TandemMOOC Español-English:
an online learning environment for tandem language learning in MOOCs

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realTIC Grup de Recerca

3l. tresipunt

english · español
tandemMooC

*IMFLIT III 2025
Retos y nuevos rumbos en
entornos de intercambios virtuales*

26, 27 and 28 of March, 2025

Outline

- Context
- Framework
- 7 design elements
- Findings
- Conclusion

1.

Context

Universitat Oberta de Catalunya

CONTEXT

- B2 level learners have studied English for years but are not able to produce spontaneous speech

- Some learners have never had a conversation in their TL

- Few mobility oportunities for online students

- Large numbers of students (approx 5000 each semester)

2.

Framework

TANDEM LANGUAGE LEARNING

Teletandem (Vassallo & Telles 2006)
Tandem exchanges mediated by videoconferencing

- Akiyama 2014, 2017 – Corrective feedback

- Sheuer & Horgues 2020- Corrective feedback

- Cappellini 2016, 2017 – Scaffolding – socio-interactionist

- El-Hariri & Renner 2017 – Sequences of Non-understanding

- Oskoz & Gimeno 2019 - Engagement and attitude -Appraisal Theory

sustainability of tandem partnerships can be an issue
O'Dowd & Ritter 2006; Chotel & Mangenot 2011;Zourou & Loiseau 2013;Malerba 2015

TANDEM Challenges

Setting up tandem partnerships (teachers)

- Finding partners
- Tools
- Common space

During the tandem exchange (students)

- Sustainability
- Time difference
- What to talk about! (avoidance, misunderstandings)
- Anxiety

Social Networks

- Sustainability
- Safety

L**MOOCs**

Massive
Open
Online
Course

 LMOOC (Martin-Monje & Barcena, 2014)

Challenges

- Personalization

- Feedback

- Lack of interaction with other students

Massive is an opportunity
in a tandem context!

3.

Objectives

OBJECTIVES

- Designing tandem dynamics: **sustainability** and engagement
- Turning contact with native speakers into meaningful practice and eventually **language learning**
- Giving support for **learner autonomy** development
- Global citizenship and **intercultural competences**

- **Address logistics issues**
- **Put forward a "non-monogamous" tandem model**

tandem**MOOC**

▸ 6 week course
▸ Level: B1/B2 upwards, EFL/ELE

▸ Learning objectives:
  ▷ **Learner strategies** for online speaking interaction with a native speaker
  ▷ **Speaking skills** (Spanish / English)
  ▷ **Intercultural Competence**

★ Designed as a complementary course to provide speaking practice

https://mooc.speakapps.org

Appel, C. & Pujolà, J.T. (2021). Designing speaking interaction in LMOOCs: An eTandem approach. ReCALL, 33 (2),161-176.

4.

Learning Environment

Modo de edición

TandemMooc 2024

Curso   Configuración   Participantes   Informes   Más ⌄

⌄ Lo imprescindible

Colapsar todo

¿No te queda claro a dónde ir primero? Consulta el apartado de Noticias para obtener instrucciones completas sobre cómo funciona el curso. Luego, consulta la sección de Bienvenida para ver un vídeo de recorrido por el curso. Puedes solicitar ayuda por correo electrónico a tandemmooc@uoc.edu.

Noticeboard   **Roulette Tandem**   **YouChoose Tandem**   **Portfolio**   **Ranking**   **Extra points!**

¿Buscas otra cosa? Para acceder a todas las herramientas, abre el menu de la derecha pulsando la flecha de arriba de tu pantalla.

Abrir cajón de bloques

Tandem MooC

Página Principal   Área personal   Mis cursos

Modo de edición

✕

∨ Bienvenid@ e informació...

∨ Semana 6 - ¡Eco de palab...

∨ Semana 5 - Nuevas reali...

∨ Semana 4 - Tecnología e ...

∨ Semana 3 - Conversacion...

∨ Semana 2 - Viajes y cultu...

∨ Semana 1 - Comensales i...

Bienvenid@s a la Semana 1

Quiz - How well do you kn...

Reading - It all comes back...

Video - A master chef's tak...

Video - What's wrong with ...

Quiz - Este es el quiz más f...

Lectura - ¿De dónde viene ...

Vídeo - ¿Cómo desperdicia...

∨ Bienvenid@ e información del curso

Toma un momento para descubrir lo que puedes hacer en el curso. ¡Tu viaje en tándemMOOC comienza aquí viendo estos vídeos!

Introducción a TandemMOOC

Tour (Primera parte)

Tour (Segunda parte)

Welcome to tand...

Tour - Classroom

Tour - Tools

Marcar como hecha

Bueno, ¿qué puedes hacer en el curso?

- Practicar la conversación en tiempo real, hablando con compañer@s a través de **Roulette Tandem** y **YouChoose Tandem**.
  - En **Roulette Tandem**, el sistema te ayudará a encontrar un compañer@ si hay alguien en línea.
  - En **YouChoose Tandem**, deberás encontrar un compañer@ previamente. Puedes hacerlo escribiendo en el foro **Encuentra pareja de tándem** o usando el **Telegram social channel**.
- Puedes consultar tu progreso durante el curso a través de tu **Portfolio**.
- Puedes dar feedback a tus compañeros usando tu **Portfolio** (y ganarás puntos que te ayudarán a subir en el **Ranking**).

Cerrar cajón del bloque   ✕

Communication

🖥 **Noticias**

🔤 **Foro**

✴ **Support Forum**

🔍 **Encuentra pareja de tándem**

🏅 **Want extra points? Click here!**

✈ **Telegram**

🎖 **Certificado del curso**

Barcelona	12:53 pm
GMT+1	Mon, Mar 17
Your Time	12:53 pm
GMT+1	Mon, Mar 17

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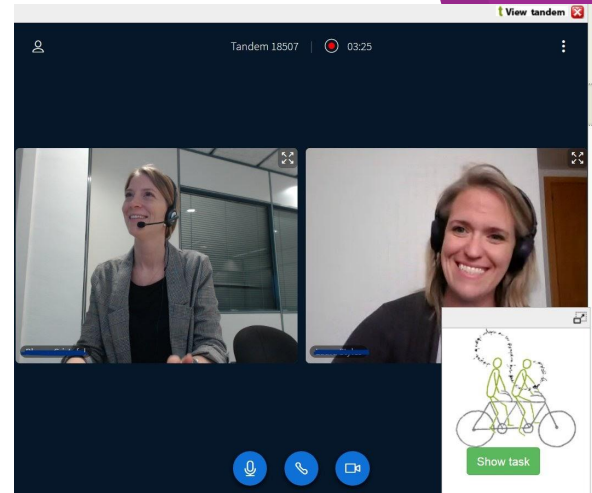
?

Learning strategies
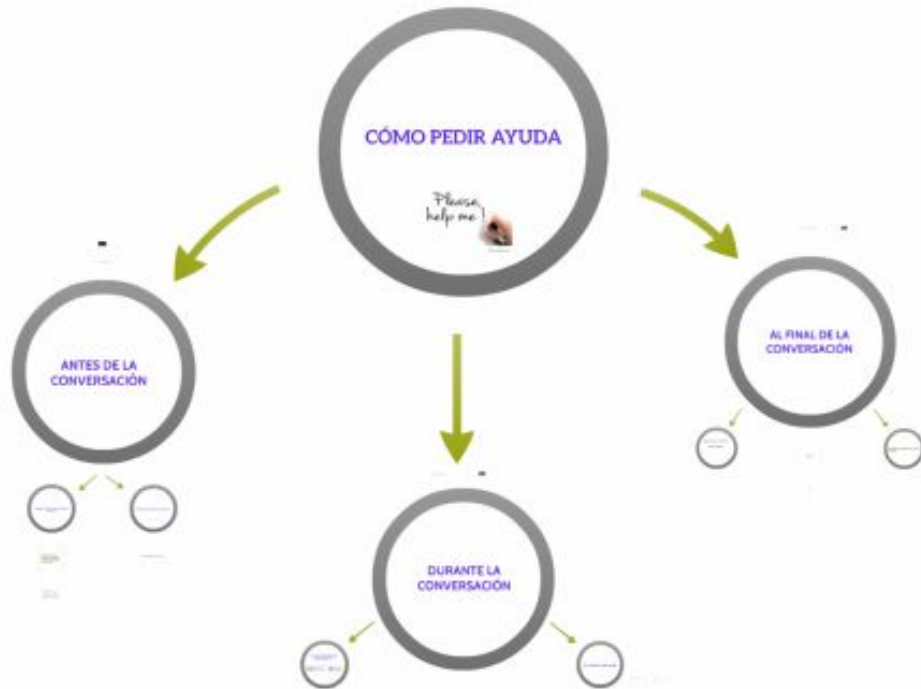
1. Introduction to tandem
2. Buenas prácticas durante el Tándem
3. ¿Cómo pedir ayuda/feedback?
4. Feedback
5. Negotiating
6. ¿Qué hacer con los vídeos grabados? (Español)
7. Preparing for a speaking exam 1
8. Preparar el examen oral II

tandemMOOC TOOLS

Roulette Tandem

YouChoose Tandem

Roulette Tandem: Waiting room

Roulette Tandem

YouChoose Tandem

YouChoose Tandem

5.

Dyad configuration
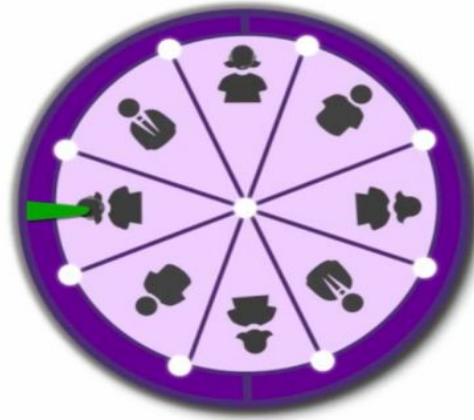
- Mass Roulette sessions (Zoom)
- Roulette Tandem: Connect on the hour
- Once you meet other participants arrange for a YouChoose Tandem
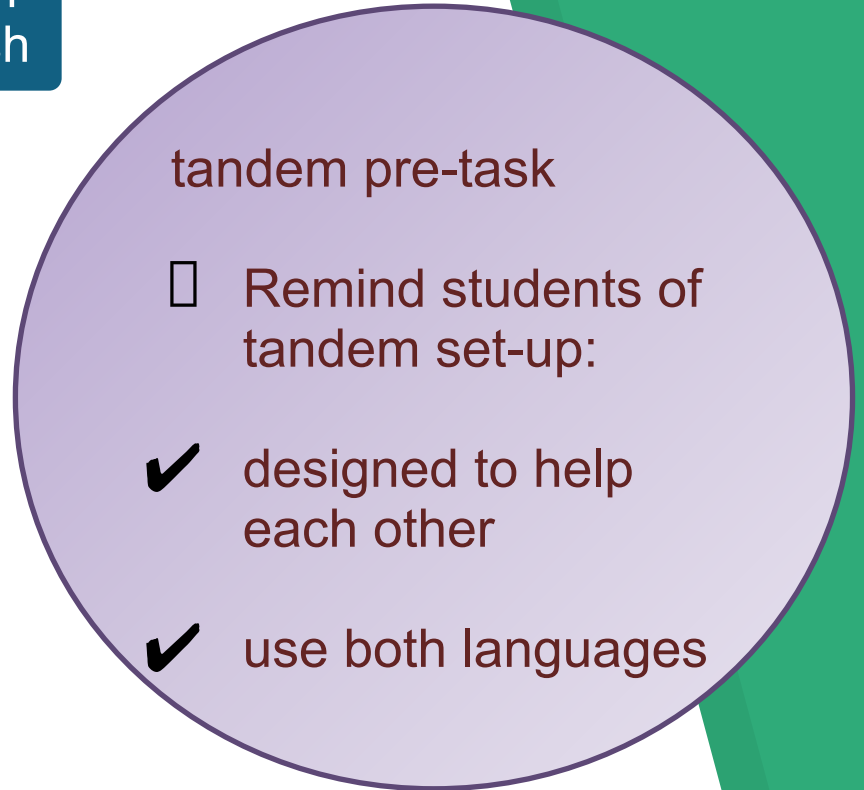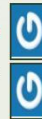- Telegram Channel

6.

Task Types

Pre-Task → Task in English → Task in Spanish
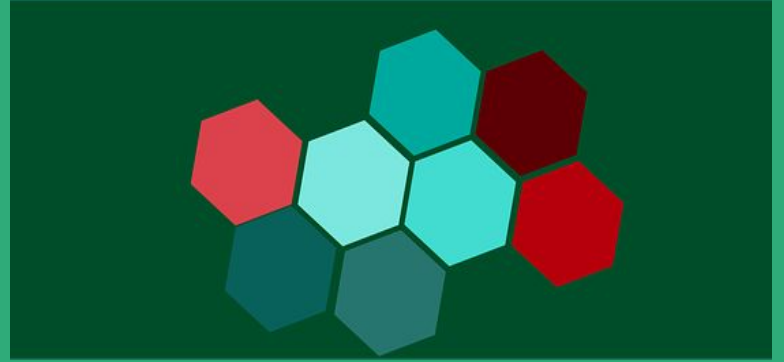
☐ spot the difference

☐ problem solving

☐ role play

☐ free conversation

tandem pre-task

☐ Remind students of tandem set-up:

✔ designed to help each other

✔ use both languages

tandem

ENG_ESP_W3_Wellbeing_Spotthedifference ⓘ

Joan
Quit and go review form

Christine

1 → 2 → 3 → 4

See solution

This is a **SPOT THE DIFFERENCE** activity:

- There are **2 tasks**.

- Una tarea será en **inglés** y la otra en **español**.

BEFORE YOU START...

- Las imágenes de la derecha muestran personas en posiciones distintas. Do you know how to describe these positions in both languages, **English** and **Spanish**?

tandem

ENG_ESP_W3_Wellbeing_Spotthedifference ⓘ
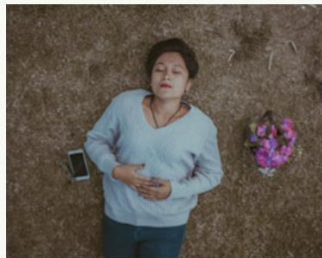
1 ✓ ⟶ 2 ✓ ⟶ 3 ⟶ 4

See solution

En esta tarea, tenéis que hablar español.

- Tu compañero y tú veis la **misma imagen**, pero con **algunas diferencias**.

- **Describe** la imagen a tu compañero y encontrad **5 diferencias**.

Cinco posibles diferencias entre las imágenes son: 1. En la imagen A hay dos niños, mientras que en la imagen B hay tres; 2. En la imagen A hay un pájaro, mientaras que en la imagen B no; 3. En la imagen A, los niños tienen las manos hacia arriba, mientras que en la imagen B no; 4. Los niños de la imagen A tiran agua al aire, mientras que los niños de la imagen B se tiran agua los unos a los otros; 5. En la imagen B, un niño que se tapa los ojos, mientras que en la imagen B no.

Imagen A   **Imagen B**   **Ahora, comentad:**

¿Qué recuerdos felices tenéis de vuestra infancia? ¡Comentad al menos dos con vuestro compañer@!

In this task, you have to speak English.

-Make a list of **12 digital devices**. Take turns in adding an item to the list.

-Once the list is ready, think together of a retelling of the **Little Red Riding Hood** fairy-tale making sure you work into the story the 12 digital devices on your list. You can start like this:

"Once upon a time,...."

Task | Solution | Student 1 | Student 2

This is a **Problem Solving** task. Complete this task in **English**.

You live in a town just outside Barcelona which has people from all over the world living there.

The local government would like to plan an event that would bring the community closer together. They have asked for ideas for an event that would combine different elements of the following celebrations in a respectful way:

- Castañada

- Hallowe'en

- Guy Fawkes Night - https://www.visitbritain.com/gb/en/everything-you-need-know-about-guy-fawkes-night

- Day of the Dead

- Diwali - https://www.bbc.co.uk/newsround/15451833

- Chongyang Festival - http://www.chinadaily.com.cn/english/doc/2002-10/09/content_359355.htm

Plan your event for the town.

4.

Tasks Topics

2024 weekly topics

Week	Topic	Description	
1	International Guests: The art o eating and talking	Food and traditions around food	
2	Travel and Culture: Let's discover	Travel, globalisation, free time	
3	Healthy conversations: Talking about wellbeing	Happiness, wellness, healthy lifestyle, etc.	
4	Technology and AI: Digital dialogues in a futuristic world	Artificial intelligence in our lives	
5	New Realities: Commenting on Contemporary Life	Culture in today's society, inclusive societies	
6	Echoes of words: Final reflections and learning in tandemMOOC	Students reflect on their performance and learning during the course.	

5.

Facilitations dynamics

Noticeboard			
Forums			
Telegram channels			

7.

Feedback & metacognition

Peer review form

Name: Louise

Your partner's name: Laura

Created: **2018-04-08 10:15:48**
Exercise: **Environment_SpotDifferences**
Total speaking time: **04:39**
Duration per task: T1 = 02:10, T2 = 02:29

✉ Contact

View video session

Review your Tandem session | View received feedback

Self-reflection

1. One or more things I did well. ⓘ

I didn't hesitate much during the conversation. When I couldn't remember a word, I explained what I wanted to say in a different way. ✕

I used some linking words that I don't normally use like despite and although. ✕

I asked my partner lots of questions. Also, I was able to answer my partner's questions and give my opinion. | + Add

2. Three language errors I made. ⓘ

I didn't pronounce public correctly. ✕

I said my last travel but I should have said my last holiday. ✕

I said people is and I should have said people are. ✕

Write one item | + Add

3. Other comments. ⓘ

The conversation was difficult at the beginning but then I realised I had lots of things to say about the topic. In the end I enjoyed it.

Peer-feedback

1. One or more things your partner did well. ⓘ

When you didn't understand what I was saying, you asked me to explain what I meant. ✕

You used some synonyms like busy and crowded. ✕

You always gave examples to justify your opinions. | + Add

2. Three language errors your partner made. ⓘ

Sometimes you used the present tense when you were talking about the past. ✕

You said depends of when you should have said depends on. ✕

You pronounced culture and disturb incorrectly. | + Add

3. Other comments. ⓘ

I thought we did part two very well and we had interesting conversation.

8.

Gamification

My portfolio

tandem

Hello Ana

your position in the ranking is **3**

Points: **197**

Number of Tandems: **4**

33%

Total speaking time: **02:20:24**

59%

Number of different partners:

8%

Feedback received: **1**

Feedback given: **1**

8%

Partners' valoration of your feedback: ⭐⭐⭐⭐⭐ 5 Stars

9.

Preliminary Study Results

POST Questionnaire

Preference for Roulette or YouChoose tandem tool of survey respondents.
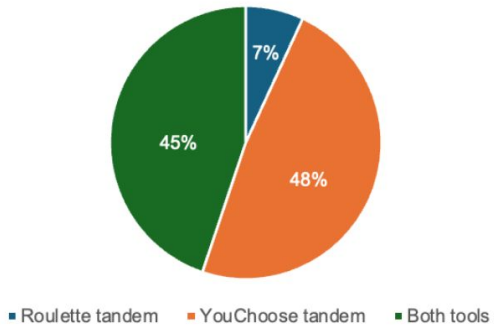
Number of speaking partnerships of survey respondents.

- Roulette tandem
- YouChoose tandem
- Both tools

- 1-3 speaking partners
- 4-6 speaking partners
- 7-10 speaking partners
- >10 speaking partners
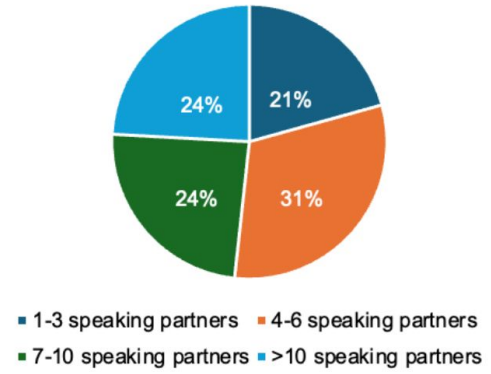
Friendship with partner(s) of survey respondents.

- Became friends with partner(s)
- Did not become friends with partner(s)
- Maybe became friends with partner(s)
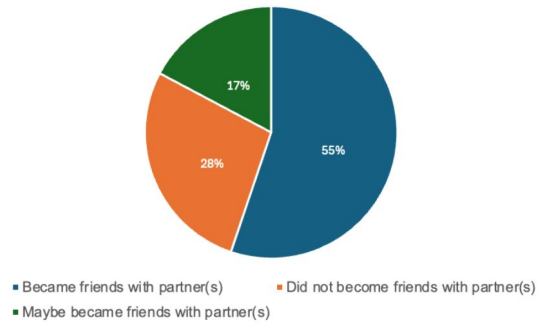
SUCCESSFUL PARTICIPATION

	st1	st2	st3	st4	st5
Tandems	24	25	12	15	16
Total speaking time	13:32	19:34	13:05	08:45	11:47
N of partners	10	12	6	8	5

Summary of participation in tandemMOOC: most successful learners of Spanish (Appel & Pujolà 2023)

Study on participation

Indicators of individual performance:

- ▸ Total number of tandems
- ▸ Length of tandem conversation
- ▸ Number of different partners

Using *individual* students as a unit of analysis

Correlation with:
- ● Age
- ● Gender
- ● Task type
- ● Tool
- ● TL
- ● Self-reported anxiety scores

Indicator of pair performance:

- ▸ Total number of tandems

Using *pairs* of students as a unit of analysis

Correlation with:
- ● Age combination
- ● Gender combination
- ● Task type
- ● Tool
- ● TL combination

Preliminary **results** (Appel & Styles, forthcoming)

Individual learners

Learners **do more tandems** if

- ▸ they have more partners
- ▸ do tasks that do not require to 'act'

Older participants generally do more tandems

Sustained Tandem Pairs

Number of tandems increases with:

- ▸ Use of YouChoose tool
- ▸ Learners being different ages
- ▸ Longer tandems

Sustained pairs across editions:

- ▸ students are older.

The opportunity to meet people from all over the world and ask them about their way of life.

To meet people and have the opportunity to practice different situations, traditions and life habits. I was able to talk about their lives, their countries and their attitudes. Very very interesting.

It's wonderful to connect to people from other countries and talk to them. It's not like going to class, it's much more natural. You can just laugh at your errors and it's ok because it's not a problem for communication.

The opportunity to find tandem partners in a pleasant and safe environment.
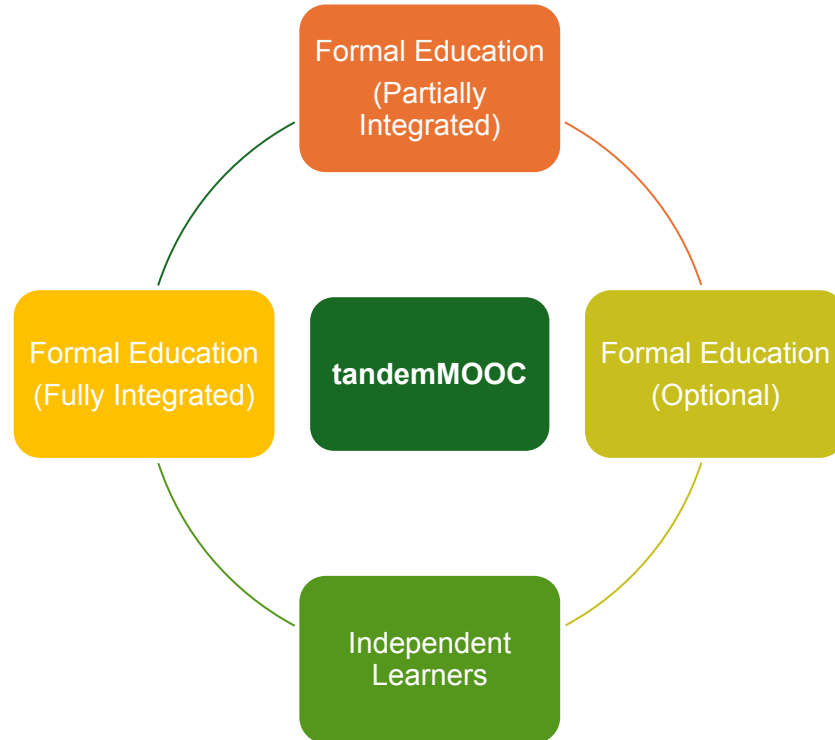
7.

Conclusion

▸ Explore implementing non-static partners

▸ Age as a determining factor for level of participation

Next tandemMOOC starts on
22nd Oct 2025
http://mooc.speakapps.org/

thanks

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