# The Australian
# **Curriculum**

| | |
|---|---|
| **Subjects** | Vietnamese |
| **Curriculum version** | Version 8.3 |
| **Dated** | Friday, 16 December 2016 |

**acara** AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

# Table of Contents

# The Australian Curriculum
## Languages

# Languages

## Overview

### Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language–specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

**Language specificity**

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

**Diversity of language learners**

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

**Second language learners** are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

**Background language learners** are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

**First language learners** are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

## 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.

## 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.

**Diagram 1: Relationship between strands and sub-strands**

The following table provides a brief description of each of the strands and sub-strands.

| Strand | Sub-strand | Description |
|---|---|---|
| **Communicating:** *Using language for communicative purposes in interpreting, creating and exchanging meaning.* | 1.1 Socialising | Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action. |
| | 1.2 Informing | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge. |
| | 1.3 Creating | Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music. |
| | 1.4 Translating | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others. |
| | 1.5 Reflecting | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity. |
| **Understanding:** *Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.* | 2.1 Systems of language | Understanding language as a system, including sound, writing, grammatical and textual conventions. |
| | 2.2 Language variation and change | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place. |
| | 2.3 The role of language and culture | Analysing and understanding the role of language and culture in the exchange of meaning. |

## Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

## Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

## English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

## Gifted and talented students

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

# General capabilities

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au

## Literacy

Learning languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta–awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

### Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others' cultural and linguistic systems.

### Information and communication technology (ICT) capability

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

### Critical and creative thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

### Personal and social capability

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

### Ethical understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

## Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

# Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

## Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

## Asia and Australia's engagement with Asia

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

## Sustainability

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

## Glossary

**abstract symbols**

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

---

**Accent**

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

---

**Accent marks**

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé, piñata, ou/où*.

---

**Accuracy**

Production of structurally correct forms of the target language.

---

**Adjective**

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery.*

---

**Adverb**

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly.*

---

**Adverbial**

A word or group of words that functions as an adverb.

---

**adverbs**

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

## Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

## Alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

## Audience

Intended readers, listeners or viewers.

## audiences

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

## Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

## Author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

## behaviours that are not intentionally directed at another person

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

## Bilingualism

An ability to use two or more languages.

## Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

## Character components

Individual elements of a written character which have a separate linguistic identity.

## Characters

(i) graphic symbols used in writing in some languages

(ii) assumed roles in dramatic performance

## Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

## clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

## CLIL

Content and language integrated learning. An approach to learning content through an additional language.

## Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

## Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

## Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!)* and collocation (for example*, friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal*.)

## cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

## Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies* and *gentlemen* rather than *gentlemen* and *ladies*.

## Communication

A mutual and reciprocal exchange of meaning.

## Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

## Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

## complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

**Complexity**

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

**Composing**

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

**Compound sentence**

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or, and, but.* In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

**compound sentences**

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'.

**comprehension strategies**

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

**Comprehension strategies**

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout

- drawing on language knowledge and experience (for example, gender forms)

- listening for intonation or expression cues

- interpreting grapho-phonic, semantic and syntactic cues.

## Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text–processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

## Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school*, *girl*; as opposed to *abstract language,* used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty.*

## concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

## Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction and links the two participants, while or links alternative options.

## conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

## conjunctions

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

## Content

A subject matter used as a vehicle for language learning.

**context**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

**Context**

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

**contexts**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

**Convention**

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

**conventional behaviours**

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

**conventions**

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

**create**

develop and/or produce spoken, written or multimodal texts in print or digital forms

**Create**

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

## Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

## Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience

- make assumptions about self and others

- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

## De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

## Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

## Dialect

A variant of a language that is characteristic of a region or social group.

## Diaspora

A scattered population with a common origin in a smaller geographical area.

## Digital media

Various platforms via which people communicate electronically.

## Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

## digital texts

audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature

## Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')

- consonant digraphs have two consonants (for example, 'sh', 'th')

## Dipthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

## Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

## Encode

A process of changing spoken language into symbols of written/digital language.

## Enunciation

A clear and distinct pronunciation of language.

**evaluative language**

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

## Face

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

## Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

## Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisation of the target language.

## Form-focused learning activities

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

## Formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter)*; G'day, how are you going?(*greeting in Australian English).

## Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

**framing**

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

**Genre**

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

**grammar**

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

**Grapho-phonic knowledge**

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

**Homophone**

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear, air* and *heir*).

**Honorific**

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

**Hybrid texts**

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

## Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

## Hypertext

A text which contains links to other texts.

## Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

## Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

## Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice, a fish out of water, fed up to the back teeth*).

## Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

## Infinitive

A base form of a verb.

## informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

## Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

## Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting, awfully boring*)

## Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

## Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

## Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another

- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others

## Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

## Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems

- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways

- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations

- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

## Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

## Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

## language features

the features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production

## Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

## Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

## Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols

- the nature of language communities which use the language

- the historical and/or current relationship of a language with education in Australia

- features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.

## Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

## layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

## Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

## Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

## Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

## listen

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

## Literacy resources

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

## Macro skills

Four major language skills of listening, speaking, reading and writing.

## Media texts

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

## Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly

- conveying culturally-shaped ideas, values, experience to others

- exploring how ideas and experiences are represented and conveyed in different languages and cultures

- considering similarities, overlaps, collisions and adjustments

- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning

- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

## Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

## Metalanguage

A vocabulary used to discuss language conventions and use ( for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

## Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

## Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

**Mode**

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

**Morpheme**

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

**Morphology**

Principles of word formation and inflection, especially with respect to constituent morphemes.

**Multimodal text**

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

**multimodal text**

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

**multimodal texts**

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

**Narrative**

A story of events or experiences, real or imagined.

**Narrative devices**

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

**narratives**

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

**Neologism**

A new word is created, for example, *Smartphone, modem, AIDS* or an existing word is used in a new way, for example, *deadly*.

**nominalisation**

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

**Noun**

A part of speech that includes all words denoting physical objects such as *man, woman, boy, girl, car, window.* These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy, courage, success, idea.*

**nouns**

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

**Oracy**

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

**Orthography**

Writing words with correct letters or characters according to common usage.

**Paralanguage**

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

### Paralinguistics

A study of paralanguage elements of expression.

---

### Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

---

### Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

---

### Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

---

### Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

---

### phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

---

### Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

---

### Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

---

## Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

## Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

## prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

## Preposition

A part of speech that precede a noun, noun phrase phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).

- time (after, before, since – for example, Í will go to the beach after lunch).

- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

## prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.'); modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children'); and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

## Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

**Pronoun**

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake*. *He* ate *it that* evening (where *he* and *it are* personal pronouns; and *that* is a demonstrative pronoun).

**Pronunciation**

A manner in which a syllable is uttered.

**Prosody**

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

**Proxemics**

A use of space, posture and touch as elements of non-verbal communication.

**Purposeful learning**

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

**Question**

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.

- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that?What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

## Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

## Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

## Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'

- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying

- making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.

## Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

## Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

## Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

## Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

## Scanning

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

## Script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

## Semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

## simple sentences

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

## Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

## Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

## Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

## Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will conduct the orchestra; her conduct is exemplary.*

## Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing; –ed; ness; –less; –able*).

## suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

## Synchronous

Occurring or existing at the same time.

## Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

## Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

## Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

**Task-based language learning (TBLL)**

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

**tenses**

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

**Text**

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

**Text processing strategies**

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

**Text structure**

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

**text structures**

the ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.

## Text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

**texts**

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

## Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features).*

## Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

## Translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

## Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

**Verb**

A part of speech which expresses existence, action, state or occurrence. For example*, they watch football; she is exhausted; the day finally came.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they will go, I did eat lunch, she might fail the exam.*

**verb**

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

**verb groups**

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

**verbs**

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

**view**

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

**voice**

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

**Word borrowing**

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo, cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

**write**

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

# The Australian Curriculum
## Languages - Vietnamese

 acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

# Vietnamese

## Overview

### Context statement

#### The place of the Vietnamese language and culture in Australia and in the world

Vietnamese is the official language of Vietnam. It is spoken by approximately 90 million people in Vietnam and approximately four million Vietnamese people living in other countries around the world, with the majority residing in the United States, Cambodia, France, Taiwan and Australia.

Vietnamese language and culture have evolved and continue to change over time due to processes such as globalisation and technological change and in responsParagraphe to Vietnam's geopolitical and historical position in the world. The lasting influence of historical contact and exchanges between Vietnamese, Chinese and French people can be seen in the Vietnamese lexicon, for example, Sino-Vietnamese words (*từ Hán Việt*) such as *phụ nữ*, *phi trường* and *hàng hải*, and Vietnamese words of French origin such as *cà rốt*, *xếp* and *ga lăng*. Chinese allusions (*điển tích*) are also common in classical Vietnamese literature. Westernisation, globalisation and technological advances have also enriched the Vietnamese vocabulary, with new words such as *Tây hóa*, *lai căng*, *tự do cá nhân*, *nhật ký điện tử*, *mạng lưới toàn cầu* and *điện thoại thông minh*.

In Australia the place of Vietnamese culture and language is defined by patterns of migration. The first major wave of Vietnamese migration to Australia began in the mid-1970s with the arrival of large numbers of refugees following the fall of Saigon at the end of the Vietnam War. In more recent years, the vast majority of Vietnamese migrants have come to Australia through family connections, and there are growing numbers of skilled migrants. The migrants' need to maintain Vietnamese identity through language, culture and religion contributed to the Vietnamese language flourishing in the home and being delivered in after-hours Vietnamese school settings.

Vietnamese language and culture represent an important part of the linguistic and cultural diversity of Australia. Vietnamese people have made and continue to make a significant contribution to the development and enrichment of Australian society in areas such as commerce, agriculture, industry, health, the arts, education, hospitality, tourism and international relations.

#### The place of the Vietnamese language in Australian education

Since the 1990s, the place of the Vietnamese language in Australian education has benefited from expanding diplomatic and trade relationships between Australia and its Asian neighbours. Since that time, there has been an increase in the number of students studying Vietnamese in primary and secondary schools and in after-hours Vietnamese language schools run by Vietnamese community organisations. The dramatic increase of students studying Vietnamese reflects the growing Vietnamese community in Australia, as well as government policies supporting multiculturalism.

#### The nature of Vietnamese language learning

The modern standard version of Vietnamese is *Tiếng Việt*. Vietnamese is a tonal language written in the Roman alphabet with additional diacritics for tones. The tone system is a distinctive characteristic of Vietnamese phonology; for example, a word may be repeated with any one of six tones to indicate six different meanings (*ma* (ghost), *má* (mother), *mà* (but/that), *mã* (horse), *mả* (grave) and *mạ* (rice seedling)). Consequently, pronunciation and intonation play a key role in the learning of Vietnamese, with a clear correlation between sound and writing systems.

The importance of intercultural awareness in language learning is illustrated by distinctive features of Vietnamese such as the complex system of personal pronouns, which is vital to building and defining relationships, with use of the personal pronouns *em*, *anh*, *chị*, *cô*, *ông*, *bà*, *con* and *cháu* contingent on the relationships between speakers in contexts of communication. The frequent use of idioms, proverbs, similes and metaphors in both daily interactions and literature is another key feature of Vietnamese language use.

## The diversity of learners of Vietnamese

The Australian Curriculum: Languages – Vietnamese is pitched to background language learners, the dominant cohort of learners of Vietnamese in the Australian context.

The background language learner pathway has been developed for students who have been exposed o Vietnamese language and culture, and who may engage in active but predominantly receptive use of Vietnamese at home. The range of learners within the Vietnamese background language learner pathway is diverse, defined for the most part by different waves of migration. Learners may be first-, second- or third-generation Australians, and their use of Vietnamese may extend beyond the home to involvement in community organisations and events and to everyday interactions with Vietnamese friends. Other learners may have been born in Vietnam, where they may have completed some education.

A key dimension of the Australian Curriculum: Languages – Vietnamese involves understanding the interrelationship between language and culture. The curriculum is designed with an intercultural language-learning orientation to enable students to participate meaningfully in language and cultural experiences, to develop new ways of seeing and being in the world from a bilingual perspective, and to understand more about themselves in the process.

# PDF documents

Resources and support materials for the Australian Curriculum: Languages - Vietnamese are available as PDF documents.

Languages - Vietnamese: Sequence of content

Languages - Vietnamese: Sequence of Achievement - F-10 Sequence

Languages - Vietnamese: Sequence of Achievement - 7-10 Sequence

# The Australian Curriculum
## Languages - Vietnamese
### Years F–10 Sequence

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

# Vietnamese

## Foundation to Year 2

**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

| Socialising | Elaborations |
|---|---|
| Interact with peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes<br>[Key concepts: belonging, preferences; Key processes: greeting, expressing preferences]<br><br>(ACLVIC106) | • greeting and farewelling peers and the teacher using appropriate terms of address, gestures and body language, for example*, Em chào thầy/cô. Chào bạn. Tạm biệt*<br>• introducing themselves and asking questions to initiate interactions, for example, *Chào bạn, tôi tên là Lan. Còn bạn? Bạn tên (là) gì? Tôi bảy tuổi. Còn bạn, bạn mấy tuổi? Bạn có khỏe không?*<br>• using simple statements to describe themselves and express likes and dislikes, for example, *Tôi tên là Lan. Tôi sáu tuổi. Tôi thích ăn phở*, and needs, for example, *Tôi muốn uống nước*<br>• expressing thanks, for example, *Cảm ơn bạn*, offering wishes, for example, *Chúc bạn sinh nhật vui vẻ,* and apologising (*Xin lỗi*) |
| Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language<br>[Key concepts: play, performance, action learning; Key processes: giving and following instructions, active listening, speaking]<br><br>(ACLVIC107) | • making simple requests using *Làm ơn* and expressing thanks with *Cảm ơn*<br>• participating in songs, rhymes and chants by using repetitive language and actions, for example, *Kìa con bướm vàng, Tết đến rồi, Rước đèn tháng Tám*<br>• participating in traditional and contemporary games (for example, *Tập tầm vông*) or activities that involve taking turns, making choices or swapping items, for example, forming groups using numbers or colours for activities such as telling the time or counting or memory games (for example, *Mấy giờ rồi ông sói ơi?*) |

| Interact in classroom routines and activities by responding to questions, following instructions and asking for permission<br>[Key concepts: roles, routines; Key processes: following instructions, listening, observing]<br><br>(ACLVIC108) | • using Vietnamese for everyday classroom routines such as roll call (*Dạ, Dạ có* or *Em chào thầy/cô*)<br>• responding with appropriate actions to the teacher's simple instructions, such as *Các em ngồi xuống. Em hãy mở vở ra. Đọc chung với thầy/cô nhé*, or following instructions to locate items, for example, *trên, dưới, trong, ngoài, ở giữa*<br>• asking for permission, for example, *Thưa cô cho em đi vệ sinh. Bạn làm ơn cho tôi đi qua*<br>• responding to the teacher's instructions and questions in class activities, using modelled language such as *Em có hiểu không? Dạ, em hiểu*<br>• using context-appropriate language to show politeness when interacting with the teacher, for example, *Thưa cô, Thưa thầy, Dạ, có. Vâng ạ. Xin lỗi cô em tới trễ. Xin phép cô cho em vào lớp* |
|---|---|

| **Informing** | **Elaborations** |
|---|---|
| Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts<br>[Key concept: personal world; Key processes: listening, viewing, identifying, locating]<br><br>(ACLVIC109) | • identifying familiar words or concepts related to familiar people, for example, *Đây là ba. Đây là mẹ và chị*, or everyday objects, for example, *Đây là cái nhà. Đây là cái cổng. Đây là chiếc xe*<br>• viewing and/or listening to familiar texts such as posters, songs and short films to locate key words, for example, *bìa tranh minh họa, truyện tranh, từ điển bằng hình, trò chơi xếp hình, học vần tiếng Việt*<br>• demonstrating comprehension of words and short sentences in familiar texts by pointing, labelling, matching, clicking and dragging, drawing and miming<br>• using contextual and visual cues to identify main points when participating in shared reading of print and digital texts |
| Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning<br>[Key concepts: self, family, school, friends; Key processes: describing, presenting]<br><br>(ACLVIC110) | • labelling or naming classroom items and resources or personal possessions<br>• describing self and the immediate environment, such as by writing or reading aloud captions to own photos, using simple sentences, familiar vocabulary and visual, concreate and digital supports, for example, *Đây là tôi. Tôi là con trai. Đây là gia đình tôi. Đây là bạn thân của tôi*<br>• annotating pictures or photos using digital technologies and modelled language to describe people and objects, for example, *Cái nhà cũ. Cái áo mới*<br>• conveying aspects of their knowledge of their Vietnamese heritage, for example, by sharing a family story, photo or object from Vietnam |

| **Creating** | **Elaborations** |
|---|---|

| | |
|---|---|
| Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions<br>[Key concepts: imagination, response; Key processes: participating, listening, matching]<br><br>(ACLVIC111) | • listening to, reading or viewing familiar Vietnamese imaginative texts such as stories (*Mười hai con giáp*), rhymes (*Thằng Bờm*), and cartoons in digital form, participating in a collaborative retelling of the text using prompts such as objects, pictures or cut-outs, and sequencing pictures to show the correct order of events<br>• responding to spoken, or print and imaginative texts in digital modes through play-acting, illustrating and movement<br>• drawing their favourite character or scene from rhymes, songs or stories, such as *Thỏ và rùa, Cô bé quàng khăn đỏ*, and describing their favourite character, for example, *Con thích con (rùa/ thỏ) vì nó (chăm chỉ/lười biếng). Con không thích con (chó sói) vì nó (dữ tợn)*<br>• responding to questions about imaginative texts, for example, *Câu chuyện này xảy ra ở đâu/nói về điều gì? Trong truyện này gồm có những ai/các con vật nào? Chuyện gì xảy ra? Kết thúc ra sao?* |
| Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression<br>[Key concepts: performance, expression; Key processes: experimenting, labelling, captioning]<br><br>(ACLVIC112) | • composing and performing rhymes, songs or stories, illustrating meaning through the use of non-verbal forms of expression such as clapping, gestures and facial expressions<br>• creating a narrative through a photo story or animation by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language, for example, *Ngày xửa ngày xưa, trong một khu rừng/ngôi làng… có một gia đình/em bé*<br>• creating and presenting own Big Books or digital texts based on imagined scenarios in familiar contexts<br>• expressing an experience through a puppet play or dramatic performance |

| Translating | Elaborations |
|---|---|
| Translate and interpret familiar Vietnamese words, phrases and expressions<br>[Key concepts: language, meaning; Key process: translating]<br><br>(ACLVIC113) | • interpreting/translating greetings and other learnt words and phrases from Vietnamese into English, for example, *cảm ơn* (thanks), *tạm biệt* (goodbye), *chào* (hello), *xin lỗi* (sorry)<br>• sharing familiar Vietnamese phrases and expressions with friends and interpreting their meaning, for example, *Ngày mai gặp lại. Em tên gì? Em tên (là) Nam. Em bao nhiêu tuổi? Em bảy tuổi. Không có chi/gì*<br>• using Vietnamese and English to name familiar objects and conduct simple conversations, translating when necessary to help others understand<br>• playing matching games with Vietnamese and English words from Big Books and picture books in print or digital form |

| | |
|---|---|
| Create bilingual texts in both Vietnamese and English for the immediate learning environment such as labels, captions, wall charts and other resources<br>[Key concepts: representation, equivalence; Key processes: labelling, captioning]<br><br>(ACLVIC114) | • creating bilingual identity cards that contain personal information, for example, *Đây là tôi. Tôi có mắt màu đen. Tôi có tóc ngắn*/'This is me. I have brown eyes. I have short hair'<br>• creating parallel cards (in English and Vietnamese) and playing matching games such as Memory or Snap<br>• creating bilingual resources such as illustrated Vietnamese–English and English–Vietnamese wall charts or online flashcards for classroom use<br>• creating bilingual captions in Vietnamese and English for a photographic display for the classroom about a class event or experience such as a sports day, multicultural day or school camp<br>• making and displaying labels in Vietnamese and English for classroom objects |

| **Reflecting** | **Elaborations** |
|---|---|
| Share opinions and ways of behaving when using Vietnamese in home and school contexts<br>[Key concepts: identity, membership; Key processes: identifying, comparing]<br><br>(ACLVIC115) | • identifying the significance of particular gestures in Vietnamese-speaking contexts, noticing own level of comfort with these, for example, making or not making eye contact when talking to older people<br>• discussing one another's ways of communicating and their appropriateness in Vietnamese contexts, such as different ways of showing politeness, for example, when making requests (*giùm, làm ơn*), thanking someone (*cảm ơn nhiều, cảm ơn*), bending when passing people, folding arms and/or nodding while greeting people<br>• sharing with peers what it is like to use Vietnamese, for example, when singing a song in class, speaking Vietnamese with friends or family members, and using gestures, such as bowing when they say *Con chào ba mẹ. Cháu chào ông bà* |
| Identify themselves as members of different groups, including the Vietnamese class, the school, their family and the community, describing their roles within these groups<br>[Key concepts: self, roles, belonging; Key processes: recognising, connecting, describing]<br><br>(ACLVIC116) | • listing various groups that they belong to, for example, family, school, class or clubs, and reflecting on themselves as a member of these groups and the role they play in each one<br>• identifying themselves as belonging to a particular cultural and/or language group, for example, 'my Vietnamese class', 'my Vietnamese school' and 'my community', or 'I speak Vietnamese' (*Tôi biết tiếng Việt*)<br>• reflecting on how their own identity as a person who knows more than one language influences the role they play in various groups<br>• eliciting and giving information that signals identity in different contexts such as home and school, including age and appearance, class and school, for example, compiling a personal profile consisting of their Vietnamese name, age and animal sign, using simple words and modelled statements, such as *Em tên (là) Nguyễn Hoàng Nam. Em bảy tuổi. Em học lớp hai. Em tuổi con heo* |

**Understanding**

| Systems of language | Elaborations |
| --- | --- |
| Recognise the sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols<br><br>[Key concepts: sound systems, writing systems; Key process: recognising]<br><br>(ACLVIU117)<br><br>▤ ⨁ | • identifying the 29 letters of the Vietnamese alphabet by their names and sounds as well as the five tone markers<br><br>• building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on letters that are similar in the English alphabet but produce different sounds in Vietnamese, for example, *e* and *i, d* and *đ*<br><br>• developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases<br><br>• noticing that Vietnamese is a tonal language, and that pitch changes affect the meaning of words<br><br>• understanding that although Vietnamese and English use the same alphabet there are additional symbols/markers that create more letters in Vietnamese<br><br>• developing familiarity with similarities and differences in Vietnamese sound–letter correspondence, such as *a, ă, â; e, ê; o, ô, ơ; u, ư;* as well as *c* and *k, i* and *y, s* and *x,* and *ch* and *tr*<br><br>• noticing that the same word with different tone markers has different meanings, for example, *ma, mà, má, mả, mã* and *mạ*<br><br>• exploring Vietnamese spelling strategies such as grouping words according to initial letters that represent particular sounds, for example, *h* (*hoa hồng, hát, học*) or *m* (*mẹ, má, mèo*)<br><br>• using single and consonant clusters, vowels and vowel clusters with tone markers to form and spell words, for example, *ta, la, tha, nga*<br><br>• recognising and using lower and upper case letters |

| | |
|---|---|
| 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<br>[Key concepts: syntax, vocabulary; Key process: recognising]<br><br>(ACLVIU118) | • noticing that there are multiple forms of personal pronouns in Vietnamese compared to English, for example, *con, cháu, em, tôi, mình, anh, chị* versus 'I' and 'you'<br>• using common adjectives such as *to, nhỏ, cũ, mới, ngắn* and *dài* to describe people, animals and objects, noticing that nouns come before adjectives, for example, *áo xanh*<br>• using common verb forms, for example, *ăn, uống, chơi, ngủ, đọc, nghe, viết, hỏi, trả lời, nói, thích*<br>• recognising common prepositions relating to location, for example, *trong, ngoài, trên, dưới, ở giữa*<br>• using vocabulary relating to time, such as days of the week (*thứ Hai, thứ Ba, thứ Tư*), months of the year (*tháng Giêng/tháng Một, tháng Hai, tháng Tư, tháng Chạp/Mười hai*) and 'o'clock time' (*một giờ, hai giờ*)<br>• developing vocabulary knowledge relating to the school context, for example, *cái bảng, lớp học, giờ ra chơi, ăn trưa, sân chơi, cổng trường, thư viện*<br>• recognising basic structures of closed and open-ended questions, for example, *Em thích nghe truyện cổ tích không? Tại sao em thích truyện 'Cô bé quàng khăn đỏ'?*<br>• using some question words in familiar contexts, for example, *ai, cái gì, ở đâu, bao nhiêu*<br>• recognising word order in simple sentences, noticing that the subject is placed before the predicate, for example, *Em + đi học* |
| Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types<br>[Key concept: familiar texts; Key process: recognising]<br><br>(ACLVIU119) | • examining different types of texts, such as signs, songs, captions, stories and dialogues, noticing that they can be short or long, spoken, written, digital, visual or multimodal<br>• sharing ideas about the purpose of different texts, such as a class timetable (to show the sequence of lessons) or a story (to describe past events)<br>• exploring similar text types in Vietnamese and English, for example, songs, street signs or labels on goods at a market, and noticing ways in which they are similar or different<br>• naming different types of familiar texts (story, poem, song) and discussing how they work, for example, using the story starter *Ngày xưa, hồi đó, lâu lắm rồi*; or rhyming or repeating words in songs, such as *quác quác quác, quạc quạc quạc* in the song '*Một con vịt*' |
| **Language variation and change** | **Elaborations** |

| | |
|---|---|
| Recognise that there are variations in the way Vietnamese speakers greet and address different people<br>[Key concept: register; Key process: recognising]<br><br>(ACLVIU120) | • recognising that greetings and terms of address in Vietnamese vary according to participants, for example, bowing the head or saying *dạ/thưa/kính thưa* when interacting with elderly people<br>• noticing how language varies according to the relationship between the speakers and the context of communication, for example, the influence of relationships on the choice of personal pronouns (*con chào mẹ, cháu chào ông bà, em chào cô, em chào anh*)<br>• recognising that there can be different terms of address for the same person depending on their age and relationship with the speaker, for example *ông, bà, bác, cô, chú, anh, chị, em…* |
| Recognise that Australia is a multilingual society and that Vietnamese is one of the major community languages in Australia<br>[Key concept: language power; Key processes: understanding, recognising, comparing]<br><br>(ACLVIU121) | • exploring and naming different languages that they have encountered in everyday life, for example, languages of their parents, grandparents, neighbours or classmates<br>• exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages |

| Role of language and culture | Elaborations |
|---|---|
| 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<br>[Key concepts: language, culture, identity; Key processes: understanding, noticing]<br><br>(ACLVIU122) | • identifying gestures, words and phrases that reflect aspects of Vietnamese culture, for example, folding arms, using both hands to offer something, and saying *dạ, thưa, vâng ạ* to show respect<br>• identifying elements of Vietnamese cultural representation, such as flags, sporting emblems or cultural items (for example, *áo dài, nón lá* and *xích-lô*) in paintings or pictures of landscapes, folk tales or movies, and making comparisons with those of other cultures<br>• exploring the meaning of 'culture', recognising that it involves visible elements such as ways of eating, for example, how and why Vietnamese people use chopsticks and spoons instead of knives and forks (*Ở nhà em ăn bằng đũa*), and invisible elements such as how people live, what they value, and how they think about themselves and others<br>• discussing how and why gestures can be interpreted differently in different cultures, for example, using the fingers to beckon to others is considered appropriate in some cultures but impolite in Vietnamese culture |

# Vietnamese

## 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, *Dạ, 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.

# Years 3 and 4

**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.

## Years 3 and 4 Content Descriptions

### Communicating

| Socialising | Elaborations |
|---|---|
| Share with peers and the teacher information and experiences relating to self, family and friends [Key concepts: self, family, friends; Key processes: exchanging, describing]<br><br>(ACLVIC123)<br><br>📄 🔢 ⫶ Ⓒ 👥 ⤳ | • sharing personal information and asking questions to initiate conversations, for example*, Tôi tuổi con mèo. Bạn tuổi con gì? Gia đình tôi có năm người. Còn gia đình bạn có mấy người?*<br><br>• answering questions to provide information about self, family and friends using full sentences, for example, *Gia đình em có mấy người? Gia đình em có bốn người.* (not *Bốn người*) *Áo (của) em màu gì? Áo em màu đỏ* (not *Đỏ*)<br><br>• using simple descriptive statements to share information about themselves, for example, *Tôi có tóc ngắn màu đen. Tôi thích màu xanh dương và xanh lá cây. Tôi có thể chạy nhanh nhưng không biết bơi*<br><br>• participating in simple spoken exchanges with peers about daily routines, for example, *Bạn ở đâu? Bạn đi đến trường bằng gì?*, and personal interests, for example, *Tôi thích chơi đá banh. Còn bạn thích môn thể thao nào?*<br><br>• asking and answering questions related to time, place, number, days of the week, months and seasons, for example, *Hôm nay là thứ mấy? Mùa này là mùa gì?*<br><br>• exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form |

| | |
|---|---|
| Participate in collaborative tasks that involve planning and simple transactions<br>[Key concept: collaboration; Key processes: participating, contributing, transacting]<br><br>(ACLVIC124) | • working together in collaborative tasks and sharing decisions about content, vocabulary and design, for example, designing a poster for a special event or creating a shared online photo album with narration of a class event<br>• following procedures and instructions for shared activities, for example, making Mid-Autumn lanterns and paper cranes, or following simple recipes such as lemonade or jelly, using imperative verbs (*lấy, cắt, đổ, rửa*) and vocabulary for ingredients and quantities (*nước quả, trái, bột, một lít, một kí-lô*)<br>• planning, rehearsing and producing a performance such as a song or dance for school assembly, and interacting with guest speakers or classroom visitors during special occasions such as multicultural festivals or Harmony Day<br>• participating in short role-plays and games that involve taking turns, active listening, memory and information exchange |
| Participate in everyday classroom activities by seeking clarification, advice and help from others<br>[Key concept: participation; Key processes: advising, requesting]<br><br>(ACLVIC125) | • attracting attention to ask for assistance, for example, *Thưa cô, em không hiểu. Thầy/cô làm ơn sửa bài giúp em*<br>• seeking advice and help from others, for example, *Thưa cô, bài này làm thế nào ạ? Bạn giúp mình trả lời câu này với*<br>• using appropriate language to seek clarification, such as asking for something to be repeated, for example, *Xin thầy nhắc lại*, or asking how to say or write a word or expression, for example, *Thưa cô, chữ 'tiếng Việt' viết thế nào ạ? Thưa thầy, câu này tiếng Việt nói thế nào ạ?* |
| **Informing** | **Elaborations** |
| Locate and organise information relating to familiar contexts from a range of spoken, written, digital and visual texts<br>[Key concepts: routines, pastimes; Key processes: identifying, listening, viewing, reading, organising]<br><br>(ACLVIC126) | • gathering and organising information about others' activities and interests, for example, surveying peers on weekend or daily activities and tabulating the results<br>• listening to short spoken texts with some unfamiliar language, such as a recorded phone message, and identifying key points of information, for example, the name of the person calling, their contact details and the gist of the message<br>• collecting and sorting information from a range of texts in multimodal and digital forms about people, objects or animals, for example, constructing a table that sorts animals into those they like and those they don't like and gives reasons for preferences (*Tôi thích con gà vì nó cho mình trứng, thịt và lông. Tôi không thích con rắn vì nó cắn đau*) |

| | |
|---|---|
| Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal<br>[Key concepts: time, home, neighbourhood; Key processes: presenting, selecting]<br><br>(ACLVIC127) | • gathering information from a range of sources and reporting it in a different mode, for example, captioned photographs, drawings and posters sharing information orally about routines and interests, for example, giving a short speech about their daily life at home or their favourite songs or movies<br>• presenting information about familiar topics using modelled language, such as a recount of a recent school excursion or a set of instructions on pet care<br>• conveying information about school and community events in written and multimodal texts, such as annotated posters or digital storyboards, through scaffolding and guidance<br>• reporting information to others, for example, presenting the results of a class survey on likes and dislikes in relation to food and drink or leisure activities through a picture graph with annotations (*Nhiều bạn trong lớp mình thích ăn phở. Có 12 bạn thích ăn chả giò. Có vài bạn thích chơi quần vợt*) |

| **Creating** | **Elaborations** |
|---|---|
| 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<br>[Key concepts: setting, ideas, character, event; Key processes: responding, identifying]<br><br>(ACLVIC128) | • reading, viewing and listening to a range of fiction texts such as short stories, children's fables (*phim/truyện ngụ ngôn*) and folk tales (*truyện cổ tích*), and retelling or summarising the basic plot and making statements about the setting and main characters using descriptive language<br>• creating a timeline of the main events of a story using words, pictures or simple sentences<br>• performing a scene from a text such as a Vietnamese folk tale, for example, *Tấm Cám, Hằng Nga và Hậu Nghệ*, using modelled language<br>• discussing personal responses to imaginative texts, providing short statements about favourite elements such as characters, settings or events |
| Create and perform imaginative texts such as captions, chants, raps, dialogues and stories, using formulaic expressions, modelled language and visual supports<br>[Key concepts: imagination, experience; Key processes: creating, performing]<br><br>(ACLVIC129) | • expressing own ideas and imagined experiences in texts such as short stories, using modelled language<br>• creating and performing simple imaginative texts such as action songs, dialogues or plays, using gestures, movements and facial expressions to enhance characterisation or effect<br>• creating an alternative version of a story, using pictures or online slideshows and photo albums, favourite characters, formulaic expressions and modelled language, for example, *Hồi đó, lâu lắm rồi, một ngày nọ, một hôm, có một cậu bé/anh chàng* |

| **Translating** | **Elaborations** |
|---|---|
| | |

| | |
|---|---|
| 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]<br><br>(ACLVIC130) | • identifying words and expressions in Vietnamese and English that do not readily translate, for example, *phở, bánh chưng, áo dài,* 'bushwalking', 'the outback'<br>• examining texts, including digital and multimodal texts, to identify how the meaning of words changes according to context, for example, a common Vietnamese homonym such as *đá*, which may mean 'to kick', 'stone' or 'ice' (as in *trà đá*); or the personal pronouns 'I' and 'you' in English, which can be translated as *ông, bà, cô, chú, anh, chị, em, con* or *cháu* in Vietnamese<br>• noticing the diverse ways in which meaning is conveyed in Vietnamese and English, and differentiating between word-by-word translation and intended meaning, for example, *Chúc (ông bà) sống lâu trăm tuổi* ('I wish you long life') and *Chúc cháu bé ngoan ăn, chóng lớn* ('I hope the baby eats well and grows fast')<br>• translating signs or phrases in familiar contexts from Vietnamese into English, for example, street signs, addresses and food labels, noting that some signs or symbols are universal, for example, the 'Stop' and 'Peace' signs, and the wi-fi and Olympic symbols |
| 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]<br><br>(ACLVIC131) | • creating bilingual resources for use in the classroom or school, for example, digital picture dictionaries and word lists, glossaries, or signs for the school environment<br>• creating simple Vietnamese captions to accompany storybooks in English, such as *Chú sâu đói bụng* (*The Very Hungry Caterpillar*), and reading them to younger students<br>• alternating between Vietnamese and English versions of games such as *Mấy giờ rồi ông sói ơi?*/What Time is it, Mr Wolf? and *Oẳn tù tì, ra cái gì, ra cái này*/Rock, Paper, Scissors<br>• creating hand-made or digital greeting cards in both Vietnamese and English for different celebrations and traditions |

| **Reflecting** | **Elaborations** |
|---|---|
| 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]<br><br>(ACLVIC132) | • comparing their interactions in Vietnamese and English, noticing different behaviours and language used, for example, using appropriate personal pronouns and adding the sound *ơi* after the names of family members and friends to attract the person's attention or show affection (*Mẹ ơi, Hoa ơi*), compared with addressing friends in English by their first name (*Chị ơi, ra đây chơi với em*/Lan)<br>• describing elements of Vietnamese language that are different to English, including pronunciation, gestures and facial expressions, and sharing what they find difficult or awkward when using each language<br>• developing language for describing experiences of intercultural exchange in different contexts, for example, *Tôi thích nói tiếng Việt ở nhà hơn ở trường* |

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]

(ACLVIC133)

- discussing the groups they belong to, including their family and Vietnamese cultural and language groups, and reflecting on how membership of these groups affects their own sense of identity
- creating texts that express their identity, including as a member of different cultural and/or language groups, for example, their name in English and/or Vietnamese, their age in Vietnam and Australia (*Mai lên chín, tuổi ta. Mai mới tám tuổi tây*)
- mapping their personal profile by creating a chart, timeline or web document to highlight significant experiences or events, for example, marking an event when they identified as Vietnamese, such as Lunar New Year (*Tết Nguyên đán*)
- noticing how they communicate with one another, their family, teachers and other adults, identifying differences in behaviour in different contexts and with different people, and suggesting reasons for these differences

## Understanding

| Systems of language | Elaborations |
|---|---|
| Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers<br>[Key concepts: pronunciation, spelling; Key processes: listening, distinguishing, applying]<br><br>(ACLVIU134) | - identifying similarities and differences between Vietnamese and English pronunciation, and adapting learnt spelling strategies from one language to the other<br>- exploring the Vietnamese sound system and making connections between letters, sounds and tone markers in words, for example, adding or changing tone markers to form new words (*co, cò, có, cỏ, cọ*)<br>- recognising common Vietnamese sounds in words, for example, *nguyên âm đôi*, and using spelling strategies to identify and produce words that have the same sounds, for example, *ao: áo, táo, vào* and *ơi: chơi, với, tới*<br>- analysing sounds such as diphthongs and triphthongs (*nguyên âm đôi và nguyên âm ba*) and rhyming patterns (*vần điệu*) when listening to Vietnamese songs, and grouping words according to their pronunciation and sounds, for example, *ươi: cười, tươi, người* and *iên: liền, miền, điền, tiền*<br>- developing and applying spelling strategies when writing frequently used words and more difficult words, for example, *ưa, mưa, đưa, chưa*, and forming new words, for example, *cái, mái, lái, thái, trái* |

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]

(ACLVIU135)

- exploring different types of nouns such as common nouns (*bàn, tủ, mèo, chó*), proper nouns (*Hoa, Hải, Việt Nam*), single nouns (*gà, bò, bàn*), and compound nouns (*đất nước, nhà trường, học sinh*)
- expressing possessive cases by using *của + noun/pronoun*, for example, *con mèo/cái bàn/căn phòng của tôi, cây thước/cái áo của bạn,* and noticing cases when *của* can be omitted, for example, *ba tôi, mẹ tôi, bạn tôi, nhà tôi, phòng ba mẹ tôi*
- creating plural forms of nouns by adding another word in front of the stem word according to context, for example, *hai cái áo, những cái áo, nhà nhà, người người*
- understanding how time expressions are formed through the use of *đang, đã, rồi, sẽ* or *hôm qua, ngày mai*, for example, *Tôi đang ăn. Tôi đã sống ở đây hai năm. Tôi ăn rồi. Ngày mai tôi (sẽ) đi coi phim*
- using adverbs to modify actions, for example, *chạy nhanh, đi chậm, học giỏi, hát hay*
- experimenting with the use of prepositions (*trên, dưới, trong ngoài, ở giữa*), for example, *Con chim bay trên trời* means 'The bird flies in the sky', rather than the literal translation, 'The bird flies above the sky'
- understanding and applying appropriate word order in sentences, for example, recognising that adjectives follow nouns (*áo trắng*), and experimenting with word order to see how meaning changes, for example, *Lan hay hát ≠ Lan hát hay*
- creating affirmative, negative and interrogative sentences, including closed and open-ended questions, for example, *Tôi thích ăn cơm. Ba mẹ không thích tôi coi phim nhiều. Bạn thích ăn cơm không? Bạn thích ăn món gì? Tạo sao mình phải uống nước nhiều?*
- noticing that interrogatives (*khi nào, ở đâu, bao nhiêu*) can be placed at the beginning, in the middle or at the end of questions, for example, *Khi nào em đến?* or *Em đến khi nào?; Bao nhiêu tiền một nải chuối?* or *Một nải chuối giá bao nhiêu tiền?*

| | |
|---|---|
| Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters<br>[Key concepts: audience, text structure; Key processes: identifying, comparing, classifying]<br><br>(ACLVIU136) | • classifying a range of texts such as stories, greeting cards, recipes, advertisements and posters according to their purpose(s), for example, to entertain, to describe, to inform or to persuade, and recognising language features typically associated with particular texts, for example, the use of imperatives in recipes, time markers in stories, or recycling symbols on packaging<br>• recognising how different textual elements such as titles or headings, layout, images and script combine to make meaning in a text such as an invitation, web page or picture book<br>• comparing features of simple spoken and written texts in Vietnamese, such as a verbal greeting or a handwritten postcard, and comparing these with similar texts in English, noting, for example, the format used to write the date and address and different ways of addressing people |

| Language variation and change | Elaborations |
|---|---|
| Explore how language use varies according to the age, gender and relationship of participants and the context<br>[Key concept: variation; Key processes: identifying, understanding]<br><br>(ACLVIU137) | • identifying how language choices reflect politeness and respect, for example, Vietnamese children greet their grandparents by saying *Cháu chào ông bà ạ*, not *Tôi chào ông bà*<br>• observing different ways of showing politeness in different contexts and between different participants, for example, requesting (*làm ơn, cảm phiền*), thanking (*chân thành cảm ơn, thành thật cảm ơn, cảm ơn nhiều*), bending when passing people, folding arms and/or nodding while greeting people<br>• making adjustments to language use when interacting with family and friends, for example, using personal pronouns that relate to a person's position in the family or to family relationships (*chị/cô/bà, anh/ông, anh Hai, chị Ba, cô Tư …*)<br>• exploring the diversity of Vietnamese nouns, pronouns and adjectives that are used to express gender and age, for example, *anh/chị, đàn ông/đàn bà, con gái/con trai, gà trống/gà mái, chó đực/chó cái, heo con, bê* |

| | |
|---|---|
| Recognise that languages change over time and influence one another<br>[Key concepts: loan words, dynamic systems, language variation; Key processes: observing, identifying]<br><br>(ACLVIU138) | • exploring the influence of English on informal language used in daily interactions by Vietnamese people in Australia, for example, *đi* 'shop', *xem* 'TV', *nghe* 'radio', *dùng* 'internet' and the use of terms such as 'OK', 'hello' and 'shopping'<br>• recognising that many Vietnamese words are derived from other languages, including French (*ba lê*/'ballet', *cà phê*/'café'), English (*internet, căn-tin*/'canteen') and Chinese (*phụ huynh, tổ quốc*)<br><br>• understanding that some languages are continuously evolving, others are endangered, and some are being revived, with particular reference to indigenous languages used throughout the world, including Aboriginal languages and Torres Strait Islander languages in Australia<br><br>• reflecting on changes in language practices in modern Vietnamese, and making comparisons with traditional Vietnamese, for example, *sử ký* and *lịch sử, thầy u* and *ba mẹ, sư phụ* and *thầy cô* |

| Role of language and culture | Elaborations |
|---|---|
| Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English<br>[Key concepts: behaviours, practices; Key processes: identifying, making connections]<br><br>(ACLVIU139) | • discussing cultural similarities and differences between ways of interacting with different people, such as peers, family members or teachers, in Vietnamese- and English-speaking contexts<br>• recognising the interconnections between cultural practices and language use in Vietnamese and demonstrating cultural awareness when using Vietnamese, for example, using *Dạ, thưa* to indicate politeness, or adding *ông, bà, thầy, cô, …* before Vietnamese names rather than addressing Vietnamese adults only by their first names, to show respect<br>• identifying traditional cultural practices and related language use that supports the sustainable consumption of resources, for example, *cất những túi nhựa đi chợ để dùng lại*<br><br>• recognising both the literal and cultural meanings of Vietnamese names and understanding Vietnamese naming traditions, for example, that Vietnamese people traditionally list their family name first, then their middle name, and their first (given) name last<br>• exploring how language carries cultural ideas, such as *Tết Nguyên đán, Tết Trung thu, đám giỗ, thôi nôi, đầy tháng*<br>• learning metalanguage to discuss the relationship between language and culture in Vietnamese and English, using metalanguage, for example, *ý nghĩa* ('meaning'), *sự khác biệt* ('difference') and *cách cư xử* ('behaviour') |

# Vietnamese

## Years 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, cười, 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/biếu 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.

# Vietnamese

## Years 5 and 6

**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.

## Years 5 and 6 Content Descriptions

| Communicating | |
|---|---|
| **Socialising** | **Elaborations** |

| | |
|---|---|
| Interact and socialise with peers and the teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities<br>[Key concepts: school, daily life, leisure, place; Key processes: socialising, sharing]<br><br>(ACLVIC140) | • interacting via different modes of communication such as text messages, emails or social media to exchange personal information, express opinions, and agree or disagree, for example, *Cuối tuần, tôi thích đi bơi hơn học võ. Còn bạn thích làm gì? Tôi thấy bài đọc này khó quá. Còn bạn thì sao? Tôi không nghĩ vậy*<br>• sharing information and opinions with peers in class and in online communities about aspects of their lives, such as being a member of the Vietnamese community in Australia, and sustaining communication by asking questions, for example, *Hôm qua là Tết Trung thu, bạn có đi xem múa lân không? Tết Trung thu năm nay tổ chức ở đâu vậy? Có gì đặc biệt không? Lớp mình có bao nhiêu người đi dự hội chợ Tết? Bạn có biết ở Úc, thành phố hay tiểu bang nào đông người Việt nhất không?*<br>• comparing routines, interests and favourite activities, using language associated with time, sequence and location, for example, *Tôi đi học về lúc 4 giờ 30 phút /4 giờ rưỡi chiều. Tối thứ Bảy, tôi thích xem phim và nghe nhạc sau khi làm xong bài tập*<br>• describing and elaborating on details of experiences or social activities with family and friends, for example, *Thứ Bảy vừa qua là sinh nhật của bà nội, cả nhà tôi tới mừng sinh nhật bà*<br>• creating own versions of familiar texts, for example, cards for special occasions such as weddings, or greeting cards such as postcards for imagined special occasions |
| Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions<br>[Key concept: negotiation; Key processes: making decisions and arrangements, transacting]<br><br>(ACLVIC141) | • engaging in shared activities that involve planning, collaborating and evaluating, such as performing a Vietnamese item at a school assembly, or creating lanterns for *Tết Trung thu*<br>• allocating and swapping roles in group activities, games and authentic or simulated transactions<br>• planning and making arrangements for activities such as outings or performances, using expressions related to place, time and numbers, for example, *ở đâu, khi nào, bảy giờ kém 15 phút*<br>• creating and performing role-plays such as simple transactions that involve asking or giving price or purchasing goods and services, for example, *Bao nhiêu tiền một lít sữa? Một kí-lô nho giá bao nhiêu?*<br>• collaborating to decide on a menu for a class lunch, and negotiating items, prices and delivery with a local restaurant, for example, *Bạn thích ăn món gì? Mình nên đặt cơm hay mì xào? Có giá đặc biệt cho 30 người không? Khi nào mình muốn họ mang đồ ăn tới?* |

Engage in classroom interactions by asking and responding to questions and expressing opinions

[Key concepts: engagement, interaction; Key processes: responding, questioning]

(ACLVIC142)

- contributing to the development of a set of class rules, for example, *Trong lớp học này chúng ta chỉ nói tiếng Việt vì đây là dịp để thực tập môn tiếng Việt*
- asking and responding to questions, for example, *Thưa thầy, em làm chung với ai? Thưa cô, khi nào em phải nộp bài này? Em chọn câu A. Thưa cô, em đồng ý với bạn Hà*
- checking on one another's progress during learning tasks or activities, using questions such as *Bạn làm sắp xong chưa? Sao bạn làm nhanh thế?*
- participating in class discussions and offering opinions on various topics, such as water and road safety, a class recycling program or physical fitness and wellbeing
- expressing opinions on classwork and school life, for example, *Giờ học tiếng Việt vui quá! Bài thi toán khó quá! Buổi đi cắm trại rất thú vị và bổ ích. Phòng vệ sinh trường mình rất sạch. Căn-tin trường mình bán đồ ăn ngon và rẻ*

| Informing | Elaborations |
|---|---|

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]

(ACLVIC143)

- locating, classifying and summarising information from a range of sources, such as notices, results of class surveys, announcements and reports, using memory tools such as tables, charts and concept maps to organise and sequence information
- collecting information from sources such as class surveys, online forums or blog posts about aspects of Vietnamese culture at home, for example, *ngày giỗ*) and in the local community, for example, *Tết Nguyên đán, lễ Vu lan, giỗ tổ Hùng Vương*
- investigating aspects of life in Vietnamese-speaking communities overseas, for example, through web-chatting with relatives in Vietnam to find out more about their own family's origins, history or circumstances
- collecting and comparing information from a range of print and digital texts on topics related to personal and social worlds, for example, how to balance schoolwork, hobbies and time with friends
- locating information about geographical features in Vietnam and classifying them as natural (*động Hương Tích, vịnh Hạ Long*) or constructed features (*Văn Miếu, chùa Một Cột, chùa Thiên Mụ, lăng tẩm Huế*)

| | |
|---|---|
| Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences<br>[Key concepts: audience, context, presentation; Key processes: presenting, relating]<br><br>(ACLVIC144) | • presenting information in graphs or tables in print or digital form, for example, results from a class survey on preferred leisure activities, foods or idols; or statistics related to Vietnam and Australia, such as population and physical size, climate, number and types of dwellings, pet ownership or most popular leisure activities<br><br>• explaining to others a procedure or practice, for example, community recycling, a recipe, fashion or health-care tips, a tutorial on the rules of a sport or game, or instructions on keeping a pet<br><br>• presenting information in a range of texts, including multimodal and digital texts, for different audiences, for example, a recount of the Year 5 camp for a school newsletter, an invitation to parents to attend the Year 6 information evening, or a review of the latest movie for peers<br><br>• sharing information with peers or family members in Vietnamese-speaking communities overseas, for example, via a video clip or an online blog or wiki, introducing aspects of local culture, including interesting places, people and lifestyle, for example, *phương tiện giao thông, cuộc sống của người thành thị và nông thôn, xã hội đa văn hóa* |

| **Creating** | **Elaborations** |
|---|---|
| Engage with imaginative texts, including digital and multimodal, by identifying and describing key elements such as themes, settings, characters and events<br>[Key concepts: morality, experience, interconnection; Key processes: expressing, explaining]<br><br>(ACLVIC145) | • identifying and describing key elements of an imaginative text, such as settings, characters and events, by asking and responding to questions such as *ở đâu? khi nào? ai? làm gì? như thế nào? tại sao?*, or by producing a profile of a character or a timeline of events<br><br>• reading or viewing imaginative texts in print, digital or multimodal forms, such as poems, cartoons, stories, folk tales or films, and performing scenes that illustrate aspects of a character's attitudes, personality or reactions, the story's ending or the writer's message<br><br>• illustrating an extract of text by selecting images, for example, a picture, colour, symbol or emoticon, to express the content, mood or key message of the text<br><br>• participating in imaginative exchanges such as a role-play between characters from a story |

| | |
|---|---|
| Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts<br>[Key concepts: character, event; Key processes: re-creating, transforming, performing]<br><br>(ACLVIC146)<br><br>📄 ⠁⠅ ◉ 👥 ⌇ | • creating the next scene, a new character or an alternative ending for Vietnamese imaginative texts, such as a folk tale, short story, drama or film<br>• creating and telling a story in the form of a photo slideshow, using modelled language and speech bubbles, captions or other visual/audio aids to enhance effect<br>• producing and performing short scripted plays to retell a traditional folk tale in a modern context<br>• composing and participating in imagined interactions with characters from familiar texts, for example, a conversation between characters, or meeting a character from a Vietnamese story or film for the first time |

| **Translating** | **Elaborations** |
|---|---|
| Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate<br>[Key concepts: translation, equivalence; Key processes: judging, comparing, interpreting]<br><br>(ACLVIC147)<br><br>📄 ⠁⠅ ◉ 👥 ⌇ | • identifying words or phrases that are hard to translate, for example, food items (*bánh chưng, bánh tét, bánh xèo, phở*) or traditional customs (*cúng ông bà, xin xăm, coi ngày, coi tuổi*), and explaining possible reasons for difficulty of translation<br>• translating and interpreting a range of simple texts, including idioms, from Vietnamese into English and vice versa, and developing strategies to deal with words that are difficult to translate, for example, *tiên học lễ, hậu học văn, gần mực thì đen, gần đèn thì rạng/sáng, ăn vóc học hay*<br>• translating words and expressions in familiar texts, including multimodal and digital texts, such as greeting cards, menus, road signs or story titles, and considering how meaning may be interpreted from a different cultural perspective<br>• comparing own translations of simple texts with peers', commenting on differences between versions and collaborating to develop a whole-class version<br>• exploring diverse ways in which meaning is conveyed in Vietnamese and English, such as multiple meanings of words, for example, 'old' may be translated as *già* or *cũ*, *ngon* as 'tasty', 'delicious', 'mouthwatering', 'scrumptious' or 'rich', and comparing synonyms for verbs, for example, 'running', 'sprinting', 'dashing', 'jogging' and *chạy nhanh, chạy vụt, chạy bộ*<br>• examining the risks of literal (word-for-word) translation when translating expressions, idioms and proverbs, for example, 'An eye for an eye' should not be translated as *Một con mắt cho một con mắt* but as *Ăn miếng trả miếng* |

| 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<br><br>[Key concept: linguistic landscape; Key processes: translating, designing]<br><br>(ACLVIC148)<br><br>📄 ⠅ 🜨 🜨 𝗔𝗔 | • creating parallel lists of informal Vietnamese and English expressions for everyday interactions with teachers, friends and family in print and digital modes<br><br>• making and using bilingual resources for language learning, such as glossaries or personal Vietnamese–English and English–Vietnamese print and digital dictionaries<br><br>• producing glossaries of cultural terms in English and Vietnamese to inform Vietnamese and Australian visitors about events in each country, such as Australia Day, Anzac Day, Christmas/New Year celebrations or Moon/food/boat racing festivals, and explaining culture-specific elements<br><br>   𝗔𝗔<br><br>• composing bilingual resources for the school community, such as posters for class or school performances, displays or events, for example, *Ngày hội Thể thao* (Sports Carnival), *Ngày hội Đa văn hóa* (Multicultural Day), a translation of the school canteen menu into Vietnamese, or a virtual tour of the school with signs, notices, labels and short comments in Vietnamese and English, for example, *Thư viện* (Library), *Hội trường* (Hall), *Hãy giữ im lặng!* (Be quiet!), *Xin vui lòng bỏ rác đúng chỗ!* (Please do the right thing!)<br><br>• creating subtitles for short video clips or slideshow presentations of intercultural experiences to share with the school community, such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, or informing Vietnamese peers and community of school or cultural events |

| **Reflecting** | **Elaborations** |
| --- | --- |

| | |
|---|---|
| Reflect on their experiences of interacting in Vietnamese- and English-speaking contexts, and discuss adjustments to language and behaviours made when moving between languages<br><br>[Key concepts: society, background, belonging; Key processes: comparing, explaining]<br><br>(ACLVIC149)<br><br>▤ ⊚ ⚎ ⚏ ⚇ | • explaining adjustments they make when moving between English- and Vietnamese-speaking contexts, for example, adjusting the way they communicate to adults and authority figures in Vietnamese by using 'please' (*Dạ, phải. Thưa bác*), or the use of different introductions depending on the participants, such as using *Thưa ba mẹ, đây là Nam, bạn con* to introduce friends to their parents and *Đây là Hải, bạn tôi* to introduce friends to each other<br><br>• identifying adjustments they make when interacting in an Australian-English context, for example, using different forms of address, or different ways of showing politeness, and discussing why these adjustments are appropriate<br><br>• reflecting on instances when moving between Vietnamese- and English-speaking contexts has felt comfortable, awkward or difficult and explaining why this might be the case<br><br>• discussing the ways they communicate with Vietnamese speakers, for example, making appropriate eye contact, allowing for personal space, and making language choices to show respect to elderly people, parents and teachers; and drawing comparisons with the ways they communicate with English speakers |
| Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication<br><br>[Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing]<br><br>(ACLVIC150)<br><br>▤ ⊚ ⚎ ⚏ ⚇ | • discussing how having a Vietnamese background influences who they are and how they interact and behave in different contexts<br><br>• identifying aspects of personal identity such as age, gender and social status that are important when interacting in Vietnamese-speaking contexts<br><br>• identifying key influences on their sense of identity, such as their family origins, traditions and beliefs and significant events, for example, *Ra ngoài đường con phải lễ phép để người ta đừng cười ba mẹ không biết dạy con. Người lịch sự/có văn hóa/có giáo dục không bao giờ chửi thề hay nói bậy*<br><br>• exploring how they communicate with one another, their teachers and families, noticing whether they see themselves differently in different contexts, for example, *Khi nói chuyện ở nhà tôi cảm thấy mình là người Việt. Khi nói chuyện ở trường tôi cảm thấy mình là người Úc* |

**Understanding**

| Systems of language | Elaborations |
|---|---|

| Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts<br><br>[Key concepts: sound systems, pronunciation, punctuation; Key processes: recognising, applying]<br><br>(ACLVIU151) | • applying basic pronunciation rules, including adding or changing tone markers, initial consonants or vowels to form new words, for example, *buổi, cuối, đuổi, tuổi, chuối*<br><br>• understanding and reproducing Vietnamese words with different tone markers, and understanding that pitch changes affect the meaning of a word, for example, *thương, thường, thưởng, thượng*<br><br>• understanding the variability of sound–letter matches and distinguishing between similar sounds such as *ch* and *tr*, *s* and *x* (*chai/trai* or *song/xong*)<br><br>• exploring Vietnamese sounds such as heterographs, for example, *giai* and *dai*, *dây* and *giây*, and homonyms, for example, *bàn* (*bàn bạc*) or *bàn* (*cái bàn*)<br><br>• analysing Vietnamese pronunciation and intonation, for example, *Anh ăn trưa chưa? Anh chưa ăn trưa?* and *Anh chưa ăn trưa*<br><br>• applying Vietnamese spelling rules, for example, *k*, *gh* and *ngh* only go with *i*, *e*, and *ê* (*kiến, kẻ, kể, ghi, ghe, ghế, nghĩ, nghe, nghệ*)<br><br>• comparing Vietnamese words that end with *i* and *y*, and identifying words that are commonly misspelled, such as *tai* and *tay, mai* and *may, ngài* and *ngày*<br><br>• using appropriate punctuation in writing, including commas, full stops, question marks, semicolons, colons, inverted commas and exclamation marks |
| 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<br><br>[Key concepts: nouns, adjectives, verb forms, conjunctions; Key processes: understanding, expressing]<br><br>(ACLVIU152) | • applying basic sentence structure in spoken and written texts, for example, subject + predicate, and understanding the grammatical function in sentences of adjectives, nouns, verbs and adverbs<br><br>• using different types of compound words, for example, *nhà cửa, đường phố, trường lớp, anh chị em*, and understanding how they are formed, for example, *trường + học< = trường học; học + hành = học hành*<br><br>• using adverbs and adjectives to expand and elaborate meaning in sentences, for example, *(hát) hay, (học) giỏi, (làm việc) nhanh nhẹn/chậm chạp* and *(người con) ngoan ngoãn/có hiếu, (căn phòng) sạch sẽ/ngăn nắp*<br><br>• exploring a range of comparative and superlative forms of adjectives, for example, *đẹp, đẹp hơn, đẹp nhất*<br><br>• extending vocabulary by learning and using reduplicative words, for example, *nho nhỏ, to to, đo đỏ*<br><br>• exploring and using synonyms, for example *to, lớn, nhỏ, bé, siêng năng, chăm chỉ*, and antonyms, for example, *tốt ≠ xấu, mới ≠ cũ, ngày ≠ đêm, nóng ≠ lạnh, hiền ≠ dữ, giàu ≠ nghèo*<br><br>• expanding use of verbs to express actions, for example, *Tôi chơi đá banh*, and feelings, for example, *Tôi cảm thấy vui khi được cô khen*; and imperative forms, for example, *Im lặng! Nghe cô giảng bài!*<br><br>• using conjunctions to link words, phrases or sentences, for example, *và, với, hay, tại vì, hoặc, tuy, nhưng* |

| 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<br><br>[Key concepts: genre, language features; Key process: exploring]<br><br>(ACLVIU153) | • identifying and comparing the language features of different text types, such as descriptive language in narratives or persuasive language in advertisements, and making connections between these features and the purpose of the text, for example, the use of descriptive language to entertain, or emotive language to persuade<br><br>• identifying the context, purpose and audience of a range of imaginative, procedural, persuasive or informative texts, such as stories, recipes, advertisements and news reports<br><br>• identifying the context, audience, purpose and structural features of short familiar texts in Vietnamese, such as messages, notes, signs, instructions, personal emails/letters, diary entries/blog posts, advertisements, announcements, recipes, stories, songs and poems<br><br>• recognising structural features of familiar personal, informative and imaginative Vietnamese texts, for example, dates on diary entries and letters, greetings in emails or conversations, and titles of stories<br><br>• discussing ways in which different sets of vocabulary are seen in different contexts, for example, the use of imperatives in a set of instructions (*Đứng lên! Ngồi xuống! Mở tập ra! Nghe và lặp lại*), the frequent use of time and place markers (*ngày xửa ngày xưa, hôm qua, hôm nay, ngày mai, tuần tới*) in narratives, the types of adjectives (*đẹp, tốt, bền, tiện lợi*) seen in advertisements, and personal pronouns (*ông, bà, tôi, anh, chị, em*) in everyday conversations<br><br>• understanding how to create textual cohesion by using elements such as adverbs of sequence for example, *thứ nhất, thứ nhì, trước tiên, kế đến, rồi, sau cùng*, and conjunctions, for example, *và, với, hay, hoặc, vì, nhưng*, to sequence and link ideas |

| Language variation and change | Elaborations |
|---|---|

| | |
|---|---|
| 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<br>[Key concepts: variation, context; Key processes: analysing, explaining]<br><br>(ACLVIU154) | • discussing with peers how they vary language use when communicating with people in different contexts, such as talking to a teacher, chatting with friends or going shopping, for example, *Thưa cô, cho em nộp bài trễ một ngày được không ạ? Lan này, chừng nào có bài kiểm tra tiếng Việt? Chào cô, ở đây có bán từ điển tiếng Việt không?*<br>• identifying ways in which tone and body language vary in daily interactions depending on context, for example, the same sentence may be spoken in a different tone (friendly/unfriendly, respectful/impolite) and body language may change according to the setting (serious/interactive in the classroom, casual/friendly in the playground, relaxed at home/careful in the street)<br>• explaining variations in aspects of language use such as tone, gestures, word choice or sentence structure in various situations and contexts, for example, interactions between customer and salesperson, doctor and patient, tour guide and tourist<br>• identifying specialised language used in specific contexts, for example, at the market (*giá bao nhiêu, trả giá, mắc, rẻ, giảm giá, hàng tốt/xấu*) or at the doctor's surgery (*bị cảm, ho, nhức đầu, chóng mặt*)<br>• recognising differences in language use between class presentations and everyday conversations, such as *Xin chào cô và các bạn* versus *Lan nè/Ê Lan, khỏe không?* |
| Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam<br>[Key concepts: regional variance, language exchange; Key processes: exploring, connecting]<br><br>(ACLVIU155) | • recognising ways in which the Vietnamese language has changed over time, for example, the romanisation of the writing system, the declining use of Sino-Vietnamese words such as *quốc kỳ* and *sư phụ*, and the increasing use of English words such as 'OK', 'jeans', 'shopping' and 'hello'<br>ᴧᴧ<br>• recognising and understanding new and borrowed words, phrases and concepts that have been created or incorporated as a result of contact with other cultures, for example, *kimono, koala, sushi, pizza*, *mì Ý* (pasta), *bánh mì kẹp thịt* (hamburger), *thức ăn nhanh* (fast food)<br>• understanding that Vietnamese has different dialects, such as Southern, Central and Northern Vietnamese, for example, *má/mẹ* (mother), *ba/bố* (father), *dứa/thơm, khóm* (pineapple)<br>ᴧᴧ<br>• distinguishing between the three main dialects in Vietnamese, for example, noticing that the Southern and Central Vietnamese dialects have fewer tone markers in spoken language than the Northern Vietnamese dialect<br>• exploring the expansion of vocabulary in the Vietnamese language due to the influence of regional dialects, for example, Southerners have adopted some Northern words (*ba mẹ*) and vice versa (*cù lần*) |

| Role of language and culture | Elaborations |
|---|---|

Understand that language use is shaped by the values and beliefs of a community

[Key concepts: social norms, values, attitudes; Key processes: understanding, reflecting]

(ACLVIU156)

- discussing connections between the Vietnamese language and cultural beliefs, for example, *con số hên, số đẹp, ngày tốt/tốt ngày*
- understanding that Vietnamese values and beliefs influence language choices, for example, the use of family terms such as *chú, bác, cô* or *dì* instead of first names reflects the importance of family in Vietnamese culture
- discussing the meaning of 'culture', how it involves visible elements such as language, symbols, food, national costumes and dancing, and invisible elements such as values and beliefs, including respect for the environment; and comparing these visible and invisible elements of Vietnamese culture to other cultures of the Asia region
- making connections between language and culture, such as vocabulary and expressions related to people, lifestyle and the environment, for example, *con rồng cháu tiên, khéo ăn thì no, khéo co thì ấm, trời nắng tốt dưa, trời mưa tốt lúa*

# Vietnamese

## Years 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.

# Years 7 and 8

**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 *Tấm Cám, Sơn Tinh Thủy Tinh*; *mò kim đáy biển; Ăn trái nhớ kẻ trồng cây; Cá không ăn muối cá ươn, Con cưỡng/cãi cha mẹ trăm 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 hở*) and common onomatopoeic forms (*ào ào, rì rào, đì 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 hiếu, 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.

# Years 7 and 8 Content Descriptions

| Communicating | |
|---|---|
| **Socialising** | **Elaborations** |

| | |
|---|---|
| Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests<br><br>[Key concepts: discussion, exchange, interaction; Key processes: expressing, sharing]<br><br>(ACLVIC157) | • initiating conversations, including face-to-face and online conversations, by asking peers about personal interests, for example, *Lúc rảnh rỗi bạn thích làm gì? Bạn thích ăn mặc thế nào khi đi chơi?*<br><br>• sustaining conversations by further exploring peers' perspectives on topics of discussion, for example, *Ngoài âm nhạc ra bạn còn sở thích gì khác? Tại sao vậy? Tôi nghĩ đọc sách rất có ích. Bạn có đồng ý với tôi không?*<br><br>• exchanging opinions about a range of topics such as friends, family, lifestyles, celebrations, food and health, for example, *Mình nên cẩn thận khi quen bạn ở trên mạng. Chúng ta nên ăn uống lành mạnh để có sức khỏe tốt*<br><br>• summarising different opinions in interactions, for example, *Có bạn thì thích phim hành động, có bạn thì thích phim tình cảm*<br><br>• interacting with family and friends at school and home events, for example, *Hôm nay đội bóng đá trường mình chơi hay lắm! Năm nay ngày hội đa văn hóa trường mình tổ chức vào ngày nào? Ba mẹ ơi, năm nay nhà mình đi chơi ở đâu/ăn Tết thế nào? Tết này cô chú và các em về Việt Nam ăn Tết à? Cho con gởi lời thăm ông bà và các cô chú ở Việt Nam* |
| Engage in collaborative tasks and transactions in real or simulated contexts that involve solving problems and making decisions<br><br>[Key concepts: collaboration, transaction; Key processes: collaborating, planning, negotiating]<br><br>(ACLVIC158) | • responding to invitations by accepting, declining or apologising, for example, *Cám ơn bạn. Được, tôi sẽ đến dự sinh nhật của bạn. Xin lỗi, tôi không đến được vì bận đi đám cưới với gia đình*<br><br>• collaborating with peers to plan individual, family, class or school events such as a birthday party, housewarming, class excursion or school performance, taking the initiative, discussing alternatives and making decisions, for example, *Tuần tới chúng mình sẽ tổ chức sinh nhật cho Minh ở trường nhưng Trang bận quá. Vậy Hùng email mời các bạn giùm, còn Lan và Hương sẽ mua bánh và quà cho Minh*<br><br>• commenting on the organisation of local community events and making suggestions for improvements, for example, *Tết Trung Thu năm nay vui quá. Các cửa tiệm nên bán thêm nhiều lồng đèn hơn*<br><br>• participating in transactions in authentic, simulated or online situations, such as purchasing goods or services, for example, *Cái áo này bao nhiêu tiền? Vé xe lửa/ xe buýt khứ hồi đi đến trung tâm thành phố bao nhiêu tiền? Có số nhỏ/lớn hơn cho cái quần này không?* |

| | |
|---|---|
| Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions<br><br>[Key concepts: friendship, contribution; Key processes: responding, expressing, justifying, sharing]<br><br>(ACLVIC159)<br><br>▤ ⓒ ⚏ ⚎ | • requesting repetition or asking for and providing clarification, for example, *Bạn vui lòng lặp lại/nói rõ hơn về … , Bạn nghĩ sao về việc … ? Thưa cô, chữ 'về mặt' là dấu hỏi hay dấu ngã? Làm sao biết khi nào dùng dấu hỏi hay dấu ngã?*<br><br>• asking and responding to open-ended questions about learning activities or strategies, for example, *Hôm qua có bài làm về nhà gì cho môn tiếng Việt? Cô giáo dặn mình phải đọc và trả lời câu hỏi cho bài Tết Trung Thu. Mình phải làm sao để phân biệt được các dấu trong tiếng Việt? Thì bạn phải ráng tập nghe, tập đọc và tập viết cho nhiều, chú ý cách phát âm các dấu khác nhau thế nào*<br><br>• using descriptive or expressive language when discussing contrasting aspects of personal world such as home and school, discipline and freedom, study and entertainment, appearance and personality, and when offering and justifying opinions, for example, *Chúng ta nói tiếng Anh với thầy cô và bạn bè ở trường nhưng nên nói tiếng Việt với gia đình ở nhà. Chúng ta nên biết cân bằng giữa học hành và giải trí. Gia đình tôi sống rất hòa thuận và vui vẻ. Cuối tuần tôi thường đi bơi hay đi coi phim với bạn bè*<br><br>• participating in authentic cultural experiences in the community, such as an excursion to a Vietnamese restaurant or festival, and rehearsing studied vocabulary, structures and manners, for example, *Mình nên dùng món khai vị gì? Còn món ăn chính thì sao? Chúng ta nên ăn tráng miệng bằng trái cây thay cho bánh ngọt. Các bạn nhớ đừng nói chuyện ồn ào khi ăn uống* |

| **Informing** | **Elaborations** |
|---|---|

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]

(ACLVIC160)

- accessing diverse sources in a range of media, such as books, web pages, television programs, radio news items, interviews, reports, video clips or documentaries, to collate information about aspects of Vietnamese and Australian lifestyles, for example, schooling, leisure activities or preservation of natural environments

  ᴀᴀ

- researching young people's lifestyles across Vietnamese-speaking communities, comparing information from different cultural contexts to identify the impact of such factors as climate, customs, transport, economy or globalisation, for example, the influence of Korean pop culture on Vietnamese teenagers' fashion and hairstyles, and their tastes in food, music and movies

  ᴀᴀ

- using reading strategies to enhance understanding of texts, such as identifying and clarifying the meaning of key words or concepts, or distinguishing main points from supporting details

- summarising, analysing and comparing information obtained from a range of sources, for example, information about Vietnam from a cookbook, a tourism website and a documentary such as *Luke Nguyen in Vietnam* or *Hành Trình Xuyên Việt*, selecting appropriate resources for research projects, and discussing and explaining the reasons for similarities and differences in the information obtained

- comparing key points and supporting details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations

- using concept maps, charts and tables to organise and analyse information

- contributing to a shared class database or online library information that has been drawn from various sources, and classifying selected information according to topic, genre or level

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]

(ACLVIC161)

- creating texts for a Vietnamese-speaking audience, using different forms and modes of presentation to enhance effect, for example, creating a digital presentation with visual and audio effects to introduce a famous tourist attraction or preparing a video clip of a cooking demonstration

- investigating a social, environmental or cultural issue such as cyber bullying or cultural maintenance and presenting the findings summarising opinions, attitudes and comments collected from surveys, interviews or media sources

- creating a range of texts to inform others of features of Vietnamese and Australian lifestyles, family life, schooling, and social and cultural norms, for example, an email in response to a Vietnamese friend's enquiry about Australian schooling or leisure activities, a review to promote a Vietnamese restaurant, an advertisement to promote a new product, or a blog entry reflecting on the differences between Australian and Vietnamese foods or eating etiquette

- delivering speeches or writing emails or letters to friends or relatives describing and analysing differences and similarities between the lives of Vietnamese and Australian teenagers, providing a balanced view of the lives and interests of teenagers in each country, referring to different perspectives from a range of resources and making connections with own or peers' experiences

- reporting in the form of a personal recount or diary entry a personal experience such as a school excursion, a holiday trip or a local cultural event, for example, a Moon festival

| Creating | Elaborations |
|---|---|

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]

(ACLVIC162)

📄 ⠆⃛ 🌀 🐾 ⤚ ↄ ✋ ᗅᗅ

- listening to, viewing and reading a range of narratives, including multimodal and digital narratives, such as cartoons, films, comics, stories, poems and songs, and identifying and analysing themes, messages and plot

- comparing different expressive forms of the same story, event, character or place, to consider how form affects meaning and creates effects, for example, comparing the way the same story is expressed in the film *Ăn Khế Trả Vàng* and in the folk tale *Ăn Khế Trả Vàng*

- reflecting on the ways in which people, places and experiences are described in Vietnamese imaginative texts, and comparing representations with those expressed across cultures, for example, comparing Vietnamese and Australian folk songs (*hò leo núi/kéo gỗ/cấy lúa* and 'Waltzing Matilda') or Vietnamese and Western folk tales (*Tấm Cám* and *Cinderella*), and discussing the reasons for similar or different values, practices and beliefs

- comparing key messages and beliefs from Vietnamese stories (*Sự Tích Trái Dưa Hấu, Sơn Tinh Thủy Tinh*) and imaginative texts in the Australian context, including Aboriginal and Torres Strait Islander texts such as 'The Rainbow Serpent'

  ✋

- responding to different expressions of humour in Vietnamese comedies and comparing them with Australian/Western expressions of humour, for example, comparing comedies by *Thúy Nga*, *Asia* with *Anh Do*/Mr Bean

  ᗅᗅ

- commenting on and stating personal preferences relating to characters, actions and events in texts, using descriptive and evaluative language, including antonyms such as *hiền lành/hung dữ, thành thật/gian xảo, rộng rãi/keo kiệt, thiện/ác*, and relevant idioms or proverbs such as *ở hiền gặp lành, gieo gió gặt bão, có chí thì nên, ăn quả nhớ kẻ trồng cây*

- comparing contemporary music popular among Vietnamese and Australian teenagers by listening to radio music stations and albums and viewing video clips, identifying similarities and differences in themes, messages, expression, styles of performance and singers' fashion

  ᗅᗅ

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]

(ACLVIC163)

- creating texts such as a diary entry to reflect on an event in a story or film, or an interview with an imaginary character in a story or film
- performing scenes that illustrate aspects of the personality and attitudes of characters from a variety of written and visual imaginative texts
- creating the next scene, a new character or an alternative ending for Vietnamese imaginative texts such as a folk tale, short story, drama or film
- performing a dramatisation of a creative text, for example, imagining themselves as characters in a poem, song or painting and creating a scenario and dialogue
- adapting stories or films to new settings and contexts, imagining how characters might behave and react differently in different contexts and times
- creating performances that reflect on significant Vietnamese or Australian events or histories, for example, *Thánh Gióng, Hưng Đạo Vương, Bánh Dày Bánh Chưng, tết Nguyên đán, tết Trung thu*, Australia Day, Anzac Day, Harmony Day
- creating and performing simple raps, songs, skits or poems, using own imagination or relating own and others' experiences

| Translating | Elaborations |
| --- | --- |

| | |
|---|---|
| Translate and interpret texts, compare own translation of a range of texts with others', and explore differences and strategies to overcome challenges in translation<br><br>[Key concepts: meaning, difference; Key processes: interpreting, explaining, considering the validity of different meanings]<br><br>(ACLVIC164) | • interpreting and translating a range of texts from English to Vietnamese and vice versa, using and evaluating translation resources such as web-based translation tools and print and digital dictionaries<br><br>• comparing and discussing various translations (including print and electronic translations, own and peers' translation work) of common words, phrases, expressions and texts, explaining the possible reasons for differences and similarities, selecting the most appropriate translation and negotiating adjustment if necessary<br><br>• discussing and amending inaccurate translations of public signs or notices in Vietnam and in Australia<br><br>• identifying and discussing strategies for translating difficult words and concepts or instances of non-equivalence, such as expanding descriptions or explanations, providing examples to assist meaning, or connecting to context to identify the meaning of a word, for example, 'a strong person' (*một người mạnh khỏe*) versus 'strong tea' (*trà đậm*); 'hot weather' (*thời tiết nóng nực*) versus 'a hot issue' (*vấn đề gây tranh cãi*) or 'a hot zone' (*khu vực nguy hiểm*)<br><br>• recognising changes required to sentence structure or word use in English–Vietnamese translation, for example, 'This lesson is too hard to understand' = *Bài học này khó quá, tôi không hiểu được*; 'I can't help laughing' = *Tôi không thể nhịn cười được*<br><br>• observing peers working as interpreters in the classroom in different contexts, identifying challenges in language mediation and exploring strategies to overcome these challenges |

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 interculturally]

(ACLVIC165)

- creating Vietnamese glossaries to accompany English texts such as *dự báo thời tiết* (weather forecasts), *phim tài liệu về thiên nhiên* (nature documentary), *phim hoạt họa* (cartoons) or *truyện cổ tích* (folk tales)

- participating in projects to facilitate the learning of Vietnamese, for example, creating crosswords, picture dictionaries or glossaries to assist with vocabulary acquisition or revision, and simple short texts with various questions and activities to assist reading comprehension and writing development

- composing bilingual texts for non-Vietnamese and non-English speakers, for example, subtitled animation of home energy saving suggestions, menus for Vietnamese restaurants with footnotes in English, and public signs and notices for Australian and Vietnamese contexts, paying attention to aspects of culture

- creating captions and commentaries for short video clips or slideshow presentations of intercultural experiences such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, or informing Vietnamese peers and community of school or cultural events

- creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key words, phrases, and information about cultural behaviours, for example, *Bao nhiêu tiền? Phòng vệ sinh ở đâu? Làm ơn chở tôi đến nhà hàng/khách sạn/phi trường, xin lỗi, cám ơn*

| Reflecting | Elaborations |
| --- | --- |

| | |
|---|---|
| Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives<br>[Key concepts: communication, cultural perspectives; Key processes: reflecting, discussing, connecting]<br><br>(ACLVIC166) | • discussing cultural cues in communication that suggest differences in traditions, ideas or values, for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese people express disagreement (*Tôi e rằng… Bạn nói cũng có lý nhưng mà …*), or the importance of respect as seen in the way Vietnamese people greet each other or address the elderly (*dạ/thưa/kính thưa*)<br>• reflecting on the influence of Vietnamese culture on own communication style, for example, using gestures, words or expressions with particular cultural significance in Vietnamese, and discussing whether they modify their communication style when interacting in English-speaking contexts<br>• reflecting on and explaining which words, expressions or gestures should or should not be incorporated when interacting with Vietnamese speakers or speakers of other languages, for example, using expressions of praise or admiration, beckoning downwards or upwards, hugging someone in greeting, making eye contact during conversation<br>• comparing choices of language and behaviours when communicating in Vietnamese and English, explaining the modifications they make and why, for example, being indirect when making refusals in Vietnamese-speaking contexts (*Dạ con không dám hứa chắc. Để con xem hôm đó có bận gì không. Con cũng thích món quà này nhưng mà ...*) or using both hands when giving something to elderly people |
| Reflect on how and why being a speaker of Vietnamese contributes to their sense of identity and is important to their Vietnamese cultural heritage<br>[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining]<br><br>(ACLVIC167) | • discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as being 'Vietnamese', and recognising that identity includes culture as well as language<br>• reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used and reflecting on whether their own identity changes when they use different languages<br>• explaining to others how the Vietnamese language is part of their identity, and reflecting on when, how and why they use Vietnamese<br>• sharing views of what their understanding of Vietnamese culture 'is', and how it relates to language, identity and experience, using statements such as 'My culture is …', 'Culture can …' |

## Understanding

| Systems of language | Elaborations |
|---|---|
| | |

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]

(ACLVIU168)

- distinguishing and making nuances in pronunciation and spelling between some similar diphthongs and triphthongs, for example, *chiều cao* and *cây cau, lỗ mũi* and *con muỗi, chúi nhủi* and *trái chuối*
- applying Vietnamese pronunciation and spelling rules to own speech and writing to pronounce and spell new words encountered in interactions and texts, for example, if the spelling of the word *mười* is known, then the spelling of the word *người* can be determined without knowing its meaning
- experimenting with intonation patterns to distinguish different types of sentences, for example, a statement (*Con không đi chơi đâu.*), a question (*Con không đi chơi đâu?*) and an exclamation (*Con không đi chơi đâu!*)
- comparing own Vietnamese speech patterns with standard Vietnamese pronunciation, and making adjustments to their pronunciation of certain sounds or tone markers as necessary, for example, *g* and *r, s* and *x, ch* and *tr*, or *d* and *gi* and *v*
- developing strategies to understand meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from the context of communication

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]

(ACLVIU169)

📄 ⓒ ⓒ

- differentiating interrogative forms with tag questions and using them according to context, for example, *Em thích ăn cơm chiên không?* (a yes/no question to discover whether the other person likes fried rice) and *Em thích ăn cơm chiên phải không?* (a tag question to confirm that the other person likes fried rice)

- recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, in Vietnamese the response to the question *Em chưa làm bài tập về nhà phải không?* ('You haven't done your homework, have you?') would be *Dạ phải. Em chưa làm* ('YES, I haven't'), while in English it would be 'NO, I haven't'

- recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, the statement *Hôm nay Lan đi học sớm* simply states that Lan came to school early today, while the exclamatory sentence *Hôm nay Lan đi học sớm thế/vậy!* may suggest surprise or irony

- constructing a range of sentences in affirmative, negative, interrogative and imperative forms for different purposes

- understanding the use of *được* and *bị* for positive and negative meaning, for example, *Em được điểm tốt. Em được thầy cô khen. Em bị bệnh. Em bị ba mẹ la*

- understanding and using verbs to express modality such as *nên* ('should'), *cần* ('need to') and *phải* ('must'), for example, *Các em nên chăm học. Chúng ta cần không khí để thở, thức ăn để ăn và nhà để ở. Học sinh phải mặc đồng phục khi đi học*

- 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*, to relate ideas, opinions, actions and events

- using a range of expressions for indefinite quantities, for example, *hàng ngàn, triệu triệu, vô số, hàng hà sa số, biết bao nhiêu là …*

- exploring homonyms encountered in texts, for example, *bò* ('cow' or 'to crawl'), *ăn* ('eat' or 'win'), *đỗ/đậu* ('pass the exam' or 'bean'), *bàn* ('table' or 'discuss'), *lợi* ('benefit' or 'gum'), *đen* ('black' or 'unlucky')

- recognising the features of alliteration in Vietnamese, for example, *vui vẻ, mát mẻ, lanh lợi*, and using them in own spoken and written texts

- explaining to peers the meaning of common idioms and proverbs, for example, *tiền rừng bạc biển, mò kim đáy biển<; đói cho sạch, rách cho thơm*

| | |
|---|---|
| Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes<br>[Key concepts: text structure, language features; Key process: applying]<br><br>(ACLVIU170) | • analysing different types of texts, such as recipes, profiles, songs, poems, stories, recounts, reports, advertisements or conversations, to identify audience, purpose, structure and language techniques<br>• examining structural features of informal text types, for example, dates on letters, postcards and diary entries<br>• exploring the way content is developed in different types of texts, and how ideas and information are structured, for example, headings, paragraphs, topic sentences, elaborations, topic/idea shifts<br>• identifying and comparing language features of different types of texts, for example, use of first person point of view and descriptive and emotive language in personal recounts and diary entries<br>• recognising linguistic choices made to vary texts according to their intended audience and degree of formality, for example, changing personal pronouns or tone to indicate changes in relationship between participants or degree of (in)formality |

| Language variation and change | Elaborations |
|---|---|
| Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery<br>[Key concepts: language use, context; Key processes: understanding, explaining]<br><br>(ACLVIU171) | • comparing spoken and written texts, for example, a spoken advertisement and a print advertisement, or an oral conversation and an email, and explaining how mode relates to linguistic structures and features and how this affects meaning<br>• reflecting on ways in which tone varies according to setting and context, for example, the same sentence may be spoken in different tones (friendly/unfriendly, respectful/ironical)<br>• recognising and analysing differences between language use in formal interviews and speeches and that in everyday conversations, such as *Bạn có thể vui lòng cho biết ý kiến của bạn về vấn đề này?* versus *Bạn nghĩ sao về chuyện này?* or *Xin chào cô và các bạn* versus *Lan nè/Ê Lan, khỏe không?*, and comparing informal classroom interactions on a current event or issue with discussions on the same topic on news and current-affairs programs<br>• understanding how to convert informal spoken language (*ai cũng biết hết*) into formal register to suit particular purposes and audiences, and experimenting with formal expressions such as *mọi người đều biết, như các bạn đã biết*<br>• recognising how language use, such as the level of politeness, reflects the relationship of the participants and the purpose of the speaker or writer, for example, close friends tend to use informal language (*tao, mày*), while new acquaintances interact more formally (*tôi, bạn*) |

| Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies<br>[Key concepts: globalisation, technology; Key processes: exploring, researching, explaining]<br><br>(ACLVIU172) | • recognising Vietnamese words, phrases and concepts that have emerged as a result of technological advances, for example, *máy vi tính xách tay, nhấp chuột, điện thoại thông minh, thư điện tử, nhật ký điện tử, mạng lưới toàn cầu, trò chơi trực tuyến, tivi màn hình cong, phim ba chiều*<br><br>• reflecting on changes in own language use and identifying new terms and communicative modes that have been adopted as a result of the development of technology, for example, using abbreviations such as 'u', 'LOL', 'YOLO', '2u' or '4u' or emoticons instead of whole words or phrases<br><br>• recognising and understanding new words (including Vietnamese and non-Vietnamese), phrases and concepts that have been developed as a result of globalisation and changing lifestyles, for example, *toàn cầu hóa, kimono, koala, sushi, pizza, mì Ý* (pasta)*, bánh mì kẹp thịt* (hamburger), *thức ăn nhanh* (fast food) |
| --- | --- |

| **Role of language and culture** | **Elaborations** |
| --- | --- |
| 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<br>[Key concepts: perspectives, beliefs; Key processes: exploring, describing, comparing]<br><br>(ACLVIU173) | • comparing cultural elements reflected in language use and social norms such as body language, volume of voice, or the use of personal space and silence in different cultural contexts and exchanges<br><br>• recognising that some Vietnamese social behaviours, for example, not saying 'thanks' or 'sorry', and not opening gifts straight away in front of guests, may be misinterpreted by Australians as a lack of courtesy<br><br>• identifying Vietnamese and Australian cultural practices, concepts, values and beliefs presented in diverse situations and contexts, for example, everyday conversations, television programs, films, documentaries, musical performances, folk tales and short stories<br><br>• comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations<br><br>• explaining cultural references in Vietnamese folk and contemporary literature, for example, *mừng tuổi, xông đất, trầu cau*<br><br>• exploring the various ways Vietnamese and Australian cultures are represented such as in depictions of scenery or icons, costumes, foods, social behaviours, gestures and language, for example, *tô phở/chai nước mắm, nón lá/áo dài*, folding hands/bowing head and use of *dạ/thưa* may represent Vietnam while the Sydney Opera House, a boomerang, shaking hands, and terms like 'fair dinkum' may be used to represent Australia |

# Vietnamese

## Years 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 *toàn 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.

# Vietnamese

## Years 9 and 10

**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 trầu cay, 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-journalling.

**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.

# Years 9 and 10 Content Descriptions

| Communicating |  |
| --- | --- |
| **Socialising** | **Elaborations** |

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]

(ACLVIC174)

- sharing and discussing future plans, such as further study, career and travelling, in class and via online forums, for example, *Bạn định chọn các môn học gì cho lớp 11-12? Mình định tiếp tục theo học tiếng Việt ở lớp 11-12. Còn bạn thế nào? Bạn thích làm nghề gì trong tương lai? Ba mẹ bạn có góp ý vào việc chọn nghề của bạn không?*

- sustaining interactions by extending the topic of discussion or elaborating on ideas for clarification or justification, for example, *Bạn nói vậy có nghĩa là sao? Một nhà thiết kế thời trang giỏi thì cần phải có những yếu tố gì? Bạn nghĩ sao về ảnh hưởng của trò chơi điện tử đối với trẻ em? Muốn là bạn tốt thì nên thành thật với nhau vì có thành thật mới chơi với nhau lâu bền được*

- engaging participants through communication strategies such as showing empathy, for example, *Mình hiểu/biết/rất thông cảm với bạn*, or indicating agreement, for example, *Bạn nói đúng lắm. Tôi cũng nghĩ vậy …*

- interacting with peers and adults at social events, for example, *Tuần tới có chương trình ca nhạc Việt Nam hay lắm, bạn có muốn cùng đi xem với nhóm mình không? Cô chú thấy việc tổ chức đám cưới ở Úc khác với ở Việt Nam như thế nào?*, and expressing opinions on social experiences, for example, *Mình cũng như đa số các bạn trẻ ngày nay đều nghĩ rằng … Từ kinh nghiệm bản thân và của bạn bè, mình thấy rằng chúng ta nên cẩn thận khi sử dụng Internet*

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]

(ACLVIC175)

- negotiating arrangements, considering alternatives and reaching shared decisions, for example, *Cuối tuần này có nhiều phim hay lắm, thời tiết cũng thích hợp để đi bơi nữa, các tiệm quần áo lại đang giảm giá, nhóm mình muốn làm gì? Thôi mình lo đi mua đồ trước đi vì các tiệm chỉ giảm giá có ba ngày thôi, coi phim và đi bơi để tuần sau cũng được mà. Các bạn có đồng ý không?*

- role-playing formal or informal negotiations, such as resolving a disagreement between parents and children or teacher and students, for example, *Ba mẹ ơi, con muốn đi làm thêm cuối tuần. Không cần thiết đâu, con nên tập trung lo học đi. Ba mẹ có thể cho con thêm tiền tiêu vặt nếu con cần. Nhưng mà con muốn đi làm thêm để có kinh nghiệm và tiếp xúc với nhiều người. Thôi được, ba mẹ sẽ cho con đi làm thêm nếu điều đó không ảnh hưởng đến kết quả học tập của con. Thưa cô, vì máy vi tính bị hư nên em chưa làm bài xong, cô có thể cho em nộp bài ngày mai được không?*

- collaborating to organise and participate in real or simulated shopping experiences such as a class shopping centre, a flea market or a garage sale, using rehearsed language for negotiating, bargaining, exchanging or returning goods, for example, *Có thể giảm giá cho học sinh được không? Tôi có thể trả lại đồ được không nếu lỡ làm mất hóa đơn mua hàng? Cái máy tính bảng (tablet) này không gọi điện thoại được, cô có thể đổi cái mới cho tôi được không?*

- making individual purchasing decisions by comparing items from a range of suppliers for features such as price, country of origin, quality, capacity for recycling, reliability, warranty and safety, for example, *Tôi hay mua đồ điện tử ở tiệm đó vì chất lượng cao mà giá cả lúc nào cũng rẻ hơn các tiệm khác. Những vật liệu này có thể tái chế được không? Đồ hiệu tuy có chất lượng cao và nhìn đẹp nhưng rất mắc, không phù hợp với túi tiền của học sinh*

| | |
|---|---|
| Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas<br>[Key concepts: exchange, discussion; Key processes: justifying, stating views, sharing opinions]<br><br>(ACLVIC176)<br><br>📄 🌀 👥 🍽 🌀 🌱 | • extending interactions by inviting others to contribute to discussions or provide feedback on own ideas, for example, *Các bạn nghĩ sao về việc học thêm cuối tuần? Chúng ta nên làm sao để giữ cho tình bạn được lâu dài? Các bạn nghĩ sao về ý kiến của mình?*<br><br>• using evaluative language to acknowledge strengths in others' arguments or provide evidence to justify, contradict, challenge or rebut alternative views in a courteous manner, for example, *Tôi rất thích cách giải thích của bạn, rõ ràng và hợp lý lắm. Bạn nói có lý nhưng tôi nghĩ rằng … Lý thuyết thì như vậy, nhưng trên thực tế thì… Hay là mình thử làm thế này/cách khác xem sao?*<br><br>• debating with peers on social, environmental or educational issues with reference to Vietnamese and Australian views and values, for example, *Có nên bắt buộc học sinh học ngoại ngữ không? Có phải vào đại học là cách tốt nhất để thành công ngày nay?*, using evaluative language such as *hay/đúng/thú vị/hợp lý/công bằng lắm. Giới trẻ ngày nay rất giỏi sử dụng nhưng cũng bị lệ thuộc quá nhiều vào khoa học kỹ thuật*<br><br>🌱<br><br>• exchanging ideas and justifying and elaborating on opinions in class discussions about issues associated with the school or local community, such as school facilities, local services or environmental issues, for example, *Chúng em đề nghị căn-tin nhà trường nên bán nhiều thức ăn bổ dưỡng hơn cho học sinh với giá rẻ hơn. Chúng em mong nhà trường nên sửa sang lại các phòng vệ sinh cho sạch sẽ hơn. Có tình trạng xả rác bừa bãi trong các công viên ở địa phương mình*<br><br>🌱<br><br>• using Vietnamese idioms and proverbs to illustrate ideas and opinions about learning, for example, *Không thầy đố mày làm nên, Học thầy không tầy học bạn* |
| **Informing** | **Elaborations** |

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]

(ACLVIC177)

- researching different perspectives on the same issue in a range of media sources, such as television programs, radio news items, songs, performances, video clips, films, documentaries, online articles, newspapers, magazines and books, to form a balanced view on a subject of discussion such as deforestation, sustainable development or overpopulation

- synthesising information from diverse sources, such as newspapers, magazines, online articles, television news/programs, class surveys or social network profiles, comparing and evaluating the reliability of information

- conducting surveys and interviews with peers to explore their perspectives on topics related to youth culture and social experiences, for example, *Mỗi ngày bạn mất bao nhiêu thời gian để lên mạng? Bạn sử dụng máy vi tính để làm gì?*

- analysing similarities and differences in attitudes or views of different speakers or writers, and comparing and connecting them to own and others' experiences to form personal perspectives on the issues being discussed

- comparing and evaluating a range of perspectives relating to teenage interests or social issues, such as arguments for and against social networks, technology advance, cultural practices or traditional values, and explaining the reasons for differences in perspectives

- analysing articles written by different people, for example, an educator, a welfare worker and a politician, on a social issue such as bullying, identifying different perspectives and the tone of each article, for example, sympathetic, assertive or respectful

| | |
|---|---|
| Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts<br><br>[Key concepts: perspective, representation, purpose; Key processes: connecting, presenting, persuading, evaluating]<br><br>(ACLVIC178) | • producing a range of spoken, written, digital and multimodal texts (posters, emails, formal letters, blog posts, articles, speeches, PowerPoint presentations) for diverse audiences (children, peers, parents, employers), contexts (school, home, community, social group) and purposes (informing, reporting, explaining, promoting, persuading), to convey own ideas on topics such as balancing study and recreation, the benefits of recycling, or the impact of technology<br><br>• writing informative and persuasive texts aimed at a particular audience and context, for example, a brochure promoting a holiday destination (for teenagers), a poster for a doctor's surgery encouraging healthy eating (among children), a speech to promote healthy and sustainable lifestyles (among young people), a youth web page reviewing a new music or movie release, or an article warning people about environmental pollution or the dangers of cyber bullying<br><br>• creating texts pitched to specific age or interest groups, making choices regarding vocabulary, structure, visual and cultural elements, for example, fashion/health advice for a youth forum, school information for new students, suggestions for ways to bridge the generation gap for a family magazine, or a request for donations to help save an endangered animal<br><br>• justifying own views with quotes or text references, for example, *Chúng ta không nên đánh giá con người qua bề ngoài bởi vì tục ngữ có câu 'Đừng có trông mặt mà bắt hình dong'. Tôi nghĩ rằng nạn phá rừng đã gia tăng đến mức báo động vì thống kê cho thấy mỗi năm diện tích rừng trên thế giới giảm 20%*<br><br>• exploring social and cultural themes through modes of presentation that combine elements such as photos, videos and music to enhance effect of text |
| **Creating** | **Elaborations** |

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]

(ACLVIC179)

- viewing and/or listening to different forms of traditional and contemporary Vietnamese arts and entertainment, such as painting, photography, (water) puppetry, dance, music, theatre and cinema, and discussing how practices and beliefs may have changed over time, for example, comparing *tranh dân gian Đông Hồ* with *tranh sơn dầu; dân ca* with *nhạc trẻ; cải lương/ kịch* with *phim;* and *trò chơi dân gian* with *trò chơi điện tử*

- discussing common features of forms of entertainment, for example, analysing technical effects such as sound effects and background music, lighting, scenery, costumes or make-up, and narrative effects such as what makes an engaging plot and inspiring characters

- comparing how common themes such as love, friendship, beauty, home, happiness and success are represented in traditional and contemporary Vietnamese arts and entertainment

- recognising how characters' feelings and attitudes are expressed through language, such as use of language features such as emotive language, for example, *hạnh phúc, vui mừng, phấn khởi, buồn bã, cô đơn, xót xa, bồi hồi*

- discussing with peers how social context and cultural values influence a writer's representation of issues and topics, for example, how the author's background or concept of filial piety shapes the characters' reactions and decisions in regard to their relationships

- comparing the values, beliefs, attitudes, emotions and language of characters in traditional and contemporary Vietnamese arts and entertainment, analysing how values have changed over time and explaining possible reasons for these changes, for example, contrasting the original story *Sự Tích Ông Táo* with its modern comedy version

- analysing the use of images, sounds, gestures and language in songs, films and performances to explain how they convey Vietnamese cultural values and practices

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]

(ACLVIC180)

- composing reviews in response to artworks, songs, films or stories, discussing themes, characters and language use
- creating print or digital stories that reflect Vietnamese practices, values and beliefs, such as Vietnamese New Year celebrations, eating etiquette, filial piety, or belief in the importance of education, presenting an issue or situation related to Vietnamese communities
- creating a range of texts, such as stories, songs, skits or comics, considering main characters, themes, settings and plots, for diverse audiences, for example, children, peers, parents, teachers and social or interest groups
- writing scripts and performing role-plays or plays that reflect own perspectives on Vietnamese values and practices, such as own view of traditional filial piety and value of education in the modern context
- composing own imaginative texts, such as animated stories, games or short films, with different settings, characters and events, using a range of devices for effect, and reflecting on values and practices across cultures
- creating own imaginative texts, such as dialogues, poems, songs or short stories, using an array of cues, for example, pictures, gestures, music and language, to convey different emotions such as love, happiness, excitement, frustration and sadness

| Translating | Elaborations |
| --- | --- |

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]

(ACLVIC181)

▤ ⠏ ⊙ ♣ ⥋ ℅

- viewing English-language films with Vietnamese subtitles (and vice versa), evaluating the effectiveness of the translations and explaining associated cultural aspects
- reading short texts and excerpts from a range of informative, personal and literary texts, identifying cultural elements and reflecting on how they are encoded differently in Vietnamese and English, for example, the use of family terms, titles and terms of address (*cô, chú, anh, chị, em*)
- analysing and discussing similarities and differences and cultural influences in common Vietnamese and English idiomatic expressions, for example, *Có chí thì nên* = 'Where there's a will there's a way', *Đừng có trông mặt mà bắt hình dong* = 'Don't judge a book by its cover', *đẻ bọc điều* = 'To be born with a silver spoon in one's mouth', *Dạy con từ thuở còn thơ* = 'Strike while the iron is hot'
- translating written expressions associated with politeness and social behaviours in Vietnamese, for example, opening and closing of formal/informal letters with phrases such as *Kính thưa giám đốc, Ba mẹ kính yêu/Bạn thân mến/Em yêu, Thân/Thân mến/Thương mến/Thân chào/Trân trọng kính chào*, and comparing them with standard expressions in English, such as 'Dear …', 'Yours sincerely/faithfully', 'Kind regards'/'Regards'
- experimenting with translating idiomatic expressions and proverbs as well as a range of short texts that involve cultural elements, exploring how to convey meaning and cultural significance in Vietnamese and English, and recognising that the translation of expressions, idioms and proverbs requires both literacy skills and cultural knowledge to mediate between languages
- translating a range of texts, such as advertisements, speeches, songs, and story or film extracts, and examining the appropriateness of translation for specific audiences and contexts

| Create bilingual texts in multimodal forms, including digital, that reflect aspects of culture and language for a variety of Vietnamese and Australian audiences<br>[Key concepts: cultural literacy, interconnection; Key processes: judging adequacy, translating, interpreting]<br><br>(ACLVIC182) | • creating programs for Vietnamese cultural events, including footnotes in English to explain key words, for example, *tết Nguyên đán, tết Trung thu, lễ Vu lan, rằm tháng Giêng*<br><br>• creating a range of bilingual texts, such as advertisements, announcements and recipes, for different audiences and contexts, and discussing ways of expressing concepts in each language<br><br>• creating bilingual 'survival guides' on language and etiquette in the form of brochures or slideshow presentation for visitors to Vietnam or Australia, and providing advice for specific scenarios, for example, at the airport, hotel, supermarket, restaurant or tourist attraction<br><br>• creating bilingual texts in multimodal forms, including digital, that explain Vietnamese and Australian cultural practices, for example, *tục lệ ngày Tết, đám giỗ, đầy tháng, thôi nôi*, and New Year, Christmas, birthday or Australia Day activities<br><br>• translating children's stories from English into Vietnamese and vice versa, and discussing how to maintain original meaning when tailoring texts to different audiences and cultural backgrounds<br><br>• adapting classic Australian stories for young Vietnamese readers, and explaining language and setting choices |
|---|---|
| **Reflecting** | **Elaborations** |

| | |
|---|---|
| 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<br>[Key concepts: cultural assumptions, judgement; Key processes: reflecting, relating interculturally]<br><br>(ACLVIC183) | • considering how being bilingual offers different ways of interpreting the world and representing experience<br>• explaining how cultural assumptions influence meaning, for example, the action of hugging as an indication of friendliness in English-speaking contexts versus gender intimacy in Vietnamese-speaking contexts<br>• challenging cultural assumptions and bringing different perspectives to new cultural contexts or situations, for example, using the personal pronouns *anh/em* to indicate informality between colleagues rather than to define husband–wife or brother–sister relationships as traditionally assumed<br>• considering own and others' responses and reactions in Vietnamese–English intercultural exchanges and discussing reasons for different interpretations of meaning, for example, knowing that Vietnamese people like to please and therefore may give an inaccurate answer whereas Australians would prefer to say directly what they really think or mean<br>• identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments to language and/or behaviours that could be made to enhance mutual understanding<br>• discussing elements of successful intercultural communication, for example, flexibility, awareness of differences in cultural and religious practices, respect for elderly people and other traditions, attitudes to privacy or different levels of directness in discussions |
| Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving<br>[Key concepts: perception, identity, communication; Key processes: discussing, evaluating, reflecting]<br><br>(ACLVIC184) | • making decisions about relevant information to be included in a cultural identity profile to exchange with non-Vietnamese speakers, for example, deciding what personal details to include such as age, gender and salary, depending on contexts, purpose and relationships<br>• reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures; and noticing differences in the way they communicate, think and behave in different contexts<br>• exploring how individual ways of communicating, thinking and behaving help shape views of own cultural identity, for example, why a Vietnamese-Australian teenager who speaks English better than they do Vietnamese and understands more about Australian culture than Vietnamese culture may view themselves as more Australian than Vietnamese<br>• comparing and contrasting a Vietnamese and Australian experience, such as a celebration, and considering how their own and others' identity may shift according to the context |

## Understanding

| Systems of language | Elaborations |
|---|---|
| | |

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: applyng]

(ACLVIU185)

- recognising and using rhythm in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*
- recognising the challenges of communication associated with clarity and pace in audio texts in certain situations, for example, station or airport announcements or recorded phone messages
- recognising that tone of voice can indicate the relationship between the speakers, convey emotion and shape meaning, for example, distinguishing between a compliment and irony in the exclamatory sentence *Hôm nay em đến sớm thế!*
- applying knowledge of pronunciation, intonation, tone and pace to own use of spoken Vietnamese for a range of social interactions, for example, asking questions or expressing emotions such as happiness, sadness, surprise or excitement
- identifying the people and factors that influence their own Vietnamese language use and speech patterns, such as parents, teachers, peers and films

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]

(ACLVIU186)

- using compound sentence structures to elaborate on ideas and clarify or justify opinions, for example, *Con thích đi ăn ở nhà hàng mà mẹ tổ chức sinh nhật cho bà nội lúc bà qua Úc năm rồi vì chỗ đó thức ăn ngon mà lại rẻ nữa*
- sequencing and adding ideas, events and actions using a variety of high-level cohesive devices such as *ngoài ra, hơn nữa, tuy nhiên and bên cạnh đó*
- comparing the meaning and use of Vietnamese and English conjunctions, such as *càng … càng* = 'the more … the more …' or 'more and more', *vừa … vừa …* = 'both … and', *chẳng những … mà còn* = 'not only … but also', *không … mà cũng không* = 'neither … nor', and using them in own speech and writing
- using a range of sentence endings to soften commands, for example, *Học bài đi chứ! Học bài đi nha*!
- using a range of words and expressions to express different levels of certainty in opinions, for example, *Tôi đoán/nghĩ/tin/chắc chắn rằng …*
- expressing levels of possibility and certainty using *lẽ ra, có thể là, chắc là, ắt hẳn là*
- explaining the effect of stylistic devices used in Vietnamese texts and using them to enhance communication, for example, Chẳng *lẽ mình là người Việt mà lại không biết nói tiếng Việt sao?* (rhetorical question); *đi nhanh, ăn nhanh, nói nhanh*(repetition); *đẹp như tiên* (simile); *Hôm nay lạnh mặt trời đi ngủ sớm* (personification)
- understanding and using onomatopoeic words such *as ầm ầm, ào ào, rào rào, rì rào, róc rách, tí tách, đì đùng* in own spoken and written texts, for example, *sấm chớp ầm ầm, mưa rơi tí tách, gió thổi rì rào, suối chảy róc rách, pháo nổ đì đùng*
- exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, *tổ quốc = đất nước, phụ mẫu = cha mẹ, phụ nữ = đàn bà, huynh đệ = anh em, phi trường= sân bay, lương thực = đồ ăn*
- understanding and using common Sino-Vietnamese words as appropriate to context (such as for formal occasions), for example, *hội phụ nữ, not hội đàn bà; viện dưỡng lão, not nhà người già*
- understanding and using abstract nouns, adjectives and verbs to express abstract or sophisticated concepts and attitudes, for example, *Không gì có thể sánh bằng công ơn và tình thương của cha mẹ đối với con cái. Phụ nữ Việt Nam hết lòng tận tụy, hy sinh cho gia đình*
- using specialised vocabulary to discuss a range of topics of interest, for example, the environment (*ô nhiễm môi trường, tái chế, năng lượng sạch*), technology (*an toàn trên mạng, nhật ký điện tử, mạng lưới toàn cầu*), and migration (*tỵ nạn, di dân, định cư, hội nhập, thường trú nhân, quốc tịch*)

- using sympathetic language to signal empathy, restraint or indirect disagreement, for example, *Tôi hiểu/rất thông cảm với bạn …, Thôi bạn đừng buồn nữa …, Thôi được rồi, khoan đã*

| 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<br><br>[Key concept: textual conventions; Key processes: discussing, applying]<br><br>(ACLVIU187) | - analysing how language choices help achieve particular purposes and effects, for example, descriptive language to promote a product, evaluative language to reflect on an experience or to review a literary work, persuasive language to influence audience, or humorous techniques to entertain<br>- recognising and explaining cultural aspects reflected in a range of texts, including multimodal and digital texts, such as school reports, weather reports, official announcements, television programs, or recipes, particularly in the use of idiomatic expressions or proverbs<br>- identifying appropriate salutations, depending on personal relationship or social ranking, in specific text types such as emails, speeches or interviews, for example, *Kính thưa … /Thưa … , …thân mến/thương mến, kính chào/chào …*<br>- understanding and transforming texts to suit different purposes (to persuade, to entertain), different audiences (children, adolescents, Vietnamese people, Australians) and different types of texts (an article, a report, speech)<br>- understanding the importance of choosing a text type appropriate to their audience and purpose, for example, a speech to persuade Year 8 students to choose Vietnamese as their elective in Year 9, or an article to express own opinions on the impact of technology on teenagers<br>- recognising and analysing similarities or differences that might be culturally significant across cultures, for example, similarities such as the use of the heart as a symbol of love or pigeons as a symbol of peace, and differences such as the use of the colour white to signify purity in Western cultures but bad luck in Eastern cultures<br>- recognising and discussing cultural concepts or values reflected in texts, for example, cultural icons used in commercial advertisements<br>- identifying language features and cultural references that contribute to the overall meaning or purpose of texts, for example, a rhetorical question such as *Chẳng lẽ chúng ta chịu bó tay sao?* to call for action, or *truyền thống tôn sư trọng đạo* to promote the value of education |

| Language variation and change | Elaborations |
| --- | --- |

| | |
|---|---|
| Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes<br>[Key concepts: register, variation based on audience, context and purpose; Key processes: analysing, explaining]<br><br>(ACLVIU188) | • identifying and analysing variations in language use (choice of vocabulary and structures) between diverse participants, for example, old people and teenagers, males and females, educated and uneducated people, in a range of different interactions<br>• analysing and comparing language use in a range of blogs, interviews or transcripts of speeches to deduce the age, gender, interests or educational level of the audience<br>• understanding the importance of adapting own language use for different audiences or degrees of formality, for example, moving from informal (*mẹ ơi/ông ơi/bà ơi*) to respectful tone (*thưa mẹ/kính thưa ông bà*), or simple (*lòng thương người*) to sophisticated (*lòng nhân ái*) vocabulary/structures<br>• discussing variations in language use in Vietnamese traditional and contemporary literature, arts and entertainment relating to the same theme or topic, and analysing how language changes (with regard to vocabulary and structures) in different settings and contexts<br>• comparing own written language use in various modes of communication and for a range of purposes, for example, text messages, online chatting, emailing or doing schoolwork, and reflecting on how and why the writing style differs and considering the effect on meaning |
| Analyse the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in Vietnam and overseas<br>[Key concepts: impact, consequence; Key processes: analysing, explaining, comparing]<br><br>(ACLVIU189) | • discussing the influence of electronic 'chat' language on students' literacy skills in Vietnamese and English<br>• exploring how globalisation has resulted in the introduction of English words and expressions into Vietnamese, for example, the use of English terms for technology, such as CD, DVD, USB, video, TV, remote control, computer, laptop, internet and website, despite the existence of Vietnamese equivalents, or mixing English into the lyrics of contemporary Vietnamese popular music, and discussing the advantages/disadvantages of such influences<br>• exploring the influence of popular culture on Vietnamese language spoken in Vietnam and overseas through the development of new vocabulary such as *phong cách / thời trang Hàn quốc, truyện tranh Nhật Bản, nhạc RIB/hiphop*<br>• exploring the Vietnamese words used in Vietnam that are unfamiliar in Vietnamese-speaking communities in other countries, for example, *bức xúc, vấn đề nổi cộm* |
| **Role of language and culture** | **Elaborations** |

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]

(ACLVIU190)

- exploring how cultural concepts such as respect for authority influence Vietnamese communicative practices, for example, not making eye contact when interacting with others, and not expressing differing personal views to elderly people, and how these may be misinterpreted by English speakers as lack of engagement or initiative

- examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, the practice of using family terms (*chú, bác*) to indicate informality when addressing an unrelated person reflects the value and importance placed on family in Vietnamese culture

- identifying ways to enhance mutual cultural understanding, such as using cultural behaviours appropriately according to audience and context of communication, for example, making eye contact when talking to Australians but not when talking to elderly Vietnamese people

- comparing how the same practice, concept or value is represented differently in different contexts and types of texts due to changes in attitudes and views, for example, how the concept of filial piety (*chữ hiếu*) is reflected in Vietnamese opera (*cải lương*) and in contemporary Vietnamese films, and in folk and contemporary literature

- exploring significant values, practices and beliefs of other cultures, including those from other Asian cultures, that are reflected in different forms of media such as the internet, arts and entertainment, and stories

- exploring how learning and using Vietnamese has impacted on own view of Vietnamese culture and other cultures, including their understanding of the role of culture in respecting and sustaining the environment

# Vietnamese

## Years 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, rì 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.

# The Australian Curriculum
## Languages - Vietnamese
### Years 7–10 (Year 7 Entry) Sequence

## Years 7 and 8

**The nature of the learners**

Students who enter the background language learner pathway in Vietnamese in Year 7 may have strong connections to Vietnamese language and culture through family and community, and varying degrees of oracy in Vietnamese. Their textual knowledge developed through English literacy supports the development of literacy in Vietnamese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

**Vietnamese language learning and use**

Learners use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They create spoken and written texts for a variety of audiences in different contexts. They plan, draft and present imaginative texts, and design interactive events and collaborative tasks. They express ideas and feelings (*Tôi thích ăn phở. Tôi thích xem phim hơn đọc sách. Hôm nay tôi vui*), exchange opinions (*Phim này hay quá. Trường tôi rộng rãi và sạch sẽ*), and manage shared activities (*Bạn làm bài xong chưa? Làm ơn giải thích chữ này giùm tôi! Tôi đọc cho bạn viết nha*). Learners work 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. Learners explore Vietnamese syntax and structures in a range of texts and begin to use metalanguage by identifying grammatical terms. They make cross-curricular connections and explore intercultural perspectives and experiences through interaction with an increasing range of Vietnamese speakers.

**Contexts of interaction**

Learners come to the classroom understanding and using Vietnamese within the world of their experience, which is likely to be home and community domains. At this level, topics of discussion include the world of learning, for example, discussing the shift from primary to secondary school, the concepts of home and friendship, shared events and leisure activities. Learners contextualise and use their background language and culture as much as possible while socialising and exchanging information. This will not necessarily be characterised by the fluent use of Vietnamese, but rather by the way they use their background knowledge of Vietnamese language and culture in communication. These interactions should be authentic in relating to the world of teenage experience, and performance based. Additional opportunities for interaction are provided through purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and online activities such as e-learning.

**Texts and resources**

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use authentic materials such as blogs, newsletters, advertisements, magazines, video clips and apps. Their knowledge is extended through exploration of Vietnamese texts on the internet, and audiovisual materials (for example, *đồng dao, ca dao, dân ca, bài hát thiếu nhi* (*Chúc Mừng Sinh Nhật, Tiếng Chuông Giáng Sinh*), *phim tài liệu* (*Luke Nguyen in Vietnam*)*, truyện cổ tích, truyện ngụ ngôn*), cultural performances, and community events and activities, for example, *tết Nguyên đán, tết Trung thu*. In particular, as background language learners they are also likely to engage with bilingual, subtitled and captioned texts.

**Features of Vietnamese language use**

Learners recognise and use features of the Vietnamese sound and writing systems, including tones and tone markers, and apply appropriate pronunciation and spelling rules in spoken and written texts. They apply elements of Vietnamese grammar to the production of texts, such as appropriate word order, common nouns, pronouns, adjectives, verbs and conjunctions, to describe people, actions and events (*Tôi cao và ốm. Tôi có mắt đen. Bạn Lan học giỏi và hát hay. Ngày Tết có múa lân*), express courtesy and opinions (*Thưa ông bà/ba mẹ/thầy cô. Làm ơn cho tôi mượn tập! Cảm ơn bạn. Học tiếng Việt vui quá*), and link ideas and information in different types of affirmative, negative and interrogative sentences (*Tôi thích xem phim hơn đọc sách. Tôi biết nói nhưng không biết viết tiếng Việt. Bạn sinh ở Úc hay ở Việt Nam?*…). They understand ways in which the English language works as a system and how English is similar to and different from Vietnamese. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented.

**Level of support**

Learners have varying degrees of Vietnamese oracy and literacy, and are supported through multilevel and differentiated tasks. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new language, and the use of gesture and movement. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust their language use in response to their experience in diverse contexts. Opportunities to review and consolidate knowledge are an important component of learning at this level.

**The role of English**

Vietnamese is the main language of instruction and interaction. Vietnamese and English may be used when discussing concepts, functions and structures relating to language use, and when exchanging and comparing experiences in learning Vietnamese and English. English may be used for conceptually demanding explanations and discussions, particularly when making connections between Vietnamese and other languages and cultures. Learners are encouraged to reflect on cultural values and practices and how these relate to their own sense of identity from a bilingual perspective.

## Years 7 and 8 Content Descriptions

| Communicating | |
| --- | --- |
| **Socialising** | **Elaborations** |

Socialise and interact with peers and the teacher to exchange information on topics relating to self, family, friends and interests, and to express opinions, likes and dislikes
[Key concepts: family, friendship, home; Key processes: interacting, socialising, describing]

(ACLVIC001)

- greeting and farewelling others, introducing themselves, and expressing states of wellbeing, appreciation and wishes, using informal polite language appropriate for peers, teachers and family members, for example, *Chào thầy/cô. Bạn khỏe không? Tôi khỏe. Cám ơn. Còn bạn thế nào? Chúc bạn sinh nhật vui vẻ. Con chúc ông bà sống lâu trăm tuổi*
- introducing themselves, family, other people and possessions, using appropriate personal pronouns, for example, *Em tên là Nam. Em mười hai tuổi. Em học lớp bảy, trường trung học Newford. Nhà em ở Green Fields. Gia đình tôi có bốn người. Ba tôi là giáo viên. Đây là anh Trung/chị Lan/ba mẹ em. Đây là thầy/cô của con*
- exchanging information on a range of topics, such as friends, daily routines, and celebrations, for example, *Bạn tôi rất tốt, hay giúp tôi làm bài. Cuối tuần bạn thường làm gì? Tôi thường đi chợ với gia đình vào cuối tuần*
- asking peers about their personal interests, for example, *Lúc rảnh rỗi bạn thích làm gì? Bạn thích ăn món gì nhất? Còn thức uống thì sao?*
- expressing likes, dislikes and preferences, for example, *Tôi thích nuôi chó. Tôi thích xem phim hơn đọc sách. Tôi không thích ăn mì*

Participate in guided and shared activities, such as role-plays, performances and presentations, that involve planning, deciding, making arrangements and completing transactions
[Key concepts: task, performance, presentation; Key processes: planning, deciding, making arrangements]

(ACLVIC002)

- politely accepting or declining an invitation, for example, *Cảm ơn bạn. Được, tôi sẽ đến dự sinh nhật của bạn. Xin lỗi, tôi không đến được vì tôi bị bệnh*
- planning home and school events, such as a Mother's/Father's Day celebration, a birthday party or group presentation, and exchanging information about date, time, place, activities and participants, for example, *Thứ Bảy tới là sinh nhật của con. Mẹ cho con mời mấy người bạn? Ba ơi, chủ nhật tới là ngày lễ Mẹ. Mình đưa mẹ đi ăn nhà hàng nha ba. Con sẽ gọi cho nhà hàng để đặt chỗ. Ba muốn đi nhà hàng nào? Mấy giờ mình đi?*
- participating in real or simulated scenarios such as asking for or giving directions, or providing assistance, for example, *Tôi/Chúng mình bị lạc đường rồi. Làm ơn chỉ cho tôi/chúng tôi đường đi đến trạm xe lửa. Đi thẳng, đến ngã tư thứ hai quẹo trái*
- making transactions in authentic, simulated or online situations, such as purchasing goods, ordering food or requesting services, for example, *Xin lỗi, cô cần gì ạ? Cái áo này bao nhiêu tiền? Có số nhỏ/lớn hơn không? Vé xe lửa đi City giá bao nhiêu? Ở đây có dạy thêm tiếng Anh cuối tuần không?*

| Interact with peers in class routines and exchanges by asking and responding to questions, following instructions and requesting support, for example, by asking for repetition, rephrasing and explanation | • interacting in class routines such as responding to the teacher during roll call, for example, *Chào thầy/cô. Chào các bạn. Dạ có mặt/Bạn Nam vắng mặt*; following instructions, for example, *Xếp hàng! Vào lớp! Mở tập ra! Đứng lên! Ngồi xuống! Im lặng! Hãy đọc chữ này!*; asking for permission, for example, *Thưa cô cho em đi vệ sinh/ra sớm năm phút;* making polite apologies, for example, *Xin lỗi cô em tới trễ/em quên làm bài tập về nhà*; and requesting help or support, for example, *Bạn làm ơn cho tôi mượn viết chì. Xin cô giải thích chữ này giùm em* |
|---|---|
| [Key concepts: routines, roles; Key processes: questioning, contributing, responding] | |
| (ACLVIC003) | • participating in classroom exchanges by asking and responding to questions about school life, classroom activities, subjects, teachers and friends, for example*, Bạn mới tên gì vậy? Bạn thích thầy/cô nào? Bạn thích học môn gì? Ngày mai có giờ toán không? Khi nào có ngày hội thể thao? Bạn làm bài xong chưa? Xong rồi/Chưa xong. Bạn cho tôi mượn tập được không? Chờ một chút, tôi sắp xong rồi* |
| | • using repair strategies such as asking for repetition and specific details of tasks and expressing lack of knowledge, for example, *Xin lỗi, bạn vừa nói gì vậy? Xin lỗi, tôi không nghe rõ, bạn làm ơn lặp lại.* |
| | • expressing opinions on classwork and school life, for example, *Giờ học tiếng Việt vui quá. Bài thi tiếng Anh khó quá. Buổi đi cắm trại rất thú vị và bổ ích. Phòng vệ sinh trường mình rất sạch. Căn-tin trường mình bán đồ ăn ngon và rẻ* |

| **Informing** | **Elaborations** |
|---|---|

| | |
|---|---|
| Identify and use information such as topic, main ideas and specific points in a range of spoken, written, visual, digital and multimodal texts<br><br>[Key concept: information; Key processes: obtaining, reading, listening, classifying]<br><br>(ACLVIC004) | • reading, viewing and listening to short texts, such as signs, captions, notices, posters, brochures or conversations, and identifying their context, topic, main ideas, audience and purpose<br><br>• locating, classifying and summarising information from a range of sources, such as notices, results of class surveys, announcements and reports, and using memory tools such as tables, charts and concept maps to organise and sequence information<br><br>• collating information from sources such as class surveys, online forums or blog posts<br><br>• gathering information about aspects of Vietnam, such as weather, vegetation, wildlife, foods and drinks, lifestyles, tourist attractions or historical/cultural events, and using the information in new ways, for example, viewing an online map of a local venue and writing directions for visitors<br><br>• comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations<br><br>• researching aspects of Vietnamese culture, history and natural environment, for example, religious beliefs and cultural practices such as *đạo Phật, đạo Thiên Chúa, đi chùa, đi nhà thờ, cúng ông bà, cúng giao thừa*, tourist attractions such as *vịnh Hạ Long, phố cổ Hội An*, or prominent historical figures such as *Hưng Đạo Vương* or *Vua Quang Trung*, by gathering information from texts and from exchanges with Vietnamese peers and adults |
| Present information and ideas relating to personal, social and natural worlds in spoken, written, digital and multimodal forms using modelled language structures<br><br>[Key concepts: self, community, environment; Key processes: composing, presenting, informing]<br><br>(ACLVIC005) | • presenting information in graphs or tables, for example, results from a class survey on preferred leisure activities, foods or idols<br><br>• explaining to others a procedure or practice, for example, a recipe, fashion or health-care tips, a tutorial on rules of a sport or game, or instructions on keeping a pet<br><br>• presenting a report in multimodal or digital form about personal interests or experiences, such as their favourite music, singer, film or book, a school excursion, a holiday or a local cultural event, using graphics to support meaning<br><br>• describing aspects of life in Australia for an audience in Vietnam, for example, school life, community recycling, a birthday party, or a national event such as Anzac Day or Australia Day<br><br>• using different modes of presentation to profile significant events, people or places related to the cultures and histories of Vietnamese-speaking communities<br><br>• producing a program for a cultural event in Vietnam such as *hội chợ Tết, tết Trung thu*, or a promotional brochure about a tourist attraction such as *chương trình tham quan vịnh Hạ Long* |
| **Creating** | **Elaborations** |

| | |
|---|---|
| Engage with a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, picture books, comics, poems and songs, and identify and describe key elements such as theme, setting, characters and actions<br>[Key concepts: imagination, theme, characters; Key processes: identifying, describing, responding]<br><br>(ACLVIC006) | • identifying and describing settings, characters, events and key ideas in imaginative texts by asking and responding to questions such as *ở đâu? khi nào? ai? làm gì? như thế nào?* and *tại sao?*, or by producing a profile of a character or a timeline of events<br>• reading and viewing imaginative texts, such as animations, films and photo series, and performing scenes that illustrate aspects of the characters' attitudes, personality or reactions, the story's ending or the writer's messages<br>• illustrating an extract from a text by selecting images, such as a picture, colour, symbol or emoticon, to reflect the content, mood or key message of the text, and explaining the reasons for selections<br>• participating in performing for the class an imagined dialogue between characters from a story<br>• listening to Vietnamese versions of English songs, for example, *Chúc Mừng Sinh Nhật* ('Happy Birthday'), *Tiếng Chuông Giáng Sinh* ('Jingle Bells'), and comparing aspects of each version such as language use and cultural representations |
| Create texts, including multimodal and digital texts, or adapt familiar imaginative texts for a range of audiences, using modelled language structures and different modes of presentation to enhance effect<br>[Key concepts: adaptation, mode, presentation; Key processes: re-creating, presenting, experimenting]<br><br>(ACLVIC007) | • imagining they are characters in a traditional painting such as *Đám Cưới Chuột (tranh Đông Hồ)* and creating a dialogue<br>• creating own versions of familiar texts, including multimodal and digital texts, such as wedding cards, postcards or greeting cards for imagined special occasions<br>• interpreting the actions and behaviours of characters in multimedia texts such as cartoons, video clips or films (without listening to the original scripted dialogue) to imagine the text content and participants' relationships and create conversations between participants or write a summary of the text<br>• creating and telling a story in the form of a photo slideshow, using modelled language and speech bubbles and captions or other visual/audio aids to enhance text effect<br>• composing and participating in imagined interactions, for example, a conversation between animals/pets or avatars, or meeting a character from a Vietnamese story or film for the first time |

| **Translating** | **Elaborations** |
|---|---|

Translate and interpret short texts from Vietnamese into English and vice versa, identifying aspects that are similar or different and words or phrases that translate easily or with difficulty

[Key concepts: equivalence, representation; Key processes: translating, identifying]

(ACLVIC008)

📄 ⠆⠅ 🌀 👥 ⠪ ⚘

- translating information collaboratively and with teacher support, for example, menus, school timetables, directions, and school and public signs or notices, and recognising and explaining similarities and differences in language structures, for example, *ga xe lửa*/'train station', *Ngày Làm Sạch Nước Úc*/'Clean Up Australia Day', *quẹo trái*/'turn left', *đi thẳng phía trước*/'go straight ahead', *Em không thích cái nón này, phải không? - Dạ, em không thích or Không, em thích mà*/'You don't like this hat, do you?' – 'No, I don't' or 'Yes, I do'

- identifying words or phrases that are difficult to translate, for example, food items (*bánh chưng, bánh tét, bánh xèo, phở*) or traditional customs (*cúng ông bà, xin xăm, coi ngày, coi tuổi*), and explaining reasons for difficulty, such as lack of equivalent concepts or practices in either language

- recognising changes required to sentence structure or word use in English–Vietnamese translation, for example, 'This lesson is too hard to understand' = *Bài học này khó quá, tôi không hiểu được*; 'I can't help laughing' = *Tôi không thể nhịn cười được*

- learning to use bilingual dictionaries and electronic translation tools, and identifying issues such as multiple meanings of words and the need to consider context or grammatical aspects to select relevant meaning, for example, *giấy khen* ('merit certificate') and *hôn thú* ('marriage certificate'); *chảy nước mắt* ('to shed tears') but *Hãy xé tờ giấy này đi!* ('Tear this paper off!'); *Tôi biết chơi khúc côn cầu* ('I can play cricket') and *Tôi thấy một con dế trong vườn* ('I have seen a cricket in the garden')

Create a range of bilingual texts and resources such as captions, signs, posters, digital picture dictionaries or menus to assist language learning in the classroom and in the school community

[Key concepts: meaning, equivalence; Key processes: creating, translating]

(ACLVIC009)

- making and using bilingual resources for language learning, such as glossaries or personal Vietnamese–English and English–Vietnamese print and digital dictionaries
- composing bilingual menus for Vietnamese restaurants, paraphrasing words that cannot be translated directly
- developing bilingual signs and notices for the school and local community, for example, *Thư viện* – 'Library', *Hội trường* – 'School hall', *Trung tâm thương mại* – 'Shopping centre', *Ga xe lửa* – 'Train station', *Trạm xe buýt* – 'Bus stop'
- creating bilingual captions for tourist attractions in Vietnam and Australia to explain their significance for example, *hoàng thành* ('royal palace'), *lăng tẩm* ('royal mausoleum'), *núi* ('mountain'), *bãi biển*('beach') and *thành phố*('city')
- creating subtitles for short video clips or descriptions for slideshow presentations of intercultural experiences such as going on holiday, attending a wedding ceremony, giving or accepting a gift, or informing Vietnamese peers and community of school or cultural events
- producing glossaries of cultural terms in English and Vietnamese to inform Vietnamese and Australian visitors about events in each country, such as Australia Day, Anzac Day, Christmas/New Year celebrations or Moon/food/boat racing festivals, and explaining culture-specific elements

| Reflecting | Elaborations |
| --- | --- |

| | |
|---|---|
| Compare personal responses and reactions during interactions in Vietnamese and English, noticing how interaction involves culture as well as language<br>[Key concepts: intercultural communication, impact of culture; Key processes: comparing, reflecting]<br><br>(ACLVIC010)<br><br>📄 🌀 👥 ⛭ 🔗 | • discussing their own level of comfort with particular gestures and body language when interacting across cultures, for example, making or not making eye contact when talking to older people, beckoning downwards or upwards, and hugging or not hugging in greeting<br>• sharing with peers how it feels to use Vietnamese and English in different contexts, such as at home, at school and in the Vietnamese community, reflecting on instances when these interactions have felt comfortable, awkward or difficult, and explaining why this might be the case<br>• developing language to describe personal reactions to and feelings about intercultural experiences, for example, *thoải mái/không thoải mái, thích/không thích*<br>• noticing how their Vietnamese cultural background influences their linguistic choices in cross-cultural interactions, for example, changing terms of address and level of formality depending on the context of interaction and the relationships between participants, such as the use of *ông, bà* or title plus the first or full name (*ông Bình, bà Hoa, Trưng Nữ Vương, Vua Quang Trung, Tiến sĩ Hiệp, Bộ trưởng Lê Trung Hiếu*) when addressing people formally<br>• discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese people express disagreement (*Tôi không nghĩ vậy. Tôi e rằng… Bạn nói cũng có lý nhưng tôi nghĩ khác*), the importance of modesty and humility as expressed in the proverb *Bảy hai chưa què chớ khoe rằng khoẻ*, and the importance of respect as seen in the way Vietnamese people greet each other or address the elderly (*dạ/thưa/ kính thưa*) |
| Reflect on own biography, including family origins, traditions and beliefs, considering how it impacts on identity and shapes intercultural communication<br>[Key concepts: bilingualism, biculturalism, significance; Key processes: reflecting, connecting]<br><br>(ACLVIC011)<br><br>📄 🔢 ✖ 🌀 👥 🔗 | • mapping their own linguistic and cultural profiles, for example, by creating a timeline or web profile to highlight formative elements such as family languages, traditions and beliefs, key relationships and intercultural experiences<br>• identifying events, relationships and experiences that have contributed to building a personal and/or collective sense of identity, for example, *một kỳ nghỉ, một cuộc thi tài, bạn tôi, gia đình tôi, một đội/nhóm*<br>• identifying aspects of personal identity such as age, gender and social status that are important when interacting in Vietnamese, for example, using the correct personal pronouns to address elderly people (*thưa ông/bà/bác/chú/cô/dì*), and shaking or not shaking hands depending on gender and age<br>• comparing cultural and intercultural experiences and language capabilities with peers, and exchanging views on the benefits of being bilingual |

**Understanding**

| Systems of language | Elaborations |
|---|---|
| Recognise the features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules<br><br>[Key concepts: sound and writing system, pronunciation; Key processes: recognising, comparing]<br><br>(ACLVIU012)<br><br>📄 🈁 🈁 𝖠𝖠 | • exploring the Vietnamese alphabet, identifying letters that have no equivalent in the English alphabet, such as *ă, â, ê, ô, ơ, ư* and *đ*, and vice versa (*f, w, z*)<br><br>• reading, listening to and reproducing Vietnamese words with different tone markers, recognising that Vietnamese is a tonal language, and understanding that pitch changes affect the meaning of a word, for example, *ma* ('ghost'), *mà* ('but'/'that'), *má* ('mother'), *mả* ('grave'), *mã* ('horse'), *mạ* ('rice seedling')<br><br>• listening to, reading and reproducing Vietnamese words with the same monophthongs or diphthongs, for example, *đi thi, bà già, mai, nai, vài bài,* developing awareness of sound–letter relationships to establish concepts of Vietnamese spelling rules<br><br>• identifying words with the same syllables, including monophthongs, diphthongs and triphthongs, for example, *nho nhỏ, đo đỏ, ngày nay, máy may, người người cười tươi*, when listening to songs and reading poems<br><br>• differentiating between consonant blends that are pronounced similarly such as *ch* and *tr*, *d* and *gi*, *s* and *x*, for example, *che chở* versus *cây tre; hung dữ* versus *giữ nhà; cá sấu* versus *xấu quá*<br><br>• understanding and applying spelling rules for special cases such as the initial consonant *k* and consonant clusters *kh, gh, ngh* can go with the vowels *i, e, ê* only, for example, *kể, khi, nghĩ, ghe, nghe, nghề,* and rules relating to middle tone markers *dấu hỏi* and *dấu ngã* for Vietnamese alliterations (*ngang, sắc, hỏi* and *huyền, ngã, nặng*), such as in *mát mẻ, vui vẻ; bễ bàng, hờ hững*<br><br>• applying Vietnamese spelling rules, including adding or changing initial consonants, vowels or tone markers, to form new words, for example, *đi thi, bà già, hai tai, mười người, ba và bà, no nê, thủ thỉ, nho nhỏ, nho đỏ, gió to, tươi cười*<br><br>• identifying similarities in the Vietnamese pronunciation of Chinese, French and English loan words such as *sư phụ, toilet, gara, tivi, video*<br><br>𝖠𝖠 |

Develop knowledge of common grammatical elements and structures such as nouns, personal pronouns, adjectives, verbs, compound words, adverbs of frequency, conjunctions, statements, negations and questions, to describe events, actions and qualities of people and objects, and to express courtesy and opinions

[Key concepts: nouns, adjectives, verb forms, word order; Key processes: understanding, applying]

(ACLVIU013)

▤ ⟲ ⟳

- recognising that Vietnamese has multiple words for personal pronouns, for example, *con, cháu, em* and *tôi* can be used to indicate both first and second person depending on relationships

- using appropriate terms of address for diverse speakers in different contexts, for example, *ông, bà, anh, chị, em*

- understanding that personal pronouns in Vietnamese do not change according to their grammatical function as in English, for example, *Anh ta biết tôi nhưng tôi không biết anh ta* ('He knows me but I don't know him')

- exploring and using pluralisation of nouns, for example, *hai cái áo* ('two shirts'), *những/nhiều/các ngôi nhà* ('houses'), making connections and comparisons between Vietnamese and English

- understanding the position of nouns and adjectives in Vietnamese compared to English, for example, *một học sinh giỏi* versus 'a good student'

- using concrete nouns related to self, family, home, school and the local environment, including loan words from other languages, for example, *thức ăn, quần áo, gia đình, cha mẹ, trường học, học sinh, thầy cô, bạn bè, chợ, nhà hàng, trạm xe lửa, tivi, game, internet, email, canteen, gara sale, online shopping, sushi, pizza, McDonald, chocolate, cà rốt, ya-ua, nhẩm xà/yumcha*

- using adjectives to describe the appearance and personality of people, places, events, actions and objects, for example, *già, trẻ, rộng lớn, chật hẹp, quan trọng, thú vị, anh hùng, mắc, rẻ, tốt, xấu*

- exploring and using synonyms, for example, *chăm chỉ = siêng năng; ngăn nắp = gọn gàng*, and antonyms, for example, *tốt ≠ xấu; mới ≠ cũ; ngày ≠ đêm; nóng ≠ lạnh*

- recognising and using Vietnamese prefixes such as *vô* and *bất* to form antonyms, for example, *lễ phép ≠ vô phép; có duyên ≠ vô duyên; lịch sự ≠ bất lịch sự; cẩn thận ≠ bất cẩn*

- using adverbs to modify verbs and adjectives, and to indicate time, for example, *chạy nhanh, học giỏi, hát hay, đẹp lắm, hay quá, hôm qua, ngày mai, tuần rồi, tháng tới*

- experimenting with the use of prepositions (*trên, dưới, trong, ngoài, ở giữa*), for example, *ở trên trời, ở trên bàn, ở dưới đất, ở nhà, ở thành phố, ở ngoài đường*

- recognising possessive cases using formation of noun + pronoun/noun or *của*, for example, *ba mẹ (của) tôi, anh/chị (của) tôi, nhà/trường/lớp (của) tôi*

- using some honorific words to express courtesy, for example, *dạ, dạ thưa, kính thưa, kính chào*

- joining words, phrases and sentences using common simple conjunctions, for example, *Tôi và bạn, Cuối tuần bạn thường đi bơi hay đi xem phim? Tôi thích ăn phở nhưng chị tôi thích ăn mì*

- understanding that Vietnamese does not conjugate verbs according to number, gender and/or tense, for example, *Tôi/Bạn tôi thích phim hoạt họa*

- understanding and describing past, current and future events using appropriate terms for time expressions such

as *đã, sẽ, đang, chưa, rồi,* for example, *Tôi ăn rồi. Tôi đã sống ở đây hai năm. Ngày mai tôi sẽ đi coi phim*

- using simple sentence structures (subject + predicate) to construct affirmative, negative and interrogative sentences, including closed and open-ended questions with *ai, cái gì, gì, nào, ở đâu, thế nào, tại sao*, for example, *Tôi thích ăn cơm. Tôi không thích ăn cháo. Bạn thích ăn cơm không? Bạn thích ăn món gì? Tại sao bạn thích bộ phim này? Bạn thích ca sĩ nào?*
- understanding word order in questions, noticing that question words are placed at the end of sentences in Vietnamese, for example, *Tên em là gì? Nhà em ở đâu?*
- understanding and using a range of Vietnamese comparative and superlative forms, for example, *đẹp, đẹp hơn, đẹp nhất*
- understanding and applying the rules of compound word formation, for example, *trường + học = trường học; học + hành = học hành*, to generate words for enhancing conversations
- understanding the use of appropriate punctuation in writing, for example, full stops, commas and exclamation marks

| | |
|---|---|
| Examine the structures and language features of a range of short familiar personal texts, including descriptive, informative and imaginative texts, and identify audience and purpose [Key concepts: text structure, audience, purpose; Key processes: recognising, comparing, analysing]<br><br>(ACLVIU014)<br><br>📄 🌐 👥 🔗 | <ul><li>identifying the audience, purpose and structural features of short familiar texts in Vietnamese, such as messages, notes, signs, instructions, personal emails/letters, diary entries/blog posts, advertisements, announcements, recipes, stories, songs and poems</li><li>recognising structural features of familiar personal, informative and imaginative Vietnamese texts, for example, the date on diary entries and letters, titles for stories, and greetings for emails or conversations</li><li>discussing ways in which different grammatical elements are used for different textual purposes, for example, the use of imperatives in a set of instructions (*Đứng lên! Ngồi xuống! Mở tập ra! Nghe và lặp lại!*) in recipes and other procedural texts, time and place markers (*ngày xửa ngày xưa, hôm qua, hôm nay, ngày mai, tuần tới*) in stories, adjectives (*đẹp, tốt, bền, tiện lợi*) in advertisements, and personal pronouns (*ông, bà, tôi, anh, chị, em*) in conversations</li><li>understanding how to create textual cohesion by using linguistic elements such as cohesive devices (*thứ nhất, thứ nhì, trước tiên, kế đến, rồi, sau cùng*) and conjunctions (*và, với, hay, hoặc, vì, nhưng*) to sequence and link ideas</li><li>understanding the use of features of particular text types in simple written, spoken or digital form, such as class signs and rules, birthday invitations, personal profiles, or recipes of favourite foods or drinks</li></ul> |
| **Language variation and change** | **Elaborations** |

| | |
|---|---|
| Recognise some of the common variations in Vietnamese language used in different settings and contexts, for example, at home, at school, at the market or in the bank<br>[Key concepts: register, context; Key processes: recognising, comparing, analysing]<br><br>(ACLVIU015)<br>📄 🌀 👥 🔗 | • identifying ways in which tone and body language vary in daily interactions according to setting and context, for example, the same sentence may be spoken in a different tone (friendly/unfriendly, respectful/impolite) and body language may change according to the setting (serious/interactive in the classroom, casual/friendly in the playground, relaxed at home/careful in the street)<br><br>• recognising and explaining variations in language use, such as tone, gestures, word choice and sentence structure, as they relate to different settings and contexts, for example, interactions between customer and salesperson, doctor and patient, tour guide and tourist<br><br>• identifying technical language used in specific contexts, for example, at the market (*giá bao nhiêu, trả giá, mắc, rẻ, giảm giá, hàng tốt/xấu*), or at the doctor's surgery (*bị cảm, ho, nhức đầu, chóng mặt*)<br><br>• recognising differences in language use between class presentations and everyday conversations, such as *Xin chào cô và các bạn* versus *Lan nè/Ê Lan, khỏe không?* |
| Recognise the dynamic nature of the Vietnamese language and how it has changed over time through interaction with other languages and cultures<br>[Key concepts: dynamism, influence; Key processes: comparing, analysing]<br><br>(ACLVIU016)<br>📄 🌀 👥 🔗 ᗰ | • recognising that many Vietnamese words are borrowed from other languages such as French, for example, *ba lê* ('ballet'), *cà phê* ('café'), *da-ua* ('yaourt'), *căn-tin* ('cantine') and *gara* ('garage'), and particularly from Chinese, for example, *hoàng thượng/sư phụ*<br>ᗰ<br><br>• identifying and explaining changes in contemporary language practices and social behaviours, for example, using less formal language (such as *chào/thưa or chào/kính thưa*) and gestures (such as nodding head or shaking hands instead of bowing head and folding arms) when greeting family members and friends rather than strangers<br><br>• recognising and understanding new and borrowed words, phrases and concepts that have been created or incorporated as a result of contact with other cultures, for example, *kimono, koala, sushi, pizza, mì Ý* (pasta)*, bánh mì kẹp thịt* (hamburger), *thức ăn nhanh* (fast food)<br><br>• recognising the influence of English language and culture on own Vietnamese language use, including writing Vietnamese names in the English way (*Lan Nguyen* instead of *Nguyễn Thanh Lan*); using or mixing English with Vietnamese in daily interactions, such as *Bạn làm homework chưa? Sorry! Thank you*. |
| **Role of language and culture** | **Elaborations** |

Identify connections between cultural practices and language use in intercultural exchange, recognising how meaning may be culturally specific

[Key concepts: interdependence, meaning; Key processes: reflecting, comparing, making connections]

(ACLVIU017)

- exploring how language and culture influence each other, for example, understanding the differences between Vietnamese and English name order (*Nguyễn Trúc Lâm* versus *Truc Lam Nguyen*) and its cultural significanceidentifying gestures, words and phrases with particular cultural significance in Vietnamese, reflecting traditional values such as respect for elderly people, education and social status, for example, folding arms, using both hands to offer something, and saying *dạ, thưa* to show respect

- recognising that some Vietnamese social behaviours, for example, not saying 'thanks' or 'sorry', and not opening gifts straight away in front of guests, may be misinterpreted by Australians as lack of courtesy

- examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, considering how the practice of using family terms such as *chú, bác* to indicate informality when addressing an unrelated person reflects the value of family in Vietnamese culture

- making connections between language and culture such as vocabulary and expressions related to people, lifestyles, and valuing of the environment, for example, *con rồng cháu tiên; khéo ăn thì no, khéo co thì ấm; trời nắng tốt dưa, trời mưa tốt lúa*

- exploring how politeness is expressed differently in Vietnamese and English, for example, Vietnamese speakers use honorific words such as *dạ/thưa* and different personal pronouns (*ông/bà, cô/chú, anh/chị*), while English speakers use 'thanks', 'sorry' and 'excuse me'

# Vietnamese

## Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example, *Em tên Nam. Em mười hai tuổi. Em sinh ở Úc*), describe feelings (for example, *Em vui/hạnh phúc*) and express preferences (for example, *Em thích chơi thể thao. Em thích ăn phở hơn hủ tíu*). When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, *Bạn học trường nào? Gia đình tôi có bốn người*), to follow instructions (for example, *Các em hãy chú ý/ chép bài này vào tập!*), to request support and permission (for example, *Xin cô vui lòng lặp lại/giải thích chữ này. Thưa thầy/cô, cho em đi vệ sinh*), and to make arrangements (for example, *Thứ Bảy này mình đi coi phim nha*). When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example, *Em ăn cơm*), negative (for example, *Em không ăn cơm*), interrogative (for example, *Em ăn cơm không?*) and imperative (for example, *Ăn cơm đi!*) sentences. Students locate specific information in a range of texts and present information and ideas related to personal, social and natural worlds in spoken, written and digital forms using modelled language structures. They share their responses to a range of imaginative texts by identifying and describing key elements and expressing opinions. They create or adapt familiar imaginative texts for a range of audiences, using common adverbs of sequence such as *trước hết, kế đến* and *sau cùng* to organise and link ideas. They use personal pronouns (for example, *tôi, bạn, em, con, anh, chị, cô, ông, bà*), nouns (for example, *bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam*), adjectives (for example, *già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ*), verbs (for example, *ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ*), adverbs (for example, *hay, giỏi, nhanh, chậm*) and conjunctions (for example, *và, hay, vì, nhưng*). They apply rules of the Vietnamese writing system to spell familiar words, including tone markers. They translate and interpret short texts, identifying words that are not easily translated, such as *cúng, bánh chưng/bánh tét*, and create bilingual texts to support their own learning and for the school community. They compare ways of communicating in Vietnamese and English and explain how their own biography influences their cultural identity and ways of communicating.

Students identify the tones of spoken and written Vietnamese. They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, *ch, nh, th, tr, ph*), diphthongs (for example, *ai, ao, au*), triphthongs (for example, *oai, ươi*), and vowel–consonant combinations such as *an, am, ac, at.* They compare the structural and language features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose. They describe how language use varies according to setting and context. Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages, for example, *cà rốt, cà phê, căn-tin*. They identify cultural practices that are embedded in language use and communication styles, such as use of the terms *dạ/thưa* to express politeness and respect.

# Years 9 and 10

**The nature of the learners**

Learners increasingly communicate in Vietnamese in everyday interactions and in domains that are beyond the home. They continue to be immersed in Vietnamese language and culture, making connections and comparisons with other languages and cultures. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They begin to consider their role as bilingual, intercultural communicators in the Australian context. They are considering future pathways and prospects, including how Vietnamese may feature in these.

**Vietnamese language learning and use**

This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication. Learners use Vietnamese to communicate and interact, to access and exchange information, to express feelings and opinions, and to participate in imaginative and creative experiences. There is a balance between activities that focus on language forms and structures and those that emphasise communicative tasks and performance. Learners recognise that moving between Vietnamese and English involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Students discuss the relationship between language, culture and identity, exploring in more depth the concept of being bilingual and bicultural.

**Contexts of interaction**

Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts beyond the home. Contexts of interaction in Vietnamese move beyond the immediate world of teenage experience to more active participation in events or celebrations at home (*Sinh nhật con ba mẹ làm BBQ ở vườn sau đi. Con sẽ giúp mẹ nấu nướng và dọn dẹp*) or transactions with people in the local community ( *Cô có thể giảm giá cho học sinh không? Làm ơn cho tôi đổi lại số lớn hơn*). Learners participate in discussions and presentations on topics of interest and about life experiences in different contexts and cultures. They view and/or listen to 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 communications 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, build vocabulary and elaborate on ideas.

**Features of Vietnamese language use**

Learners apply appropriate pronunciation of sounds and tones, as well as rhythm and intonation, to a range of spoken texts. They use vocabulary with more complex syllable combinations and become more fluent and accurate in both spoken and written language production. They gain greater control of grammatical elements such as word order, sentence structures and punctuation. They use cohesive devices such as conjunctions (*và, hay/hoặc, tuy…nhưng, nếu…thì, vì…cho nên*), verbs to express modality (*nên, cần, phải*), direct and indirect speech (*Ba mẹ nói với tôi: 'Con nên chăm học'. Ba mẹ bảo tôi nên chăm học*), abstract vocabulary (*tình thương, sở thích, nỗi buồn, niềm vui, hạnh phúc*) and common idioms (*xa mặt cách lòng, tiền rừng bạc biển, có chí thì nên*) to communicate, link and extend ideas and information. They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, popular culture, migration and globalisation influence forms of communication. They explore the reciprocal nature of intercultural communication: how moving between Vietnamese and English affects their ways of thinking and behaving, and how successful communication requires flexibility, awareness and openness to alternative ways. They consider their own cultural practices from a bilingual perspective and communicate in interculturally appropriate ways.

**Level of support**

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources is provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online journalling, video documenting and discussion forums. Continued focused attention to grammatical and textual features supports learners in the production of texts.

**The role of English**

The classroom is increasingly characterised by bilinguality, with Vietnamese being the principal language of communication. Vietnamese and English continues to be used as the medium for substantive discussion, comparison, analysis and reflection, although learners at this level are able to discuss some abstract and complex views and ideas about language, culture and intercultural experience in Vietnamese. Learners explore the influence of both Vietnamese and English on their way of communicating, and examine how living and moving between cultures has impacted on their own bilingual identity.

# Years 9 and 10 Content Descriptions

| Communicating | |
|---|---|
| **Socialising** | **Elaborations** |

Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare ideas and experiences on familiar topics such as friendship, leisure activities, teenage life and special events

[Key concepts: experience, relationships; Key processes: interacting, expressing, sharing]

(ACLVIC018)

📄 ⸬⃗ⓒ 👥 ⓒ

- asking and responding to questions to share and discuss opinions on familiar topics such as friendship, leisure activities, teenage life and special events, for example, *Bạn thấy ngày hội thể thao ở trường mình năm nay thế nào? Tốt lắm, năm nay các bạn thi đấu tốt hơn năm rồi. Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ*

- using strategies to sustain actual and virtual conversations by further exploring peers' perspectives on topics of discussion, for example, *Bạn thấy phim này hay như thế nào? Tại sao bạn thích ca sĩ Đức Tuấn? Còn có lý do nào khác không?*, developing a shared view to enhance understanding or to confirm own opinions, for example, *Có bạn thì thích đi ra ngoài chơi, có bạn thì thích ở nhà coi phim. Các bạn khác thì thích phim hành động, còn tôi thì thích phim tình cảm*, and elaborating on own ideas, for example, *Tôi thích phim này vì nội dung thú vị, cảnh đẹp, diễn viên đẹp và đóng hay*

- describing and comparing personal experiences, for example, *Đường phố ở Singapore rất sạch sẽ và đẹp. Tôi thích đi Mỹ vì ở đó có nhiều hàng hóa đẹp và rẻ. Cuối năm rồi gia đình tôi đi Nhật chơi nhưng mà lạnh quá, không đi ra ngoài nhiều được.* or, *của, hoa đào nở khắp nơi đẹp lắ*

- comparing and discussing with others their future plans and aspirations, and their personality, including strengths and weaknesses, for example, *Tôi muốn học đại học, còn bạn thì sao? Tôi muốn trở thành giáo viên. Bạn thấy tôi có thích hợp với nghề dạy học không? Còn bạn thích làm nghề gì? Tính tình tôi vui vẻ nhưng hay nói thẳng nên cũng dễ làm bạn bè giận. Ước gì tôi cũng thông minh và siêng năng như bạn*

Participate in planning and decision making for social and cultural events, negotiating options, explaining, justifying, solving problems and completing transactions
[Key concepts: collaboration, decisions; Key processes: transacting, negotiating, explaining, justifying]

(ACLVIC019)

- participating in collaborative planning and decision making to organise actions and events such as group research, class excursions, school performances or social events, and negotiating options to reach agreement, for example, *Lớp mình muốn đi tham quan viện bảo tàng hay sở thú? Chúng mình nên tham gia biểu diễn văn nghệ cho trường bằng cách hát hay múa? múa quạt hay múa nón? mặc áo dài hay áo bà ba? Bài hát này chậm quá, mình nên đổi qua bài hát 'Mừng Xuân' nghe vui hơn*

- raising an issue relating to the organisation of an event, such as not having enough space or doing too much cooking for parties at home, and negotiating a solution such as having a barbecue in the backyard, for example, *Sao mẹ không làm sinh nhật cho ba ở nhà? Mẹ sợ nhà mình chật chội và mẹ không có thời gian nấu nướng. Vậy thì mẹ làm BBQ ở vườn sau đi, vừa có chỗ rộng rãi, vừa đỡ mất công nấu nhiều món*

- making transactions in authentic, simulated or online situations, such as purchasing clothing items or electronic devices or selecting electrical appliances with regard to energy efficiency, using rehearsed language for persuading, negotiating, bargaining, exchanging or returning goods, for example, *Có thể giảm giá không? Tôi lỡ làm mất biên nhận rồi, có thể trả lại đồ được không? Tôi không thích màu đen, cô làm ơn đổi lại cái Ipad màu trắng cho tôi*

- participating in virtual scenarios related to travelling to Vietnam, such as booking, changing or confirming a flight, booking tours or accommodation, or exchanging currency, for example, *Mỗi tuần có mấy chuyến bay đi Việt Nam? Tôi muốn đặt vé đi Việt Nam ngày 20 tháng 12. Xin hỏi tôi cần đặt cọc trước bao nhiêu tiền? Khi nào thì cần trả hết tiền? Khách sạn Quê Hương đây, xin hỏi quý khách cần gì ạ? Gia đình tôi muốn đặt hai phòng đôi cho bốn người, từ ngày 20 đến 27 tháng 12. Một trăm đô Úc đổi được bao nhiêu tiền Việt Nam?*

Contribute to shared learning experiences and structured discussions relating to the learning of Vietnamese language and culture, clarifying understanding, elaborating on opinions, and expressing agreement or disagreement

[Key concepts: task, performance; Key processes: discussing, commenting, sharing]

(ACLVIC020)

📄 ⬝⬝ 🌐 👥 ⚙

- asking and responding to open-ended questions about learning activities or strategies, for example, *Bài làm về nhà cho môn tiếng Việt là gì vậy? Cô giáo dặn mình phải đọc và trả lời câu hỏi cho bài Tết Trung Thu. Mình phải làm sao để phân biệt được các dấu trong tiếng Việt? Thì bạn phải ráng tập nghe, tập đọc và tập viết cho nhiều*

- using appropriate discussion protocols such as inviting others to contribute to discussions or provide feedback on own ideas, respecting others' opinions, and providing evidence to contradict, challenge or rebut alternative views in a polite manner if necessary, for example, *Bạn nghĩ sao? Các bạn có đồng ý với mình không? Bạn thấy mình trả lời như vậy được chưa? Cảm ơn bạn đã góp ý cho mình. Bạn nói đúng lắm. Bạn giải thích rõ ràng và hợp lý lắm. Bạn nói có lý nhưng tôi nghĩ rằng… Hay là mình thử làm thế này/cách khác xem sao?*

- corresponding with peers via an educational social network, using reflective and evaluative language to reflect on aspects of the Vietnamese culture and their Vietnamese language learning, for example, *Người Việt coi trọng gia đình và giáo dục, nhờ vậy mà trẻ em Việt Nam rất ngoan ngoãn và chăm học. Tôi thấy học tiếng Việt khó nhất là làm sao phân biệt các dấu. Nhờ ba mẹ bắt tôi phải nói tiếng Việt với gia đình từ nhỏ nên bây giờ tôi mới giỏi tiếng Việt*

| Informing | Elaborations |
|---|---|

Compare, evaluate and use information and ideas from diverse print, visual, digital and online sources representing different perspectives related to common areas of interest and study

[Key concepts: diverse perspectives, representation; Key processes: analysing, evaluating, comparing]

(ACLVIC021)

- summarising, comparing and evaluating information obtained from a range of sources for a research project, for example, information about Vietnam from a cookbook, a tourism website and a documentary such as *Anh Do in Vietnam*, *Luke Nguyen in Vietnam* or *Hành Trình Xuyên Việt*, discussing similarities and differences in the information obtained and justifying the choice of information based on accuracy and validity

- researching young people's lifestyles across Vietnamese-speaking communities, comparing information from different cultural contexts to identify the impact of such factors as climate, customs, transport, economy or globalisation, for example, the influence of Korean pop culture on Vietnamese teenagers' fashion and hairstyles, and their tastes in food, music and movies

- differentiating between facts and opinions in texts such as reports and articles or letters to the editor, recognising how certain expressions provide clues to writers' attitudes, for example, *thảo nào, tôi không thể tin rằng, không ai lại làm thế, thật vậy sao*

- compiling (through class surveys and other research) and comparing a range of perspectives on teenage interests and social or cultural issues, such as attitudes to sport, tutoring, technology advance, cultural practices such as *tết Trung thu*, or traditional values such as *lòng hiếu thảo*, comparing perspectives and explaining possible reasons for differences

- discussing similarities and differences in attitudes/views of speakers or writers, and comparing and connecting them to own and others' experiences to form personal perspectives on the issues discussed

- collecting common Vietnamese idioms, proverbs and *ca dao* and grouping them according to themes or topics, such as customs, morality, family, friendship or relationships

Convey information and opinions on a variety of selected topics using diverse modes of presentation to suit specific audiences and purposes, and applying conventions of text types

[Key concepts: representation, audience, purpose; Key processes: informing, selecting]

(ACLVIC022)

📄 ⁚ᵏ ◉ 🐾 ⤙ ᧒ 🖐 ᴧᴧ ⍑

- expressing opinions on an event or performance, such as a cultural celebration (*lễ Vu lan, tết Trung thu, hội chợ Tết*) or a Vietnamese concert, using different forms to record own views, for example, a diary entry or a letter to the editor

- constructing texts in multimodal and digital forms to present information for particular audiences, aligning language choice and text structure to purpose and topics, for example, announcing an event, promoting a product or service, explaining a recycling system, reporting on a favourite band or song, or creating a virtual tour to introduce the school to Year 7 parents and students

- conveying information and different perspectives on topics of interest such as peer pressure, the impact of technology, or a health or sustainability issue

  ⍑

- conveying information to a Vietnamese audience to describe aspects of Australian environment and culture such as famous scenery and landmarks, celebrations, cuisine, or Aboriginal and Torres Strait Islander peoples' histories and cultures

  ᴧᴧ

- developing a glossary of key vocabulary and expressions used in informative and persuasive texts, for example, *đặc điểm, chất lượng cao, nội dung phong phú, hình thức trình bày, tiện lợi, giá rẻ không ngờ!, Hãy nhanh chân lên!, Bạn có phải là người năng động, thích thể thao/yêu thiên nhiên/say mê khoa học kỹ thuật không?*

| Creating | Elaborations |
|----------|--------------|

Respond to a range of traditional and contemporary forms of art and entertainment, and imaginative and creative texts, including digital texts, describing and discussing themes, values, plot and representations of characters and events, and expressing preferences

[Key concepts: morality, characterisation, themes; Key processes: responding, expressing preference, discussing]

(ACLVIC023)

- recognising and discussing different forms of Vietnamese art and entertainment, such as painting, photography, (water) puppetry, dance, music, theatre, television and cinema
- comparing traditional and contemporary Vietnamese art and entertainment, for example, comparing *tranh dân gian Đông Hồ* with *tranh sơn dầu, dân ca* with *nhạc trẻ, kịch* with *phim*, or *trò chơi dân gian* with *trò chơi điện tử*, to identify how social and cultural practices may have changed or been maintained over time, for example, wedding ceremonies or birthday/New Year celebrations
- listening to, viewing or reading texts such as novels, memoirs, songs, films and performances, discussing the main characters and events, and the key messages and beliefs, and examining how language is used to help reveal the characters' attitudes or views
- responding to events and characters in imaginative texts by, for example, writing a diary entry or blog reflecting on an event in a story or film, or conducting an imaginary interview with a character in a story or film
- describing key messages, values and beliefs in traditional texts in Vietnamese, such as legends, fables, folk tales or humorous stories, and comparing these with similar texts in English, for example, comparing the Vietnamese folk tale *Tấm Cám* with the English version *Cinderella*, and discussing the reasons behind similar and different moral values, practices and beliefs
- discussing with peers how social context and cultural values influence a writer's representation of issues and topics, for example, how the author's background or concept of filial piety shapes the characters' reactions and decisions in regard to their relationships, making connections with personal experiences

| Create imaginative texts in multimodal and digital forms that draw on past experiences or future possibilities, for a range of purposes, such as self-expression or engagement, and for a range of audiences<br><br>[Key concepts: journey, adventure, emotion; Key processes: imagining, sequencing, entertaining]<br><br>(ACLVIC024) | - illustrating and captioning imaginative stories in different formats, such as cartoons, photo stories, or video clips of own role-plays or acting, and using descriptive and emotive language to engage the audience, for example, *tuyệt vời, nhân từ, hiền lành, duyên dáng; buồn, vui, thú vị, nhàm chán*<br>- creating new aspects of a text, such as a new character or setting or an alternative ending, or adapting characters, events and endings to new settings and contexts<br>- creating and performing a short play or recording a video clip to reflect on a situation at home or school or while on holidays, such as good/bad days at home, embarrassing/interesting holiday experiences, or achievements/activities/discipline cases at school<br>- composing and presenting a range of texts, such as stories, role-plays or video clips, about future possibilities, for example, a new species, space travel, a superhero in 2030, or a future scenario for a sustainable community, locating them in time, place and circumstances<br>- creating a range of texts to entertain particular audiences, for example, songs, skits, cartoons, video clips, graphic stories and children's books for young Vietnamese learners |

| **Translating** | **Elaborations** |

Translate and interpret texts from Vietnamese into English and vice versa, compare different versions of translations, explore differences and identify strategies to overcome challenges in translation

[Key concepts: culture, translation, interpretation; Key processes: analysing, considering, comparing]

(ACLVIC025)

- explaining the terms used to describe common features of schooling in Vietnam, for example, terms related to the curriculum or to assessment and reporting, such as *chương trình, sách giáo khoa, bài kiểm tra, học bạ, bằng cấp*, and comparing these with similar terms used for Australian schooling

- translating simple school documents into Vietnamese, considering language choices and cultural expressions to suit a particular audience, such as Vietnamese parents

- translating and interpreting short texts, such as announcements, advertisements, articles, reports, or extracts from stories or films, considering audience and context, and reflecting on how cultural elements are encoded in common words and expressions, for example, use of family terms, titles, and terms of address such as *anh, chị, cô, chú, tôi* and *em*

- interpreting and translating a range of texts from English into Vietnamese and vice versa, using and evaluating translation resources such as web-based translation tools and print and digital dictionaries

- comparing and discussing various translations (including print and electronic translations, own and peers' translation work) of common words, phrases, expressions and texts, explaining the reasons for possible differences and similarities, selecting the most appropriate version and negotiating any necessary adjustment

- identifying and applying translation strategies used in bilingual texts to manage the translation of difficult words and concepts or instances of non-equivalence, for example, expanding descriptions or explanations, providing examples to assist meaning, or connecting to context to identify the appropriate meaning if a word can have different meanings or interpretations, for example, *cà phê đậm* ('strong coffee') but *người khỏe mạnh* ('a strong person'); *thời tiết nóng nực* ('hot weather'), *vấn đề gây tranh cãi* ('a hot issue') and *khu vực nguy hiểm* ('a hot zone')

- examining and interpreting idiomatic expressions, for example, *đề bọc điều, có chí thì nên, dạy con từ thuở còn thơ,* including expressions that cannot be translated literally and culturally specific terms such as *chữ hiếu, tôn sư trọng đạo*, and discussing possible equivalent terms in English

| Produce bilingual resources in multimodal and digital forms for the school and local community, such as travel brochures, comics, blogs or video clips, considering the role of culture when transferring meaning from one language to another [Key concepts: bilingualism, culture, translation, interpretation; Key processes: comparing, explaining]<br><br>(ACLVIC026)<br><br>▤ ⫶ₖ ⓒ ⚌ ⓒ | • creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key words, phrases and information about cultural behaviours, for example, *Bao nhiêu tiền? Xin cho biết phòng vệ sinh ở đâu. Làm ơn chở tôi đến nhà hàng/khách sạn/phi trường, xin lỗi, cám ơn, đừng ôm hôn khi chào*<br><br>• creating a glossary that includes culture-specific terms or expressions in Vietnamese and explanations in English, for example, *tết Nguyên đán, tết Trung thu, lễ Vu lan, rằm tháng Giêng, chúc mừng năm mới, trăm năm hạnh phúc*<br><br>• producing a booklet of Vietnamese idioms and proverbs with equivalent expressions in English, for example, *xa mặt cách lòng* ('Out of sight, out of mind'), *có chí thì nên* ('Where there's a will there's a way'), *Một giọt máu đào hơn ao nước lã* ('Blood is thicker than water')<br><br>• composing bilingual texts for specific audiences and purposes, for example, a Big Book or game for young Vietnamese learners, invitations to a class/social event or posters for a performance, a program for a cultural event, or a brochure about the school for a visiting group of exchange students, recognising that meanings need to be tailored to audience, purpose and cultural perspectives |

| **Reflecting** | **Elaborations** |

Reflect on own ways of communicating in Vietnamese and English, recognising that intercultural communication involves shared responsibility for meaning-making
[Key concepts: intercultural awareness, values; Key processes: reflecting, adjusting]

(ACLVIC027)

- comparing appropriate ways of communicating in Vietnamese and non-Vietnamese contexts, for example, using different forms of address such as addressing a teacher by their first name in Vietnamese but by their family name in English (*Thầy Tùng*/Mr Nguyen), or different ways of showing politeness, and discussing why each way is appropriate in the right context, and how they enhance intercultural communication

- reflecting on own language choices and communicative gestures in different cultural contexts, considering how ways of behaving and communicating might be perceived by people from different backgrounds, and making necessary adjustments to establish, maintain and improve relationships with immediate contacts such as family, teacher and peers, for example, addressing extended family members by their order within the family rather than by their name (*chú ba, cô hai, bác tư* versus 'Uncle John', 'Aunty Lucy')

- discussing reasons for different interpretations of meaning in intercultural exchanges, for example, knowing that to avoid offence Vietnamese people may give an indirect answer to a question or request whereas Australians prefer to say what they really think or mean

- exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings and behaviours, for example, degrees of formality and politeness, and use of personal space and physical contact

- identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments to language and/or behaviours that could be made to enhance mutual understanding

- discussing elements of successful intercultural communication, for example, flexibility, attitudes to privacy or different levels of directness in discussions, and awareness of differences in cultural values and religious practices (such as filial piety, respect for elderly people and education)

Reflect on own sense of identity as a Vietnamese and English speaker, and discuss ways in which identity is expressed in intercultural communication

[Key concepts: identity, culture, intercultural interaction; Key processes: recognising, explaining, evaluating]

(ACLVIC028)

📄 🌐 👥 🔗

- discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as 'Vietnamese' or 'Vietnamese Australian'

  **ᐱᐱ**
- reflecting on the role of language in expressing identity, considering when, with whom and why they use different languages and whether their own identity changes when they use different languages
- observing how they communicate with one another, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, *Khi nói chuyện với gia đình tôi cảm thấy mình là người Việt nhưng khi nói chuyện với bạn bè tôi lại cảm thấy mình là người Úc*
- reflecting on choices made to present self to others in particular ways when interacting across cultures, noticing differences in the way they communicate, think and behave in different contexts

## Understanding

| Systems of language | Elaborations |
| --- | --- |

Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences

[Key concepts: inference, connections; Key processes: applying, inferring]

(ACLVIU029)

📄 🔁 🔁

- applying Vietnamese phonic and spelling knowledge to pronounce and infer spelling of unfamiliar words, for example, words containing consonant clusters *kh, ng, ngh, nh*, diphthongs and triphthongs such as *ôi, ơi, oe, oai, ươi, ương, uyên,* or new words encountered in interactions and texts in Vietnamese, for example, determining the spelling of the unfamiliar word *người* from that of the known word *mười*

- understanding and applying Vietnamese spelling and pronunciation with increasing accuracy in own speech and writing

- recognising the differences in intonation between statements (*Con không đi chơi đâu.*), questions (*Con không đi chơi đâu à?*) and exclamations (*Con không đi chơi đâu!*)

- recognising and using appropriate rhythm in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*

- comparing own Vietnamese speech with standard Vietnamese pronunciation and making adjustments to their pronunciation of certain sounds or tones as necessary

- recognising regional variations in pronunciation (from different regions such as the North, the Central and the South), for example, different ways of pronouncing *dấu hỏi* and *dấu ngã, s* and *x, ch* as *tr*, *v/gi* and *d*, and final consonants such as *-t* and *-c* (*khuôn mặt* and *mặc áo*), and developing strategies to understand meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from the context of communication

  ᴧᴧ

- understanding that spelling follows standardised rules even though there are variations in Vietnamese pronunciation across different regions of Vietnam

Expand grammatical and vocabulary knowledge to communicate, link and extend ideas, for example, using cohesive devices such as conjunctions, verbs to express modality, direct/indirect speech, abstract vocabulary and common Vietnamese idioms
[Key concept: grammatical systems; Key processes: experimenting, applying]

(ACLVIU030)

- knowing how to use alternatives for negative (*chưa, không, chẳng, đâu có*) and imperative (*chớ, đừng*) sentences in Vietnamese, for example, *Em không/chẳng ăn đâu. Chớ/đừng nói chuyện trong lớp!*
- differentiating interrogative forms with tag questions and knowing how to use them according to context, for example, *Em thích ăn cơm chiên không?* (a yes/no question to discover whether the other person likes fried rice) and *Em thích ăn cơm chiên phải không?* (a tag question to confirm that the other person likes fried rice)
- recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, in Vietnamese the response to the question *Em chưa làm bài tập về nhà phải không?* ('You haven't done your homework, have you?') would be *Dạ phải. Em chưa làm* ('YES, I haven't'), while in English it would be 'NO, I haven't'
- recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, the statement *Hôm nay Lan đi học sớm* simply states the fact that Lan came to school early today, while the exclamatory sentence *Hôm nay Lan đi học sớm (thế)!* may suggest surprise or irony
- using a range of sentence types, such as interrogative, affirmative, negative and imperative forms, for different purposes, such as formulating questions, agreeing with or making statements, expressing dislikes, and making polite requests, for example, *Bạn thích đọc sách hay xem phim hơn? Tôi thích xem phim hơn đọc sách. Tôi không thích trời mưa. Làm ơn nói nhỏ lại*
- understanding the use of *được* and *bị* in Vietnamese for positive and negative meaning, for example, *Em được điểm tốt. Em được thầy cô khen. Em bị bệnh. Em bị ba mẹ la*
- understanding and using Vietnamese verbs such as *nên, cần* and *phải* to express modality, for example, *Các em nên chăm học. Chúng ta cần bảo tồn văn hóa Việt Nam ở hải ngoại. Học sinh phải mặc đồng phục khi đi học*
- using direct and indirect speech to report on ideas, opinions, actions and events, for example, *Ba mẹ nói với tôi: 'Con nên chăm học.'* and *Ba mẹ bảo tôi nên chăm học*
- using a range of cohesive devices, such as *thứ nhất, thứ nhì, trước hết, kế đến, rồi, sau cùng, ngoài ra, hơn nữa, tuy nhiên, bên cạnh đó*, to sequence, add or connect ideas in texts
- connecting and contrasting ideas, events and actions by using conjunctions to emphasise contrast or cause and effect, such as *tuy … nhưng, nếu … thì* and *vì … (cho) nên*, for example, *Tuy không giàu có nhưng gia đình tôi rất hạnh phúc. Nếu chăm học thì chúng ta sẽ mau tiến bộ.*
- understanding conjunctions such as *càng … càng, vừa … vừa …, chẳng những … mà còn* and *không … mà cũng không*, and using them as appropriate to context and purpose, for example, *Càng học em càng hiểu biết*

*nhiều hơn. Học sinh Việt Nam vừa thông minh vừa chăm chỉ. Em chẳng những biết nói mà còn biết viết tiếng Việt nữa.*

- using a range of expressions for indefinite quantities, for example, *hàng ngàn, triệu triệu, vô số, hàng hà sa số, biết bao nhiêu là …*

- expanding vocabulary knowledge to include a range of common nouns, adjectives and verbs for everyday interactions at home and school, on topics such as friendship (*Bạn tốt thì luôn sẵn sàng giúp đỡ lẫn nhau*), leisure activities (*Tôi đã có dịp thưởng thức một buổi hòa nhạc rất thú vị*), teenage life (*Giới trẻ ngày nay giỏi khoa học kỹ thuật hơn thế hệ trước*) and special events (*Năm nào tôi cũng đi hội chợ Tết để tìm hiểu thêm về văn hóa Việt Nam*)

- recognising the features of alliteration in Vietnamese, for example, *vui vẻ, mát mẻ, lanh lợi, thân thiện, lạnh lùng, tử tế*, and using them in own spoken and written texts, for example, *Mùa thu thời tiết mát mẻ, dễ chịu. Thầy/Cô giáo tiếng Việt của em rất thân thiện và vui vẻ với học sinh. Anh ta trông có vẻ lạnh lùng nhưng thật ra rất tử tế*

- understanding Vietnamese onomatopoeic words, such as *ầm ầm, ào ào, rào rào, rì rào, róc rách, tí tách, đì đùng*, and using them in own spoken and written texts, for example, *thác đổ ầm ầm, mưa rơi tí tách, gió thổi rì rào, suối chảy róc rách, pháo nổ đì đùng*

- exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, *tổ quốc = đất nước, phụ nữ = đàn bà, huynh đệ = anh em, phi trường = sân bay*

  ᴧᴧ

- using adjectives and verbs to express and convey emotions and attitudes, for example, *vui mừng, hạnh phúc, tự hào, hãnh diện, hổ thẹn, thú vị, buồn chán; thích, thương, kính phục, ghét, coi thường, đồng ý, ủng hộ, tán thành, phản đối*

- using evaluative language to express perspectives, for example, *hấp dẫn, thú vị, nhàm chán, tiện lợi, hữu ích, biện pháp thực tế/thiết thực*

- inferring the rules of forming abstract nouns from adjectives and verbs used to express attitudes, feelings and emotions by exploring various examples of abstract nouns such as *tình thương, sở thích, niềm vui, hạnh phúc, nỗi buồn/khổ*

Analyse the relationship between context, purpose and audience, language features and cultural elements associated with different types of texts in actual or online contexts
[Key concepts: register, text organisation, purpose, audience, culture; Key processes: analysing, explaining, applying]

(ACLVIU031)

- exploring different samples of particular types of texts, such as recounts, reports and advertisements, and analysing the relationships between audience, purpose, context and language features to predict the meaning of unfamiliar vocabulary
- exploring the ways in which content is developed in different types of texts, and how ideas and information are sequenced, for example, headings, paragraphing, topic sentences, elaborations, and topic/idea shifts
- identifying and comparing language features of different text types, for example, the use of first person *(mình/tôi)*, descriptive *(trẻ trung/xinh đẹp/thông minh/hiền lành/dịu dàng)* and emotive language *(buồn bã/hoang mang/vui mừng/hạnh phúc)* in personal recounts and diary entries
- recognising linguistic choices made according to the text's intended audience and degree of formality, for example, changing personal pronouns or tone to indicate changes in relationship between participants or degree of (in)formality
- analysing how language choices help achieve particular purposes and effects, for example, descriptive language to promote a product, evaluative language to reflect on an experience or to review a literary work, persuasive language to influence audience, or humorous techniques to entertain
- understanding the use of text conventions such as culturally appropriate salutations and forms of address (depending on relationship or social status) in specific text types such as letters, speeches or interviews, for example, *kính thưa/thưa/thân mến/thương mến/kính chào/chào*
- understanding that texts have different purposes (to persuade, to entertain), different audiences (children, adolescents, Vietnamese or Australian people) and different structures and formats (diary entry, blog post, formal letter, interview, report, speech)

| **Language variation and change** | **Elaborations** |
| --- | --- |

Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships

[Key concepts: variation, style, register; Key processes: analysing, comparing, explaining]

(ACLVIU032)

- recognising how language use, such as level of politeness, reflects the relationship between participants and the purpose of the speaker or writer, for example, close friends tend to use informal language (*tao, mày*) while new acquaintances use more formal language (*tôi, bạn*)

- identifying and analysing variations in language use, such as choice of vocabulary and structures, between diverse participants (for example, older people and teenagers, males and females, educated and uneducated people) in a range of different interactions

- recognising and explaining changes in purpose, attitude or relationship that are revealed through variations in language use such as tone or communicative practices, for example, parents addressing children as *con, con cưng, con yêu quý* during harmonious times together but as *mày* during times of conflict

- analysing how a writer or speaker may vary tone to create different effects on an audience, for example, *Mẹ không được xem lén nhật ký của con!* versus *Mẹ không nên xem lén nhật ký của con như vậy,* or *Sao con dám nói chuyện với ba mẹ như vậy?* versus *Sao con có thể nói chuyện với ba mẹ như vậy?*

- comparing and discussing language use in a range of blogs, interviews or transcripts of speeches to determine the target age, gender, social status or educational level of the audience

- recognising variations in language use in traditional and contemporary Vietnamese entertainment and texts (*kịch, cải lương, truyện cổ tích* versus *phim, thơ, truyện ngắn*), including vocabulary, structures, modes of expression and cultural elements

| | |
|---|---|
| Understand how the Vietnamese language has evolved and how it continues to change over time and from place to place due to processes such as globalisation and migration, and the influence of technology and popular culture<br><br>[Key concepts: impact, power, globalisation; Key processes: analysing, evaluating]<br><br>(ACLVIU033) | • understanding that languages and cultures change continuously in response to new ideas, social change and technological development<br><br>• explaining Vietnamese words, phrases and concepts that have emerged as a result of technological development, for example, *máy vi tính xách tay, nhấp chuột, điện thoại thông minh, nhật ký điện tử, đồ điều khiển từ xa, trò chơi trực tuyến*<br><br>• exploring how globalisation has resulted in the use of English words and expressions in Vietnamese, and discussing the advantages/disadvantages of this influence, for example, the use of English technological terms such as 'CD', 'DVD', 'USB', 'video', 'TV', 'remote control', 'computer', 'laptop', 'internet' and 'website' in spite of the existence of Vietnamese equivalents<br><br>• examining how how new words and concepts have entered the Vietnamese language as a result of processes such as migration and international travel, for example, *bảo lãnh, hộ chiếu, thị thực nhập cảnh, di dân, định cư, hội nhập, quốc tịch, thường trú nhân*<br><br>• analysing the influence of popular culture on Vietnamese language use in Vietnam and in Vietnamese-speaking communities outside Vietnam, including Australia, such as the development of new vocabulary, for example, *phong cách/thời trang Hàn quốc, truyện tranh Nhật Bản, nhạc RIB/hiphop*<br><br>ᴧᴧ |
| **Role of language and culture** | **Elaborations** |
| Explore how language and culture are interrelated and how they shape and are shaped by each other<br>[Key concept: interrelationship; Key processes: exploring, critical thinking, evaluating]<br><br>(ACLVIU035) | • exploring how cultural concepts such as respect for the elderly and for authority influence Vietnamese language use, for example, not directly expressing disagreement when interacting with elderly people (*Bạn nói không sai nhưng mà …, Con cũng thích cái áo này nhưng mà …*), and addressing important people by their positions rather than their first names (*thưa hiệu trưởng/giám đốc*)<br><br>• examining Vietnamese idioms (*thành ngữ*) and proverbs (*tục ngữ*) and recognising words that reflect both literal and figurative cultural understandings, for example, *Lá lành đùm lá rách<; Gần mực thì đen, gần đèn thì rạng/sáng*<br><br>• explaining cultural references in Vietnamese texts, including multimodal and digital texts, for example, *mừng tuổi, xông đất, trầu cau*<br><br>• exploring how learning and using Vietnamese has impacted on own view of Vietnamese culture and other cultures, including the role of culture in respecting and sustaining environments<br><br>ᴧᴧ |

# Vietnamese

## Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Vietnamese to initiate and sustain interactions with teachers, peers and adults in familiar contexts, for example, *Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ. Bạn thích ca sĩ và bài hát nào nhất? Tại sao? Tôi thích ca sĩ Lynda Miles vì cô ấy hát hay và nhảy đẹp. Bài hát tôi thích nhất là My Best Moments vì nó giúp tôi thấy vui vẻ và yêu đời.* They use modelled and spontaneous language to engage in discussions, seek clarification, offer opinions, compare experiences related to familiar topics (for example, *Học tiếng Việt có nhiều lợi ích lắm. Tôi thích đi du lịch ở ngoại quốc hơn là ở trong nước. Đồ ăn ở Việt Nam tươi và ngon nhưng không sạch sẽ bằng ở Úc*), and express agreement or disagreement (for example, *Bạn nói đúng lắm/Tôi cũng nghĩ vậy. Xin lỗi, tôi không nghĩ vậy/tôi có ý kiến khác với bạn*). They interact with others to carry out transactions and to plan and organise social or cultural events by negotiating options, and explaining and justifying opinions, for example, *Bạn muốn tổ chức sinh nhật ở nhà hay ở trường? Chúng mình nên tham gia gây quỹ để cứu trợ nạn nhân bão lụt*. They apply appropriate pronunciation in spoken Vietnamese, including intonation patterns, tones and pauses. Students analyse information and ideas obtained from diverse sources, comparing and evaluating different perspectives related to common areas of interest and study. They present information and opinions using different text types and modes of presentation appropriate to a variety of audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing preferences and describing key elements such as themes, values, plot, and representations of characters and events. They create imaginative texts for the purpose of self-expression and engagement, using cohesive devices such as conjunctions to communicate, link and extend ideas, and common Vietnamese idioms, proverbs or folk songs for illustration of cultural concepts or aspects. When writing, they use verbs to express modality (for example, *nên, cần, phải*), 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*), and apply Vietnamese spelling rules and tone markers to a range of words. They translate and interpret texts using strategies to overcome challenges in translation, such as considering cultural expressions or representations, and explain differences in interpretation. Students create a range of multimodal bilingual resources for the school and local community. They explain the relationship between language, culture and identity, and modify language and behaviours in intercultural interactions to enhance mutual understanding.

Students infer the meaning of unfamiliar words encountered in a range of familiar contexts by applying knowledge of grammatical elements and vocabulary. They analyse the relationship between cultural representations, language choices, and the audience and purpose of different text types. They identify and analyse linguistic features of Vietnamese in a range of situations, explaining variations due to audience and purpose. They explain the impact of social, cultural and intercultural influences on language, identifying and using Vietnamese words that have emerged from globalisation, migration, popular culture and technology, such as *toàn cầu hóa, di dân, định cư, hội nhập, nhạc trẻ, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng*. They explain ways in which language and culture are interrelated and influence each other.