

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 Achievement Standard

By the end of Year 10, students use spoken and written Vietnamese to initiate, sustain and extend interactions with peers, teachers and others in a range of contexts and for a range of purposes, such as to explore peers' perspectives on youth culture and personal experiences. They use language spontaneously in the classroom, offering and justifying their own opinions and ideas and eliciting those of others. They negotiate with others to complete shared tasks and transactions, using evaluative language, for example, Ý kiến của bạn rất mới lạ/hợp thời. Bạn nói có lý nhưng tôi nghĩ rằng ..., to acknowledge others' opinions and to challenge and manage alternative views. They use transitional sentences, such as Hay là mình thử làm thế này xem sao. Còn vấn đề bảo vệ môi trường thì sao?, to manage shifts of topic and speaker. They speak fluently, pausing where appropriate, and use stress in extended sentences to enhance communication. Students gather, synthesise and evaluate information and opinions from different perspectives and create original texts for diverse audiences and purposes in a range of contexts. They respond to a range of imaginative texts by analysing their purpose and language techniques, forming their own position on the issues, themes and values addressed. They create a range of imaginative texts to express a variety of perspectives and values in modes of presentation selected to suit audience, purpose and context. They combine knowledge of Sino-Vietnamese words and abstract vocabulary with stylistic devices to enhance expression, create particular effects and influence others, for example, through repetition (for example, đi nhanh, nói nhanh, ăn nhanh), similes (for example, mắt sáng như sao), personification (for example, lá sầu), onomatopoeia (for example, ào, ừ rào, đùng), and rhetorical questions, for example, Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt? They adjust their own language use when addressing a different audience or in a different context, for example, shifting from an informal to a respectful tone, and from simple to sophisticated vocabulary or structures. They convert informal everyday speech (for example, ai cũng biết hết) into formal register (for example, như quý vị đã biết), as appropriate. Students use conjunctions, such as trước tiên, sau cùng, ngoài ra, hơn nữa, do đó, càng ... càng, vừa ... vừa, chẳng những ... mà còn, nếu...thì, tuy... nhưng, vì...cho nên, to sequence and connect ideas in texts, and apply accurate spelling to enhance communication. They translate and interpret texts and create bilingual resources for Vietnamese and English-speaking audiences, explaining how cultural concepts, values and beliefs are embedded in language. They compare views on the relationship between cultural identity and communication, question cultural assumptions, and modify language and behaviours in intercultural interactions as appropriate.

Students explain how pronunciation, intonation, pace and rhythm in spoken Vietnamese can express different emotions, for example, Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi, and signal clause boundaries and emphasis. They explain why Sino-Vietnamese words are used in formal contexts, for example, hội phụ nữ (not hội đàn bà) and viện dưỡng lão (not nhà người già). They analyse a range of personal, informative, reflective and persuasive texts and explain the relationship between context, purpose, audience, linguistic features and textual and cultural elements. They analyse how language use varies according to cultural contexts, relationships and purposes, explaining why they adjust their vocabulary and level of politeness and formality in intercultural interactions. They explain the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in both Australia and Vietnam. They explain the reciprocal nature of the relationship between language, culture and communication, identifying its impact on attitudes and beliefs.

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 9 and 10 Level Description

The nature of the learners

At this level, students bring to their learning existing knowledge of Vietnamese language and culture and a range of strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Vietnamese in these.

Vietnamese language learning and use

Learners are immersed in the Vietnamese language, initiating and engaging in discussions and debates on topics of interest, and responding to enquiries. They reflect on the cultural and linguistic appropriateness of their language use in interactions and make necessary adjustments. They learn to interpret information and evaluate values and practices from diverse perspectives and sources. They make connections with their own experiences to elaborate on and justify their point of view on topical issues or to explain how values and attitudes have remained the same or changed over time. Learners produce a range of texts, such as informative, narrative, descriptive, procedural or persuasive texts, for a variety of contexts, audiences and purposes. Through their engagement with diverse texts and resources, students explore how cultural practices, concepts, values and beliefs are embedded in texts and how language choices shape perspectives and meaning. They develop techniques and intercultural awareness in order to translate and mediate between languages and cultures.

Contexts of interaction

Learners interact with peers, the teacher and other Vietnamese speakers both locally and globally through a variety of modes of communication, including digital, online, collaborative performances and group discussions. The context of interaction extends beyond the classroom and involves investigating and reporting on issues in the local community and transacting with local Vietnamese speakers to negotiate services. These experiences provide learners with a sense of connectedness and purpose as Vietnamese and English speakers.

Texts and resources

Learners use diverse resources, such as Vietnamese newspapers, magazines, documentaries, films, stories, songs, television programs, entertainment performances, artworks and web pages, as references to assist them in discussing and researching Vietnamese language and culture. They explore a variety of text types, such as poems, articles, formal letters, interviews and speeches, and engage with a range of informative, historical or literary perspectives, views and debates.

Extracts from contemporary Vietnamese poems as well as short stories and diverse forms of Vietnamese artistic expression such as *tranh dân gian Đông Hồ*, *tranh sơn dầu*; *dân ca*, *nhạc trẻ*; *cải lương*, *kịch*, *phim*, are introduced to give learners an insight into Vietnamese folk, traditional and contemporary literature, arts and entertainment. Learners use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Vietnamese language use

Learners explore Sino-Vietnamese words (*phụ huynh*, *phi trường*, *hàng hải*, *giang sơn*) and stylistic devices, such as repetition (*đi nhanh*, *nói nhanh*, *ăn nhanh*), similes (*hiền như Bụt*), personification (*mưa nhớ thương ai*) and rhetorical questions (*Ba đồng một mớ trâu cày*, *Sao anh chẳng hỏi những ngày còn không?*), to identify and convey enhanced meaning in communication. They use compound sentence structures, for example, *Nếu trời mưa (thì) chúng tôi sẽ không đi chơi. Trời mưa khi chúng tôi đang đi chơi* and conjunctions (*càng ... càng*, *vừa ... vừa*, *chẳng những ... mà còn*), for a variety of communicative purposes in spoken and written texts. They examine the impact of generation, gender, media, technology and globalisation on Vietnamese language and culture to develop their awareness of language variation and evolution. They analyse and explain how and why language use varies according to cultural contexts, relationships and purposes, and develop the language of reflection in Vietnamese.

Level of support

Support at this level of learning includes rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes, for example, through portfolios, peer review and e-journaling.

The role of English

Vietnamese is predominantly used as the main medium for classroom interaction and content delivery. English is used only when necessary to allow for further explanation and discussion of more demanding concepts, particularly when making connections with other languages and cultures.

Learners explore cultural diversity and gain a greater appreciation of their Vietnamese cultural heritage. They view their bilingualism and biculturalism as an asset for themselves and for Australia.

Year 9 and 10 Content Descriptions

Communicating	Understanding	
<p>Socialising Initiate, sustain and extend interactions with peers and adults, exploring own and peers' perspectives on youth culture, future aspirations and social experiences. [Key concepts: perspective, youth culture, issues; Key processes: discussing, justifying, commenting]</p> <p>Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours. [Key concepts: negotiation, perspective; Key processes: managing, engaging]</p> <p>Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas. [Key concepts: exchange, discussion; Key processes: justifying, stating views, sharing opinions]</p> <p>Informing Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers. [Key concepts: perspective, interconnection, representation; Key processes: synthesising, evaluating, interpreting]</p> <p>Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts. [Key concepts: perspective, representation, purpose; Key processes: connecting, presenting, persuading, evaluating]</p>	<p>Creating Explore a range of traditional and contemporary forms of art, literature and entertainment, by analysing values, purposes and language techniques, and discussing issues and themes. [Key concepts: imagination, morality, style; Key processes: exploring, relating, analysing]</p> <p>Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes. [Key concepts: morality, emotion, journey; Key processes: experimenting, connecting, expressing]</p> <p>Translating Translate and interpret texts for different audiences and contexts, and explore how cultural concepts, values and beliefs are represented differently in Vietnamese and English. [Key concepts: sensitivity, empathy; Key processes: analysing, interpreting]</p> <p>Create bilingual texts in multimodal forms, including digital, that reflect aspects of culture and language for a variety of Vietnamese and Australian audiences. [Key concepts: cultural literacy, interconnection; Key processes: judging adequacy, translating, interpreting]</p> <p>Reflecting Reflect on how meanings vary according to cultural assumptions that Vietnamese and English speakers bring to interactions, and take responsibility for contributing to mutual understanding. [Key concepts: cultural assumptions, judgement; Key processes: reflecting, relating interculturally]</p> <p>Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving. [Key concepts: perception, identity, communication; Key processes: discussing, evaluating, reflecting]</p>	<p>Systems of Language Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions. [Key concept: intonation, fluency, meaning; Key process: applying]</p> <p>Understand and use compound sentence structures, conjunctions, and a range of language features, such as similes or rhetorical questions, and combine them with knowledge of Sino-Vietnamese words and abstract vocabulary to enhance communication and achieve particular effects. [Key concept: grammatical systems; Key processes: understanding, applying]</p> <p>Understand the relationship between purpose, audience, context, linguistic features, and textual and cultural elements associated with different types of personal, reflective, informative and persuasive texts. [Key concept: textual conventions; Key processes: discussing, applying]</p> <p>Language variation and change Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes. [Key concepts: register, variation based on audience, context and purpose; Key processes: analysing, explaining]</p> <p>Analyse the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in Vietnam and overseas. [Key concepts: impact, consequence; Key processes: analysing, explaining, comparing]</p> <p>Role of language and culture Understand the reciprocal relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs. [Key concepts: language, culture, reciprocity; Key processes: reflecting, discussing, analysing]</p>