Title: Integrating a Shared Language Classroom. A Ukrainian Case.
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Abstract:
        The Shared Course Initiative (Columbia, Yale, and Cornell Universities)[1] offers dozens of lesser taught languages, such as Ukrainian, a new opportunity to increase enrollment and expand their curricular reach beyond one university. Using high definition video connection (that sets it far apart from skype-based long distance learning) it aims at creating at the same moment in time an integrated classroom comprising students located on two or three campuses.
        The paper will discuss in detail each of the set of practical and successfully used methods that address the principal challenge of the new language teaching methodology: how to create an integrated learning environment, minimize a sense of physical distance, maximize interaction and target language acquisition. These methods include: 1. Ensuring that students on the remote side know how to manipulate the equipment and facilitate their needs (switching cameras from instructor to students, to whiteboard, to screen, *etc.*). 2. Making all students aware exactly what is going on in the classroom and what the goal of each activity is at any given moment of class. 3. Enhancing students' practical appreciation of such aspects of their speech production as clarity, volume, speech tempo, gesticulation, general comprehensibility, etc. 4. Reducing the instructor's time speaking and leading the class. Increasing that of the students'. Delegating the instructor's functions to one student at a time. Often this is the one student at the remote end of the line. 5. Creating a mobilized classroom with no student left out. Using random rather than predictable choice of partner. Each student is aware that s/he can be asked to participate at any moment. 6. Using the screen as the focus of interaction between students. 7. Combining the activities that are both scripted and open-ended. Scripted activities create a sense of structure, clarity, and predictability. Open-ended ones encourage students to create with language, take risks and appropriate the target language. The paper will offer a demonstration of how all these and other strategies may be used in drills aimed and developing students pronunciation and vocabulary building in interactive setting across the distance.

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[1] http://cls.yale.edu/shared-course-initiative