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, Argumentitive; 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 sentences and conjucations, and knows what specific responses to negitive sentences to expect back"

"john is able to use basic auxiliary verbs when forming his sentences, 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 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 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 sentences 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 overgenerilsation; 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