

**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.

**Foundation to Year 2 Achievement Standard**

By the end of Year 2, students interact with the teacher and peers through action-related talk and play. They introduce themselves and others, and express thanks, likes and dislikes, needs and wishes, for example, *Tôi tên là Lan. Cảm ơn bạn. Tôi thích/ không thích ... Tôi muốn ăn cơm. Chúc bạn sinh nhật vui vẻ.* They use modelled repetitive language when participating in games and shared activities, and interact in classroom routines by responding to questions, following instructions and asking for permission, for example, *Đạ, em xong rồi. Các em hãy đọc theo cô. Thưa cô cho em đi uống nước.* When interacting, they use the sounds and tones of Vietnamese and distinguish between questions, such as  *Ai? Ở đâu? Khi nào? Có ... không?*, and commands, for example, *Đứng lên.* They identify information and key words, such as names of people, for example, *cô An, bạn Hải*; places, for example, *trường, lớp*; or objects, for example, *cái bàn*; and convey information about themselves and their family, friends and school using modelled sentences and illustrations. They respond to imaginative experiences through miming, acting, and answering questions, and create and perform simple imaginative texts using familiar language and non-verbal forms of expression. Students use familiar vocabulary related to the classroom and home environment. They use simple sentences with appropriate word order to communicate information about themselves, for example, *Tôi bảy tuổi, their family and the classroom, for example, Đây là gia đình tôi/ lớp tôi.* Students translate frequently used words and simple phrases and create simple bilingual texts for the immediate learning environment. They describe the experience of using Vietnamese and identify their roles as members of different groups, including the Vietnamese class and their family and community.

Students identify the sounds and tones of the Vietnamese language in words and symbols. They identify similarities and differences between different types of familiar texts. They provide examples of the different titles and greetings that are used to address people in different situations. Students name some of the many languages used in Australia, identifying Vietnamese as one of the major community languages. They identify how the ways in which people use language reflect where and how they live and what is important to them.

**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.

## Foundation to Year 2 Level Description

### The nature of the learners

Children enter the early years of schooling with varying degrees of early literacy capability in Vietnamese and/or English. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people in settings outside the home, share with others, and participate in structured routines and activities at school.

### Vietnamese language learning and use

Vietnamese is learnt in parallel with English language and literacy, with each supporting and enriching the other. Vietnamese is used at home and in familiar Vietnamese-speaking settings, and in classroom interactions, routines and activities, supported by the use of materials and resources, gestures and body language. At this stage, there is a focus on play, imaginative activities, games, music, dance and familiar routines, which provide scaffolding for language development. Repetition and consolidation help learners to identify familiar and new words and simple phrases, and to recognise the purpose of simple texts. Learners use Vietnamese for functions such as greeting, asking and answering questions (for example, *Em chào thầy/cô. Chào bạn. Bạn tên là gì? Tôi tên là Mai*), responding to instructions (for example, *Các em ngồi xuống. Mở vở ra đọc với cô*), and taking turns in games and simple shared tasks. There is a natural transition from spoken to written language. Learners use a variety of cues, including images, context and frequently used word patterns, to comprehend texts and to communicate.

### Contexts of interaction

The primary contexts for interaction in Vietnamese are the immediate environments of home and the classroom. Learners use Vietnamese to interact with each other and the teacher within the learning environment at school and with immediate family members at home. The use of information and communication technologies (ICT) enriches the learning of Vietnamese language and culture by providing alternative experiences, a range of resources, and opportunities to access authentic language in different contexts.

### Texts and resources

Learners engage with a variety of spoken, written and visual texts such as children's songs and nursery rhymes, stories from Big Books, plays and interactive resources. Writing skills progress from identifying the alphabet and tone markers to tracing, labelling and copying letters, and then to constructing simple, short texts using familiar vocabulary.

### Features of Vietnamese language use

Learners become familiar with how the sounds and tones of the Vietnamese language are represented in words and symbols. They practise pronunciation through activities such as singing Vietnamese folk songs (*đồng dao, ca dao*), and experiment with sounds, single vowels, consonants, syllables, simple phrases and sentences relating to pictures, objects and actions, for example, *M cho mẹ, má, mèo, mua* and *H cho hoa hồng, hát, học. Đây là cái nhà. Em bé đang ngủ*. They learn to recognise the letters of the Vietnamese alphabet and tone markers, making comparisons with the English alphabet, and write letters, words and simple sentences, for example, *Con thích ăn cơm*. They share similarities and differences between the ways they communicate in Vietnamese and English, and begin to recognise how language use changes according to speakers and context.

### Level of support

The classroom is a new context for communication, where learners rely on the teacher to assist their learning. The teacher uses scaffolding, modelling, cueing, monitoring, feedback and encouragement to support learning experiences. Multiple and varied sources of input and stimulus are provided, for example, bilingual Big Books and picture books, subtitled cartoons and video programs, realia, objects, maps, charts and gestures.

### The role of English

Vietnamese is used as the medium for class interaction and to demonstrate and model new language acquisition. English may be used to explain features of language and aspects of culture. Both English and Vietnamese may be used when learners communicate about similarities and differences between Vietnamese and other languages and cultures and reflecting on how they communicate and behave in Vietnamese- and English-speaking contexts.

## Foundation to Year 2 Content Descriptions

Communicating		Understanding
<b>Socialising</b> Interact with peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes. [Key concepts: belonging, preferences; Key processes: greeting, expressing preferences]  Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language. [Key concepts: play, performance, action learning; Key processes: giving and following instructions, active listening, speaking]  Interact in classroom routines and activities by responding to questions, following instructions and asking for permission. [Key concepts: roles, routines; Key processes: following instructions, listening, observing]	<b>Creating</b> Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions. [Key concepts: imagination, response; Key processes: participating, listening, matching]  Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression. [Key concepts: performance, expression; Key processes: experimenting, labelling, captioning]  <b>Translating</b> Translate and interpret familiar Vietnamese words, phrases and expressions. [Key concepts: language, meaning; Key process: translating]  Create bilingual texts in both Vietnamese and English for the immediate learning environment such as labels, captions, wall charts and other resources. [Key concepts: representation, equivalence; Key processes: labelling, captioning]	<b>Systems of Language</b> Recognise the sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols. [Key concepts: sound systems, writing systems; Key process: recognising]  Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences. [Key concepts: syntax, vocabulary; Key process: recognising]  Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types. [Key concept: familiar texts; Key process: recognising]
<b>Informing</b> Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts. [Key concept: personal world; Key processes: listening, viewing, identifying, locating]  Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning. [Key concepts: self, family, school, friends; Key processes: describing, presenting]	<b>Reflecting</b> Share opinions and ways of behaving when using Vietnamese in home and school contexts. [Key concepts: identity, membership; Key processes: identifying, comparing]  Identify themselves as members of different groups, including the Vietnamese class, the school, their family and the community, describing their roles within these groups. [Key concepts: self, roles, belonging; Key processes: recognising, connecting, describing]	<b>Language variation and change</b> Recognise that there are variations in the way Vietnamese speakers greet and address different people. [Key concept: register; Key process: recognising]  Recognise that Australia is a multilingual society and that Vietnamese is one of the major community languages in Australia. [Key concept: language power; Key processes: understanding, recognising, comparing]
		<b>Role of language and culture</b> Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them. [Key concepts: language, culture, identity; Key processes: understanding, noticing]