

What to teach: A summary of the ICPALER teaching framework

The types of teaching activities you can use to teach each aspect of the ICPALER framework are shown in the following table. You will find a description of the various teaching procedures in *Teaching oral language in the classroom using the ICPALER framework*. John Munro

| Aspect of ICPALER | | E and R components of each aspect | | Types of teaching procedures |
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| | | Expressive | Receptive | |
| Ideas (meanings) | word and word part | | comprehend vocabulary | Students (1) indicate, select or locate named items, events or actions, for example, <i>“Find the / Pick the”</i> (2) discriminate between items, for example, <i>“Which of these is / has..? ”</i> . |
| | | say and use vocabulary correctly | | Students (1) name, label familiar objects, actions and attributes such as colours, shapes for example, <i>“What is this called?”</i> or <i>“What is Peter doing here?”</i> ; (2) suggest synonyms for words; (3) suggest the words for a particular context. |
| | | learn to say new word meanings | learn to understand new meanings | Students (1) identify examples of what the word means; (2) say the new word accurately; (3) do the actions that characterise the meaning; (4) suggest how it is like words they know, suggest synonyms; (5) identify contexts in which the word isn’t appropriate; (6) say the meaning of the word; (7) practise recalling and using the meaning of the word. |
| | sentence | | comprehend sentences, act them out | Students (1) identify instances of events or relationships described by a sentence (2) act out or draw sentences they hear in play with toys and drawing activities. |

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| | say and use meaningful sentences | | <p>Students</p> <p>(1) say what they heard in a story or saw in a picture or an experience in sentences; and</p> <p>(2) complete sentences they hear to describe particular sentence event.</p> <p>They gradually say sentences with more complex meanings that refer to more events and link them in more complex ways.</p> |
| | ask 5w + h questions | answer 4w + h questions | <p>Students</p> <p>(1) answer 5W + H questions while listening to a story, watching a film or engaging in an experience or after these experiences;</p> <p>(2) ask 5W + H questions and answer them before they listen to a story, see a film or do an activity by using what they think might happen.</p> |
| | give instructions | follow instructions | <p>Students hear and do instructions during games, listening comprehension and other activities . The instructions are gradually increased in complexity.</p> |
| | say consequence, cause–effect, links between events, order of events, probability, generalizations, inclusive relationships | <p>infer cause–effect, order of events</p> <p>use and comprehend reference to consequences, location, cause-effect and the order of events, probability, infer cause-effect and temporal sequences of ideas</p> | <p>For a story that they have heard, or events that they have seen, students</p> <p>(1) suggest what might have been the cause and outcomes of particular events, perhaps by visualising events in the story;</p> <p>(2) suggest the order in which events occurred, what might have happened before the story began, what might have happened if the story had gone on.</p> |

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| | discourse | show listening comprehension; they recount, retell what has been heard, converse, discuss | express or say discourse (listening) comprehension | <p>Students listen to extended prose such as a story, a description or an explanation and</p> <ol style="list-style-type: none"> (1) retell / recount what they heard; (2) answer questions about what they heard; (3) select from either sets of pictures or verbal descriptions those they heard; (4) make a ‘mental videotape’ of what they heard and describe it in words. (5) imagine they were participants in a story they hear or a film they see and practise conversing with peers who are also pseudo-participants (6) role play; take on the roles of others and imagine what the others might say. <p>Students are taught how to plan what to say, how to respond to others and how they might change what they intended to say, their body language, etc.</p> |
| | | | use listening comprehension strategies | <p>Students</p> <ol style="list-style-type: none"> (1) recall and practise pre – listening and while- listening strategies already learnt; they say the listening strategies they might use before they begin to listen; (2) learn and practise new listening strategy; (3) keep a list of ‘the things they do when they listen’. |
| | | express discourse meanings, use discourse production strategies | | <p>Students</p> <ol style="list-style-type: none"> (1) recount and retell earlier experiences such as an excursion, and use photographs, etc to assist them; (2) imagine they were someone else and talk about what it would be like; (3) be a ‘pretend story teller’, tell a story to others, for example, in doll play. <p>Students learn to recount, how to plan the retelling, how to sequence what they want to say and how to practise their retelling.</p> |

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| | topic or theme | say and use the topic of a discourse | comprehend the topic of a discourse | <p>Students</p> <ol style="list-style-type: none"> (1) listen to part of a conversation or a story and guess its topic or theme; (2) say what they do to work out the topic of a story or a conversation (3) play games like 20 Questions or Hangman in which they work out the topic of a story; (4) for a topic they have selected, make up a small speech; - their peers guess the topic. |
| Conventions | phonological | use phonological skills | apply phonological skills in listening | <p>Students learn to manipulate and store the phonological patterns appropriate to their development and need at any time. They</p> <ol style="list-style-type: none"> (1) identify sounds / sequences in sound patterns (for example, rhyme, onset/ rime segmenting, strip off the first and last sounds, phonemic segmenting, deciding whether a word contains a particular sound; (2) blend sounds and sequences into larger sound patterns; (3) combine segmenting and blending strategies such as deleting and swapping sounds in words. <p>The phonological patterns include 1-syllable words and 2-, 3- and 4-syllable words with varying stress patterns.</p> <p>Students learn to retain sequences of sound patterns in short term memory and to imitate sound sequences of increasing complexity.</p> |
| | | build their pronunciation skills, say words accurately, correct and amend inaccurate attempts | recognise pronunciation patterns | <p>The pronunciation activities targeted in any small group will depend on the articulatory needs of the students. They may target activities in learning to</p> <ul style="list-style-type: none"> • perform the movement patterns to produce sounds, • articulate sound patterns of increasing length, • imitate intonation patterns in sentences of increasing length, • retrieve words rapidly, • chunk strings of words, and • manipulate the speed or rate of articulation. |

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| | grammatical | | comprehend grammatical forms correctly | Students (1) identify examples of events or relationships described by a grammatical form; (2) act out or draw sentences they hear in play with toys and drawing activities. |
| | | use grammatical forms correctly in speech | | Students (1) say in sentences what they have heard in a story or saw in a picture or an experience using a particular grammatical frame; (2) arrange a string of words so that describe particular sentence meanings; (3) finish sentences they hear that have particular grammatical constraints. |
| | | retain and recall information in short term memory activities | recognise information in short term memory activities | Students (1) recall a sequence of items in particular contexts, for example, “ <i>I went window shopping and I saw</i> ”; (2) recall what they heard earlier in a story by visualising, contextualising, etc. |
| | genre | use discourse conventions in spoken discourse | comprehend discourse conventions in discourse heard | Students use conventions to link sentences into discourse and comprehend what others mean by the sentence links they use. They (1) listen to a story of 2 or 3 sentences about a topic that don’t have connectives such as “ <i>also</i> ”, “ <i>then</i> ”, “ <i>after that</i> ” or “ <i>however</i> ” and suggest what might be used to link them; (2) add to a re-telling of a story using connectives, pronouns and intonation; (3) suggest the pronouns that might be used in a story they hear; (4) suggest who or what is referred to by pronouns in a story; and (5) use pronouns and intonation to refer to people or things. |

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| Purposes | manage and direct how they use language | manage the speaking aspects of conversing, recounting and discussing topics | manage the listening aspects of conversing and discussing topics | <p>Students</p> <ol style="list-style-type: none"> (1) imagine they are participating in a story they hear or a film they see and converse with peers who are also pseudo-participants. (2) engage in role play activities in which they take on the roles of others and imagine what the others might say. <p>In these activities students are taught how to plan what to say, how to respond to others and how they might change what they intended to say, their body language, etc.</p> | | | | | | | | | | | | | | |
| | | adjust to audience / context in what is said | comprehend adjustments to audience / context in what is heard | <p>Students</p> <ol style="list-style-type: none"> (1) listen to a re-telling of a story and say what or who is intended by relevant pronouns; (2) listen to a story that doesn't have pronouns and suggest the pronouns that might be used; (3) suggest who or what is referred to by pronouns in a story; (4) suggest the tense of particular verbs based on what has been said earlier in the text. | | | | | | | | | | | | | | |
| | listen /speak 'between lines' | talk about ideas in imaginative ways | comprehend imaginative reference to ideas | <p>For a story that they have heard, or events that they have seen, students suggest how the outcomes may have been different</p> <ul style="list-style-type: none"> • if the events had occurred in other contexts, • if the key characters were different in particular ways or • if key elements of the story were changed. | | | | | | | | | | | | | | |
| | | use common idioms in speech | comprehend common idioms | <p>Students hear idioms such as</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;"><i>by the skin of your teeth</i></td> <td style="padding: 2px;"><i>can't make heads or tails of it,</i></td> <td style="padding: 2px;"><i>down in the dumps</i></td> </tr> <tr> <td style="padding: 2px;"><i>keep an eye out for me</i></td> <td style="padding: 2px;"><i>got your wires crossed,</i></td> <td style="padding: 2px;"><i>drag your feet,</i></td> </tr> <tr> <td style="padding: 2px;"><i>be here on the dot,</i></td> <td style="padding: 2px;"><i>keep your nose to the grindstone,</i></td> <td style="padding: 2px;"><i>keep your chin up</i></td> </tr> <tr> <td style="padding: 2px;"><i>it's raining cats and dogs</i></td> <td style="padding: 2px;"><i>she knows it backwards and forward</i></td> <td style="padding: 2px;"><i>he's pulling your leg</i></td> </tr> <tr> <td style="padding: 2px;"><i>you're making a mountain out of a mole hill</i></td> <td></td> <td style="padding: 2px;"><i>give me a hand</i></td> </tr> </table> <p>and</p> <ol style="list-style-type: none"> (1) discuss what each might mean; (2) the picture it tells you to make in your mind; and (3) say when they could use it. | <i>by the skin of your teeth</i> | <i>can't make heads or tails of it,</i> | <i>down in the dumps</i> | <i>keep an eye out for me</i> | <i>got your wires crossed,</i> | <i>drag your feet,</i> | <i>be here on the dot,</i> | <i>keep your nose to the grindstone,</i> | <i>keep your chin up</i> | <i>it's raining cats and dogs</i> | <i>she knows it backwards and forward</i> | <i>he's pulling your leg</i> | <i>you're making a mountain out of a mole hill</i> | |
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| <i>you're making a mountain out of a mole hill</i> | | <i>give me a hand</i> | | | | | | | | | | | | | | | | |

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| | extend an exchange | comprehend extensions to an exchange | Students initiate and maintain a short conversation with peers. They begin by imitating particular expressions in role play and vary these. They apply this in doll play or suggest how a person in a story to which they are listening might converse about a topic. |
| adjust to context and audience | judge how much information to give in conversing, discussing, use the context in speaking | use the context while listening, recognise adjustments to context and audience in conversing, discussing | Students (1) are given one or more pictures that they describe to peers, who have to decide, as quickly as they can, what the picture shows; (2) listen to story and say what else they need to know. |
| goals for language use | express goals for speaking | comprehend goals for using language | Students (1) suggest why particular actors in stories or videos said what they did say, what their goals or motives might have been ; (2) suggest what alternative things they might have said to achieve their goals more effectively; and (3) act out in drama activities and games / play ways in which they would say things to achieve particular goals or outcomes for themselves. |
| stay on the topic | use the topic or theme of a communication in speech | comprehend reference to the topic in listening comprehension | Students (1) listen to a story that goes off the topic and decide where it does this and what might have been said that was on the topic; (2) listen to an incomplete story and suggest how it might be continued; (3) are given a topic or a name of a story and take turns to say sentences that allow the story to build. They need to say sentences that retain the topic. |
| use the context to interpret linguistic forms | use noun -pronoun and verb tense agreement appropriately in speech | comprehend the use of linguistic forms that are defined by the context in which they are used, | Students (1) listen to a re-telling of a story and practise saying what or who is intended by pronouns; (2) listen to a story that doesn't have pronouns and suggest the pronouns that might be used; (3) suggest who or what is referred to by pronouns in a story; and (4) suggest the tense of particular verbs based on what has been said earlier in the text. |

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| Ability to learn language | retain ideas in short term memory | retain and recall information in short term memory activities | and recognise information in short term memory activities | <p>Students</p> <ol style="list-style-type: none"> (1) repeat verbatim sentences they have just heard; (2) hear a list of words, and select those which were in a story they heard; (3) recall in order the events that occurred in a story they heard or a film they had seen; (4) learn to use various short term memory strategies such as visualising, repeating what they heard and using other mnemonics to assist recall of details. (5) recall a sequence of items in particular contexts, for example, “<i>I went window shopping and I saw</i>”; (6) recall what they heard earlier in a story by visualising, contextualising. |
| | store new ideas in long term memory, retrieve it. | say what they have learnt and will remember, say how what they have learnt is like what they already knew and where the new ideas fit in and imagine themselves remembering the new ideas in later sessions | | <p>Students</p> <ol style="list-style-type: none"> (1) say a review or summary of what they have learnt and what they will remember; (2) say what they have learnt is like what they knew and where the new ideas fit in; (3) imagine themselves remembering the new ideas in later sessions. |
| | ways of thinking | | use auditory perceptual skills, discriminate and localize sounds | <p>The auditory perceptual activities targeted in any small group will depend on the particular needs of the students involved. They may target activities in</p> <ul style="list-style-type: none"> • learning to discriminate between sounds, • localising a spoken message and • learning to attend to a message in the presence of background sounds. |