

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning 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 negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

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, *Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ. Bạn thích ca sĩ và bài hát nào nhất? Tại sao? Tôi thích ca sĩ Lynda Miles vì cô ấy hát hay và nhảy đẹp. Bài hát tôi thích nhất là My Best Moments vì nó giúp tôi thấy vui vẻ và yêu đời.* They use modelled and spontaneous language to engage in discussions, seek clarification, offer opinions, compare experiences related to familiar topics (for example, *Học tiếng Việt có nhiều lợi ích lắm. Tôi thích đi du lịch ở ngoại quốc hơn là ở trong nước. Đồ ăn ở Việt Nam tươi và ngon nhưng không sạch sẽ bằng ở Úc*), and express agreement or disagreement (for example, *Bạn nói đúng lắm/Tôi cũng nghĩ vậy. Xin lỗi, tôi không nghĩ vậy/tôi có ý kiến 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 tổ chức sinh nhật ở nhà hay ở trường? Chúng mình nên tham gia gây quỹ để cứu trợ nạn nhân bão lụt.* 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, phải*), direct speech (for example, *Ba mẹ nói với tôi: 'Con nên chăm học'*) and indirect speech (for example, *Ba mẹ bảo tôi nên chăm 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 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 *toàn cầu hóa, di dân, định cư, hội nhập, nhạc trẻ, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng*. They explain ways in which language and culture are interrelated and influence each other.

Aims

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

- communicate in the target language
- understand language, culture, and learning and their relationship, 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 learning provides the 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 different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a '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
- revival language learner pathway
- second language learner pathway.

Sequences of learning

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 and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

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' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Year 9 and 10 (Year 7 Entry) Level Description

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 forms of 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 at home (*Sinh nhật con ba mẹ làm BBQ ở vườn sau đi. Con sẽ giúp mẹ nấu nướng và dọn dẹp*) or transactions with people in the local community (*Cô có thể giảm giá cho học sinh không? Làm ơn cho tôi đổi lại số lớn hơn*). 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 films, 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 intonation, 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, vì...cho nên*), verbs to express modality (*nên, cần, phải*), direct and indirect speech (*Ba mẹ nói với tôi: 'Con nên chăm học'. Ba mẹ bảo tôi nên chăm học*), abstract vocabulary (*trinh thương, sở thích, nỗi buồn, niềm vui, hạnh phúc*) and common idioms (*xa mặt cách lòng, tiền rừng bạc biển, có chí thì nên*) to communicate, link and extend ideas and information. They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing 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 moving between 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 journaling, 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 and 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.

Year 9 and 10 (Year 7 Entry) Content Descriptions

Communicating	Understanding
<p>Socialising</p> <p>Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare 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]</p> <p>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]</p> <p>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]</p> <p>Informing</p> <p>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]</p> <p>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]</p>	<p>Systems of Language</p> <p>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, inferring]</p> <p>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]</p> <p>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]</p> <p>Language variation and change</p> <p>Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships. [Key concepts: variation, style, register; Key processes: analysing, comparing, explaining]</p> <p>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]</p> <p>Role of language and culture</p> <p>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]</p>