# Language and Learning in Classroom Tandem



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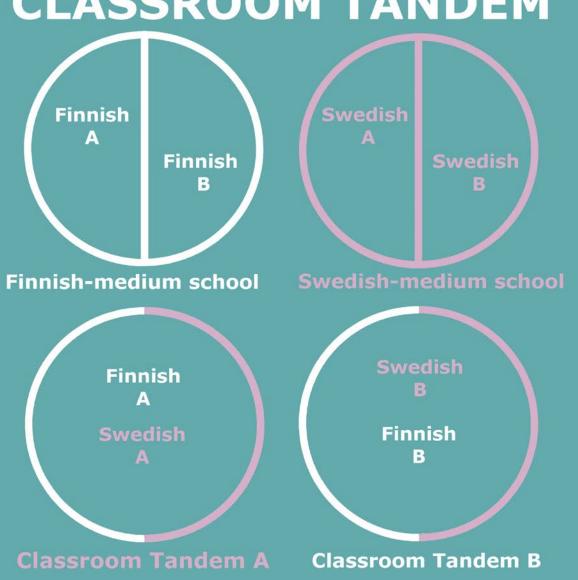
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## Background and context

- Finland is officially a bilingual country with two official national languages, Finnish and Swedish.
- According to existing legislation, the education is organized separately for both language groups, i.e. in parallel monolingual schools.
- Both language groups study the other national language as an obligatory school subject, Finnish as a second national language for Swedish speakers or Swedish as a second national language for Finnish speakers
- Communicative language teaching and cooperation between the language groups are stressed in the new Finnish national core curricula for basic education and upper secondary school (2014, 2015)

### **CLASSROOM TANDEM**



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# Researchers, teachers and ICT facilitator discuss the results, which then work as the basis for further development of tasks ners analyze the y the strengths knesses

Researchers analyze the data and identify the strengths and weaknesses

Teachers and ICT facilitator
evaluate the technical solutions
together

**Teachers** reflect on the lesson and document their observations

4.Reflecting and evaluating

Action Research Cycle Swedish and Finnish teachers plan tandem lessons together

Brainstorming with **researchers** on working methods based on tandem pedagogy

Discussion of technical solutions and tools with **ICT facilitator** 

2. Acting

During the lessons **teachers** coach their students in tandem learning as well as are in contact with teachers of the other school

Researchers

collect data during the lessons

**Teachers** observe students' work

3.Observing

1. Planning

## Orientation towards language

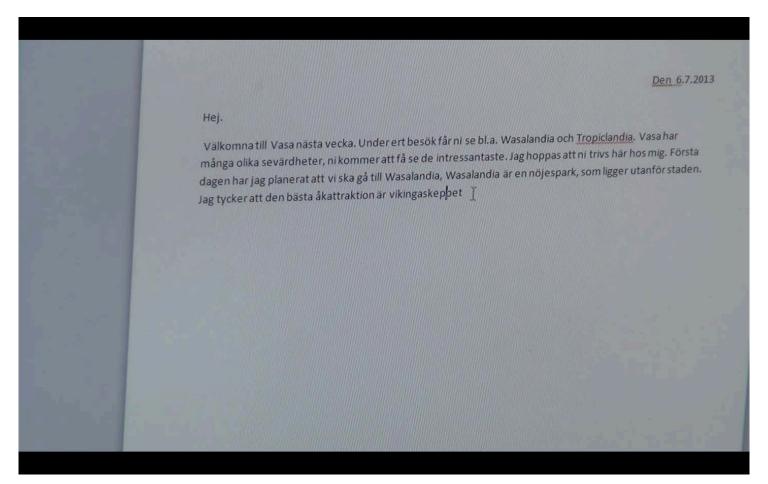
- Oral activities
  - Mostly focus on vocabulary
  - L2-students initiate metalinguistic discussions

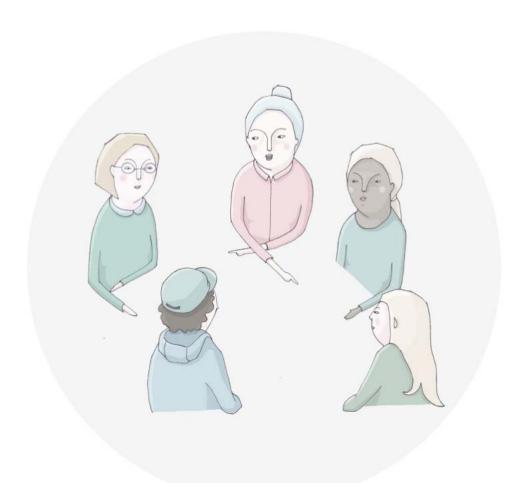


- Text-based activities
  - Focus on vocabulary, but also on grammar, morphology, word order etc.
  - L1-students correct, teach and explain
  - Focus on typical problems in Finnish and Swedish as a second national language

(Karjalainen et al. 2013, Karjalainen & Pörn 2015)

## Collaborative writing process (*Åkattraktion*)





#### The Teacher's Role

#### **Facilitator**

Common for all teachers

#### Language expert and educator

- Language teacher
- Helps the students to compare and contrast the target language and the language of instruction
- Skills in target language, language learning process and strategies

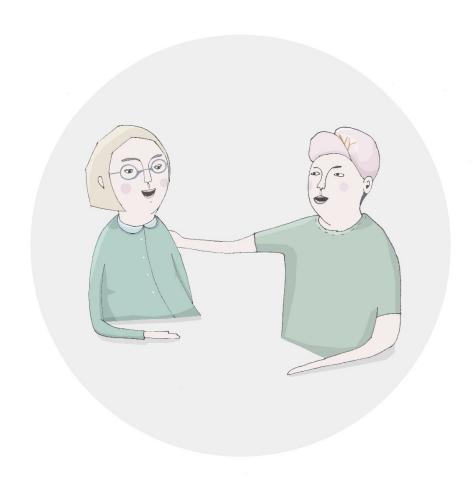
#### Coach

- Specific for classroom tandem
- Support the students (L2 and L1) in their reciprocal cooperation.

## Coaching situation

(Miltä hän putosi?)





### Roles of L2, L1 and teacher

- The students mostly tend to focus on task completion
- The task type influences the roles the students orient to
- Even in the same task different tandem dyads can orient to different patterns of interaction and cooperation
- The teacher's task is to coach dyads towards collaborative, learningoriented cooperation.

## Questions and discussion

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