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 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Vietnamese for classroom interactions and to share ideas and opinions and express feelings. They exchange information about aspects of their daily life, school, friends and leisure activities. They make shared decisions and arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, and express opinions, for example, Bạn thích ăn cơm hay phở? Tôi thích ăn phở vì nó thơm ngon và bổ. Students use specific features of pronunciation and intonation, including tones, when interacting. They locate, classify and compare information from a range of familiar texts, and share information and ideas on topics of interest in paragraphs or short texts selected to suit different audiences. They respond to imaginative texts by describing key elements, and create short imaginative texts or alternative versions of texts they have heard, read or viewed. Students use everyday language and topic-specific vocabulary to express ideas and opinions and discuss events in time and place. They construct sentences using nouns, pronouns, adjectives, adverbs and familiar expressions and idioms (for example, đen như mực, hiền như Bụt, có công mài sắt có ngày nên kim), to suit the context and purpose of communication. Students use simple sentences and form compound sentences using conjunctions such as và, hay/hoặc, vì, nhưng, nên. When writing, they apply appropriate spelling and punctuation in a range of sentence types. Students translate simple texts from Vietnamese into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts for their own language learning and for the school community. Students identify ways in which their family origins, traditions and beliefs impact on their identity and influence how they communicate in Vietnamese and English.

Students form new words by adding or changing tone markers, initial consonants and vowels (for example, buổi, cuối, đuổi, tuổi, chuối), and identify how changes to pitch affect the meaning of words, for example, thương, thường, thưởng, thượng. They compare the structure and language features of familiar texts and identify ways in which audience, context and purpose influence language choices. They identify ways in which language use varies according to context and situation, for example, Chào các bạn. Kính thưa thầy/cô. Students provide examples of how the Vietnamese language has changed over time and identify ways in which regional dialects and accents have influenced the language, for example, dialectal variations such as bố/ba, mẹ/má, cái thìa/cái muỗng, Em tên gì?/Em tên chi? Đi đâu?/Đi mô? They identify language choices that reflect the influence of Vietnamese values and beliefs, and apply culturally appropriate behaviours and language when communicating in a range of familiar situations.

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 5 and 6 Level Description

The nature of the learners
At this level, learners have established communication and literacy skills in Vietnamese that enable them to explore aspects of Vietnamese language and culture as well as topical issues or themes drawn from other key learning areas. They are widening their social networks, experiences and communicative repertoires in both Vietnamese and English, and developing some biliteracy capabilities. They participate in collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and have an increased awareness of the world around them.

Vietnamese language learning and use
Purposeful language use in authentic contexts and shared activities in the classroom develop language skills and enhance communication and understanding. Learning how Vietnamese is structured reinforces their oracy and literacy. Learners develop their speaking skills by interacting with teachers, peers, family and local Vietnamese speakers to share their own and enquire about others' experiences, interests and opinions. They have access to a broader range of vocabulary, and use strategies such as effective listening skills to support communication. They explore Vietnamese language and culture by engaging with simple folk tales (*truyện cổ tích*), fables (*truyện ngụ ngôn*) and folk songs (*ca dao*). They read extracts from both Vietnamese and Australian imaginative texts to engage with themes, characters and messages, and explore embedded cultural beliefs, values and practices. They read nonfiction texts to obtain information about significant places, figures and events relating to Vietnamese-speaking communities, and apply their language knowledge and skills to decode unknown words and predict meaning. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations. Learners write more accurately and fluently for a wider range of purposes and audiences, for example, creating imaginative narratives and weekly journals describing personal experiences to share with their peers.

Contexts of interaction
Learners use Vietnamese in the classroom and in their extended social space, such as family, neighbourhood and community, for a widening range of purposes, for example, exchanging information, expressing ideas and feelings, and responding to experiences. They are able to work more independently, and also enjoy working collaboratively. They explore cultural aspects of communication, and use information and communication technologies (ICT) to support and enhance their learning.

Texts and resources
Learners interact with an increasing range of informative, persuasive and imaginative texts about their neighbourhood, Vietnamese-speaking communities and individuals. They refer to and use a broad range of grammatical and lexical resources to understand and communicate in Vietnamese. The use of dictionaries is encouraged to support language acquisition and accuracy of language use, ensuring the correct interpretation of similar words, for example, 'old' as *già* or *cũ; ngon* as 'tasty' or 'delicious'.

Features of Vietnamese language use
Learners' pronunciation, intonation and phrasing are more confident. They apply appropriate sentence structures, using nouns, adjectives, verbs, conjunctions and writing conventions to express opinions (for example, *Tôi thích học tiếng Việt để nói chuyện với ông bà*), and describe actions and events in relation to time and place (for example, *Tuần trước tôi đi dự hội chợ Tết ở Richmond* or *Hôm qua ba mẹ tổ chức sinh nhật cho tôi ở nhà*), in a range of written texts. They use comparative modes (for example, *đẹp, đẹp hơn, đẹp nhất*), possessive cases (for example, *cái áo của anh, trường tôi*) and time expressions (for example, *năm trước, năm nay, tháng sau, hôm kia, ngày mai*) to express themselves in a range of social situations. They reflect on language and how it is used in different ways to communicate. They explore cross-linguistic and intercultural influences on the Vietnamese language, such as words derived from Chinese (*phụ huynh, sư phụ, phụ nữ*) and French (*ga ra, cà rốt* and *căn-tin*). As they use Vietnamese for a wider range of interactions, they recognise how language features and expressions reflect cultural beliefs and practices (for example, *con số hên, ngày tốt, tốt ngày; Cháu chúc ông bà sống lâu trăm tuổi, Chúc em bé ngoan ăn chóng lớn*), and the cultural and social impact of some grammatical forms or vocabulary, for example, using informal or formal language to address others in specific contexts (*Cháu biếu ông bà/Tôi tặng bạn/Anh cho em một món quà*).

Level of support
While learners work both independently and collaboratively at this level, ongoing support and feedback are incorporated into activities such as the production of written texts. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

The role of English
Classroom interactions are increasingly bilingual. Vietnamese is used primarily for communication, while English and Vietnamese are used for discussion of linguistic features and cultural practices, and for reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They engage with texts that reflect Vietnamese culture, and ask questions about cultural values and practices and how these relate to their own sense of identity when interacting in Vietnamese- and English-speaking contexts.

Year 5 and 6 Content Descriptions

Communicating		Understanding
Socialising Interact and socialise with peers and the teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities. [Key concepts: school, daily life, leisure, place; Key processes: socialising, sharing] Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions. [Key concept: negotiation; Key processes: making decisions and arrangements, transacting] Engage in classroom interactions by asking and responding to questions and expressing opinions. [Key concepts: engagement, interaction; Key processes: responding, questioning] **Informing** Locate, classify and compare information relating to personal, social and natural worlds from a range of spoken, written, digital and visual texts. [Key concepts: place, media, private and public world; Key processes: listening, reading, viewing, locating, classifying] Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences. [Key concepts: audience, context, presentation; Key processes: presenting, relating]	**Creating** Engage with imaginative texts, including digital and multimodal, by identifying and describing key elements such as themes, settings, characters and events. [Key concepts: morality, experience, alternative, interconnection; Key processes: expressing, explaining] Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts. [Key concepts: character, event; Key processes: re-creating, transforming, performing] **Translating** Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate. [Key concepts: translation, equivalence; Key processes: judging, comparing, interpreting] Produce a range of bilingual texts and resources for their own language learning and for the school community such as posters, menus, recipes or stories, including multimodal and digital forms. [Key concept: linguistic landscape; Key processes: translating, designing] **Reflecting** Reflect on their experiences of interacting in Vietnamese- and English-speaking contexts, and discuss adjustments to language and behaviours made when moving between languages. [Key concepts: society, background, belonging; Key processes: comparing, explaining] Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication. [Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing]	**Systems of Language** Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts. [Key concepts: sound systems, pronunciation, punctuation; Key processes: recognising, applying] Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions, to express opinions, actions and events in time and place. [Key concepts: nouns, adjectives, verb forms, conjunctions; Key processes: understanding, expressing] Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience. [Key concepts: genre, language features; Key process: exploring] **Language variation and change** Understand that language is used differently in different contexts and situations, for example, at home, at school, at the market or at the doctor's surgery. [Key concepts: variation, context; Key processes: analysing, explaining] Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam. [Key concepts: regional variance, language exchange; Key processes: exploring, connecting] **Role of language and culture** Understand that language use is shaped by the values and beliefs of a community. [Key concepts: social norms, values, attitudes; Key processes: understanding, reflecting]