



Funded by the European Union



Government of Sindh



Teacher Training Module: English Learning Cycle Seventeen

The Use of Technology in Learning English

Sindh Technical Assistance –
Development through
Enhanced Education Programme
(STA-DEEP)



THE AGA KHAN UNIVERSITY

School Education & Literacy Department (SE&LD)

Government of Sindh.

Dear Teachers!

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

Our vision

Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

Our Teaching Philosophy

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.



Supporting You

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skilled teacher.

Online CPD portal for teachers

An online CPD portal has been developed for teachers to ask questions to experts, exchange ideas, and share personal learning experiences and difficulties in rolling out the CBLCs. The online CPD portal would help teachers connect with other teachers from all the districts and subject experts to share and learn as a community of teachers. Online portal: <https://stadeep-cpd.com/>

Note: CBLCs have been developed in alignment with the School Education & Literacy Department (SE&LD), Government of Sindh notified curriculum and textbooks of English subject from grades 1-8 under STEADA and PITE supervision. English textbooks of Grade 1-8 have been used in this LC as a reference.

CBLCs: 1-20:

Please refer to the last page of this LC to see the complete list of topics for 1-20 LCs.



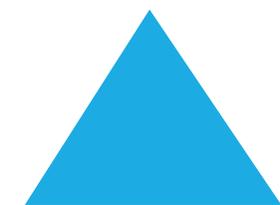
Acknowledgement

This module was developed by IBA Sukkur University and Aga Khan University- Institute for Educational Development under the direction of the Provincial Institute of Teacher Education (PITE). It was supported by UNICEF in the scope of the Sindh Technical Assistance Development through Enhanced Education Program (STA-DEEP), funded by the European Union.

We would like to express sincere gratitude to the following contributors:

Mr. Sayed Rasool Bux Shah	Executive Director, Sindh Teachers Education Development Authority (STEDA), Karachi
Ms. Nusrat Fatima Kalhoro	Director-General Provincial Institute of Teacher Education (PITE), Shaheed Benazirabad
Mr. Inayat Ullah Shaikh	Additional Director, Directorate of Teacher Training Institutions Sindh, Hyderabad
Dr. Altaf Hussain Samo	Director Executive Development Center at Sukkur IBA University, Sukkur
Dr. Takbir Ali	Associate Professor and Director Outreach at Aga Khan University, Karachi
Mr. Abdul Majeed Bhurt	Director, Directorate of Curriculum, Assessment and Research (DCAR), Jamshoro
Mr. Shahabuddin Mallah	Director and English Subject Specialist, Provincial Institute of Teacher Education (PITE), Shaheed Benazirabad
Mr. Saqif Rafique Ansari	Module Developer/ English Subject Specialist, Sukkur IBA University, Sukkur
Ms. Seema Memon	Module Developer/ English Subject Specialist, Teachers Training Institute (TTI), Sukkur
Mr. Hassan Ali	Module Designer, Sukkur IBA University, Sukkur
Mr. Syed Kamran Shah	Project Coordinator, Sukkur IBA University, Sukkur
Ms. Rabia Batool	Project Manager, Sukkur IBA University, Sukkur
Ms. Abeer Maqbool	Education Manager, UNICEF
Mr. Asif Abrar	Education Specialist, UNICEF

Dr. Pervaiz Pirzado	Education Officer, UNICEF
Mr. Aftab Ahmed Nizamani	National Teachers Professional Development Consultant, UNICEF



The Use of Technology in Learning English Language

Learning Objectives: By the end of the session, the teachers will be able to:



Comprehend the Use of Technology in Learning English Language.

The diagram shows a central circle labeled 'Styles of Writing' surrounded by four smaller circles: 'Expository' (top), 'Narrative' (left), 'Persuasive' (right), and 'Descriptive' (bottom).



Practice and Apply the Technological Devices and Tools in Learning English Language.

The icon depicts a stack of books, a pair of glasses, and a small cup, symbolizing study and learning.



Session Plan

Time	Objective of the activity	Activities	Materials/resources
 5 mins	Recitation 	Activity-1 <ol style="list-style-type: none"> 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Invite few teachers to reflect about the previous session. 3. Briefly explain the objectives of today's session. 	
 10 mins	Warm-up 	Activity-2 <ol style="list-style-type: none"> 1. Ask teachers the following questions and write their responses on the board. <ol style="list-style-type: none"> I. Which technological devices do you use for learning English language? II. Have you ever used any English language learning Apps/Websites/Online Resources in your life? Why/Why not? III. What are the advantages of technological devices and English language learning Apps/Websites/Online Resources in teachers' and students' life? IV. How often do you use any technological source for learning English language? 	Board, Marker, Duster

		2. Sum-up the activity by connecting it to the next activity regarding the technology use in learning English language.	
 20 mins	Understanding the Use of Technology in Learning English Language 	Activity-3 1. Divide teachers into pairs. 2. Ask each pair to read and discuss Hand-out 17.1. 3. Then, ask them to share their understanding with all. 4. Finally, sum up the activity by highlighting the importance of technology in learning English language.	Board, Marker, Duster Hand-out 17.1
 40 mins	Practice and Apply the Technological Devices and Tools in Learning English Language 	Activity-4 1. Divide teachers into pairs/groups. 2. Distribute charts, markers, and other stationery items among them. 3. Then, ask them to use their mobiles/laptops to search the following tasks and write them with references/links on their charts: <ol style="list-style-type: none"> i. Group 1: Online English Language Dictionaries ii. Group 2: Online English Language Learning Apps iii. Group 3: Online English Language Learning Websites iv. Group 4: Online Libraries 	Marker, Board, Duster, Charts Mobile/Laptop and Internet Data

		<p>Note: If there are more pairs/groups, the same tasks can be distributed among them.</p> <ol style="list-style-type: none"> 4. After making charts, ask each pair/group to paste their chart on the wall to present their task with the class. 5. Finally sum-up the activity by giving feedback on their respective presentation. 	
 <p>40 mins</p>	<p>Practice and Apply the Technological Devices and Tools in Learning English Language</p> 	<p>Activity-5</p> <ol style="list-style-type: none"> 1. Divide teachers into pairs/groups. 2. Ask each pair/group to search any video/article related to English language learning using their mobile/laptop and internet data. 3. After searching the video/article, ask each pair/group to note down their references/links. 4. Then, ask them to write the answers to the questions given below with respect to their video/article. <ol style="list-style-type: none"> i. What is the video/article about? ii. Which English language skills can be benefited by students in learning English language? Why? iii. What is the importance of that video/article in learning English language? iv. In which class that video/article can be used for students to learn English language? Why? 5. Next, ask them to share the answers of the given questions in front of the class. 6. Finally sum-up the activity by giving feedback on their respective presentation. 	<p>Charts, Markers, etc. Mobile/Laptop and Internet Data</p>

 5 mins	Feedback/Closure	Activity-6 Conclude the session by asking about the achievement / learning of the day.	Board, Marker, Duster
---	-------------------------	--	--------------------------

Handout 17.1

Make Technology your New English Learning Buddy

Teacher-centered instruction turns learner-centered as teachers become facilitators, using technology to increase student involvement. When students are involved and take responsibility for their learning, they make a more meaningful connection to the language, their motivation and engagement increase, and students learn more.

The use of technology provides teachers with additional resources to reach learners with different strengths and needs. Technology encourages learners to learn individually and acquire responsible behaviors, and develop higher-order thinking skills. It helps them solve their learning struggles and find methods to use what they learn in ways that are effective and meaningful.

There are understandable (but surmountable) reasons why teachers would shy away from implementing new tech in their classrooms. Oftentimes, teachers have not been convinced of the usefulness of something foreign and think they will be on their own to put it to use. For this reason, there are teachers who stick to what they know and try to ignore the advantages of using the right technology to support teaching and learning. Through training, support, and a positive attitude, these reasons will all be obsolete, and growth will not only be achieved by the students but by the teacher as well.

With the help of technology, learning English can be fun and exciting. With a few clicks, you can gain access to a lot of information and tools that can help you improve your English learning experience. So, let's explore how technology can help you learn English more effectively.



Watch English language videos on YouTube, Amazon Prime, and Netflix to improve your listening skills and vocabulary.

Join online English learning communities to practice with native speakers and other learners. You can ask questions, share resources, and improve your language skills in a supportive environment.

Play English learning games online to make learning fun and engaging. These games can help improve your language skills.

Read English language websites and blogs to improve your reading comprehension and expand your vocabulary. This way, you'll also stay up-to-date with current events and topics of interest.

<https://www.englishpath.com/blog/13-ways-to-learn-english-fast-and-effectively/>

What Are the Benefits of Using Technology in English Learning Online?

Using technology for English language learning offers numerous benefits that can significantly enhance the learning experience.

1. Accessibility

- **Benefits:** Online English learning systems provide access to resources and information from anywhere with an internet connection. This eliminates geographical and time barriers, allowing students to study whenever and wherever they want.
- **Example:** Platforms like [Duolingo](#) and BBC Learning English offer free resources accessible from any device.

2. Personalization



- **Benefits:** Many online platforms utilize analytics and adaptive learning systems to tailor the learning experience to each learner's abilities, weaknesses, and progress. This personalized approach allows students to focus on areas that need improvement, leading to more efficient learning outcomes.
- **Example:** [Khan Academy](#) uses personalized dashboards to track progress and customize lessons.

3. Flexibility

- **Benefits:** Online English learning allows students to choose their pace and schedule, accommodating busy lifestyles and various obligations. This flexibility enables learners to study at their convenience.
- **Example:** [Coursera](#) offers flexible course schedules that students can fit into their personal timetables.

4. Cost-effectiveness

- **Benefits:** Online English learning platforms often provide free or low-cost resources, reducing the financial burden compared to traditional language learning methods such as textbooks or classroom instruction.
- **Example:** [Memrise](#) offers free and premium plans for language learning.

5. Communication and Collaboration

- **Benefits:** Online learning platforms often include features like discussion forums, chat rooms, video conferencing, and collaborative projects. Engaging in discussions and collaborating with peers from diverse backgrounds enhances both language proficiency and cultural awareness.
- **Example:** [Zoom](#) and [Slack](#) are excellent tools for video conferencing and collaborative communication.

Effective Ways to Study English Online with Technology

Talk to Native Speakers



- **Description:** Engaging with native speakers is one of the most effective ways to improve English language skills. Various platforms facilitate interaction with native speakers.
- **Examples:** [Tandem](#) and [HelloTalk](#) are language exchange apps that connect learners with native speakers for practice.

Multimedia Resources

- **Description:** Technology transforms language learning into a multidimensional experience through movies, audio clips, podcasts, and interactive software, exposing students to real-world language use and diverse dialects.
- **Examples:**
 - [YouTube](#) for educational channels like [English Addict](#)
 - Podcasts

Online Courses

- **Description:** Numerous online English-language courses are available, catering to different levels and needs. These courses can be a great way to learn English in one's leisure time.
- **Examples:**
 - [edX](#) offers a variety of English courses from reputable universities.
 - [Udemy](#) provides courses on English grammar, writing, and speaking skills



For reference:

List of 1-20 LCs topics

Learning Cycles (LCs)	Topics
LC-1	Listening Skills
LC-2	Reading: Approaches and Components
LC-3	Reading: Types and Techniques
LC-4	Teaching Grammar: Approaches and Methods
LC-5	Teaching of Writing
LC-6	Writing: Types and Genres
LC-7	Teaching of Vocabulary and Comprehension
LC-8	Teaching of Story-writing and Story-telling
LC-9	Grammar Structures: Parts of Speech and Narration
LC-10	Integrated Language Skills and 21 st Century Skills
LC-11	Presentation Skills for Effective Oral Communication
LC-12	Aligning English Curriculum with Textbooks
LC-13	Use of Correct Pronunciation in Reading and Speaking
LC-14	English Language Learning through Games
LC-15	Teaching of Poetry and Prose
LC-16	Formation of Words and Sentence Structures
LC-17	The Use of Technology in Learning English Language
LC-18	Learning Styles in English Language Learning
LC-19	Real-life English Language Learning by Using Different Strategies
LC-20	Use of English Language in School Culture

Contact email address:

kamranshah@iba-suk.edu.pk

School Education & Literacy Department (SE&LD)
Government of Sindh

