

Language Support Program – Teaching and learning strategies: ICPAL–Ability to Learn

Resource 4.10

Aspect of language	Teaching and learning strategies
Use of language to learn	<p>Teachers:</p> <ul style="list-style-type: none"> • pre-teach new vocabulary, using students' previous knowledge and experience, categories, synonyms • use a range of materials to support the learning of new language • be explicit about expectations • avoid ambiguous or non-literal language when giving instructions • limit the amount of new concepts or vocabulary presented at any one time • explicitly link new learnings with what the student already knows • be explicit about the purpose of an activity.
Ability to perceive oral language	<p>Students:</p> <ul style="list-style-type: none"> • learn to use various short-term memory strategies (e.g. visualising, repeating what they have heard, using mnemonics) to assist recall of details.
Long-term memory storage and retrieval	<p>Students:</p> <ul style="list-style-type: none"> • review or summarise what they have learnt and what they will remember • articulate how what they have learnt is like what they already knew, and where the new ideas fit in • imagine themselves remembering the new ideas and using them in the future. <p>Teachers:</p> <ul style="list-style-type: none"> • provide repeated opportunities for practising new language • help students develop organisational skills by demonstrating how to sort and file their work, how to use diaries and timetables etc. • explicitly teach the skills required for note-taking, essay writing etc. • teach planning and time management skills by showing students how to break tasks down into their component steps.