Rules and Notes

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

Analytical commentary layout and comments

Intro
Mrs fat cds
Mode: spoken, written, sign
Register: formal, infomal
Social purpose: whats the speaker trying to do socially. Eg. Comedians speak infromally to build repore
Function: what is the purpose of the text. eg. the news is made to convay infomation to the public
Audience: who is consuming the speech/text
Text Type: Narritive, Descriptive, Argume-ntitive; Comparitive, etc
Cultural Context: What is happen 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, interactism
-only add what actually applies.
bp 1-3
Fea 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 adnormal; explination of features presence.
-add sign posting
bp 4
three theorys TBA

Phonetics and Phonology

tbh
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 articals and possesive 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 model verbs (can, will, should)
-4 and up can use both
"John is starting to use function words, this shows he is enetering a new stage of development"
"John shows an understanding of using negitive sentances and conjucations, and knows what specific responses to negitive sentances to expect back"
"john is able to use basic auxiliary verbs when forming his sentances, this shows he understands there 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 irresgular verbs.
morphological over/under-generilsation
-probably best to point out an example, then point out what is and how its 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 doesnt have enough experince in conjugating irreular verbs to remeber them all yet"

syntax

The formation of words into sentances.
Sentance types and structures
- "by STAGE, can understand and use sentence TYPE/STRUCTURE"
-Compound and Complex sentances 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 sentance" this shows a development in **understading the relationship between the two parts**"
-use of adverbials show an understanding of neiche and more complex grammatical skills

Semantics

What words and sentances mean.
semantic over generalisiation
-common around month 30
"john calls the picture of a tiger a cat in text N line N. This is an example of overgener-ilsation; since tigers arent common, its likely John doesnt know the word for a tiger, and is improvising."

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Other Metalanguage

tba
might split into own headers
• critical period of language development
• theories of child language acquisition including behaviourism, innatism, interactionism

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