

Technology and TESOL's 6 Principles

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What we think about teaching and learning with technology

Using social media does not automatically build skill in learning with technology

- Prensky's (2001) digital natives vs. immigrants distinction is largely discredited - White & Le Cornu (2011), OCLC Research (2019)
- Teachers can use it as a resource and bridge to engagement
- Gaming can be useful, especially when learners use live or online help

Nifty tools do not necessarily make learning faster or deeper

- Decades of research indicate that it's not the tool, it's the use of the tool
- See P. Hubbard (2019) on hype and novelty
- How is VR communicative?
- AI is built with datasets – but whose information is used?

Drills can help, but they are not everything in language practice

- Need to move up the scale on Bloom's Taxonomy
- Repetition is useful up to a point - but language use is creative
- Spaced repetition has definite benefits in memorizing
- Adaptive practice is good – AI may help

Technology does not always save a teacher's time

- Appropriate use takes time, but you can save time on some things - grading worksheets, for example
- Implement and debug – see what works and what doesn't

Technology, used appropriately, can enhance learning

- Cell phones as Higgins' pedagogue and magister (1986)
- Autonomy, competence, and relatedness (Deci, Koestner, & Ryan, 2001)
- Authentic communication – ownership
- Multi-modal learning and differentiation
- TPACK: Technological, pedagogical, and content knowledge paradigm - <http://tpack.org>

Change is constant and often unpredictable

When tech drives pedagogy, pedagogy and learners lose

The 6 Principles for Exemplary Teaching of English Language Learners

www.the6principles.org

Principle 1: Know your learners

Find out who they are, their prior knowledge, how they learn, and their motivation, and build on their strengths

- Survey tools: Google Forms (forms.google.com/), SurveyMonkey (surveymonkey.com/)
- In-class data collection: Class Dojo (<https://www.classdojo.com/>)
- Digital residents and visitors - OCLC Research (2019) - Make your own map: experimental.worldcat.org/vandmapping/assets/documents/VRAMappingInstructions.pdf
<https://experimental.worldcat.org/vandmapping/signIn>
- Digital storytelling – but be careful what you ask



Principle 2: Create conditions for language learning

Positive learning environment, language input, support for learner needs, high expectations

- Collaboration – Google Docs and Slides, Facebook and WhatsApp Groups, Zoom
- Cross-classroom projects with iEARN, <https://iearn.org>
- Flipped classroom
 - Video tools: cell phone, Flip (free - <https://flip.com/>), VideoRecorder (<https://webcamera.io/>)
 - EVO course on Flipped Learning has been offered the past few years - 2019 version (<http://evo2019proposals.pbworks.com/w/page/128991648/Flipped%20Learning%20in%20Language%20Teaching%20Reach%20Every%20Student>)
- Gamification – see more at <https://sites.google.com/site/gamificationforelteachers>

Principle 3: Design high-quality language lessons

Clear outcomes, scaffolding, good curricula, appropriate assessment

- Kathy Schrock's Bloomin' Apps (<http://www.schrockguide.net/bloomin-apps.html>) - apps sorted by Bloom's Taxonomy (and SAMR – see Puentedura, 2006)
- Start with outcomes, and find or adapt online lesson plans: itesl-j (<http://iteslj.org/Lessons/>)
- Create enhanced reading lessons: Lessonwriter (<http://www.lessonwriter.com/>)
- Use a WebQuest format: Google Sites WebQuest template (<https://sites.google.com/site/studentwebquesttemplate/>), QuestGarden (<https://www.questgarden.com/>), Zunal (<https://zunal.com/>)
- Student creativity and remixing – Pinterest (<https://www.pinterest.com>)
- Critical thinking perspectives – online newspapers (<https://onlinenewspapers.com>)
- Can you trust it? Hosting Facts (<https://hostingfacts.com/evaluating-online-resources/#Checklist>) – also many library sites
- ChatGPT– see Maureen Gassert Lamb's "Making Generative AI work for Language Teachers" at <https://docs.google.com/presentation/d/1uZZKbaFrfl12krd65-NJcIof4bPpGLuUlpEeHb4f4k/edit#slide=id.p> and US Dept. of Education, Office of Educational Technology's "Artificial Intelligence and the Future of Teaching and Learning" at <https://www2.ed.gov/documents/ai-report/ai-report.pdf>

Principle 4: Adapt lesson delivery as needed

Adjust to student needs, differentiate learning, selective L1 support

- BreakingNewsEnglish (<https://www.breakingnewsenglish.com/>)
- Text Analyzer – gives a CEFR placement (<http://www.roadtogrammar.com/textanalysis/>)
- Yandex Translate – use it carefully and thoughtfully (<https://translate.yandex.com/>)

Principle 5: Monitor and assess language development

Ongoing formative assessment, strategic feedback, shared responsibility, appropriate summative assessment

- Formative quizzing with Kahoot! (<https://kahoot.com/>), Quizlet (<https://quizlet.com/teachers>), Quizizz (<https://quizizz.com/>), ESLVideo (<https://eslvideo.com/>)
- Jeopardy – authoring - PPT templates (<https://jeopardylabs.com>) - free download; there are a number of other sites. Sample (<https://jeopardylabs.com/play/basic-vocabulary-29>)



- Polling with PollEverywhere (<https://www.polleverywhere.com/>) - formative
- ClassDojo (<https://www.classdojo.com>) – recording assessment in class
- Rubrics with Rubistar (<http://rubistar.4teachers.org/index.php>) – formative or summative
- ChatGPT concerns: “Programs to detect AI discriminate against non-native English speakers, shows study” (<https://www.theguardian.com/technology/2023/jul/10/programs-to-detect-ai-discriminate-against-non-native-english-speakers-shows-study>); “Effects of AI-assisted Writing on Education” (<https://www.merion-mercy.com/about/blog/~board/blog/post/the-effects-of-ai-assisted-writing-on-education>)

Principle 6: Engage and collaborate in a community of practice

Reflective practice, collaboration with others, ongoing professional development

- ChinaCALL (<https://www.chinacall.org.cn/>)
- PacCALL (<https://paccall.org/>)
- TESOL International Association (<https://www.tesol.org/>)

TESOL’s Technology Standards

TESOL Technology Standards Framework document (2009) (free download)

https://www.tesol.org/docs/default-source/books/bk_techstandards_framework_721.pdf

and *TESOL Technology Standards: Description, Implementation, Integration* (2012):

<https://bookstore.tesol.org/tesol-technology-standards-products-9781942799627.php>

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