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Avenue Learner Standards for Technology-Enhanced Language Learning

Authors:
Sharon Rajabi, MEd, Philip Hubbard, PhD, Deborah Healey, PhD, Greg Kessler, PhD

Contributing Developers:
John Allan, MEd, Rob McBride, MEd, and Matthias Sturn, MA

VERSION 1.2

NEW LANGUAGE SOLUTIONS

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LAND ACKNOWLEDGEMENT

New Language Solutions is based in Ottawa, Ontario. We acknowledge that our head office is on the traditional, unceded territory of the Algonquin Anishnaabeg People. Beyond Ottawa, we have staff working in locations across Canada. New Language Solutions is grateful to have the opportunity to work as a guest in communities and territories across the country, and we honour the stewardship of the many Indigenous peoples who have resided on these lands since time immemorial.

We make our acknowledgement as a sign of respect for all Indigenous Peoples of Turtle Island, past and present. We accept the true impact of the past and the pain suffered by generations of Indigenous Peoples.

As an agency that works to support the integration of newcomers into Canadian society and cultures, we resolve to support activities that are inclusive of Indigenous Peoples. We will make our best efforts to address a history of injustice to First Nations, Métis, and Inuit peoples.

We encourage our frontline staff and clients to discover whose traditional territories they live on and pause to reflect on the hospitality shown to us as guests in these territories.

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AVENUE LEARNER STANDARDS FOR TECHNOLOGY-ENHANCED LANGUAGE LEARNING

INTRODUCTION

The Avenue Learner Standards for Technology-Enhanced Language Learning (TELL) framework is designed to help instructors and administrators provide lessons and course offerings that build learners' competence with technology, primarily for language learning and use. The Learner Standards are meant to work in concert with the Avenue Instructor Standards and Avenue Program Standards. The terms "blended learning" and "online learning" are used deliberately throughout to indicate all combinations of online delivery in face-to-face, hybrid, HyFlex (i.e., including face-to-face and online learners at the same time), and remote situations. Program administrators are encouraged to localize these definitions to their own contexts with input from their staff and redefine them over time as it suits their needs.

This document begins with a guiding philosophy for the standards, followed by four standards that address 1) how learners use devices and tools critically and independently, 2) how they use technology safely and ethically, 3) how they evaluate technology tools to support their learning outcomes, and 4) how they improve their communication and settlement success in Canada with the aid of technology. Each standard has several performance indicators (PIs) and sub-indicators. Some sub-indicators may need additional thought, reflection, or adaptation by literacy instructors to enhance and contextualize literacy learners' interactions with digital technologies.

Can-Do statements are added under each PI as a teaching tool for administrators and instructors and as a self-assessment tool for learners at Stage II of the Canadian Language Benchmarks. The language of the Can-Dos should be adapted as needed to learner context and level. Descriptive text is added where needed for clarification. Reflections are included for administrators and instructors, along with sample tasks for learners. Appendix A contains the Can-Do statements as a whole, while Appendix B includes a glossary of terms used within the standards, and Appendix C lists the standards and PIs. Although Appendix A could be used as a self-assessment tool for learners, the sample learner tasks are added to guide learners toward achieving the PIs outlined in the standards. Instructors are encouraged to adapt and build on these tasks when possible.

Rapid developments in artificial intelligence (AI) may change how the standards are implemented. It is impossible to predict how these technologies will evolve and how they might affect learners' language progress. Instructors, programs, and learners should be attentive to these changes and ready to think, try new technologies, and assess the degree to which AI and new tools are helpful.

GUIDING PHILOSOPHY

Language learning is enriched by appropriate use of technology. Knowing how to use digital tools enables learners to be more autonomous toward achieving their language goals. Administrators and instructors take leading roles to ensure that learners are able to use available technologies effectively at home, work, and school and to meet personal and settlement language goals.

Help learners to:

- Be curious, aware, engaged, and autonomous
- Set goals and work toward them
- Strive for lifelong learning

NOTE ON AI

This version of the standards (1.2) includes additional references to AI, especially generative AI (GenAI), because of its ability to engage in natural language interactions with users. The terms AI and GenAI are not interchangeable. What people notice tends to be GenAI. Since the Avenue TELL standards project began in early 2023, we have witnessed a rapid expansion of the use of GenAI tools (like ChatGPT) in language teaching and learning, as well as "embedded GenAI" in a wide range of browsers and other apps. Although GenAI tools are not the only AI tools in use, they are currently the most important for instructors, program administrators, learners, and teacher educators to be aware of and to use efficiently, effectively, and ethically.

We are not proposing a separate standard for integrating GenAI. The standards themselves remain the same, but we have added GenAI-focused PIs and Can-Dos, and we have enriched the PI text descriptions to include more GenAI guidance. This is because we believe AI will become increasingly interwoven with many of the aspects covered in the existing standards. We anticipate that later versions of the standards will have even more to say about this rapidly shifting area of technology-enhanced language teaching and learning.

The United Nations Educational, Scientific and Cultural Organization (UNESCO), ISTE, and Government of Canada The Future of Generative AI also offer guidance on these topics, and we anticipate that they will update it on a regular basis.

STANDARDS AND PERFORMANCE INDICATORS

Standard 1 is about basic knowledge and skills in using technology.

Learners can use devices and tools critically and independently, at school and elsewhere.

PI 1.1. Learners use devices effectively and independently at home, work, and school.
The key for learners to use devices like computers, laptops, tablets, and smartphones effectively is to have a good understanding of their basic functionality. To start with, learners need to be able to recognize and use basic computer and technical terms (e.g., operating system), commercial names (e.g., Google Drive), and abbreviations (e.g., Wi-Fi) so that they can communicate clearly about their devices when needed. Learners should become familiar with basic settings and functions (e.g., audio, video, and screen controls) and how to use the applications on their devices. Learners should recognize the importance of naming and storing files and folders properly so they can retrieve these quickly and logically.

a. Use relevant features of a smartphone, a tablet, or a laptop to achieve language goals.
b. Organize applications and files so that they are easy to locate when needed.
c. Use the learning management system at school to participate and engage in class.
d. Perform basic troubleshooting for devices and systems.

Administrator Reflection: Does your program provide laptops and projection devices or interactive whiteboards in every classroom? Is there a system in place for learners to check out laptops to take home?

Instructor reflection: Can learners confidently use laptops or tablets to find resources in Avenue or engage in online search?

Learner Task: Follow instructions to find and engage in the next activity in your online course.

CAN-DO STATEMENTS FOR LEARNERS

☐ I can use features on my devices that are relevant to my language learning goals.

☐ I can participate in my courses online and engage with my classmates.

☐ I know how to organize my files and folders on my devices so I can find them easily.

☐ I know how to do basic troubleshooting for my devices.

PI 1.2.   Learners use educational tools critically and independently.
Whether learners are working on a document, accessing an assignment in a learning management system (LMS), watching a video, listening to a podcast, browsing the web, or using GenAI or other AI tools, it is important that they can figure out which tool or resource is a good fit for improving their learning. Learners should have access to multiple resources to choose from.

a.   Use multiple types of resources such as text, audio, and video files.
b.   Use technology across a range of online, in-person, and blended modes, understanding the differences in practice for each.
c.   Navigate the LMS tools and resources to study the course units, collaborate with peers, and complete assignments.
d.   Identify and use technology resources and tools that are relevant and appropriate to language learning.
e.   Carefully consider how to use GenAI and other AI tools for learning effectively.
f.   Perform basic troubleshooting and problem-solving for the digital tools they use.

Administrator Reflection: How does your program identify the technology tools and resources needed for language learning?

Instructor Reflection: Think about a problem your learners have had using technology in class (e.g. following instructions to join Avenue.ca) and the steps you took to resolve it. How do you know the extent of your learners' expertise with technology, including AI? What steps can you take to resolve a problem that learners have with technology for your class?

Learner Task: When you have a problem using technology in class (e.g., joining your course on Avenue.ca), what steps can you take to resolve it?

☐ I can use text, audio, and video in class and for personal use.

☐ I can look up and complete activities and assignments online in my courses.

☐ I can use the LMS (such as Avenue) and search the internet on my own.

☐ I can find and use helpful language learning resources on the internet.

☐ I am aware that AI may not always be an effective tool for my language learning.

Standard 2 is about using technology appropriately.

Learners can use technology safely and ethically in social and educational settings.

PI 2.1.   Learners demonstrate safe use of technology in socially and culturally appropriate ways. Instructors will save considerable time and effort later in the course if the preliminary sessions are dedicated to orientation about the dos and don'ts of learner participation in class. This could include building awareness of AI and identifying websites and other resources and technology tools that are safe and appropriate. Additional orientation topics could be discussing guidelines around active participation, engaging in group or pair work, taking turns, and agreeing or disagreeing with peers respectfully in synchronous and asynchronous sessions. Incorporating multiple opportunities for learners to ask questions (and providing feedback) can result in safe and respectful participation.

a.   Look up appropriate and relevant information on a smartphone, tablet, or laptop.
b.   Consider whether the information found online is safe to use.
c.   Use appropriate media types for communicating in class and community.
d.   Make safe and socially responsible contributions online.
e.   Respect diversity in opinion, identity and behaviours in class and the larger community when communicating digitally.

> *Administrator Reflection: What are some of the measures that your program has in place to ensure safe and appropriate use of technology, especially given the power of AI to produce text, images, audio, and video?*
>
> *Instructor Reflection: How can you deal with inappropriate comments online? How is this the same or different from what you might do in class?*
>
> *Learner Task: Identify some of the strategies you can use when participating in class forums to write or respond to a comment with which you agree or disagree.*

CAN-DO STATEMENTS FOR LEARNERS
☐ I know how to find and use safe and appropriate resources on the Internet.
☐ I can decide which tool is appropriate and safe to use when communicating in class and in online communities.

PI 2.2.   Learners demonstrate the safe use of technology in legal and ethical ways.
Modelling the safe and appropriate use of websites and digital content can help learners know what to look for and be aware of. Learners should understand how to keep their devices and themselves safe online. They should be able to discuss legal and illegal downloads and identify fraudulent information online, including phishing and other scams. They should be aware that online content can be AI-generated. Learners should respect the privacy of others.

a.   Set the browser to "safe search" settings and identify insecure websites (e.g., http rather than https). Identify and use online resources that are safe.
b.   Identify Creative Commons labels and use Creative Commons search terms and settings to download legally usable material and add author information as required.
c.   Respect the privacy of others when uploading material online.

CAN-DO STATEMENTS FOR LEARNERS

☐ I can set my browser to "safe search" settings and can identify resources that are not legal.

☐ I am aware of others' privacy when uploading materials online. I know what should and should not be shared online.

☐ I know how to add the author's information when using downloaded material in my work.

PI 2.3.   Learners use GenAI tools appropriately.

GenAI can be helpful for learners, offering suggestions for brainstorming and outlining and providing feedback. Learners should know how to create effective prompts to meet their needs. Ethical use of GenAI is also a critical skill. GenAI comes with risks, and learners should be aware of these and take steps to avoid them.

a. Craft or edit a prompt to achieve the desired output.
    Prompts are at the heart of GenAI. A well-crafted prompt can produce the desired results quickly. Poorly crafted prompts will lead to the need for several iterations to produce a useful response. Tools are emerging to help craft prompts, but learners need to be able to customize output to meet their specific goals.

b. Use GenAI tools for brainstorming and formative assessment.
    GenAI, such as ChatGPT and similar tools, can help learners who need to brainstorm ideas. Learners can upload their writing for formative assessment, being specific in their prompts about what sort of evaluations they want. They need to be aware that anything they upload may become part of the GenAI's dataset, so they should not include personal information.

c. Follow program guidelines about the legal and ethical use of GenAI tools.
    Learners should be aware of and follow program guidelines about GenAI. Copyright law related to GenAI creations is evolving, with questions about who owns the source data used by the AI tool and the end result. GenAI results can be incorrect, so learners should be well aware that they cannot trust GenAI "facts." GenAI image tools can also create very good "deep fakes"—fake images that look like photos or videos of real people. This use can be both illegal and unethical when images are shared.

    If an assignment is based solely on information from the internet, AI can produce a report based on that information in seconds. Learners need to understand that they need to check the accuracy of the output and cannot simply turn in an AI-generated text as if it is their own.

d. Appropriately cite their use of AI in assignments.

        AI can be a great brainstorming, writing, and role-playing partner. Learners need to follow the guidelines that instructors set about when and how to cite their use of AI in completing an assignment.

e. Take care about personal data.

        Generative AI works by grabbing data, primarily text, from wherever it can get it. Learners need to be aware that anything they upload to an AI tool will likely become part of the AI's dataset, so they should not include any information that could identify themselves or others.

Administrator Reflection: How does your program ensure appropriate use of AI? These [guidelines](#) from the government of Canada may be helpful.

Instructor Reflection: How have learners used AI in class and elsewhere? How likely is it that they are using AI appropriately and effectively? How well can they create or recognize effective AI prompts?

Learner Task: Identify ways in which websites use AI. Describe how you might use AI and how you are expected to cite the use of AI in assignments.

CAN-DO STATEMENTS FOR LEARNERS

☐ I can create simple AI prompts and change them as needed to get the result that I want.

☐ I know about the guidelines related to AI at my school.

☐ I know how to credit AI as a source in my assignments.

Standard 3 is about recognizing the value of technology.

Learners can evaluate technology tools and resources effectively to improve learning outcomes and achieve their own goals.

PI 3.1   Learners recognize and evaluate the use of technology resources to support agency.

    Learners can improve their language learning by taking responsibility for it. This can mean finding ways to use technology to achieve their goals or seeking out opportunities to practice language with others. Learners will be more invested in learning if they encounter content that they and other learners have created in the course material. Learners can reflect on how to use technology on their own to improve weaknesses or confront challenges in language learning.

a. Take responsibility when using technology for learning.
b. Use past learning experiences with technology to enhance new learning.
c. Apply creativity and reflection for learning in face-to-face, online, and blended classes and independently.

Administrator Reflection: How is learner feedback (e.g., about course offerings and materials) promoted and reflected in your program?

Instructor Reflection: Is learner feedback reflected in your choice of materials? Do learners see themselves in the technology and digital material they use in class?

Learner Task: Think about how you learn both on your own and in groups. Are there other ways that you could use technology that would help you learn? How do you talk to your instructor about it?

CAN-DO STATEMENTS FOR LEARNERS

☐ I can decide which online tools and materials help me learn best inside and outside of class.

☐ I think about what I learn with technology—and how I learn it—to help me pick up new things.

☐ I reflect on different ways of using technology on my own to help improve my learning.

☐ I recognize the benefits and limits of GenAI tools.

PI 3.2   Learners recognize the value of technology resources to support language learning.

Learners can use technology in a variety of ways to reach their learning goals. A lifelong learning approach engages learners in intentional and targeted self-improvement. Acknowledge learners' individual strengths and encourage them to recognize these as well. Provide learners with opportunities to recognize how new technologies might help or hinder them in reaching their goals as they take control of their own learning, now and in the future.

a. Identify and use how-to materials online as well as in class to support language learning goals.
b. Use instructor feedback to reflect on current progress and refine language learning goals.

Administrator Reflection: How does your program incorporate effective use of technologies such as AI?

Instructor Reflection: What advantages and obstacles do you face when using technology to provide feedback to learners?

Learner Task: How has feedback from technology tools (e.g., software or AI)) helped your language learning?

CAN-DO STATEMENTS FOR LEARNERS

☐ I can find self-help materials online to solve a problem or help me achieve my learning goals.

☐ I pay attention to digital feedback from my teacher and other sources to help me improve my language skills.

PI 3.3   Learners use technology tools and resources to collaborate effectively with peers and others.

In synchronous or asynchronous sessions, learners are often expected to engage in peer or group work. It is rewarding when learners are fully engaged and participate as planned. To ensure this happens, introduce guidelines early on around active participation as well as respectful agreement or disagreement with peers. Include multiple opportunities for learners to ask questions and provide feedback.

    a.   Participate actively in online class discussions.
    b.   Provide useful and respectful feedback to peers online.
    c.   Respect other people's ownership of their digital contributions.

Administrator Reflection: Are there policies or guidelines for respective, collaborative, and inclusive online behaviour in your program? How often are they updated?

Instructor Reflection: What digital tools do learners use to collaborate in class and outside? How are learners rewarded for respectful and useful interactions with their peers?

Learner Task: Do you follow guidelines for respectful and useful interactions with your peers and instructors online? What are some examples of disrespectful behaviour?

CAN-DO STATEMENTS FOR LEARNERS

☐ I participate actively and respectfully in pair and group work with peers online.
☐ I provide socially appropriate, useful, and respectful feedback to my peers.
☐ I acknowledge my peers when using their work.

Standard 4 is about settlement and contribution to Canadian society

Learners can use technology and available tools to improve their English communication skills and to facilitate their settlement as well as their social, cultural, and economic integration into Canada.

PI 4.1.   Learners use technology to learn about living in Canada.

Settlement language training aims to help learners become oriented to the Canadian way of life. Learners should be comfortable using technology to achieve their goals.

    a.   Identify credible information about relevant jobs and professional credentials online that match their own education and experience.
    b.   Use online resources to seek information about the education system for themselves and their family.
    c.   Search online to find social and cultural interests and activities in the community.
    d.   Describe where to find information about applying for Canadian citizenship.

Administrator Reflection: How does your program align the use of technolgy in curricula with learners' settlement goals?

Instructor Reflection: How are learners' settlement goals reflected in your short and long-term planning?

Learner Task: Follow instructions to look for and identify the steps involved in applying for citizenship.

CAN-DO STATEMENTS FOR LEARNERS

☐ I can find information about jobs on the internet that match my own skills and experience.

☐ I can find information about the education system for myself and my family online.

☐ I can find information about events and activities in my community online.

☐ I can apply and prepare for the citizenship test online.

PI 4.2. Learners use technology to help integrate into Canadian society.

Learners become active contributors to Canadian society if they have a sense of belonging to their communities. Technology helps learners establish and maintain community connections.

a. Find resources online and describe ways to contribute to the community, both as an individual and as part of a family or group.
b. Use technology to network with acquaintances, colleagues, or friends to seek employment opportunities and learn about community events.
c. Identify misleading and malicious websites and know how to report them.

Administrator Reflection: How does your program help learners access digital settlement support services?

Instructor Reflection: How do you integrate digital skills for settlement into a language class? How do learners share what they find with others?

Learner Task: Create a list of links about community events that interest your family.

CAN-DO STATEMENTS FOR LEARNERS

☐ I can find information online about community events that my family and I can contribute to.

☐ I can network with classmates and friends online to learn about job opportunities and community events.

☐ I am aware that some websites may include misleading information.

APPENDIX A: AVENUE LEARNER STANDARDS FOR TELL SELF-ASSESSMENT TOOL

This tool can be used to assess learners' technology needs and gaps. Learners can also use it for self-assessment. It can also be used as a needs assessment tool at the beginning of the term to determine areas to focus on. This process can be repeated at the end of the term to identify learners' further needs.

Standard 1: Learners can use devices and tools critically and independently at school and elsewhere.

PI 1.1.   Learners use devices effectively and independently at home, work, and school.

	I meet or exceed expectations	I am making progress	I need help
I can use features on my devices, such as audio and video controls, that are relevant to my language learning goals.			
Explain:			
I can participate in my courses online and engage with my classmates.			
Explain:			
I know how to organize files and folders on my devices so I can find them easily.			
Explain:			
I know how to do basic troubleshooting for my devices.			
Explain:			

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PI 1.2.   Learners use educational tools critically and independently.

	I meet or exceed expectations	I am making progress	I need help
I can use text, audio, and video in class and for personal use.			
Explain:			
I can look up and complete activities and assignments in my online course.			
Explain:			
I can use the LMS (such as Avenue) and search the Internet on my own.			
Explain:			
I can find and use helpful language learning resources on the Internet.			
Explain:			
I am aware that artificial intelligence (AI) may not always be an effective tool for my language learning.			
Explain:			

Standard 2: Learners can use technology safely and ethically in social and educational settings.

PI 2.1.   Learners demonstrate the safe use of technology in socially and culturally appropriate ways.

	I meet or exceed expectations	I am making progress	I need help
I know how to find and use safe and appropriate resources on the Internet.			
Explain:			
I can decide which tool is appropriate and safe to use when communicating in class and in online communities.			
Explain:			

PI 2.2. Learners demonstrate safe use of technology in legal and ethical ways.

	I meet or exceed expectations	I am making progress	I need help
I can set my browser to "safe search" settings and can identify resources that are not legal.			
Explain:			
I am aware of the privacy of others when uploading materials online. I know what can and cannot be shared online.			
Explain:			
I know how to add the author's information when using downloaded material in my work.			
Explain:			

PI 2.3.   Learners use generative artificial intelligence (GenAI) tools appropriately.

	I meet or exceed expectations	I am making progress	I need help
I can create simple GenAI prompts and change them as needed to get feedback on my learning.			
Explain:			
I know about the guidelines related to GenAI at my school, such as how to credit GenAI as a source in my assignments.			
Explain:			
I avoid uploading personal data when using GenAI.			
Explain:			

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Standard 3: Learners can evaluate technology tools and resources effectively to improve learning outcomes and achieve their own goals.

PI 3.1   Learners recognize and evaluate the use of technology resources to support agency.

	I meet or exceed expectations	I am making progress	I need help
I can decide which online tools and materials help me learn best inside and outside of class.			
Explain:			
I think about what I learn with technology—and how I learn it—to help me pick up new things.			
Explain:			
I reflect on different ways of using technology on my own to help improve my learning.			
Explain:			
I recognize the benefits and limits of GenAI tools.			
Explain:			

PI 3.2   Learners recognize the value of technology resources effectively to support lifelong learning.

	I meet or exceed expectations	I am making progress	I need help
I can find self-help materials online to solve a problem or help me achieve my learning goals.			
Explain:			
I pay attention to digital feedback from my teacher and other sources to help me improve my language skills			
Explain:			

PI 3.3   Learners use technology tools and resources to collaborate effectively with peers and others.

	I meet or exceed expectations	I am making progress	I need help
I participate respectfully in pair and group work with peers online.			
Explain:			
I provide socially appropriate, useful, and respectful feedback to my peers.			
Explain:			
I acknowledge my peers when using their work.			
Explain:			

Standard 4: Learners can use technology and available tools to improve their English communication skills and to facilitate their settlement as well as their social, cultural, and economic integration into Canada.

PI 4.1.   Learners use technology to help integrate into Canadian society.

	I meet or exceed expectations	I am making progress	I need help
I can find information about jobs on the internet that match my own skills and experience.			
Explain:			
I can find information about the education system for myself and my family online.			
Explain:			
I can find information about events and activities in my community online.			
Explain:			
I can apply and prepare for the citizenship test online.			
Explain:			

PI 4.2.   Learners use technology to help integrate into Canadian society.

	I meet or exceed expectations	I am making progress	I need help
I can find information online about community events that my family and I can participate in or contribute to.			
Explain:			
I can network with classmates and friends online to learn about job opportunities and community events.			
Explain:			
I am aware that some websites may include misleading information.			
Explain:			

APPENDIX B: GLOSSARY

This section of the Avenue Learner Standards lists and defines terms within the standards that have special significance for administrators and instructors using Avenue or otherwise engaging in technology-enhanced language learning (TELL). We have not included terms that are common in non-technical English or those that relate to general teaching concepts (e.g., rubric) except when we feel their interpretation in the TELL context might need clarification.

The terms *blended learning* and *online learning* are used deliberately throughout the standards documents to indicate all combinations of online delivery in face-to-face, hybrid, HyFlex, and remote situations. We encourage service providers to localize these definitions—with input from their staff—to their own contexts as it suits their needs.

Note: Some item definitions here have been adopted or adapted from TESOL (2008), *TESOL Technology Standards Framework*. Alexandria, VA: TESOL Publications under that document's CC BY-NC-SA 4.0 licence. In addition, we may use specific familiar product names in definitions to enhance their clarity. This does not represent an endorsement of that product.

Term	Definition
Agency	The ability to take action to support one's own learning.
Appropriate use	Suitable to the conditions of use. For example, appropriate use of technology means using it within the school's rules and regulations.
Artificial intelligence (AI)	Computer programs that learn from experience and perform human-like tasks, such as face recognition. Refer to *generative AI* for productive uses in language teaching and learning.
Asynchronous	Interactions that occur with time delays between the two sides. For example, an instructor records a lesson for an online class, and learners watch it later to complete a homework assignment. Email is a common example of asynchronous communication.
Autonomous	Self-motivated, self-directed, and independent.
Blended	A course involving a combination of face-to-face and online instruction or learning, also called hybrid.
Can-Do	A statement within the standards indicating that learners meet an expected criterion for a given standard. Closely related to the *performance indicators*, but always presented in first person.
ChatGPT	The first publicly available *generative AI* (released in November 2022) that can engage in human-like conversations and produce coherent texts.
Creative Commons	A licence* that provides access to educational resources made for others to build upon legally and share.
Credible	Trustworthy; supported by evidence.

Term	Definition
Critical use	Using evaluation and analysis to determine merits and faults.
Dataset	Information collected and analyzed through technology for use by ChatGPT and in areas like individual and collective learner performance.
Deep fake	An image, audio clip, or video clip that has been convincingly manipulated by AI to look authentic and is presented as authentic; can be used for illicit purposes.
Device	Any physical piece of technology that uses or is associated with a computer system—especially desktop and laptop computers, tablets, and smartphones.
Digital	Referring to devices, processes, or products (audio, graphic, video, or text) in electronic form.
Feedback	Comments from the instructor about a learner's performance to improve learning.
Generative AI (GenAI)	A program that draws from very large amounts of language data (*datasets*), generally collected from the web, to create human-like responses to prompts. The results can be text, audio, video, or images.
Learner feedback	Comments and suggestions from learners to improve the course or program.
Learning management system	A program that includes a store of teaching and learning resources, a way of organizing and finding those resources, and a way to store information about users. Many include enrolment, attendance, and grade data for learners.
Learning outcomes	What is learned or intended to be learned from a task, activity, or whole class.
Performance indicator	A specific, observable way in which a standard can be met.
Podcast	An audio file available on the internet to stream or download on digital devices.
Privacy	The right of learners and others to decide how and when to share their personal information and the freedom from being observed, interrupted, or disturbed by others.
Prompt	A command issued to a *generative AI* program to get a response. A well-crafted prompt for a language teacher will include the type of learner, their language level, and what the desired output should look like. The act of creating prompts is called prompt engineering.
Safe search	A feature of search engines that filters inappropriate and offensive content.
Settlement language program	A government-funded language program dedicated to helping newcomers improve their English or French.
Sub-indicators	Additional details for individual performance indicators to help clarify what is expected.

Term	Definition
Synchronous	Also known as "in real time." This is when the teacher and learners or other people are online together and interacting. The opposite is *asynchronous*.
Tools	Refers to technology or digital tools. Examples include apps (e.g., Instagram), software (e.g., MS Office), and platforms (e.g., Avenue.ca).
Troubleshooting	Trying to resolve a technology problem. Previous experience or a web search for the problem can help.
Violations of privacy	Unwanted or unlawful actions that infringe upon the right of learners and others to decide how and when to share their personal information. Also refers to observing, interrupting, or disturbing others who would prefer to be left alone.

APPENDIX C: LIST OF STANDARDS AND PERFORMANCE INDICATORS

Standard 1: Learners can use devices and tools critically and independently at school and elsewhere.

PI 1.1.   Learners use devices effectively and independently at home, work, and school.
PI 1.2.   Learners use educational tools critically and independently.

Standard 2: Learners can use technology safely and ethically in social and educational settings.

PI 2.1.   Learners demonstrate the safe use of technology in socially and culturally appropriate ways.

PI 2.2.   Learners demonstrate the safe use of technology in legal and ethical ways.

PI 2.3.   Learners use generative artificial intelligence (GenAI) tools appropriately.

Standard 3: Learners can evaluate technology tools and resources effectively to improve learning outcomes and achieve their own goals.

PI 3.1   Learners recognize and evaluate the use of technology resources to support agency.

PI 3.2   Learners recognize the value of technology resources to support language learning.

PI 3.3   Learners use technology tools and resources to collaborate effectively with peers and others.

Standard 4: Learners can use technology and available tools to improve their English communication skills and to facilitate their settlement as well as their social, cultural, and economic integration into Canada.

PI 4.1.   Learners use technology to learn about living in Canada.

PI 4.2.   Learners use technology to help integrate into Canadian society.