### Language Support Program – Examples of teaching procedures: ICPAL–Ideas

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| **Say existing vocabulary** | Students:  
- name familiar objects, actions and attributes such as colours, shapes (e.g. *What is this called?* or *What is Peter doing here?*)  
- suggest synonyms for words  
- suggest the words for a particular context. |
| **Comprehend existing vocabulary** | Students:  
- indicate, select or locate named items, events or actions  
- discriminate between items. |
| **Learn to comprehend and say new vocabulary** | Students:  
- identify instances of what the word means  
- say the new word accurately  
- say the actions that characterise the word  
- suggest how it is like words they know  
- suggest synonyms for the word  
- identify contexts in which the word is and isn’t appropriate  
- say the meaning of the word  
- practise recalling the meaning of the word. |
| **Sentence meaning comprehension** | Students:  
- identify events or relationships described by a sentence  
- demonstrate their understanding of sentences by pointing to a picture or role playing  
- follow instructions. |
| **Sentence meaning expression /production** | Students:  
- complete sentences they hear to demonstrate meanings  
- retell an event or describe a picture in sentences  
- produce instructions  
- gradually say sentences with meanings that are more complex and that refer to more events, and link them in ways that are more complex. |
| **Ask and answer WH questions** | Students:  
- practise answering WH questions during/after listening to a story, watching a film or engaging in an experience  
- practise asking WH questions and answering them before they listen to a story, see a film or do an activity, by using what they think might happen. |
| **Understand and express cause–effect and temporal sequences at sentence level** | For a sentence heard or an experience, students:  
- suggest what might have been the cause and outcome of a particular event  
- suggest the order in which events have occurred  
- describe what might have happened before or after the event  
- express and comprehend temporal instructions in the correct sequence (e.g. before, after, while). |
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| Listening and comprehending spoken discourse | Students listen to extended prose such as a story, a description or an explanation and:  
• retell/recount what they heard (i.e. summarise small amounts of text)  
• answer questions about what they heard  
• select from either sets of pictures or verbal descriptions those they heard  
• visualise what they heard and describe it in words  
• use timelines and flow charts to visually link ideas. |
| Producing discourse (i.e. recount, retell) | Students learn how to plan and sequence a recount by:  
• recounting and retelling earlier experiences such as an excursion. Use visual cues (e.g. photos, timelines, flow charts, mind maps, etc.) to assist them  
• taking on a character and talking about what it would be like  
• practising being a narrator. |
| Understanding or describing the topic or theme | Students:  
• listen to part of a conversation or a story and guess its topic or theme  
• say what they do to work out the topic of a story or a conversation  
• play games like ‘20 Questions’ or ‘Hangman’ in which they work out the topic of a story  
• make up a small speech for a topic they have selected (their peers need to guess the topic). |
| Think about ideas in imaginative ways | For a story that they have heard, or events that they have seen, students suggest:  
• how the outcomes may have been different if the events had occurred in other contexts  
• whether the key characters were different in particular ways  
• whether key elements of the story were changed. |