

## Language Support Program – Appendix 3 The ICPAL language framework

<b>IDEAS</b>	<b>Words</b>	Words have meaning
		Parts of words have meaning
		Vocabulary as a meaning network
	<b>Sentences</b>	Simple sentences describe an event
		Variations of the simple sentences describe an event
		More complex sentence ideas
	<b>Discourse</b>	The genre, or cohesion of the spoken message
<b>Topic</b>	The main theme	
<b>CONVENTIONS</b>	<b>Phonological</b>	The rules governing the combining of sounds in words
	<b>Grammatical</b>	The rules governing the combining and unpacking of words in sentences
	<b>Genre</b>	The rules governing the combining of sentences in discourse
<b>PURPOSES</b>	<b>Managing and directing</b>	How to start, maintain, and end conversations
		How to take turns
		How to stay on the topic
	<b>Listening and speaking between the lines</b>	How to 'read' in a message its intended meaning
		How to use idioms and metaphors
		How to extend a language exchange
	<b>Adjusting to context and audience</b>	Judging how much information to give
		Judging what others might know during the conversation
		Selecting appropriate words and conventions
		Using the context to assist understanding
		Linking ideas in relation to a particular context
	<b>Using language for different goals</b>	Identifying goals for an oral communication
		Inferring goals for an oral communication
		Using language to extend a language exchange
		Using language to request, agree, confirm, compliment, etc.
<b>ABILITY TO LEARN</b>	<b>Ability to perceive oral language</b>	Auditory perception
		Auditory discrimination
		Short-term auditory memory
	<b>Ways of learning</b>	Ability to use symbols
		Ability to conceptualise and categorise
		Ability to link ideas (e.g. cause and effect)
		Ability to sequence and order
		Ability to transfer knowledge
	<b>Opportunities to learn</b>	A range of experiences in which expressive and receptive language skills can be applied and learned