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CLIL for the e-Generation

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UNITY IN DIVERSITY

Languages for mobility, jobs and active citizenship

Vilnius, Lithuania, 25-26 September 2013



According to the European Survey on Language Competences

- The outcome of foreign language learning in Europe is poor: only four in 10 pupils reach the “independent user” level in the first foreign language. Only one out of four attains this level in the second.
- Too many pupils – 14% for the first foreign language and 20% for the second – do not reach the “basic user” level.
- This highlights weaknesses in our education and training systems.

- **Rethinking Education (November 2012)**
- **European Higher Education in the World (July 2013)**

Rethinking Education. On languages

RE proposes a new benchmark on foreign language competences. By 2020 :

at least 50% of 15 year-olds should become “independent users” in the first foreign language” (42%)

at least 75% of pupils in lower secondary education should study two foreign languages (61%)

(Commissioner Vassiliou, 2012)

Rethinking Education. On digital learning

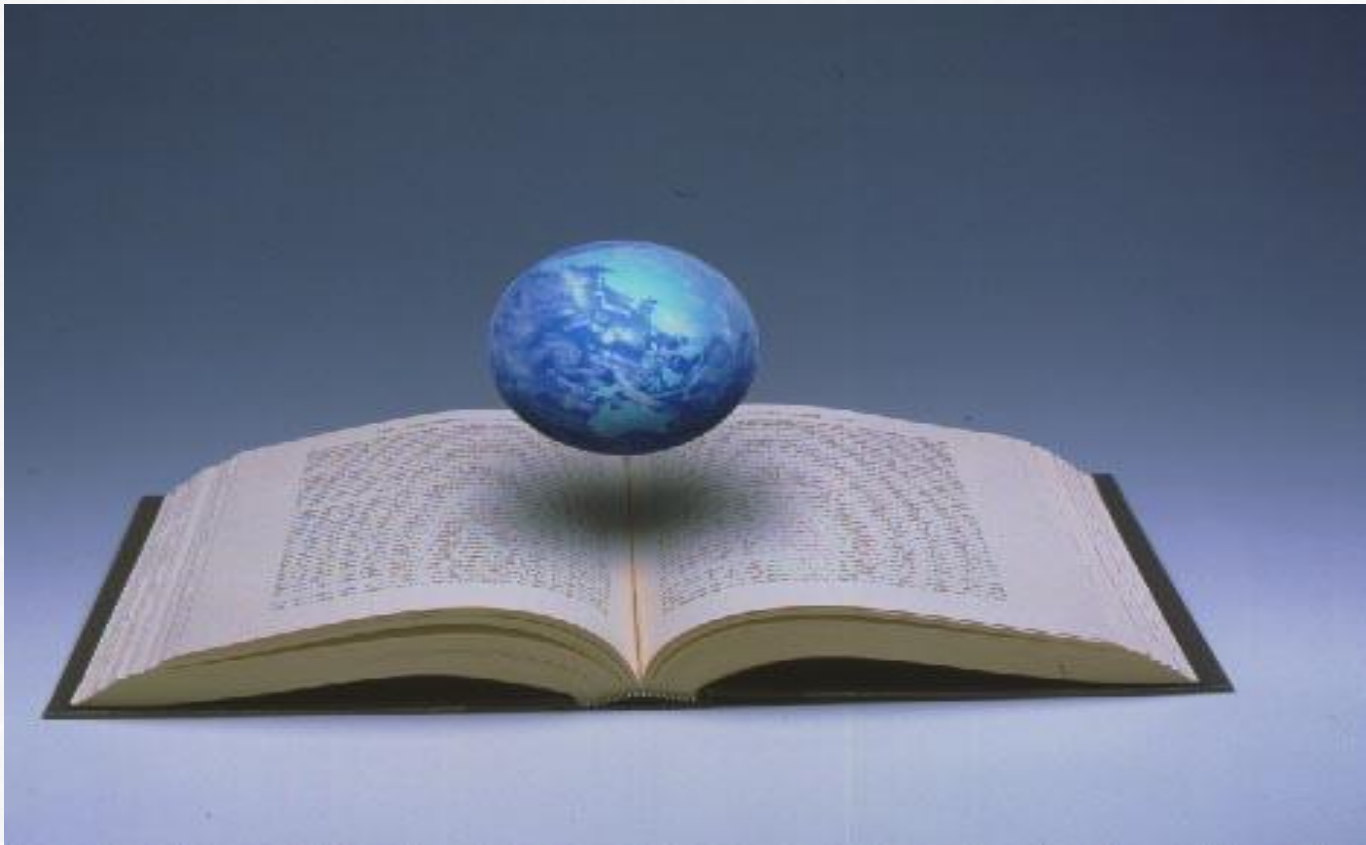
It is essential that Member States create flexible options, such as high quality distance learning. Widening access through Open Education is a necessity. Technology will play a crucial role in this.

(Commissioner

Vassiliou, 2012)

Globalisation & Technological development

Radically changing the landscape of (higher) education



Globalisation & Technological development

Students expect to choose what they learn, how they learn and when they learn, according to their individual needs and interests. They are ready to do it in their country of origin, abroad, via online courses or via blended forms of learning combining all of these possibilities.

European universities need to think global. They need to develop international curricula, promote language skills and expand digital learning.

How can this objective be achieved?

Through introduction of CLIL in cutting-edge learning environments

(Marsh – Frigols, 2012)






Cutting-edge education environments: Digital learning

Cutting-edge learning environments

- Digital learning can achieve good results while offering significantly lower costs than traditional instruction.
- Online learning typically incorporates digital learning tools — simulation, video, social media, peer-to-peer tutoring and software-based drills — as well as some traditional classroom lecturing, in alignment with the e-generation mindset.
- Web 2.0 to Web 3.0

Some facts

- Open University is now the biggest university in the United Kingdom with more than 250,000 students and 1,200 full-time academic staff.
- In the United States, about 6.14 million students enrolled in at least one online course in 2010. Fully 31 percent of all university students now take at least one course online.
- Harvard, MIT, Berkeley are already offering online courses (EdX project)
- Stanford, Princeton, Johns Hopkins, among other 16 HE institutions have created their own platform



How do we do it?: CLIL at the VIU

Perspective & Prospective

Perspective: new methodological approaches with a focus on integration (content/language/cognition/ICT)

Prospective: New teaching/learning scenarios with students who don't go to Universities, but universities that "go to the students", which have made necessary new ways to design, adapt and access materials, as well as new methodological approaches to the education process

CLIL at the VIU



El *Content and Language Integrated Learning* (CLIL) existe actualmente como un término global para abarcar la variedad de distintos enfoques existentes en Europa en los cuales se enseñan las materias del Plan de Estudios a través de una lengua extranjera. CLIL se basa en estrategias en el aula para el aprendizaje de lenguas en las que se enfocan en el contenido de la materia más que en la estructura gramatical de la lengua, y como tal es una manera más eficaz de aprender la lengua extranjera. Lo novedoso del enfoque es que la materia para la clase se elabora a partir de la materia de la asignatura o de la disciplina académica.

Metodología CLIL-AICLE



Content and Language Integrated Learning

VIU. CLIL. Content and Language Integrated Lear...



CLIL at the VIU

CLIL en la VIU

Los Grados de enseñanza en la VIU forman nuestros alumnos en la enseñanza a través de las lenguas extranjeras. Se puede cursar la didáctica de todas las disciplinas utilizando el método CLIL, lo cual ayuda a los alumnos a adquirir las competencias necesarias para enseñar en los futuros programas bilingües.

Enlaces de interés:

- www.clilviu.es CLIL Consortium web page
- www.ccn-clil.eu CLIL Cascade Network
- clil-cd.ecml.at The European Framework for CLIL Teacher Education
- www.icrj.eu International CLIL Research Journal

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Anuncios y convocatorias

Aviso Legal

CLIL education at the VIU

- BA in Primary Education
- BA in Pre-Primary Education
- MA in Secondary Education
- BA in Law
- MA in Law
- BA in Economic Studies
- BA in Business Management and Administration
- MA in Assisted Reproduction and Embryology
- Diploma in Gerontology
- Diploma in Optometry

In the near future...

All but the most prestigious institutions will effectively have to create a second, virtual university within the traditional university

(Clayton M. Christensen & Henry Eyring, *The Innovative University*)

Estudiar en la VIU desde India

Encontrar una oferta formativa adaptada a mis exigencias parecía una misión imposible. Quería una titulación oficial, financiable con un presupuesto ajustado y sin renunciar a mi trabajo en la India. En pocas palabras, lo quería todo.

La VIU me ofrecía la oportunidad de estudiar a distancia, desde Bangalore, sin renunciar a la posibilidad de asistir a clases presenciales. La tecnología de la que hoy disponemos hace posible conciliar aspectos a primera vista incompatibles y excluyentes, como el estar sentado en tu sillón de casa, tomando un café, al tiempo que participas en una clase que se está dando a miles de kilómetros de distancia. Es el estar aquí y allá, cercano y distante, todo al mismo tiempo.

Isabel Torres, alumna de Máster en la Universidad Internacional Valenciana (VIU)

The major future challenges in the educational field are how to reform our learning systems to prepare our young people for jobs that do not exist yet, using technologies that have not been invented yet, in order to solve problems that haven't been identified yet.

(Jan Figel, 2009)

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www.viu.es

Thank you!