

Technology-Enhanced Language Project Plan

This worksheet will help you to create an engaging lesson for the World Languages classroom that utilizes technology to support the National Standards for Foreign Language Instruction for Communication and 21st Century Learning Skills.

Lesson Name	Clothing styles: the attire of Bride and Groom in India during wedding
Lesson Topic	Learning about the attire of the Indian bride and groom
Time Suggested	30-45 minutes
Lesson Location/Meeting Software	Webinar
Technology Used	Webinar (Slideshow of images and polls)

Lesson Overview

Briefly describe the lesson.

I was inspired by the idea of a flipped lesson, so I am experimenting with it in this lesson. Each student will research and prepare a brief slideshow of images depicting the variety of items of clothing and ornaments worn by the bride and groom during a traditional Indian wedding ceremony. The instructor will act as a moderator, discussing the images, confirming the correct pronunciation, spelling and adding information as relevant. There will be some polls about the possible cultural significance of some of the items.

Learning Objectives

What will students know and be able to do at the end of this lesson?

KNOW:

Students will know the pronunciation, spelling and cultural significance of the general clothing and adornments worn during wedding time in India.

DO:

Students will be able to use this information about an important aspect of the culture in India (culture being one of the five C's). They will be able to enhance their overall culture comprehension when looking at Bollywood films depicting the wedding scenes or when other cultural references are made about this aspect in books, poems or songs.

Learning Outcomes

How will you know that students can do that? What will the evidence be that they have met the lesson objectives?

Students will be given a quiz on the information presented.

Instructional Plan

What instructional activities will be used? What tasks will students need to complete?

Opening Activities/Introduction to Material:

We can start the discussion by some questions such as:

Have you ever seen or attended an Indian wedding?

What are your general impressions about the clothing that is worn by an Indian bride or groom?

Main Learning Activities:

Provide linguistic knowledge (pronunciation, spelling) about clothing worn by the Indian bride and groom.

Expose students to the cultural information about the attire.

Provide repetition for pronunciation practice.

Develop vocabulary and grammar skills through context.

Closing Activities:

Whiteboard activity: Have a handful of the images of the items and a figure of the bride and groom available. Have the students drag and place the items in the right place on the figures.

Standards-Based Instruction

How does this lesson address the three communicative modes – interpersonal, interpretive and presentational?

Interpersonal Communication:

In engaging with other students for speaking practice, students will be engaging in interpersonal communication.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Interpretive Communication:

Students will be able to see the written and experience the spoken language on this topic.

Students understand and interpret written and spoken language on a variety of topics

Presentational Communication:

Students will be presenting their own slideshow for the classmates.

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Post Lesson Assessment

How will you measure the effectiveness of the lesson once it has been completed?