías a alguien que visita tu país? ¿Cuáles son tus planes después de los estudios? ¿Te gustaría vivir en otro país? ¿Por qué?	Creo que... Recomendaría... En el futuro, pienso...



C1/C2 – Avanzado

Questions / Tasks	Language support
¿Cómo influye la cultura en la forma de pensar o actuar? ¿Qué retos tienen hoy los jóvenes? ¿Cómo imaginas tu futuro personal o profesional? ¿Qué papel tiene la experiencia internacional en tus planes?	En mi opinión... Desde una perspectiva cultural... Considero que...


Wrap-up


Comparte algo que hayas aprendido de tu pareja.

Reflexiona brevemente sobre la experiencia de tándem.

Agradécelo y cierra el programa.

Annex 2

 **EU CONEXUS**
lamSTUDENT

 **Co-funded by
the European Union**

Certificate of Participation – Erasmus+ lamStudent Project


NAME & SURNAME

University

Has actively participated as a facilitator in the EU-CONEXUS Erasmus+ lamStudent Project Online Language Café held in March 2026.

Eléonore Pannetier
Project manager

08/04/2026


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Figure 2 Facilitators' Certificate Template



Co-funded by
the European Union

Certificate of Participation – Erasmus+ lamStudent Project

NAME & SURNAME

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Eléonore Pannetier
Project manager

08/04/2026



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Figure 3 Learners' Certificate Template