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

#### Resource 4.5

<table>
<thead>
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<th>Aspect of language</th>
<th>Teaching and learning strategies</th>
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| **Manage and direct**<br>(i.e. initiate, maintain conversation or discussion) | Students:  
- practise initiating and maintaining a short conversation with peers (e.g. role-playing; suggesting how different characters might converse about a topic). |
| **Manage and direct**<br>(i.e. stay on the topic) | Students:  
- listen to a story that goes off the topic, and decide where it does this and how to maintain the original topic  
- listen to an incomplete story and suggest how it might be continued  
- give a topic or a name of a story and take turns to say sentences that allow the story to build. Students need to say sentences that retain the topic. |
| **Manage and direct**<br>(i.e. take turns) | Students:  
- practise taking turns in a variety of activities (e.g. fine and gross motor activities, games)  
- role play turn-taking  
- can use physical prompts, to indicate whose turn it is to speak (e.g. pass a ball/microphone around). |
| **Listen and Speak between the lines**<br>(i.e. comprehend and use common idioms) | Students:  
- hear idioms such as *by the skin of your teeth; can't make heads or tails of it; down in the dumps* and:  
  - discuss what each might mean  
  - describe the picture it tells you to make in your mind  
  - say when they could use it. |
| **Adjust to context and audience**<br>(i.e. judge how much and the type of information you need to give) | Students:  
- describe pictures to peers, who then decide what the picture shows  
- listen to a story and say what else they need to know  
- tell versions of a story for different audiences. |
| **Use language for different goals**<br>(i.e. comprehending and expressing goals for using language) | Students:  
- suggest why particular actors in stories or videos said what they said, and what their goals or motives might have been  
- suggest what alternative things they might have said to achieve their goals more effectively  
- act out in drama activities and games, ways in which they would say things to achieve particular goals or outcomes for themselves. |