

# LA 2.2: Building Vocabulary About Culture

## Personal Vocabulary Bank



### Learning Outcome

Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.

**Assessment: 25 pts.**

**TA: 40 Minutes**

### Pedagogical Intent

Teachers can use new vocabulary related to ESL pedagogy in meaningful and relevant ways in a group discussion.

### Student Position

Students have shared what they believe to be aspects of their own culture with classmates. They have also read the articles on culture and created their interactive glossaries. They are now prepared to participate in a group discussion using new vocabulary.

## Instructions


1. Form table groups of 4-5 participants
2. The facilitator will review the vocabulary terms from the Interactive Glossary (HW 1.2)
3. Each table will be given an [Interactive Glossary Score Card](#). Click the link and download it.
4. Tables will now be given 5-7 minutes to discuss what they learned about culture from

the previous learning activity (2.1) using the vocabulary terms from the interactive glossary (H.W. 1.2)

5. A designated person at each table will keep a record of the vocabulary terms used. Each word can be scored a maximum of three times. Words must be used correctly in a sentence.
6. The facilitator will lead a whole class discussion asking for thoughts/ideas from the tables.
7. The score card will be kept for future discussions during this session.



Pinnegar, S. E. & Doxey, L. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from [https://edtechbooks.org/bilingual\\_education](https://edtechbooks.org/bilingual_education)

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