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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.

Performance indicators
- Language teachers perform basic functions with available digital devices in order to accomplish instructional and organizational goals (e.g., turning the device on and off; opening, closing and resizing software windows; saving, editing, and organizing files and folders; copying, cutting, and pasting elements within a document; recognizing file times; launching and exiting software applications; and similar universal tasks).
- Language teachers prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).
- Language teachers exercise appropriate caution when using online sources and when engaging in electronic communication. (See Student Standards Goal 1, Standard 3 for some examples.)

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.

Performance indicators
- Language teachers identify appropriate technologies to support a range of instructional objectives.
- Language teachers use evaluation tools to analyze the appropriateness of specific technology options.
- Language teachers share information about available technology with colleagues.
- Language teachers use online technology as available to deliver instructional or support material.
- Language teachers locate and can adapt a variety of digital resources.

STANDARD 3: LANGUAGE TEACHERS ACTIVELY STRIVE TO EXPAND THEIR SKILL AND KNOWLEDGE BASE TO EVALUATE, ADOPT, AND ADAPT EMERGING TECHNOLOGIES THROUGHOUT THEIR CAREERS.

Performance indicators
- Language teachers utilize technology tools to expand upon a conventional activity.
- Language teachers keep up with information through a variety of sources (e.g., books, journals, mailing lists, conventions).
- Language teachers participate in a relevant community of practice.
- Language teachers explore the possibilities inherent in emerging technologies with a critical eye.
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Low-resource, low-access setting: With a computer but no projector or Internet in the classroom...

James works at a school without Internet access. He has a computer in his class but neither a projector nor an Internet connection. In order to remain abreast of developments in the area of technology and language learning and to find ways to make the most of using the technology he has available, he tries to attend conferences whenever possible. Funding for international conferences is difficult, however, and local conferences offer few new ideas. James compensates for his infrequent travel by participating in international online communities. He often goes to Internet cafés or local libraries in order to access the online discussions of his community via email.

His international colleagues discuss technologies he might not be able to use, but they are always willing to help him with ideas. James has been very interested in integrating podcasts in his courses, because he believes the authentic listening opportunity would be beneficial to his language classes. James spent time on the Internet at his local library to find a suitable podcast for his class. He then downloaded it on his memory stick. James prepared listening tasks based on his chosen podcast and then had the students listen to it and complete the tasks. James used his class computer and speakers to play the podcast.

Mid resource, mid-access setting: With computer lab and Internet, but low bandwidth and unreliable access...

Maria works at a school where she has a computer lab and Internet access but the Internet connection has low bandwidth and is often unreliable. She is very keen to stay in touch with developments especially because there are not many experts who live near her. Therefore, she values her membership in relevant online communities, which help her keep in touch with developments in the field of language learning and teaching. She is a member of a number of online communities and associations, but she interacts with the communities through email discussion lists because of her low bandwidth Internet connection.

Through her online colleagues she learns about developments in technology, but she always has to assess the relevance of new technologies in her setting and their practicality, effectiveness, and overall value for her teaching situation. She explores technologies that seem promising and are recommended by her colleagues, by reevaluating them in relation to her own context.

Maria has begun to evaluate podcasts and has decided that she would like to implement them with her students in the school computer lab. Having to deal with the problem of bandwidth, Maria decided to create a PodQuest by using podcasts that she downloaded beforehand and saved on the computer hard disk.

High resource, high access setting: “expert” level: With lab available and computers in each classroom, high-speed Internet...

Adrian works in an EFL school with a computer lab and computers in each classroom.
He has his classes in the computer lab once or twice a week, and he always incorporates the technology in his main classroom (computer, Internet access, projector, printer, scanner) in his lessons.

Adrian is a member of a number of online communities of English language teachers who are involved with and interested in technology. He participates in these online communities both through emails and synchronous video- or audioconferencing. He is regularly involved in interesting discussions about evaluating various emerging technologies in language learning. He often carries out online research about those technologies that seem promising for his own context and tries to find out more about their implementation in language learning and teaching. If they seem promising, he tries to access the specific technologies in order to try them out by using them with his online community, colleagues from his local association, or colleagues at his school.

He regularly briefs his colleagues on developments, and if he decides to try out a particular technology, he presents it and discusses it with his colleagues. In situations where a specific technology seems promising for his own context, he prepares a carefully designed trial of implementation with his students. In such a case, all the factors relevant to his context must be considered. These could be training students, obtaining possible permissions, and considering time requirements (class length and syllabus fit).

Recently Adrian has been experimenting with PodQuests as a way to help students achieve the most out of podcasts. He prepares PodQuests so students can carry them out while in the computer lab. Adrian evaluates his implementation and also asks his students for their feedback. If his initial implementation brings about positive results and evaluations, and the technology fits the needs of the students and adds value to their learning situation, he will continue using it.

Sometimes Adrian decides not to implement technology he has tried out. This might happen because it could not satisfy his teaching objectives, or because he decides the new technology does not bring any added value to his classes compared to technology he is already using.

STANDARD 4: LANGUAGE TEACHERS USE TECHNOLOGY IN socIAllY AND CULTURALLY APPROPRIATE, LEGAL, AND ETHICAL WAYS.

Performance indicators

- Language teachers demonstrate sensitivity to the similarities and differences in communication conventions across cultures, communities, and contexts.
- Language teachers show an awareness of their role as models, demonstrating respect for others in their use of public and private information.
- Language teachers show awareness and understanding when approaching culturally sensitive topics and offer students alternatives.
- Language teachers conform to local legal requirements regarding the privacy of students’ personal information.
- Language teachers conform to local legal requirements regarding accessibility
• Language teachers conform to local legal requirements regarding fair use and copyright.
• Language teachers follow local guidelines regarding the use of human subjects for research.
• Language teachers demonstrate awareness that electronic communication is not secure and private, and that in some localities, email may be subject to “open records” laws.
• Language teachers seek help in identifying and implementing solutions related to legal requirements.
• Language teachers protect student privacy (e.g., not inappropriately putting student email addresses, biodata, or photos online; fully informing students about public sharing of blogs and Web sites; using password-protected sites when possible).
• Language teachers respect student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly).

**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.**

**Performance indicators**

• Language teachers identify the technological resources (e.g., hardware, communication technologies, digital material, courseware) and limitations of the current teaching environment.
• Language teachers identify appropriate technology environments (e.g., lab, one-computer class, online, independent use) to meet specific learning/teaching goals.
• Language teachers evaluate technology environments for alignment with the goals of the class.
• Language teachers evaluate technological resources for alignment with the needs and abilities of the students.

**STANDARD 2: LANGUAGE TEACHERS COHERENTLY INTEGRATE TECHNOLOGY INTO THEIR PEDAGOGICAL APPROACHES.**

**Performance indicators**

• Language teachers demonstrate understanding of their own teaching styles.
• Language teachers review personal pedagogical approaches in order to use technology to support current teaching styles.
• Language teachers demonstrate their understanding of the potential and limitations in technology.
• Language teachers embed technology into teaching rather than making it an add-on.
• Language teachers engage regularly in professional development related to technology use.
• Language teachers evaluate their use of technology in teaching.
Performance indicators, expert level of technology

- Language teachers work around the limitations in available technology to achieve instructional goals.
- Language teachers support peers in their professional development with technology. (Informal support may be unpaid; formal support should be paid.)

Goal 2 Standard 2 vignette

A secondary-level ESL teacher in the United States wants to encourage students to be more active and to interact in class.

In a tenth-grade ESL class in a United States high school, a class of recently arrived (1–2 years) Spanish-speaking students at the developing level⁴ of English proficiency are enrolled in an ESL Language Arts class. The teacher is having the students participate in literature response groups and would like to ensure that they discuss ideas with one another rather than simply listen to her comments (adapted from the ESL Standards for PreK–12 Students, 1997, pp. 122–123). In the original classroom scenario, the language teacher integrates the following strategies (without technology):

- Students sit in inner and outer circles. The inner circle discusses a poem, and the outer circle takes notes on their peers’ interactions.
- The teacher facilitates a reflective discussion with the students about which observations represented positive ways to participate in group discussions.

Low-resource, low-access setting: With Internet access outside the classroom . . .

The language teacher adds several layers to this lesson:

- The teacher uses the Internet to find a transcript from an online discussion group in which native English-speaking peers have discussed a poem. Her ESL students receive copies of the transcript, and they underline and discuss the different ways of exchanging ideas: agreeing, disagreeing, adding comments, etc.

Mid-resource, mid-access setting: With one computer and a projector in the classroom . . .

The teacher can add more features:

- The teacher presents a prereading activity with the projector.
- Students discuss the ideas before reading the poem.
- Students observe and take notes on a native-speaker interaction from a DVD of the movie Dead Poets Society.

High-resource, high-access setting: With the ESL students in a networked computer lab . . .

With a computer and earphones for each student, the language teacher further adapts this lesson:

- Before discussing the poem orally in class, the ESL students log onto the class blog that the teacher has created. The blog includes a print version (with hyperlinked definitions of difficult vocabulary) and an audio file of the poem that students can read and listen to multiple times at their own pace.
- Students use an online chat room to share their comments about the poem. After 15 minutes of discussion, the language teacher asks students to pair up and scroll back through the online transcript to prepare a list of two comments with which they agree and two comments with which they disagree.
- The students then use these prepared comments to continue the online chat in an

⁴ “Developing level” is used as defined in the Performance Definitions of the Five Levels of English Language Proficiency for PreK–12 students in Appendix A.
oral, face-to-face format.

- At the end of class, the teacher saves the online chat transcript into her files so that she can use it several months later to help students monitor their language progress.

STANDARD 3: LANGUAGE TEACHERS DESIGN AND MANAGE LANGUAGE LEARNING ACTIVITIES AND TASKS USING TECHNOLOGY APPROPRIATELY TO MEET CURRICULAR GOALS AND OBJECTIVES.

Performance indicators

- Language teachers demonstrate familiarity with a variety of technology-based options.
- Language teachers choose a technology environment that is aligned with the goals of the class.
- Language teachers choose technology that is aligned with needs and abilities of the students (e.g., language learning-focused software, productivity tools, content tools).
- Language teachers demonstrate awareness of students’ level of digital competence.
- Language teachers ensure that students understand how to use the technology to meet instructional goals (e.g., teach students how to evaluate online resources).
- Language teachers enable students to think critically about their use of technology in an age-appropriate manner.

Performance indicators, expert level of technology

- Language teachers adapt technology-based activities and tasks to align with the goals of the class, and with the needs and abilities of the students.
- Language teachers create an appropriate technology environment to meet specific teaching and learning goals.
- Language teachers operate with an understanding of the underlying structure of the technology in use.
- Language teachers demonstrate the ability to draw on a wide range of functions in technological resources.
- Language teachers identify more than one approach to achieve an objective (e.g., a backup plan for when the technology is not working).
**Goal 2 Standard 3 vignette**

An intensive English program (IEP) teacher wants students to interact with U.S. informants about their work.

In an IEP integrated skills class at a U.S. university, Claire would like for her small class of low advanced\(^5\) students to interact with U.S. cultural informants and learn about their typical workdays. Informants might include doctors, janitors, and technicians. The lesson consists of a preliminary review of materials on typical workdays, allowing students to explore it and prepare questions for the informant. Students then meet with the informant. In a nontechnology class, this could only be a face-to-face meeting with the informant. The final product of the task is an entry in the student’s journal of what she learned. If the student has access to technology, the informant does not have to be physically present in the classroom.

**Limited technology setting: In a classroom with no computer or AV facilities . . .**

The students begin by reading a short piece describing the workdays of two or three people with different jobs, none of which is the same as the informant (examples at [http://science.education.nih.gov/LifeWorks.nsf/Interviews](http://science.education.nih.gov/LifeWorks.nsf/Interviews)). Following the reading, the instructor brainstorms a list of questions with the class and writes several examples on the board; each student then selects or is assigned a question to ask the informant. At the prearranged time, the instructor takes out her cell phone and calls the informant. Once the informant answers, she puts the phone on its “speakerphone” setting so the students can interact with the informant through this medium. Following the question-and-answer session, students are assigned their homework—to write the answers to their specific question and at least three other interesting points they learned.

**Medium level of technology use: With a single computer, data projector, speakers, and Internet access point in the classroom . . .**

In place of reading, students watch a video of Nico’s typical workday ([http://www.youtube.com/watch?v=99IYG_xsAYA](http://www.youtube.com/watch?v=99IYG_xsAYA)). The brainstorming of questions is done in Word on the computer and projected to the room. The call is made through Skype ([http://www.skype.com](http://www.skype.com)) and played through the room speakers for clearer sound. Homework is the same as above.

**High level of technology use: With Internet access for each student outside of the classroom . . .**

Students are asked to go to [http://science.education.nih.gov/LifeWorks.nsf/Interviews](http://science.education.nih.gov/LifeWorks.nsf/Interviews) and select three interviews to review. They then summarize key points they learned and post related questions on the class discussion board. Class is as in the previous scenario, where students interact with the informant on Skype. For homework students post the answers to their questions and three other interesting points they learned on their blogs.

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**STANDARD 4: LANGUAGE TEACHERS USE RELEVANT RESEARCH FINDINGS TO INFORM THE PLANNING OF LANGUAGE LEARNING ACTIVITIES AND TASKS THAT INVOLVE TECHNOLOGY.**

**Performance indicators**

- Language teachers demonstrate familiarity with suggestions from research for classroom practice using technology.

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\(^5\) "Low advanced" is used as defined in the Educational Functioning Level Descriptors for adult students in Appendix A.
• Language teachers use a variety of avenues for getting information about research related to technology use (e.g., communities of practice, conferences).
• Language teachers demonstrate understanding of the temporal nature of research findings related to technology use (i.e., that technology changes over time, so older research may not be applicable to current settings).
• Language teachers demonstrate awareness of multiple research sources and perspectives that inform technology use.
• Language teachers discern which findings about technology use are most appropriate for their situation.
• Language teachers share relevant research findings about technology use with others.
• Language teachers identify the context and limitations of research about technology use and do not apply findings inappropriately.

**Performance indicators, expert level of technology**
• Language teachers demonstrate their understanding of relevant research findings related to technology use for language learning.
• Language teachers identify gaps in current research about technology use.
• Language teachers help others recognize the context and limitations of research about technology use.
• Language teachers produce and disseminate research related to technology use.

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

**STANDARD I: LANGUAGE TEACHERS EVALUATE AND IMPLEMENT RELEVANT TECHNOLOGY TO AID IN EFFECTIVE LEARNER ASSESSMENT.**

**Performance indicators**
• Language teachers demonstrate familiarity with a variety of forms of assessment that employ technology.
• Language teachers employ appropriate record-keeping tools and techniques (e.g., software-based classroom management tools, electronic grade books, reports to stakeholders).

**Performance indicators, expert level of technology**
• Language teachers use computer-based diagnostic, formative, and summative testing where feasible.
• Language teachers use technology to illustrate learner progress (e.g., graphic representations of scores over time, revision history).
• Language teachers provide feedback through digital file exchange (e.g., review tools in writing; annotated comments in speaking).
Goal 3 Standard 1 Vignette

A teacher in an online setting wants students to learn about U.S. culture and prepare portfolios for evaluation.

Through the use of a course management system (CMS), students gain exposure to authentic language materials, including audio and video news materials as well as varied contact with classmates, computer-based materials, and the language teacher. Such interaction can allow for synchronous and asynchronous communication. This scenario requires a minimum of Internet access in order to participate.

This scenario depicts an advanced level \(^6\) university class. The class is built around theme- and project-based instruction principles and focused on the concept of "U.S. culture." Students devote time each week to reading and listening to Web-based materials that inform them about different aspects of U.S. culture. Armed with this knowledge, the learners interact with their peers and discuss these concepts. They produce individual and collaborative projects and explore the language and thematic concepts through the construction of language and content.

This particular task requires that students work in pairs or small groups. They select a subtopic related to U.S. culture and collect artifacts to create a document that highlights features of this cultural characteristic. Artifacts can include text, images, videos, and audio. The documents can be constructed as a Web page, word-processing document, movie, slideshow, or presentation. The students share the completed materials, allowing for further language exchange during the presentation and valuable feedback.

The digital exchange of information provides instructors with archived portfolios of student work that assist in record-keeping, grading, and assessment.

Medium level of technology use: With student Internet access outside the classroom . . .

Students in different locations upload their final projects for others to view and assess asynchronously at their convenience. Peer feedback provided through online discussion forums allows students to gain insight into their linguistic strengths and weaknesses, as well as the effectiveness of the content and artifacts they presented. Ideally, a text chat tool offers formative feedback. Students can use discussion forums to share any feedback that may benefit others. The instructor can use CMS personal messages and the online grade book to offer summative feedback to students.

High level of technology use: With student Internet access and a Webcam within a classroom lab . . .

Students in a shared location use desktop video conferencing to present their final projects to each other in person while the instructor watches from a desktop computer. Peer feedback in the local context allows students to gain insight into their linguistic strengths and weaknesses, as well as the effectiveness of the content and artifacts they presented and their body language. The video conferencing tool and discussion forums can provide formative feedback. Students can use discussion forums to share any feedback that may benefit others. The instructor can use CMS personal messages and the online grade book to offer summative feedback to students.

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\(^6\) "Advanced" is used as defined in the Educational Functioning Level Descriptors for adult students in Appendix A.
messages and the online grade book to offer summative feedback to students.

STANDARD 2: LANGUAGE TEACHERS USE TECHNOLOGICAL RESOURCES TO COLLECT AND ANALYZE INFORMATION IN ORDER TO ENHANCE LANGUAGE INSTRUCTION AND LEARNING.

Performance indicators
- Language teachers demonstrate familiarity with research-based principles related to technology-enhanced assessment.
- Language teachers use technology-enhanced assessment results to plan instruction.
- Language teachers interpret computer-based test scores for stakeholders (e.g., TOEFL, other standardized tests).
- Language teachers elicit student feedback in order to improve teacher use of technology.

Performance indicators, expert level of technology
- Language teachers apply research findings related to technology-enhanced assessment.
- Language teachers collect student output for analysis (e.g., concordancer to analyze lexical complexity, chat logs).
- Language teachers use digital resources to document teaching for further analysis (e.g., digital recording of lectures and class interactions, digital logs of interactions).

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.

Performance indicators
- Language teachers draw on resources (lesson plans and teaching ideas) for language teachers that are posted online.
• Language teachers implement lesson plans obtained from other teachers via the Internet.
• Teachers belong to online communities (e.g., mailing lists, blogs, wikis, podcasts) with other language teachers.
• Language teachers share their email address with students and peers.

**Performance indicators, expert level of technology**
• Language teachers maintain an electronic forum (e.g., Web page, blog) to post information for students about the class.
• Language teachers view and comment on students' electronic work (e.g., electronic portfolios, project work, Web sites).
• Language teachers advise administration on the use of online technology to improve communication.
• Language teachers share instructional material digitally.

**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.**

**Performance indicators**
• Language teachers take advantage of professional development related to technology integration (e.g., conferences, journals, mailing lists, communities of practice).
• Language teachers select technology resources that promote appropriate language use.
• Language teachers demonstrate awareness of multiple sources and perspectives that inform technology use.
• Language teachers discern which findings are most appropriate for their situation.

**Performance indicators, expert level of technology**
• Language teachers stay informed about how to use new technologies for instructional and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).
• Language teachers integrate technology in innovative ways.
• Language teachers engage in research (including classroom-based) and share the results.
• Language teachers advise decision-makers about appropriate technology resources and environments.

**STANDARD 3: LANGUAGE TEACHERS APPLY TECHNOLOGY TO IMPROVE EFFICIENCY IN PREPARING FOR CLASS, GRADING, AND MAINTAINING RECORDS.**

**Performance indicators**
• Language teachers use electronic resources to locate additional materials for lesson planning and classroom use.
• Language teachers demonstrate understanding of various methods of providing electronic feedback on student work (e.g., email, insert comments).
• Language teachers have a system to collect, organize, and retrieve material and student data.

Performance indicators, expert level of technology

• Language teachers maintain a resource that allows students to locate and retrieve material.
• Language teachers use electronic methods, as appropriate, for formative and summative assessment.
• Language teachers encourage students to use electronic methods to document their own progress.

Goal 4 Standard 3 vignette

A secondary-level ESL teacher in the United States wants to improve his grading and record-keeping methods.

In a United States middle school, a sixth-grade group of Spanish-speaking students at the expanding level7 of English proficiency is taking an ESL Language Arts class. As part of his formative assessment plan, their language teacher would like to ensure that each of the students is involved in ongoing self-assessment. Typically, the teacher creates a system in which students collect their work in folders (learner logs, drafts of essays with teacher and peer comments, vocabulary notebooks, double-entry journals, and self-reviews of essays) so that they can create end-of-semester portfolios to track their language growth, but he has found that his ESL students are often overwhelmed by the amount of paper that accumulates over time and therefore do not maximize use of their previous work. He wants to use technology to improve his efficiency in grading and maintaining records for purposes of formative assessment.

Limited technology use: With a single computer outside of class, but no in-class computers . . .

The teacher learns how to use a CMS to maintain his grade book. He codes the students’ names with numbers and posts their grades on a weekly basis. The teacher makes weekly comments on each student’s areas of language improvement and areas in need of improvement and keeps the comments organized into folders for easy retrieval. He makes a compilation of these comments available to students at the end of the semester during one-on-one conferencing about their language progress. The written comments provide a visual format that helps his low intermediate ESL students follow the conversation. This process helps them self-assess their growth over time and set realistic language learning goals for the next semester.

Medium level of technology use: With a networked computer lab available by reservation for one hour once a week . . .

To help his students see their language growth in writing fluency, he asks them to write for 30 minutes every other week using a variety of prompts (visual, story starters, engaging questions, etc.). His students then use the “word count” tool to document the number of words they have written. Each student keeps a spreadsheet that tracks the number of words they write each time across the semester. The spreadsheet allows for a visually appealing chart that shows a progress line of growth in the total number of words students can write in a 30-minute period.

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7 “Expanding level” is used as defined in the Performance Definitions of the Five Levels of English Language Proficiency for PreK–12 students in Appendix A.
To help his students revise their essays, he uses reviewing tools such as marginal comments and track changes on students' essays. In the computer lab, they revise their essays based on the comments.

The teacher maintains a class Web site using a CMS that allows him to centralize the collection of his students' fluency spreadsheets and their reviewed essays.

**High level of technology use: With a networked computer for each student . . .**

The teacher maintains a class blog so that students can locate course materials online for reference and for document collection.

The teacher has his students create electronic portfolios that document their language progress across the semester, in which they include the spreadsheets documenting word count from the previous example. The portfolios ensure that students are using English in multiple genres (narrative and persuasive essays, book summaries, analyses, etc.) and in multiple modes (hyperlinked writing, multimedia projects, and audio files).