

Language and Learning in Classroom Tandem



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www.classroomtandem.com

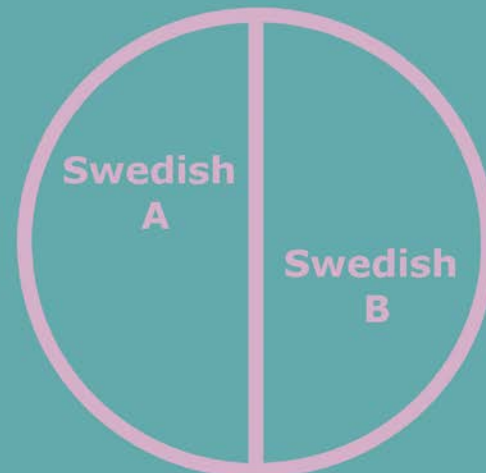
Background and context

- 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



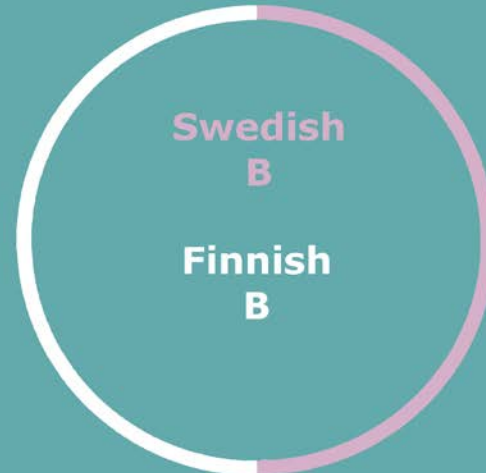
Finnish-medium school



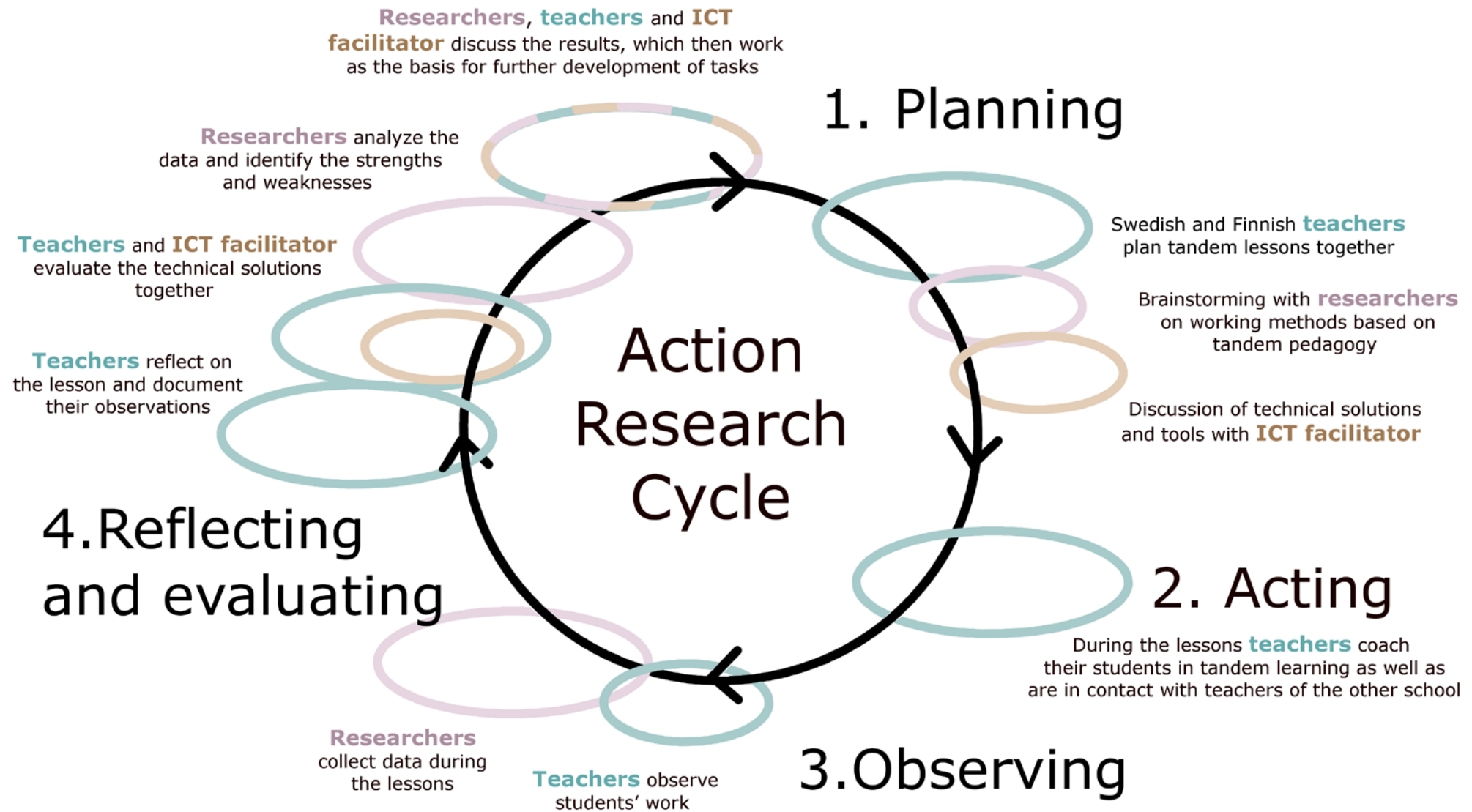
Swedish-medium school



Classroom Tandem A



Classroom Tandem B



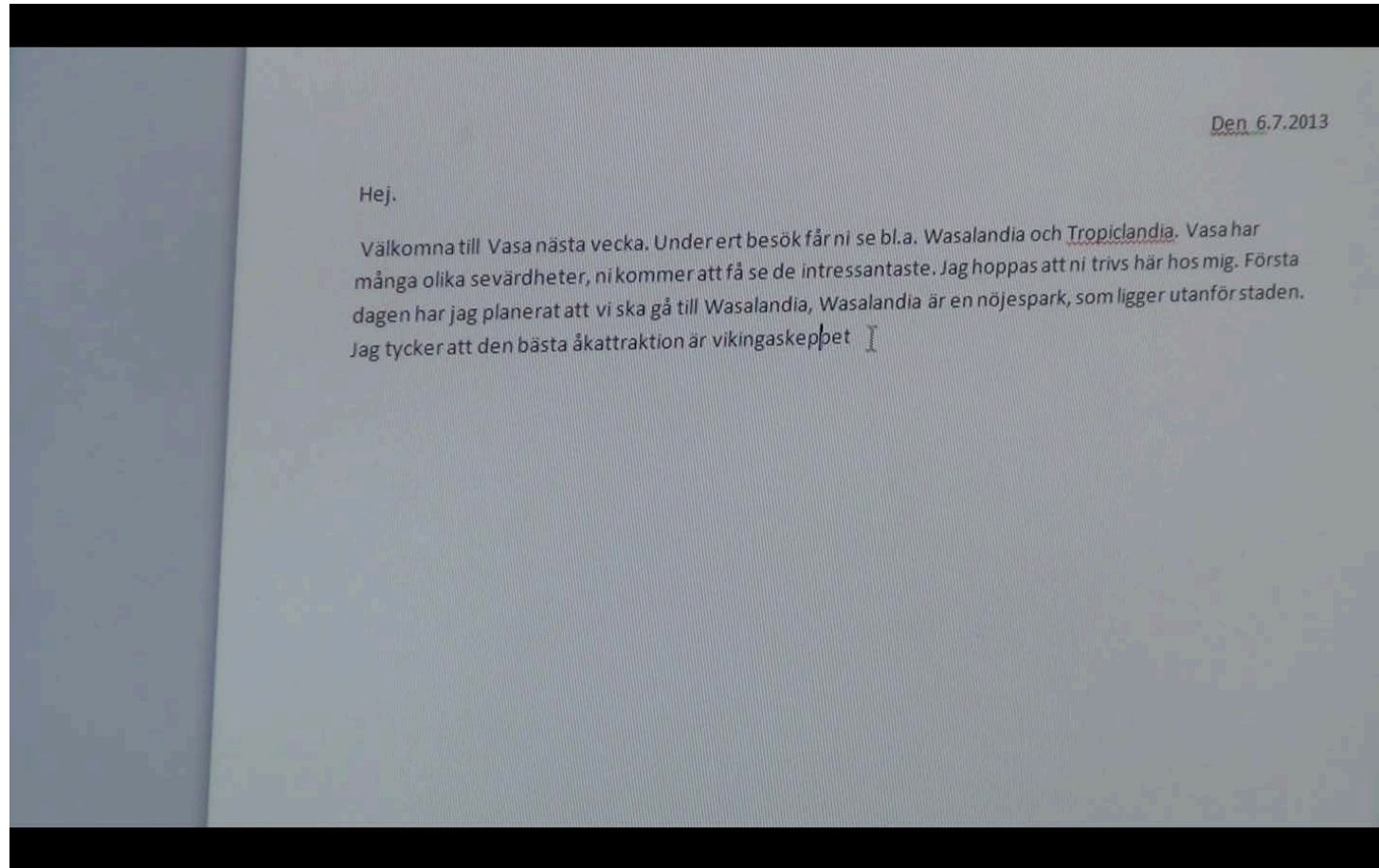
Orientation towards language

- 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

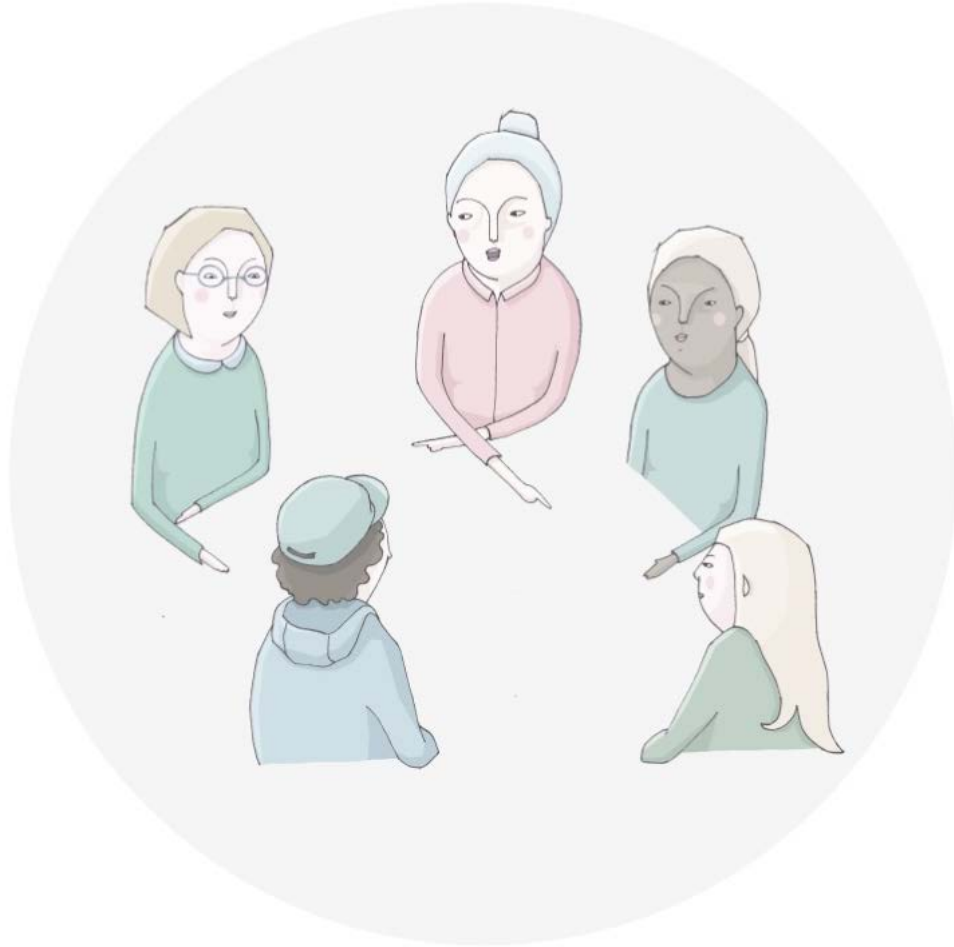
- Common for all teachers

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.

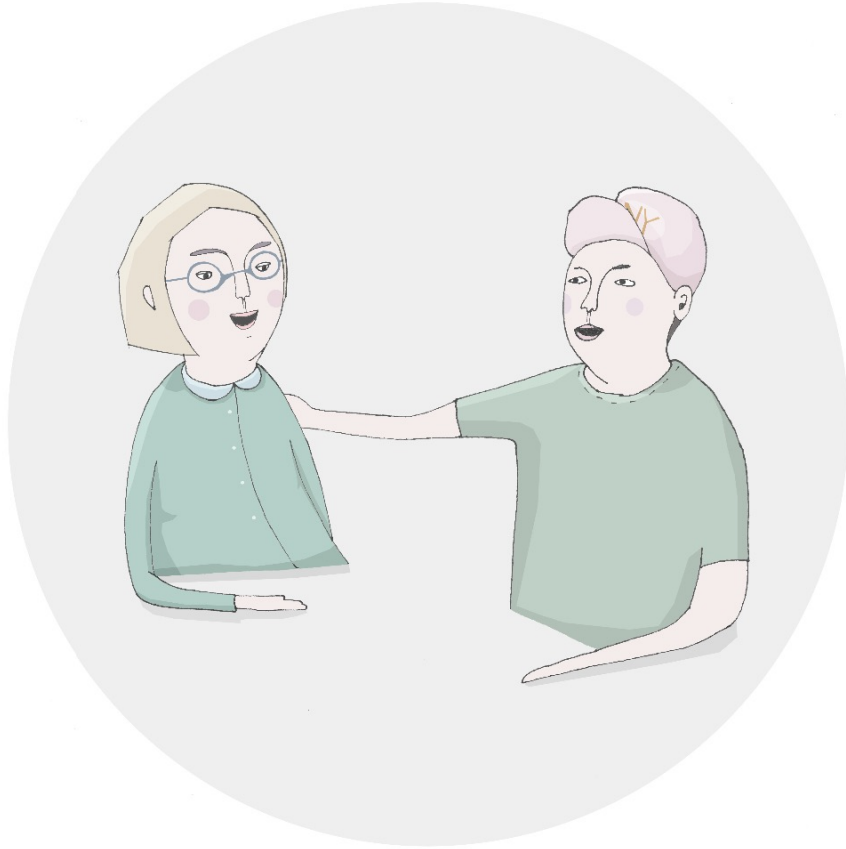


Coaching situation

(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, learning-oriented cooperation.

Questions and discussion

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References

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