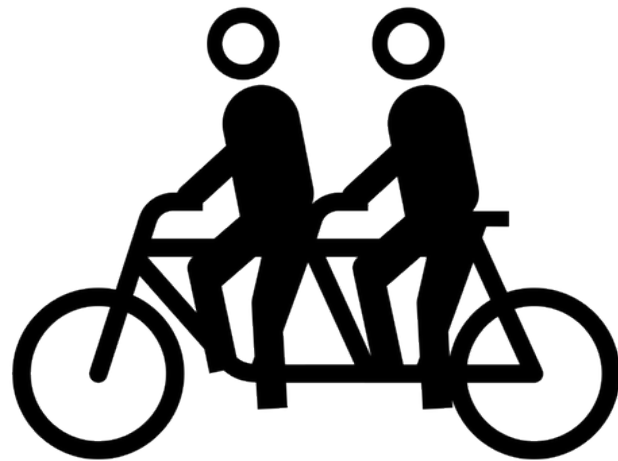


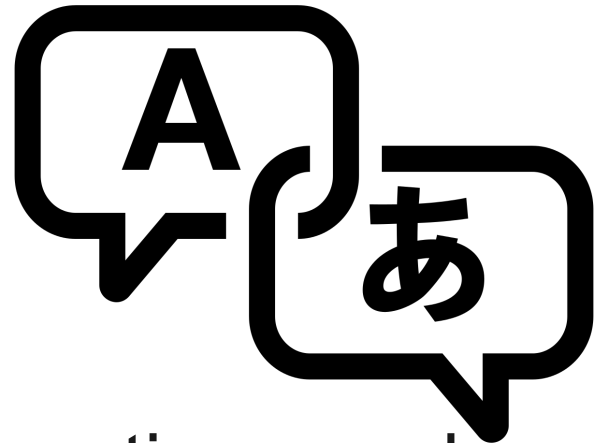
# It Really Takes More than Two to Tandem



Catherine Clements, Beth Kautz, Pablo Viedma

# The What and Why of Tandem

- "practice speaking"
- spontaneous interaction
- negotiation of meaning
- make myself be understood
- converse / get feedback from native speaker other than teacher
- cultural informant



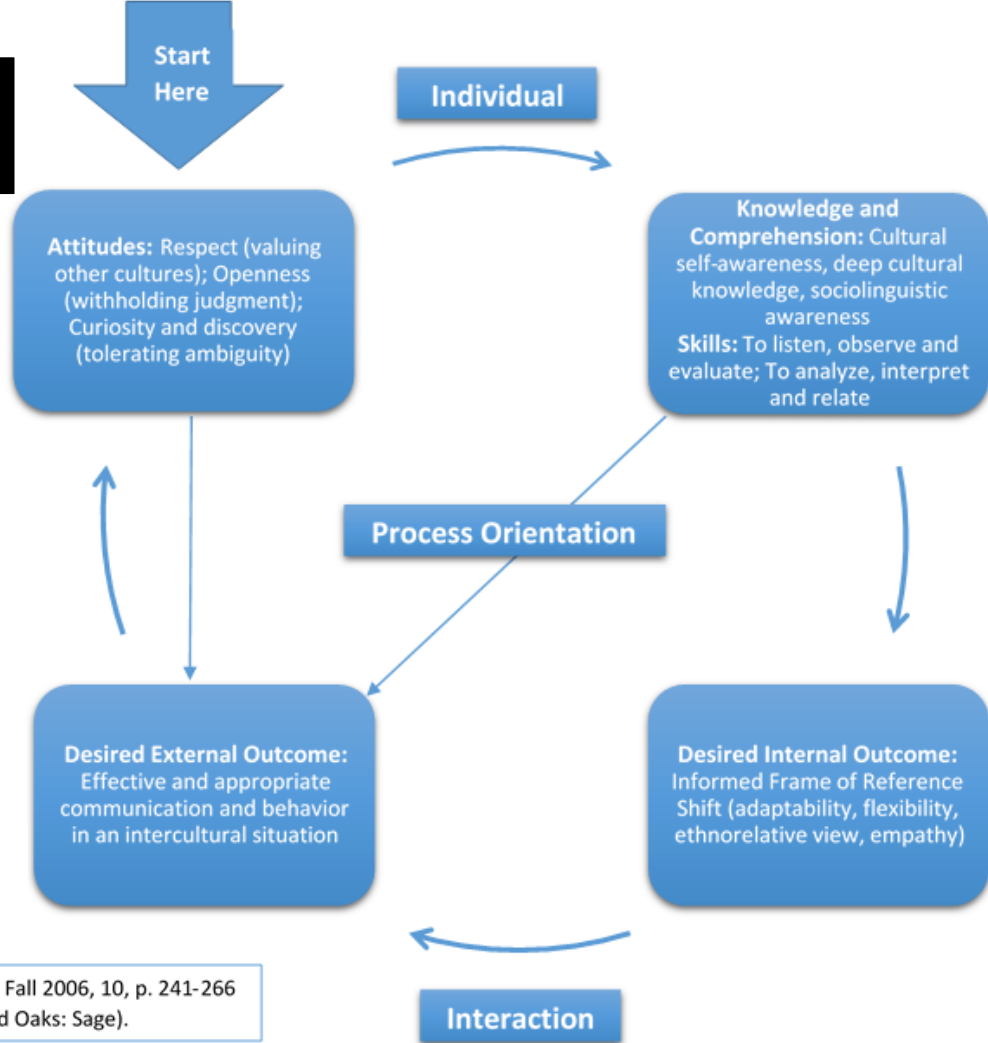
# Why should Language Teacher Educators care about Tandem?

- Intercultural telecollaboration supports our larger goal of
  - Intercultural Communicative Competence (Byram, Council of Europe, 1997)
  - 5Cs of the World-Readiness Standards (1996, 2015)
  - Translingual / Transcultural Competencies (MLA, 2007)
  - Global Competency (ACTFL, 2014)

# Byram's Model of ICC

	<b>Skills</b> to interpret and relate	
<b>Knowledge</b> of products and practices; of interaction;	<b>Critical Cultural Awareness / Political Education</b> determine with others the best course of action	<b>Attitudes</b> curiosity, openness, readiness to suspend disbelief
	<b>Skills</b> to discover and / or interact	

# Deardorff's Process Model of Intercultural Competency



By Dr. Darla K. Deardorff in *Journal of Studies in International Education*, Fall 2006, 10, p. 241-266 and in *The SAGE Handbook of Intercultural Competence*, 2009 (Thousand Oaks: Sage).

## 5 Principles for Teaching and Learning Languages from an Intercultural Perspective (Lidicott and Scarino)

1. active construction
2. making connections
3. social interaction
4. reflection
5. responsibility

# ICC is Active

Ultimately, you have to DO it!

Byram	Deardorff	Lidicott and Scarino
Intercultural Citizenship	External Outcomes	Interculturality
Acting interculturally = ability to decenter in order to help others (or self with others) to act together	Effective and appropriate communication and behavior in an intercultural situation	An active engagement with diversity; the ability to engage with, reconcile, and reflect on multiple languages and cultures

# Byram, 25 years later

How has the intercultural dimension of foreign language teaching developed over the last 25 years?

1. The value of a cultural or intercultural dimension in language teaching has been widely recognised in policy documents and approaches to pedagogy developed.
2. The picture with respect to methods of teaching for intercultural competence is mixed.
3. The question of assessment remains insufficiently developed.
4. Looking forward, **the conclusion is that the most important area for development is in teacher education**. There is still a lack of understanding among teachers with respect to the significance of intercultural competence and its relationship to linguistic competence.  
(*Language, Culture and Curriculum*, (2014). Vol. 27, No. 3, 209–225.



# ICC in the Classroom

## The classroom

- allows for the acquisition of the skills needed for ICC under the guidance of a professional
- offers space for reflection and guided discussion of the skills, knowledge, and experience gleaned outside of the classroom walls. (Moeller, 2014)

# What is needed to implement ICC?

Practical considerations include:

- Adequate teacher preparation/training re: ICC
- Role of reflection
- Facilitation of meaningful intercultural interactions

(Deardorff, EAIE presentation slides, 2010)

# How many does it take to Tandem?

More than 2!

It takes the . . .

Teacher educator

Teacher

Learners

Tech support

# Curricular Implementation

Why do I use telecollaboration at the U of M?

Examples taken from Spanish 1003 (second year, first semester) at the University of Minnesota. For us, it is mandatory, part of the class coursework.

# Ways to do this

One way: “Here is your partner. Start talking.”

- Not recommended.

Another way: “Here is your partner. Talk to him on Skype about what you’re learning in class this week.”

- Still not recommended.

# Yet another way to do it

“Analyze your own thoughts and habits regarding this week’s topic; learn about the topic in target culture & compare to home culture; learn additional vocabulary; talk to your partner; reflect on what you learned.”

- Our recommendation

# Effective Scaffolding

Supporting students before/during/after conversations so they:

1. Have less anxiety & more relaxed, positive conversations
2. Are prepared with knowledge and questions about target culture and own culture
3. Maximize vocabulary learning
4. Maximize knowledge of target culture via shared reflections after the conversations

# A Breath of AIR

The AIR model (Colleen Coffey)





# AIR model

**Activation:** online introduction of entire class (asynchronous); focused learning about topic; exposure to authentic resources in target culture; additional vocabulary practice

**Interaction:** students converse with partners, have printed materials to follow along or take notes

# AIR model

**Reflection:** Students post a reflection about conversation, for the class to see. Class gains knowledge about target culture based on their own experience and also on their classmates' experiences (“crowdsourced information”).

1

## Übernachten unterwegs

### Hilfreiche Themen

Jugendherberge ; Hotels ; Klassenfahrt ;  
Freizeitangebote ; Essen ; WC/Bad ; Kosten

### Wortschatz

die Mitgliedskarte; Halb- oder Vollpension ; die Bettwäsche ; eine gute Lage ; Tagungsräume ; ein Zimmer / das WC teilen ; das Stockbett ; inklusiv ; anbieten ; Koch- / Wasch- / Duscheinrichtungen ; Sport- und Freizeitaktivitäten ; die Sperrstunde

### NOTIZEN VOR DEM GESPRÄCH

#### Was kann ich über mich erzählen ?

Wie viel ein Hotelzimmer kostet ; wo junge Menschen übernachten ; was man im Hotel zum Frühstück isst ;

#### Was kann ich fragen ?

wo? mit wem ? wie oft ? wie lange ?  
wann ? warum ? Wieviel kostet xxx ? Was hat dir (nicht) gefallen ? typisch ? beste / schlechteste Klassenfahrt ? im Ausland ?

### NOTIZEN WÄHREND DES GESPRÄCHS

ANDERE FRAGEN :

# Zusammenfassung #1

NAME \_\_\_\_\_

## Nach dem Gespräch

Was haben Sie von dem Partner/der Partnerin gelernt? Schreiben Sie mindestens 10 Sätze! Später im Unterricht werden Sie in Kleingruppen darüber sprechen.

ZU HAUSE : 10 SÄTZE ÜBER MEINEN PARTNER/ MEINE PARTNERIN

IM UNTERRICHT : NOTIZEN VON DEN GESPRÄCHEN MEINER  
KOMMILITONINNEN

*Mein/e Partner/in aus Deutschland sagte :*

*Er / Sie reist gern nach . . .*

*Er/Sie übernachtet meistens . . .*

**Was hat Sie überrascht, oder worüber möchten Sie gern noch mehr hören? Warum?  
Gibt es Gemeinsamkeiten unter den Deutschen? Wo? Wo sehen Sie größere Unterschiede?**

# Teacher Perspective

1. Syllabus
2. Continued collaboration with instructor
3. Challenges of time differences/semesters
4. Challenges regarding credits/requirements
5. Frequency of exchanges
6. Monitoring participation
7. Assessing student performance (if desired)

# Teacher Perspective

Remind your teachers:

- Start from day one and be consistent
- Include in-class activities that bring the virtual conversation into the classroom
- Emphasize learning but also enjoying the experience

# Student Perspective

*From a Spanish 1003 (Intermediate-low) class:*

After the first couple of arranged chats, we started communicating via WhatsApp, so we could communicate whenever we felt like it, not only during scheduled times. We're now friends on Facebook, and we follow each other on Instagram. We communicate all day, and continue to ask each other questions about each other's cultures and lives ... This exchange has been such an incredible opportunity for me. It has enabled me to learn about the Spanish culture in a personal and engaging way, it has definitely helped me improve my Spanish, and I've made a friend in the process.

# Technology Perspectives

Tell your teachers (and yourself):  
technophobia is not a valid  
reason to avoid these exchanges

- Telecollaboration tech is user-friendly, secure, often integrated with existing LMS





# Technology Resources

What do your teachers need to consider (*after desired pedagogical outcomes*)?

1. Technology available to all parties
2. Students' L2 ability
3. Students' ages

Remember ... *Lead with pedagogy, follow with technology!*

# Technological Availability

Remind teachers to talk to partner teacher re: technology resources in their country

- Technology availability
  - Do all students have iPhones/iPads or laptops at home? Or are computers mainly at school?
  - Do computers usually have headphones? Webcams?
- Internet availability
- Electricity availability

# Which Tools to Use?

These depend on where classes are located, budget, internet availability, etc. Some suggestions:

- Email - tried and true
- Facebook - free
  - Chat (synchronous or asynchronous), video (synchronous)
- Flipgrid - asynchronous, not free (outside UMN)
- Google Hangouts - synchronous, free
  - However, both users need a Google+ account
- Skype - synchronous, free
- VoiceThread (VT) - asynchronous, free

# It Takes More than 2 Kinds of Tech

Students will communicate multiple ways.

- **Interclass: VT, Flipgrid, Skype, Hangout**
  - For the actual telecollaboration
- **Intraclass: VT, Flipgrid**
  - For class group reflection
- **Teacher-Student: e-mail, VT, LMS**
  - For guidance, feedback

# Tools & Students' L2 Ability

Consider a mix of asynchronous/synchronous tools, depending on students' L2 ability

- Asynchronous for new or timid L2 learners
- Synchronous for more advanced learners
- One idea: start with asynchronous, lead up to synchronous



# A Note About Student Age

- Under 18
  - Privacy: Consider anonymous accounts, or group convos
  - Ease of use: Provide guidance in locating partners online
    - Consider a closed, pre-made group
- Over 18
  - Students can negotiate with partners re: which type of technology to use
  - 1-on-1 or 2-on-2 partnerships are ok
    - Try 2-on-2 – high success rate

# The Logistics of Matching

## How to match

- No commercial software exists for this yet
- Consider using a Google Form

## What to match

- Availability
- Interests/hobbies/major
- Personal preferences (gender)



# Who Does the Tech Work?

**The bad news:** tech/administrative tasks do take a lot of time

- Students will need to be re-matched, coached, counseled.
- Tell your teachers: this is a good job for a TA/paraprofessional/classroom helper

**The good news:** it's worth it

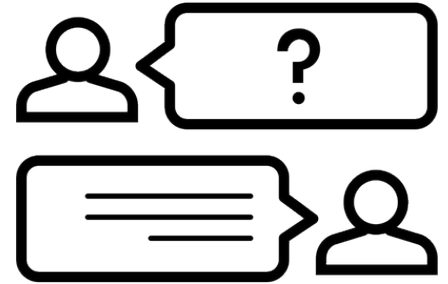
- This can be a life-changing activity



# Discussion

Telecollaboration relies on collaboration among teachers from different countries/cultures. We have spoken from the perspective of instructors at an American university.

- What is the perspective of those working in other countries?
- How is telecollaboration encouraged or challenged in your setting?
- To what degree is learning to teach for intercultural competency part of teacher education?



# Thank you/danke/gracias

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Shortlink to this presentation: <https://goo.gl/d20sZe>

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