**Annelise Balsamo** - Good afternoon, everybody, and welcome to the VCE English Language Study Design Implementation Webinar series. My name's Annelise Balsamo. I'm the English curriculum manager at the VCAA. I'm joined tonight or this afternoon by an experienced English language teacher, Ramesh Mahalingam, who is going to take us through his thinking around planning and teaching for Unit 1 for the revised VCE English Language Study Design to be implemented in classrooms in 2024. Ramesh will take us through his own thinking about this and possible approaches to how you might in your own classrooms, think about implementing the revised study design. But this is obviously his thinking and it's beginning a conversation about how we might do this work in our own classrooms.

And as we come together, I do want to acknowledge country and the traditional custodians of the many lands on which we are meeting together tonight. I'm on the lands of the Wurundjeri people of the Kulin Nation and I'll respectfully acknowledge their elders past and present, and pay respect to the ongoing living culture of First Peoples in Victoria.

Just a tiny bit of housekeeping as we go on. So, if you want to ask a question, you can't unmute for this session, but you can ask a question in the chat. So, that's at the bottom of your screen. On the right-hand side, there's a chat box of Q and A. You just need to select all panellists and then ask a question. We'll probably answer them verbally. So, I will pose the question to Ramesh at a convenient pause in the in the presentation and we will have a conversation about answering that question. So, I'm going to pass over now to Ramesh. Thank you so much, Ramesh.

**Ramesh Mahalingam** - Thank you, Annelise. Hello, everyone. My name is Ramesh as Annelise said, and I'm here. I'm very proud to be talking to you all and this is my take on the new study design having taught English language for a long period of time and a great advocate for English Language. I'm honoured to be here to be talking about this new study design.

First off, I would like to start by saying what are the key changes in Unit 1. Generally speaking, the major changes in Unit 1. When I say major changes, there isn't a major change, but there are a few changes that we have made. The first thing is obviously, to bring a greater deal of consistency. When I say consistency, in the past, we've always struggled with definitions of certain terms, particularly around function and social purposes and things like that. So, we thought looking at the definitions would be a useful thing, so it defines some of the key terms and some of the theories. So, I like that. And also, in terms of looking at which subsystems to be covered in which area and which area of study, and where it can be introduced, where it can be taught. I like that sort of a consistency, so it can be easy for teachers to not overload themselves. And I thought also the study design has become more accessible and it's more contemporary, particularly when it goes into Unit 3 and 4.

And the other thing that I liked about it and the key change is introducing words like the words like analyse, identify, discuss, and investigate particularly in Area of Study 1 to analyse, and Area of Study 2 to discuss and investigate. Particularly Area of Study 2, to include the field work into the study and to allow students the opportunity to investigate and collect data and do some investigation. And the last but not the least, the key change there is the introduction as I said, and also to make the oral component a part of the assessment.

So, we can start looking at which of the assessment task in which of the area of study can be an oral component, oral, audiovisual sort of a thing. Some of these changes I would like to say has already been implemented by quite a number of teachers that I've spoken to. For example, at our school, we have always done this oral component in terms of field study and investigation, but to have it as an assessment task is a validation of some of the things that is already happening in the classroom. So, for us as a school, we already have this sort of a field work study that they do. So, we will make that into an assessment task. So, these changes to me help me to clarify, help me to be consistent and help me to make the study design quite accessible.

Coming into Area of Study 1, some of the key changes there is the definition of function. I think it is important that I think we all have a clear understanding of what that function means and it has been included in the linguistic terms and theories section in the study design as you probably would've seen. And there is also an on-demand video I think, presented by Anna Stewart and she explains in terms of what those theories are and where the function definition is coming from. It's not that we have to introduce those theories and theories there, but I have that as an underpinning in terms of our understanding of function. So, to me, I like that change and it helps me to clarify these to my students and help them to start looking at it.

And then, when we come into Unit 3 in terms of social purpose, that word social purpose has been removed and just to say purpose there, to me that makes real good sense. One of the other changes in the Area of Study 1 is in terms of including the Australian context in the text that we study. So, we can start looking at bringing, which we already do, I think we all always almost do that sort of an Australian text and Australian context and see how the nature and function of language in Australia is changing. So, it is good to see that the study design including that. And also that in terms of the modes, I've always struggled as a teacher to look at sign language. While it is important, I've always struggled to look at how to incorporate that into my planning and teaching of this unit. But study design saying let's focus on spoken and written, sign language can be considered, but the focus is more on these two modes, which to me as a teacher is quite helpful.

The next is I think the introduction of the word tenor in the linguistic terms and theories, which is again, a useful thing to look at how the participants are involved. I'm just going to briefly look at the definition here. To give us that an extra understanding of how this is helpful in terms of understanding how the participation or the relationship between the participants within the text is also study. I also like the introduction of the text types, because we need to introduce our students to quite a number of text types where language is used and for them to understand which each text type the language changes and the function changes. So, I like that aspect as well.

And also the representing reality in the old study design is now changed to the world we inhabit, I think representing reality whose reality is the question. But now when we say the world we inhabit, it can be the world that we all inhabit, that the children inhabit. So, it's easier for us to talk about that. So, some of the key changes in native study are these.

And when you come into Area of Study 2, which is the language acquisition, the social situation has been replaced with a situational context. I like that in terms of a change, because again, it helps me to look at the situational context in which language is acquired and learned and applying it within that. And to then narrow down or specify the two linguistic theories that are to be studied and that being defined within the study design is a very useful thing for me, because I can then focus on those theories, and then take it into my classroom and start exploring those in language acquisition. The biggest thing that I liked about this is the examining the language acquisition in adults and also learning second languages, because I myself am a second language learner and I always use myself as an example in terms of how I acquired English or did I acquire English or learn English and have those conversation about language acquisition and language learning and showing the differences. And do adults learn language in the same way as children do? So, I thought that was important to see that being recognised in the study design for us to explore that further.

Particularly in my school context, all students, I can say all students are almost all students speak an additional language or learn an additional language or a multilingual. And it's important for us to have the sort of a question around what are some of the commonalities there, what are the differences in terms of how we start acquiring these languages? So, I thought that was quite a very good addition to the study design. Even in the last few days, I've been having discussions around this particular area in terms of how the differences are. So, it is quite an exciting thing for me to actually do things that the study design is asking me to do.

Last but not the least, again the introduction of a field study which gives students the opportunity to explore, investigate, and have some level of agency where they can then start tapping into their own sort of archives. For example, I asked my students to go to their archives at home and ask their parents permission to see if they can use a video that they recorded when they were growing up. And I tell them as a kid when I was growing up, nobody recorded me, so I don't have any records of when I acquired language. So, when I asked my students to say, can you go into your archives and see where you acquired language, when you acquired language? So, the students get the option of actually doing an investigation in terms of how language has been acquired. It takes them out of the classroom situation where they're thinking about this and in some cases students go and record. I encourage students to go and record, but again, doing recording, we then build that sort of an ethics and this sort of ethics that is involved in doing such case studies and acquiring consent and doing all the right things. So, it gives them the opportunity to do that in an English language study. So, we have been doing this for a long time now and it was good to see that that being included in the Area of study 2.

So, there are some very significant changes I should say, particularly with this introduction, the field work, and there are also some significant changes in terms of the wordings and in terms of the inclusions and additions and being accessible. In terms of organisation and timing, this is roughly copied and pasted from my sort of a plan for my team at our school. But oftentimes, you can swap them around. For example, the first two weeks it's important for us to spend time on what is the nature of language in Australian society and what are the functions of the language that is used in our society? And we can talk to them about how human communication is unique and the various function it achieves. And what are the various factors that impact language use or influence language use? And remember we have included the tenor in there, so you will start talking about the situation and context, the cultural context in which language is used and how it impacts the nature of language that is used and what are the different function it serves within our society.

So, that's sort of a discussion would be quite meaningful to have even before we jump into the subsystems. When I say subsystems to be started in weeks three and four, that doesn't mean that you can't talk about subsystems in weeks one and two. You can still talk about them, but you can have designated time where you unpack each of the subsystems that the study and the study design gives us an indication of, in my further slide, I have given some details about what sort of subsystems. But the study design outlines what can be covered and how in depth it can be covered. And I know some schools would want to do a subsystems test at this point in time. I'm not a big fan of those subsystem tests. It might be a good thing for them to recall what is what, but I would always tend to provide them a text and say find syntax here, talk about this syntax here, what are the morphological changes or what are the morphological features you see, what are the lexical features you see here? What nature of language does it show? What is the function itself rather than testing whether they remember the subsystems It depends on the cohort that you have, but be free to explore what works for your students and your cohort and your sort of setting. But these are some indications.

Once I've done that, I can then jump into introducing them to the different modes, and with the different modes, you can introduce the discourse subsystems and see how spoken mode is different from written mode, and what sort of features distinguished the spoken from a written mode. So, that could be done with the selection of a range of text. And one of the assessment tasks that I've suggested in the slides here for Unit 1 outcome, the Area of Study 1, is you can ask students to collect a folio of different text types and different modes and ask them to annotate, and then start identifying the different features and the different nature of language and the different function itself, so that they are aware of the way that language is influenced by various factors. And I would reserve the last two weeks of the course for assessments.

At our school, we do quite a number of formative tasks and we start even in week six where we do a particular text in a particular mode as a class and then we unpack it, write short answer questions or write an analysis of a certain feature, and so on and so forth. And then, you can have the actual assessment task or SACs or whatever your school calls it, in week eight. So, that's for Area of Study 1.

For Area of Study 2, I would start by focusing on the stages as to introducing them to the idea of language acquisition and then how children go through these different stages. And then, to come to talk about the two theories that are being recommended in this study design, and then to look at the critical period hypothesis here, the children when they pass a certain period may not be successful in acquiring certain nuances of language. You can explore that hypothesis in the next two weeks, and then to go into five and six weeks, five and six and to start introducing the subsystems and how children acquire each of the subsystem, what are the phenological features they acquire, what are the differences or the difficulties there, and what sort of lexical choices they make. Do they acquire nouns first and function words, particularly what's first, why do they do that, et cetera. And then, to look at the syntax, and then the word generalisation and under generalisation they do in terms of the semantics. And then, maybe in the second half of that double week session, you can start talking about what happens in additional language acquisition in adult language learning and start seeing the differences in the ways that language is acquired at different times by different people, at different stages and different cultures. That can be fascinating.

I've set the assessment and field work in week seven and eight, but if you're doing field work, it might be worthwhile introducing that in week one, so they have the entire time to collect data and talk to you and have some sort of parameters there, some questions raised, and meeting the objectives of the field work. And then, they can do the field work presentation as a report or as an oral presentation. At our school, we do the oral presentation, but as I said, we never made that into an assessment task, we just did it for fun. But going forward, we will try and factor this into the assessment task. Maybe we will push that field work or oral presentation to week six. This year, our students are doing it in week six of this term, so you can move things around and see what works in your context. I hope my pace is okay and you guys are able to follow and grasp what I'm trying to say here.

Going into on the actual areas of study. I'll spend the next few minutes on each area of study. Going into Area of Study 1, Area of Study 1 is the nature and functions of language and what... To me, when I look at the broad topics for this particular unit of work, I start talking about nature and functions, factors, subsystems, modes, and then to start looking at the assessment. And we are talking about the theory that language is a system of signs and conventions and I think in one of the on-demand video on the various theories by Anna Stewart, I think she's explained those different theories in terms of how language is a system of signs, language is a sign signifier, signified, and so on and so forth. Quite interesting stuff that you can have some fun.

And there are some indications as to how you can make this fun in your classes. So, definitely, you need to factor the discussions around how the nature of language is in this society today and what are some of the changes that are happening and what are the various functions it does and the various factors that influence the language choices in our society. We always give our students a homework around this. When we say homework, we'll give them a topic to, we will ask them to write an essay with basic extended sort of response without giving them an assessment task where we ask them to say how is technology destroying language in today's society or something like that to start them thinking about what is the nature of language today and what are some of the changes that are happening and what are some of the language choices we are making to factor that in. And we have so many other things that are happening in our society today that can become a very useful means of asking our kids to look at how the nature of language is evolving under our very own eyes and society today.

Definitely the mode, I always tend to start with spoken mode for the year 11 students when they come into the first term of a semester, because it's easy, they understand that a conversation between two or three people start with that. And then, next text will be a written mode in advertisement. To me, some of the recent advertisements that come in the print media is a very good useful resource. I take that into a class. My colleagues are, they get really worried, because the newspaper missing page three, page five, page seven, because I've removed them from the newspaper and I'm using it in classrooms. You can have a lot of fun in terms of taking any text and please expose them to a range of text, so that they are aware of how language changes based on the text type, based on the mode, and is influenced by a range of factors.

Coming to this exciting part in terms of subsystems. It can be exciting, it can be boring, it depends on how we approach it. I like teaching grammar and I delight in teaching grammar. And during parent-teacher interviews at our school, 'cause it is a school that we are, the question is, "Oh, do you teach grammar?" I say yes, we do in English language and parents do get excited, particularly coming from a background like me, Indian background. They always think that grammar learning is good. So, we say, yes, we teach grammar. Then, we teach it in a way that we don't teach that as a separate thing, as a grammar for grammar's sake. But to look at subsystems in terms of how do these various subsystems function and how does it, what is the word and what are the component parts and how is it used in a sentence and how is meaning created? The arbitrary nature of meaning-making and discussing that in terms of sign signifier, signified, and syntax in terms of how words are used.

I think students generally, if they have learned a second language, it gets that bit more exciting, but it can be made exciting if we put it within the context of looking at various text types to see how phonology is used here or morphology is used here, and lexicology and so on and so forth. When it comes to spoken and written text, we can introduce them into the phonology aspects and the phonetics aspects of it and the paralinguistic features and prosodic features. It's helpful for them to see how turn-taking occurs in a conversation. How does a travel agent speak to the customer and what sort of language do they use? Do they use very formulaic How do they then start meeting their various needs of their customers and what sort of prosodic features are used and what sort of paralinguistic features are used? So, it becomes quite an interesting thing for students to start looking at spoken modes and written modes to see how language changes based on the various function it is performing.

And the context is also taken into account. As I said earlier, a subsystems test is a preferred mode for some of the teachers, but I would always suggest that put it into a context instead of asking what is a noun? You can ask, give them a sentence or a paragraph and ask them a question as to how does the noun here or the proper nouns here help with the function of the text and how does this compound sentence here help with the choice of the formality of this text? So, something like that to help them to see that it is not just to remember nouns and verbs and word order and things like that, but to look at it in terms of how it is used within a text. The study design does outline for each of the subsystems what is phonetics and phonology here, vowel, consonant sounds of sounds in connected speech and so on and so forth. So, you can always go back to the study design and it does give us specific details in terms of which can be done in which unit of work. So, that is very helpful information for me as a teacher and for my team.

This is just a summary of the key knowledge that we were talking about. Nature, function, factors, language as a system, and spoken and written notes. This is for Unit 1. And these five dot points will be the sort of dot points that'll determine my planning and the order in which I take, cover this content. And the key skills here, as I said earlier, the key skills here include the word analyse, include the word explore, and you can see that how students need to identify and explore key linguistic concepts as they relate to nature and functions of language. Particularly, if you give them a range of text types and if they've been collecting a range of text types and they have been annotating a range of text types, and they can then analyse these things and show how language is performing its various role within that text and within the society.

The exploration here, largely to do with morphology, lexicology, syntax and semantics. And when you explore the modes, then you can expose them to the paralinguistics and discuss features between the modes. But for Unit 1, Area of Study 1, it'll be okay if they are focusing more on the morphology, lexicology, syntax, and semantics. Obviously, they need to be well-versed in the metalanguage and unlike the previous study design where we had a range of metalinguistic terms, this time we have in the new study design, metalanguage that can be used in each area of study.

So, you can train your students to do that and to start analysing that in their takes and their assessment tasks. Given a three, sort of a three different assessment tasks here that can be quite useful to measure their understanding of the natures and functions of language. Obviously, the first one, I've been talking about it since the start. I like that, because I want students to be able to see language in a different way when they see different text types, email to a conversation, to a letter, to a formal speech, to a informal speech. So, different types of texts and different modes. It's very important that they annotate. So, if you can make that into an assessment task, it'll be really validating for the students who have come into this subject, trusting teacher judgement and trusting their own instinct. And it'll be a nice start for them.

The other thing that I like to do is in terms of an investigative report or an essay about the school reports, it can be a bit of fun, but provided the school allows and the school is willing to allow students to check their reporting comments and to see why this sort of a reporting comment is what sort of language do they use? We have a growth mindset report, so we identify what the child can improve and we always talk about why that is the important thing, because that's a school ethos and things like that. So, it can be a useful exploration to look at the nature and function of language within a school report. It can become a report or it can be an essay.

And the last one that I've suggested here is your usual exam-oriented short answer question, analytical commentary. At our school, we start by asking our students to do short answer questions. We'll give them a text, after we have done all the annotations and all the discussions, we'll say, let's construct questions here. What sort of questions can be constructed for a text like this? What is an English language teacher thinking when they're selecting a text for an assessment task? And that is, I've found that very useful in our classes where students then start typing their questions and sending it and say, I'll give this three marks, I'll give this four marks. I'll ask this question, I'll ask that question. Today, when one of my students was doing it for one of the language and language acquisition, he said, "I'll give 20 marks." I said, what an idiot you are. Can you get 20 marks for 2 examples?

So, it helps them to see how questions are framed, and then you can ask them to respond to short answer questions for an assessment task or you can give them a short answer, a text and say these are the short answer questions. Now, how do we convert that into an AC? If your school is very focused on helping them prepare for the exam right from year 11, then that would be a very useful assessment task. I'm going to be moving on to the Area of Study 2. How are we going with time, Annelise?

**Annelise Balsamo** - We're doing very well. We're right on five o'clock, so you've got another half hour. No questions yet, but we have had a comment that your pace is perfect. So, we're going well.

**Ramesh Mahalingam** - Oh. Thank you. Thank you. Moving on to Area of Study 2. As I outlined in the changes, it is definitely looking at the stages which we did in the previous study design, looking at theories which we did in the previous study design, looking at the subsystems, which we did in the previous study design. But the thing is with the two linguistic theories that are being introduced and how that is being explained within the characteristics of the study and the linguistic terms and theories in the study design.

And then, to look at the additional languages and be mindful of the multiculturalism, multilingualism, and how adults learn additional languages here and what are some of the commonalities and differences within that language acquisition and language learning. And examining that is something that happens in the study design unlike what we used to do in the previous one.

And the last, but not the least, it is the field work and examining case studies to explore how language is acquired. I'm quite excited about that, because it does validate things that we are wanting to do and expose our students to different data that is available. Field work, there's been an on-demand video presented I think by Natalie, and that's worth listening to that, because Natalie outlines the different ways. I have copied and pasted some of the things that was mentioned there. So, I'm repeating what Natalie has already said in her on-demand video. It is providing students the opportunity to do some field work, involving human subjects and mostly it can be their own archives that they get dig into and bring out.

And in my school, when we did this last year, there was a lot of students were presenting how as a kid, they were speaking Hindi and parents will speak Hindi, but the kid will answer in English. It requires a quite interesting transcripts that they did where they brought that in and they were talking about second language acquisition or additional language acquisition. So, it gives them an opportunity to do that and for them to look at the theories and look at the hypotheses, and then to see whether it applies in real life and it makes this subject real life and it becomes an authentic learning experience for them. And that's what this field work attempts to do. It's not to add additional work and additional burden to teachers. It is not to be seen that way. I think it is to be seen as a fun way.

In our class, in our school, we say in week one, we say in week six, we are presenting and we set the parameters in terms of what they can do, can't do, and have constant conversations with that. And some students will say, I don't have a video recording, we don't have that. Can I use a YouTube? And there's plenty of videos on YouTube that they can pick, and then analyse how the child is using language and to start looking at the theories and stages and the subsystems present within that. And our kids have started talking about cord switching here as well. It's very early on, but they started talking about code switching, because they say, oh, my dad is speaking Hindi, but I'm speaking English, but I've used this in word. So, it becomes an interesting thing for them to look at their own language acquisition. So, this field work is quite exciting, but it shouldn't be seen as an added burden or additional work. It could be fun.

And I think if you go into the networks and ask people, they'll have so many documents that people like us have written that could be shared, that could be used in classes if you're struggling. All the on-demand video that Natalie has done is a very good one for you to go to. Key knowledge here. Again, looking at the developmental stages and subsystems of language acquisition, the emerging subsystems as to how they acquire the different ones. And the theories, again, the universal and the grammar-based theories, which are defined clearly in the study design. And then, talking about first, additional language acquisition, multilingualism, and code switching. And yeah, code switching is here in Unit 1 as well. I was thinking maybe it's only in Unit 3, but it is in Unit 1. So, you can ask your kids to start, students to start talking about code switching if you have students who are bilingual or multilingual.

And the linguistic investigation field work is really something I'm very excited about. Key skills here. I'll start with the last one here. That's where the students constantly ask me questions. They say, oh, should I phonetically transcribe the entire script set? And they will bring a video which is 20 minutes long. I say, if you sit down to and transcribe this 20-minute video, you're going to be sitting there forever. Just pick two 30 seconds, one minute of that and then start transcribing it. When you see there is a word that probably relates to a stage or you think this is a theory-related or this is a subsystem-related, that word can be transcribed phonetically. Then, you can show how the child is articulating that word. And you can see that, oh, the fricative here is substituted for a stop here. Or the vowel here has become a diphthong or they have dropped the consonant. That sort of single word or phrases that could be transcribed phonetically.

And the textbook that we use, I say go to that page number 168, 69, look at that. To use that table and see if you can transcribe the text using that sort of linguistic tool IPA within that. It is a lot of fun and students, once they buy into this idea, they will definitely outdo, try to outdo each other in terms of doing that phonetically. But it's not an expectation that they become phoneticians here. I'm not, and I struggle with that. My articulation of vowels and consonants are different. My accent is different. I struggle with that. But it's still a fun thing for students to do and for them to explore the different ways in which sound can be transcribed is very good.

The other thing is for them to actually see language used and how language, there's plenty of videos available, YouTube videos, TED Talks, and things like that where different research is done in brain technology, brain mapping technology, and students see how... We can see how language is acquired, which part of the brain is active. All that is very interesting for students to explore. And they need the metalanguage to go with that. And what we tend to do is we tend to ask, we ask students to play the role of a parent, and then in their presentation, we say become a parent and ask this question to a linguistic expert, because parents do have certain concerns when it comes to the language acquisition and those concerns can be addressed in a linguistic way. And these students, because our English language study design is quite descriptive, it's not a prescriptive one.

So, they can then start looking at explaining how a child is acquiring language, what is the science behind it, what are the gaps there and what does the theory say and how is this theory inadequate and so on and so forth. It gives them a lot of opportunity to investigate, identify, use all the metalanguage there and not just a very dry theory part alone.

Assessment task. I've started talking about these assessment tasks quite a lot already and one of the things that I just mentioned was in terms of an investigative report or a presentation. So, we put students in groups of three or four and we say, you guys then choose a transcript or a record, transcribe it, and then apply the stages, theories, emerging subsystems to that, and then role play. And we say we only look at the creative presentation of that. And students then we say, we'll do the role of a parent and then there'll be a neuroscientist or a brain scientist or a linguist there and they all start wearing, they bring props and things. Some years, some students go to extreme lengths and creative lengths to make it all more fun. It might take up to 120 minutes. And we have a double session where we run this for a double session going into the third period. So, it's a three-period oral presentation where it can be great fun.

Starting next year, we will make this into an assessment task, so it'll be a bit more structured and formal where we are putting marks, but I think we will maintain the fun aspect of it still, so that kids are engaged in it and they're going to creative lengths to make it presentable. So, that's one of the assessment tasks could be oral. So, for your entire Unit 1, this could be the oral component that you choose. And students can play the video, it can be multimodal. One of our groups this year, they're going to record the whole thing, which means that they're going to look at the production values of that. I said, you're not going to get extra marks, but they're going to start looking at it. So, it can be done in different ways, multimodal or representation, or just an investigative report.

You could write an expository essay on a range of topics that ask them to explore the gaps in certain theories or gaps in certain hypotheses, and then substantiate that with evidence that they have collected. Or they can look at annotated samples of a range of samples. I use students' transcription from previous years. I have their consent. I have used their previous years' language acquisition examples in class to talk about range of language samples. You can, sorry, do that with your students.

And we also tend to do some formal assessments in terms of providing them a transcript, which is 30 to 40 intonation units, a grandma talking to a grandchild. And then, some short answer questions, because we are also mindful of them not only having fun learning, exploring, investigating, but also acquiring the skill for the exam. So, we are always mindful of that. We always try and factor one thing that is similar to or closer to the exam scale of a section A, B, and C. That sort of thing. So, I don't know how the exam is going to look like for the new study design, but this is based on my current understanding. The two main linguistic theories that are introduced in Unit 1.

As I said earlier, they assign signifier, signified sign system of signs and conventions and how meaning is arbitrary. And you can have a lot of fun in that sort of a semiotic analysis at the start of the term where you can provide them quite a range of signs and iconic symbols and start looking at what possible meaning. And that theory is explained in the on-demand video. And the second one is introducing them to the universal grammar and usage based accounts that are explained in the study design as well. I think, Annelise, that is the end of the presentation.

**Annelise Balsamo** - Thank you so much. That's been great. Okay, so we do have a question. I'm just going to, I'll read it out, but I'll talk with you about it, but I think this is something that I might answer. "Can we use the metalanguage associated with the new six functions of language with our current year 12 students who are finishing the old study design? Or do you feel that this is an unnecessary confusion?" I would say the latter. It's an unnecessary confusion, yeah.

**Ramesh Mahalingam** - I did say that, because there was a question asked in my team the other day when we had a meeting, should they attended VCAA presentation. They said, "Should we start using that one?" I said, no, no, no, no, let's not do that. We can start that next year. Yeah.

**Annelise Balsamo** - Yeah. Yeah. And the responses, I thought so and thank you. So, that's good.

**Ramesh Mahalingam** - Okay.

**Annelise Balsamo** - I might just jump in here about the exam, 'cause you did raise that the plan is not to change the shape of the exam and the tasks that we have. So, there'll still be section A, B, and C. There'll still be short answer. There'll still be analytical commentary. There'll still be essay. So, more information will come at the end of the year after this cohort sits the current examination. But it will not substantially change. We know it's a really stable exam structure and I think all of the key skills that we have, if you like, had continuity between the two study designs, are still embedded in really meaningful significant ways. So, nothing significant has changed in that regard. So, the exam will remain stable.

**Ramesh Mahalingam** - Fantastic.

**Annelise Balsamo** - Yeah. Okay. Hang on. I'll just check if there's any more questions. Oh, yes. And then, we've been asked about the on-demand videos. So, those, if you go to the current VCE English language study design page on the VCAA website, at the bottom of that page, there's a tab that says study design for 2024. Click on that and there is a whole tab that will take you to the current on-demand videos that we have put up. And they're around field work that Nat Gleason presents. linguistic theory in the classroom by Anna Stewart. And we have all the electives by Rowena and there will be another one that will go up about assessment after that.

And all of these on-demand, all of these webinars that you are, that in this current series, will also be recorded and will be published there. So, they'll all be available for you to view at your convenience.

**Ramesh Mahalingam** - Thank you.

**Annelise Balsamo** - "Are the year 12 students in 2024 expected use Jakobson's function in the exam?" Yes, that will be a key knowledge in the exam in 2024.

**Ramesh Mahalingam** - '24. Yeah.

**Annelise Balsamo** - Not this year, but next year function, we'll take that particular conceptual understanding. Yeah. It looks like that's the end of our questions. I just want to thank you so much. I think your excitement and passion for what you do in your classroom is really infectious in this presentation.

**Ramesh Mahalingam** - Thank you.

**Annelise Balsamo** - And I really enjoyed listening to the way that you had conceptualised the teaching, the learning, and the assessing of this new study.

**Ramesh Mahalingam** - Thank you. Thank you.

**Annelise Balsamo** - Anybody who's interested in any other information or you have any queries or questions, you can always contact me. Here are my details. They're on the screen now. You can ring or email me. Sometimes it's easier to get me by email and I will get back to you as soon as possible. Thank you for attending this session today. I hope you attend our other ones. We have ones on Unit 2, Unit 3, and Unit 4 coming up

**Ramesh Mahalingam** - Yeah.

**Annelise Balsamo** - for all different teachers presenting their interpretation of the new study design. So, looking forward to seeing you all there. Thank you for your time.

**Ramesh Mahalingam** - Thank you. Thank you, all.

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