MEASURING 21st CENTURY SKILLS: U-LEARNING AND COMMUNICATIVE EFL

Soraya García-Sánchez

Department of Modern Languages ,Universidad de Las Palmas de Gran Canaria

UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA
Departamento de Filología Moderna

INTRODUCTION

Without a solid learning approach in K-12 instruction, higher education learners cannot easily succeed in their learning skills and, therefore, become the prosperous citizens needed by their society. This paper highlights how a u-learning environment that combines in-class with out of class interaction is the context-aware support that most twenty-first century learners currently need to cooperate with other peers and provide opinionated arguments not only in L1 but more importantly in L2. Due to an adequate design of digital interactive activities, young and adult Spanish speakers are more often used to participating in discussions and debates in English as a foreign language (EFL). Although this article is based on measuring two important twenty-first century skills that correspond with the adequate use of technology, it also focuses on the notion of putting the right pieces together when dealing with education at different stages. As a consequence, this paper will demonstrate that higher education assessment strategies have been changed in order to respond to initial and core-content EFL students' needs.

RESEARCH QUESTIONS

• Why are EFL communicative skills and u-learning twenty-first century skills necessary in our educational community?

• How can communicative EFL and u-learning be measured?

• Can u-learning promote the interaction in and outside the face-to-face classroom and between different educational levels?

1. Initial concepts

More creative tasks
More communicative tasks

More participatory collaborative activities

U-learning + Communicative EFL → 21st century skills

Design of Assessment+Tasks
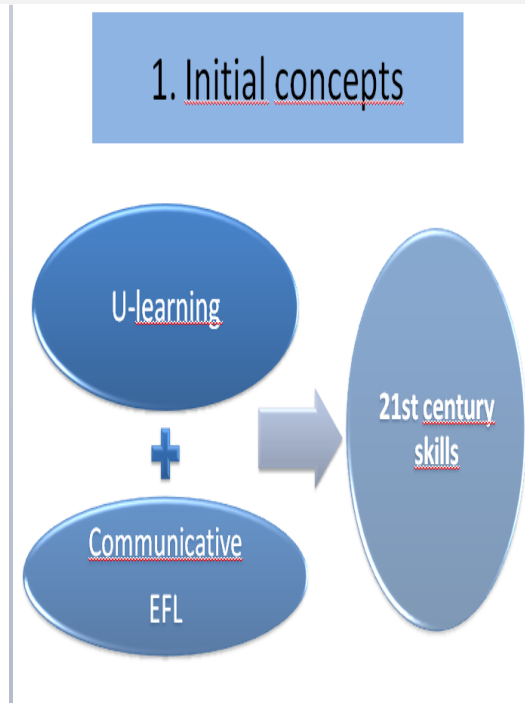
CASE SCENARIO & METHODOLOGY

Based on various **compulsory** subjects of EFL at ULPGC (Higher Education)

EFL Courses designed following:

- A heuristic methodology for students to discover and experience participatory learning in class and online

- A task-based instruction having in mind the course content, IT competences and the foreign communicative language skills students have to perform

EFL participants successfully created numerous u-learning activities under individual, peer to peer and collaborative learning techniques
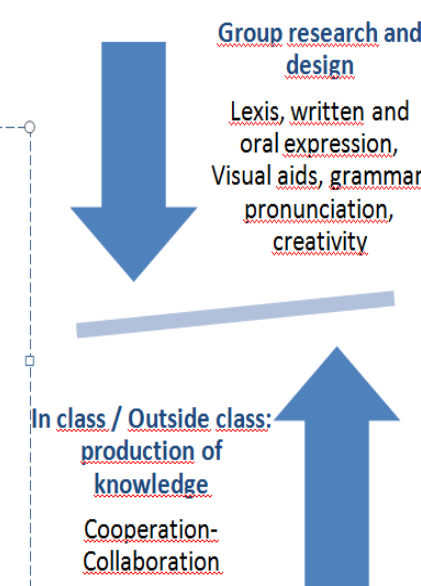
Individual/Pair Tasks

IN CLASS
– Reading comprehension exercises
• Summary; T/F; Synonyms; Definitions of key terms
– Vocabulary exercises
– Use of English exercises

U-learning TASKS
– **Wiki** on phrasal verbs
– Forums, SCORMS, Listening exercises
– Links for further practice (tense revision, etc)

VISIT TO AMY'S MOTHERS

Group Tasks

• In-class **oral presentation** (PPT / Prezi)

• **Video-recording**, following **a role-play** situation with a problem to solve (YouTube)

Group research and design

Lexis, written and oral expression, Visual aids, grammar, pronunciation, creativity

In class / Outside class: production of knowledge

Cooperation-Collaboration

RESULTS & DISCUSSION

COMPETENCES ACHIEVED

• Creation of knowledge, context and oral language discourse using IT tools

• A high discourse potential for learners to explain themselves using the EFL target language

• Performance and communication in L2 using the real language and a closer context to their real life situations/professions

• Social interaction in class and online

RESULTS

• 3 years of innovation and research with this EFL (+ ESP) groups at ULPGC:

  + **Feedback**: more engaged and participatory students

• TBL, collaboration and creativity = Freedom on

  • **What** to create

  • **How** to create KNOWLEDGE

CONCLUSIONS

• ULE and EFL communicative skills as 21st century skills necessary in any educational community

• Satisfactory, collaborative and creative digital learning environment

  • Focused on what different learners can best do (Multiple intelligences, Gardner)

• EFL communicative skills measured digitally and face-to-face

• More interaction, communication, cooperation and the enhancement of linguistic, social, digital, communicative and learning abilities with u-learning and EFL communicative competence tasks

• Effectively applied technology can enhance learning and the relationships among the members of the educational community.

• Contribution to **LIFELONG LEARNING**

Future OBJETIVE ?

• **More creativity, interaction & collaboration among schools, languages**

• Lifelong learning

• Conscious about life issues

  • u-learning environment

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CONTACT

Thank you! Any questions or comments?

Please write to soraya.garcia@ulpgc.es