

**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 3 and 4 Achievement Standard**

By the end of Year 4, students use Vietnamese to interact with the teacher and peers to exchange information and experiences relating to themselves, their family and friends. They use formulaic expressions to participate in simple transactional exchanges and collaborative activities, and to seek clarification, assistance or advice in everyday classroom routines, for example, *Làm ơn cho biết*. When interacting, they use features of Vietnamese pronunciation, including tones, vowels and consonants. Students locate information relating to familiar contexts and present it in modelled spoken, written and visual texts. They respond to imaginative texts by identifying favourite elements and making simple statements about settings, characters or events, and create simple imaginative texts using formulaic expressions and modelled language. Students use common action verbs (for example, *đi, ăn, ngủ, chơi, chạy, nói, cưỡi, làm, học*), adjectives (for example, *đẹp, xấu, tốt, đen, đỏ*) and adverbs (for example, *nhanh, chậm, hay, giỏi*), to create short, simple sentences about their routines and interests. They use vocabulary related to school, home and everyday routines. They use appropriate word order and personal pronouns in simple spoken and written texts, for example, *Đây là con mèo con của tôi/anh/em/cháu*. They translate and compare common Vietnamese and English expressions and create simple bilingual texts for classroom use. Students describe how language involves behaviours as well as words and share their experiences of communicating in Vietnamese- and English-speaking contexts.

Students identify the tones of the Vietnamese language and use tone markers when writing. They identify the features and purpose of a range of familiar texts. They provide examples of how language use varies according to the participants, social context and situation (for example, *cho em/tặng bạn/biểu bà một món quà*), and identify differences between ways of showing politeness in Vietnamese- and English-speaking contexts. They identify how languages change over time, providing examples of Vietnamese words borrowed from other languages such as English and French. They compare Vietnamese and English language use and cultural practices, identifying culture-specific terms and expressions.

**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 3 and 4 Level Description

#### The nature of the learners

At this level, children are developing awareness of their social worlds and of their membership of various groups, including the Vietnamese class and community. They are further developing literacy capabilities in both Vietnamese and English, as well as biliteracy capabilities. They benefit from multimodal, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

#### Vietnamese language learning and use

Learners interact with family and the wider Vietnamese-speaking community, and at school with their peers and the teacher in a variety of communicative activities. Specific language-learning skills such as memory and communication strategies are developed. Learners primarily engage in a variety of listening and viewing activities, and understand familiar stories, songs and poems. They use Vietnamese in everyday interactions such as seeking advice, asking for help and clarifying information or ideas, for example, *Thưa cô, chữ 'Việt' đánh vần thế nào ạ? Làm ơn giúp tôi trả lời câu này. Thưa cô 'lễ phép' là gì ạ?* They participate in discussions such as sharing information about their routines and leisure activities, and their feelings about themselves and their home, friendships and interests. They explore Vietnamese language and culture through experimentation with Vietnamese rhymes (*đồng dao, vè*) and proverbs (*tục ngữ*). They listen to and view children's songs, music performances, television shows and films, and use their imagination to create simple texts such as songs, dialogues and stories. They understand the function of basic grammatical features and sentence structure, and apply this understanding when describing actions, people and objects in simple texts such as messages, notes and emails to friends and relatives.

#### Contexts of interaction

The contexts in which students interact in learning and using Vietnamese are primarily the classroom, school and home. They have access to wider communities of Vietnamese speakers and resources through out-of-classroom activities and the use of virtual and digital technology. They work both independently and cooperatively, further developing their sense of personal as well as group identity, and of the cultural and intercultural significance of family relationships.

#### Texts and resources

Learners develop biliteracy skills through interacting with a range of spoken, written, visual and multimodal texts. Texts such as recipes, weather reports and family profiles show how language is used in different ways and for different purposes.

#### Features of Vietnamese language use

Learners explore Vietnamese sounds and spelling strategies to further develop their speaking and writing skills and initial understanding of their developing biliteracy. They compare the formation of Vietnamese and English nouns, verbs, adjectives, adverbs and prepositions to extend their vocabulary, and use simple sentences to provide information about places (*Nhà tôi ở gần trường học*), people (*Mẹ tôi có mái tóc dài*), events (*Hôm qua là Tết Trung thu*) and time (*Tôi đi ngủ lúc 9 giờ tối*). They begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between such features in English and Vietnamese. Comparing the structures and patterns of Vietnamese with those of English helps learners understand both languages, assisting in the development of their biliteracy skills.

#### Level of support

This stage of learning involves extensive support through scaffolding. Teachers model what is expected, introduce language concepts and resources needed to manage and complete tasks, and make time for experimentation, drafting and redrafting, providing support for self-monitoring and reflection. Support includes a range of spoken, written, visual and interactive resources, such as puppet plays, songs, video clips and digital games.

#### The role of English

Learners use Vietnamese in classroom routines, social interactions, learning tasks and language experimentation and practice. Vietnamese and English are used for discussion, explanation and reflection, as learners become aware of the interdependence of Vietnamese language and culture and make comparisons with other languages and cultures. They discuss and begin to explore connections between culture and language use, and the significance of certain traditions and practices, for example, the use of *ông, bà, ba, mẹ, anh* or *chị* to address older people or siblings in Vietnamese rather than addressing them by their first names as in English.

### Year 3 and 4 Content Descriptions

Communicating		Understanding
<b>Socialising</b> Share with peers and the teacher information and experiences relating to self, family and friends. [Key concepts: self, family, friends; Key processes: exchanging, describing]  Participate in collaborative tasks that involve planning and simple transactions. [Key concept: collaboration; Key processes: participating, contributing, transacting]  Participate in everyday classroom activities by seeking clarification, advice and help from others. [Key concept: participation; Key processes: advising, requesting]	<b>Creating</b> Respond to imaginative texts such as fables, folk tales, songs and stories by identifying favourite elements and making simple statements about settings, characters and events. [Key concepts: setting, ideas, character, event; Key processes: responding, identifying]  Create and perform imaginative texts such as captions, chants, raps, dialogues and stories, using formulaic expressions, modelled language and visual supports. [Key concepts: imagination, experience; Key processes: creating, performing]	<b>Systems of Language</b> Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers. [Key concepts: pronunciation, spelling; Key processes: listening, distinguishing, applying]  Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession. [Key concepts: verb forms, adjectives; Key processes: noticing, applying]  Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters. [Key concepts: audience, text structure; Key processes: identifying, comparing, classifying]
<b>Informing</b> Locate and organise information relating to familiar contexts from a range of spoken, written, digital and visual texts. [Key concepts: routines, pastimes; Key processes: identifying, listening, viewing, reading, organising]  Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal. [Key concepts: time, home, neighbourhood; Key processes: presenting, selecting]	<b>Translating</b> Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of words and expressions. [Key concept: equivalence; Key process: comparing translations]  Create simple bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and the school community. [Key concept: representation; Key processes: selecting, translating]  <b>Reflecting</b> Reflect on their experiences as Vietnamese background speakers when interacting in English and Vietnamese, identifying differences in language use and behaviours. [Key concepts: culture, language, behaviour; Key processes: examining, connecting]  Explore their own sense of identity, including elements such as family, background, experiences, and ways of using language in Vietnamese- and English-speaking contexts. [Key concepts: communication, identity; Key processes: reflecting, adjusting]	<b>Language variation and change</b> Explore how language use varies according to the age, gender and relationship of participants and the context. [Key concept: variation; Key processes: identifying, understanding]  Recognise that languages change over time and influence one another. [Key concepts: loan words, dynamic systems, language variation; Key processes: observing, identifying]  <b>Role of language and culture</b> Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English. [Key concepts: behaviours, practices; Key processes: identifying, making connections]