## Language Support Program –
Examples of teaching procedures: ICPAL–Ability to Learn

### Resource 4.6

<table>
<thead>
<tr>
<th>Aspect of language</th>
<th>Teaching and learning strategies</th>
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| **Use of Language to learn** | **Teachers:**  
- pre-teach new vocabulary, using photos, objects, signs, gestures, functions, categories, synonyms  
- use real-life experiences to introduce and consolidate knowledge of vocabulary. Repeat real-life experience many times  
- use visual cues to support oral language, particularly when giving instructions  
- develop and practise listening behaviours  
- teach *Stop Think Do* strategies to reduce impulsiveness  
- use peers to assist and support students to stay on-task  
- encourage students to practise repeating instructions to develop self-talk strategies, initially out aloud and then to self.  |
| **Ability to perceive oral language** | **Students:**  
- practise repeating instructions to develop self-talk strategies  
- hear a list of words, and select those that were in a story they heard  
- recall in order the events that occurred in a story they heard or a film they saw  
- 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** | **Students:**  
- 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 in later sessions.  
**Teachers:**  
- provide repeated opportunities for language experiences.  |