

**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 7 and 8 Achievement Standard**

By the end of Year 8, students use spoken and written Vietnamese to initiate and sustain interactions with peers, teachers, family members and other known adults, and to engage in transactions and exchange ideas and experiences. They ask and respond to open-ended questions such as *Bạn nghĩ sao về vấn đề này? Tại sao bạn nghĩ như vậy?*, and offer and justify their own opinions. They make enquiries (for example, *Mẹ định tổ chức sinh nhật con như thế nào?*) and suggestions (for example, *Chúng mình tham gia biểu diễn văn nghệ trong trường đi!*), to solve problems, make decisions and organise events and services. They use verbs such as *nên*, *cần* and *phải* to give advice or express their attitudes on topics of discussion. They make comparisons and state preferences using *bằng*, *hơn* and *nhất*. They rephrase statements or provide examples to clarify meaning, and elaborate on or justify ideas. When interacting, they use appropriate Vietnamese pronunciation and intonation patterns in a range of sentence structures. Students locate, analyse and compare information on topics of shared interest from a variety of texts, and convey information and ideas using modes of presentation selected to suit their audience and purpose. They share their responses to different imaginative texts by expressing opinions about the ways characters and events are represented and by explaining themes, messages and the storyline. They create texts with imaginary places, events, people and experiences in a range of forms, using 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*). They manipulate a range of structures to express their own perspectives on experiences, events and issues. They use a variety of sentence types (affirmative, negative, interrogative, imperative and exclamatory) to express attitudes, opinions or emotions. They translate texts from Vietnamese into English and vice versa, using simple strategies to overcome challenges, and compare their versions with others'. They produce multimodal bilingual resources for the school and the wider community, providing annotations and commentaries to assist meaning. They reflect on the importance of language and behaviour in intercultural communication and how being a speaker of Vietnamese contributes to their own sense of identity.

Students analyse the use of punctuation and tone markers in different sentence types, including affirmative (for example, *Em ăn cơm*), negative (for example, *Em không ăn cơm*), interrogative (for example, *Em ăn cơm không?*), imperative (for example, *Ăn cơm đi!*) and exclamatory, for example, *Em ăn nhiều cơm quá!* They identify the meaning of Vietnamese homonyms (for example, *hay* may mean 'usually' or 'interesting') depending on the context. They analyse the structure and linguistic features of different types of texts and explain how these features are influenced by each text's context, audience and purpose. They identify variations in language use between written and spoken texts and explain how language choices depend on the participants, relationships and purpose of the exchange. They identify the impact of social, cultural and intercultural influences on language, and use and explain Vietnamese words that have emerged through contact with other languages (for example, *cà rốt*, *cà phê*, *căn-tin*), and from globalisation and technological advances, such as *toán cầu hóa*, *công nghệ thông tin*, *nhật ký điện tử*, *nói chuyện qua mạng*. They explain how cultural ideas and perspectives are embedded in language use and communication styles, for example, the importance of politeness and respect in Vietnamese language and culture.

**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).

## Year 7 and 8 Level Description

### The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Vietnamese, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate about their immediate world and that of Vietnam and other Vietnamese-speaking communities.

### Vietnamese language learning and use

The focus of learning shifts from the world of learners' own experience and imagination to the wider world. Learners make cross-curricular connections and explore intercultural perspectives and experiences relating to teenage life and interests. They increasingly access information from local sources and the internet to explore topical themes and issues such as friends and family, home and school, discipline and freedom, study and relaxation, appearance and personality, food and health, and the natural and built environments. They read a range of Vietnamese texts, such as diary entries, emails, letters, travel brochures, print or online reports and articles, to collate and use information about aspects of culture, both in Vietnam and in Vietnamese-speaking communities in the Australian context.

Vietnamese folk tales, common idioms, proverbs and folk songs (*ca dao*), such as *Tâm Cám, Sơn Tinh Thủy Tinh; mô kim đáy biển; Ăn trái nhớ kẻ trồng cây; Cá không ăn muối cá ươn, Con cừồng/cãi cha mẹ trâm đường con hư*, are also introduced at this level to familiarise students with Vietnamese folk literature. Students learn to evaluate information and explore the representation of places, people, experiences and cultures in diverse sources. They use different processing strategies and their knowledge of language, increasingly drawing on understanding of text types, for example, when writing a recount or report. They produce descriptive, imaginative, informative and persuasive texts to present information and opinions on topics and concepts studied. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

### Contexts of interaction

Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use Vietnamese to interact with teachers, peers and local Vietnamese speakers, participating in authentic situations at home and school and within the local community. The context of interactions extends beyond the classroom and involves participating actively in planning individual events or celebrations, for example, *Tuần tới chúng mình tổ chức sinh nhật cho Nam ở trường nhé. Cuối năm nay nhà mình đi chơi ở đâu? Con sẽ giúp ba mẹ quét dọn nhà cửa để ăn Tết*. Learners participate in discussions and presentations on topics of interest and on life experiences in different contexts and cultures. They listen to and view 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 communication 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.

### Features of Vietnamese language use

Learners use appropriate pronunciation, accent and intonation patterns and spelling in a range of sentences, such as statements, questions and exclamations. By building their language knowledge, learners are able to develop and express more complex concepts in Vietnamese. They use a range of grammatical forms and structures to convey relationships between people, places, events and ideas. They employ a variety of sentence structures and grammatical features, including direct and indirect speech (*Ba mẹ nói với tôi: 'Con nên chăm học'. Ba mẹ bảo tôi nên chăm học*) to elaborate on ideas and opinions. Learners explore Vietnamese use of alliteration (*vui vẻ, mát mẻ, hớn hỡ*) and common onomatopoeic forms (*ào ào, rì rào, đi đùng*), as well as common expressions, idioms and proverbs, such as *tiền rừng bạc biển, có chí thì nên, uống nước nhớ nguồn*, to enrich their understanding and use of language. They learn to distinguish between the meanings of Vietnamese homonyms such as *ăn* ('eat' or 'win') and *hay* ('interesting', 'usually' or 'or'), depending on the context of use. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language, for example, *chữ hiểu, ơn nghĩa sinh thành, tình nghĩa thầy trò, ở hiền gặp lành*, and how language choices determine how people, issues and circumstances are represented, for example, *con cưng/con yêu quý, lợi ích to lớn/thiệt hại đáng kể, hoàn cảnh khó khăn*.

### Level of support

The class will likely comprise background learners with a range of prior experience in studying Vietnamese. Learners are supported through multilevel and differentiated tasks. Consolidation of prior learning is balanced with the provision of new, engaging and challenging experiences. As they develop increasing autonomy as language learners and users, learners are supported to self-monitor and reflect on language use in response to their experiences in diverse contexts.

### The role of English

The classroom is increasingly characterised by bilinguality, with Vietnamese being the principal language of communication. English may be used separately or in conjunction with Vietnamese to compare and evaluate translations, or to express ideas, personal views and experiences. Learners continue to develop a metalanguage for thinking and communicating about language and culture from a bilingual perspective, and discussing connections within and across languages and cultures. They recognise significant Vietnamese practices (*mừng tuổi, xông đất, lì xì, thờ cúng ông bà*), values (*lòng hiếu thảo, coi trọng giáo dục*) and beliefs (*đạo Phật, Nho giáo*), and explore the impact of culture on language use, for example, honorific words (*dạ/dạ thưa/thưa/kính thưa*) and expressions such as *kính lão đắc thọ, kính trên nhường dưới*. They examine their personal and cultural identity and reflect on the nature of intercultural exchanges in which they are involved, comparing themselves with other people and generations, questioning their own assumptions and others' interpretation of their linguistic, social and cultural practices.

## Year 7 and 8 Content Descriptions

Communicating		Understanding
<b>Socialising</b> Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests. [Key concepts: discussion, exchange, interaction; Key processes: expressing, sharing]  Engage in collaborative tasks and transactions in real or simulated contexts that involve solving problems and making decisions. [Key concepts: collaboration, transaction; Key processes: collaborating, planning, negotiating]  Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions. [Key concepts: friendship, contribution; Key processes: responding, expressing, justifying, sharing]	<b>Creating</b> Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and events. [Key concepts: moral, representation, character, experience; Key processes: connecting, expressing, explaining, describing]  Create and present a range of texts, including multimodal and digital texts, involving imagined places, events, people and experiences, to entertain others. [Key concepts: imagination, experience; Key processes: entertaining, creating]  <b>Translating</b> Translate and interpret texts, compare own translation of a range of texts with others', and explore differences and strategies to overcome challenges in translation. [Key concepts: meaning, difference; Key processes: interpreting, explaining, considering the validity of different meanings]  Produce bilingual texts in multimodal and digital forms for the school and wider community, and provide subtitles, commentaries or glossaries of cultural terms in either language to assist meaning. [Key concepts: language, culture, meaning; Key processes: selecting, connecting interculturality]	<b>Systems of Language</b> Apply Vietnamese pronunciation, spelling and intonation patterns in a range of sentences such as statements, questions and exclamations. [Key concepts: sound systems, writing systems; Key process: applying]  Understand and use elements of Vietnamese grammar to organise and elaborate on ideas and opinions, such as direct/indirect speech and verbs to express modality. [Key concepts: grammatical knowledge, elaboration; Key processes: understanding, applying]  Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes. [Key concepts: text structure, language features; Key process: applying]
<b>Informing</b> Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources. [Key concepts: representation, media, leisure; Key processes: analysing, comparing, connecting]  Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts. [Key concepts: representation, experience, audience, context; Key processes: conveying, describing, representing, comparing]	<b>Reflecting</b> Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives. [Key concepts: communication, cultural perspectives; Key processes: reflecting, discussing, connecting]  Reflect on how and why being a speaker of Vietnamese contributes to their sense of identity and is important to their Vietnamese cultural heritage. [Key concepts: cultural heritage, identity; Key processes: reflecting, explaining]	<b>Language variation and change</b> Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery. [Key concepts: language use, context; Key processes: understanding, explaining]  Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies. [Key concepts: globalisation, technology; Key processes: exploring, researching, explaining]
		<b>Role of language and culture</b> Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. [Key concepts: perspectives, beliefs; Key processes: exploring, describing, comparing]