

Title: Pre-Chapter / Unit Key Phrase Lists

Goals: (1) reduce comprehension issues and confusion resulting from new or challenging discipline-specific phrases; (2) gain knowledge about your students' general vocabulary level so that you can make appropriate adjustments in your lectures, quizzes and tests, etc. (3) increase your students' confidence in using the language of your discipline.

Description: Discipline-specific phrases such as "*execute a program*" in computer science will be difficult for some of your students to understand. At the start of each unit or chapter, provide students with lists of such discipline-specific phrases that appear in the unit along with explanations. These can be provided as hardcopy handouts, documents on your course site, or on www.quizlet.com (a free online learning tool for students and teachers).

Have your students look over the lists as a homework assignment. In the next class, check their comprehension of the phrases or have them bring in any questions they have about them. As your students ask questions about the phrases, have other students try to explain their meanings (before providing your own clarification). This will provide you with further information about your students' overall knowledge of the phrases in question.

Note: Phrases come in different forms: *execute a program* (verb + object); *floppy disk* (adj. + noun), etc. Focus on those phrases you use often in class and are not typically defined explicitly in the textbook.

Variation: Provide the first word(s) of the phrase in one column and the remainder of the phrase in another. Have your students match the phrase parts in each column to form the complete phrase. Have them match the phrases with their definitions that you have provided at the bottom of the page. This can be done in class or for homework.

Challenges: Identifying the phrases. You will need to use your judgment in identifying which phrases will be challenging to your students. Focus on the ones that are used often in your lessons. You should consider this an ongoing project in that you will learn from early efforts which phrases are unfamiliar to your students; then you can make adjustments to future lists.

**Participant Level: I (home);
WC/GR/P (in class)**

Prep Time: M

Class Time: S/M

When: A (start of each chapter/unit)

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Code Legend:

Participant Level: **WC** (Whole Class); **GR** (Groups); **P** (Pairs); **I** (Individual Students)

Prep / Class / Results Analysis Time: **S** (Short); **M** (Medium); **L** (Long)

When to Use During Semester: **B** (Beginning); **M** (Middle); **E** (End); **A** (Any time)