VCE English Language 2016–2023 Frequently asked questions

The following *Frequently asked questions* were provided to support the implementation of VCE English Language 2016-2023. They have been updated to align with the revised study design, but are still relevant.

Where can teachers find examples of texts for use in teaching the course?

Students are expected to read a range of texts about language in order to develop their understanding and to keep abreast of contemporary discussion about language use. The *Advice for teachers* resource provides recommended texts for use in teaching the coursework. The resources list on the VCAA website also contains texts to build students’ knowledge about language.

Students are also provided with texts that enable application of their knowledge in discussing and analysing the language in the texts. Numerous texts can be found in the *VCE English Language Resources*, published and periodically updated on the VCAA website: [www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguage-resources-2016.docx](http://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguage-resources-2016.docx)

This document contains print and electronic texts for use in Units 1 and 2 and Units 3 and 4. Texts that students analyse include, for example: extracts from novels; plays and other works of literature; recordings of spoken conversation; excerpts from film and TV; social networking posts; extracts from bureaucratic documents, laws and contracts.

Is there a Glossary? Are there prescribed definitions with the metalanguage terms?

The VCE English Language Study Design includes two lists of metalanguage terms; one on page 9 (‘Metalanguage for Units 1 and 2’) and one on page 17 (‘Metalanguage for Units 3 and 4). These lists do not include definitions. Each of the English Language units requires students to understand linguistic concepts and use metalanguage appropriately to describe and analyse language in an objective and a systematic way. Metalanguage underpins the key knowledge and key skills and provides students with the means to discuss elements of linguistic study.

Students are not expected to define the metalanguage terms, but rather to use them appropriately in describing and analysing language in an objective and a systematic way. Teachers should focus on supporting students to describe and analyse samples of language (texts ‘of language’). The metalanguage is a tool rather than an end in itself.

The unit and area of study descriptions offer clarifying commentary about key concepts and about how they have been defined for the purposes of the study design. The Resources listed on the VCAA website include several grammar resources and text books. The VCE English Language study does not require a focus on defining terms; the focus is on discussing and analysing language in use.

In selecting texts for analysis, teachers should be conscious of the metalanguage requirements of the course. Teachers select texts to enable appropriate metalanguage concepts to be learned. For instance, a teacher wanting to teach ‘syntactic patterning in texts: antithesis, listing, parallelism’ would select a speech – either a transcript or a written prepared speech – knowing that this is the text most likely to provide opportunity for discussing these aspects of syntax.