Welcome to VCE English Language – Units 1 – 2!

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VCE English Language Team

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Contacting Us

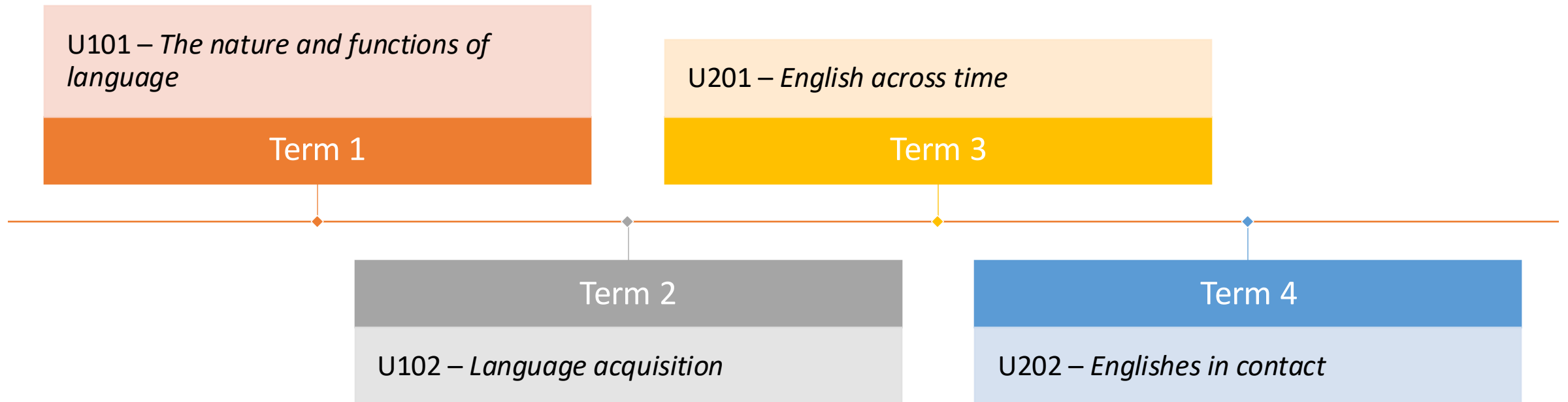**Over the summer holidays**

- Via email

In 2025

- Via MS Teams

Today

Session 1 – Introduction to VCE EL Content

Units 1 and 2 Timeline

- Unit 1: *Language and Communication*
- Unit 2: *Language Change*

U101 – *The nature and functions of language*

Term 1

U201 – *English across time*

Term 3

Term 2

U102 – *Language acquisition*

Term 4

U202 – *Englishes in contact*

Unit 1 Timeline

Term 1	The nature and functions of language
1	Intro to sociolinguistic variables
2	Morphology
3	Lexicology
4	Syntax
5	Writing Analytical Commentaries
	Seminar Day 1 (February 28th) • Semantics • Responding to SAQs
6	Discourse & Pragmatics
7	Revision
8	SAC Week (March 17th – 21st)

Term 1/2	Language acquisition
9 (T1)	Phonetics and Phonology
10 (T1)	SAC 1 Feedback
1 (T2)	Stages of child language acquisition
2	Theories and Theorists
3	Adult language acquisition and multilingualism
4	Intro to linguistic fieldwork and research
5	Collecting and using linguistic fieldwork
6	Describing and analysing linguistic data
7 – 9	Presentation preparation weeks
10	SAC Week (June 23rd – 27th)
	Seminar Day 2 (June 23rd)

Unit 2 Timeline

Term 2/3	English across time
10	Indo-European and pre-Anglo-Saxon Britain
11 (T2)	Process of language change (part 1)
1 (T3)	Essay Writing in EL
2	Old English
3	Middle English
4	Early Modern English
5	Modern English
6	Process of language change (part 2)
7	SAC Week (September 1st – 5th)

Term 3/4	Englishes in contact
8	Intro to World English
9 (T3)	SAC 3 Feedback
10 (T3)	New Englishes
1 (T4)	Pidgins, creoles and worldviews
2	Language shift, death, maintenance and reclamation
3	Revision
4	SAC Week (October 27th – 31st)
5	Individual feedback meetings

Functions of Language

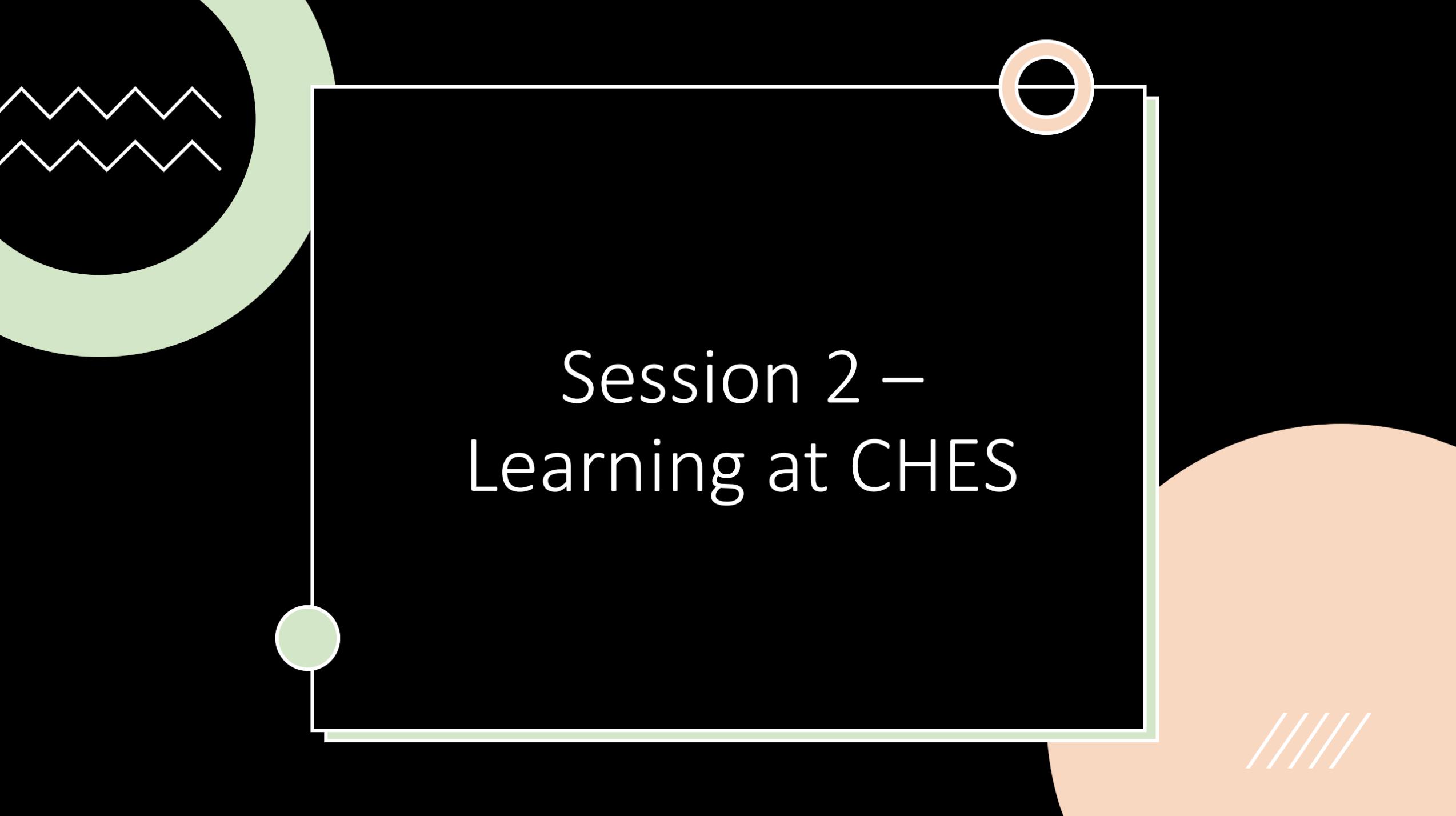https://youtu.be/bPqe2ckcOGo
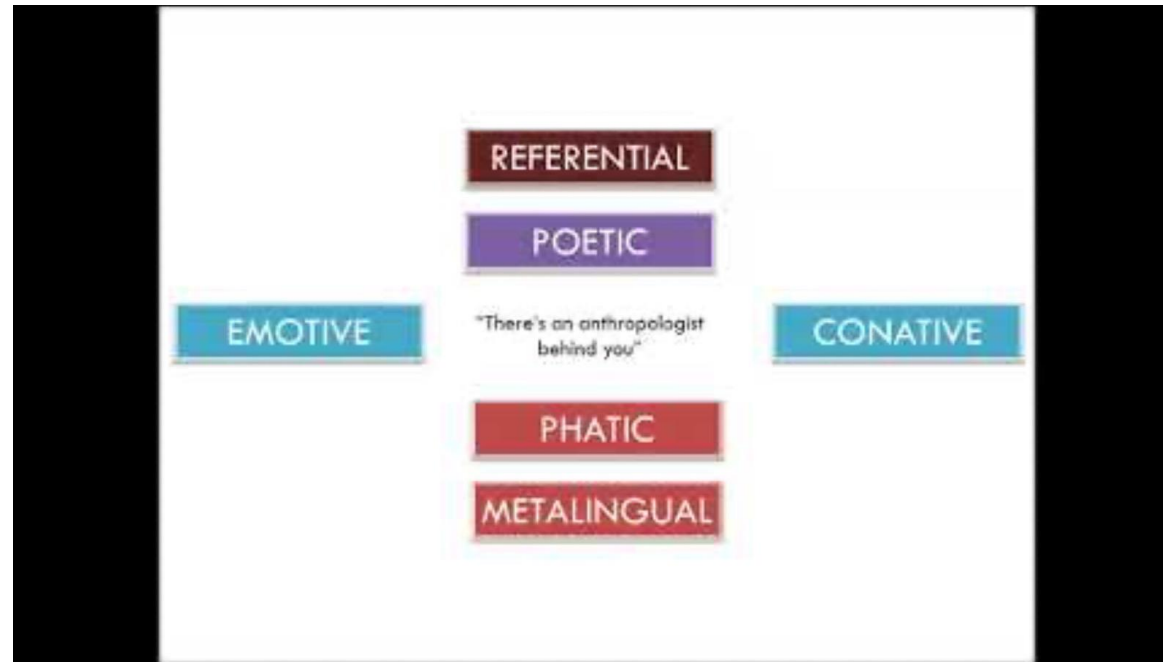
Metalanguage	Definition
Functions (Jakobson's)	What an effective act of communication is doing. Jakobson outlines six functions: • **Referential** (conveys information, e.g. statements like 'The train leaves at 6.00 am.') • **Emotive** (interprets feelings, desires, etc., e.g. interjections like 'Yuck!') • **Conative** (engages the addressee, e.g. commands like 'Sit down!') • **Phatic** (establishes a social connection, e.g. greetings like 'How are you?') • **Metalinguistic** (talks about language itself, e.g. 'What does phatic mean?') • **Poetic** (brings in the aesthetic dimension, e.g. embellishing a message with quotations like 'To be, or not to be?').

According to Jakobson, any act of verbal communication is composed of six factors:

1. A context (the situation in which the communicative act happens and the world in which the message takes place)
2. An addresser (a sender)
3. An addressee (a receiver)
4. A contact (a channel between an addresser and addressee that keeps the lines of communication open)
5. A common code (a symbolic system through which meanings are communicated, especially languages)
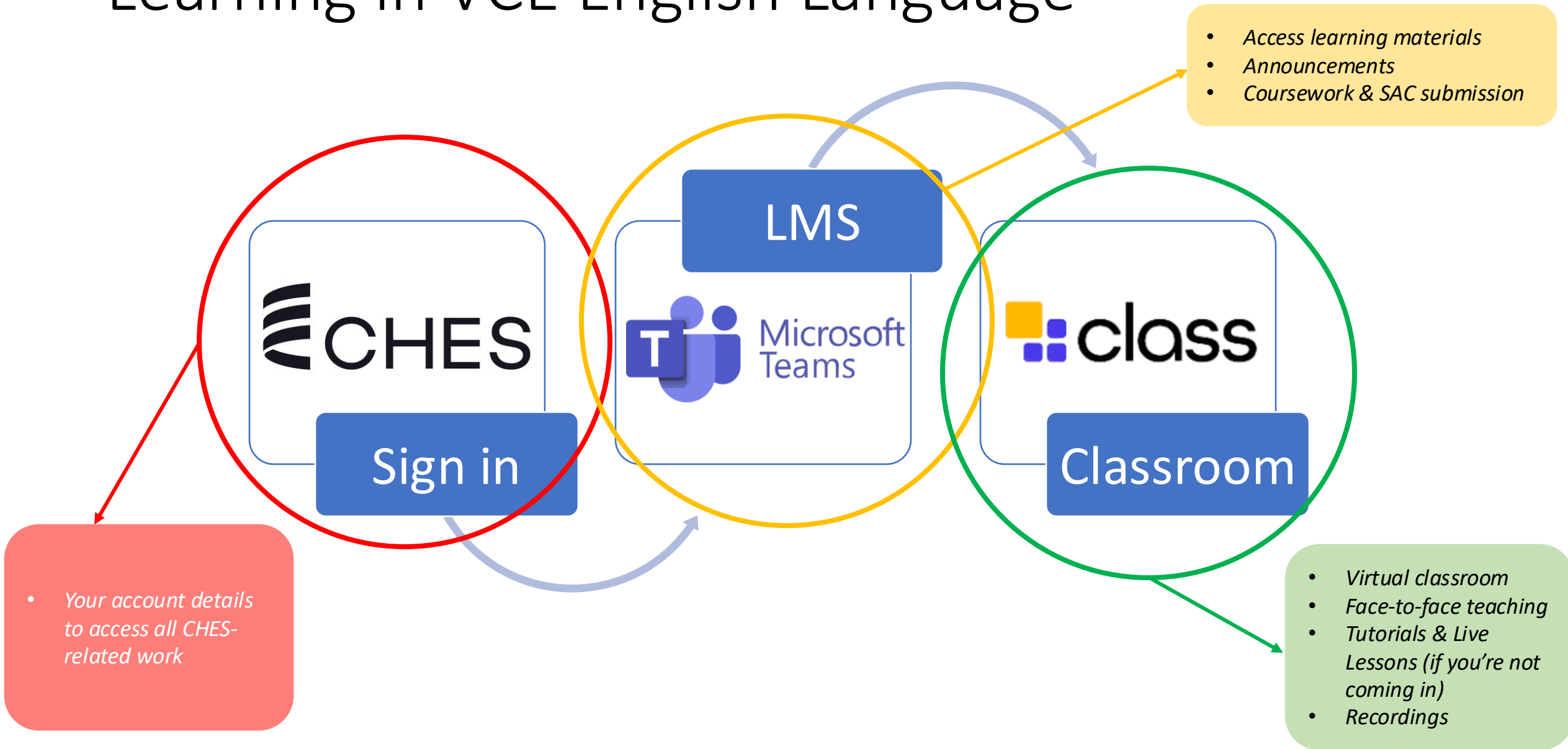6. A message

A message will target one of the six factors using a corresponding function:

I want to target the…	Therefore, my message will have a…	Definition
Context	Referential function	Oriented toward the context (the dominant function in a message like 'Water boils at 100 degrees')
Addresser	Emotive function	Oriented toward the addresser (as in the interjections 'Bah!' and 'Oh!')
Addressee	Conative function	Oriented toward the addressee (instructions and possession)
Contact	Phatic function	Serves to establish, prolong or discontinue communication [or confirm whether the contact is still there] (as in 'Hello?')
Code	Metalinguistic function	Used to establish mutual agreement on the code (for example, a definition)
Message	Poetic function	Puts 'the focus on the message for its own sake' (Jakobson, 1960).

Session 2 – Learning at CHES

Learning in VCE English Language

LMS

Sign in

Classroom

- *Access learning materials*
- *Announcements*
- *Coursework & SAC submission*

- *Your account details to access all CHES-related work*

- *Virtual classroom*
- *Face-to-face teaching*
- *Tutorials & Live Lessons (if you're not coming in)*
- *Recordings*

Ground Rules

CHES Account

- Adhere to the IT policy
- Use your CHES account for all CHES-related work
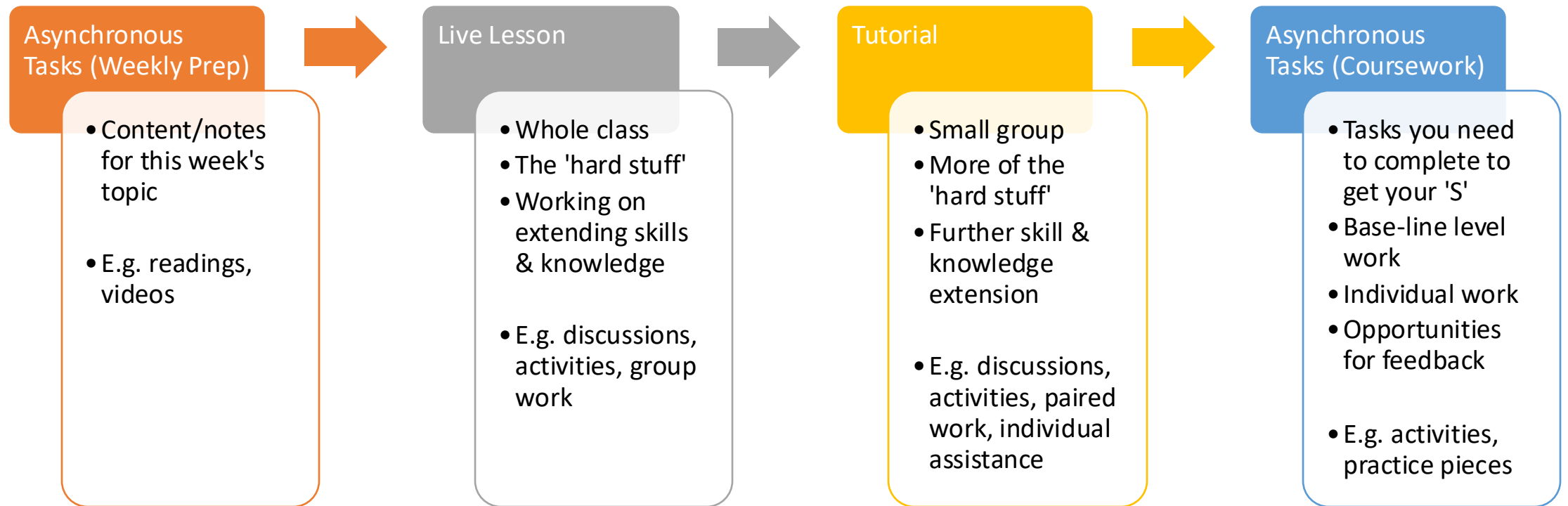- Avoid submitting files worked on your base school account
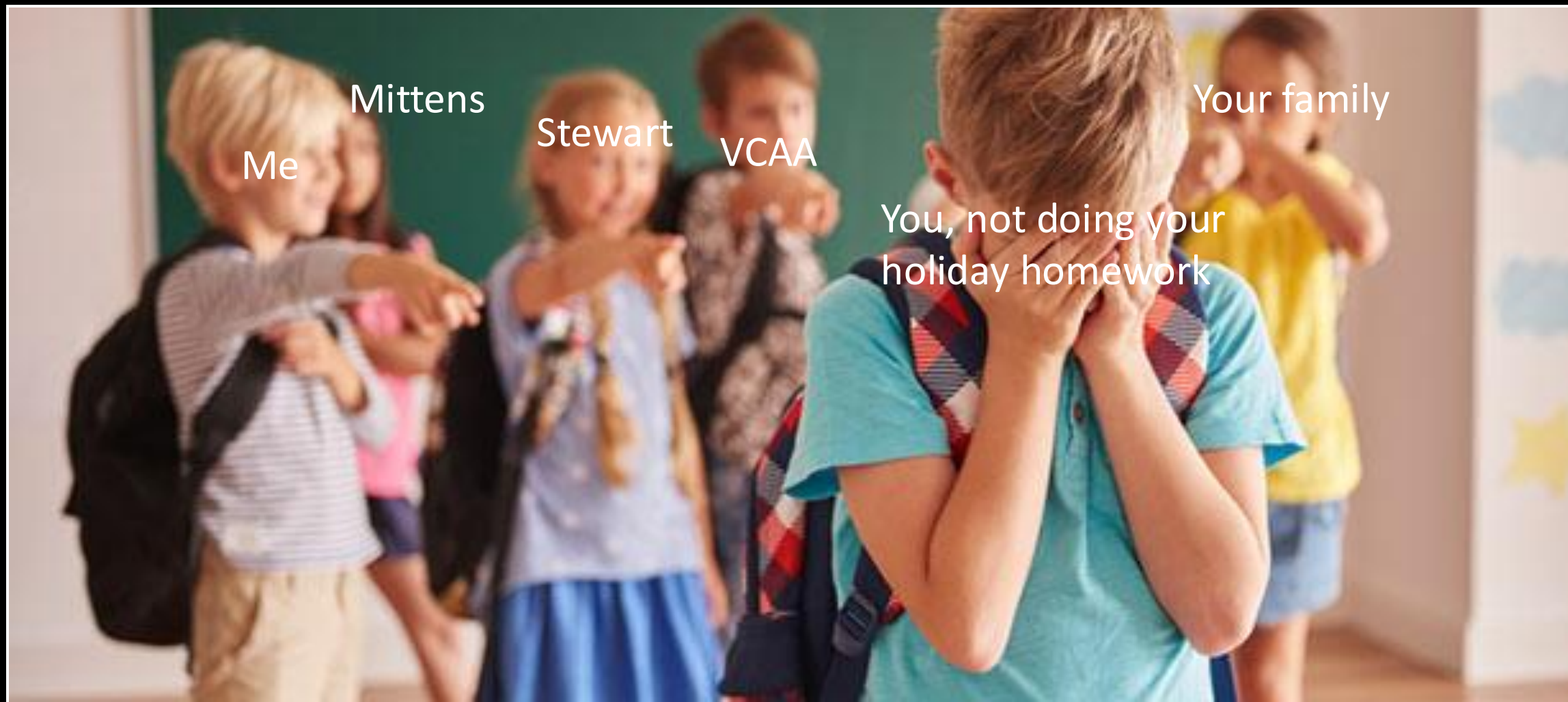
MS Teams

- Regularly check Teams for updates and messages
- Click 'submit'
- Communicate

Class

- Camera on, mic ready ☺
- Quiet, comfortable study space
- Be mindful of how you communicate with your teacher

A Week in an EL Class at CHES

Asynchronous Tasks (Weekly Prep)

- Content/notes for this week's topic

- E.g. readings, videos

Live Lesson

- Whole class
- The 'hard stuff'
- Working on extending skills & knowledge

- E.g. discussions, activities, group work

Tutorial

- Small group
- More of the 'hard stuff'
- Further skill & knowledge extension

- E.g. discussions, activities, paired work, individual assistance

Asynchronous Tasks (Coursework)

- Tasks you need to complete to get your 'S'
- Base-line level work
- Individual work
- Opportunities for feedback

- E.g. activities, practice pieces

Holiday Homework

Units 1 & 2 Tasks

1. Learn the compulsory metalanguage for the beginning of Term 1
   - Use the Quizlet list available on the final slide
   - There will be a test in week 1
2. Complete the 'Develop your understanding 1.3' activity from the Insight textbook (pg. 10)

Keep an eye out for our asynchronous tasks in Week 1!

Term 1, Weeks 1 - 3

Week	What is happening this week?	What should I be doing?
1	• Asynchronous tasks • No Live Lesson or Tutorial	• Completing the onboarding tasks emailed by IT (including CHES account set up) • Submitting your holiday homework • Completing the week 1 asynchronous tasks for EL
2	• Asynchronous tasks, Live Lesson, and IAP meeting • No Tutorial	• Attending your IAP meeting • Completing the week 2 asynchronous tasks for EL • Attending the Live Lesson (in person or online)
3	• Asynchronous tasks, Live Lesson, Tutorials	• Completing the week 3 asynchronous tasks for EL • Attending the Live Lesson and assigned Tutorial