Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to reflect on language use and language learning.

Year 9 and 10 (Year 7 Entry) Achievement Standard

By the end of Year 10, students use written and spoken Vietnamese to initiate and sustain interactions with teachers, peers and adults in familiar contexts, for example, Brendan nói chuyện với người bạn mới ở trường. לרíu nói chuyện với người bạn mới ở trường. "Bài thơi và bài thơi nào mới? Tải sao? Tôi thích ca sỹ Lynda Miles vì cô ấy hát hay và nhảy đẹp. Bái thơi tôi thích nhất là My Best Moments vì nó giúp tôi thư giãn và yêu đời. Tôi thích dịp đi dạo chơi ở ngoài quang họa ở trang nưc, Điê ăn ở Việt Nam tươi và ngon nhưng không sợ sê bể úc (Uíc), and express agreement or disagreement (for example, Bạn nói đúng, tôi cũng nghĩ vậy. Xin lỗi, tôi không nghĩ vậy/tôi có thể khác với bạn). They interact with others to carry out transactions and to plan and organise social or cultural events by negotiating options, and explaining and justifying opinions, for example, Bạn muốn tôi chọn chúc hay thì Vice? Chúng mình nên thấy giải quyết vấn đề dưới mỹ và nhơn bát tuz. They apply appropriate pronunciation in spoken Vietnamese, including intonation patterns, tones and pauses. Students analyse information and ideas obtained from diverse sources, comparing and evaluating different perspectives related to common areas of interest and study. They present information and opinions using different text types and modes of presentation appropriate to a variety of audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing preferences and describing key elements such as themes, values, plot, and representations of characters and events. They create imaginative texts for the purpose of self-expression and engagement, using cohesive devices such as conjunctions to communicate, link and extend ideas, and common Vietnamese idioms, proverbs or folk songs for illustration of cultural concepts or aspects. When writing, they use verbs to express modality (for example, nên, cần, phán), direct speech (for example, Ba me bao tộ nên chuyên học), and apply Vietnamese spelling rules and tone markers to a range of words. They translate and interpret texts using strategies to overcome challenges in translation, such as considering cultural expressions or representations, and explain differences in interpretation. Students create a range of multimodal bilingual resources for the school and local community. They explain the relationship between language, culture, and identity, and modify and language and behaviours in intercultural interactions to enhance mutual understanding.

Students infer the meaning of unfamiliar words encountered in a range of familiar contexts by applying knowledge of grammatical elements and vocabulary. They analyse the relationship between cultural representations, language choices, and the audience and purpose of different text types. They identify and analyse linguistic features of Vietnamese in a range of situations, explaining variations due to audience and purpose. They explain the impact of social, cultural and intercultural influences on language, identifying and using Vietnamese words that have emerged from globalisation, migration, popular culture and technology, such as loan cai hoa, đi đan, động, diện, nhịp, nhịp, nhạc, chính ngơi thông tin, nhât li diễn tư, nói chuyện qua mạng. They explain ways in which language and culture are interrelated and influence each other.

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and their learning, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas

Language and culture

The interrelationship of language, culture and language learning is a foundation for the Australian Curriculum: Languages. In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and in different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing languages(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not an ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F-10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal Languages and Torres Strait Islander Languages includes three learner pathways:
- first language learner pathway
- reviral language learner pathway
- second language learner pathway

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:
- Foundation-Year 10 sequence
- Years 7-10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:
- Years 7-10 (Year 7 Entry) sequence.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1) communication
2) analysis of aspects of language and culture
3) reflection that involves
   - reflection on the experience of communicating
   - reflection on comparative dimensions of the languages available in students’ repertoire (for example, the first language in relation to second language and self in relation to others).
The nature of the learners

 Learners increasingly communicate in Vietnamese in everyday interactions and in domains that are beyond the home. They continue to be immersed in Vietnamese language and culture, making connections and comparisons with other languages and cultures. They have a growing awareness of the wider world, including the diversity of languages, cultures and intercultural communication. They begin to consider their role as bilingual, intercultural communicators in the Australian context. They are considering future pathways and prospects, including how Vietnamese may feature in these.

 Vietnamese language learning and use

 This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication. Learners use Vietnamese to communicate and interact, to access and exchange information, to express feelings and opinions, and to participate in imaginative and creative experiences. There is a balance between activities that focus on language forms and structures and those that emphasise communicative tasks and performance. Learners recognise that moving between Vietnamese and English involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources.

 Students discuss the relationship between language, culture and identity, exploring in more depth the concept of being bilingual and bicultural.

 Contexts of interaction

 Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts beyond the home. Contexts of interaction in Vietnamese move beyond the immediate world of teenage experience to more active participation in events or celebrations (Sinh nhật có ba mẹ làm BBD 2 vui) or transactions with people in the local community (Cô vừa làm giãn giải cho học sinh hôm nay. Làm ơn cho tôi nói (ai vô này)). Learners participate in discussions and presentations on topics of interest and about life experiences in different contexts and cultures. They view and/or listen to advertisements, announcements, conversations, television programs, documentaries, music performances and films to further explore Vietnamese language and culture. Additional opportunities for interaction are provided by purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and e-learning.

 Texts and resources

 Learners read, view and interact with a broad range of texts and resources specifically designed for learning Vietnamese in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Vietnamese-speaking communities, such as film, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

 Features of Vietnamese language use

 Learners apply appropriate pronunciation of sounds and tones, as well as rhythm and metre, to a range of spoken texts. They use vocabulary with more complex syllable combinations and become more fluent and accurate in both spoken and written language production. They gain greater control of grammatical elements such as word order, sentence structures and punctuation. They use cohesive devices such as conjunctions (và, hay/hoặc, tuy…nhưng, nếu…thì, vi…cho nên), verbs to express modality (nên, cần, phải), direct and indirect speech (Ba mẹ nói với tôi: ‘Con nên chăm sóc’). They make use of more complex sentence structures and develop their understanding of the relationship between context, purpose and audience. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, popular culture, migration and globalisation influence forms of communication. They explore the reciprocal nature of intercultural communication: how Vietnamese and English affects their ways of thinking and behaving, and how successful communication requires flexibility, awareness and openness to alternative ways. They consider their own cultural practices from a bilingual perspective and communicate in interculturally appropriate ways.

 Level of support

 This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources is provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online journalism, video documenting and discussion forums. Continued focused attention to grammatical and textual features supports learners in the production of texts.

 The role of English

 The classroom is increasingly characterised by bilinguality, with Vietnamese being the principal language of communication. Vietnamese English continues to be used as the medium for substantive discussion, comparison, analysis and reflection, although learners at this level are able to discuss some abstract and complex views and ideas about language, culture and intercultural experience in Vietnamese. Learners explore the influence of both Vietnamese and English on their way of communicating, and examine how living and moving between cultures has impacted on their own bilingual identity.

 Communicating

 Year 9 and 10 (Year 7 Entry) Content Descriptions

 Socialising

 Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare and discuss ideas and experiences on familiar topics such as friendship, leisure activities, teenage life and special events.

 [Key concepts: experience, relationships; Key processes: interacting, expressing, sharing]

 Participate in planning and decision making for social and cultural events, negotiating options, explaining, justifying, solving problems and completing transactions.

 [Key concepts: collaboration, decisions; Key processes: transacting, negotiating, explaining, justifying]

 Contribute to shared learning experiences and structured discussions relating to the learning of Vietnamese language and culture, clarifying understanding, elaborating on opinions, and expressing agreement or disagreement.

 [Key concepts: task, performance; Key processes: discussing, commenting, sharing]

 Informing

 Compare, evaluate and use information and ideas from diverse print, visual, digital and online sources representing different perspectives related to common areas of interest and study.

 [Key concepts: diverse perspectives, representation; Key processes: analysing, evaluating, comparing]

 Convey information and opinions on a variety of selected topics using diverse modes of presentation to suit specific audiences and purposes, and applying conventions of text types.

 [Key concepts: representation, audience, purpose; Key processes: informing, selecting]

 Creating

 Respond to a range of traditional and contemporary forms of art and entertainment, and imaginative and creative texts, including digital texts, describing and discussing themes, values, plot and representations of characters and events, and expressing preferences.

 [Key concepts: morality, characterisation, themes; Key processes: responding, expressing preferences, discussing]

 Create imaginative texts in multimodal and digital forms that draw on past experiences or future possibilities, for a range of purposes, such as self-expression or engagement, and for a range of audiences.

 [Key concepts: journey, adventure, emotion; Key processes: imagining, sequencings, entertaining]

 Translating

 Translate and interpret texts from Vietnamese into English and vice versa, compare different versions of translations, explore differences and identify strategies to overcome challenges in translation.

 [Key concepts: culture, translation, interpretation; Key processes: analysing, considering, comparing]

 Produce bilingual resources in multimodal and digital forms for the school and local community, such as travel brochures, comics, blogs or video clips, considering the role of culture when transferring meaning from one language to another.

 [Key concepts: bilingualism, culture, translation, interpretation; Key processes: comparing, explaining]

 Reflecting

 Reflect on own ways of communicating in Vietnamese and English, recognising that intercultural communication involves shared responsibility for meaning-making.

 [Key concepts: intercultural awareness, values; Key processes: reflecting, adjusting]

 Reflect on own sense of identity as a Vietnamese and English speaker, and discuss ways in which identity is expressed in intercultural communication.

 [Key concepts: identity, culture, intercultural communication; Key processes: recognising, explaining, evaluating]

 Understanding

 Systems of Language

 Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences.

 [Key concepts: inference, connections; Key processes: applying, interpreting]

 Expand grammatical and vocabulary knowledge to communicate, link and extend ideas, for example, using cohesive devices such as conjunctions, verbs to express modality, direct/indirect speech, abstract vocabulary and common Vietnamese idioms.

 [Key concept: grammatical systems; Key processes: experimenting, applying]

 Analyse the relationship between context, purpose and audience, language features and cultural elements associated with different types of texts in actual or online contexts.

 [Key concepts: register, text organisation, purpose, audience, culture; Key processes: analysing, explaining, applying]

 Language variation and change

 Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships.

 [Key concepts: variation, style, register; Key processes: analysing, comparing, explaining]

 Understand how the Vietnamese language has evolved and how it continues to change over time and from place to place due to processes such as globalisation and migration, and the influence of technology and popular culture.

 [Key concepts: impact, power, globalisation; Key processes: analysing, evaluating]

 Role of language and culture

 Explore how language and culture are interrelated and how they shape and are shaped by each other.

 [Key concept: interrelationship; Key processes: exploring, critical thinking, evaluating]