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

Vietnam's rich cultural and linguistic history is a result of the confluence of geography and politics. Due to its geographical location in South East Asia, the country has been of strategic interest to many nations. This interest has created an overlap of cultures: the local culture, nurtured initially by the difficult terrain and resistant to assimilation; the culture influenced by the 'Long Eclipse' or Chinese Millennium; and the culture that interacted with the West, most significantly the French during the period of colonisation, and the United States during the Vietnam War and the reconstruction period afterwards.

In Australia, the place of Vietnamese culture and language is evident in the visible and rich community life established by Australians of Vietnamese origin and is symbolised in some ways by the patterns of immigration. The first major wave of Vietnamese migration to Australia started 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 the Family Stream migration program, though there are also growing numbers of skilled migrants. Although young in terms of temporal distance from the source of Vietnamese language and culture, the Vietnamese community is part of the fabric of the linguistic and cultural diversity of Australia.

This fabric is woven in part of the 286,000 people in Australia of Vietnamese background who speak Vietnamese at home. It is also typified by the intersection of Vietnamese language and culture in business, work, health and other services in commercial centres such as Cabramatta and Bankstown in New South Wales, Footscray and Springvale in Victoria, Woodville in South Australia, and Inala in Queensland.

The place of the Vietnamese language in Australian education

Vietnamese is offered in primary, secondary and government languages schools across Australia, and in weekend Vietnamese community schools run by community organisations. These schools represent the growing sense of a Vietnamese community in Australia; they are also part of a deliberate act of government policymaking in line with Australia's multicultural policy.

During the 1990s, the place of Vietnamese language in Australian education benefited from the Australian Government's focus on furthering national interests through improved diplomatic and trade relationships with Asian countries in the region.

The nature of Vietnamese language learning

Vietnamese is the official language of Vietnam and the first language of the three million Vietnamese speakers residing outside of Vietnam. The modern standard version of Vietnamese is called Tiếng Việt or Việt ngữ.
The lasting influence of contact and exchanges between the Vietnamese, Chinese and French peoples can be seen in the Vietnamese lexicon, for example, in the use of 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 (diễn tích) are common in classic Vietnamese literary works. Social and environmental changes such as westernisation and advances in technology have further enriched the Vietnamese vocabulary with new words, for example, Tây hóa, lại căng, nhật ký điện tử, mạng lưới toàn cầu and điện thoại thông minh. These interchanges between peoples and the adoption of new technologies embody the adaptations Vietnamese culture and language have made over time in response to Vietnam’s geopolitical and historical position in the world. Understanding the source of Vietnamese flexible word use and formation underpins and enhances classroom interactions.

Vietnamese is a tonal language written in the Roman alphabet. The tone system is a distinctive characteristic of Vietnamese phonology. A word may be pronounced with any one of six tones to indicate six different meanings, for example, ma (ghost), mà (mother), mạ (but/that), mã (horse), mả (grave) and mạ (rice seedling). Consequently, pronunciation plays an integral role in the learning of Vietnamese, as the correct pronunciation is essential for successful oral communication. A clear correlation exists between the sound and spelling of Vietnamese words, which means that once they understand the rules of Vietnamese spelling, students can successfully predict how to speak, read or write Vietnamese. With background language students some regional variation in pronunciation will be evident in speaking; however, standard syntax, morphology and the tone system should be used in writing.

Some distinctive patterns are evident in the Vietnamese language and illustrate the significance of context. For example, the complex system of personal pronouns is vital to building and defining relationships, as use of the personal pronouns em, anh, chị, cô, ông, bà, con or cháu is contingent upon speakers’ relationships and the situations of communication. As another illustration of the link between language and culture in language learning, the context of time is not central to Vietnamese greetings, unlike English.

The frequent use of metaphor, symbolism and idioms is another key feature of Vietnamese expression and is seen extensively in literature for all ages. This feature underscores the intrinsic importance of intercultural awareness to effective communication. Another Vietnamese language pattern that demonstrates the interrelationship between language, culture and learning is that words are not inflected for tense, number, person or gender. Other distinctive features relate to word order: all attributive adjectives are placed after the noun they modify, and word order of sentences shapes meaning for example, Anh ấy hát hay (‘He sings well’) versus Anh ấy hay hát (‘He often sings’). Vietnamese homonyms are also defined by their context, for example, đá may mean ‘to kick’, ‘stone’ or ‘ice’ (as in trà đá).

The diversity of learners of Vietnamese

The majority of Vietnamese language learners in Australia are background language learners, and the span of learners within this pathway is defined for the most part by the different waves of immigration. Whether these students are considered or consider themselves first-, second- or third-generation Australians, there are a diverse range of capabilities and thus a diverse range of considerations for the classroom; these include the extent of influence of Australian culture and language and the experiential distance from Vietnamese language and culture. For example, while the majority were born in Australia and have active but predominantly receptive
use of Vietnamese at home, some learners were born in Vietnam and have completed some education in Vietnamese. In this context, learners begin schooling with established oral skills and varying degrees of literacy skills. Their use of Vietnamese may also extend beyond the home to involvement in community organisations and events and to everyday talk with friends of Vietnamese background.

The Australian Curriculum: Languages, Foundation to Year 10, for Vietnamese is pitched to background language learners; that is, to the dominant cohort of learners of the language in the current Australian context. Teachers will use the Vietnamese F–10 curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.
Foundation to Year 2 (Level 1)

Foundation to Year 2 (Level 1) Band description

Students enter their early years of schooling with established oracy skills in Vietnamese and/or English. The primary contexts for interaction are the home and the classroom. Students interact with the teacher, peers and family to exchange greetings, farewells, wishes and invitations. Vietnamese is used in classroom interactions, routines and familiar activities, supported by the use of concrete materials and resources, gestures and body language. At this stage, play and imaginative activities, games, music, movement and familiar routines provide essential scaffolding and context for language development. Through experimentation with the language, students have opportunities to learn more about its repetitive and predictable structure. Students learn to recognise the letters of the Vietnamese alphabet as well as syllables, words and simple sentences. They practise Vietnamese sounds by singing folk songs, lullabies and folk poetry (for example, dân ca Nam Bộ, dân ca Bắc Bộ, hát ru, ca dao), playing games and experimenting with single vowels, consonants and syllables, and simple words, phrases and sentences related to pictures, objects and actions. They learn how to repeat tones correctly by following the teacher or by using an interactive computer program. To develop comprehension skills they respond to prompts and questions non-verbally or by using keywords or short phrases.

At this level, students rely on the teacher and contextual support to assist their learning. Resources include audio and visual materials such as bilingual texts which can be written, spoken, visual or multi modal, and in print or digital/online forms are also used to help students understand Vietnamese language and culture.

Vietnamese is the language used in managing class interactions and to demonstrate and model new language acquisition. English can be used to explain the features of language and culture, such as word order and cultural practices. When comparing languages and cultures both English and Vietnamese are the principal sources for students to help them reflect on what it means to move between languages and cultures.

Foundation to Year 2 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

1.1 Interact with the teacher and peers by expressing needs, likes and dislikes, and by exchanging greetings, farewells, wishes and invitations.

- responding to simple greetings using correct terms of address, for example, Em chào thầy. Em chào cô. Chào các bạn
- interacting with peers and making new acquaintances, for example, Chào bạn, tôi tên là Lan. Còn bạn? Bạn tên là gì?; Tôi bảy tuổi. Còn bạn mấy tuổi?
- making simple requests (for example, Bạn làm ơn cho tôi đi nhờ) and asking questions, for example, Bạn có rộng không?
- showing respect when interacting with the teacher, for example, Xin lỗi cô em tới trẻ. Xin phép cô cho em vào lớp
- using appropriate language to farewell (for example, Xin phép thầy, em về), and express thanks (for example, Cảm ơn bạn), apology (for example, Xin lỗi) and wishes, for example, Chúc bạn sinh nhật vui vẻ
- responding to the teacher’s questions and expressing own opinions, for example, Thưa Thầy, em chọn đáp án A; Thưa Cô, em đồng ý với bạn. Em thích chuyên nào nhất?, Em thích làm chung với ai?, Em chơi chung với bạn nào?
- exchanging with peers information about self and friends, for example, Tôi là con trai. Tôi có tóc ngắn, màu đen. Tôi thích màu xanh dương. Còn bạn thích màu gì?

1.2 Follow directions and instructions in class activities.
- following teacher’s instructions in class activities and responding to questions, for example, Các em ngồi xuống; Em có hiểu không? Đa, em hiểu.
- interacting with the teacher in the classroom, using context-appropriate language showing politeness, such as Thưa cô, Thưa thầy, Đa, có, Vâng a
- participating in traditional games such as Máy giỏ ông ơi?, Rồng rắn lên mây, and activities that involve listening to stories and then drawing responding to key elements in a variety of ways
- acting in response to Vietnamese songs, rhymes and chants, for example, Kiểa con bướm vàng, Ruờc đèn tháng tám
- experimenting with counting, for example, counting forwards and then backwards from zero to 100
- ordering items using numeratives, and sequencing days of the week and months of the year, for example, thứ Hai, thứ Ba, thứ Tư; ... thứ Bảy; Thứ Nhật; tháng Giêng, tháng Hai, tháng Ba ... tháng Chạp

Obtaining and using information

1.3 Identify key points of information about familiar people or everyday objects.
- exploring bilingual learning resources suitable for their age for example, bìa tranh minh họa/posters, truyện tranh song ngữ, treaty ng song ngữ bằng hình, trò chơi xếp hình song ngữ and DVD học văn tiếng Việt
- 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 cổng. Đây là chiếc xe
- demonstrating understanding of words and short sentences using a variety of communication modes, for example pointing, labelling, matching, clicking and dragging, drawing and miming, and through facial expression and actions.
- engaging with short texts, such as poems or songs, and showing understanding by placing pictures in the right sequence, or identifying known letters or words
- using contextual and visual cues while reading with the teacher, for example, using illustrations and printed/audio narrations in resources such as big books or digital books
1.4 Respond to simple questions about everyday experiences and immediate environment.

- participating in interactions with the teacher and answering questions in full sentences to show respect, for example: Gia đình em có mấy người?; Gia đình em có bốn người (not Bốn người); or Áo cửa em màu gì? Áo em màu đỏ (not Đỏ)
- demonstrating understanding of a simple request by responding verbally or by acting in a context-appropriate manner, for example, Làm ơn cho tôi mượn cục gôm/tây
- describing people or objects in simple Vietnamese phrases or sentences, for example, Cái nhà cũ. Cái bàn tròn
- participating in class discussions, stating sensory responses, for example, Tôi cảm thấy …, Tôi nghe thấy …, Tôi nhìn thấy …
- listening to stories related to their immediate contexts such as family, home, school, friends and retelling them in their own words, discussing preferences and explaining reasons for choices

Responding to and expressing imaginative experience

1.5 Respond to simple short texts using a variety of communication modes.

- experimenting with different voices or gestures from a variety of texts, for example, phim truyền cổ tích, Tiếng hát Phương Mai to express their feelings
- responding through movement, actions and speech; miming and acting, matching pictures with text, answering simple questions
- engaging with a variety of texts such as songs, rhymes or stories and showing understanding by answering questions with short two- or three-word answers
- discussing and expressing their own opinions on the main ideas of a variety of texts such as a story, song or video clip
- making predictions about characters and the plot of a story from the book’s cover and illustrations, and at crucial points in the text before reading on

1.6 Identify how aspects of writing such as text structure, verbs, adjectives and phrases can communicate ideas, feelings and information, and produce own simple texts (visual, written or multimodal) to express themselves.

- creating bilingual captions for picture books, making a page for a big book, inserting words in modelled sentences
- composing a short text about a familiar activity or routine
- creating simple print or digital cards on computer, for example, an invitation to a birthday party, or a Father’s Day or Mother’s Day card

Moving between/translating

1.7 Identify Vietnamese and Australian social practices used in daily routines.

- understanding in what contexts it is more appropriate to use Vietnamese or English, noticing differences between Vietnamese and Australian ways of greeting or making a new acquaintance, for example, Vietnamese children bow
their heads and fold their arms when greeting adults, while Australian children look adults in the eye and shake their hand

- identifying terms of address appropriate for teachers, parents or friends, for example, em, con, chá
- noticing that the words Thưa, Đạ (‘please’) are used to show respect when communicating with adults and authority figures, for example, Đạ, phải, Thưa bác

Expressing and performing identity

1.8 Recognise and understand their Vietnamese cultural identity.

- compiling a personal profile consisting of their Vietnamese name, age and animal sign
- recognising the components and order of Vietnamese and English names, and understanding that some Vietnamese children have both Vietnamese and English names
- reflecting on the use of the lunar calendar (Âm lịch) and solar calendars (Đồng lịch) to understand the way their age is calculated in Vietnam (tuổi ta) and in Australia (tuổi tây). Vietnamese people count one year more than Australian people because they include one year for gestation and Vietnamese people turn a year older at Tết for example, “Mai lên chín, tuổi ta. Mai mớì tám tuổi tây.”
- showing awareness of the Chinese/Vietnamese zodiac (muộì hai con giáp) and knowing which animal sign corresponds to the year they were born
- identifying themselves as belonging to particular cultural and/or language groups, for example, ‘my Vietnamese class’, ‘my Vietnamese school’ and ‘my community’

Reflecting on intercultural language use

1.9 Notice different attitudes, responses and language used in initial interactions by people of Vietnamese and Australian backgrounds.

- exploring Vietnamese culture and lifestyle to identify culturally specific gestures and body language, for example, that handshakes are used upon both meeting and departing, and are only used between men
- reflecting on interactions between English speakers in Australia or comparing these interactions with those in Vietnamese
- noticing appropriate language choices and behaviour of Vietnamese people when meeting older people, for example, how a child introduces their friends to their parents : “Thưa ba mẹ, đây là Nam và Hải, bạn con” compared to how they would introduce two friends to one another “Đây là Hải, bạn tôi”
- noticing that Vietnamese people add the sound ơi after the names of family members and friends when they want to attract the person’s attention or show affection, for example, “Mẹ ơi”, “Hoa ơi” while in Australian, we call people by their names only
Understanding

Systems of language

1.10 Recognise and identify the alphabet and tone markers of the Vietnamese language system.

- identifying and naming 29 letters of the Vietnamese alphabet by their names and sounds as well as 5 tone markers
- exploring the Vietnamese sound system and the relationship between letters, sounds and tone markers in words when spelling
- noticing that the same word with different tone markers has different meanings, for example, ma, mà, má, mả, mạ, mà
- exploring Vietnamese spelling strategies and grouping according to initial letters representing the sounds, for example, h cho hoa hồng, “hát”, “học”; m cho mẹ, “má”, “mèo”
- connecting spelling systems with word formation and meaning, for example, using single and double consonants, vowels and vowel clusters with tone markers to form and spell words (ta, la, tha, nga)
- recognising common Vietnamese sounds in words (for example, nguyên âm đôi) and using spelling strategies to identify and produce words which have the same sounds, for example, ao: áo, táo, cháo; ọi, chơi, với, tôi
- understanding and using Vietnamese words for everyday interactions, for example, ba, mẹ, ông, bà, con, thích, thương, có, không, chơi, ăn, họ
- noticing how words can be used in Vietnamese to classify objects or animals, for example, cái (for objects): cái bàn, cái ghế; and con (for animals and some moving objects): con gà, con cá con mắt, con sông
- participating in listening activities (Vietnamese songs and rhymes), to notice that Vietnamese is a tonal language, and that pitch changes affect the meaning of words

1.11 Recognise basic sentence structures, including simple questions and responses.

- familiarising themselves with basic sentence structures, including simple responses to closed- and open-ended questions, for example, Em thích nghe truyện có tich không? Đã có/Đã thích/Đã không
- understanding basic Vietnamese grammar, for example, identifying nouns (including proper nouns) and using capital letters and full stops in simple sentences; noticing that the subject is placed before the predicate, for example, Em + đi học
- asking and responding to questions to exchange information about self and family through role-play, for example, Bạn khoẻ không? Tôi khoẻ
- identifying and using nouns, verbs and adjectives to answer the teacher’s questions in full sentences, for example, Gia đình con có máy người? Gia đình con có bốn người (not Bốn người); Cái cưa em màu gì? Áo em màu đỏ (not Đỏ)
Variability in language use

1.12 Use appropriate personal pronouns and gestures when greeting and addressing Vietnamese teachers, friends and family members.

- noticing that personal pronouns change according to the relationships of the speakers and context of communication for example, con chào me, cháu chào ông bà, em chào cô, anh chào em
- choosing appropriate terms of address for diverse speakers in different contexts, for example, Kính chào cô. Thưa thầy ...
- exchanging different greetings and using appropriate body language in a variety of contexts, for example, Cửi đầu chào (bowing head), bắt tay (shaking hands)

Language awareness

1.13 Recognise the relationships between Vietnamese and English.

- understanding that Vietnamese is one of many languages spoken in Australia
- comparing the Vietnamese and English alphabet systems, noting which letters in English don’t appear in Vietnamese, for example, sharing almost the same written alphabet, with the exception of f, j, z and w and the addition of ã, â, ē, î, σ and ü
- noticing words in Vietnamese that are similar to English, for example, ti-vi, radio, computer, microwave, taxi

Role of language and culture

1.14 Identify diverse elements of cultural representation such as flags, architectural icons, foods, clothes, greeting gestures and notions of politeness.

- comparing Vietnamese and Australian traditional foods (for example, that rice is the main staple for Vietnamese people compared to bread and potatoes for Australian people) and clothes, for example, Áo dài khăn đồng, áo tứ thân are the Vietnamese traditional clothes
- identifying Vietnamese cultural items such as áo dài, nón lá and xích-lô
- noticing that Vietnamese people use chopsticks and spoons instead of knives and forks
- reflecting on how notions of politeness in social interactions differ in different cultures, for example, Vietnamese people do not beckon others with their fingers because they consider beckoning with fingers is rude

Years 3 and 4 (Level 1)

Years 3 and 4 (Level 1) Band description

At this level, students have developed some literacy skills in English and Vietnamese. The classroom and the home environment are still the primary contexts for interaction, and the key concepts to be explored are routine, play, identity, school, friends, home, occasion, time
and free time. These concepts are used in the context of students’ experiences and interests, and in order to elaborate on the cultural significance of familial relationships.

Oral language use includes seeking advice, and asking for and providing clarification of information or ideas. Students use Vietnamese to share and compare their routines, leisure activities and feelings about self, home, friendship and interests. They explore Vietnamese language and culture through experimentation with Vietnamese rhymes (đồng dao, vè) and proverbs (tục ngữ). They also listen to and view bilingual children’s songs, music performances, television shows and films and read bilingual folk tales. Written language use involves producing simple and informal Vietnamese texts, such as short messages, notes, emails and letters to friends and relatives, and recounting life experiences.

Students explore Vietnamese sounds and spelling strategies to improve their speaking and writing skills. They compare the formation of Vietnamese and English nouns, verbs, adjectives, adverbs and prepositions to extend their vocabulary. They start generating simple descriptive sentences and provide information about places, people, events and time.

Students develop intercultural awareness by comparing their own language use and attitudes with those of people from other backgrounds. They begin to notice the interconnections between cultural features and language use in both Vietnamese and English.

At this level, students still rely on the teacher’s modelling and reinforcement to broaden their vocabulary and understand sentence structures. Explicit explanations of specific language structures in comparison with English are essential in helping students develop their understanding of Vietnamese grammar and syntax.

Bilingual classroom practices are employed at this level with increased use of Vietnamese. English is still used for class discussions involving comparison of Vietnamese and English language and culture. Students are encouraged to use Vietnamese alone or in conjunction with English to express their opinions in speech and in writing.

**Years 3 and 4 (Level 1) Content descriptions and elaborations**

**Communicating**

**Socialising and taking action**

2.1 Exchange information and experiences relating to self, family and friends.

- participating in interactions with the teacher or peers by asking or responding to questions about self and family, for example, Em có máy anh chị em? Em có hai anh và một chị
- participating in simple spoken exchanges with friends based on daily routines, for example, Bạn tên là gì? Bạn ở đâu? Bạn đi đến trường bằng gì?
- eliciting and responding to others’ opinions, for example, Tôi thích chơi đá banh, còn bạn thích môn thể thao nào?
- noticing that Vietnamese people use different terms of address and that there are different ways to greet people depending on age, for example, kính chào ông bà, các em thân mến, mến chào các bạn or social class, for example, kính thưa ngại, kính thưa thủ tướng, kính thưa quý vị
2.2 Identify and use interrogatives and directives.

- responding to instructions, asking for and providing clarification, and seeking advice and help from others
- producing performances for school assemblies or classroom visitors, and interacting with guest speakers
- listening to and following teacher’s instructions for class activities, for example, Các em mở sách tập đọc, bài số ba, trang 7
- requesting help, advice (for example, Thưa cô, sử a bài giúp em. Thưa thầy, chir nói danh vấn thế nào a?) or clarification, for example, Xin thầy nhắc lại
- participating in shared reading, and responding to scaffolded questions about the texts

Obtaining and using information

2.3 Elicit information relating to peers’ homes, routines and interests.

- understanding and using simple everyday location words to follow or give directions
- organising and presenting information by selecting from options to label pictures and complete sentences

2.4 Share information obtained in familiar spoken and written contexts.

- presenting information obtained from a variety of texts such as songs, music performances, television shows and films and bilingual folk tales
- creating simple texts to share information about a topic of interest such as an email to a friend, instructions to care for a pet
- creating informative texts, such as posters detailing special events
- conducting a class survey about likes and dislikes and presenting the information collected in a simple picture graph, for example, Màu sắc/trái cây lớp tôi thích nhất

Responding to and expressing imaginative experience

2.5 Summarise short imaginative texts and identify setting and characters.

- reading, viewing and listening to a range of short stories and narratives, including folk tales (truyện cổ tích), summarising the plots and identifying the main characters and the setting (including date, time and location)
- viewing children’s films (phim truyện ngữ ngôn) to identify themes, main ideas, and the roles and relationships of main characters describing the appearance and personality of characters from imaginative texts, and analysing their reactions, attitudes and perspectives as revealed through their language and actions
2.6 Create own imaginative texts in response to other texts or real-life experiences and people

- Re-create simple stories in different formats, for example, performing, making digital photo slideshows.
- Creating texts such as short poems, songs, picture books, films and digital photo slideshows about self and family.
- Listening to or reading a short text, for example a fairy tale, and summarising it in their own words.
- Reading simple stories and creating alternative endings.

Moving between/translating

2.7 Compare cultural practices of people in Vietnam and in Australia.

- Noticing the different celebrations that take place only in Vietnam or only in Australia, for example, ngày giỗ (cụ, ông bà), Tết Đoan ngọ, Melbourne Cup or Australia Day.
- Noting the differences between important celebrations that are shared by Vietnam and Australia, for example, Vietnamese Lunar New Year (Tết Nguyên Đán) and Australian New Year (Tết Tây).

2.8 Identify differences between Vietnamese and Australian pronunciation.

- Reading and listening to simple book titles, phrases or sentences in Vietnamese into English and vice versa using formulaic expressions and visual cues.
- Reading and viewing big books and picture books then matching Vietnamese words with English.
- Making connections between Vietnamese and English words, noticing the similarities and differences between the alphabets, accents and numbers.
- Understanding the different meanings of common Vietnamese homonyms, for example, đá may mean ‘to kick’, ‘stone’ or ‘ice’ (as in trà đá), depending on context.
- Noticing the diverse ways in which meaning is conveyed in Vietnamese and English, such as various expressions of the verb ‘to wear’ in Vietnamese (for example, mặc áo, đội mũ, quàng khăn, đi giầy ⋯), and personal pronouns in Vietnamese, for example, the personal pronoun “I” and “you” in English, can be translated as ông, bà, cô, chú, anh, chị, em, con, cháu ⋯depending on context.

Expressing and performing identity

2.9 Compare symbolism in Vietnamese and other cultures.

- Understanding that in Vietnam and other countries particular colours are associated with particular culture, customs and celebrations for example, màu đỏ tượng trưng cho may mắn (red symbolises good luck), màu xanh dương tượng trưng cho hòa bình (blue symbolises calmness or peace).
- Identifying objects that represent/symbolise Vietnamese culture, for example, áo dài, nón lá, khăn đồng, xích lô, chùa Một cột.
• recognising the significance of national emblems, for example, the kangaroo and emu in Australia

Reflecting on intercultural language use

2.10 Compare own attitudes, responses and language use with those of people from other cultural and linguistic backgrounds.

• identifying how language choices reflect the politeness of the Vietnamese speakers, for example, when Vietnamese children greet their grandparents, they say “Cháu chào ông bà ạ,” not “Tôi chào ông bà”
• recognising there are differences between Vietnamese and Australian ways of showing politeness, for example, requesting (làm ơn, cảm ơn), thanking (chân thành cảm ơn, thành thật cảm ơn), bending when passing people, folding arms and/or nodding while greeting people

Understanding

Systems of language

2.11 Analyse Vietnamese sound and spelling systems.

• making connections between sounds and letters, words and tone markers, for example, adding or changing tone markers to form new words (co, có, có, có, có)
• analysing sounds (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, uôi: cười, tươi, người; iên: liề, miền, điề, tề
• identifying and applying a variety of spelling strategies when reading and writing to spell new words, for example, changing initial consonants to form new words (cái, mái, lái, thái, trái)

2.12 Compare the formation and word order of Vietnamese and English nouns, verbs, adjectives, adverbs and prepositions.

• comparing the formation of plurals in Vietnamese and English: in Vietnamese, plurals are formed by adding another word in front of the stem word or are determined by context, for example, hai cái áo, những cái áo, nhà nhà, người người
• comparing Vietnamese and English verbs and sentence structures, understanding that, unlike English, Vietnamese language doesn’t have verb conjugation; tenses are formed by tense markers (đã, sẽ, đang), for example, Tôi đã ăn/I have eaten; Tôi đã sống ở đây hai năm/l have been living here for two years; Ngày mai tôi sẽ đi xem phim/Tomorrow, I will go and see a movie.
• using adverbs to modify actions in own recounts or descriptions, for example, chạy nhanh, đi chăm, học giỏi, hát hay
• experimenting with prepositions (trên, dưới, trong ngoại, ở giữa) and comparing them with English, 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’
• comparing Vietnamese and English word order in simple texts, and playing with word order to see how meaning changes, for example, Tôi đánh nó versus Nó đánh tôi
• identifying features of Vietnamese word order, for example, adjectives follow nouns (áo trắng versus ‘white shirt’)

2.13 Vary sentence structure and word order to ask and respond to questions about ở đâu, khi nào, ai, với ai, thế nào.
• creating affirmative, negative and interrogative sentences, including closed- and open-ended questions, for example, Bạn thích ăn món gì? Bạn thích ăn cơm không? Tôi thích ăn cơm
• noticing how interrogatives (khi nào, ở đâu, bao nhiêu) can be placed at the beginning, middle or end of Vietnamese questions depending on context, 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?

2.14 Create simple short texts, for example, messages, notes, invitation cards or dialogue.
• experiencing a range of text types in Vietnamese in informal contexts for perceptive use, for example, thư, nhật ký, thiệp mơi
• learning to present texts in simple formats, such as letters, stories, cards with illustrations, for example, viết và làm thiệp mừng sinh nhật bạn, thiệp chức Tết and viết thư gửi bạn
• observing some similarities of the structure of simple English and Vietnamese texts, for example, the introduction, development and conclusion

Variability in language use

2.15 Use and vary Vietnamese nouns, adjectives and personal pronouns according to age, gender and relationships.
• exploring different types of nouns such as common nouns (danh từ chung) for example, bạn, tủ, mèo, chó, proper nouns (danh từ riêng) for example, Hoa, Hải, Việt nam, single nouns (danh từ đơn) for example, gà, bò, bàn, and compound nouns (danh từ ghép), for example, đất nước, nhà trường, học sinh
• understanding the diversity of Vietnamese nouns, pronouns and adjectives used to express gender and age, for example, anh/chị, đàn ông/đàn bà; con gái/con trai, heo con, bê, gà trống/gà mái, chó đực/chó cái
• using personal pronouns that relate to a person’s rank in the family and/or family relationships when communicating with family and friends, for example, chị/cô/bà, anh/ông; anh Hai, chị Ba, cô Tứ …
• noticing that there are several words for the personal pronoun ‘I’ in Vietnamese, for example, tôi, mình, tớ, em, tao and cháu
Language awareness

2.16 Noticing that Vietnamese is a tonal language with regional dialects and it can be influenced by other languages. Identify the influence of English on casual language used in daily interactions by Vietnamese people in Australia.

- understand that Vietnamese is a tonal language and notice that there are different dialects in Vietnamese, such as Southern, Central and Northern Vietnamese, for example, mà/mẹ (mother); bà/bố (father); dựa/thom, khóm (pineapple)
- develop awareness of the dynamic nature of language and how language borrow from each other, such as Vietnamese loan words from English, for example, Ti vi, internet, radio and loan words from French, for example, borç, nhà ga
- recognising that some Vietnamese people in Australia use both Vietnamese and English in daily and informal communication, for example, đi shop, xem TV, nghe radio, dùng internet and use of terms such as ‘OK’, ‘hello’ and ‘shopping’

Role of language and culture

2.17 Notice the interconnections between cultural features and language use in Vietnamese and English.

- recognising similarities and differences between Vietnamese and English terms of address and accompanying gestures
- choosing appropriate words to address and greet different people, according to whether they are peers, siblings or teachers, and whether they are family members or strangers
- using Dạ, thưa to indicate politeness, not addressing Vietnamese adults by names; adding ông, bà, thầy, cô, … before their Vietnamese names to show respect

Foundation to Year 4 (Level 1) Achievement standard

By the end of Level 1, students use Vietnamese in structured situations and activities related to their immediate environment and interests. They make statements (for example, Bạn rất giỏi), seek help (làm ơn cho biết), describe a friend (Đây là bạn thân của tôi. Bạn ấy tên là Lan. Lan có tóc dài) and everyday objects (Đây là con cá vàng), and respond to simple questions (Em tên là gì? Em học lớp mấy?). Students distinguish between negative and affirmative forms, for example, Em thích/không thích. They extend their vocabulary by differentiating contextual meanings of single and compound words to form new words (for example, máy, máy bay, máy may, máy lạnh or nhà, nhà ga, nhà máy, nhà hàng). They use personal pronouns (em, con, cháu, tôi), common nouns, adjectives and gestures appropriately to interact with family, friends and the wider Vietnamese community.

Students read short extracts from well-known books to identify main ideas or specific items of information and use this information to complete tasks. They write simple sentences and short texts to convey personal messages and factual information, observing correct spelling and word order. Students understand the common features of Vietnamese culture and their identity and the importance of learning Vietnamese and English for their future career. They understand that language represents cultural meaning in specific ways.
Years 5 and 6 (Level 2)

Years 5 and 6 (Level 2) Band description

Students have established communication and enhanced literacy skills in Vietnamese that enable them to explore aspects of Vietnamese language and culture as well as issues of personal interest such as friendship, personal identity, nature, health, safety and welfare. They understand and use Vietnamese within the worlds of their own experience and imagination as well as in the wider world, with some concepts drawn from other key learning areas.

Students develop their oral skills by interacting with the teacher, peers, family and local Vietnamese speakers to share own and enquire after others’ experiences, interests and opinions. They present information and opinions related to individual as well as general interests and life experiences. Students explore Vietnamese language and culture by listening and reading folk tales (truyện cổ tích) and folk songs (dân ca). They read extracts from both Vietnamese and English folk literature to engage with themes, characters and messages, and recognise the embedded cultural beliefs, values and practices. Students also read nonfiction texts to acquire information about significant places, figures and events both in the Vietnamese community in Australia and in the world. They write both imaginative texts and journals of real-life experiences to share with peers.

Students start to use Vietnamese comparative modes, possessive cases and time expressions to express themselves in a range of social situations. They explore cross-linguistic and intercultural influences on the Vietnamese language, such as Vietnamese words derived from Chinese and French (for example, phụ huynh, phụ nữ, ga ra, cà rốt, căn tin). They recognise how language use differs according to audience, context and purpose.

Classroom interactions are characterised by bilinguality. Vietnamese is used primarily for communication in structured and supported tasks; while English, in conjunction with Vietnamese, is employed for discussion of linguistic features and cultural practices.

Years 5 and 6 (Level 2) Content descriptions and elaborations

Communicating

Socialising and taking action

3.1 Share own interests and opinions and enquire into those of others.

- sharing personal information to initiate conversations, for example, Tôi tuổi ngừa. Bạn tuổi con gì?; Gia đình tôi có năm người. Còn gia đình bạn có mấy người?
- sharing information with peers about the Vietnamese community in Australia, for example, Có bao nhiêu người Việt ở Úc?, Tiểu bang nào có đông cộng đồng người Việt nhất?
- expressing own interests and opinions and enquiring into those of others, for example, Cuối tuần, tôi thích đi bộ hơn học vở. Còn bạn thích làm gì?; Tôi thấy bài đọc này khó quá. Còn bạn thì sao?
3.2 Adapt language to discuss issues related to other learning areas, such as health, safety and wellbeing.

- using everyday language to talk about concepts of time, seasons and weather, for example, ordering events in a time sequence, describing own daily routines/activities
- participating in group discussions about various topics such as traffic safety and physical health and wellbeing, for example, identifying healthy and unhealthy foods using nutritional criteria and food groups from the food pyramid, exploring concepts such as water safety

Obtaining and using information

3.3 Research and summarise information on Vietnamese places, people and events.

- accessing and identifying key information from a variety of texts that reflect different aspects of Vietnamese culture, art, history and geography
- identifying and comparing Vietnamese cultural references in a variety of resources/texts such as news items, announcements, advertisements, brochures, recounts, letters, diary entries, blogs, surveys, interviews, articles, reports, stories, songs and films

3.4 Present information and express ideas related to topics of interest.

- conducting simple surveys about peers’ interests and/or concerns, (for example, Môn thể lớp tôi ưa thích nhất) and presenting results in different forms, such as charts, graphs, tables, pictures, posters, brochures or raps
- creating texts to express opinions on topics of study or interest, for example, a recount of the most interesting/boring school excursion/family celebration, a recipe for favourite food/drink, a description of a favourite pet/the latest fashion, or a review of a favourite television program/movie
- researching and presenting information about Vietnamese-speaking communities using a variety of print and digital resources
- organising and representing information in a culturally appropriate sequence and considering the purpose and audience

Responding to and expressing imaginative experience

3.5 Analyse themes, characters and messages in imaginative texts and connect them with own experiences.

- listening to, viewing and reading a range of imaginative texts, such as poems, cartoons, stories, folk tales, skits or films, and responding by summarising stories, and describing their plots and characters
- summarising the main points of short imaginative texts, distinguishing between the main ideas and supporting details
- identifying the moral or lessons of imaginative texts, and connecting it with own or peers’ experiences or values
3.6 Create own digital photo stories, big books, poems, chants or raps.
- creating their own photo stories, big books and language games based on modelling
- creating stories, biographies, autobiographies, short films or displays with bilingual captions, and presenting these in diverse modes and media
- planning, drafting and editing when constructing own texts
- structuring simple texts with features appropriate for each text type, for example, dates for letters and diary entries, direct speech for interviews

Moving between/translating
3.7 Compare common customs and cultural practices in Vietnam and Australia.
- recognising Vietnamese social practices such as greeting by bowing slightly to each other or by joining hands
- comparing Vietnamese and Australian cultural practices, for example, most Vietnamese people are very modest and deflect praise; it is considered disrespectful in Vietnam to touch another person’s head
- noticing differences in Vietnamese and Australian customs and challenging the stereotypes and assumptions that sit behind such generalisations as Vietnamese people often take off their shoes before entering their home and many Vietnamese women wear ‘pyjamas’ (đồ bộ) all day at home.

3.8 Recognise that there are different ways in which meaning is conveyed in Vietnamese and English.
- exploring diverse ways in which meaning is conveyed in Vietnamese and English, for example, whereas English has a wide variety of synonyms for each verb, in Vietnamese different meanings are created by adding adverbs to the same verb (‘running’, ‘sprinting’, ‘dashing’, ‘jogging’ versus chạy nhanh, chạy vút, chạy bộ; ‘laughing’, ‘giggling’, ‘chuckling’, ‘guffawing’ versus cười, cười khúc khích, cười khẩy, cười phá lên)
- recognising that some adjectives in English have many equivalents in Vietnamese (depending on the context), and vice versa, for example, ‘old’ can translate to già, ců or cỗ điện; and ngon can translate to ‘tasty’, ‘delicious’, ‘mouthwatering’, ‘scrumptious’ or ‘rich’

Expressing and performing identity
3.9 Explore how Vietnamese and other cultures influence own perspectives, behaviours and practices.
- comparing how cultural differences impact on Vietnamese and Australian eating etiquette, such as how, what, when and where people eat
- investigating Vietnamese cultural behaviours and customs, such as showing respect to older Vietnamese people by seating them and serving them food before others; or the significance of colours (for example, the colour red symbolises good luck and happiness; older people in Vietnam usually wear dark
colours such as brown; mourners at a funeral wear black, except for family members, who wear white

- using culturally appropriate behaviour when interacting with Vietnamese speakers, for example, making appropriate eye contact, allowing for personal space, and respecting elderly/parents/teachers

**Reflecting on intercultural language use**

3.10 Reflect on language choices made to establish and maintain relationships with people of diverse backgrounds and ages.

- identifying and employing cultural aspects of language use, changing terms of address and level of formality depending on the context of interaction and the relationships between participants, for example, the use of “Ông”, “Bà” or title plus the first or full name (Tiền sĩ, Bổn trưởng, Trưng Nữ Vương) when addressing people formally. noticing how their own language and cultural identities influence their linguistic choices and decisions in cross-cultural interactions
- using personal pronouns correctly and readjusting language according to the cultural background of the audience
- reflecting on the suitability of own language choices and making necessary adjustments for specific audiences and purposes

**Understanding**

**Systems of language**

3.11 Examine Vietnamese spelling system, pronunciation and intonation to distinguish between statements, questions and exclamations.

- exploring Vietnamese sounds such as heterographs (for example, giai and dai, dây and giây) and homonyms, for example, bàn (bàn bạc'discuss’) and bàn (cái bàn’a table’)
- comparing Vietnamese words that end with i and y, and identifying common spelling mistakes such as tài and tay, mai and may, ngài and ngày
- developing strategies to spell frequently used words and using these to attempt to spell new and more difficult words, for example, ua –m-ua, d-ua, ch-ua
- analysing pronunciation and intonation issues in Vietnamese, for example, Anh ăn trưa chưa? Anh chưa ăn trưa
- distinguishing between a statement (Con chẳng đi chơi đâu), an exclamation from a child (Con chẳng đi chơi đâu!) and a question from a parent (Con chẳng đi chơi đâu?) by listening attentively to intonation
- understanding the use of appropriate punctuation in writing, for example, dấu phẩy/chấm/hổ

3.12 Explore Vietnamese compound words, synonyms and antonyms, for example, máy bay, máy may, máy lạnh, lò ga, siêng năng, chăm chỉ, vô phép, bất lịch sự.

- identifying different types of compound words during interactions, for example, nhà cửa, đường phố, trường lớp, anh chị em
• understanding and applying the rules of compound word formation (for example, **trườn** + **học** = **trườn học**; **học** + **hành** = **học hành**) to generate words for enhancing conversations

• comparing English and Vietnamese compounds, noticing that there are similarities and differences between the two languages for example, there are more compound words in Vietnamese than English and some single words in English translate to compound words in Vietnamese **rau cỏ** (‘vegetables’), **nha cửu** (houses), **con cái** (children)

• understanding that reduplicative words such as **xanh xanh** and **đỏ đỏ** literally translate as ‘blue blue’ and ‘red red’ in English but mean ‘blueish’ and ‘reddish’

• exploring and using synonyms (for example, **má, mê, ba, bố; hà, hè; gây, ôm**) and antonyms, for example, **tốt, xấu; mới, cũ; ngày, đêm; nóng, lạnh**

3.13 Explore **Vietnamese comparative modes**, **possessive cases**, **conjunctions and tenses**, for example, **hon, nhất, dâ, sê, dang**.

• understanding the rules of punctuation and word order in both Vietnamese and English sentences in affirmative, negative, interrogative and imperative forms

• understanding functions in sentences of adjectives, nouns, verbs and adverbs

• making alterations (for example, adding, changing or deleting words or phrases) to enhance meaning of sentences or to achieve exact descriptions

• using conjunctions such as **vi … nên, tuy … nhưng**

• exploring a range of Vietnamese comparative and superlative forms (for example, **đẹp, đẹp hơn, đẹp nhất**), and similes, for example, **đẹp như tiên, đỏ như son**

• comparing how tenses are expressed in Vietnamese and English; understanding that in Vietnamese tenses are indicated with tense markers (**đã, đang, sẽ**) or adverbs of time (**hôm qua, ngày mai**), while in English tenses are indicated by verb conjugation

• identifying adverbs and adjectives in sentences, and experimenting with using them to enhance the meaning of own texts

3.14 Explore the structure and language features of informal text types created in **Vietnamese for different purposes**.

• identifying and comparing the language features of different text types such as descriptive language in narratives, or emotive language in persuasive writing such as advertisements

• analysing the organisation of some common text types and using these features in own texts, for example, a letter, a personal recount, a report or an advertisement

• creating a range of imaginative and informative texts, including simple narratives and descriptions, and texts that explain, inform and express a point of view
Variability in language use

3.15 Examine how language use differs according to participants’ relationships and purposes.
- noticing that the choice of language used depends on the speaker’s or writer’s attitudes, feelings and aims
- discussing with peers the differences when communicating with different people in different contexts, for example, talking to a teacher, chatting with friends, going shopping
- experimenting with the suitability of language use depending on the speakers’ age and gender
- planning and organising ideas prior to writing, and adapting writing to suit audience and purpose

Language awareness

3.16 Explore cross-linguistic and intercultural influences on Vietnamese language, for example, Vietnamese words derived from Chinese and French such as phó huynh, ga ra, cà rốt and căn tin.
- recognising that there are many Vietnamese words borrowed from French (for example, ba lé: ballet; cà phê: café), English (for example, internet, cán-tin’/canteen’) and particularly from Chinese, for example, phó huynh, tổ quốc
- reflecting on changes in language practices in modern Vietnamese, comparing it to traditional Vietnamese
- noticing that, due to globalisation, many languages mutually influence each other and evolve, not only Vietnamese; for example, French (Cà phê/cafè, ), (Dutch) Ông Santa/Santa Claus, Italian (casino) and Russian (vodka) words incorporated into English and other languages

Role of language and culture

3.17 Recognise that cultural beliefs and practices are embedded in language.
- examining the link between language and cultural values and phenomena evident in the Vietnamese language, for example, con số hên, số đẹp, ngày tốt/tốt ngày, ông to bà nguyệt
- examining Vietnamese idioms and proverbs (thành ngữ, tục ngữ) and recognising words that reflect both literal and figurative cultural understandings, for example, là lạnh dìm là rách, Gần mực thì đen, gần đèn thì sáng/sang
- 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; that family members use different given names (first names aren’t passed down), and the name reflects some meaning; that some Vietnamese given names can be used for either genders (for example, Linh, Anh, Minh, Hạnh, Tâm); and that Vietnamese people often give their children the surnames of their fathers or kings, and therefore Nguyễn, Trần and Lê are the most common Vietnamese family names
• recognising that understanding Vietnamese culture enhances studying Vietnamese and other languages

Years 5 and 6 (Level 2) Achievement standard

By the end of Level 2, students initiate and sustain interactions with the teacher, peers and familiar adults in social situations and via informational texts by responding to questions or presenting information. Students distinguish between a statement, an exclamation and a question. They express their feelings and opinions (Em thấy vui khi được đi du ngoạn), provide factual information about self, family and friends, and elicit opinions and information from others. They answer questions regarding their preferences (for example, Cơm và phở, em thích ăn món nào?). Students adjust pronouns, adjectives and adverbs and use familiar expressions and idioms (for example, đen như mực, hiền như Bụt, có công mài sắt có ngày nên kim) appropriately according to the context and purpose of communication. They use simple as well as compound sentences in speech and start to include more complex structures in their writing, using conjunctions such as vì ... nên and nếu ... thì.

Students compare the structure and language use of a range of spoken and written texts in both Vietnamese and English and identify differences in rules in each in particular those related to names, personal pronouns, term of address and sentence structure. Students create and identify the features of common texts (for example, đàm thoại, thư tín). They write paragraphs or short texts such as messages, letters or reports with correct punctuation to express their own experiences and their opinions about topics of interest.
Years 7 and 8 (Level 3) Band description

At this level, students enter a transition stage between primary and junior secondary school. It is likely that they will be placed in the same class with background learners studying Vietnamese for the first time, and curriculum adjustments are required to cater for this diverse learning group.

Students’ focus shifts between their own social worlds, that of their imagination and the wider world. They make cross-curricular connections and explore intercultural perspectives and experiences of teenage life and related interests. They increasingly access information from local and digital sources to explore topical issues such as friends and family, home and school, discipline and freedom, study and relaxation, appearance and personality, food and health, nature and living things.

Oral language use includes interacting with the teacher, peers and local Vietnamese speakers, role-playing scenarios that might occur at home and school and within the local community. The context of interactions extends beyond the classroom and involves assisting with planning individual events or celebrations. Students also participate in discussions and presentations on topics of interests and on life experiences in different contexts and cultures. They listen to, read and view advertisements, announcements, conversations, television programs, documentaries, music performances and films to further explore Vietnamese language and culture.

Written language use includes reading a range of Vietnamese texts such as diary entries, emails, letters, travel brochures, and print or online reports and articles to collate information about aspects of Vietnamese and Australian culture. Vietnamese folk tales and common idioms, proverbs, folk poetry (ca dao) and poetry (thơ) are also introduced at this level to familiarise students with Vietnamese folk literature. Students learn to evaluate information and explore representations of places, people, experiences and cultures in a variety of texts and contexts. They produce descriptive, imaginative, informative and expressive texts to present their opinions on the topics and concepts studied.

Students recognise significant Vietnamese practices (mừng tuổi, xông đất, li xi, thờ cúng ông bà), values (lòng hiếu thảo, coi trọng giáo dục) and beliefs (đạo Phật), and explore the impact of culture on language use. They examine their own personal and cultural identity by comparing themselves with other people and generations, questioning their own assumptions and others’ interpretations of their linguistic, social and cultural practices.

Students explore Vietnamese alliteration (vui vẻ, mát mẻ, niềm nở) and common onomatopoeic words (ào ào, rì rào, đùng đùng) as well as familiar expressions, idioms and proverbs (for example, tiền rừng bạc biển, mò kim đáy biển, có chí thì nên, uống nước nhớ nguồn) to enrich their Vietnamese vocabulary. They examine Vietnamese regional dialects such as cái thìa (Northern dialect) and cái muống (spoken in the South), làm răng rứa? (Central dialect) and làm sao vậy? (Southern dialect). They learn to differentiate the meaning of Vietnamese homonyms such as tiền lương and lương thiện depending on context. They employ a variety of sentence structures in various forms (affirmative, negative, interrogative, imperative and exclamatory) to support their writing.

Classroom interactions are characterised by bilinguality, with Vietnamese being the principal language of communication. English is used alone or in conjunction with Vietnamese to compare and evaluate translations, or to express ideas, personal views and experiences.
Bilingual subtitles and texts are also used to enhance students’ understanding of Vietnamese films and literature. Students use a range of dictionaries and translation methods to support their comprehension.

Years 7 and 8 (Level 3) Content descriptions and elaborations

Communicating

Socialising and taking action

4.1 Express opinions on topics and issues related to teenage life and personal interests.

- expressing personal opinions on areas such as friends and family, home and school, discipline and freedom, study and relaxation, appearance and personality, food and health, environment
- using appropriate language to express own opinions on the interests and concerns of teenagers in Vietnam, for example, Tôi nghĩ rằng …, Tôi tin rằng …
- expressing own perspectives, elaborating on ideas for clarification and justification, for example, Muốn là bạn tốt thì nên thành thật với nhau vì có thành thật mới tin tưởng nhau và chơi với nhau lâu bền được
- eliciting peers’ opinions, and summarising different opinions in interactions, for example, Còn bạn thế nào? Bạn nghĩ sao về điều này? Có bạn thì thích đi ra ngoài chơi, có bạn thì thích ở nhà chơi
- exploring peers’ perspectives on topics of discussion, for example, Tại sao bạn nghĩ như vậy? Bạn có đồng ý với tôi không?
- debating the benefits and disadvantages of some popular teen leisure activities, for example, playing sports or computer games, watching television or movies
- comparing and discussing the interests and concerns of Vietnamese and Australian teenagers to explain the factors influencing their points of view

4.2 Plan, share and negotiate learning tasks, events and celebrations.

- accepting or declining invitations, and apologising, for example, Cảm ơn bạn. Được, tôi sẽ đến dự sinh nhật của bạn. Xin lỗi, tôi bận đi đám cưới với gia đình rồi
- collaborating with peers to plan individual, family, class or school events, such as a birthday party, housewarming, class excursion or school performance
- making enquiries about organising events and/or celebrations, for example, Mẹ định tổ chức sinh nhật con năm nay thế nào vậy? Năm nay nhà mình đi chơi ở đâu?
- negotiating arrangements and services for home, school or local events, discussing alternatives and reaching compromises, for example, Minh tham gia biểu diễn văn nghệ trong trường đấy! Thú bầy này Thanh đi bơi với Thảo không? Được, nhưng nếu trời lạnh thì mình đi coi phim nhà
- commenting on the organisation of local community events and making suggestions for improvements, for example, Tết Trung Thu năm nay vui quá. Các cầu của tiệm nên bán thêm nhiều lồng đèn hơn
• participating in school links programs, giving support to or developing resources to facilitate the learning of Vietnamese by local primary school students, for example find-a-words, crosswords, word match to assist with vocabulary introduction or revision; simple short texts with various questions and activities to assist reading comprehension and writing development

**Obtaining and using information**

4.3 Compare and evaluate information from different sources to acquire information for research projects, to form position on subjects of discussion.

• accessing diverse sources in a range of media (such as books, web pages, television programs, radio news items, songs, performances, video clips or films) to collate information about aspects of Vietnamese and Australian culture, for example, schooling, leisure activities, family structure, foods, eating etiquette, social norms, and cultural practices, values and beliefs

• selecting appropriate resources for research projects by comparing information collated from a range of sources (for example, comparing information about Vietnam from a cookbook, tourism website and from a documentary video such as Luke Nguyen or Hành Trình Xuyên Việt), and discussing and explaining the reasons for their similarities and differences

• sequencing, summarising and evaluating information, and making connections to own or peers’ experiences in order to develop own opinions on aspects of Vietnamese and Australian culture

• using resources such as print/online dictionaries, glossaries and grammar references to support text comprehension

4.4 Present information to convey ideas or views and support opinions.

• contributing to class discussions by sharing information drawn from various sources

• presenting researched information to provide a balanced view on the lives and interests of teenagers in Vietnam and Australia, using different forms and modes, for example, charts, graphs, tables, pictures, posters, brochures or raps

• creating texts to inform others of features of Vietnamese and Australian lifestyles, family life, schooling, social and cultural norms, for example writing a letter / an email in response to a Vietnamese friend’s query about Australian lifestyles / schooling; a blog entry reflecting on the differences between Australian and Vietnamese social / cultural norms

**Responding to and expressing imaginative experience**

4.5 Compare how places, people, experiences and attitudes are described and expressed differently in different art forms.

• 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
• identifying different styles of fashion across regions, countries and times — for example, comparing traditional Vietnamese costumes from the three regions (áo tứ thân, áo dài, áo bà ba), traditional and modern Vietnamese costumes, and Vietnamese and Korean/Australian fashions — and discussing how fashion reflects personality, climate and financial situation

• discussing regional influences in the world of popular entertainment and folk literature, such as dân ca ba miền

• comparing and contrasting Vietnamese folk tales with those of other cultures (for example, Tấm Cám and Cinderella), identifying and exploring and discussing the reasons behind similar and different values, practices and beliefs

4.6 Express own response to imaginative texts by experimenting with creating own imaginative texts in a range of genres and modes.

• responding to events and characters in imaginative texts by, for example, writing a diary entry reflecting on an event in a story or film, or conducting an imaginary interview with a character in a story or film

• reading or viewing imaginative texts and performing scenes that illustrate aspects of the characters’ personalities and attitudes

• adapting stories or films to new settings and contexts, reflecting on how characters might behave and react differently in different contexts and times

• creating and presenting imagined situations at home or school for example, performing short skits or role plays

• creating print or digital stories that reflect Vietnamese practices, values and beliefs such as Vietnamese New Year celebrations, eating etiquette, filial piety, value for education

Moving between/ translating

4.7 Compare and evaluate significant Vietnamese and Australian cultural practices, values and beliefs.

• identifying and discussing significant Vietnamese cultural practices, values and beliefs, for example, death commemoration, filial piety, family attachment, valuing education

• comparing and contrasting Vietnamese and Australian cultural beliefs, practices and values, such as Buddhism and Christianity; death commemoration and birthday celebration; filial piety/family attachment and personal freedom/privacy; value of education and freedom to pursue future pathways

• discussing the suitability of traditional Vietnamese cultural practices, values and beliefs (for example, đốt pháo ngày Tết, đốt giấy tiền vàng bắc khi cùng gió, coi báo, coi ngày tháng) in modern Vietnamese and Australian contexts and negotiating necessary adaption, for example discussing the appropriateness of the prohibittance of the Vietnamese New Year traditional practice of lighting firecrackers, or the impact of the traditional practice of seeking fortune tellers’ advice in making important decisions (eg. getting married, doing businesses) or selecting dates for important events (weddings, funerals, building houses, opening businesses); or discussing how the traditional concept of filial piety
should be adapted in modern context (e.g. We still need to be respectful and dutiful to our parents but do not need to obey them absolutely as in the old days, especially in making important decisions such as marriage and career choice.)

4.8 Notice which words and concepts are easy or difficult to translate between Vietnamese and English, and what gets ‘lost in translation’.

- identifying words and concepts that are difficult to translate from Vietnamese to English or vice versa, such as words for traditional Vietnamese foods, costumes and customs (for example, bánh chưng, bánh tét, áo tứ thân, áo bà ba, áo dài, cúng, xin xăm) and idioms (for example, mò kim đáy biển), and English technical language, for example, 'interactive lessons', 'high-definition camera/television'

- explaining why some words or concepts do not correspond between Vietnamese and English, for example, due to cultural differences or to the non-existence of resources or concepts in the other culture, such as bánh dày, bánh chưng, xin xăm

- 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 nhịn cười được

- discussing what may be lost in translation in subtitled films and how meaning can be changed in the process of subtitling through literal translations of expressions, for example, the mistranslation of ‘Let’s have a toast to the bride and groom!’ as Hãy nướng bánh mì cho cô dâu và chú rể! (rather than Hãy nâng ly chúc mừng cô dâu và chú rể!)

- examining the danger of literal (word-by-word) translation when translating 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

- recognising that the translation of expressions, idioms and proverbs requires both literacy skills and cultural knowledge to mediate between languages

**Expressing and performing identity**

4.9 Explore the impact of cultural and generational influences on self and others.

- observing peers and family members in everyday contexts, and recognising similarities and differences between self and others in regard to attitudes, behaviour, feelings and language use, for example comparing reactions by different people to the same actions / comments, comparing classroom behaviours / attitudes towards study by different students

- reflecting on others’ attitudes and practices that differ from their own and explaining possible reasons for these differences, for example, cultural or generational differences

- identifying and describing examples of ways in which their personal identity is conveyed when communicating with others, for example, through clothes, language, behaviour
• exploring how their Vietnamese identity influences the different roles they play in life, for example, as a son or daughter, an older or younger sibling, a student in a Vietnamese or Australian school, a Vietnamese Australian or an Australian
• reflecting on times when linguistic and cultural aspects of their Vietnamese identity are questioned and challenged

Reflecting on intercultural language use

4.10 Reflect on the cultural and linguistic appropriateness of own Vietnamese language use across varying contexts and interactions.

• recognising the need to consider Vietnamese values, beliefs and social norms when communicating in Vietnamese
• understanding and using appropriate gestures, words or expressions with particular cultural significance in Vietnamese, for example, bowing head and/ or saying: Dạ, thưa, kính thưa when meeting older people
• reflecting on own assumptions and diverse Vietnamese people’s interpretations of their linguistics, social and cultural practices, taking consideration of participants’ age, gender and social status, for example they may be perceived differently by an elderly or a young Vietnamese person, a male or a female Vietnamese, a professional or non-professional (for example, Vietnamese elderly people would perceive young people as disrespectful if they use incorrect personal pronouns to address elderly people or to address their different opinions (disagreement) too openly (straightforwardly); a male elderly Vietnamese may disapprove the suggestion of men doing housework or shopping for food.
• reflecting on own language choices in Vietnamese and making necessary adjustments to establish, maintain and improve relationships with immediate contacts such as family, teacher and peers

Understanding

Systems of language

4.11 Differentiate between Northern, Central and Southern Vietnamese accents and pronunciation.

• recognising different accents when interacting with Vietnamese speakers
• differentiating the three major accents of Vietnamese people (from the North, Centre and South of Vietnam), identifying differences in pronunciation of tone markers and some specific sounds; for example, the differentiation in pronunciation of dấu hỏi and dấu ngã; some Northerners pronounce ch as tr, and some Southerners pronounce v as d
• developing strategies to understand meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from context of communication
4.12 Compare Vietnamese and English alliteration, onomatopoeia, idioms, proverbs and simple poems, ca dao, thơ lục bát.

- recognising the features of alliteration in Vietnamese and English (for example, vui vẻ, mát mẻ, lanh lợi; Bà Ba bán bánh bò; ‘She sees sheep sleeping’), and using them in own spoken and written texts
- comparing onomatopoeic words in Vietnamese and English, and using them in own spoken and written texts, for example, ào ào, rào rào, róc rách, dì dưng, tì tách; ‘ding dong’, ‘bang’, ‘beep’
- explaining to peers the meaning of common Vietnamese idioms and proverbs, for example, tiền rừng bạc biển, mò kim đáy biển; Đói cho sạch, rách cho thơm
- collecting common Vietnamese idioms, proverbs and ca dao and grouping them according to themes or topics, such as customs, morality, family, friendship or relationships
- comparing and contrasting Vietnamese and English idioms and proverbs in relation to values, practices, beliefs and language use
- analysing the rhyme, rhythm and structure of simple Vietnamese and English poems
- experimenting with composing simple Vietnamese and English poems on topics of personal interest

4.13 Explore Vietnamese affirmative, negative, interrogative, imperative and exclamatory sentences.

- constructing sentences in affirmative, negative, interrogative and imperative forms
- understanding slight differences in meaning and knowing how to use alternatives for negative and imperative sentences in Vietnamese, for example, chura, không, chẳng, đâu có and cho, đúng, for example Em không ăn đâu shows more determination than Em chẳng ăn đâu.
- differentiating interrogative forms with tag questions and knowing how to use them according to contexts, for example, Em thích ăn com chiến không? (a yes-no question to explore some one’s like or dislike of fried rice) and Em thích com chiến phải không? (a tag question to confirm the fact that some one 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
4.14 Examine the structure and language features of informal text types in Vietnamese for different audiences, contexts and purposes.

- identifying audience, context and purpose of particular texts, for example, a letter to parents apologising about your disobedience, a conversation with a friend persuading him/her to join in a school event
- exploring the way content is developed in different text types, and how ideas and information are sequenced, for example, headings, paragraphing, topic sentences, elaborations, topic/idea shifts
- examining structural features of informal text types, for example, dates for letters, postcards and diary entries

- identifying and comparing language features of different informal text types, for example, first person and descriptive language in personal recounts, emotive language in diary entries
- recognising linguistic choices 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
- creating short written or spoken texts to convey information or express opinions on topics of personal interest or study (for example, favourite actor/singer; celebrity or sporting hero

Variability in language use

4.15 Investigate variability in Vietnamese language use in specific settings and contexts, for example, at the market, the bank or the doctor’s surgery.

- identifying ways in which tone and body language vary according to different settings and contexts, for example the same sentence may be pronounced with different tone (friendly / unfriendly, respectful / ironical) or the body language may change according to the settings (in the classroom / on the playground, at home / in the street) and audience (talking to an elderly / junior / known / unknown person)
- recognising and explaining variations in language use (for example, tone, gestures, word choices, sentence structure) in various settings and contexts, for example, interactions between customers and salespeople, doctors and patients, tour guide and tourists
- identifying and using technical language (for example, trả giá, đại hạ giá, khuyến mãi, gởi tiền vào, rút tiền ra, nhức đầu, chóng mặt) for specific contexts, for example, the market, bank or hospital
- reflecting on the appropriateness of own tone, intonation and body language in interactions in various settings and contexts, and making necessary adjustments

Language awareness

4.16 Explore regional dialects and contextual meanings of Vietnamese homonyms.

- identifying regional dialects by observing speakers from the three regions of Vietnam communicating with each other in authentic situations or in performances, for example, the comedy Chung Mốt Mái Nhà by Paris By Night
• identifying words for particular people/objects that differ between Northern, Central and Southern dialects, for example, bố mẹ/ba má, cái thìa/cái muỗng, cái bát/cái chén

• recognising contextual meanings of Vietnamese homonyms, for example, depending on the context, ba may mean ‘father’ or ‘three’, and má may mean ‘mother’ or ‘cheek’

**Role of language and culture**

4.17 Explore how culture shapes communicative practices.

• 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, kính thưa to show respect

• recognising that specific Vietnamese social behaviours (for example, not saying ‘thanks’ or ‘sorry’, not opening gifts straight away in front of guests) may be misinterpreted by Australian people as lack of courtesy

• exploring how concepts such as respect for authority influence Vietnamese communicative practices (for example, not making eye contact when interacting with others, 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 (such as chú, bác) to indicate informality when addressing an unrelated person reflects the value and importance of family in Vietnamese culture

• identifying ways to enhance mutual cultural understanding, such as using cultural norms appropriately according to audience and context of communication, for example looking into the eyes when talking to Australians but not doing this when talking to Vietnamese elderly people as this gesture may be interpreted as being disrespectful.

**Years 7 and 8 (Level 3) Achievement standard**

By the end of Level 3, students’ use of Vietnamese extends to personal, social and local community domains. In spoken language, they manipulate a range of structures such as Tôi nghĩ/tin rằng … Học thêm cũng tốt to express own perspectives on experiences, events and issues. They rephrase or provide examples to clarify meaning, and elaborate on or justify ideas. They ask a range of questions (Còn bạn nghĩ sao? Tại sao bạn nghĩ như vậy?) to elicit and explore others’ opinions. They make enquiries (Me định tổ chức sinh nhật con thế nào vậy?) and suggestions (Chúng mình tham gia biểu diễn văn nghệ trong trường Đi!) to arrange and negotiate events and services. They pronounce Vietnamese tone markers correctly and use appropriate Vietnamese social norms during interactions. In written language, they evaluate different information and identify the authors’ perspectives in order to form their own position on topical issues. They decipher meaning from context and explore cultural references in texts (such as mừng tuổi, xông đất, lì xì) to enhance text comprehension. They respond to a range of texts in familiar domains, for example personal, social, school, community and related to other learning areas, demonstrating understanding
of structural and linguistic features as well as meaning. They manipulate learnt vocabulary and structures to produce original short texts of informal text types (for example, personal recount, diary entry, informal letter) appropriate to context, purpose and audience. They include more complex structures in their writing, using conjunctions such as vì, cho nên, dù... nhưng, nếu... thì to elaborate on ideas and justify their points of view. They employ a variety of forms of sentences (affirmative, negative, interrogative, imperative and exclamatory) to express divergent attitudes, opinions or emotions. They translate common English words, phrases, sentences and expressions into Vietnamese, making necessary changes in structure to produce authentic Vietnamese sentences.

At this level, students understand the metalanguage used to explain the features of spoken and written Vietnamese. They recognise Vietnamese regional dialects, such as cái thia (Northern dialect), cái muống (Southern dialect), làm rạng rủa (Central dialect) and làm sao vây (Southern dialect), by pronunciation, accent, and common words or expressions used in daily interactions. They differentiate the meaning of Vietnamese homonyms (for example, tiền lương/lương thiện, may đồ/may mắn) depending on the context. They identify similarities and differences in Vietnamese and English alliteration (for example, vui vẻ, mát mẻ, niềm nở; She saw sheep sleeping), onomatopoeia (ào ào, rì rào, đùng đùng; ding dong, bang, beep) as well as common expressions, idioms and proverbs ('An eye for an eye' = Ẩn miếng trả miếng; Đừng có trông mặt mà bất hinh dong = 'Don't judge a book by its cover'). They understand changes in word order in Vietnamese affirmative (Em ăn), negative (Em không ăn), interrogative (Em ăn không?), imperative (Ăn đi!) and exclamatory (Em ăn nhiều quá!) sentences. They use alternatives không, chẳng, đâu có; chớ / đừng to construct negative and negative imperative sentences in Vietnamese such as Em không / chẳng / đâu có thích ăn món này; Chớ / đừng nói chuyện trong lớp! They recognise the structural and linguistic features of familiar informal text types (such as personal recounts, diary entries, informal letters) and apply this knowledge to produce original informal texts in Vietnamese. Students also understand differences in Vietnamese language use in specific settings and contexts and adjust their own language use accordingly. They understand the impact of culture on themselves and others, and reflect on how their Vietnamese identity influences their language use.

Years 9 and 10 (Level 4)

Years 9 and 10 (Level 4) Band description

At this level, students explore contemporary Vietnamese youth culture and experiences. They examine and discuss issues and concepts drawn from their own social and educational experiences such as fashion, entertainment, relationships, family restructure and growing up between two cultures, education challenges and future pathways, technology and media impact, cultural diversity and environmental protection.

Students are immersed in Vietnamese language, engaging with oral discussions and debates on topics of interests, asking and responding to questions. Students use a variety of resources such as Vietnamese newspapers, magazines, documentaries, films, stories, songs, television programs, entertainment performances, artwork and web pages to assist them with discussions and research projects on Vietnamese language and culture. They reflect on the cultural and linguistic appropriateness of their language use in interactions and make necessary adjustments. The context of interactions extends beyond the classroom and
involves investigating and reporting on issues in the local community and transacting with local Vietnamese speakers to negotiate services.

Students explore a range of text types such as poems, articles, formal letters, interviews and speeches, in a range of contexts, such as informational or persuasive, historical or literary. Students read short extracts from contemporary Vietnamese poems as well as short stories, and view different Vietnamese forms of artistic expression, including theatre and cinema (for example, tranh dân gian, tranh lụa, tranh son dâu; mùa rơi nước, cải lương, kịch; phim; dân ca, nhạc trẻ), to gain an insight into folk, traditional and contemporary Vietnamese literature, arts and entertainment. Students interpret information from diverse perspectives and sources, identifying and evaluating values and practices. They connect these with their own experiences to elaborate on and justify their points of view on topical issues or to explain how their own values and attitudes may have changed over time.

Students produce texts for a variety of contexts, audiences and purposes. Through their engagement with various texts and resources, students explore how cultural practices, concepts, values and beliefs are embedded in language, and how language choices in turn shape perspectives and meaning. 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 explore cultural diversity and appreciate their Vietnamese cultural heritage. They develop translation techniques and intercultural awareness to mediate between languages and cultures. They view their bilingualism and biculturalism as an asset for themselves and for Australia.

Students explore Sino-Vietnamese words (for example, phụ huynh, phi trường, hàng hải, giang son) and stylistic devices such as repetition (for example, đi nhanh, nói nhanh, ăn nhanh), similes (for example, hiền như Bụt), personification (for example, lá sầu) and rhetorical questions (for example, Ba đồng một mớ trầu cay, Sao anh không hỏi những ngày còn không?) to identify and convey meaning in communication. They employ a range of modalities (nên = ‘should’; cần = ‘need to’; phải = ‘must’), and both passive and active voices, and direct and reported speech to serve a variety of communicative purposes in spoken and written contexts.

Vietnamese is the predominant language for classroom interactions and teaching content delivery. English is only used when necessary to allow for further explanation and discussion of and reflection on conceptually demanding work, particularly when making connections between Vietnamese and other languages and cultures. Students use a range of dictionaries and translation methods to support comprehension.

Years 9 and 10 (Level 4) Content descriptions and elaborations

Communicating

Socialising and taking action

5.1 Explore own and peers perspectives on youth culture and social experiences.

- conducting surveys and interviews with peers to explore their perspectives on topics and issues related to youth culture and social experiences, including fashion, entertainment, peer pressure, relationships, family restructure and growing up between two cultures, educational challenges and future pathways, cultural diversity and environmental protection, and the impact of technology and media
• reflecting on own and others’ perspectives and social experiences to form and express opinions; justifying own points of view with examples from real life or from reference texts, quotes or statistical data

• requesting repetition or clarification, or asking questions to further investigate others’ opinions, for example, Bạn có thể lặp lại …/ nói rõ hơn về …? Bạn nghĩ sao về việc …?

• using evaluative language to acknowledge strengths in others’ arguments or provide evidence to contradict, challenge or rebut alternative views in a courteous way, for example, Bạn nói đúng lắm. Tôi cũng nghĩ vậy … Bạn nói có lý nhưng tôi nghĩ rằng … Hay là mình thử làm thế này …?

• identifying and investigating issues associated with school or local community (for example, school facilities, local services and environment), and negotiate problem solving by suggesting realistic solutions for these issues

• creating a variety of texts that draw attention to issues affecting local community, for example, letters or articles for school magazine about health, welfare or environmental issues

5.2 Compare and contrast views of Vietnamese and Australian ways of learning.

• exploring features of the Vietnamese education system by participating in youth forums, exchanging emails with peers and relatives in Vietnam, and interviewing young new arrivals from Vietnam

• comparing and discussing with peers Vietnamese and Australian ways of learning, explaining the factors influencing respective educational values and practices; for example, the influence of Confucianism in Vietnamese culture may prevent Vietnamese students from being creative and independent in their thinking and learning styles

• debating with peers educational issues such as ‘Should language learning be made compulsory?’ and ‘Is university the best option?’, with reference to Vietnamese and Australian educational views and values

• using Vietnamese idioms and proverbs appropriately in educational contexts, for example, Học thầy không tầy học bạn

Obtaining and using information

5.3 Analyse, interpret and evaluate information from diverse perspectives on topical issues.

• accessing diverse sources and media (for example, television programs, radio news items, songs, performances, video clips, films, documentaries, online articles, newspapers, magazines, books) to gain knowledge of the causes and outcomes of current events and topical issues

• distinguishing between main points and supporting details in texts

• identifying language features and cultural references that contribute to the overall meaning or purpose of texts

• deducing meaning of unknown words or expressions from context and prior knowledge of subject matter
• comparing and evaluating the reliability of information (including translations from English into Vietnamese, where available) obtained from various sources such as newspapers, magazines, internet, television news/programs

5.4 Convey information to elaborate on and justify points of view on topical issues.
• summarising, synthesising and reconstructing information acquired from different sources to form background knowledge of the subject of discussion
• conveying ideas and information drawn from other learning areas (for example, health and nutrition, human impact on environment, scientific and technological advances) or from research (for example, statistics, pictures, documentaries) to elaborate on information and opinions
• analysing dissimilar attitudes/views of speakers or writers attitudes/views, and comparing and connecting them to own and others experiences to form personal perspectives on the issues discussed
• creating a range of spoken, written and multimodal texts for diverse audiences and purposes to provide information and opinions on the topics of discussion for example delivering a speech to promote healthy diet / lifestyles, producing a multimedia presentation about environmental pollution / destruction, writing an article about the impact of technology on teenagers

Responding to and expressing imaginative experience

5.5 Analyse traditional and contemporary forms of Vietnamese arts and entertainment to discuss how values and attitudes have changed over time.
• recognising and discussing different forms of Vietnamese arts and entertainment, such as painting, photography, (water) puppetry, dance, music, theatre and cinema
• differentiating traditional and contemporary Vietnamese arts and entertainment to discuss how practices and values may have changed over time, for example, comparing tranh dân gian Đông Hồ with tranh sơn dầu; múa rối with múa rối nước; dân ca with nhạc trẻ; hát chèo with cải lương, kịch with phim; trò chơi dân gian with trò chơi điện tử
• discussing common features of entertainment, for example, analysing what creates audio/visual impression (for example relevant noises, sounds and background music help create audio impression; scenery / costumes / facial make-up or expressions for visual impression) , what makes an engaging plot, the types of characters that appeal to young audiences
• comparing how common themes (for example, 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, for example language features or narrative devices
• 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 and attitudes have changed over time and explaining possible reasons for these changes, for example, comparing and contrasting the modern comedy Lá Sầu Riêng Thời Nay by Paris By Night with the original drama Lá Sầu Riêng by Kim Cương

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

• discussing regional generalisations and stereotypes represented in Vietnamese arts and entertainment

5.6 Present own perspectives on Vietnamese values and practices in different contexts by creating own imaginative texts.

• writing reviews in response to artwork, songs, films or stories, discussing themes, characters, language use and relevant issues

• using an array of cues (for example, pictures, gestures, music, language) to convey different emotions such as romance, happiness, excitement, frustration and sadness when creating own texts

• 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

• presenting an issue or a situation related to Vietnamese communities

• writing own-texts with different settings, characters and events, reflecting opinions on values and practices across cultures

Moving between/translating

5.7 Explore changes in contemporary young people’s lifestyles and perspectives over time.

• reading, listening to and viewing various forms of media (for example, online articles, youth forums, stories, songs, performances and films) to identify features of Vietnamese and Australian young people’s lifestyles and perspectives

• investigating factors that shape contemporary Vietnamese and Australian young people’s lifestyles and perspectives, such as technology, globalisation, changes in gender roles, or family background

• exploring how cultural values and practices influence attitudes and behaviours of contemporary Vietnamese and Australians, and connecting these to own experiences

5.8 Explore strategies to overcome challenges in translation.

• creating and performing bilingual role-plays of everyday situations, identifying similarities and differences in the ways ideas and information are presented or expressed in each language

• observing peers working as interpreters in the classroom or authentic contexts and identifying challenges in language mediation
• comparing print and electronic translations (for example, using online translation applications) of the same texts, and discussing their accuracy or appropriateness
• discussing various translations of common words, phrases, expressions and texts, selecting the most appropriate ones and negotiating adjustment if necessary
• reading bilingual texts and identifying translation strategies used
• watching English language films with Vietnamese subtitles (or vice versa), and discussing the accuracy and appropriateness of translations
• discussing strategies 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 contexts to identify the suitable meaning if a word may have different meanings / interpretation, for example a faithful reader (một đọc giả trung thành), a faithful husband (một người chồng chung thủy); King St (đường King), St Peter (thánh Peter)
• translating children’s stories from English into Vietnamese and vice versa, and discussing how to maintain original meaning when tailoring texts to a different audience and culture
• adapting classic Australian stories for young Vietnamese readers, and explaining the implications of word and setting choices
• creating bilingual menus, advertisements, travel brochures and children’s stories in English and Vietnamese, comparing ways of expressing concepts/meanings in each language

Expressing and performing identity

5.9 Explore Australian multiculturalism and value own Vietnamese cultural heritage.
• exploring significant or typical values, practices and beliefs of other cultures by accessing different forms of media such as the internet, arts and entertainment, stories
• examining cultural and generational influences on people’s reactions, emotions, attitudes, manners and language use
• recognising own and others’ tendency to generalise or stereotype during interactions, for example, Học sinh Việt Nam chăm học. Người miền quê thật thà chất phá.
• challenging cultural assumptions, generalisations and stereotypes and considering ways to increase mutual understanding across cultures
• identifying challenges and opportunities of bicultural experiences, for example, discussing how they feel when they are labelled as ‘Vietnamese’ or ‘Vietnamese Australians’
• reflecting on the benefits of being bilingual and bicultural (such as the ability to mediate between two languages, improvement in family relationships, and career advantages) in order to value their Vietnamese cultural heritage
Reflecting on intercultural language use

5.10 Explore the importance of considering cultural impact on interactions.

- noticing changes in language use and selection of information to represent themselves according to the cultural background of their audience, for example, how they might make different linguistic choices when communicating with a Vietnamese or an Australian person

- identifying possible misinterpretations due to cultural differences, for example, asking and responding to Em khỏe không? (How are you?) in Vietnamese and Australian contexts. This question may be used as a common greeting by Australians while a Vietnamese person may mean to ask about health conditions investigating cultural and social taboos in order to avoid practices that may offend people of other cultures or generations in interactions, for example, not making eye contact with elderly Vietnamese people, no physical intimacy with people of the opposite gender in the presence of elderly Vietnamese people on in the Vietnamese society reflecting on own assumptions and others’ interpretations of their linguistic, social and cultural practices, taking consideration of cultural impact and cultural contexts of interactions

- recognising and applying appropriate cultural behaviour and social norms in different settings

Understanding

Systems of language

5.11 Compare own speech to regional and standard Vietnamese pronunciation and accents, and adjust it if necessary.

- comparing own Vietnamese pronunciation and accent with those of other Vietnamese speakers, identifying similarities and differences, and classifying their accent as belonging to the Northern, Central or Southern accent group

- identifying the factors that influence their Vietnamese speech, such as parents, teachers, peers and films

- comparing own Vietnamese speech with standard Vietnamese pronunciation and accent, and making adjustment to their pronunciation of certain sounds or tone markers as necessary

5.12 Examine how Sino-Vietnamese words and Vietnamese stylistic devices convey meanings in communication.

- 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

- 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 các em? (rhetorical question); đi nhanh, ăn nhanh, nói nhanh (repetition); đẹp như tiên (simile); mưa nhớ thương ai (personification)
5.13 Explore and create complex sentences and structures using passive/active voice, modal verbs and direct/indirect speech.

- differentiating between active (Em đánh nó) and passive (Em bị nó đánh) voices and recognising that the active voice is used to express passive voice in Vietnamese, for example the passive sentence in Vietnamese should be Em bị nó đánh, not Em bị đánh bởi nó (I was hit by him) as in English
- noticing the use of được and bị in Vietnamese for positive and negative meaning, and in active and passive voices, for example, Em được điểm tốt. Em được thầy cô khen. Em bị bệnh. Em bị ba mẹ la.
- using modal verbs such as nên ('should'), cần ('need to') and phải ('must'), 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 speech (for example, Ba mẹ bảo em: Con nên chăm học) and indirect speech (for example, Ba mẹ bảo em nên chăm học) as appropriate according to context
- using direct speech (for example, Ba mẹ bảo em: Con nên chăm học) and indirect speech (for example, Ba mẹ bảo em nên chăm học) as appropriate according to context
- analysing the word order of subjects, verbs, objects and conjunctions in complex sentences, for example, Con thích cái áo mà mẹ mua cho con lúc gia đình mình về Việt Nam năm rồi
- employing complex sentence structures to elaborate on ideas, and clarify or justify opinions
- using cohesive devices such as Trước tiên, kế đến, sau cùng, ngoài ra, hơn nữa, tuy nhiên and vì vậy to sequence, add or connect ideas in texts
- using transitional sentences such as Hay là mình thử làm thế này sao! and Còn vấn đề bảo vệ môi trường thì sao? to manage shifts of topic and speaker

5.14 Explore the structure and language features of formal text types in Vietnamese for different audiences, contexts and purposes.

- examining structural features of formal text types, for example, direct speech for interviews, titles for articles, salutations for speeches
- exploring the way content is developed and ideas and information are sequenced in formal texts, for example, headings, paragraphing, topic sentences, elaborations, and shifts in topic
- comparing and analysing the language features of different formal text types, such as persuasive language for public speeches or advertisements, formal and opinionative language for articles, analytical language for literary reviews
- analysing the impact of linguistic choices made to achieve communicative goals, for example, descriptive language to promote a product, evaluative language to reflect on an experience, persuasive language to influence audience, or humorous techniques to entertain
• creating a range of texts, choosing appropriate text types according to audience and purpose, for example, creating a text persuading Year 8 students to choose Vietnamese as their elective in Year 9, or writing an article expressing own opinions on the impact of technology on teenagers

**Variability in language use**

5.15 Explore variability in language use associated with generation, gender, social class and degrees of formality.

• observing differences in language use (choice of vocabulary and structures) between participants in a range of different interactions
• identifying and analysing variability in language use between different groups, for example, familiar and unfamiliar adults and teenagers, males and females, academic and non-academic people
• reading blogs or interview/speech transcripts, and analysing and comparing language use to guess the age, gender or education of the authors
• listening to formal interviews and speeches and analysing how language use differs from everyday conversations
• comparing informal classroom interactions about a current event or issue with discussions on news and current-affairs programs, and analysing differences
• converting informal spoken language (*ai cũng biết hết*) into formal register to suit particular purposes and audiences, and experimenting with formal expressions such as *như quý vị đã biết, thống kê cho thấy* ...
• adapting own language use for different audiences or degrees of formality, for example, moving from informal to respectful tone, or sophisticated to simple vocabulary/structures

**Language awareness**

5.16 Explore the evolution of the Vietnamese language under the impact of media, technology and globalisation.

• listening to, reading or viewing traditional and contemporary Vietnamese texts, arts and entertainment relating to the same theme or topic, and noticing how the language has changed (with regard to vocabulary and structures)
• identifying Vietnamese words, phrases and concepts that have emerged as a result of globalisation and technological development, for example, *máy vi tính*, *nhấp chuột*, *điện thoại di động/thông minh*, *thư điện tử*, *nghệ dĩ điện tử*, *toàn cầu hóa*, *đồ điều khiển từ xa*
• reflecting on how the language of social media affects language use in Vietnamese and English, for example, explaining the meaning of acronyms and abbreviation/codes such as *nhìu wá*, ‘LOL’, ‘2u’
• discussing the influence of chat language on students’ literacy skills in Vietnamese and English
• reflecting on the differences in their language, tones and gestures when communicating with friends, teachers and family members
Role of language and culture

5.17 Explore how Vietnamese and Australian cultural practices, concepts, values and beliefs are represented in a range of texts and contexts.

- identifying Vietnamese and Australian cultural practices, concepts, values and beliefs presented in different sources, for example, everyday conversations, television programs, films, documentaries, musical performances, folk tales and short stories
- explaining cultural references in Vietnamese folk and contemporary literature, for example, mừng tuổi, xông đất, bông hồng trắng/đỏ, trò cau
- exploring the representation of Vietnamese and Australian cultures through various devices such as using typical scenery or icons, costumes, foods, gestures and language, for example, một tô phở / nón lá / áo dài, folding hands / bowing head, đa / thưa may represent Vietnam while Opera House / a boomerang, shaking hands, fair dinkum may be used to represent Australia
- comparing how the same practices, concepts or values are represented differently in different contexts and text types, for example, how the concept of filial piety (chữ hiếu) is reflected in Vietnamese opera (cải lương) and contemporary Vietnamese films, and in folk and contemporary literature

Years 9 and 10 (Level 4) Achievement standard

By the end of Level 4, students use spoken and written Vietnamese to interact in personal, social and local community domains and across a range of contexts, purposes and audiences. In spoken language, they initiate and sustain interactions with others to express, discuss and debate perspectives on youth culture and experiences. They use evaluative language (for example, Ý kiến của bạn rất là mới lạ/hợp thời. Bạn nói có lý nhưng tôi nghĩ rằng …) to acknowledge others’ opinions and challenge alternative views. They use transitional sentences (for example, 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 convert informal everyday speech (ai cũng biết hết …) into formal register (như quý vị đã biết …) as appropriate. They adapt own language use when changing audience or formality of context, for example, from an informal to a respectful tone, and from simple to sophisticated vocabulary or structures. In order to enhance oral fluency they reflect on standard Vietnamese pronunciation and adjust their pronunciation accordingly. They manage situations of non-equivalence between Vietnamese and English by providing additional descriptions or explanations or using corresponding idioms or expressions, for example, translating xin xăm as picking up fortunate sticks, being born with a silver spoon in one’s mouth as đẻ bọc điều.

In written language, students select, summarise, analyse, synthesise and evaluate relevant information from a range of spoken and written texts to develop awareness of the causes and outcomes of social issues and events. To enhance text comprehension, they infer characters’ or writers’ motives, attitudes or perspectives from context and language features. They identify, compare and discuss divergent perspectives in a range of texts, question their own assumptions and form their own positions on the topics of discussion. They create original texts of formal text types (for example, formal letter, report, article, interview or speech transcript), focusing on people and events, perspectives, choices and decision making. They manipulate complex structures and familiar technical language (for example, ð
nhiễm môi trường, hiện tượng trái đất nóng lên) to suit diverse communicative purposes and to influence particular audiences. Students employ cohesive devices (for example, trước tiên, kế đến, sau cùng, ngoại ra, hơn nữa, tuy nhiên, vì vậy) to sequence and connect ideas in texts. They use a range of stylistic devices, such as repetition (đi nhanh, nói nhanh, ăn nhanh), simile (mắt sáng như sao), personification (lá sầu) and rhetorical questions (Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt?) to enhance expression.

At this level, students have developed an improved understanding of Vietnamese syntax, and construct authentic Vietnamese sentences with less dependence on English structures. They understand the difference between direct (Ba mẹ bảo em: Con nên chăm học) and indirect (Ba mẹ bảo em nên chăm học) speech, and use them as appropriate for particular text types and contexts. They use modalities (nên, cần, phải) to give advice or express their attitudes on subjects of discussion. They recognise that, unlike in English, the active voice is used to express passive voice in Vietnamese (Em bị nó đánh instead of Em bị đánh bởi nó). They understand the literal and figurative meanings as well as cultural implications of Vietnamese idioms (được voi đòi tiền) and proverbs (Giấy rách phải giữ lấy lề; Tiền học lé, hâu học vấn), and use them to elaborate on ideas or express concepts more subtly. They understand the meaning of common Sino-Vietnamese words and that they are used in formal contexts, for example, Hội phụ nữ (not Hội đàn bà), Kính thưa quý vị phụ huynh (not Kính thưa cha mẹ học sinh). They identify and use new Vietnamese words that have emerged from globalisation and technological advances, such as công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng, toàn cầu hóa. Students’ enhanced knowledge of Vietnamese culture enables them to interpret and discuss cultural representation in a range of texts (for example, the use of bông hồng trắng/đỏ trong ngày lễ Vu Lan to indicate whether someone’s mother is alive or deceased). They understand the need to consider cultural impact on the interpretation of meaning when mediating between languages.
## Communicating

<table>
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<tr>
<th>Foundation to Year 2 (Level 1)</th>
<th>Years 3 and 4 (Level 1)</th>
<th>Years 5 and 6 (Level 2)</th>
<th>Years 7 and 8 (Level 3)</th>
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<tbody>
<tr>
<td><strong>Socialising and taking action</strong></td>
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<tr>
<td>Interact with the teacher and peers by expressing needs, likes and dislikes, and by exchanging greetings, farewells, wishes and invitations.</td>
<td>Exchange information and experiences relating to self, family and friends.</td>
<td>Share own interests and opinions and enquire into those of others.</td>
<td>Express opinions on topics and issues related to teenage life and personal interests.</td>
<td>Explore own and peers perspectives on youth culture and social experiences.</td>
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<tr>
<td>Follow directions and instructions in class activities.</td>
<td>Respond to instructions, ask for and provide clarification, and seek advice and help from others.</td>
<td>Adapt language to discuss issues related to other learning areas, such as health, safety and wellbeing.</td>
<td>Plan, share and negotiate learning tasks, events and celebrations.</td>
<td>Compare and contrast views of Vietnamese and Australian ways of learning.</td>
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<tr>
<td><strong>Obtaining and using information</strong></td>
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<tr>
<td>Identify key points of information about familiar people or everyday objects.</td>
<td>Elicit information relating to peers' homes, routines and interests.</td>
<td>Research and summarise information on Vietnamese places, people and events.</td>
<td>Compare and evaluate information from different sources to acquire information for research projects, to form position on subjects of discussion.</td>
<td>Analyse, interpret and evaluate information from diverse perspectives on topical issues.</td>
</tr>
<tr>
<td>Respond to simple questions about everyday experiences and immediate environment.</td>
<td>Share information obtained in familiar spoken and written contexts.</td>
<td>Present information and express ideas related to topics of interest.</td>
<td>Present information to convey ideas or views and support opinions.</td>
<td>Convey information to elaborate on and justify points of view on topical issues.</td>
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<td><strong>Responding to and expressing imaginative experience</strong></td>
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<tr>
<td>Respond to simple short texts through movement, actions and speech, for example, miming, acting, matching pictures with text, answering simple questions.</td>
<td>Summarise short imaginative texts and identify setting and characters.</td>
<td>Analyse themes, characters and messages in imaginative texts and connect them with own experiences.</td>
<td>Compare how places, people, experiences and attitudes are described and expressed in differently in different arts forms.</td>
<td>Analyse traditional and contemporary forms of Vietnamese arts and entertainment to discuss how values and attitudes have changed over time.</td>
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<tr>
<td>Identify how writing can communicate ideas, feelings and information, and produce own simple texts (visual, written or multimodal) to express themselves.</td>
<td>Create own imaginative texts in response to other texts or real-life experiences and people</td>
<td>Create own digital photo stories, big books, poems, chants or raps.</td>
<td>Express own response to imaginative texts by experimenting with creating own imaginative texts in a range of genres and modes.</td>
<td>Present own perspectives on Vietnamese values and practices in diverse contexts by creating own imaginative texts.</td>
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<td><strong>Moving between/ translating</strong></td>
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<tr>
<td>Identify Vietnamese and Australian social practices used in daily routines.</td>
<td>Compare cultural practices of people in Vietnam and in Australia.</td>
<td>Compare common customs and cultural practices in Vietnam and Australia.</td>
<td>Compare and evaluate significant Vietnamese and Australian cultural practices, values and beliefs.</td>
<td>Explore changes in contemporary young people’s lifestyles and perspectives over time.</td>
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<tr>
<td>Identify differences between Vietnamese and Australian pronunciation.</td>
<td>Recognise that there are different ways in which meaning is conveyed in Vietnamese and English.</td>
<td>Notice which words and concepts are easy or difficult to translate between Vietnamese and English, and what gets ‘lost in translation’.</td>
<td>Explore strategies to overcome challenges in translation.</td>
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<td><strong>Expressing and performing identity</strong></td>
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<td>Recognise and understand their Vietnamese cultural identity by compiling and examining their personal profile, for example, Vietnamese name, age and animal sign.</td>
<td>Compare symbolism in Vietnamese and other cultures.</td>
<td>Explore how Vietnamese and other cultures influence own perspectives, behaviours and practices.</td>
<td>Explore the impact of cultural and generational influences on self and others.</td>
<td>Explore Australian multiculturalism and value own Vietnamese cultural heritage.</td>
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<tr>
<td><strong>Reflecting on intercultural language use</strong></td>
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<tr>
<td>Notice different attitudes, responses and language used in initial interactions by people of Vietnamese and Australian backgrounds.</td>
<td>Compare own attitudes, responses and language use with those of people from other cultural and linguistic backgrounds.</td>
<td>Reflect on language choices made to establish and maintain relationships with people of diverse backgrounds and ages.</td>
<td>Reflect on the cultural and linguistic appropriateness of own Vietnamese language use across varying contexts and interactions.</td>
<td>Explore the importance of considering cultural impact on interactions.</td>
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<tr>
<td><strong>Recognise and identify the alphabet and tone markers of the Vietnamese language system.</strong></td>
<td><strong>Analyse Vietnamese sound and spelling systems.</strong></td>
<td><strong>Examine Vietnamese spelling system, pronunciation and intonation to distinguish between statements, questions and exclamations.</strong></td>
<td><strong>Differentiate between Northern, Central and Southern Vietnamese accents and pronunciation.</strong></td>
<td><strong>Compare own speech to regional and standard Vietnamese pronunciation and accents, and adjust it if necessary.</strong></td>
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<tr>
<td><strong>Recognise basic sentence structures, including simple questions and responses.</strong></td>
<td><strong>Compare the formation and word order of Vietnamese and English nouns, verbs, adjectives, adverbs and prepositions.</strong></td>
<td><strong>Explore Vietnamese compound words, synonyms and antonyms, for example, máy bay, máy may, máy lạnh, lò ga, siêng năng, chăm chỉ, vô phép, bất lịch sự.</strong></td>
<td><strong>Compare Vietnamese and English alliteration, onomatopoeia, idioms, proverbs and simple poems, ca dao, thơ lục bát.</strong></td>
<td><strong>Examine how Sino-Vietnamese words and Vietnamese stylistic devices convey meanings in communication.</strong></td>
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<tr>
<td><strong>Vary sentence structure and word order to ask and respond to questions about ở đâu, khi nào, ai, với ai, thế nào.</strong></td>
<td><strong>Explore Vietnamese comparative modes, possessive cases, conjunctions and tenses, for example, hơn, nhất, đã, sẽ, đang.</strong></td>
<td><strong>Explore Vietnamese affirmative, negative, interrogative, imperative and exclamatory sentences.</strong></td>
<td><strong>Explore and create complex sentences and structures using passive/active voice, modal verbs and direct/indirect speech.</strong></td>
<td><strong>Explore the structure and language features of formal text types in Vietnamese for different audiences, contexts and purposes.</strong></td>
</tr>
<tr>
<td><strong>Create simple short texts, for example, messages, notes, invitation cards or dialogue.</strong></td>
<td><strong>Explore the structure and language features of informal text types created in Vietnamese for different purposes.</strong></td>
<td><strong>Examine the structure and language features of informal text types in Vietnamese for diverse audiences, contexts and purposes.</strong></td>
<td><strong>Explore the structure and language features of formal text types in Vietnamese for different audiences, contexts and purposes.</strong></td>
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<td><strong>Variability in language use</strong></td>
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<td>Use appropriate personal pronouns and gestures when greeting and addressing Vietnamese teachers, friends and family members.</td>
<td>Use and vary Vietnamese nouns, adjectives and personal pronouns according to age, gender and relationships.</td>
<td>Examine how language use differs according to participants’ relationships and purposes.</td>
<td>Investigate variability in Vietnamese language use in specific settings and contexts, for example, at the market, the bank or the doctor’s surgery.</td>
<td>Explore variability in language use associated with generation, gender, social class and degrees of formality.</td>
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<tr>
<td><strong>Language awareness</strong></td>
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<tr>
<td>Recognise the relationships between Vietnamese and English.</td>
<td>Noticing that Vietnamese is a tonal language with regional dialects and it can be influenced by other languages. Identify the influence of English on casual language used in daily interactions by Vietnamese people in Australia, for example, use of terms such as ‘OK’, ‘hello’ and ‘shopping’.</td>
<td>Explore cross-linguistic and intercultural influences on Vietnamese language, for example, Vietnamese words derived from Chinese and French such as phu huynh, ga ra, cà rốt and cần tin.</td>
<td>Explore regional dialects and contextual meanings of Vietnamese homonyms.</td>
<td>Explore the evolution of the Vietnamese language under the impact of media, technology and globalisation.</td>
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<tr>
<td><strong>Role of language and culture</strong></td>
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<tr>
<td>Identify diverse elements of cultural representation such as flags, architectural icons, foods, clothes, greeting gestures and notions of politeness.</td>
<td>Notice the interconnections between cultural features and language use in Vietnamese and English.</td>
<td>Recognise that cultural beliefs and practices are embedded in language.</td>
<td>Explore how culture shapes communicative practices.</td>
<td>Explore how Vietnamese and Australian cultural practices, concepts, values and beliefs are represented in a range of texts and contexts.</td>
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</table>
Years 7 and 8 (Level 1)

Years 7 and 8 (Level 1) Band description

Most students who enter the background language learner pathway in Vietnamese at Year 7 have strong, most likely familial connections to Vietnamese language and culture. They will have different levels of micro language skills in Vietnamese which teachers should take into account when developing teaching programs.

Students come to the classroom understanding and using Vietnamese within the world of their personal experience (likely to be the home domain). At this level, possible contexts for interaction include the world of learning (for example, discussing the transition into high school), concepts of home or friendship (for example, đại gia đình Việt Nam; tình bạn), shared events, leisure activities and family. Other interactions at this level are characterised by students contextualising and using their background language and culture as much as possible while socialising and exchanging information. This will not necessarily involve the fluent use of Vietnamese, but will rather be evident in the way students use their background knowledge of Vietnamese language and culture in communication. These interactions should be performance-based and authentic to the world of teenage experience.

Students understand Vietnamese sound and writing systems and use them to create spoken and written texts for communication with a variety of audiences and interlocutors. They learn to use common nouns, pronouns, verbs, adjectives and conjunctions appropriately in different types of sentences such as affirmative, negative and interrogative forms.

Students’ knowledge of Vietnam and Vietnamese language is extended through exploration of digital texts, audiovisual materials (for example, Quê hương tôi; chuyện cổ tích; Món ăn Việt Nam), cultural performances, and community events and activities (Tết Nguyên Đán, Trung Thu). In particular, given their background language status, students are likely to work exclusively with bilingual, subtitled and captioned texts such as captions, emails, posters or short narratives and presentations. As part of making meaning from these texts, students explore Vietnamese syntax and structures of different text types, beginning to develop and use metalanguage to identify grammatical terms and syntax. They have an understanding of the way English works as a system, and ways in which it is similar to and different from Vietnamese.

Classroom conversation and participation are characterised by interactions in both English and Vietnamese, with Vietnamese as the main language for instructions and comparisons by teachers and students. The extent of target language use and how much teacher facilitation of activities is necessary will depend on the language status profile of the students; for example, it is likely that a background language student will have stronger oral than written skills. Students may use English to discuss their interests and exchange experiences of learning Vietnamese and English. English may also be used to explain and compare ideas, concepts and functions related to Vietnamese language structures and culture, such as word formation, sentence structure and cultural identity. Audio and visual support materials such as pictures and video clips are used to help students understand Vietnamese language and culture and to interact with the teacher and peers.
Years 7 and 8 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

1.1 Establish relationships with Vietnamese speakers by exchanging information about self, friends and family members, sharing opinions, likes and dislikes.

- greeting different people such as teachers, peers and parents, for example, chào thầy/cô, chào ba/mẹ
- using appropriate expressions in self-introductions to initiate conversations, for example, Chào bạn, bạn khỏe không?
- initiating conversations by asking peers what they are thinking or doing, for example, Sáng nay bạn ăn gì? Hôm nay, bạn làm gì?
- exchanging information about self, family and others, for example, tên họ gì, học trường nào? gia đình bạn có mấy người? Gia đình tôi có bốn người: ba mẹ, anh tôi và tôi
- comparing various greetings and behaviours used across a range of social situations, and discussing similarities or differences to English, for example, Vietnamese greetings do not relate to time of day, unlike English

1.2 Make and respond to requests, give instructions and ask for permission and support to participate with Vietnamese speaking peers and community members.

- following the teacher’s instructions and responding to questions related to classroom activities and routines, for example, Các em ngồi xuống. Các em hiểu không?
- eliciting peers’ opinions on topics from other learning areas, for example, Bạn đồng ý không?
- negotiating plans and making arrangements for an activity, for example, Bạn giúp tôi được không?
- using appropriate expressions to respond to a request or enquiry, for example, Em làm bài xong chưa? Dạ, Em làm xong rồi

1.3 Conduct transactions when shopping, eating out or attending community cultural events, for example, Vietnamese New Year/Mid-Autumn festivals, religious practices.

- exchanging information with Vietnamese friends about an event/activity such as day, time and place, for example, Hội chợ Tết tổ chức ngày nào? Ở đâu?
- sustaining conversations by asking questions on information related to objects, people and events, for example, Mua bánh Trung Thu ở đâu?
- inviting peers to attend Vietnamese community celebrations such as New Year celebration or the Mid-Autum Festival, for example, Bạn đi xem hội chợ Tết không?
1.4 Exchange correspondence and reports on daily routines and tasks with Vietnamese friends or other members of the Vietnamese speaking community.

- writing a message or report to friends or family members recounting daily routines and activities, for example, Thưa mẹ, sáng nay con đi học lúc 8 giờ
- describing or reporting own routines, events and leisure activities to a variety of audiences and contexts, for example, Hàng ngày, ba em dạy som tập thể dục
- making arrangements and decisions using texts such as messages or letters, for example, Chúng ta hẹn gặp nhau trong buổi họp sắp tới
- discussing with Vietnamese speakers their experiences of schooling and lifestyles in Australia, for example, viết về việc học ở Úc

Obtaining and using information

1.5 Collate information from short spoken, written and multimodal texts in familiar contexts; differentiate between main ideas and supporting details.

- identifying texts such as conversations, invitations that are helpful for learning Vietnamese, and discussing with peers how to use them
- making connections between own experiences and learning of Vietnamese to infer meanings of words and sentences
- reflecting on diverse interpretations of information, summarising text and sharing understanding with others

1.6 Create short spoken or written texts to express own opinions on issues of interest in familiar contexts.

- using questioning techniques such as Gì?, Ở đâu? and Khi nào? to participate in conversations about self, friends and family, for example, Nhà bạn ở đâu?; Ba bạn làm gì?
- Using a range of nouns, verbs, adjectives and sentence structures to describe people, events and activities observed in a range of multi-media texts for example, người đẹp/xấu/tốt
- presenting information from printed and multimodal texts in a letter, poster or a report to persuade someone to do something

Responding to and expressing imaginative experience

1.7 Share experiences of language use in diverse imaginative texts such as songs, films and stories, and identify setting, and summarise plots, characters and meanings.

- reading a folk tale and expressing own opinions on its content and purposes, for example, Bạn nghĩ gì khi đọc xong chuyện Tấm Cám?
- describing and discussing with peers main characters and important events in oral or written texts such as songs, films and stories, for example, Hội chợ Tết năm nay rất đông và vui
- exploring a variety of texts (for example, conversations, letters, folk literature) on different aspects of Vietnamese culture and answering guided questions, for example, người Việt xem trọng tình gia đình
1.8 Perform, summarise, re-create, complete or modify literary work using own experiences or imagination.

- creating texts to express personal response to people, events and experiences from video programs or documented films, for example, a report on community celebrations
- recast a poem or video clip into a story using appropriate vocabulary and sentence structures for example, for a video clip: Quê hương tôi rất hay và có ích

1.9 Create imaginative responses that reflect their own aspirations as and to young Vietnamese in Australia.

- creating an imaginative text such as stories, songs and humorous skits about future possibilities, for example, a description of transportation in 2030
- participating in a conversation with peers about what they want to do in the future, for example, Bạn muốn học ngành gì khi lên đại học?

Moving between/translating

1.10 Compare and contrast Vietnamese and English sentence and text structures used in different genres and contexts.

- identifying and explaining the similarities and differences between Vietnamese and English sentence structures, for example, simple English sentence structure: subject + predicate; Vietnamese: Chủ ngữ + Vị ngữ=subject + predicate
- comparing how information is conveyed in English and Vietnamese versions of the same text types such as letters, brochures, events programmes and fact sheets, for example the introduction, development and conclusion of a letter (cách trình bày một lá thư, cách chào hỏi khi đàm thoại)

1.11 Translate sentences, captions, paragraphs and short texts, and explore instances of non-equivalence (of vocabulary or structures) between Vietnamese and English.

- collaborating with peers to create a list of Vietnamese nouns, verbs and sentences which are similar to English; identifying cross cultural influences and aspects that signify a common linguistic background for example, Vietnamese: máy giặt, English: washing machine
- recognising where literal translation has occurred between Vietnamese and English in both oral and written texts and discussing the aspects of literal translation that users of texts should be wary of, for example, ông ấy tốt bụng means 'he is kind-hearted' not tốt tim
- reading a simple short Vietnamese text describing people or community events in Australia and translating it into English, such as travel brochure or newscast, identifying the features that provide the reader with clues that it is written from a Vietnamese perspective
Expressing and performing identity

1.12 Compare the extent of the influence of Vietnamese culture on present lifestyle, values and perspectives; recognise and question own cultural identity.

- participating in role-plays with peers to demonstrate different Vietnamese greetings and well wishes to audiences who wish to travel to Vietnam, for example, Cửi đầu chào, giỏi
- creating a list of items or events that represent aspects of Vietnamese cultural identity which influence their lifestyle, for example, food, clothing and celebrations, for example áo dài, nón, phở, bún bö, hủ tiếu
- exploring the importance of Vietnamese values and attitudes relating to family relationships and education in Vietnam and in Australia, for example, sự liên hệ giữa cha mẹ và con cái, người Việt quí trọng giáo dục

Reflecting on intercultural language use

1.13 Explore how language use reflects personal identity and cultural behaviours, practices and values.

- choosing appropriate Vietnamese language use in different contexts, for example, expressing thanks, apologising, for example, thành thật xin lỗi
- comparing Vietnamese name components and order (family name, middle name [optional] + given name) with English, and understanding how to address Vietnamese speakers appropriately depending on age, relationship or social class (for example, Thưa thầy Nam/cô Mai), particularly in official contexts or when meeting important or well-known people, when the person’s full name must be used after the title, for example, thi hào Nguyễn Du; Cố Hoà Thượng Thích Tịnh Khiết
- reflecting on how cultural backgrounds are demonstrated in non-verbal elements of daily communication, for example, body language, gestures, eye contact and speaking loudly or quietly
- reflecting on ways that they already modify their own non-verbal communication style when talking in different languages and/or with people of different cultural backgrounds

1.14 Engage in communication with people of different generations and cultural backgrounds, and reflect on how contexts of situation and contexts of culture impact on communication

- discussing the use of English and Vietnamese languages for making requests when interacting with people
- discussing with peers and groups of differing generations and cultural backgrounds what Vietnamese cultural activities signify and in why it is important to celebrate them in Australia, for example, thảo luận về các hoạt động văn hoá Việt Nam ở Úc như Lễ Tết
Understanding

Systems of language

1.15 Use the features of the Vietnamese sound and writing systems, including the Vietnamese alphabet, and tone markers.

- analysing the roles of clusters of vowels, consonants and tone markers in forming Vietnamese words noting similarities and differences to English and other languages in their repertoire
- recognising and pronouncing Vietnamese words and simple sentences, and matching words with pictures, for example, chọn câu hợp nghĩa với hình.

1.16 Explore the differences and similarities between Vietnamese and English word formation and sentence structures.

- Experiment with Vietnamese word formation and sentence structures by writing short texts for different purposes and in different contexts, such as information texts describing the transition to high school or describing feelings about the transition to high school, creating programmes for events and brochures compare with English texts written for similar audience and purpose
- applying understanding of word formation to identify the word most appropriate to translations of English words, for example, thợ điện = electrician
- using simple subject + predicate sentence structure (for example, viết câu đơn giản có chủ ngữ + vị ngữ) to express opinions for example, Tôi rất thích nghe nhạc.

1.17 Use features of Vietnamese grammar such as word order, personal pronouns, adjectives and verbs.

- applying the principles of word order to identify their appropriate positions in a variety of text types and comparing translations for both English and Vietnamese texts, for example, đi mua (going shopping) and mua đi (let’s buy)
- employing more complex syntactical features to convey meanings in different text types, for different audiences and contexts for example, trong trường hợp nầy, chúng ta đồng ý (in a conversation with friends)

1.18 Identify textual features of formal and informal genres, both spoken and written.

- exploring the use of textual features of Vietnamese syntax for different text types such as messages, letters and reports, for example, Thưa, Kính thưa, Thân gửi, kinh gửi
- comparing alternative terms of address in a variety of formal and informal contexts, such as in class, at home or at a party, for example, Thân chào các bạn, kinh chào ông bà
- performing introductions in formal and informal situations, such as in class, at home or at a party, for example, các bạn thân mến, thưa ba mẹ
- applying the principles of word order and sentence structures to read and analyse a variety of printed or digital media texts, for example, phân tích cách dùng từ và câu trong một đoạn văn
Variability in language use

1.20 Understand the influence of the relationship between purposes and contexts of communication on language choice.

- discussing and comparing the use of internet language in education and public media in Vietnam and in Australia
- Observing what language choices are made in social interactions at school or at home, for example, học sinh với thầy/cô giáo; con đối với cha mẹ
- choosing appropriate Vietnamese words and sentences to write messages or letters to friends at school or family members

Language awareness

1.21 Recognise that Vietnamese has a large number of words borrowed from Chinese, French and English.

- examining a range of words used in Vietnamese that have been borrowed from other languages, and analysing how they are used in different contexts, for example, phụ huynh in hội phụ huynh học sinh/ Em vâng lời cha mẹ , báo phụ nữ/ dân bà nhà quê
- exploring how Vietnamese use English when communicating within the Vietnamese community in Australia, for example, đi shopping, mua ticket
- identifying borrowed words in a variety of text types, and examining how they are used to express appropriate meanings, for example, thư gởi phụ huynh học sinh not thư gởi cha mẹ học sinh

1.22 Identify and understand new Vietnamese words and concepts that have emerged as a result of technological advance and globalisation.

- Compiling a list of new Vietnamese words relating to information and communications technology, for example, điện thư, điện thoại di động
- exploring the use of English and Vietnamese in media and telecommunications for example, mit ting, ơ-tơ, ơ-kê

Role of language and culture

1.23 Reflect on the importance of cultural knowledge and understanding to ensuring effective communication.

- exploring how Vietnamese cultural concepts of family and education influence the individual lifestyles of Vietnamese in Australia, for example, có hiểu với cha mẹ, trách nhiệm với anh chị em
- understanding that Dạ, Vâng sometimes means 'yes', but that sometimes it is only a polite particle in social conversations
- discussing with peers/friends the impact of cultural understanding on everyday communication with others, in particular the way cultural understandings have affected their interactions with others, and what they may have gained from or misunderstood in these encounters
1.24 Identify similarities and differences in social norms and expressing cultural concepts in Vietnamese and English.

- reflecting on how attitudes or values considered normal in Vietnamese culture may not be viewed the same way in English, for example, thái độ đối với phụ nữ và trẻ em
- exploring and comparing Vietnamese and Australian assumptions about values and cultural norms in relation to gender, social class, for example, sự quan hệ nam nữ

Years 7 and 8 (Level 1) Achievement standard

By the end of Level 1, students initiate, sustain conversations with each other, teachers (for example, Thưa thầy/cô, chào các bạn, cảm ơn). They engage in classroom routines, and interactions to exchange information and ideas with friends, teachers, family members and known adults on their personal experiences regarding home, friendship (for example, đại gia đình Việt Nam; tình bạn), shared events, leisure activities and family, and provide reasons for a decision and/or course of action. They organise ideas to sustain a conversation or role-play. They use contextual cues and knowledge of language choices in order to respond to and create informative, imaginative and persuasive texts such as letters, narratives, character descriptions, brochures, formal and informal conversations. Students understand and apply correct Vietnamese structures for particular text types, and compare these with English text structures (for example, introduction, development and conclusion of a letter). They use dictionaries and other reference materials to check for errors and gain further information. They use appropriately a range of personal pronouns (for example, em, anh, cô, chị) and verbs (for example, nên, cần, phải).

Students understand differences between spoken and written Vietnamese such as I = tôi (written) and tui (spoken), and changes in language use according to mode and purpose. They use accurate pronunciation, phrasing and intonation (for example, dấu giọng, dấu phẩy, dấu chấm) in their interactions and adjust language to suit different situations and relationships. They understand Vietnamese word formation and word order in a sentence for speaking and writing. Students recognise French, English and Chinese words used in Vietnamese. They apply the distinctive features of Vietnamese grammar to enhance their daily communication and begin to use a common metalanguage to explain the role of these features in effective communication. They understand values of Vietnamese culture in communication and they compare cultural different norms of Vietnamese and Australia.
Years 9 and 10 (Level 2)

Years 9 and 10 (Level 2) Band description

At this level, students are seeking to communicate in Vietnamese in everyday conversations and in domains beyond the home and their personal lives. They are immersed in Vietnamese language and culture, making connections and comparisons with their experience of Vietnamese and Australian culture (for example, tính công bằng; lòng nhân ái). Students begin to consider their role as intercultural communicators in terms of their place in Australia, and in relation to other Vietnamese speakers.

Likely contexts of interaction are not contained to the world of teenage experience (peers and family) but expand to include using Vietnamese to exchange information and opinions on relationships, study, leisure and other topics with Vietnamese speakers at school or in the community. They observe and participate in transactions within the Vietnamese community.

Students explore word order, sentence structure and punctuation to support their speaking and writing, producing a range of text types. They use nouns, verbs, adjectives and adverbs of time (such as đang, sẽ and đã) and conjunctions (such as Vì vậy and nhưng).

Students listen to, view and read both Vietnamese and bilingual (Vietnamese and English) texts, and analyse and discuss values, beliefs and attitudes reflected in those texts. Texts include films, novels, short stories, conversations and performances. The selection of target language texts will be contingent on the conceptual focus for learning and will include both classic and contemporary Vietnamese literature (for example, Nguyễn Khuyên, Nguyễn Bình, Vũ Bằng). They produce short informational, persuasive and imaginative texts, both written and multimodal.

The use of English remains important in supporting students to understand concepts and information related to Vietnamese language and culture. Students explore the influence of English on their communication in Vietnamese, and explore how living ‘between’ two cultures has impacted on their own identity. They use information and communications technology independently to research information on language and culture.

Years 9 and 10 (Level 2) Content descriptions and elaborations

Communicating

Socialising and taking action

2.1 Express preferences and opinions on familiar topics such as leisure activities, friendship, family life and values, special occasions, and Australian and Vietnamese concepts of manners and etiquette.

- establishing and building relationships by sharing ideas, experiences or feelings with friends, family members and Vietnamese speakers, for example, Gia đình bạn thường ăn cơm Việt Nam không?
- participating in group/class discussion of Vietnamese use of terms of address for people of different ages, relationships and social class, for example, Kính chào, Xin chào, thân mến
• comparing how young Vietnamese celebrate in Vietnam and in Australia and discussing the cultural and social values with peers, for example, sinh nhật, Tết Trung Thu

• describing events, celebrations and leisure activities of the Vietnamese community in Australia and sharing their opinions on how they are organised with peers

2.2 Share experiences of and opinions on aspects of school life, including friendship, teaching/learning practices and discipline policies.

• exchanging with peers opinions of Vietnamese learning practices at home and at school (for example, Minh thường học thêm toán và tiếng Anh) and of class activities and discipline in Australia, and conveying their expectations, for example, bị phạt như thế nào khi nói chuyện nhiều trong lớp?

• discussing with peers similarities and differences between school life in Vietnam and in Australia, for example, sự liên hệ giữa học sinh với giáo viên

2.3 Participate in transactions with Vietnamese people in the local community to order/purchase different services, negotiating, cooperating with peers and service providers and problem solving as necessary.

• Participating in discussions with Vietnamese merchants, and explaining their agreements and disagreements about their services

• sharing their experiences of using Vietnamese to solve problems and gain access to services with friends and online with the wider Vietnamese community

• participating in spoken and written transactions with Vietnamese in the local community to purchase different goods and services, negotiating and problem solving where necessary

2.4 Express own opinions and convey information appropriate to to relevant audiences and purposes.

• exchanging with peers personal experiences relating to the use of appropriate expressions conveying respect for the elderly and for authority, for example, Trân trọng giới thiệu or Xin giới thiệu

• using appropriate personal pronouns and terms of address with a variety of audiences and in a range of contexts, for example, em thấy ông/bà ấy rất tốt, thưa thầy/cô

Obtaining and using information

2.5 Listen to, view and read a range of different Vietnamese text types, analyse their contents and use information for communication.

• researching information from books, articles, leaflets or advertisements and creating texts for a variety of audiences such as a guide for Vietnamese students to Australia

• expressing own opinions on current events and issues, and eliciting peers’ responses and opinions
2.6 Produce informational texts such as brochures, posters, social media sites using multimedia to express own views, solve problems or persuade others to take action.

- presenting information from a range of sources in a range of information texts of interest and concern to Vietnamese youth in Australia such as being bi cultural, celebrity and the rights and responsibilities of friendship, and discussing aspects of the topic with peers
- analysing current events and topics related to the Vietnamese community in Australia and eliciting peers' opinions

**Responding to and expressing imaginative experience**

2.7 Discuss themes, plots, characters and messages of a range of imaginative texts, and make connections to personal and common experiences.

- sharing own experiences and ideas on a variety of texts (such as a folk tale, short story or video clip), and discussing issues related their contents
- reading short stories and novels that demonstrate aspects of life in Vietnam at earlier points in history, and analysing and discussing these aspects, for example, commenting on how conflicts between husbands and wives are portrayed
- reflecting on their own responses to the plots or characters of contemporary Vietnamese literary works, such as short stories, novels or films and relating their own attitudes and experiences to the plots or characters

2.8 Respond to characters in folk tales, songs, poems, stories or television programs.

- describing and analysing characters and events shown in a soap opera, sitcom or reality television show, for example, xem phim truyền cổ tích bánh chung bánh dày
- express their ideas in response to the content of a folk tale, song or short story

**Moving between/translating**

2.9 Discuss the use of Vietnamese in translation (in Vietnam and Australia) and negotiate changes or adaptation.

- examining the use of Vietnamese for translations of the text from Vietnamese into English and vice versa and comparing the features of texts in both Vietnamese and English, including words or concepts that do not translate easily from one language to another.
- comparing own and peers' translations of the same text, and discussing the similarities and differences between Vietnamese and English text structures for example, vị trí tiếng liên từ, các từ dùng bắt đầu và kết thúc.
- considering idiomatic Vietnamese corresponding and discussing possible ways of translating them into English, for example, nụ cười chẳng mất tiền mua = a smile costs nothing.
2.10 Explore and compare different ways of expressing meaning in Vietnamese and English.

- explaining similarities and differences between Vietnamese and English terms of address depending on age, relationships or social class, for example, in English, 'you' is used generally, but in Vietnamese, you can be ông (Mr.), cô (Ms.), con (a child)
- discussing the problems of literary translations between English and Vietnamese with peers and finding solutions for example, some Vietnamese sentences have no verbs or the different ways of expressing passive voice.
- choosing Vietnamese or English words, phrases and sentences which are equivalent to each other in the same contexts for example, in English 'I’m speaking', and in Vietnamese: Tôi nghe đây (I’m listening here)

Expressing and performing identity

2.11 Discuss and reflect on their own and peers’ experiences of growing up between two cultures, and develop appreciation of their bilinguality and Vietnamese cultural heritage.

- comparing the use of Vietnamese and Australian body language and gestures in everyday interactions, for example, cách chào hỏi, bắt tay
- working with peers to research and write articles about Vietnamese refugees and exploring how they arrived in Australia and comparing their experiences to that of other ethnic communities within Australia
- participate in round table discussions with peers about what being bilingual and or bicultural means in the Australian context
- comparing some common Vietnamese cultural beliefs and practices with those of Australian and other cultures to understand their values, for example, thờ cúng ông bà, ngày giỗ

Reflecting on intercultural language use

2.12 Consider own language use in various contexts and interactions in intercultural communication.

- reflecting on word choices and expressions used by Vietnamese for communicating with others for example, praising someone, Vietnamese say “đẹp như tiên”, “tươi như hoa”
- discussing the generation gap in the Vietnamese community in Australia and the use of Vietnamese for communication among people of different ages,
- experimenting with the use of language such as the use of name components and order in addressing to different people and non-verbal elements such as gestures to aid comprehension and avoid misinterpretation in intercultural communications, for example, cách gọi tên người Việt khác người Úc
Understanding

Systems of language

2.13 Analyse and apply the Vietnamese spoken system for oral communication.

- analysing the Vietnamese spoken and writing systems and creating meaningful words for filing in gaps or matching them with sentences, pictures and texts
- organising sentences in paragraphs or short texts by using conjunctions such as "và, nhưng mà, vì vậy" to complete a full meaning of text.
- using appropriate phrases or sentences to initiate and sustain a conversation on interested topics, for example, Theo bạn, bạn nghĩ thế nào?

2.14 Apply the principles of Vietnamese word formation and sentence structures to writing and speaking in everyday communication.

- understanding the grammatical functions of common nouns, proper nouns, verbs and adjectives and discussing how these words can be put into meaningful sentences to meet communicative functions in daily conversations or written correspondence, for example, “đi về” (đi is a verb) and “về đi” (đi is imperative word). Developing a metalanguage in order to participate in these conversations.
- recognising the importance of word order in Vietnamese sentences, the position of a word in a sentence changes the meaning of the sentence, for example, Bạn tôi hay hát và bạn tôi hát hay (my friend sings regularly and my friend sings very well).
- applying sentence structure chủ ngữ + vĩ ngữ and punctuation appropriately to express ideas and opinions, for example, tôi thích đi du lịch (Tôi is subject + thích đi du lịch is predicate)

2.15 Analyse features of Vietnamese linguistic system in expressing meanings in text types for communication.

- Applying the knowledge of word orders such as the places of nouns, pronouns, adjectives and verbs in a text and comparing how these words are used, for example, vị trí tiếng danh từ, tiếng động từ trong câu/đoạn văn
- comparing the impact of sequencing choices for creating a text type to different audiences and contexts.
- organising information from different sources into a spoken or written text types for a specific purpose and audiences
- applying the knowledge of Vietnamese syntax to create a variety of formal and informal text types for speaking and writing

2.16 Analyse and understand textual features of formal and non-formal genres and organise ideas and information into these genres such as notes, messages, letters, reports.

- analysing the features such as organisation, introduction, body and conclusion of texts produced for formal contexts, such as speech or for example, phân tích và trình bày một lá thư
• exploring subtle differences in how genres are organised and how ideas and arguments are developed in a variety of contexts.

• presenting collected information appropriately in different text types for particular purposes and audiences such as messages, reports or letters

**Variability in language use**

2.17 Examine how Vietnamese social and cultural norms, values and beliefs influence language choices made in Vietnamese texts.

• comparing the use of Vietnamese language in different text-types written by writers from different parts of Vietnam, for example, Northerners have some different cultural norms with Southerners such as the use of their dialects.

• understanding the effect of social norms and values in changing the meaning of expressions, for example, *đi thưa về trình, kính trên nhưng dưới.*

• comparing sentence structures and expressions used by local Vietnamese community in Australia with those used in Vietnam, and noting any variations, reflecting on reasons for these variations.

2.18 Observe own and peers’ language use in a range of contexts and analyse suitability of choices for particular contexts, audiences and purposes, and identify adjustments necessary.

• noticing how people’s relationships impact on the choice of Vietnamese nouns, pronouns and their attitudes, for example, *anh và tôi, anh và em, cha mẹ và phụ huynh, đàn bà và phụ nữ*.

• exploring the place of adverbs of time in Vietnamese sentence structure for identifying past, present and future, for example, *năm ngoái, tuần qua, đang, sẽ, đã, vừa.*

**Language awareness**

2.19 Recognise the relationship between standard Vietnamese and regional dialects, and between Vietnamese used in Vietnam and in Australia.

• comparing the differences of idioms and expressions used in the past and present in Vietnam and in the Vietnamese community in Australia, for example, *Thẻ căn cước/ hộ chiếu nhân dân*; *Visa/chìếu khán, thị thực*.

• understanding that a large number of Vietnamese words used in Vietnam are different from Australia and overseas Vietnamese communities for example, *vố tu, sự cờ.*

• exploring the different accents of Vietnamese speakers from different parts of Vietnam, for example, the Northerners pronounce six tone markers clearly, Southerners pronounce only five tone markers.

2.20 Explore the impact of technological development on Vietnamese language use within and outside Vietnam.

• discussing with peers the ways to use the internet for researching Vietnamese information and sourcing learning materials.
identifying the impacts of internet such as e-mail, on everyday interactions with Vietnamese speakers within and outside Vietnam

starting to use Vietnamese fonts on computer to produce messages, letters, emails and reports with correct tone markers.

Role of language and culture

2.21 Explore how communication styles of concepts such as modesty, respect of elderly and authority influence in intercultural communication.

reflecting on how attitudes of modesty and respect of elderly conveyed in Vietnamese may differ from those in Australian English or in other cultures, for example, Vietnamese tend not to show off and are modest therefore they use soft language

exploring the use of Vietnamese words and expressions reflecting harmonious and flexible characteristics of Vietnamese cultural identity, for example, hay hay, vui vui; Thế nào cũng được; Lời nói không mất tiền mua, lừa lời mà nói cho vừa lòng nhau

understanding aspects of Vietnamese communication styles, such as the emphasis on modesty, politeness and passivity, and discussing how they may impact to intercultural communication

2.22 Compare Vietnamese and Australian values, beliefs, social norms and cultural practices in texts.

examining a range of text-types on Vietnamese notions of losing face, and responsibility and respect for authority, and understanding how these aspects impact on the practices of communication

identify what Vietnamese attitudes and values are revealed in cultural practices such as ancestor worship, death anniversary for example, thờ cúng ông bà, ngày cúng giỗ

Years 9 and 10 (Level 2) Achievement standard

By the end of Level 2, students use spoken and written Vietnamese with peers and Vietnamese speakers on personal interests, school life and community issues in order to exchange and discuss information, ideas and opinions on topics of interest. They understand and use set phrases for aspects of spoken interaction, such as confirming an agreement/arrangement (for example, Đồng ý; Đúng như vậy) and asking others' opinions (for example, Bạn nghĩ sao?). They listen to, read and view a range of text types and identify points of view reflected in each text. Students identify culturally specific stylistic aspects of texts (for example, cách trình bày một bức thư/ bài nói chuyện), and identify main points, events and ideas in different text types. They use terms of address appropriately (for example, Thưa ba/mẹ; con/cháu/em), and employ cohesive devices to show relationships between ideas (for example, Mà, cho nên, vì vậy). They recognise key structural and stylistic features of texts, such as the introductions, sequence of a letter, report and use their understanding of these features to decode and construct own meanings.

Students initiate and sustain conversations and express personal opinions on Vietnamese cultural values and celebrations. They understand aspects of sentence constructions in
Vietnamese, such as the fact that variations in word order can change the meaning of Vietnamese words (for example, cha cho con; con chó con). They understand the features of Vietnamese sentence structure and grammar such as the place of question words, adverbs and time expressions in sentences, and use them to support their own speaking and writing. They use stylistic devices such as conjunctions to add variety to their writing. They compare different ways of sequencing and organising ideas across a range of text types, in a range of contexts and for different audiences and purposes. Students produce short messages, letters and reports to express their interests and convey personal information. They recognise the impact of culture on their language use, and compare and contrast Vietnamese and Australian cultures to acquire deeper cultural understanding. They reflect on ways in which language and culture work together to create meaning, for example, cách phân ưu, cách chúc mừng đám cưới: trăm năm hạnh phúc. They compare language use both within and outside Vietnam, and understand how languages impact on communication practices, applying this understanding to their interactions with others.
## Communicating

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<td>(Level 1)</td>
<td>(Level 2)</td>
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### Socialising and taking action

- **Establish relationships with Vietnamese speakers by exchanging information about self, friends and family members, sharing opinions, likes and dislikes.**
- **Make and respond to requests, give instructions and ask for permission and support to participate with Vietnamese speaking peers and community members.**
- **Conduct transactions when shopping, eating out or attending community cultural events, for example, Vietnamese New Year/Mid-Autumn festivals, religious practices.**
- **Exchange correspondence and reports on daily routines and tasks with Vietnamese friends or other members of the Vietnamese speaking community.**

- **Express preferences and opinions on familiar topics such as leisure activities, friendship, family life and values, special occasions, and Australian and Vietnamese concepts of manners and etiquette.**
- **Share experiences of and opinions on aspects of school life, including friendship, teaching/learning practices and discipline policies.**
- **Participate in transactions with Vietnamese people in the local community to order/purchase different services, negotiating, cooperating with peers and service providers and problem solving as necessary.**
- **Express own opinions and convey information appropriate to relevant audiences and purposes.**

### Obtaining and using information

- **Collate information from short spoken, written and multimodal texts in familiar contexts; differentiate between main ideas and supporting details.**
- **Create short spoken or written texts to express own opinions on issues of interest in familiar contexts.**

- **Listen to, view and read a range of different Vietnamese text types, analyse their contents and use information for communication.**
- **Produce informational texts such as brochures, posters, social media sites using multimedia to express own views, solve problems or persuade others to take action.**

### Responding to and expressing imaginative experience

- **Share experiences of language use in diverse imaginative texts such as songs, films and stories, and identify setting, and summarise plots, characters and meanings.**
- **Perform, summarise, re-create, complete or modify literary work using own experiences or imagination.**
- **Create imaginative responses that reflect their own aspirations as and to young Vietnamese in Australia.**

- **Discuss themes, plots, characters and messages of a range of imaginative texts, and make connections to personal and common experiences.**
- **Respond to characters in folk tales, songs, poems, stories or television programs.**
<table>
<thead>
<tr>
<th>Years 7 and 8</th>
<th>Years 9 and 10</th>
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<tbody>
<tr>
<td>(Level 1)</td>
<td>(Level 2)</td>
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<tr>
<td><strong>Moving between/ translating</strong></td>
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<tr>
<td>Compare and contrast Vietnamese and English sentence and text structures used in different genres and contexts.</td>
<td>Discuss the use of Vietnamese in translation (in Vietnam and Australia) and negotiate changes or adaptation.</td>
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<tr>
<td>Translate sentences, captions, paragraphs and short texts, and explore instances of non-equivalence (of vocabulary or structures) between Vietnamese and English.</td>
<td>Explore and compare the different ways of expressing meaning in Vietnamese and English.</td>
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<tr>
<td><strong>Expressing and performing identity</strong></td>
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<tr>
<td>Compare the extent of the influence of Vietnamese culture on present lifestyle, values and perspectives; recognise and question own cultural identity.</td>
<td>Discuss and reflect on their own and peers’ experiences of growing up between two cultures, and develop appreciation of their bilinguality and Vietnamese cultural heritage.</td>
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<tr>
<td><strong>Reflecting on intercultural language use</strong></td>
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<tr>
<td>Explore how language use reflects personal identity and cultural behaviours, practices and values.</td>
<td>Consider own language use in various contexts and interactions in intercultural communication.</td>
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<tr>
<td>Engage in communication with people of different generations and cultural backgrounds, and reflect on how contexts of situation and contexts of culture impact on communication</td>
<td>Identify appropriateness of their own language use in interactions with diverse people, and make adjustments as necessary.</td>
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### Understanding

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<tr>
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<tr>
<td><strong>(Level 1)</strong></td>
<td><strong>(Level 2)</strong></td>
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<tr>
<td><strong>Systems of language</strong></td>
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<tr>
<td>Use the features of the Vietnamese sound and writing systems, including the Vietnamese alphabet, and tone markers.</td>
<td>Analyse and apply the Vietnamese spoken system for oral communication.</td>
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<tr>
<td>Explore the differences and similarities between Vietnamese and English word formation and sentence structures.</td>
<td>Apply the principles of Vietnamese word formation and sentence structures to writing and speaking in everyday communication.</td>
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<tr>
<td>Use features of Vietnamese grammar such as word order, personal pronouns, adjectives and verbs.</td>
<td>Analyse features of Vietnamese linguistic system in expressing meanings in text types for communication.</td>
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<tr>
<td>Identify textual features of formal and informal genres, both spoken and written.</td>
<td>Analyse and understand textual features of formal and non-formal genres and organise ideas and information into these genres such as notes, messages, letters, reports.</td>
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<tr>
<td><strong>Variability in language use</strong></td>
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<td>Understand the influence of the relationship between purposes and contexts of communication on language choice.</td>
<td>Examine how Vietnamese social and cultural norms, values and beliefs influence language choices made in Vietnamese texts.</td>
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<td>Observe own and peers’ language use in a range of contexts and analyse suitability of choices for particular contexts, audiences and purposes, and identify adjustments necessary</td>
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<tr>
<td><strong>Language awareness</strong></td>
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<tr>
<td>Recognise that Vietnamese has a large number of words borrowed from Chinese, French and English.</td>
<td>Recognise the relationship between standard Vietnamese and regional dialects, and between Vietnamese used in Vietnam and in Australia.</td>
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<tr>
<td>Identify and understand new Vietnamese words and concepts that have emerged as a result of technological advance and globalisation.</td>
<td>Explore the impact of technological development on Vietnamese language use within and outside Vietnam.</td>
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<tr>
<td>Years 7 and 8 (Level 1)</td>
<td>Years 9 and 10 (Level 2)</td>
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<tr>
<td><strong>Role of language and culture</strong></td>
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<td>Reflect on the importance of cultural knowledge and understanding to ensuring effective communication.</td>
<td>Explore how communication styles of concepts such as modesty, respect of elderly and authority influence in intercultural communication.</td>
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<tr>
<td>Identify similarities and differences in social norms and expressing cultural concepts in Vietnamese and English.</td>
<td>Compare Vietnamese and Australian values, beliefs, social norms and cultural practices in texts.</td>
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