

Rules and Notes

Notes tba
 -Only relevant terms in the VCE English Language study design will appear.
 -Order of Description of Subsystem - Features Found in Subsystems and How They Relate - Important/Relevant Linguists

Analytical commentary layout and comments

Intro

Mrs fat cds
Mode: spoken, written, sign
Register: formal, informal
Social purpose: what's the speaker trying to do socially. Eg. Comedians speak informally to build rapport
Function: what is the purpose of the text. eg. the news is made to convey information to the public
Audience: who is consuming the speech/text
Text Type: Narrative, Descriptive, Argumentative; Comparative, etc
Cultural Context: What is happening at the time of the speech/text eg, war, movements, covid
Domain: subject of text. Eg, what is spoken and what the AC is on(subsystems)
Situational Context: Where and When?
 + *language theory:* behaviourism, innatism, interactionism
 -only add what actually applies.

bp 1-3

Feature structure
Feature: Which subsystem/ which noted feature
Evidence: Line number and written example
analysis: how the feature has transitioned between texts; how the feature is normal or abnormal; explanation of features presence.
 -add sign posting
 bp 4

three theories TBA

Phonetics and Phonology

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 the International Phonetic Alphabet (IPA)
 • speech sound production: voicing, place of articulation and manner of articulation
 • sounds in connected speech and connected speech processes: assimilation, vowel reduction, elision, insertion

Morphology and Lexicology

The study of vocab, words, and the parts of words.

function vs content words

-content words used first

function

-2-3 children start using articles and possessive pronouns.
 -18-24 months simple neg(do not)
 -2-3 years complex neg(dont)
 -2-3 years start using basic aux verbs (is, are)
 -3-4 will start using more complex modal verbs (can, will, should)
 -4 and up can use both
 "John is starting to use function words, this shows he is entering a new stage of development"
 "John shows an understanding of using negative sentences and conjunctions, and knows what specific responses to negative sentences to expect back"
 "John is able to use basic auxiliary verbs when forming his sentences, this shows he understands their use and is testing them to see how people respond to it. we see this in text N line N"

Tenses and grammatical patterns

-30-36 most children have learnt how to use the grammatically right tense for regular verbs. They can still mess up on irregular verbs.

morphological over/under-generationalisation

-probably best to point out an example, then point out what is and how it's typical or atypical for the age

Morphology and Lexicology (cont)

- most frequent at 30 months of age
 "John said the word "eated" instead of "ate"
 this shows he understands how regular verbs are formed, and how to adapt them to new words. This shows he doesn't have enough experience in conjugating irregular verbs to remember them all yet"

syntax

The formation of words into sentences.

Sentence types and structures

- "by STAGE, can understand and use sentence TYPE/STRUCTURE"
 -Compound and Complex sentences 3-5 years
 - declarative sentence (statement) 2 years
 - interrogative sentence (question) 2-3 years
 - imperative sentence (command) 3-4 years
 - exclamative sentence (exclamation) any age

subject, object, adverbial

-Can use just Subject, OR subject and object
 "the child in text N on line N uses a subject and object within "type/structure sentence"
 this shows a development in **understanding the relationship between the two parts**"
 -use of adverbials show an understanding of niche and more complex grammatical skills

Semantics

What words and sentences mean.
 semantic over generalisation
 -common around month 30
 "John calls the picture of a tiger a cat in text N line N. This is an example of overgeneralisation; since tigers aren't common, it's likely John doesn't know the word for a tiger, and is improvising."



Other Metalanguage

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might split into own headers

- critical period of language development
- theories of child language acquisition including behaviourism, innatism, interactionism

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