**Annelise Balsamo** - Good afternoon everybody, and welcome to the fifth of our series of VCE English Language Study Design and Implementation webinars. My name's Annelise Balsamo and I'm the VCAA English curriculum manager. I'm joined today by a very experienced English language teacher, Hannah Monagle. I've done that, right, haven't I? Monagle?

**Hannah Monagle** - Close.

**Annelise Balsamo** - No, see, I couldn't get it right. It's terrible. And she's going to walk us through her thinking around planning and teaching and learning for Unit Four of the new English language study design, which will be implemented in your classrooms in 2024. So that's next year.

As we come together, I would like to acknowledge the traditional custodians of the many lands on which we meet tonight. I'm on the lands of the Wurundjeri people of the Kulin nation, and I wish to pay my respects to elders past and present and also acknowledge the ongoing living cultures of First People in the state of Victoria.

Just a little bit of housekeeping before we get going. You can't unmute yourself in this session, but you can put questions in the Q and A that's at the bottom of your screen on the right-hand side, and you can open that up and you can ask a question to our panelists and I'll be able to monitor that and we can answer that live. So I can refer that to Hannah as she's going through her presentation. So without any further ado, I will pass over to Hannah. Now I'm driving this, so Hannah's just going to have to say occasionally to me, "Next slide please," so, just letting you all know.

**Hannah Monagle** - Thanks, Annelise. Okay, so I'm going to go over the key changes in Unit Four and joyfully there's not a huge amount of changes in Unit Four. It's one that I've always absolutely loved teaching and way, way back in the day, also loved learning. So just a few kind of key changes that I think really reflect what a lot of teachers were already doing with the units. So some key changes in Unit Four, overall descriptors is the use of the words on how identities are imposed, negotiated, and conveyed. So I guess it sort of ties into with the notion of perceived identity too. It's about the fact that identity isn't always about how one sees themselves, but also the ideas that we have around certain identities and what we place onto others. Again, that's something I think most teachers were already kind of exploring with their work on identity. Next slide please. I

'm honing on Unit Four area of study one. And there we see that notion of perceived national identity. I think that's really important with Australian identity in terms of this sort of mythos we have around what it is to be Australian. And then whether or not the reality of being that in 2023 is reflected in that. And I think that's a really interesting thing to pull apart with your students. It lends itself to discussions of things like the fair go and whether or not that is something that we still hold true or that distaste for authority, is that something we still see?

So I think perception being added in there really lets us have some fun with, well this is the idea of an Australian identity, but what does it truly look like in today's society? And then we just have a change from sort of the features to the evolutions in terms of the broad general and cultivated accents. That is just acknowledging that, like many things in English language, this is a changeable sort of concept. And it's not something that it's sort of set in stone, especially societally where the number of people using these accents is drastically sort of changing also, so that acknowledges that.

This is just an overview, this is by no means what you must do. This is sort of how I would set up my teaching of this unit. You can see I start with historical context of Australian English. I think I made the mistake when I first started teaching this of, you know, going blow by blow timeline of Australian English. I'm much less like that now just because I don't think it pays off. I think I need more talk major events and concepts and how they inform rather than getting them to sort of fill in dates at this time, this hour this occurred and this then affects our language. So keeping it a bit broader but also making it really important that they know the things that are informing the values that we then see in our language today.

Going into Standard English and the attitudes, that also sort of lends itself to discussions around class and Australian identity as well. I do go into the accents and then the general features of Australian English, then going into Aboriginal English, ethnolects and that future notion. I do text all the way through this. So we will look at sort of historical text that week and then, of course, one with Aboriginal English in that week. So we do that really as we go so that we get exposed to a large amount. And I'll go through that a little more specifically later.

So our first area of study is about identifying, describing and analysing varieties of English in Australian society, exploring attitudes towards them, and the identities they reflect. So area of study one, as I was saying, the idea that there's no sort of singular Australian English if we are really talking about representing Australia, it's about the varieties within that. Key knowledge, as I explored before, the idea of Standard Australian English, the corresponding identities, that evolution of Broad General and Cultivated, and then the use of Aboriginal Australian Englishes and the migrant ethnolects as well. I'm going to look at those closely later on. Sorry, key skills identifying, using that metalanguage appropriately to discuss language variation and identity in an objective and systematic way. This is where a lot of the tools that they would've learned in Unit 3 comes in handy.

And I think that's one of the beauties of the two units is that you do pull a lot of that metalanguage that described particularly in formal language and you place it in the lens of Australian English, using that to describe and analyse attitudes to varieties. And then looking at how identity is conveyed in written and spoken Australian texts. And that's a really fun one to choose texts for and explore in terms of do students really believe that this represents them and how that feels for them as well.

So some sort of ways I come at this unit before even commencing the study, I always get my students to interview a friend or family member asking them what their ideas of what it means to be Australian, understanding of Australian values and some common Australian words that they associate. I then sort of mind map this and we look at the commonalities, but it's also a great idea in terms of then highlighting how people have very different ideas about what it is to be Australian and some range from quite patriotic, quite positive to some, you know, being quite negative and looking at things around, say, our treatment of Indigenous Australians. So it's a really good way to straight away hone in on that idea that there's no sort of singular way to look at this and that's really applicable to identity as a whole as well.

So tying in, some great resources we have, I'm sure you are all familiar with Kate Burridge. There's been a a few recent sort of media interviews due to some work that she's doing with Monash. So if you look up ABC "Conversations," the conversation itself has a great archive on Australian English, which is just a gold mine. And then we also have Monash Uni doing a current study on Australian slang as well. They actually update their Facebook page a lot on this and that's all really good discussion points. It's also really current. So it looks at things like typical Australian words and then looking at, well is that actually something that we still find reflected in Australian English today? So that they're really good sort of resources to get started on. Something else is when we look at the key skills starting with that historical context, So looking at things like "Waltzing Matilda," "Khe Sanh," that atrocious "Bloke" parody from the 1990s and the national anthem are all good ones and they all, you know, the "Bloke" one in particular is a great one in terms of looking at that sort of hypermasculine characteristics and interrogating how we feel about that.

It also encourages students to reflect on if this applies to them and their perception of being Australian, "Waltzing Matilda" and "Khe Sanh" are pretty iconic ones. So trying to pull apart, well why is that? What about being Australian does that tap into? And then using those sort of texts to describe and analyse how the identify is conveyed identity, sorry, is conveyed and reflected in these texts. So using the metalanguage to actually pull apart things like lexical choice, the phonology and then how that's then representing being Australian. Then looking at Australian English in a more modern context. I think it's really interesting how fast these representations change, and I'm sure a lot of us recall, I know 10 years ago I was definitely teaching "Summer Heights High" as part of this and it's certainly something that I wouldn't be doing today. So the idea of what's current, what's acceptable, what's, you know, a good sort of text for this is pretty rapidly changing and that's some of the great fun of this topic as well.

You'll find Australian reality TV, as much as it might pain some of you, is actually a really great resource for Australian English. There is so much high rising tone going on in those sort of face-to-face interviews and it's also something that I think students enjoy mocking. Josh Thomas's "Please Like Me" is a good one. Any Australian news broadcast, FM radio show usually has quite a lot of kind of broad Australian accents. And then the most recent "Heartbreak High" on Netflix, I'm sure a lot of you have already accessed, but a really great resource for Australian English for ethnolects and for Aboriginal English. And another one that students should probably already be pretty engaged with also. And that's a really nice segue from those more historical representations of what it is to be Australian to then go, well look, there's a particular episode where there's ethnolects, there's Aboriginal Australian English as well.

And so looking at, you know, look at how these representations have developed and what is that saying about, you know, us and wider Australia. So in terms of actually putting together a little task, this is a sample one that I used from a ad for TRADIE underwear by the Honey Badger where I've actually asked them to transcribe the video, it's quite short, which also then makes them think about the phonology and the different features of it. Then drawing them to analyse use of at least three features of Australian English. It's one where he uses quite a lot of colloquial language and rhyming slang. There's quite a bit of patterning in it. So again, pulling that metalanguage from Unit 3 over for them. And then researching the use of Australian English in advertising. So again, broadening the current to the historical, of course, as a lot of you're aware, then that sort of lends itself to the discussion of where Australian accents weren't even used in advertising and how those values and attitudes have shifted over time.

So as I mentioned before, "The Guardian" is also a great one as well as "The Conversation" in terms of they do quite a bit of linguistic content. Pedestrian TV and Junkie are laden with colloquialisms and slang in their headlines. They're a really good way for me of trying to work out what people are using because they definitely try and use it in their headlines. I also use Google News pretty constantly, so I will type in Australian, even really dated ones, words in there and often get examples of people using them in a more modern context. I find that really useful if I'm sort of discussing, 'cause I think it's very easy for our students to be like, "Well, no one uses those words anymore." And even, I mean, regional, some of them will sort of say that and the fact is they do, they're probably just not in a lot of their circles.

So the sort of assessments that I do always through the whole thing, folio of annotated texts, an essay, analytical commentary, or short-answer questions are usually appropriate for this area of study. I guess too, being Unit 4, staying pretty close to the exam in terms of assessment type because you are really at that tail end and wanting to start sort of replicating the way that that final assessment. So it's probably not as creative as as you might be in Unit 1 or 2. Some samples of essay stimulus, teaching Australian Aboriginal English now as opposed to years and years ago is a lot easier because there's a much more of a presence online, which is amazing. TikTok is incredible for it. Even the advertising from government sources, a sort of tapping of that use of Australian Aboriginal English and that "Protect Your Mob" was a nice recent one. So I used that as stimulus.

Looking at sort of linguistic quotes as well, and then you can see I've actually used one of the Pedestrian TV headlines in my essay stimulus as well. "Two Blokes Got into a Biffo at a Bunnings Sausage Sizzle and That's What I Call Pure Aussie Beef," a great one to pull apart in an essay or a class discussion. Some texts that I use for Australian English, I quite often use memoirs. So quite recently I've used Lech, I hope, I don't know, I'm going to butcher his name, Blaine's "Car Crash," which is a sort of novel about growing up in Queensland. Leigh Sales writes some great stuff and particularly when she references her dad who has this fantastic kind of classic Australian lexis, he's a really good good one to look at. Obviously advertisings, print or, that should say transcripts, like I said, TRADIE underwear or a lot of tourism campaigns, "The Project," the Logies, those kind of transcripts still have probably more Australians of English features than you would anticipate. And then any sort of extracts of online or interactions is another one that we used. I know a few years ago on VCAA we used the Missy Higgins Instagram live for an example as well.

So to give you a sense of how that looks, this is a Matesong 2019 tourist campaign which was just heavily cringe worthy that was sort of about trying to get people to visit Australia. It had Kylie Minogue in it. So I transcribed that for my students and you can see on the next slide this is kind of what it looks like. So it's got that sort of Australia and it really plays into that kind of, again, that mythos of what it is to be as Australian as well. So that sort of thing is quite accessible online too to get students to pull apart. This is a sample from the memoir I referenced before. You can see there from line 33 to 36, you've got that sort of great ideolect of dad there. That lends itself to a really interesting discourse analysis. You've got excellent kind of use of tradies and schooners, rednecks, and some, you know, two pot screamer in there. So that's a really great one, and also a really good book if you're interested as well.

But that's something that I always, I'm sure like all of us, are constantly keeping my eye out for things when I'm reading and getting excited when I find something like this. So moving to Unit 4, Area of Study 2, slightly more change, but again not a lot. And that change I really believe is reflecting what teachers were doing anyway. So adding sexuality to language and identity, I think a really great addition but also one that I think many of us have been teaching for years and years, especially when we're reflecting, you know, the identities of our cohorts as well. Also adding in code switching as a means of demonstrating in-group membership and belonging. Something I think a lot of us looked at in Unit 2 Area of Study 2, and then lends itself really well here as well.

And the outcome statement here is students should be able to identify, describe, and analyse how variation in language, linguistic repertoires, and language choices reflects and conveys people's identities. It's such a fun area of study to teach and it's such a lovely one to end with as well. I really enjoy it. So key knowledge, again with that addition of sexuality, looking at age, gender, sexuality, occupation, interests, aspirations, and education. It's interesting, even the notion of gender has highly evolved whilst teaching it as well, which is a really great discussion point. Looking at individual and group identities and the way in which language of individuals and language of groups is shaped by those social expectations. And then how we use it for power and prestige.

And again, looking at the idea that sometimes our identity isn't something that is, not sometimes, always our identity isn't something that's stagnant, it's something that is evolving and developing as we do personally. And that's a great reflection point for your students too. So again, that added addition of code switching as a means of demonstrating group membership and belonging, the relationship between social attitudes and language choices that that sort of ties in a little bit nicely with Unit 3 as well, the way we can sort of reveal our attitudes for better or worse with how we are speaking and something I think that young people are really sort of tapped into as well. And then of course looking at the representations of identity in texts as well.

So very similar to Unit 4, Area of Study 1, identify and use metalanguage appropriately to discuss the relationship between that variation and identity in an objective and systematic way. I think objective's a great word to use here. I do think a lot of my students run the risk of stereotyping in this area of study. And it's hard not to teach language and identity without touching on stereotypes, but looking at it in terms of perhaps a perceived or an expected identity as well. It's really tricky, especially when you're looking at things like socioeconomic that that students will just sort of create these sort of boxes in their heads. But so looking at it in an objective way is a really nice word there. Metalanguage appropriate to analyse attitudes to varieties of English in a, again, sort of looking at the perceived and the assumptions that come along with particular identities and particular language choice.

And then looking at the notion of group and individual identities in text as well. First thing I do with my students is get them to sort of interrogate their own identity at the start of this. And identity is very complex, I think we all know it as a word, but it's a very complex thing to pull apart. So the first thing I ask, I give them a a blank gingerbread and ask them to supply them with definitions of identity 'cause there's a lot of different ones out there. And then once they have those in the middle of their gingerbread, they actually add what they perceive as their identity on the outside as well. It's just a good way of getting them to start to think outside the box of, I guess, the first things we think about. You know, I am 35, I am regional Victorian. And then thinking about things like values, attitudes, beliefs and experiences and how they might actually add more complexity to your identity as well.

Some more teaching and learning ideas, discuss a variety of identity features that influence social and personal variation in Australia. So specific examples for close focus, looking at those ones listed on the study design. Something that we sort of do is label those common features such as phonological differences, lexis use and syntactic differences in each. But then also like I sort of said, considering those frequent stereotypes that are associated with those identities and subsequently the language features attributed to them.

Something I find really useful when kind of trying to rail against that stereotyping is showing them the ABC's "You can't ask that", which does a really nice job of capturing a kind of a broad demographic. The bogans one is particularly great at this in that you have this selection of bogans who all speak very differently and who use Australian English in very different ways. So that's a nice way of kind of taking them out of that box of people like this speak like this and, you know, thinking more complexly about it as well. So in terms of language and gender, looking at sort of more theories here, historical and modern, I do start off with Lakoff but I then explore what has sort of been countered in her findings as well. So something like her claim that women use less taboos, then some more sort of current research that might suggest that it's about audience, purpose, context, and how we adjust our language and those things. This is something there's constantly new research on. So usually I've got a new resource on this most years.

Again, I always make sure to highlight to my students that these changes aren't about biology, we're not born speaking different, they're usually about social expectations. And so the idea that women are more nurturing in their speech, for example, that perception is down to the idea that that expectation is put on them rather than the idea that we've just been born with these very different speech patterns. And that's a good lens to come onto Lakoff with 'cause a lot of them feel a little bit dated, of course, being from '73. Language and sexuality is really interesting and quite sort of, there's not a huge amount around it. There's some great clips from the documentary, "Do I Sound Gay" by David Thorpe, which is just on YouTube free. And he does, again, does a really nice job of having men on it who really kind of defy the stereotype and assumptions of certain voice types and language use and what that might mean about sexuality and his work in general is one of the sort of quite accessible work on this.

I always, in this section, ask students to do a research project on a particular interest group or occupation. My thinking is, you know, I have some really motivated students, they're not all super motivated. I'm sure you can relate, and so asking them to pull apart something they're interested about, I'm like at least I'll go into the exam with one kind of core set of examples. So ideas, you know, gaming, LGBTQ+ community, feminism. This year I have DJing to farming to, you know, whatever they're interested in. Although one year I had them someone do prison talk which, you know, is a concerning interest. But, you know, getting them to find specific language features of this identity group. Also empowering them to do some of their own research within this as well, and I'll show you some student samples later which shows when when students are particularly engaged in this area of study, the stuff they come up with is just fantastic and so interesting. So I think this is one of the few areas in lang in this kind of when we're this close to the exam where they get to just go and actually really engage in a topic that they find interesting. And I find it really interesting too, learning about all these different areas of speech and language.

It also ties in really nicely to the notion of group identity. So how words that unite a particular group might mean absolutely nothing to me, but that's part of how it sort of gels that group together. Something that I've used in more recent years is this lovely Atlantic article which explores the idea of familects, so the idea that as well as your personal ideolect that we have languages within our families. And, you know, a great example of that. It actually one of ties back to that child language acquisition of words you mispronounced as a child that your family still use today. I know my three-year-old first called the TV the TA, and so now that is just the general word for TV in our house. We always say TA. So that's a really nice way for them to interrogate what's actually our sort of group membership language that we use at home and how does that reflect our history and our context as the family unit as well. So that's a really lovely article that is a good starting point for that kind of discussion as well.

I also ask students to always listen to podcasts are another goldmine for Australian English as well, but looking at ones that cover specific interest areas and then just sort of listing key areas. And all of these are quite quick tasks that they can do that do come up with really brilliant examples for their essays later on. So resources for this that they're, I'm just going to have a drink of water, sorry, their own lives is the richest resource resource for this. Their social media is a gold mine and much more than I could ever find for them because they are in those in groups they don't even realise some of the language that they're using is, you know, completely obscure to other people 'cause it's so normalised in their life.

So TikTok or, I think Instagram's very out now. I think it's primarily TikTok and BeReal are the ones that they're using. So get them to, you know, get them to use them. They're really interesting. And I know all of us somehow still have students writing about "lol" in their essays when it's been such a long journey since then and there's such amazing new speech, you know, every day. So I think really honing in, I actually set up a teen speak wall in my classroom. And every time anyone says anything that I haven't really heard or is new, we put it on the teen speak wall so that they've got their own kind of live reflection of the language they use to pull off the wall and actually discuss and explore in their essays as well. Their families, some of the great examples I've read when assessing are actually students pulling apart their family context, ethnolects used in their family, really sort of interesting kind of use of examples I've seen there.

Interest groups, again looking at online interest groups are a really great way to find language use as well. I think the, I mean, this might be a very country thing, but the regional cell groups are a pretty great goldmine for a variety of language use as well. So other things, "Minus 18"'s a really great resource if you're looking at LGBTQIA+ language. They have language guides but also just the language they use is a really, I use them quite a bit. I also often use them for SACs as well. Again, I use Google News, and in this area of study I do use a bit of sort of academia and psychology websites have quite a bit that are helpful. It's particularly around language and gender and things like that. So again it's a lot of fun to kind of delve in and see what's out there.

Assessment again that folio of annotated texts, which looks different, I think, for everyone. I think cuttings journal is another word that's used quite often for it as well. Essay, I always finish with an essay around identity. I actually usually combine it with short answer. So trying to get them used to that really tight time constraint that will be their reality. I do do that mini investigative report, which is literally just a way in ensuring some of them have some really solid examples. Analytical commentary or short answer questions, again, of course, are applicable here too. Some sample sort of short answer questions that relate to this area of study. Brittany Hockley, so this is one from a podcast. She was on "The Bachelor" back in the day. Again, these are really great resources. So this is from her "About me" section and you can see straight away the use of language. "Hey lifers, I'm Brit, you know me as the one with the catchphrase 'lola-coaster' and 'pass the pana-lol.' I'm the perpetually single host that brings all the deep, dark and dirty dating stories to the round table." So even in that tiny little section we really get an insight to her identity but also how she wants to be perceived, like what she's promoting as her identity as well. We then go into like a more explicit list of who she is, and again, it's a real kind of goldmine to pull apart with students or use for a SAC.

So looking at short-answer questions, it would look something like this. "Using appropriate metalanguage, discuss three different language features that reflect different aspects of the writer's individual identity." So looking at the notion of her presenting herself as sort of open and candid, creating that in-group membership with her listeners, looking at deep, dark and dirty to sort of describe her podcast content, creating intrigue with the personal domain of dating so that honesty and intrigue, looking at actually radiographer, podcaster as well. Those dual interests and aspirations that she holds as well. Students are generally better than I anticipate on these kinds of questions.

I know there was one a few years ago on the exam that they did quite well, although they can delve into stereotypes. I remember marking the Missy Higgins one I mentioned before and there was a lot of, "She's a middle-aged woman because," so again, getting them to just be kind of very specific with, well what is actually informing their ideas around it as well. So sample investigative report that I mentioned before, these are the questions I ask, so it's not hugely long. I ask them why is language important in the sphere that you've chosen? And that's a really good prompt to get them thinking about, I mean especially with those in-groups looking at how sometimes language is a huge protective factor. So it's a unifying factor but it's also sometimes a way of talking in in-code in a way that's protective as well. So getting them to interrogate that a bit. What are some specific features with metalanguage of language in this sociolect? What values or interests are revealed through the language? And then I ask them to use that to respond to just this really quite simple prompt to get them used to applying that knowledge of what they've looked at.

I have used this, this is a student sample, with permission. And this is, I guess, not so much what you expect, but it's a really great example of how engaged in this subject and this topic that the students can get. So this student chose to do queer language and he looked at it in terms of that sort of at first that unifying kind of safety mechanism and having a queer code. So looking at the phrase "friend of Dorothy" as a label and then looking at a way of to ask about sexuality. Again this wouldn't be an expectation that students come into the exam, but it's a lovely example of actually interrogating it beyond, they use this because it unites them.

It's going okay, so what's some of the kind of background to this and then how does that inform what this language means to them in the modern day context? And this report was just astounding in the detail because he did get so engaged in the whole thing, which was really fantastic. So then how he actually put that into a relevant paragraph, this is a past student, finished two years ago, but you can see "Queer people have long used secret or exclusive language to protect themselves, defy a homophobic society, and to establish solidarity amongst other queer people." So that really ties into some of the key knowledge around using language to unite, but also adds that complexity around how it actually has that covert prestige to protect. But what is brought in is quite modern examples. So looking at a video series on TikTok where they're using "trixic" or "toric," I could be butchering the pronunciation of those, and linking it to validation of identity as well. So he's taken quite probably a needlessly extensive report because he was one of the students who did way more than he needed to. Trust me they're rare, I don't usually have many of those, but he's actually managed to then hone it into kind of the key sort of areas of study that are relevant and that could respond to an essay question that he might get really well. I think I've just whizzed through that a little fast. Sorry, Annelise.

**Annelise Balsamo** - No, no that's all good. I was so sort of engrossed and I was thinking about all the things that, you know, 'cause I come from a migrant background and we always wash our teeth in our household because the translation from my father's home language is wash. So everybody in our household, including my own children, we all wash our teeth, we don't brush our teeth. So that was, I'm like, oh reflecting on my own life there, it was quite good. Thank you so much.

We don't have any questions yet so I think people are just sort of digesting all of your interesting ideas. If anybody does have questions so they have later on or about the study design as they're starting to unpack it themselves or some ideas, you're always welcome to get in contact with me. Here are my details on the screen. You're welcome to ring or email. Sometimes email's easier for both of us because you are more time poor than me, I'd imagine. And it's just easier for me to get back to you. But I'm also happy to chat anytime.

I might just have a little quick thing about the examination. So we will be publishing a sample at the end of this year after the 2023 cohort sit the current exam, we will publish a sample with the new specs. We're not planning on changing anything in the exam in terms of structure. So obviously it will be updated to reflect some of the new language that we're seeing in the study design and things like "social purposes" being changed to "purpose and intents," those sorts of more nuanced changes will be reflected but we will still have three sections. So section A will still be short answer, section B will still be an analytical commentary, and section C will still be an essay. And it will still be two hours, so there won't be any significant or substantive changes to the exam at the end of the year.

So you can reassure yourselves in your planning and you are sort of planning for next year that you are still looking forward to an exam that is not substantively changed and that much of what are you doing in the classrooms already, as Hannah's kind of illustrated, because she was using, you know, some examples from some previous students, that most of the stuff that you are doing currently will be still relevant for this new study design for 2024 with that updating to reflect the kind of, you know, as I think Hannah mentioned, that sort of enormously dynamic nature of this particular study means that yeah, you're always looking for what's happening right now and I think language is changing so quickly and nothing reflects it more quickly than the use of gender. And you know, I now have my pronouns at the bottom of my signature, and, you know, all of those things, and I think that that's fantastic. It's exciting for kids to be grappling those things.

Still no questions so, oh hang on. Nope, we've got one's just popped in. It's about whether the recordings will be on the website. They will be, I should have mentioned that. So in about two weeks, so this will be, this has been recorded and we will caption them and publish them on the study design webpage for English language in the implementation section. So in the current study design webpage, there's obviously the current study design, scroll down to the one that will come into in 2024, click on that, and there's a whole link to the implementation materials. So on that particular webpage there'll be all the on-demand videos that we've already published. So that's on field work, on the electives for Unit 2, and on linguistic theory in our classrooms.

And we'll also put one in on assessment, that's coming soon. And all of this webinar series will also be published. So these slide sets will be available there as well as Hannah's explication and there will also be support materials coming in late June, early July. So the old advice for teachers is now a bit more dynamic. We have it as live web links, amazing. So that is all to come and you'll be able to get onto that when that all gets published. And that looks like it was the only question. Anything else Hannah, that you wanted to add before, any last reflections or?

**Hannah Monagle** - No, just to have fun with it. This area of study is, I often, I call it to my students, it's like the reward after getting through the drudgery of cohesion and coherence, which is so dense for them. So I think it's like the light at the end of the tunnel for a lot of them. So yeah, enjoy it and really let them lean into like, you kind of implied, the areas of identity that they find interesting that really validate who they are, 'cause your language is such a beautiful representation and a way of validation as well.

**Annelise Balsamo** - Yeah, and I think this study also just gives them the opportunity to hear their own voices in the classroom. I think in other English studies, you know, they are really captive to, you know, canonical texts and/or texts, you know, that the adults in their worlds have determined to be the most appropriate, the most valuable. And in English language we're saying, "No, no, we're interested in your language. How do you use language?" And it's one of the few times that I think that they feel really excited about what they bring to the table linguistically as opposed to being told what is valuable in terms of language. So it is an exciting study in that for kids.

You've got some love in the chat that people have liked the session, so that's good. It's good to hear. Thank you so much everybody. If you've attended all or some of the sessions, I hope that they've been valuable to you. Please always get in contact if you've even got the slightest of questions. I'm always happy to chat or to answer any of your queries. I hope you enjoy the classroom for the rest of the year into next year, and just keep checking back on the study page. There will be extra support for you as we go through this process of publishing all the materials. Thank you and goodnight.

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