### Language Support Program –
Teaching and learning strategies: ICPAL – Ideas

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| Word               | Teaching the vocabulary of a new topic within the classroom may not be sufficient. Reinforce new words before and after a topic is presented in class so that the student will have some prior knowledge of the language and be able to concentrate on comprehension of the teacher’s instructions during the lesson.  
  - Students will need to hear new words before reading them, and may require help to pronounce them correctly. It may be necessary to help the student divide the words into syllables.  
  - Identify base words (e.g. a student might know ‘history’ but not ‘historically’).  
  - Link new vocabulary to words students already know.  
  - Use visual images or concept maps.  
  - Pre-teach key concepts and vocabulary.  
  - Explicitly teach academic language. There are many words that have a different meaning from their day-to-day usage when they are used in a classroom context (e.g. *argue* can mean *fight* but it can also mean *outline a particular view in writing*). There are also a number of words that do not commonly occur outside of the classroom, such as *text*, *reference*, and *calculate*. |
| Sentence           | Consider your students’ understanding and use of:  
  - questions  
  - complex sentences – cause and effect (*because, so*); temporal sequence (*when, before*); and condition (*if, unless*). |
| Discourse and topic| The following strategies can be used to support students’ understanding and use of oral and written text:  
  - retelling or recounting (i.e. summarising)  
  - providing a choice of responses  
  - visualising what the students heard or read and describing it in their own words  
  - using timelines, graphic organisers (e.g. concept maps, flow diagrams, affinity diagrams, *T* charts, *spider maps*¹) to visually link ideas  
  - listening to part of a conversation or a story and guessing its topic or theme  
  - highlighting and underlining key words, terms and ideas  
  - playing games like ‘20 Questions’ or ‘Hangman’ where students work out the topic of a text  
  - saying what they do to work out the topic of a story or a conversation  
  - providing summary sheets and outlines of complex material in advance if possible  
  - encouraging students to verbalise and write plans before they begin writing. |

¹ See [Teaching and Learning Resource](http://vels.vcaa.vic.edu.au/support/teaching.html) on the Victorian Curriculum and Assessment Authority website for descriptions and examples of many types of graphic organisers.