**Annelise Balsamo** - Hello, everybody, and welcome to our third live webinar to support the revised VCE English Language Study Design that will be implemented in your classrooms in 2024. My name's Annelise Balsamo and I'm the English curriculum manager at the VCAA. And I'm so pleased to have you all here today. Our presenter tonight is Rowena Morris, who's a very experienced English language teacher and she's going to share with all of us her thinking around planning and teaching and learning for unit two for this new revised study design. So welcome, Rowena. If I can just get you to move the slides across, that would be great.

And just as we come together, I just want to acknowledge the Traditional Custodians of the lands on which we meet here tonight. I would like to acknowledge the lands of the Wurundjeri people of the Kulin nation and pay my respects to elders past and present and acknowledge the ongoing living culture of the lands on which I'm privileged to live and work.

Like all the other webinars that we are running here, these will be published or these will be recorded and published. So you can revisit or visit the VCAA English language study page and they'll be published there in about two weeks and you can go back and have a listen to the recording and for highlights or things that you wanted clarified. If you've got questions during this webinar, you can't unmute, but you can put your questions in the chat function and that's on the bottom right hand side of your page. So just put them in the chat and we'll either answer them by typing in, if it's a logistical question, we can type it in. If it's a question that you want to put to Rowena, I can forward that to her and we can do that live on the video. So that's the way that you can get Q&A done. So without any further ado, I will pass over to Rowena. Thank you.

**Rowena Morris** - Thank you Annelise. Hi everyone. Thanks for joining us this afternoon on a well, it's sunny where I am. Dunno if it's sunny where everyone is. My name is Rowena Morris. I am currently the teaching and learning leader at Kyabram P-12 College. I've been a passionate English language teacher for over a decade. I spearheaded the introduction of English language and Kyabram and have been teaching it there ever since. So my goal today is to give you a little bit of a whistle-stop tour of unit two language change in the new English language study design for 2024. The goal is hopefully to provide a little bit of an overview of the main changes and some of the rationale for those so that you can just get your head around those and some teaching and learning ideas and some approaches to assessment for unit two.

So if we kick off with looking at the key changes in unit two, the focus of unit two has remained largely unchanged. So the broad focus of language change is going to be very familiar to everyone who has taught English language previously. The key focus is obviously the evolution of the English language from the beginnings of English up to the modern period. There are a few, I guess minor logistical and word changes in parts of it, particularly the inclusion of pragmatics in our subsystems. And also when you're considering the metalanguage of the unit up top of the study design, we now have a subsystems of language section and a metalanguage by subsystem table. That's in your characteristics of the study section on pages 10 through 14 of the revised study design. So that's something I will refer to throughout this afternoon. It's a really great reference point. I think it's a really positive inclusion in the new study design. So a little bit of extra support provided there.

The other key supportive change you'll notice that supports all of the units, but specifically for unit two tonight is the inclusion of the characteristic section, which has the key concepts and a clear definition just to clarify and have common language about that when you're teaching it in your individual units of study. So if we move a little bit deeper into the key changes in unit two in the areas of study, there are some key changes specifically in Area of Study 1, you'll see a slight tightening of focus in the Areas of Study previously that was a little bit of a more nebulous border between the two Areas of Study perhaps.

So now we've got a little bit more clarity about what content happens in Area of Study 1 and what content happens in Area of Study 2 and it allows you to then have the adequate depths across both of those. Area of Study 1 focuses very clearly on the development of English as a single entity inside the borders of England, more or less. And Area of Study 2 is a focus on the development of the variations of England when it moved outside. So as a consequence of contact and colonisation beyond the borders of England, the borders of England, sorry. The biggest and most obvious change that people have probably noticed is the inclusion of the electives option in Area of Study 1.

 So these electives provide teachers with greater clarity about the expected depth of study required for what can be a really broad topic and it allows students to experience both the breadth of information about the evolution of English, but also giving them scope to delve in a little bit deeper to get adequate depth of knowledge and understanding. So that electives options probably what we're going to focus a little bit of time on this afternoon. Just as a really quick guide, this is just a sample of how you might structure your term or your unit around these areas of study. They're both sort of set up as roughly 8-week units. Obviously that's going to depend on your context. There's lots of ways to structure your unit. This isn't a definitive guide, this is just an idea of how you might like to do it. You'll obviously take into account the individual needs of your cohort and your contexts.

For Areas Study 1, you'll see that the sample timeline begins with a broad overview information and then it progresses in a sort of chronological structure and then delves into the selected elective option. And students should then be sufficiently upskilled to engage with the deeper debates and discussions related to language change and the attitudes to language change later on in the Area of Study. And that's where your concepts of descriptive and prescriptive come into it. We'll have a little look at those elective options later on when we look at Area of Study 2, you can see again it begins with the broad concepts and again goes in a relatively linear fashion from early to late spread of English, the development of English varieties as a result of this. And then students again delve more deeply into those philosophical and sociological discussions of language lost, shift, maintenance and reclamation.

As you can see with both of those examples, the sequences of learning progress sort of from a more concrete tangible concept to increasingly abstract and philosophical concerns about language. So it sort of helps to spiral your students through a scaffolded approach so they can layer their learning a little bit more using more familiar concepts and then layering it with the more unfamiliar philosophical discussions about language. Scrolling down. Okay.

Let's take a little look at Area of Study 1 of unit two which is the English across time. As mentioned earlier, this Area of Study has a clear focus on the development of the English language within the borders of England itself with an earlier examination of how English came to England for its earlier incarnation as a cognate and a member of the proto Indo-European language family tree. As the title suggests, students examine English as it has developed over time. So you're looking at concrete and specific change of language features within and across all of the subsystems.

Again, if you refer back up into the characteristics of study section of the study design, you'll be able to see which metalanguage is explicitly linked to this Area of Study. And then through that they also look at the factors which led to change, so the social political environmental factors, and then look at the attitudes to language change throughout this time. So the ways in which society impacts attitudes towards language use and change.

You'll notice there's a key progression of command terms evident in the outcome statement. So those who've carefully unpacked the study design all the way through all of the units, we'll see that there's a pretty careful attention to that progression of command terms right from unit one Area of Study 1 study one to unit four, Area of Study 2. So we are really scaffolding skills and up-leveling each time with our students so that they can access that next progression.

When we look at this particular Area of Study, you'll see that there are three key verbs in the outcome. So when we're talking about the more concrete examples of language change and its effects, students are required to identify and describe that. So this gives students scope and opportunity to engage with the application of the new metalanguage to concrete ideas and concepts. So they're looking at lots of unfamiliar things which means that we can reduce a little bit of cognitive load, making it a little bit more concrete and using identify and describe there.

As the outcome progresses to those more abstract concepts of language change, of attitudes towards language change, you see an increasing cognitive demand as it moves into analysing the attitudes to language change. If you have not already found it, VCAA has a glossary of command terms guide on its website. I'd recommend that you access that because it has really great definitions of all of the command terms in all of the study designs. I've just grabbed out a really quick definition for our three verbs in this outcome statement. So identification is just about simple recognition and naming of the key concepts, terms and metalanguage. So it's, can you see it, can you find it, can you name it?

Description is a little bit more of a detailed summary of the characteristics. So you can see it, you can find it, you can name it, can you tell me what it's doing there? And then analysis is that connections across those key concepts. So can you draw the connection between the metalanguage and the significance of, for example, the change. If we look at an event like the great vowel shift, can we actually articulate the connection between what was happening in society socially, geographically, whatever, and that specific metalanguage change? So just a little bit of an idea of how we're actually approaching cognitive demand with our students here.

Moving on to the electives. The biggest change is obviously the new electives option in our study design. And these were included because they offer a number of benefits for teachers and their students in this area of study. This Area of Study is one of those, how long is a piece of string kind of areas of study? And I know a lot of teachers have often struggled to know how large to go or how narrow to go, how deep to go. The electives option sort of helps to create a little bit of a boundary for that. The key advantage is it does offer choice both for teachers and students. And I think teacher choice is as important as student choice. When we're talking about something like English language, it's an opportunity for more depth because classes can delve more deeply into fewer concepts in an Area of Study, which can be really broad and dense as I said.

It also allows you to make this course accessible to the broad range of students that you will have in front of you in an English language classroom. So some are going to have particular interests, expertise, and knowledge that you can sort of target through the two various electives options. And it also therefore provides a little bit more support for engagement of students. We all know all students have to do English, so we want to make English as accessible to all of our students as possible, whichever English pathway they choose. And I think they also provide clarity, which I think is what teachers are crying out for in study designs is tell me what it is that I need to do, the electives offer that.

So there are two elective options which you can select from in this study design. The first one is incursions. And these are the events which were felt and experienced in the English speaking world and that left their mark on the English language and its historical evolution. So there are events which sort of came into the English speaking world of England. The other one is inventions, and those are the human made creations which altered the way in which we communicate and impacted English language as a result. So more things that were created by humans in the spaces that they were in at the time. I don't know why that's funny. Okay, let's look at choosing an elective. When selecting a suitable elective option for study, teachers need to take a number of things into account. So an example might be, I'm just going to see what's going on there. Sorry. And there's some reason it's playing, narrating over the top of that.

**Annelise Balsamo** - It's not for us. What we can see is the incursion slide now.

**Rowena Morris** - Yeah.

**Annelise Balsamo** - Oh, there you go, that's better. Yep, That's fine.

**Rowena Morris** - It started playing an audio. I dunno where it came from. Okay, that's alright. Okay, so when you select your suitable elective option, you need to take into consideration things like the interest of your specific students in your class, your own personal expertise, knowledge and confidence, the availability of an access to resources. I think that's a really important one for schools to consider. Sometimes an elective sounds great and then when you go to teach it, you don't actually have access to the resources that will make it a valuable learning experience. So make sure you can actually resource it when you are choosing it and then consider your learning needs of your cohort.

Also important to remember that regardless of the option that you choose, students still have to be exposed to all of the concepts, events, and time periods within this area of study. So make sure that while you're studying one elective option in greater depth, you're still giving students access to the broad key knowledge and skills of the area of study. If you give your students choice or you make selection yourself is up to you, you can enforce one option across the class. You can allow students to choose their options. Again, that's going to be very dependent on your class, on your cohort, on your school, and how you want to approach that yourself as a teacher.

Okay, incursions. So there are four key incursions for consideration. When we look at, oh, there's a question. Are we only going to depth in one of the areas within incursions or inventions? So you need to choose either incursions or inventions. And then when you choose that, you cover the scope of that elective. So I'll talk about that in the next two slides where I'll go into them in a little bit more detail. But you do actually select, you select that elective and you teach the content of that elective. So when we're talking about incursions, we are looking at this sociopolitical lens. We are looking at four particular incursions. So two of those are fixed in time. You've got the Viking conquests of the British Isles between the 8th and 11th centuries, and you've got the Norman Conquest of Britain to consider.

Each of those impacted language in different ways. So you have to look at the way in which the incursion actually impacted language. I think one of the key things that this area of study can turn into is a history lesson and what we're actually looking at is the history lesson and how it relates to language. So when you're looking at something like the Viking incursions, you are looking at the impact it had on language of everyday life because of the way in which the Viking communities integrated into Anglo-Saxon communities.

When you're looking at the Norman Conquest, you are looking at the way the French language impacted the upper echelons of society because that's obviously where that impact occurred. Probably the most fascinating thing for students is the way that they can see that in modern day English, so seeing that language for agriculture, dirt, nature, et cetera, often came from Viking languages and the language for culture, arts, politics and cooking can often be traced to the French speaking. So showing that sort of sociopolitical hierarchical nature of language influence is a really interesting thing to do there. And that also then helps to foreshadow a little bit of language and identity that you'll do in units three and four when you get through. So those are the two fixed in time incursions.

The other two are a little bit more open and broad chronologically, and they're not about invading humans, they're more about invading concepts or invading bacteria, I guess is the word we can use. So the study of religion is the first one that allows students and teachers to examine the ways in which cultural and religious factors can stimulate lasting changes to linguistic systems. So looking at how Christianity came into the British Isles brought with the Latin language, again looking at the hierarchy of that, where did the Latin language impact English the most? In which areas of society, in which levels of the social hierarchy? And again, you can trace that in things like academia, sciences and the law, all of the Latin that appears in those disciplines particularly.

You can also then look at the democratisation of religion. So when it went from being the Roman Catholic Church to the evolution of Protestantism, the printing of the King James Bible, the decline of the influence of Latin and how the gatekeeping of language was sort of removed through the English translation of the Bible, and you can have that conversation about the power of language and how language has power to manipulate and manifest social hierarchies or to break them down and change them through language change.

The fourth one in incursions I think is probably for our students, the one they will engage with the most because it's not just the Black death, it's also their lives over the past several years. So it's the plagues topic. So the way that sudden significant events can transform language. So when you're looking at students in this post-covid world, I think you can really harness for those students the way that new words came about as a result of pandemics, as a result of the plague, as a result of the Spanish flu, as a result of lots of different things that has impacted language. I always talked to my students over the past couple of years how Covid ruined the terminology of social distance for the English language curriculum because we talk about social distance a lot in the English language studies design. We can't really talk about it in the same way anymore because it does not mean the same thing.

When you are looking at incursions, you need to make sure that you are, as I said, layering in the motivation for linguistic change, not just the historical aspect of it. And on the slides you can see a few things to consider. So the social hierarchy of the incursion, as I said, they all hit different levels of the social hierarchy and therefore are going to influence language in different ways. There's particular semantic fields that are going to be impacted more and there's specific subsystems that are going to be impacted more. So for example, the plague is less likely to impact phonology, whereas the Latin influence, the Viking influence, the Norman influence is more likely to have a phonological impact as well. So those are the sorts of things that you can unpack for your students.

The next one is inventions. You might have got the gist that I'm also a history teacher, so the incursions one kind of floats my boat a little bit. The inventions elective takes a more technological approach to language change. So it's all about human innovation and how they've contributed to or influenced language change in innovation. So as with incursions, it's important to consider the linguistic impacts of these innovations, not just the sociocultural impact. And it's really easy for students to make the sociocultural links, the linguistic links are a little bit harder.

So when we are looking at the linguistic influence of inventions, things like in what historical social and cultural context was it created, what need did it fill, what group in society was it aimed? And inventions are likely again to target specific social groups. So when we are talking about inventions, we go all the way back to the invention of the dictionary, the invention of grammar, as in printed grammars, the invention of the printing press, the invention of typewriters, the invention of word processing, and then the invention of social media and the information superhighway that we live with today.

When you consider all of those different things, they'll all again have contributed different things to society and targeted different groups in society. Quite often what we see is that inventions were aimed at democratising language, opening language up to broader access and broader accessibility. So talking about why that is and what impact did that therefore have on language. Inventions over time have either led to increasing standardisation in something like the dictionary and the printing press or decreasing standardisation as I would suggest that social media and the internet have actually led to decreasing standardisation in language. And that's a debate you can have with your students and it's important for students to grapple with those concepts of codification, standardisation, and how inventions have contributed to those.

The other thing again is to consider those subsystems. So can you actually see which subsystems have been changed by inventions and access to that? Things like television, social media, et cetera, has that impacted pronunciation across the English speaking world? I know as a parent of a child, there are certain words my child says with an American accent because he has watched far too much television. So those are the sorts of conversations you could have with your students. All right, moving into our key knowledge. So those are basically the incursions and where we're, sorry, the electives and where we are sitting, they are layered underneath this key knowledge. So this key knowledge is what is required to be taught. You teach the electives through this key knowledge.

It's fairly broad and it's fairly flexible because that then allows the electives to be layered into it. I think the first three key knowledge points are fairly self-explanatory. They're fairly similar to the previous study design. It talks about the historical development of English through key events and resulting language change. Clearly that's where a lot of the electives option comes into it. The relationship of English to the Indo-European languages is that background stuff that you'd need to cover before you hit your electives. And the same as codification and evolution of standard English. Obviously that's going to need to be layered in with your electives option in there.

I think probably the most helpful dot point is the fourth one where it actually specifies the key changes for consideration here in terms of the subsystems. So it states the great vowel shift and it states the key metalanguage under each of those areas and that's a particularly helpful addition to the study design. So it gives you a really clear idea of what it is that you want students to be able to understand, identify, and describe in the texts that they're looking at. The fifth dot point is that attitudes to language change bit including prescriptivism and descriptivism. The definitions for the purposes of the study design of those two concepts are again in the characteristics of study sections. So descriptivism is on page 16 and prescriptivism is on page 19 if you just wanted to clarify the definition.

I personally think the key knowledge is very logical and it gives you a really clear progression. If you flip between this slide and the one earlier with the timeline, you can sort of see that it's a fairly obvious structure of how you would approach this. In terms of the key skills, again, I think it's really important to pay attention to the key verbs because it shows you at what level students need to be able to do this. So the first three dot points relate to the first element, the requirement to identify and describe language change. So you've got the key actions of using, identifying, and describing and also tracing.

So the expectations here are pretty concrete, they're pretty tangible, they're very clear actions that students should be able to demonstrate in a classroom. It's less about interpreting the texts and more about identifying and describing what they find within them. So it's that recognition and discovery of metalanguage, of concepts and of the impact of language. I think one thing to really consider is the objective and systematic phrasing at the end there. So considering the idea that English language is really grounded in linguistics, which is a science, and therefore we're looking at language in an objective and systematic way. So we're being scientific, we're being structured, and we're being concrete and tangible in using evidence.

**Annelise Balsamo** - Just a question to clarify the focus on English language change in respect to England. So it is that idea that the focus in Area of Study 1 is English as it was formed in England. Yeah, so that's the difference. And then English in Area of Study 2 as it is evolved or, you know, throughout the various colonies and stuff. So I think that's the sort of ringfencing, isn't it?

**Rowena Morris** - Yeah. And obviously there's going to be grey areas because when you look at inventions, you can't just consider that in isolation of England because that's going to come out from there. But when we talk about the English language in respect to England, we're talking about the English that was developed before it came into contact with the rest of the world.

**Annelise Balsamo** - Yep.

**Rowena Morris** - Yeah.

**Annelise Balsamo** - Yep. Thank you.

**Rowena Morris** - Okay. Looking at the fourth dot point, you've got the analysing changes in the English language over time as reflected in text. This is where we move out of that identification phase and we start to show the link between what we see in the text, the factors that caused that, the influence that caused that. So being able to explain, for example, that the Viking incursion impacted the middle classes, the working classes, the pastoral classes, and therefore that is where the influence can be seen in the language of those areas, that's your analysis that you're looking at there.

And then the clear requirement in that final dot point is for students to engage with those concepts of prescriptivism and descriptivism by analysing these in context of the evolution of English over time and the consideration of things like privileging types of English. So the conversation about how London English was often seen as the most prestigious version for specific reasons and why that was. It doesn't suggest that students need to take a position on whether they're prescriptivist or descriptivist at this stage. That's always a fun argument to have in your class though, but it is very much about analysing the concepts of prescriptivism rather than having an opinion about them.

Okay, teaching and learning. There's lots of activities that you can do. I have had to change my teaching every single year based on who I have in front of my class in English language because I think it is very cohort dependent. You'll have students in English language who are very hands on, you'll have students who like to discuss, you need toو I guessو take a pulse check of your class before you actually work out how you're going to approach it.

The next couple of slides have just a few little ideas underneath based on the key skills. I think it's really important that you make the learning visible in English language because the concepts need to be made tangible, concrete, they need to be able to see them. So the use of graphic organisers and mind maps is probably the best strategy that I have for my students because they can draw connections between the ideas, which is what we really want 'em to start doing in relation to English language here. I love Harvard's Project Zero for all of the thinking tools. I think that's a great way for you to actually start to engage with really high order graphic organisers and mind maps. So they're all free accessible tools that you can use there and that helps students to organise their thinking and understanding because I see unit 1 and 2 as a little bit of an apprenticeship.

For unit 3 and 4 we want to start them being able to articulate their thinking in a really visible way and organise that before they hit unit 3 and 4 where they need to actually be able to just articulate that in a really structured cohesive manner. When you are looking at language change through the lens of linguistic objectivity, you need to be able to give them lots of strategies to explore and experiment with that. So I like to give them lots of texts across time and get them to see if they can put them in chronological order, give them post-it notes and say, can you place spot or what's the difference in spelling? What's the difference in syntax? All of those sorts of concepts.

Often if you give students discourses at the start of the unit and then you give them the same ones at the end of the unit and see if they can add more. So they're constantly layering, start with syntax, move on to morphology, move on to phonology and get them to slowly layer that up with the same text so that they can see the layered nature of language. Probably the biggest thing I would do in Area of Study 1 here is annotated timelines and maps so that they can actually see the change geographically and they can see the change over time and they can again start to make those links and they can link to metalanguage, they can link to particular texts. You can show the transition from Chaucer to Shakespeare to Jane Austin to Harry Potter, and they can actually track how the language has changed through that. I'm a very visual learner, so you'll probably notice there's lots of visual options here because that's how I learn and I think that's how kids love to learn too. Lots of flowcharts and infographics is probably just the best way that I can see for these ones.

Tracing etymologies, I love to do etymology scav hunts. I've often in my class just had a bucket of words and I give one to the students as they walk in and their hook activity or their do now activity is tell me where did this word come from? And they have five minutes while you mark your role, set your class up to do a little bit of an etymology scav hunt and it gets them to start thinking about where words came from. I have always, and I know that we're talking about the new study design, but I've always done this previously in English language, is actually make a family tree of the English language or make a family tree of proto Indo-European so that they can actually see where English fits and all of the languages that it relates to.

Obviously different classes are going to do this in different Ways. I have had engineers in my class before who have constructed 3D trees that they then took to their grad ball at the end of year 12. So you do what works with your class, but anything that they get passionate and physical and touchy with I think is a great way to bang the knowledge into their brains. Annotating and matchup activities for cognates is a great way to do it. Again, you can just give students a whole range of cognates and get them to find their cognate families. They can annotate to show the difference. Why in German is Father Vater?. Think about the phenology of that, think about where that came from, get them to actually apply middle language to that. All of those sorts of things. Again, analysing change over time. Lost my notes. Sorting test chronologically as I said. So get them to have to put a text in order. Don't tell them what the text is, just give them a paragraph. It's amazing how quickly students can tell you the paragraphs from Harry Potter. Chaucer probably not so much. They're not so great at finding that that was Chaucer, but they love to do that sort of thing.

Annotation challenges in Google Docs. If you're a one-to-one school, I will put a document in Google Docs. Students are assigned a colour and they put post-it notes, digital post-it notes when they have found something. So you might say, find five examples of morphological change from a particular time period in this discourse. Or you can do it with physical post-it notes around your classroom if you want to as well. I then would get them to buddy up and start writing analysis. You write a phonology paragraph, you wrote a morphology paragraph between the three of you. You'll have an analytical commentary. Let's talk about how it looks. I also love students to bring things in.

So can you find a text from somewhere that is really, really old, really unique, really different, has some really interesting language things that we can talk about it. And in terms of the prescriptivism and descriptivism, again, it's going to depend on your cohort. I've had a class who never wanted to talk, so discussion never really worked for me. So I used to do things like debate lines where they just had to put themselves on a line and then write on a post-it note why they put themselves there. I have done morphological analysis of the words prescriptivism and descriptivism. So if you break down those two terms, what do they sound like? What are the other words that they sound like? So therefore, what do they mean? What does it mean to prescribe something versus describe something? So you're sort of layering subsystems on top of all of that. Those sort of options.

All right, I realised how much I've talked, so I'm just going to try and zip through now. Assessment, I have folded and italicised three there that I think are probably the most suitable for this area of study just because they lend themselves really nicely to the key knowledge and skills in here. And that's an analytical commentary at case study which you could do as a multimodal or oral presentation to meet that requirement in the study design. And short answer questions.

So in an analytical commentary, again, you've got to factor the fact that this is unit two. This is not unit four or end of unit four, final external exam. So the analytical commentary at this level is going to look quite different to what they're going to produce at the end of year 12. So what are you actually looking for in there? You want them to identify and describe key features in that analytical commentary. How you structure that? Do you give them the text beforehand? Do you let them annotate it beforehand? Those are matters for discussion within your own context and cohort.

The case study I think would be fantastic for the electives option because I think if students really engage well with the case study with, sorry, with the elective that they have chosen they can then present that through a PowerPoint. They could make a documentary, get their Stephen Fry Planet Word on and present their elective option as a bit of a Stephen Fry documentary as a case study structure. So you need to make sure that you're scaffolding the skills of that. But I think a case study would be a fantastic way to do this.

If you wanted to go for short answer questions, I would probably have lots of little texts and a range of questions across those smaller texts. I often find, I go back to the NAPLAN reading tests and they give me really great ways to structure short answer questions for English language because it's very similar to the NAPLAN reading test in a lot of ways. So having a look at that, making sure you command terms allow students to reach all levels as well. So make sure that you've got low floor, high ceiling across your short answer so that all of your students can engage with that is really important. All right.

The next Area of Study I think is a little bit less new, hasn't changed quite so much. It's probably tightened a little bit. Now, we start to see Englishes in contact. So we're looking at the spread of English as it moved globally, everywhere and got its little fingers into every continent. So students look at the development of other varieties of English and specifically focusing on those Australian Englishes and pidgin and creoles, and they look at how the spread of English impacted societies and the lasting consequences of those impacts. So again, if we look at the outcome statement for this area of study, identify is there again, but we've now moved to explaining, so we're identifying, explaining in this Area of Study. So explain is the how and the why, which you can see relates perfectly up to the context that we're looking at here. So students should both be able to recognise, excuse me, recognise and name the effects of the spread of English, but also go into greater detail about the how's and whys of these impacts over time.

There's also a specific reference about spoken and written texts in this outcome statement. So they need to be able to use spoken and written texts as the vehicle through which they can identify and explain those effects. Again, this is an English subject, so it's not just the historical, sociological impact of British colonisation. Again, the key knowledge we need to be really objective in this. The first dot point refers to English as a world language. So we need to support students to understand what we mean by a world language and to think about the social, political, geographic and historical factors which led to the label of world language. So there's a little bit of, I guess, scaffolding underneath this Area of Study that we need to do with some of these concepts.

When we are looking at varieties of English such as the pidgins and creoles and all of the various varieties throughout the world, we need to focus on the notion of distinctive features of English-based varieties and distinctive features of English-based pidgins and creoles, 'cause we need to keep this knowledge manageable. We're not asking students to be able to speak all of the English varieties, all of the pidgins and creoles, but what is it about these that are noteworthy in the context of this Area of Study? What are the distinctive features? The concept of a lingua franca is also something that we need to carefully scaffold with our students and then position this in the social context of the world during a range of time periods. So thinking about the power of English as a lingua franca and how that power has shifted over time.

I think probably the most important thing to consider here is the worldviews dot point and ensuring that we're sensitive and aware of the people that are in our classes. So we'll have classes with a range of cultural diversity, a range of linguistic worldviews. You may have students who speak a pidgins or a creole or Aboriginal English in your classroom. So just being aware of who's in your classroom and considering their social, emotional and cultural needs when you engage with that particular knowledge point.

And also harnessing their expertise. If you have a student who speaks Aboriginal English or a pidgin or a creole, what a wonderful resource to have right in front of you, if they're willing to share. The processes of language maintenance shift and reclamation and the social effects of language change and loss, again, you need to sort of be sensitive to who's in your classroom and the, I guess emotional and political discussions that can come about because you'll have people on every end of the spectrum in your classroom of opinions around that. So you need to just, I guess, trade with an awareness of who's in front of you.

And then again, obviously we always have this metalanguage, but in our key knowledge, which is having strategies that scaffold students into actually being able to use the metalanguage to describe what they're talking about. So it's like name dropping, can the student actually use the right words when they talk about things rather than just using their own language. Key skills. There aren't as many in this because it is quite, I guess that's knowledge heavy, but there's a really clear link to the application of the key knowledge points. There's a really clear through line there.

So they need to not just identify concepts but use them in their own discussions and writing. They need to be able to, as I said, use the metalanguage to demonstrate their understanding of linguistic analysis and the language of that. And they're not required debate, discuss or evaluate language change and influence. It's not actually about their own opinions about language loss reclamation. It's about an understanding of what that looks like out in the world. So they're explaining it rather than evaluating or putting their own position forward. We're not writing persuasive language essays. Okey dokey.

So when we look at teaching and learning for this one, classroom discussions are really important. Building the culture in your classroom for that to happen is also really important. So making sure that you have a safe space where people can ask stupid questions. So I always tell my class there are no stupid questions, there's only people who don't want to hear the answer. So making sure that it's a safe space, that if they want to ask a question, it's a safe space to do that because a lot of our students come from a very Anglo-Saxon centric background and this can be quite confronting for some of them and others will come from the complete opposite background. And this will again be quite confronting putting them both in a classroom together and asking them to talk about it. Also quite confronting.

So making sure that we set up the environment for our classroom discussions. There's some pretty deep concepts to unpack, so we need to support students with a lot of definitions. So I do a lot of glossary work and a lot of discussion work and a lot of think, pair, share, lots of turn and talk in my classroom. I've used post-it note debates, I don't know if anyone's ever heard of the yeah but post-it note debate strategy where a student writes an opinion and then someone has to go, yeah, but and then write an opposing view on the post-it note and then they just pass it backwards and forwards as they think about that. The other thing to remember is that text is the centre of this, it's in the outcome statement. So we need to make sure we're still anchored in the study of English here.

When we're talking about world languages, give them a chance to sort of clarify that as I said. In terms of activities, again, I like online scavenger hunts, so give them a particular variety of English and ask them to go and find examples of that. When students discover that in South Africa they call traffic lights, robots, their lives will never be the same. So if you send them off to find that on their own, they will love it. If you have any New Zealanders in your classroom and they start talking about jandals, it'll be wonderful. I have got guest speakers in, we have teachers from all over the world. I have teachers who speak Chinese English. I often get them in to talk about the varieties of English that they learnt, where they come from. We have a pretty active Koori education support officer at our school who comes in and talks about Aboriginal English both to my year elevens and then to year twelves later. But in the context of where Aboriginal English came from and how it developed from the influence of English et cetera.

I'm a big fan of Cornell note-taking. So if you just Google Cornell note taking, that's a really great strategy for them to organise their learning. And lots of partner work. I think they can then support one another with complex information. I've also discovered that Australia Post sells picture story books written in Tok Pisin and in Aboriginal English. So if you head down to your local Australia Post, you can buy those picture story books in those languages and read those with your classes. Annotating texts. So I often give them a text like there's an Incy Wincy Spider written in Tok Pisin and getting them to compare and see the difference between Tok Pisin which is a pidgin and standard Australian English and getting them to compare.

I've also had students label bomb things around the school in different varieties of English. So labelling the toilet in a variety of English and seeing if people understand what it means. So lots of ways that you get students to feel like they're doing something slightly subversive, it's always a great way to engage them in this process. Again, lots of portfolios, brainstorms discussions and all of that creative way for them to apply language I think is the best way to go.

I think the other thing that's really important is to show students why English is dominant in specific countries around the world. So they research various countries where English is spoken and then even if you projected on a map and they can actually see why is English the dominant language in these areas, what happened that led to English being dominant, what led to English not being dominant in a country that it once colonised? So talking about the Indian phenomenon I think is really fascinating here. And looking at how English has influence throughout that is a really great discussion to have.

When we are looking at preservation concepts, looking at specific examples of language preservation, it's not a specific Australian example, but Canada has its own native languages preservation society and it's really interesting to compare that with Australia. But if you go onto the Australian government indigenous websites, there's a lot of stuff about language preservation that you can also get students to explore as well. And again, harnessing the expertise in your class if you've got students who are in that space. Okay, we're nearly there.

There are four assessment tasks that I would probably grab is really, really great for this. An essay, I think it's great to get students write an essay at some point in year 11 if they're doing English. So an essay is a great way to go. An investigative report. The analysis of spoken or written text and a case study. Three of those could be done in a multimodal or oral format. Again, to meet that requirement in the study design if you wanted to. When setting an essay, you need to decide are you going to give them a topic, are you going to give them a choice of topics or are you going to get them to develop their own? Think this gives students an opportunity to really engage with those concepts and to stretch their linguistic analysis muscles a little bit. So write something a little bit more cohesive, a little bit more in depth, a little bit more lengthy so that they start to really stretch their ability to write about linguistics in a cohesive and sophisticated way. And this I think is the perfect Area of Study to do that.

The trap students fall into with the essay here though is likely to be that they'll fall into a history essay. Again, the investigative report and the case study relatively similar, but they could look at a specific example of a variety of English and how this was impacted or how the culture was impacted when colonisation occurred. Get them to do it as a documentary or a PowerPoint or any number of multimodal ways in which they can present that. I don't know if anyone's heard of ArcGIS but ArcGIS allow you to do photo essays, which is another way you could do a multimodal presentation and you can narrate over the top of it as well. The analysis of spoken or written text could be multimodals or you could get students to present that through a PowerPoint where they put up a range of different texts and then they just talk to it as a way of meeting their oral requirement. Whether you collect the text for them or the teachers collect or the students collect them themselves I guess is up to you.

You need to make sure that the texts allow for them to identify and explain the distinctive features of language varieties and the significance in the outcome statements. So where do they fit in terms of explaining the impact? So it's just about being selective in terms of the language. Sorry, in terms of the text choices that you allow students to make because they need to actually meet the key knowledge and skills. If I use Bislama which also has French influence, would that be okay? I think as long as there's a connection to English influence, that would be okay. I dunno if Annelise can clarify.

**Annelise Balsamo** - I would have the same impulses as an up to that, which is, as long as there's a connection to English, it would make sense in this classroom. If it is a variety of French, it wouldn't make sense. But if you could draw a variety into the English space, I think that would make sense. It's mostly English. Yep, that makes sense. Yep.

**Rowena Morris** - Yep. Perfect. It's not a variety that I'm familiar with so. But now I'm going to have to go and look it up. So that's my night job now to go and Google it. Okay. I think that's everything that I had. We don't have a hell of a lot of time for questions, but are there any other questions people wanted answered? What was the ArcGIS thing you mentioned? Oh, so you can do photo essays. It's a website called ArcGIS, A-R-C-G-I-S. The only reason I know about it is because I use it in geography, but Victorian schools can get free access to it and it makes beautiful photo essays. So you have a photo and then when you hover over the photo, it brings up a caption that can be narrated as well. So students can build a photo essay that you can just play and that's a great way to hit your multimodal and oral component through an analysis or a case study or an investigative report. Any one of those could actually be structured through ArcGIS. If you just Google ArcGIS, which is A-R-C-G-I-S, it'll come up.

**Annelise Balsamo** - Thank you so much. I mean your classrooms are amazing. I can't deny it. It sounds like classrooms I'm going to be sitting in.

**Rowena Morris** - I'm very easily bored, so I think I know what it's like to be a teenager in a classroom.

**Annelise Balsamo** - Okay, well. They look, you've, I mean, some fascinating ideas here, some really interesting ways to approach some of this content, which I think Rowena is right. I think, you know, two is really rich in terms of, of the kind of story aspect, you know, the historical geographical aspect. But, you know, you couple that with the linguistic analysis and it becomes incredibly exciting for kids to suddenly engage with that. If, can you just move to the next slide? 'Cause I'm just going to.

**Rowena Morris** - Oh sorry.

**Annelise Balsamo** - No it's all good. If you do have any questions post this webinar or just questions generally, you are always welcome to get in contact with me. Here are all my details on this slide and you can call me or you can email me. Sometimes email's easier for both of us 'cause teachers are, you know, incredibly busy. It's not like you can call me, you know, you've only got limited time. So, and I'll get back to you as soon as I can and find answers if I don't have them immediately. There will be support materials that will be published incrementally. We'll be putting these live webinars up on the implementation page on the study design page plus the on-demand videos that we already have up there and support materials for each of the units. So keep checking back there. Thanks again Rowena for this amazing presentation. I was really inspired by it, it was fantastic. And thanks everybody for attending and I'll see you all the next one, which is next week for unit three. Thanks everyone.

**Rowena Morris** - Annelise, thank you.

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