

Learning languages via Telecollaboration: “Variation on the theme”

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TANDEM

is originally a bicycle for two




A good image to describe equal and coherent partnerships. This is what is required in the method of autonomous personal-oriented study of foreign language from each other by two equally interested in this speakers of different native languages





Teletandem is an online modification of the idea of a tandem as a learning method





Teletandem project of LMSU students (at FFLAS)

- Partnership with Virginia Commonwealth University (USA)
- Institutionalized form
- Different status in the curriculum



Didactic principles of the Teletandem:

- ➡ *autonomy*
- ➡ *equality / parity of languages*
- ➡ *reciprocity*



The Teletandem functioning structure

- Joint Introductory videoconference
- Autonomous collaborative learning of tandems
- Joint Final videoconference



Home page of the «TELETANDEM» site

The screenshot shows the home page of the Teletandem website, accessed via a Chrome browser. The browser's address bar displays the URL: https://mylearning.powerschool.com/anazarenkoster/teletandem/cms_page/view/42432268. The page features a navigation menu with options: Pages, Calendar, Messages, Activities, and Grades. A sidebar on the left contains a 'NOTICE BOARD' and a list of articles, including '1. What is Teletandem?', '2. Подробнее о телетандеме читайте', '3. История телетандема на ФИЯР', '4. ТЕЛЕТАНДЕМ -2018 (осень)', 'КАК РАБОТАЕТ ТЕЛЕТАНДЕМ?', and five 'Тандем' (Tandem) entries. The main content area is titled '1. What is Teletandem?' and includes a '+ Add Content Block' button. Below this, there is a section titled 'ЧТО ТАКОЕ ТЕЛЕТАНДЕМ ?' with a red heading 'ТЕЛЕТАНДЕМ - это метод автономного личностно-ориентированного изучения иностранного языка друг от друга равно заинтересованных в этом двух носителей разных языков'. Another section titled 'What is Teletandem?' features a blue heading 'Teletandem is ...' and a blue paragraph 'Teletandem is an online language exchange program, wherein foreign language students in one country are paired with native'. A right-hand column contains a 'Drag content blocks here to fill this column.' instruction. The browser's taskbar at the bottom shows various application icons, and a system clock indicates the time is 12:43 on a Friday.

Chrome Файл Изменить Посмотреть История Закладки Пользователи Окно Справка

PowerSchool Learning : TELET x Входящие (2 420) - anazarenk x +

https://mylearning.powerschool.com/anazarenkoster/teletandem/cms_page/view/42432268

Приложения Рекомендуемые ... Рекомендуемые ... Amazon.co.uk - О... HP Games Импортровано ... НИУ ВШЭ: Для св... НИУ ВШЭ: Главная

Pages Calendar Messages Activities Grades Focus Manage Class

+ Add Page

NOTICE BOARD

1. What is Teletandem?

2. Подробнее о телетандеме читайте

3. История телетандема на ФИЯР

4. ТЕЛЕТАНДЕМ -2018 (осень)

КАК РАБОТАЕТ ТЕЛЕТАНДЕМ?

Тандем №1

Тандем №2

Тандем №3

Тандем №4

Тандем №5

1. What is Teletandem?

+ Add Content Block

Unpublish Manage Page

ЧТО ТАКОЕ ТЕЛЕТАНДЕМ ?

ТЕЛЕТАНДЕМ - это метод автономного личностно-ориентированного изучения иностранного языка друг от друга равно заинтересованных в этом двух носителей разных языков

Drag content blocks here to fill this column.

What is Teletandem?

Teletandem is ...

Teletandem is an online language exchange program, wherein foreign language students in one country are paired with native



Parametres to be included in the “report”

- date and time;
- how the collaboration went on;
- material used ;
- difficulties encountered;
- what, to your mind, was successful in this «class»;
- new language phenomena learned;
- linguistic difficulties explained to your partner.





The questionnaire

- 1. What did the participation in the project give you (new skills)?
- 2. What have you learned (cultural characteristics of your partner's country? new linguistic means? other?)?
- 3. What are you especially pleased with about the project?
- 4. What was unfortunate about your participation in the project?
- 5. Possible suggestions for improving the project
- 6. Other things not covered by the questionnaire.



Results of the “reports” analysis

- Participants unanimously appreciated the Teletandem method for the opportunity :
- • to get authentic information straight from their American counterparts,
- • to learn about their L2 culture not from books, but from natives of the same social status and age;
- • to improve their target language through direct communication with a native speaker.



Students “achievements”:

- • the opportunity to meet with a representative of a foreign culture, to establish long-term contact;
- • communicating outside the project and even visiting each other during the holidays;
- • overcoming the language barrier;
- • overcoming their stereotypes about American culture;
- • the opportunity to get to know their own culture better by looking at it “through the eyes of an alien”;
- • getting their first experience in the role of teacher.



New “discoveries” of the students

- • ideas about the national character of Americans, obtained from personal communication, are not consistent with those obtained from textbooks on intercultural communication;
- • differences in the organization of certain aspects of social life and cultural phenomena in Russian and American cultures.



Critical comments: objective difficulties

- time difference between Moscow and Richmond, USA (7-8 hours);
- different levels of knowledge of target languages;
- heavy workload of American students (due to the specifics of the American education system);
- the availability of Teletandem learning for a very limited number of FFLAS students despite a large demand.



Critical comments: subjective difficulties

- The students do not choose their partners;
- Lack of psychological compatibility provokes attempts to avoid cooperation.



Concept of Teletandem:

Teletandem is learning foreign languages in a group of two partners (native speakers of two different languages) reciprocally from each other, communicating via technologies.

Didactic Principles of Teletandem:

- learner-centredness;
- autonomy of learning;
- complete parity of the partners and languages;
- strict separation of the languages during learning sessions (using each language exactly half the time without mixing them).

Teletandem is ...

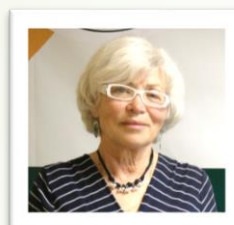
- a sum of opportunities such as sociability and individualization;
- an online collaborative endeavor with a partner aims at learning a foreign language;
- a balanced context within which partners can relay roles of power;
- an online context within which partners can learn in reciprocal and autonomous ways;
- an online context with space for one's pleasurable relationship;
- a joint endeavor that consists of online regular meetings extended over a specific time period.

The structure of the Project:

1. Learning languages autonomously in tandems, selecting materials for discussion, preparing presentations
2. Presenting their 'product' for everyone to discuss at the final general videoconference



TELETANDEM PROJECT OF MOSCOW STATE AND VIRGINIA COMMONWEALTH UNIVERSITIES: IMPLEMENTATION OF ITS DIDACTIC PRINCIPLES IN LEARNING FOREIGN LANGUAGES



The Head of the Project from
Lomonosov Moscow State University
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History of MSU-VCU Teletandem:

Cultural Topics for Learning and Discussing (Comparing and Analyzing):

- **My University City** (2015)
- **Customs and Traditions** in Russia and the USA (2016)
- **Season Holidays** in Russia and the USA
- **Thematic Magazines in Russia and the US** (Sport, Health, Ecology, Cooking, Travelling, Computer Games)

The Outcome :

- Students acquire communicative competence learning authentic foreign languages via communication
- Students acquire sociocultural competence learning languages in a cultural context
- The level of Students' Satisfaction is high



Site of the Project:

- Learning Resource for Students
- Student's Portfolio
- Tool for Monitoring the Project by Coordinators



Students Speaking:

Margarita T., 2nd year student:

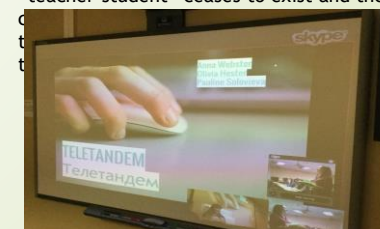
I've learned a lot about student life in America, about their holidays, race problems and so on. I don't think one can learn all these things in such detail from books. And apart from that I just got new impressions!

Julia K., 2nd year student:

I realized that peoples' life often differs especially in minor details. The location where we live, people which we communicate with - all that influences us and reveals itself in interaction with others. My communication with the tandem partner showed how important it is to take into account all these details to find a common language with people. This project helped to develop my communicative skills.

Valeria G., student of Master Degree Program:

Such collaborative learning has a number of advantages. Students have a unique possibility to communicate with native speakers, increasing not only linguistic but also cross-cultural competence. Also students-partners belong to the same age group, they have similar goals and interests (the project presupposes creating tandems by interests). Due to this the participants become real partners, the hierarchy "teacher-student" ceases to exist and they





Joint plans to optimize the Teletandem implementation process

- carrying out preliminary orientation of students regarding the specifics of the Teletandem method and to tune them in to a creative and initiative approach;
- • selecting groups that will match in terms of foreign language proficiency.

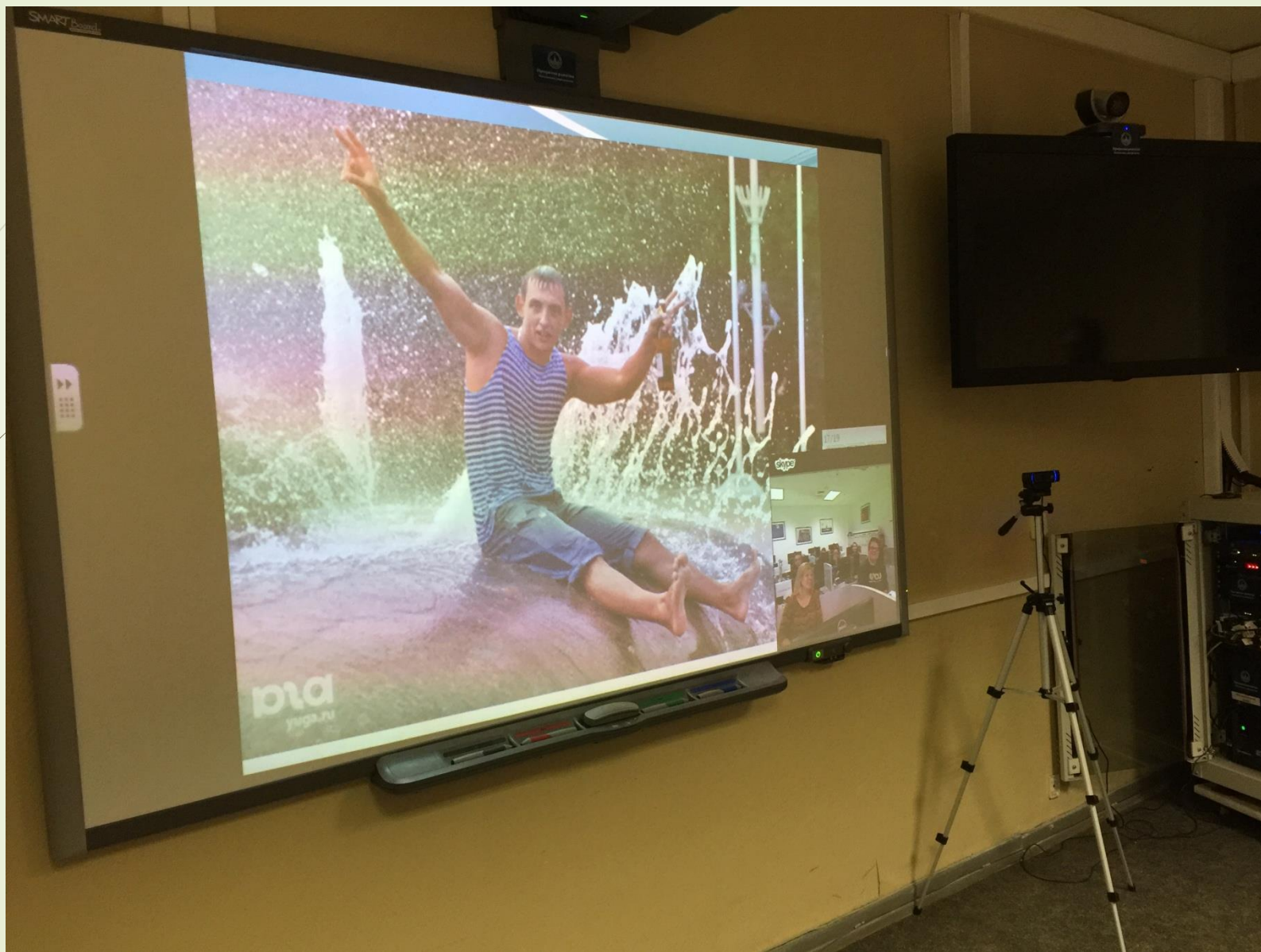
Teletandem Project - Videoconference



осенние праздники в Америке

Morgan Randle





Thank you for your attention!

