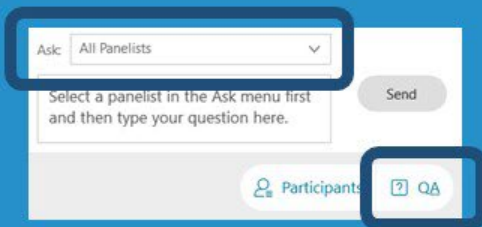


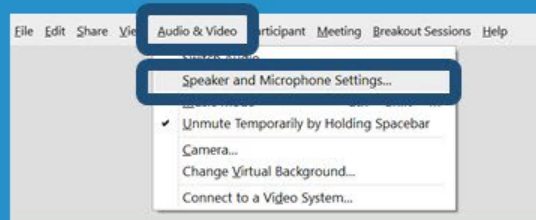
# This webinar will begin shortly



Please ask questions to 'All Panelists'



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# VCE English Language Study Design 2024-2028 Implementation

Planning for and teaching Unit 1



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY




# Acknowledgement of Country

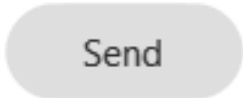
The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.





# Asking Questions

Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

 Send

 Participants  QA

# Key changes in Unit 1

- Create an opportunity for greater consistency
  - providing definitions
  - mentioning specific subsystems to be introduced and/or taught in each area of study
- Changes and/or inclusions to make each area of study more accessible and contemporary
- Outcome statements now include to ‘analyse’ (in Area of Study 1) and ‘identify’, ‘discuss’ and ‘investigate’ (in Area of Study 2)
- Introduction of field work and at least one opportunity for assessment in an oral or multimodal form

# Key changes in Area of Study 1

- Definition of function (see definition in the ‘Linguistic terms and theories used in this study’ section of the Study Design)
- Broadening of contexts to include Australian contexts
- Narrowing focus on spoken and written modes (sign language can be considered)
- Inclusion of the term ‘tenor’ (see definition in the ‘Linguistic terms and theories used in this study’ section of the Study Design)
- Inclusion of ‘text type’ to the situational elements of a language exchange
- ‘representing reality’ is now changed to ‘the world we inhabit’

# Key changes in Area of Study 2

- Replacing 'social situation' with 'situational contexts'
- Specifying the two linguistic theories to be considered for the study of how language is acquired
- Extending the study to include examining the language acquisition processes in adults learning additional languages
- Introduction of field study

# Organisation and timing

WEEK	AREA OF STUDY 1	AREA OF STUDY 2
WEEK 1	Nature and functions of language; factors	Stages
WEEK 2		
WEEK 3	Subsystems	Theories; 'critical period'
WEEK 4		
WEEK 5	Modes – spoken and written	Subsystems; Commonalities and differences
WEEK 6		
WEEK 7	Assessment(s)	Assessment(s) and fieldwork
WEEK 8		



# Area of study 1

- In this area of study, students:
  - Explore what language means and how it makes human communication unique and achieves its various functions in a range of Australian and other contexts
  - Understand how various factors influence our language choices
  - Are introduced to the theory that language is a system of signs and conventions and explore the various subsystems
  - Learn the difference between the spoken and written mode

# Exploring the subsystems of language

- In studying the various subsystems of language – morphology, lexicology, syntax and semantics – students understand:
  - The nature and functions of words and its component parts
  - How words are used in sentences
  - How words are associated with the meaning
- While studying the differences between the spoken and written modes, they are introduced to:
  - Aspects of discourse pertaining to phonetics and phonology
  - Discourse and pragmatics – paralinguistic features and prosodic features

# Key knowledge

- Nature of Language
- Functions of Language
- Factors that influence language choices
- Language as a system
- Spoken and written modes

# Key skills

- Identify and explore key linguistic concepts as they relate to the nature and functions of language
- Explore and use the subsystems of language: morphology, lexicology, syntax, semantics
- Use key concepts and metalanguage appropriately to describe and analyse language use in an objective and a systematic way through spoken and written Australian texts

# Assessment

- A folio of annotated texts: students can collect a range of text types in either spoken and written modes and present their findings to the class
- An investigative report and/or essay: students can explore the nature of language of school reports and submit a report and/or write an essay.
- Analysis of spoken/written texts: select a suitable text for students to respond to short answer questions and/or write an analytical commentary

# Area of study 2

- In this area of study, students:
  - Study the developmental stages of language acquisition, both first and additional languages
  - Are introduced to two linguistic theories to explain how children acquire language and the ‘critical period’
  - Explore how the various subsystems are acquired and the commonalities and differences between first and additional languages and multiculturalism
  - Examine the language acquisition processes in adults that learn additional languages
  - Engage in field work and examine case studies to explore how language is acquired

# Field work

- As part of this area of study teachers and students may be involved in investigations and field work that involve human subjects. Field work:
  - Describes the process of collecting accurate data related to specific language use in the field to examine the nature of language use in a specific context and/or by a specific cohort of language users
  - Is intended to support analysis and evaluation of hypotheses related to specific linguistic theories through the provision of real-life data
  - Allows students real-life and authentic learning experiences in order to enrich their understandings of the nature of language and its acquisition

# Key knowledge

- Developmental stages and subsystems of language acquisition
- Theories of language acquisition and the so called ‘critical period’ of language acquisition
- First, additional language acquisition, multilingualism, code-switching
- Linguistic investigation/field work



# Key skills

- Identify and use:
  - Linguistic concepts and theories as they relate to language acquisition
  - key concepts and metalanguage appropriately to describe and analyse language use in an objective and a systematic way
- Investigate how children acquire language
- Explore and use subsystems
- Experience and interpret linguistic field work, including data collection
- Use and interpret language samples of first and additional language acquisition including the use of IPA to interpret child language user samples

# Assessment

- Essay: write an expository essay on a choice of topics
- Folio of annotated samples: students can collect a range of samples of language use by language learners and annotating the characteristics of the language learner
- An investigative report/Oral presentation: students can write an investigative report based on their field work and present their field work in an oral or multi-modal presentation
- Analysis of texts: select a suitable text for students to respond to short answer questions and/or write an analytical commentary

# Using linguistic theory in Unit 1

- Linguistic theories:
  - Area of Study 1 – the theory that language is a system of signs and conventions and that while the relationship between words and meaning may be arbitrary, our language is governed by conventions and informed by accepted systems
  - Area of Study 2 – students are introduced to two linguistic theories – universal grammar and usage-based accounts – that attempt to explain how children acquire their first language.

# Contact

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