

TESOL Technology Standards

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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.

Technology Standards for Language Teachers, continued

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.

SAMPLE VIGNETTE

Brown Bear, Brown Bear

Teacher Goal 1 Standard 1 Vignette

Teacher profile: Teacher of very young learners, ages 3–6, Literacy/Beginning Literacy

Context: Beginning EFL/CLIL (content and language integrated learning) classroom in a state primary school

Focus: A teacher uses technology in order to enhance teaching and enrich the student learning environment.

Background

A teacher works in a state school that is implementing the CLIL (content and language integrated learning) approach in order to improve the EFL learning environment of young primary school students. The instructor teaches in the foreign language to very young children who are just beginning to learn that language, but their school has a rather limited range of foreign language resources. The teacher uses technology to enhance their classroom in various ways. For example, CDs or DVDs provide the children with more linguistic and content input. The children sometimes gather around the computer to view a story or animated song, and they sometimes interact with animated storybooks and interactive CDs or DVDs in the English corner at the back of their classroom.

Often the teacher cannot find print materials, and so uses copyright-free pictures downloaded at home and transferred with a memory device to the class computer. The teacher pastes the pictures into presentation software to create visually enhanced presentations for the class. The children then sit in their chairs in a circle around the computer and view and discuss the presentation.

The teacher organizes the materials in folders, exchanges materials with an email group of local colleagues, and often downloads flash cards or creates board games and card games from teacher resource websites such as Tools for Educators (2010, <http://www.toolsforeducators.com>) or DLTK's Educational Activities for Children (DLTK's Sites, 2010, <http://www.dltk-teach.com>). The teacher also frequently visits resource sites such as A to Z Teacher Stuff (2010, <http://www.atozteacherstuff.com>) to find lesson plans and ideas for the class.

Finally, in order to create authentic and stimulating contexts for the students and also to involve parents, the teacher sometimes video records students' role-plays of various songs or just the children singing a song or narrating a story. The teacher then prepares CDs or DVDs with the material and sends it home—or, if the parents give their permission, uploads it to the school or community website.

Technology Tasks

Low-resource, low-access setting

In a classroom with one computer but no projector or Internet, the teacher prepares materials at home. To teach the story *Brown Bear, Brown Bear* (Martin & Carle, 1967, 1970), the teacher looks for ideas at educational resource websites and downloads flash cards from ESL Flashcards (ESLflashcards.com, 2010, <http://www.eslflashcards.com>) to help with introducing the new vocabulary. The teacher does not have a big book to present the story to the class, and so scans the pictures from the book or uses similar pictures from DLTK's Sites (2010) Crafts for Kids to create a slide presentation. The teacher uses the slides like a book, changing them as if turning the pages of the book, while the children sit around the computer as the story is read aloud to them. Next, the teacher gives the children a handout prepared with the various pictures from the story. The children cut out the pictures and place them in the right order. At the end of the lesson, the children sing the story to the tune of a familiar song (e.g., "Frère Jacques"). Later, during free activity time, the children can practice the new vocabulary by playing card games or a board game, which the teacher has prepared with the help of materials downloaded from Tools for Educators. In the follow-up lesson, the teacher video records the children singing the song in order to put the recording in their portfolios and on a CD or DVD that the children will take home at the end of the term.

Medium-resource, medium-access setting

In a classroom with a computer for every three students, a projector, and some Internet access, the teacher carries out the lesson as described previously but with the children following the story with the help of the projector. The teacher might also use animal sounds from the Internet (e.g., from Sea World's Animal Sounds Library, SeaWorld Parks & Entertainment, 2010, <http://www.seaworld.org/animal-info/sound-library/index.htm>) so that the children can listen to and identify animal sounds. During their free activity time, the children can draw the animals from the story using Paint or other drawing software, work on interactive CDs or DVDs, or view a presentation of the story with narration recorded by the teacher to supplement the visuals.

In the follow-up lesson, the teacher records the children narrating parts of the story on an MP3 device. The teacher then uses the audio recordings and the children's drawings with a video editor (e.g., Windows Movie Maker [Microsoft, 2004] or iMovie [Apple Computer, 2009]) in order to create a digital video presentation in which the children narrate the story. The presentation is included in the children's portfolio and copied on a CD/DVD that the children can take home at the end of the term. The teacher also uploads the presentation, after obtaining parents' permission, on the school or community website.

High-resource, high-access setting

In a classroom with one computer, a projector, and a good Internet connection, the lesson can be carried out as previously described. In the follow-up lesson, the teacher can record individual students or student pairs narrating their favorite parts of the story using Voki (Oddcast, 2010; <http://www.voki.com/>) or a similar program, in which the students can choose a personalized avatar. The students choose their favorite avatar and then record their narration. The teacher uploads the recording to the school or community website. Although Voki provides safety for the children, because their images are not shown online, the teacher still asks for parents' permission before uploading and sends an informative leaflet to parents detailing how Voki will be used. The teacher also invites the parents to watch the Voki presentations and give feedback to their children.

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