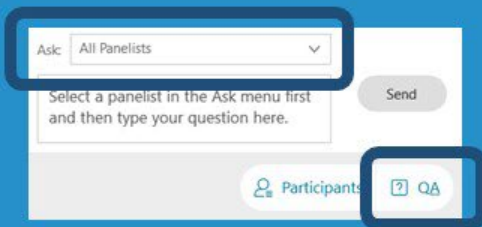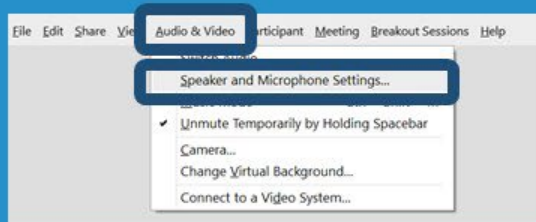# This webinar will begin shortly

Please ask questions to 'All Panelists'

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VCE English Language Study Design 2024-2028 Implementation

Planning for and teaching Unit 2

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government
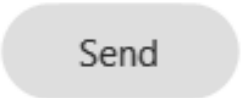
Acknowledgement of Country

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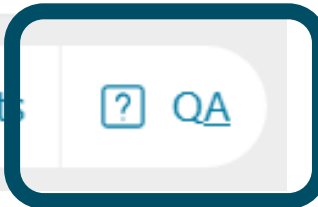
Asking Questions

Key changes in Unit 2

- Focus
  - Remains largely unchanged in broad focus
  - Evolution of the English language is focus of this unit
- Description
  - Inclusion of 'pragmatics' as a concept
  - Refer to *The subsystems of language* section along with the *Metalanguage by subsystem of language and unit*

Key changes in Unit 2

- Areas of Study
  - Slight tightening of focus in each AoS
  - AoS 1 = development of English as a single entity
  - AoS2 = development of variations of English as a consequence of contact and colonisation

- Inclusion of electives option
  - Provides clarity about depth of study
  - Allows for both breadth and depth of student knowledge to be gained

Organisation and timing

Unit 2 – AoS 1

Week	Area of Study	Topic
1	Language change – English across time	Relationship of English to Indo-European languages
2		
3		Overview of historical development from Old English to Modern English
4		
5		Elective option
6		
7		Attitudes to language change
8		Assessment

Unit 2 – AoS 2

Week	Area of Study	Topic
1	Language change – Englishes in contact	Spread of English and factors affecting the spread
2		
3		English-based varieties and their distinctive features, including Australian English and Aboriginal Australian Englishes
4		
5		Language loss, language shift, maintenance and reclamation efforts
6		Linguistic relativism and determinism
7		
8		Assessment

Area of study 1

- English Across Time
  - Change over time
  - Factors leading to change
  - Attitudes to change

- *On completion of this unit the student should be able to ==identify== and ==describe== language change and its effects on the English language and ==analyse== attitudes to language change.*

Electives

- Electives allow greater;
  - Choice
  - Depth
  - Accessibility
  - Engagement
  - Focus

- Two options;
  - *Incursions* – Events which entered the English speaking world and influenced language change and development
  - *Inventions* – Human creations which influenced language change and development

Choosing an elective

- Things to consider;
  - Interest of students
  - Expertise of teacher
  - Availability of and access to resources
  - Learning needs of cohort

- Remember;
  - Broad study of ALL events and time periods within electives to be included
  - ONE elective option to be studied in depth

Incursions

- Socio-political lens
  - Change in subsystems explored through the lens of socio-political influences on change
  - Some incursions are fixed in time, others are flexible in timing and focus

- Consider
  - Nature of the incursion and motivation for linguistic change
  - Social hierarchy of the incursion (which social group was most influenced?)
  - Semantic fields of linguistic inheritance (what semantic field was most influenced?)
  - Specific examples of language change within subsystems

Inventions

- Technological lens
  - Change in subsystems explored through the lens of technological change over time
  - Some inventions focus on standardisation and codification while others are more focused on the notion of linguistic innovation and flair

- Consider
  - Nature of the invention and motivation for linguistic change
  - Role in increasing, or decreasing, standardisation
  - Specific examples of language change within subsystems

Key knowledge

- the historical development of English through key events and resulting language change
- the relationship of English to the Indo-European languages
- the codification and the evolution of Standard English, focusing on the origins of the English spelling and grammar systems
- changes across the subsystems of language, including:
    - phonetics and phonology – the Great Vowel Shift
    - morphology – abbreviations, acronyms, shortenings, compounding, blends, backformation, affixation
    - lexicology – borrowings, commonisation, archaisms, neologisms, obsolescence
    - syntax – word order
    - semantics – broadenings, narrowings, elevation, deterioration, shift

- attitudes to changes in language, including prescriptivism and descriptivism
- metalanguage to discuss language change

Key skills

- use key linguistic concepts and metalanguage as they relate to the changing nature of English
- identify and describe language change in an objective and a systematic way
- trace etymologies in appropriate sources, such as databases and etymological dictionaries
- analyse changes in the English language over time as reflected in texts
- apply and analyse knowledge of the evolution of English in consideration of prescriptivism and descriptivism

Teaching and Learning

- **Use key linguistic concepts and metalanguage as they relate to the changing nature of English**

  – Graphic organisers and mindmaps

- **Identify and describe language change in an objective and a systematic way**

  – Comparison tasks

  – Timelines – animated and annotated

  – Mapping tasks – annotated and directional

  – Interactive quizzes

  – Infographics, flowcharts

Teaching and Learning

- **Trace etymologies in appropriate sources, such as databases and etymological dictionaries**

  - Co-constructed annotate family tree

  - Cognate match ups and annotations

  - Etymology scavenger hunts

- **Analyse changes in the English language over time as reflected in texts**

  - Text sorting chronologically

  - Annotation challenges – use colour, post-it notes

  - Collect and annotate examples of texts from major events and developments

Teaching and Learning

- **Apply and analyse knowledge of the evolution of English in consideration of prescriptivism and descriptivism**

    – Define and breakdown key terms

    – Physical debate lines, kinaesthetic discussions

    – Class discussion and debate

    – Timelines of key debates

Assessment

- a folio of annotated texts
- an essay
- an investigative report
- an analysis of spoken and/or written text
- *an analytical commentary*
- *a case study*
- *short-answer questions*
- an analysis of data.

- Teachers must provide opportunities for assessment in written form, and at least one opportunity for assessment in an oral or multimodal form. Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Area of study 2

- Englishes in Contact
    - Effects of spread of English globally
    - Factors which contributed to spread of English
    - Development of Australian Englishes and other varieties, including pidgins and creoles
    - Consequences of spread of English

- *On completion of this unit the student should be able to ==identify== and ==explain== the effects of the global spread of English through spoken and written texts.*

Key knowledge

- factors in the development of English as a world language
- the distinctive features of English-based varieties
- the distinctive features of English-based pidgins and creoles
- the role of English as a lingua franca
- the role of language as an expression of cultures and worldviews, including representations of worldviews
- the processes of language maintenance, shift and reclamation
- cultural and social effects of language change and loss, with particular reference to Aboriginal and Torres Strait Islander languages
- metalanguage to discuss the global spread of English

Key skills

- identify and use key linguistic concepts as they relate to the development of English as a world language
- use the subsystems of language to analyse language in written and spoken texts
- interpret and explain debates about language change and influence
- identify and apply key concepts related to language maintenance, shift, reclamation, change and loss

Teaching and Learning

- **Identify and use key linguistic concepts as they relate to the development of English as a world language**
  - Classroom discussions
  - Investigations and research
- **Use the subsystems of language to analyse language in written and spoken texts**
  - Develop a portfolio of language examples
  - Brainstorms and discussions
  - Creative use of language to apply understanding

Teaching and Learning

- **Interpret and explain debates about language change and influence**
  - Research various countries where English is spoken
  - Debate reasons for and influence of English in these countries
- **Identify and apply key concepts related to language maintenance, shift, reclamation, change and loss**

  - Explore and experience texts and contexts of Creoles, Pidgins and Aboriginal English
  - Explore cultural influences on Creoles, Pidgins and Aboriginal English
  - Develop a fact sheet about a specific example of language maintenance, shift, reclamation, change and loss

Assessment

- a folio of annotated texts
- ***an essay***
- ***an investigative report***
- ***an analysis of spoken and/or written text***
- an analytical commentary
- ***a case study***
- short-answer questions
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