

TECHNOLOGY AND TESOL'S 6 PRINCIPLES: MAKING EFFECTIVE CHOICES

Dr. Deborah Healey
dhealey@uoregon.edu



Agenda

- Background
 - *What we think about teaching and learning with technology*
- *The 6 Principles for Exemplary Teaching of English Learners* and technology-using teachers

What we think: 3 areas



Social
media



Practice



New
technologies

Social Media: What do you think?

Being good at social media means you are good at learning with technology

- *What skills do you need to use social media?*
- *What language do your learners use on social media?*
- *Prensky’s “digital natives”*
- *It is something teachers can use as a bridge*



Practice: What do you think?

Drills work well for language learning

- *SOME language learning - memorization*
- *Adaptive practice*
- *Spaced repetition*

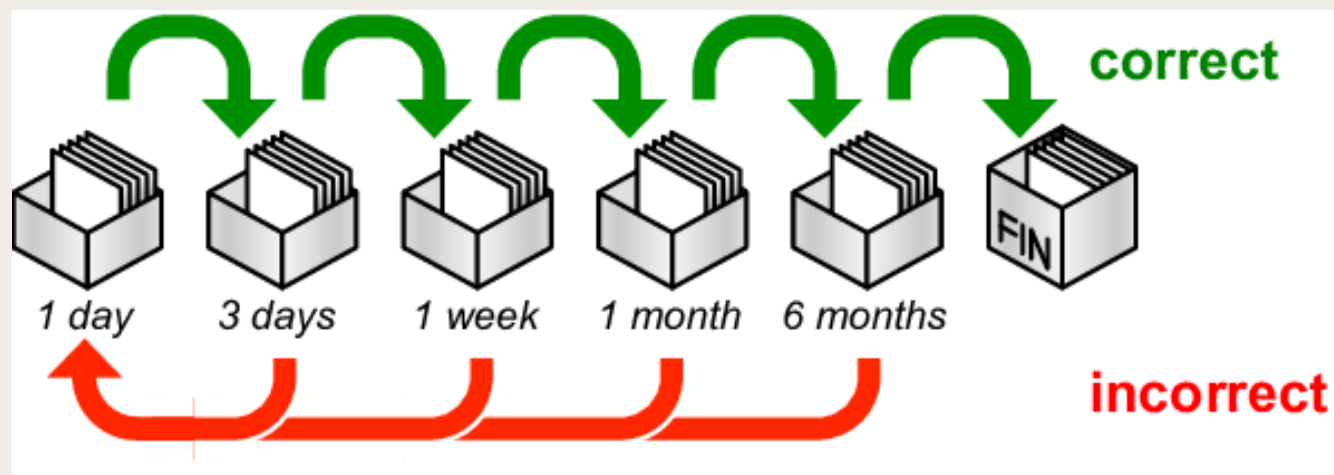


Image:
Gatterbauer
& Suci, 2011

New Technologies: What do you think?



Learners learn well with the newest technology, like VR and ChatGPT

- *Nifty tools do not necessarily make learning faster or deeper*
- *Hype cycle*
- *Novelty effect*
- *But it may be exciting*
- *If used well, it could be helpful*



One more...

Change is constant and often unpredictable.



TESOL'S 6 PRINCIPLES

Research-based
fundamentals

<https://www.the6principles.org>

The 6 Principles for Exemplary Teaching of English Learners



www.the6principles.org

Principle 1: Know your learners

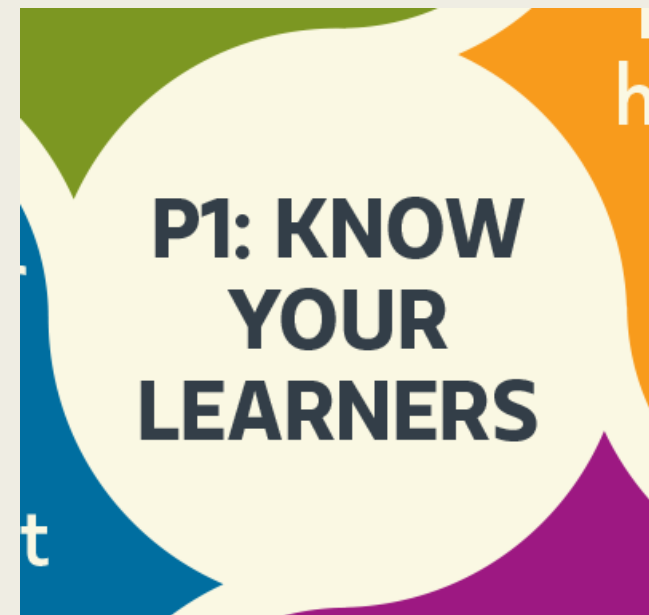
Find out:

- Who are they?
- What do they know now?
- How do they learn?
- What motivates them?

Build on their strengths

www.the6principles.org

CC-BY 2023 Healey, dhealey@uoregon.edu



Introductions

1. What is your name?

2. What name should I call you?

3. What do you like best?

- Reading
- Writing
- Listening
- Speaking
- Grammar
- Vocabulary

4. What is your favorite way to study?

- On my own
- With a partner
- With a group

SurveyMonkey
Form
Free and easy

✕



Maria Gonzalez

POSITIVE NEEDS WORK

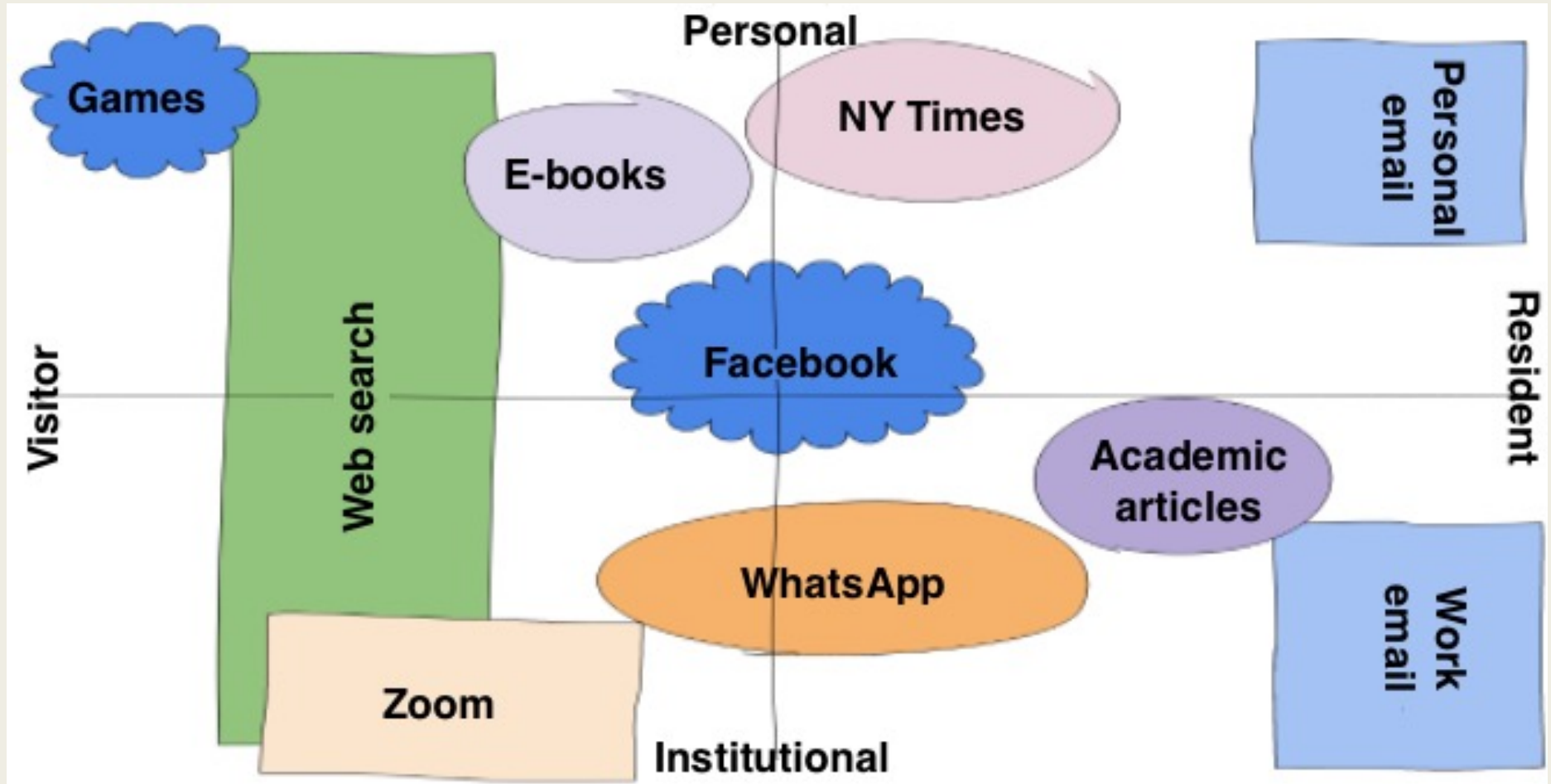
 1	 1	 1	 1
Creativity	Detail-oriented	Individual	Listening
 1	 1	 1	 1
Prepared	Reading	Social-group	Speaking
 1	 1	 1	∨
Visual-graphical	Visual-text	Writing	Show more

CLASS DOJO

Not designed for this, but useful

www.classdojo.com

Resident-Visitor + Personal-Institutional



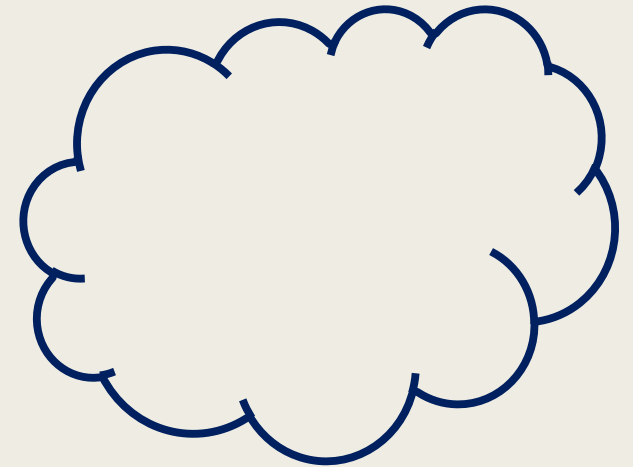
experimental.worldcat.org/vandrmapping/assets/documents/VRAMappingInstructions.pdf

Digital storytelling

- Sharing their ideas and lives
- Be careful what you ask

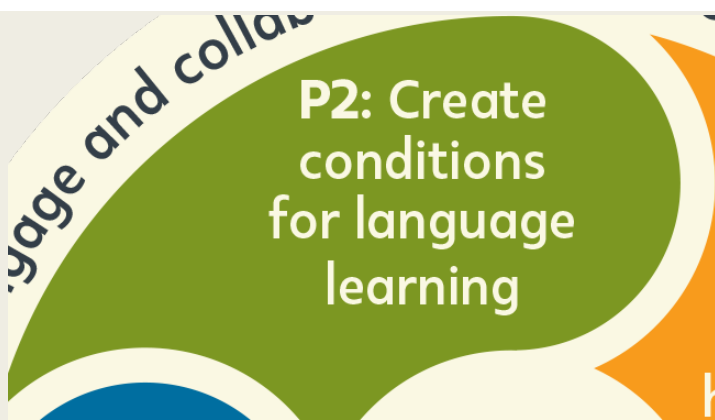


Reflect...



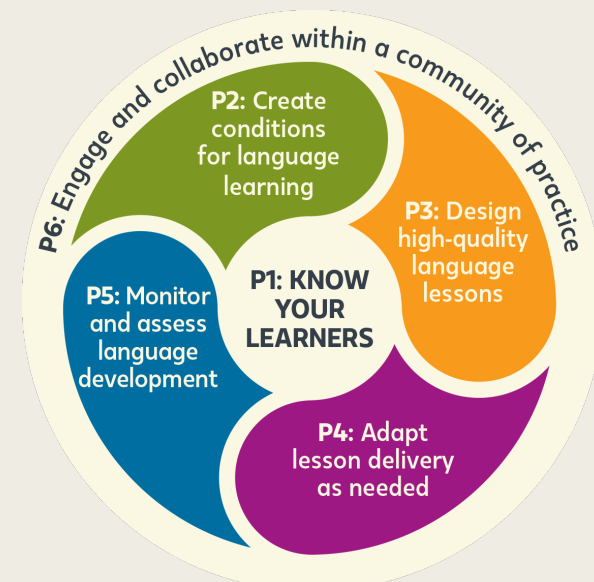
How do you get to know your learners?

Could you use those tech tools to help?



Principle 2: Create conditions for language learning

- Language input
- Positive learning environment
- Support for students' needs
- High expectations – and help to succeed



www.the6principles.org

Collaboration

Padlet

Microsoft OneDrive

Tencent Docs (?)

Social media groups

Zoom

Cross-classroom projects

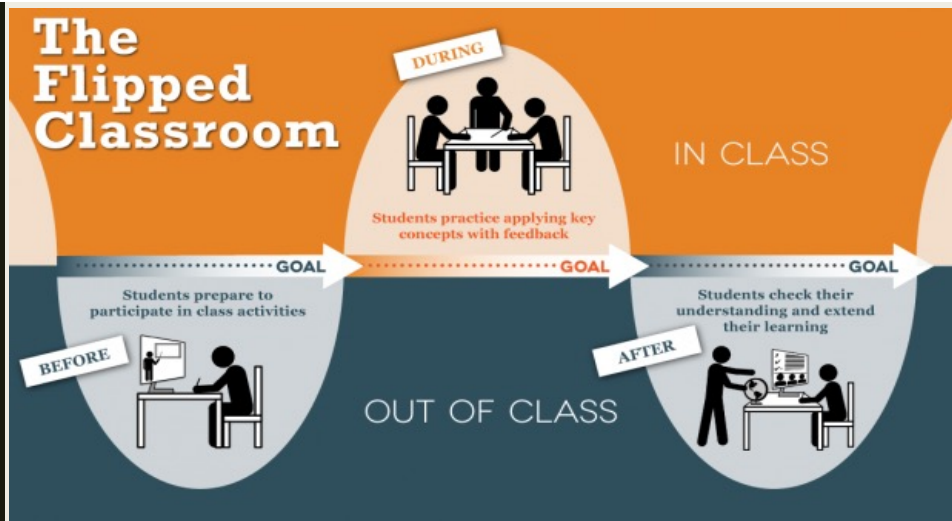
iEARN

Don't Waste - Create

RECYCLE - UPCYCLE, USE - REUSE

Global collaborative
projects at
[iearn.org/collaboration](https://www.iearn.org/collaboration)





Flipped Learning

Instruction outside class

- Schema building
- 3-5 minute videos
Flip (Flipgrid) – phone
- Listening
- Online discussion

Interaction in class

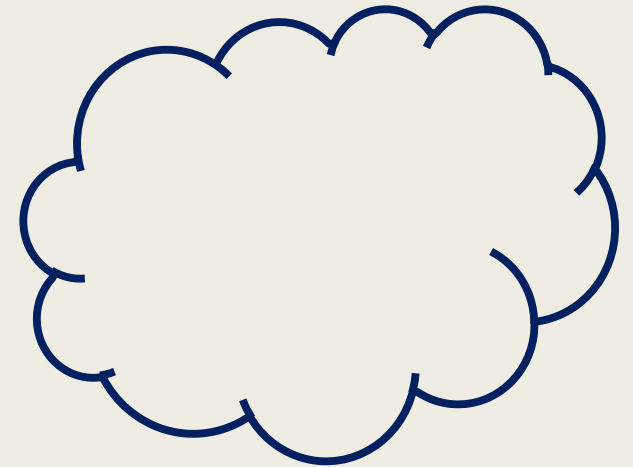
- Deeper discussion
- Questions answered
- Student demos/role plays/etc.
- Work reviewed

Image from <http://www.jasonrhode.com/flipped-classroom-resources-from-ut-austin>
CC BY-SA

Gamification

- Another kind of learning environment
- Game mechanics to enhance engagement
- Can be done well or poorly – with corresponding results

Reflect...

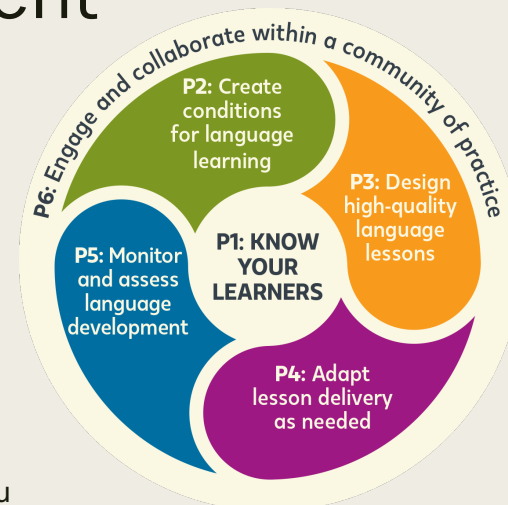


How do you create an engaging learning environment?

Which options have you used to build community?

Principle 3: Design high-quality language lessons

- Clear outcomes
- Scaffolding
- Good curricula and materials
- Appropriate assessment



www.the6principles.org

Bloomin' Apps: Apps and Bloom's taxonomy

From Kathy
Schrock -
[www.schrockguide.net/
bloomin-apps.html](http://www.schrockguide.net/bloomin-apps.html)



Webquests

Project-based Learning

Home

Introduction

Task

Process

Resources

Evaluation

Conclusion

Credits

Sitemap

Task

Describe what learners are expected to do. What is the project they are working on? In general, they will be creating something tangible - a report, a multimedia presentation, etc.

Process

Describe how the work is to be done. What is the role of each team member? What is the process that teams are expected to follow? Depending on the age and proficiency level of the learners and the complexity of the task, the process may be more or less detailed. There may be separate pages for each role, for example.

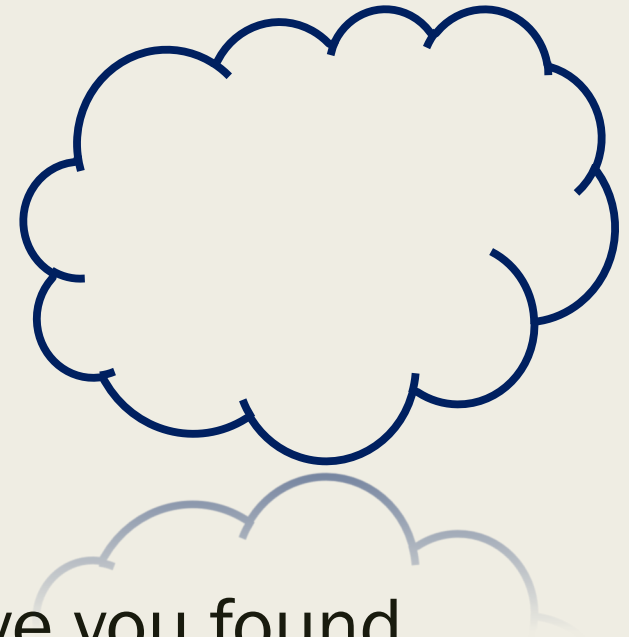
[Example](#) (web)

Generative AI (ChatGPT)



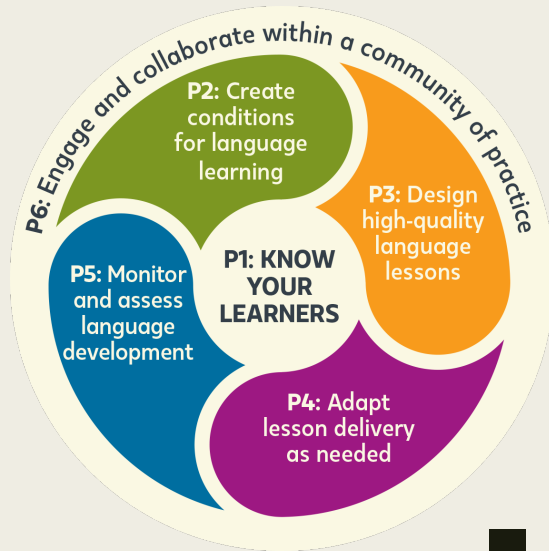
- Create dialogues, role-plays
- Engage in a conversation
- Create lesson plans customized to learner level (also Principle 4)

Reflect...



What tools and approaches have you found most useful in designing high-quality lessons?

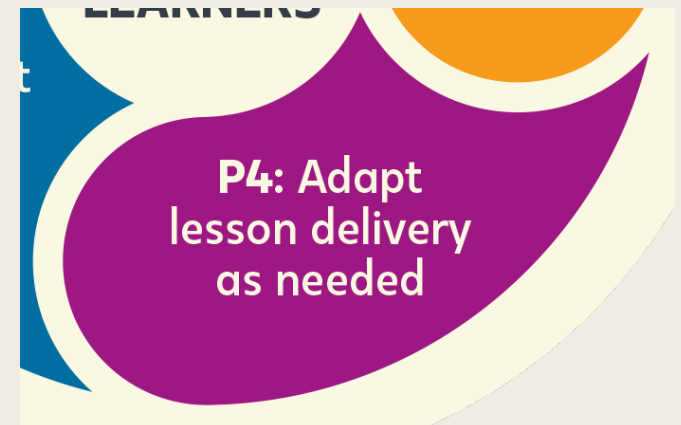
Have you used any of these, or might you use them?



Principle 4: Adapt lesson delivery as needed

- Adjust to meet student needs
- Differentiated learning
- Selective first language support

www.the6principles.org



Breaking News English

3,269 Free English News Lessons in 7 Levels

[Level 0](#) [Level 1](#) [Level 2](#) [Level 3](#) [Level 4](#) [Level 5](#) [Level 6](#) [Mini-Lessons](#)



[New iPhone instantly measures a person's height](#)

8th December - "Easier"

The new Apple iPhone 14 Pro has the ability to measure someone's height.

[Level 0](#) [Level 1](#) [Level 2](#) [Level 3](#)



[Incorrect battery disposal causes needless fires](#)

5th December - "Harder"

The incorrect disposal of batteries causes many fires in Britain each year.

[Level 4](#) [Level 5](#) [Level 6](#)

PRINT

- [27-page lesson](#) (40 exercises)
- [2-page MINI lesson](#)
- [All 3 graded readings](#)

LISTEN

- [North American & British English](#)
- [20 questions](#)
- [5-speeds](#)
- [Listen & spell](#)
- [Dictation](#)

READ

- [4-speed reading](#)
- [Jumble 1](#)
- [Jumble 2](#)
- [No spaces](#)
- [Text jumble](#)

GRAMMAR

- [Gap fill](#)
- [The / An / A](#)
- [Prepositions](#)
- [Word order](#)

SPELL

- [Consonants](#)
- [Vowels](#)
- [Missing letters](#)
- [Initials only](#)
- [No letters](#)

WORDS

- [Word pairs](#)
- [Missing words](#)
- [Gap fill](#)

Text Analyzer: CEFR level

Copy and paste the text



Click Submit



Get a CEFR score



Definitions and statistics, too

Text Analyzer

Copy and paste a block of text into the box below and click SUBMIT to analyze it.

put solar panels on. Finally, I found a house down the street from my son and his family. It was a good price, so I bought it. It took me two years to get everything ready and move, but now I'm in my nice house. My granddaughter comes over after school most days and does her homework at my house.
Being a parent is challenging. Being a grandparent - well, that's just fun!

SUBMIT

A2

B1

B2

CEFR Level: CEF Level A2

(Beginner)

IELTS Level 0-4

Suggested vocabulary:

daughter-in-law
retire
backyard
homework
challenging
grandparent

number of words: 204

average sentence length: 11

average word length: 4

word complexity: 692

DEFINITIONS

NEW TEXT

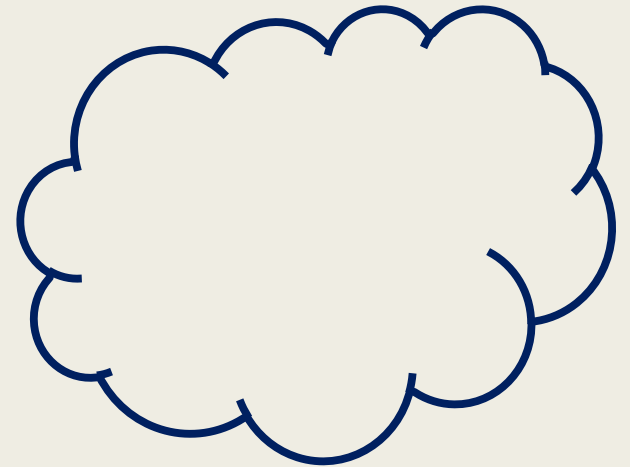
WORD STATS

TEXT ANALYZER

Translation tools

The screenshot shows the Yandex Translate web interface. At the top, the logo 'Yandex Translate' is followed by navigation links: 'Text', 'Sites', 'Documents', 'Images', and 'For business'. A user profile icon is in the top right. The main area is split into two columns: 'ENGLISH' on the left and 'CHINESE' on the right, with a double-headed arrow between them. The English text reads: 'We use apps differently for different purposes. We use some for work and some for personal reasons. With an app we use all the time, we are a resident. If we use something only occasionally as needed, we are a visitor with that app.' The Chinese translation reads: '我们为不同的目的使用不同的应用程序。我们使用一些工作和一些个人原因。有了一个我们一直使用的应用程序，我们是一个居民。如果我们只是偶尔使用一些需要的东西，我们是一个访问者与该应用程序。' Below the Chinese text is a pinyin transcription: 'wǒmen wéi bùtóng de mùde shǐyòng bùtóng de yìngyòng chéngxù. wǒmen shǐyòng yīxiē gōngzuò hé yīxiē gèrén yuányīn. yǒu liǎo yī gè wǒmen yīzhí shǐyòng de yìngyòng chéngxù, wǒmen shì yī gè jūmín. rúguǒ wǒmen zhǐshì ǒu'ěr shǐyòng yīxiē xūyào de dōngxī, wǒmen shì yī gè fǎngwèn zhě yǔ gāi yìngyòng chéngxù.'

Reflect...



What have you used to adapt lesson delivery?

How have you differentiated, and offered L1 support?

Principle 5: Monitor and assess language development

- Ongoing formative assessment
- Strategic feedback
- Shared responsibility
- Appropriate summative assessment



www.the6principles.org

Formative quizzing

Kahoot!

Transitive Verb Review: Delicious!

Player vs Player
1:1 Devices

Classic

Team vs Team
Shared Devices

Team mode

Game options

The Kahoot! interface is purple. At the top, the logo 'Kahoot!' is in white. Below it, the title 'Transitive Verb Review: Delicious!' is in a white box. Two main options are shown: 'Player vs Player 1:1 Devices' with a green 'Classic' button, and 'Team vs Team Shared Devices' with a blue 'Team mode' button. At the bottom, there is a 'Game options' dropdown menu.

Quizlet Log In Sign up

35 terms | thalnacnbh PLUS

Transitive Verbs

FLASHCARDS LEARN WRITE SPELL

TEST MATCH GRAVITY

The Quizlet interface has a blue header with the logo and navigation links. Below the header, it shows '35 terms' and the user 'thalnacnbh PLUS'. The main title is 'Transitive Verbs'. There are four icons for sharing and actions. Below that is a grid of seven game mode buttons: FLASHCARDS, LEARN, WRITE, SPELL, TEST, MATCH, and GRAVITY.

Jeopardy

Instructions: Enter your Jeopardy game title, and category names. Click a cell to enter your question/answer (it's OK to leave some rows/columns/cells blank). When you're done, click Save and Finish. [Dismiss.](#)



+ Row

+ Col

Public

Save

Enter Title

	Enter Category Name	Enter Category Name	Enter Category Name	Enter Category Name	Enter Category Name
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300
400	400	400	400	400	400
500	500	500	500	500	500

Jeopardy

Basic vocabulary

	Food	Clothes	Furniture	School	Directions
100	They come from a hen (female chicken)		Furniture that you sit on		The direction the sun comes from
200			Something that provides light to read by at night		The direction the sun sets
300	A series of steps to create a dish				
400	1/3 of a tablespoon			The person in charge of a school for children.	The direction between north and northeast
500	Type of measurement NOT used in the US			The time that children play outside	

<https://jeopardylabs.com/play/basic-vocabulary-29>

Rubrics

Categories

Descriptions

Levels

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Attention Grabber	The first paragraph gets the audience's attention. Use a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The first paragraph has a hook or attention grabber, but it is weak, unclear, or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not connected to the topic.	
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Position	There are 3 or more examples or personal experiences that give good reasons for the writer's opinion.	There are 2 examples or experiences that support the writer's opinion.	There is 1 example or experience that supports the writer's opinion.	There are no examples or experiences that support the writer's opinion.	
Grammar & Spelling	There are no errors in grammar or spelling that distract the reader from the content.	There are 1-2 errors in grammar or spelling that distract the reader from the content.	There are 3-4 errors in grammar or spelling that distract the reader from the content.	There are more than 4 errors in grammar or spelling that distract the reader from the content.	
Capitalization & Punctuation	There are no errors in capitalization or punctuation, so the essay is very easy to read.	There are 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	There are a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	There are several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	

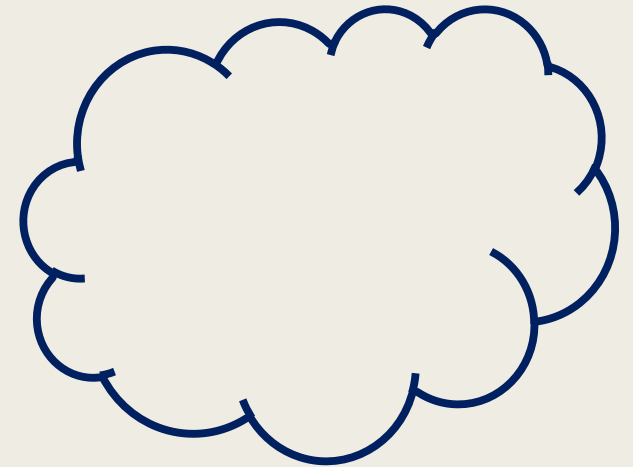
RubiStar: <http://rubistar.4teachers.org/>

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Attention Grabber	The first paragraph gets the audience's attention. Use a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The first paragraph has a hook or attention grabber, but it is weak, unclear, or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not connected to the topic.	
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Position	There are 3 or more examples or personal experiences that give good reasons for the writer's opinion.	There are 2 examples or experiences that support the writer's opinion.	There is 1 example or experience that supports the writer's opinion.	There are no examples or experiences that support the writer's opinion.	
Grammar & Spelling	There are no errors in grammar or spelling that distract the reader from the content.	There are 1-2 errors in grammar or spelling that distract the reader from the content.	There are 3-4 errors in grammar or spelling that distract the reader from the content.	There are more than 4 errors in grammar or spelling that distract the reader from the content.	
Capitalization & Punctuation	There are no errors in capitalization or punctuation, so the essay is very easy to read.	There are 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	There are a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	There are several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	

ChatGPT

- Potential wrong answers
- Concerns about using ChatGPT for essays
- Need to adjust assignments and assessment

Reflect...



What have you used for formative or summative assessment?

Your ideas...

- P1: Know your learners
- P2: Create conditions for language learning
- P3: Design high-quality language lessons
- P4: Adapt lesson delivery as needed
- P5: Monitor and assess language development

Talk to your neighbor about tech tools and approaches you've used or might use to meet ONE of these five principles

Principle 6: Engage and collaborate in a community of practice



www.the6principles.org

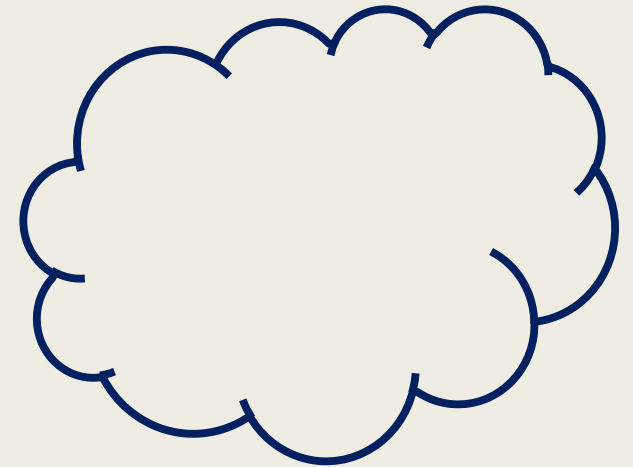
Principle 6: Engage and collaborate in a community of practice

- Reflective practice
- Collaboration with others
- Ongoing professional development



www.the6principles.org

Reflect...



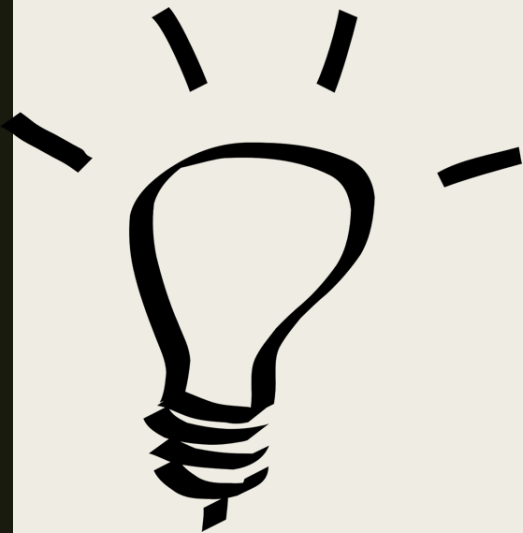
How do you work with your peers?

What communities of practice do you belong to?



www.the6principles.org

Final comments



- Bad teaching will not disappear with the addition of technology, no matter how advanced.
- Appropriate use of technology supports and enhances the 6 Principles
- Keep fundamentals in mind when using shiny new toys
- There will always be more apps than time to learn about them – be selective

