

TANDEM TEACHING AS AN EFFICIENT INTERDISCIPLINARY APPROACH

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Tandem teaching originated in Germany in the 1960s as a way of teaching German students the French language and vice versa [1]. Today tandem teaching of different subjects is practiced at universities worldwide.

Tandem teaching involves teachers joining forces to plan, conduct and evaluate the learning activities for a group of students. Traditionally, materials prepared jointly are presented to the students by one teacher, while the other one assists him/her and performs classroom observation. Another type of this technique is collaborative tandem teaching when the learners witness a discussion of ideas and theories between the presenting teachers. The greatest advantage is that students are introduced to different points of view, which boosts their level of understanding of the lecture material.

Tandem teaching for learning languages can be successfully practiced at engineering universities. In this case, a language teacher collaborates with a content-area teacher, and they share planning, selecting/adapting material on the subject in a foreign language, lecturing and grading responsibilities. A language teacher familiarizes students with key vocabulary and basic grammar constructions to make it easier for them to focus on the content-teacher's ideas. In the classroom students are split up in groups or pairs for further discussion and both teachers circulate, encouraging students' participation, offering help, controlling the overall pace of the lesson and performing classroom observation [2].

Tandem teaching is an efficient interdisciplinary approach that benefits both teachers and students. Teachers share the workload, instructional approaches, and experience in their domains and can switch between leading and supporting roles, while students study in interactive and fast-moving learning environment.

Литература:

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