**Sample ICT-enhanced English Language Teaching Task**

Below is a sample of an ICT-enhanced English language teaching task design. I encourage you to carefully investigate and analyze the components of this task to gain insights into how technology can be meaningfully integrated into language teaching. Please observe how technology is seamlessly integrated into the task to support the learning objectives and promote student engagement.

**Pragmatics with Animation (Writing dialogues):**

**ICT Tool Description:** XTRANORMAL

Xtranormal is a video-animation tool that facilitates the creation of animated videos using speech inputs. The tool works like a storyboard, enabling users to generate engaging video animations. Users can select one or more actors from a diverse pool and then offer a range of backgrounds, such as the cafeteria, dean's office, clinic reception, and classroom, among others. Users can also customize the appearance of the selected actors and script the dialogues for each character. This enables the creation of contextually relevant and tailored conversations within the animation. Additionally, the tool offers voice recording functionality to make the characters speak. Finally, users can modify the camera angle, adjust the position of their characters, simulate character movement, and adopt facial expressions. In summary, Xtranormal presents a versatile and user-friendly platform for generating video animations based on speech creations.

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| **ICT-enhanced ELT Task Plan** | |
| Students’ Level of Proficiency: | A1 |
| Students’ Age | 8-9 |
| Estimated Duration: | 15’ |
| Activity Focus: | Pragmatics |
| Function & Useful Language | Asking for advice in formal and informal situations |
| Goal: | To develop learners’ pragmatic competence |
| Learning Objective: | Students will be able to define formulaic chucks in formal and informal situations in the story.  Students will be able to distinguish the features of language used in formal and informal situations. |

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| **The Procedure** | | |
| **Stage** | **Procedure**  What do teachers and students do? | **Rationale / Justification**  Why do you use the target ICT tool in this activity? |
| **Warm-up** | The teacher initiates the discussion by asking, “Do you have any problems at school?" What are they? Have you tried to solve this problem? Volunteers are then invited to respond orally.  Then, the teacher introduces the upcoming animation videos by focusing on a fictional student named Emma, who faces challenges with her lessons. The class is invited to watch the two scenarios where Emma tries to find a solution to her problem. | Xtranormal has been deliberately chosen for this activity since it allows teachers to customize animated videos for their instructional purposes. Finding a suitable video aligning with the content and students’ proficiency level can be challenging. Therefore, Xtranormal facilitates educators in creating tailor-made animation videos suited to their specific objectives.  Xtranormal's use of animated videos offers a valuable means to contextualize target language forms. This contextual approach allows students to identify informal and formal language features within real-life scenarios.  Xtranormal provides a multimedia experience by offering both audio and video stimuli, which facilitate better comprehension and recall of the target language structures.  Animation videos also attract students’ attention and stimulate their engagement in the learning process. Animated characters can be particularly appealing to young learners. Hence, Xtranormal can be an ideal choice to motivate students and foster active participation in the lesson. |
| **Convey Meaning & Model sentence** | Student teachers will create two types of animation videos using the online animation tool Xtranormal. The first animated video shows a student asking one of her classmates for advice about her grades at school. During the second video, the student consults with the Dean about her problem to find a solution.  Student teachers will present both animated videos to students and ask them to listen carefully to identify the differences in language usage. Then, sample sentences from the animation videos will be displayed to highlight the target forms and illustrate the differences in languages by comparing chunks in both animation videos. |