

Moving Forward with the TESOL Technology Standards

Deborah Healey, dhealey@uoregon.edu

Phil Hubbard, phil@csl.stanford.edu

<http://www.tesol.org/techstandards>

Technology Standards for Language Learners

Goal 1: Language learners demonstrate foundational knowledge and skills in technology for a multilingual world.

Standard 1: Language learners demonstrate basic operational skills in using various technological tools and Internet browsers.

Standard 2: Language learners are able to use available input and output devices (e.g., keyboard, mouse, printer, headset, microphone, media player, electronic whiteboard).

Standard 3: Language learners exercise appropriate caution when using online sources and when engaging in electronic communication.

Standard 4: Language learners demonstrate basic competence as users of technology.

Goal 2: Language learners use technology in socially and culturally appropriate, legal, and ethical ways.

Standard 1: Language learners understand that communication conventions differ across cultures, communities, and contexts.

Standard 2: Language learners demonstrate respect for others in their use of private and public information.

Goal 3: Language learners effectively use and critically evaluate technology-based tools as aids in the development of their language learning competence as part of formal instruction and for further learning.

Standard 1: Language learners effectively use and evaluate available technology-based productivity tools.

Performance indicators:

- Language learners use technology-based productivity tools as aids in production (e.g., word processing, presentation software, and Web-design software; associated applications such as spell-checkers and thesauri; templates for preparing presentations, newsletters, and reports; tools to assist in brainstorming and creating graphic organizers).
- Language learners use technology-based productivity tools as aids in comprehension (e.g., translators, electronic dictionaries).
- Language learners apply criteria to evaluate the appropriate use of particular technology tools for specific language learning tasks.
- Language learners use technology-based productivity tools collaboratively and individually in order to enhance their language learning competence.

Standard 2: Language learners appropriately use and evaluate available technology-based language skill-building tools.

Standard 3: Language learners appropriately use and evaluate available technology-based tools for communication and collaboration.

Standard 4: Language learners use and evaluate available technology-based research tools appropriately.

Standard 5: Language learners recognize the value of technology to support autonomy, lifelong learning, creativity, metacognition, collaboration, personal pursuits, and productivity.

Technology Standards for Language Teachers

Goal 1: Language teachers acquire and maintain foundational knowledge and skills in technology for professional purposes.

Standard 1: Language teachers demonstrate knowledge and skills in basic technological concepts and operational competence, meeting or exceeding TESOL technology standards for students in whatever situation they teach.

Standard 2: Language teachers demonstrate an understanding of a wide range of technology supports for language learning and options for using them in a given setting.

Standard 3: Language teachers actively strive to expand their skill and knowledge base to evaluate, adopt, and adapt emerging technologies throughout their careers.

Standard 4: Language teachers use technology in socially and culturally appropriate, legal, and ethical ways.

Goal 2: Language teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning.

Standard 1: Language teachers identify and evaluate technological resources and environments for suitability to their teaching context.

Standard 2: Language teachers coherently integrate technology into their pedagogical approaches.

Standard 3: Language teachers design and manage language learning activities and tasks using technology appropriately to meet curricular goals and objectives.

Standard 4: Language teachers use relevant research findings to inform the planning of language learning activities and tasks that involve technology.

Goal 3: Language teachers apply technology in record-keeping, feedback, and assessment.

Standard 1: Language teachers evaluate and implement relevant technology to aid in effective learner assessment.

Standard 2: Language teachers use technological resources to collect and analyze information in order to enhance language instruction and learning.

Standard 3: Language teachers evaluate the effectiveness of specific student uses of technology to enhance teaching and learning.

Performance indicators

- Language teachers use appropriate procedures for evaluating student use of technology (e.g., rubrics, checklists, matrices—which may evaluate enjoyment).
- Language teachers elicit student feedback in order to improve student use of technology.

Performance indicators, expert level of technology

- Language teachers develop and share procedures for evaluating student use of technology.
- Language teachers examine student outcomes that result from use of technology (e.g., examining chat logs for more complex language).

Goal 4: Language teachers use technology to improve communication, collaboration, and efficiency.

Standard 1: Language teachers use communication technologies to maintain effective contact and collaboration with peers, students, administration, and other stakeholders.

Standard 2: Language teachers regularly reflect on the intersection of professional practice and technological developments so that they can make informed decisions regarding the use of technology to support language learning and communication.

Standard 3: Language teachers apply technology to improve efficiency in preparing for class, grading, and maintaining records.