

Academic Vocabulary for Classroom Discussions through Interactive Bingo game

Liudmyla Maksymenko

TSL 527: Methods of Teaching ESL/EFL

Professor Mary Allegra

October 18,2025

Lesson Plan: Developing Academic Vocabulary through an Interactive Bingo Activity

This lesson focuses on developing academic vocabulary used to express opinions and support ideas during classroom discussions. Students practice the target expressions such as *opinion, agree, disagree, because, for example* through guided speaking activities and an interactive Bingo game. The lesson integrates reading, speaking, and writing skills while helping students move from conversational language toward more academic forms of expression.

Level: Intermediate ESL (CEFR B1–B2)

Age Group: 18–21 (college pathway students)

Class Size: 12 international students

Time: 60 minutes

Learning Objectives

1. Identify five academic expressions (*opinion, agree, disagree, because, for example*) in a short dialogue with at least 80% accuracy.
2. Construct spoken responses using at least one target expression when responding to discussion prompts during the Bingo activity.
3. Express and justify opinions using at least two target expressions during pair or group discussion.
4. Compose a short paragraph (6–8 sentences) that includes at least three target expressions to explain and support an opinion.

Materials

1. PowerPoint slides
2. Whiteboard and markers
3. Short dialogue handout
4. Bingo game cards
5. Sentence frame worksheet
6. Opinion expression chart
7. Homework writing prompt

Lesson Procedure

1. Warm-up (5 minutes)

The teacher asks students how they usually express their opinions in English. Students share examples such as 'I think' or 'I like.' The teacher then introduces academic alternatives such as 'I agree,' 'I disagree,' 'because' and 'for example' and explains how these expressions are used in classroom discussions.

The teacher writes the question on the board: “**How do you usually express your opinion in English?**”. The students briefly discuss the question in pairs. The teacher then creates two columns on the board:

Everyday English

I think

I like

I don't like

Academic English

In my opinion

I agree

I disagree

Students share common expressions they already know. The teacher introduces the target academic vocabulary and explains how these expressions help students communicate ideas more clearly during academic discussions.

2. Vocabulary Modeling (7 minutes)

Students read a short dialogue and underline the target expressions. The teacher reviews the meaning of each word and students complete a short matching activity connecting vocabulary items with their definitions.

Students receive the short dialogue: “Group or Independent Study?”

Teacher asks students to read the dialogue aloud and underline the target words:

- opinion/ agree/ disagree/ because/ for example

Students then complete a matching task, connecting each target word to its definition.

Example:

agree → express the same opinion

because → give a reason

Teacher checks answers with the class.

3. Guided Practice (5 minutes)

Students practice sentence frames such as 'I agree because...', 'I disagree because...', and 'For example...'. Students work in pairs and respond to simple discussion prompts while using the sentence frames.

Students receive sentence frames to support speaking.

Examples:

- I agree because _____.
- I disagree because _____.
- For example, _____.

Teacher models an example:

“I agree because studying in groups helps students learn faster.” Students practice the sentence frames in pairs by responding to simple prompts.

Example prompt:

“Group study is more effective than studying alone.” Students respond using sentence frames.

Bingo Game Instructions (5 minutes)

The teacher explains how the Bingo activity works and models a response to a discussion prompt. Students learn that they must respond using target expressions and mark the corresponding square on their Bingo cards. A teacher explains the Interactive Bingo Game. Each Bingo square contains a target expression:

- **I agree / I disagree / because / for example/ opinion**

Teacher demonstrates using a model prompt:

Prompt:

“Online learning is better than face-to-face classes.”

Model response:

“I disagree because I learn better when I can discuss ideas in person.”

The teacher marks the “because” square on the Bingo card to demonstrate how the game works. Students may ask clarification questions.

5. Interactive Bingo Activity (15 minutes)

The teacher presents discussion prompts related to school, technology, and learning. Students respond by agreeing or disagreeing and giving a reason using target expressions. If a student uses a word that appears on their Bingo card, they mark the square. The first student who completes a row, column, or diagonal calls 'Bingo' and reads their sentences.

Students receive individual Bingo cards. Teacher reads discussion prompts.

Examples:

- Teachers should not assign homework every day.
- Technology improves education.
- Group study is better than independent study.

Students must:

1. Respond using target expressions
2. Mark the expression used on their Bingo card

Example responses:

- “I agree because homework helps students remember new vocabulary.”
- “I disagree. For example, some students learn better without homework.”
- The first student who completes a row, column, or diagonal calls “Bingo.”
- To confirm the win, the student must read their five sentences aloud.
- Teacher provides corrective feedback when necessary.

6. Writing Activity (7 minutes)

Students choose one discussion prompt and write a short paragraph (6–8 sentences). They must include at least three target expressions to explain and support their opinion.

Students select **one discussion prompt from the Bingo activity**. They write a short paragraph (6–8 sentences) expressing their opinion.

Requirements: Include at least three target expressions. Clearly explain their opinion

Example:

“In my opinion, homework is important for students. I agree because it helps learners review vocabulary after class. For example, when students practice writing at home, they remember new words more easily.”

Two or three students volunteer to read their paragraphs.

7. Homework (2 minutes)

Students write a short paragraph at home using at least three target expressions to explain their opinion about a classroom topic. Students complete a **short paragraph assignment**.

Task:

Write **6–8 sentences** explaining your opinion about one classroom topic.

Requirements: Use **at least three target expressions**. Check vocabulary accuracy using the expression chart.

8. Closure and Reflection (4 minutes)

The teacher asks students which expression from the lesson they plan to use in future discussions or writing assignments. Students briefly share their responses. Teacher asks the reflection question:

“Which expression from today’s lesson will help you most in your academic writing?”

Students share short responses. Teacher summarizes the lesson:

1. Academic vocabulary helps organize ideas
2. Clear expressions improve classroom discussions

Assessment

Formative assessment occurs during guided practice and the Bingo activity as the teacher observes students using the target vocabulary during speaking tasks. The summative assessment is the paragraph writing activity where students demonstrate their ability to use the expressions accurately in written communication.

Formative Assessment

Conducted during the lesson through:

- Participation in sentence frame practice
- Bingo speaking responses
- Teacher observation of vocabulary usage
- Exit reflection responses

Teacher provides **immediate feedback** to guide student improvement.

Summative Assessment – assessed based on analytic rubric

Assessment Alignment

The assessment in this lesson aligns with the learning objectives and classroom activities. Students first demonstrate their ability to identify target vocabulary during the reading activity when they recognize expressions such as agree, disagree, because, and for example. Their ability to use these expressions in spoken interaction is observed during guided practice and the Bingo discussion activity. Finally, the writing task serves as the summative assessment where students compose a short paragraph using at least three target expressions to explain their opinion.

Rationale

This lesson was designed to help intermediate ESL learners develop academic vocabulary that supports classroom discussions and written explanations. Academic expressions such as *agree*, *disagree*, *because*, *for example*, help students organize ideas and justify their opinions during academic communication. According to Coxhead (2000), academic vocabulary plays an essential role in helping learners participate successfully in academic contexts because it allows them to explain ideas clearly and connect arguments with supporting reasons. By focusing on common discussion expressions, this lesson helps learners move from everyday conversational language toward more structured academic communication.

The lesson also integrates explicit vocabulary instruction with communicative speaking activities. Students first identify target expressions in a dialogue and then practice using them through sentence frames before applying them in the Bingo discussion activity. According to Nation (2013), vocabulary learning becomes more effective when students encounter new words multiple times and use them in meaningful communication. The Bingo activity provides repeated opportunities for learners to produce the target expressions while responding to discussion prompts, which reinforces both comprehension and productive vocabulary use.

In addition, the lesson incorporates interactive and collaborative learning through the Bingo activity and pair discussions. These tasks encourage students to express opinions, respond to classmates' ideas, and practice using academic language in real-time interaction. According to Gibbons (2015), structured speaking activities and language scaffolding help English learners participate more confidently in academic discussions. Finally, the writing task allows students to transfer spoken language practice into written communication.

According to Hyland (2004), integrating speaking and writing activities helps learners develop stronger control of academic language because they practice organizing and supporting ideas across different language skills.

Overall, this lesson supports academic vocabulary development by combining explicit instruction, interactive speaking practice, and written application. These activities help learners develop the language resources needed to participate effectively in classroom discussions and academic writing.

Appendix

Appendix A short dialogue: “Group or independent study” [click here](#)

Appendix B Printed or digital Bingo game [click here](#)

Appendix C Sentence Frames Worksheet [click here](#)

Appendix D -Homework writing Prompt [click here](#)

Appendix E Opinion Expressions chart [click here](#)

References

- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213–238.
- Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed.). Heinemann.
- Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing*. University of Michigan Press.
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.