**Mistake #39: Fail to establish a nomenclature (vocabulary) list**

1. *Potential Problems*
2. Listening to a presentation containing unfamiliar nomenclature (the specific vocabulary of a particular field of study/profession) can be as frustrating as listening to a conversation in a foreign language you do not understand.
3. Lack of familiarity with appropriate vocabulary hinders communication when speaking, listening, reading and writing.
4. Not knowing appropriate vocabulary can prevent learning and disengages students.

*B) Preventative Strategies*

1. Effective teachers know that vocabulary is critical to understanding a subject. Therefore, they systematically inform students of appropriate nomenclature.

1. Implement Guiding Principle for Learning:

The Vocabulary Principle: A student’s subject knowledge is encapsulated in the words they know relevant to the subject.

Most students think using words. Their level of comprehension and communication is directly related to their vocabulary level.

1. Prior to, or during class, provide students with two nomenclature lists, one with and one without definitions, or have students create one or both lists.
2. Provide students with synonyms, antonyms, metaphors, similes, analogies, and acronyms, or have the students provide them.
3. Provide time for students to work in pairs or small groups to review and quiz one another on new vocabulary and definitions.

**Mistake #40: Neglect to provide students with opportunities to implement new vocabulary**

1. *Potential Problems*
2. If you don’t use it, you’ll lose it.
3. Not requiring students to utilize new vocabulary may be construed that it is only important for a test rather than in real life.
4. Students may be uncomfortable using a new word which they have not previously voiced aloud, particularly if they are unfamiliar with the correct pronunciation.
5. *Preventative Strategies*
6. Implement Guiding Principle For Learning: The Repetition Principle: Students learn and retain information through practice and repetition.
7. Remember: It’s important for students to voice new vocabulary as well as use it in written work.
8. Inform students that Internet resources such as Dictionary.com have an audio component so students can hear correct pronunciations.
9. Remind students that reference librarians are resources, available by phone, who can provide correct pronunciations.

“Knowledge

 is knowing that a tomato is a fruit.

Wisdom is knowing

not to put a tomato in a fruit salad.”