

21st Century Skills and TEFL



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<https://padlet.com/a20173900/tu0qo4nvao92>

What would the world be
like if we all spoke the same language?



Get in pairs and discuss for 2 minutes

Rank these 21st
www.menti.com
century skills

Complex Problem Solving

Critical Thinking

Creativity

People Management

Coordinating with Others

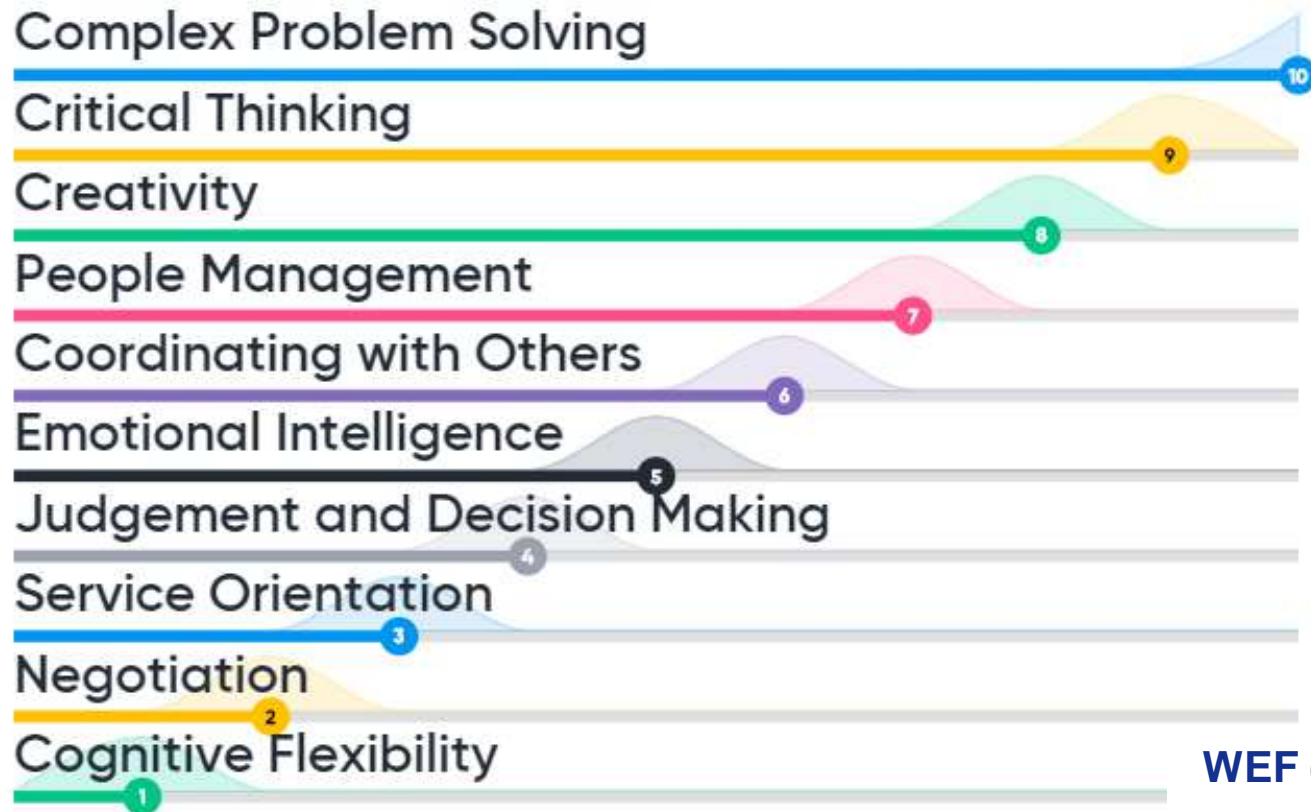
Emotional Intelligence

Judgement and Decision Making

Service Orientation

Negotiation

Cognitive Flexibility



WEF (2016)

21st-Century Skills

Foundational Literacies

How students apply core skills to everyday tasks



1. Literacy



2. Numeracy



3. Scientific literacy



4. ICT literacy



5. Financial literacy



6. Cultural and civic literacy

Competencies

How students approach complex challenges



7. Critical thinking/ problem-solving



8. Creativity



9. Communication



10. Collaboration

Character Qualities

How students approach their changing environment



11. Curiosity



12. Initiative



13. Persistence/ grit



14. Adaptability



15. Leadership



16. Social and cultural awareness

Lifelong Learning

(WEF, 2015)



Research Theoretical Framework

International Digital Competencies Frameworks

ICT Competency Framework for Teachers (UNESCO, 2011)

DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe (Punie and Brečko, 2013)

Competencias y Estándares TIC para la Profesión Docente (Ministerio de Educación de Chile, 2011)

Technology Integration into TEFL International Frameworks / Models

TESOL Technology Standards for Teachers (TESOL, 2008; Healey et al., 2011)

TPACK-EFL (Baser et al., 2016)

Walker and White (2013)

Vygotsky's Sociocultural Theory

Vygotsky (1966); Vygotsky (1978); Lave and Wenger (1991); Crook (1998); Wenger (1998); Gros (2000); Daniels (2003); Suárez (2008); Suárez (2010); Pérez (2012); Lightbown and Spada (2013); Ellis (2015)

THE UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS

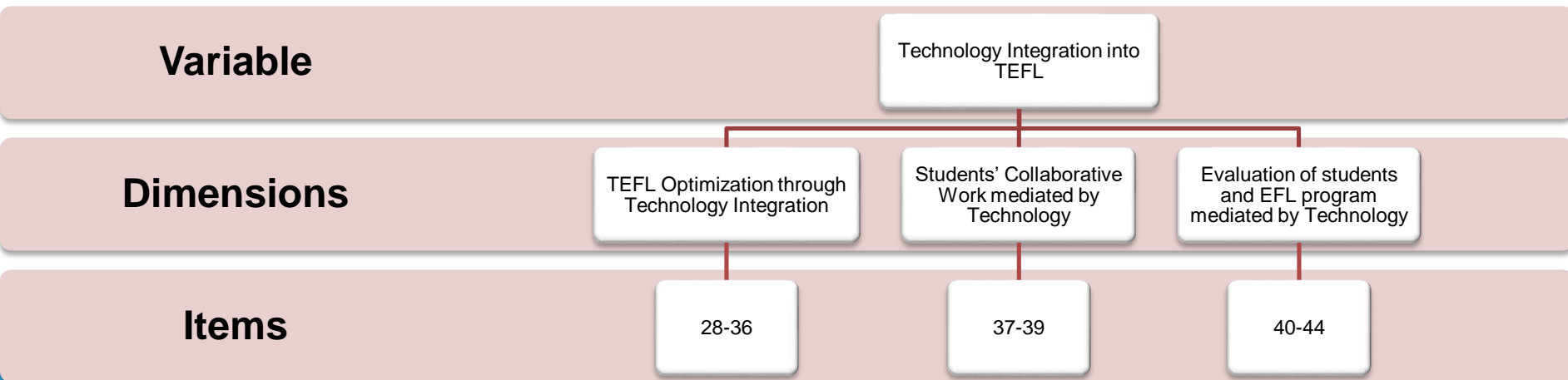
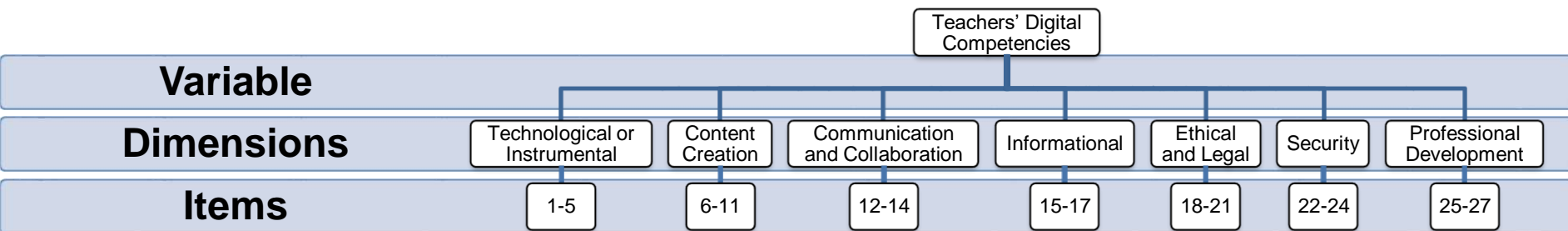
| | TECHNOLOGY LITERACY | KNOWLEDGE DEEPENING | KNOWLEDGE CREATION |
|---------------------------------|----------------------|-------------------------|--------------------------|
| UNDERSTANDING ICT IN EDUCATION | Policy awareness | Policy understanding | Policy innovation |
| CURRICULUM AND ASSESSMENT | Basic knowledge | Knowledge application | Knowledge society skills |
| PEDAGOGY | Integrate technology | Complex problem solving | Self management |
| ICT | Basic tools | Complex tools | Pervasive tools |
| ORGANIZATION AND ADMINISTRATION | Standard classroom | Collaborative groups | Learning organizations |
| TEACHER PROFESSIONAL LEARNING | Digital literacy | Manage and guide | Teacher as model learner |

(UNESCO, 2011)





Information Collection Instrument (44-item survey)



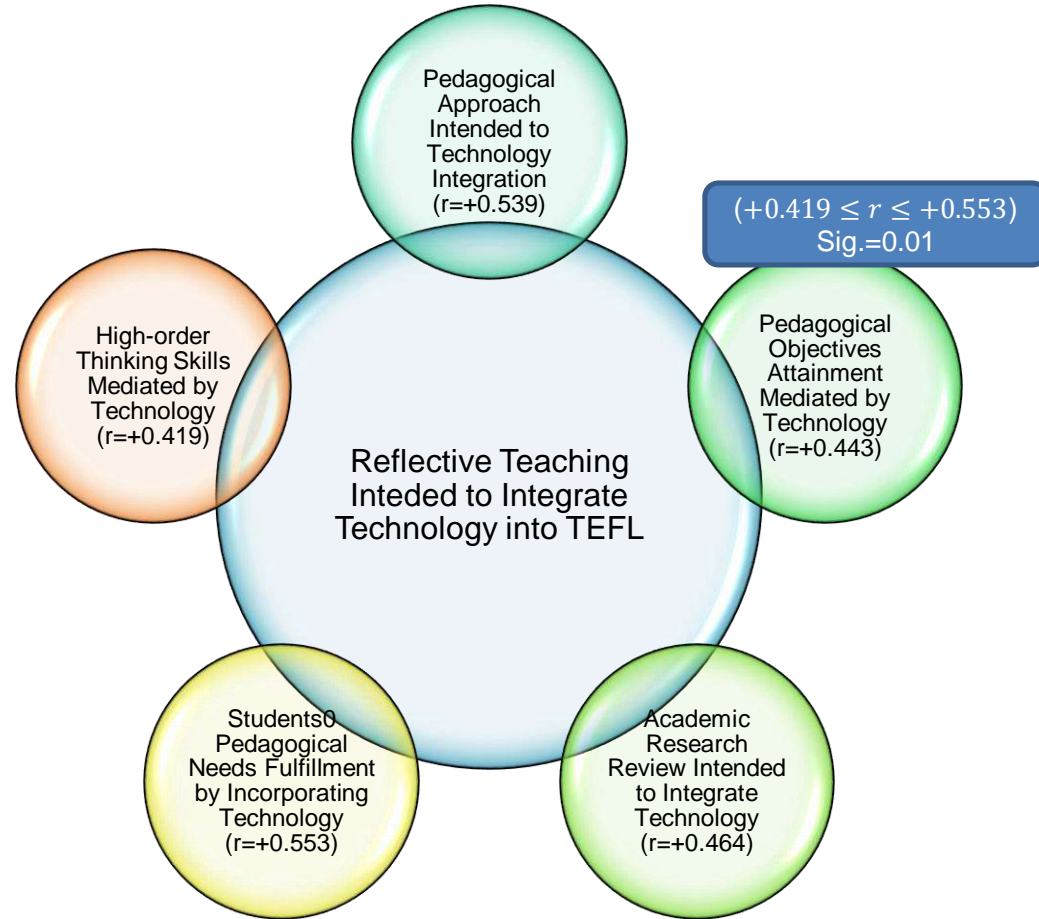
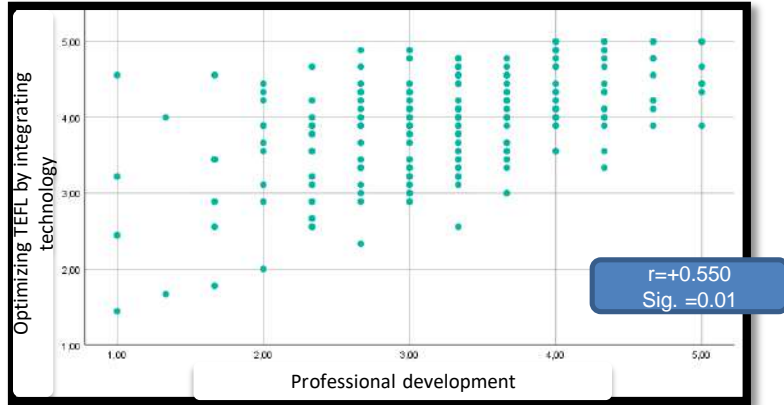
Results analysis: Relationship between digital competencies and ICT integration into TEFL

| Teachers' Digital Competencies Dimensions | | Technological | Content Creation | Communication and Collaboration | Informational | Ethical and Legal | Security | Professional Development | Technology Integration to Promote TEFL | Technology Integration into TEFL Dimensions | |
|--|------------------------|---------------|------------------|---------------------------------|---------------|-------------------|----------|--------------------------|--|---|---------------------------------------|
| | | | | | | | | | | Students' Collaborative Work | Students' and TEFL Program Evaluation |
| Technological | Correlación de Pearson | 1 | ,470** | ,552** | ,408** | ,275** | ,211** | ,393** | ,356** | ,368** | ,166** |
| | Sig. (bilateral) | | ,000 | ,000 | ,000 | ,000 | ,002 | ,000 | ,000 | ,000 | ,014 |
| | N | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 |
| Content Creation | Correlación de Pearson | ,470** | 1 | ,560** | ,470** | ,392** | ,236** | ,509** | ,494** | ,436** | ,378** |
| | Sig. (bilateral) | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 |
| | N | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 |
| Communication and Collaboration | Correlación de Pearson | ,552** | ,560** | 1 | ,449** | ,356** | ,122 | ,425** | ,392** | ,502** | ,370** |
| | Sig. (bilateral) | ,000 | ,000 | | ,000 | ,000 | ,071 | ,000 | ,000 | ,000 | ,000 |
| | N | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 |
| Informational | Correlación de Pearson | ,408** | ,470** | ,449** | 1 | ,444** | ,191** | ,569** | ,468** | ,329** | ,307** |
| | Sig. (bilateral) | ,000 | ,000 | ,000 | | ,000 | ,005 | ,000 | ,000 | ,000 | ,000 |
| | N | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 |
| Ethical and Legal | Correlación de Pearson | ,275** | ,392** | ,356** | ,444** | 1 | ,332** | ,431** | ,344** | ,404** | ,306** |
| | Sig. (bilateral) | ,000 | ,000 | ,000 | ,000 | | ,000 | ,000 | ,000 | ,000 | ,000 |
| | N | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 |
| Security | Correlación de Pearson | ,211** | ,236** | ,122 | ,191** | ,332** | 1 | ,297** | ,252** | ,120 | ,055 |
| | Sig. (bilateral) | ,002 | ,000 | ,071 | ,005 | ,000 | | ,000 | ,000 | ,075 | ,422 |
| | N | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 |
| Professional Development | Correlación de Pearson | ,393** | ,509** | ,425** | ,569** | ,431** | ,297** | 1 | ,550** | ,399** | ,340** |
| | Sig. (bilateral) | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | | ,000 | ,000 | ,000 |
| | N | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 |
| Dimensión de Integración de las Tecnologías para Potenciar la Enseñanza del Idioma | Correlación de Pearson | ,356** | ,494** | ,392** | ,468** | ,344** | ,252** | ,550** | 1 | ,390** | ,558** |
| | Sig. (bilateral) | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 | | ,000 | ,000 |
| | N | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 |
| Dimensión de Trabajo Colaborativo del Alumnado | Correlación de Pearson | ,368** | ,436** | ,502** | ,329** | ,404** | ,120 | ,399** | ,390** | 1 | ,381** |
| | Sig. (bilateral) | ,000 | ,000 | ,000 | ,000 | ,000 | ,075 | ,000 | ,000 | | ,000 |
| | N | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 |
| Dimensión de Evaluación del Alumnado y del Proceso de Enseñanza | Correlación de Pearson | ,166* | ,378** | ,370** | ,307** | ,306** | ,055 | ,340** | ,558** | ,381** | 1 |
| | Sig. (bilateral) | ,014 | ,000 | ,000 | ,000 | ,000 | ,422 | ,000 | ,000 | ,000 | |
| | N | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 | 219 |

** La correlación es significativa en el nivel 0,01 (bilateral).

* La correlación es significativa en el nivel 0,05 (bilateral).

Professional development and technology integration into TEFL



Results analysis: Teachers' digital competencies



Results analysis: Technology integration into TEFL

Pedagogical approach consideration to integrate technology into TEFL

Lesson planning considering technology intended for objectives attainment

Lesson planning considering academic research results into technology integration into TEFL

Students' pedagogical needs consideration intended to integrate technology into TEFL

Optimize TEFL with technology

Speaking development mediated by technology

Writing development mediated by technology

Listening development mediated by technology

Reading development mediated by technology

HOTs encouragement mediated by technology

Students' collaborative work mediated by cloud-based applications

Students' collaborative work mediated by educational social networks

Students' collaborative work mediated by videoconference applications

Students' Cooperation

Evaluation of students and teaching process

Speaking assessment mediated by technology

Writing assessment mediated by technology

Listening assessment mediated by technology

Reading assessment mediated by technology

Washback based on assessment mediated by technology



References

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World Economic Forum. (2016). *What is the future of your job?* Retrieved from <https://www.weforum.org/agenda/2016/01/what-is-the-future-of-your-job>



Sources

Slide 3:

<https://cdn.dribbble.com/users/31675/screenshots/1856948/21st-century-skills.png>

Slide 9:

<https://www.julianmarquina.es/las-21-competencias-digitales-que-todos-los-ciudadanos-deben-tener/>

