

# Sequence of Achievements of Vietnamese Language Subject in the New Vietnamese Primary Curriculum and English Subject in the Australian Primary Curriculum: A Comparative Study

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**Abstract:** Primary education is the first stage of compulsory education, which plays an important role in the development of children, especially for the formation of personality and language skills. This paper examines the sequence of achievements of Vietnamese language subject in the new Vietnamese primary curriculum (VPC) and English subject in the Australian primary curriculum (APC), and points out similarities and differences between them. From the contrastive analysis, some important lessons and experiences from Australia can be useful for Vietnam, such as applying up-to-date available resources that facilitates the process of teaching and learning first language in primary schools; implementing flexibly achievement standards depending on specific contexts of each country and each language; clarifying in detail particular achievements for each skill of the subject, and viewing students as active and independent agents in the process of learning their first language. In the era of global integration, the comparative study of Vietnamese and Australia primary curriculum can be seen as a reference for such developing countries like Vietnam to develop their language education and curriculum.

**Keywords:** Curriculum, language education, primary education, sequence of achievements, Vietnamese

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## I. INTRODUCTION

The new general education program has been completed and is being implemented nationwide in Vietnam from 2020. The implementation of this program occurs in the context where Vietnam is on the way to deeply and comprehensively integrate with the global economy. When the renovation of educational programs and system has become an urgent need in Vietnam, comparative education research with other countries can be seen as a meaningful work theoretically and practically since it contributes significantly to reviewing and adjusting the new Vietnamese primary curriculum (VPC).

Primary education is the first stage of compulsory education. It is the next stage of preschool education (kindergarten) and prior secondary education. In Vietnam, unlike many other countries, primary education starts at year one and ends at year six. This is an important stage for the development of children, especially for the formation of personality and skills.

Australia has an advanced education system. Its first language curriculum has long been stable and highly appreciated around the world [8]. Therefore, the comparative studies between the Australian curriculum and that of other countries are a valuable experience for the implementation process of the curriculum in other countries. Especially, English, as the first language, is a core subject of study that is methodically and meticulously designed in the

Australian curriculum. This can be seen as an important reference for language education in many other countries.

This article focuses on comparing the educational achievements of first language education outlined in primary curriculum of Australia and Vietnam. It starts with an outline on educational achievements of Vietnamese language in VPC and the achievements of English in Australian Primary Curriculum (APC). On that basis, we point out the similarities and differences in the achievements of VPC and APC in terms of first language subject.

## **II. THEORETICAL REVIEW**

Comparative education research has a lengthy and wide-ranging history. The early foundations of comparative education focused on the observations about how students were educated in various communities [6], [12]. For example, in the early medieval period, the Italian were attracted by the tales brought back by Marco Polo (1254–1324) of how the Chinese taught the children and controlled their country [7].

Comparative education research has thrived from the second half of the 20th century with the establishment of some notable comparative and international education journals such as *Comparative Education Review* (1957); *Comparative Education* (1964); and *Compare* (1968) [14]. In 1979, the *International Journal of Educational Development* was established with the main purpose of bringing comparative and international education research perspectives to bear specifically on the educational problems facing less developed countries [13]. Subsequently, the serial *Oxford Studies in Comparative Education* was founded in 1990 – indicating the growth of the field itself within that university. In Japan, the National Institute of Education Research (NIER) also focuses its research on international comparisons of educational curriculum and syllabus in order to make recommendations for Japanese current curriculum and to support other countries.

Within this context of comparative education, the topic of comparing first language curriculum of different countries has emerged in applied linguistics in general and language education in particular as a hot topic. The reason behind this interest may come from the fact that first language or mother-tongue language is always the core subject in any curriculum. For more than 200 countries around the world, the diversity of first language curriculum is evident, resulting in a large number of comparative studies on first language curriculum (see [1], [3], [4],[11]). For example, Ruddock & Sainsbury [11] used the English curriculum in the UK primary schools as a basis for a comparative study with a range of first language programs in other countries and states including British Columbia, Chinese Taipei, Italy, Lithuania, Netherlands, Ontario, Singapore, and Sweden. The comparisons are focused on a number of important features such as the basic structure of the curriculum, the aims and rationale of the curriculum, the order of teaching, the length of the subject, integration issues with other subjects, etc. The study of Australian Curriculum, Assessment and Reporting Authority [1] highlighted the similarities and differences between Australian and Singapore Curriculum across different subjects. In terms of first language education (English), it pointed out that both countries regard English as a foundational discipline of learning that underpins all other learning areas and supports the development of communication and critical thinking skills, which are seen as vital

for success both in education and roles in adult life. However, due to the fact that it focuses on many different subjects in many countries, its outcome lacks necessary generalisations.

### **III. RESEARCH METHODOLOGY**

So far, comparative education research relating to Vietnamese new curriculum has not received the attention of researchers (see [2], [5] among others). Especially, since the new VPC was recently approved and implemented in Vietnam, there has not been any comparative study on it. Therefore, in this article, by adopting discourse analysis as the main methodology, we focus on a comparison of VPC and APC within the first language subject. By describing, analysing and comparing the curriculum of Vietnam and Australia, we point out differences and similarities in the sequence of achievements between English subject in Australia curriculum and Vietnamese subject in Vietnamese new curriculum. The data is collected through different resources, including official documents relating to the Vietnamese primary curriculum (Vietnam's general education program) and other official documents relating to Australian primary curriculum.

### **IV. FINDING AND DISCUSSION**

#### **4.1 Findings**

##### **4.1.1. Sequence of achievements for Vietnamese language in VPC**

Based on the goals and rationale, the Vietnamese language in VPC [10] has put forward specific achievements on students' personality and competence. It includes 2 parts: (1) Sequence of achievements to be met in terms of common personality and competence and (2) Sequence of achievements for specific competence at primary level. In general, Vietnamese language as a core subject in Vietnamese primary school needs to contribute to the formation and development of students' personalities and competence which is suitable for every single year of the primary level. In this article, we only focus our analysis on specific competence achievements at primary level with two modes, language competence and literary competence.

##### **4.1.1.1. Language competence**

Primary students must meet the achievements of reading with correctness, fluency and deep expression. They also need to comprehend the main content of the text, especially the explicit contents. Besides, they start to understand implicit contents and meanings such as topics, lessons drawn from texts.

At the primary level, reading achievements consist of reading skills and comprehension skills. For students in the early years (year 1 and 2) the curriculum pays attention to the achievement of reading with the correctness and adequate speed. Also, students are required to be able to comprehend simple contents of the texts. For students in year 3, 4 and 5, the focus is more on the reading comprehension of specific contents, topics and lessons drawn from the texts.

Regarding writing, students from year 1 to year 3 need to write with correct orthography, vocabulary and grammar. They are able to write a few sentences or short paragraphs. In year 4 and 5, students initially write short essays, mainly a narrative, descriptive or introductory ones.

Furthermore, Vietnamese students are also required to have the ability to write down stories to which they listened before, events they witnessed or got involved. They also need to write imaginative stories; and describe familiar objects and phenomena; introduce things and activities that are familiar with student's life. Students in those grade years have also the ability of writing paragraphs describing students' emotions and thoughts when reading a story, a poem, or witnessing an event that affects students' emotions. They can make their point or give their own opinions about simple matters in their study and life. They are able to apply some types of documents such as narratives, messages, invitation letters, timetables, application forms... Students start to know the procedure of writing and its basic structures, which regularly consist of three parts (opening, body, ending).

In terms of speaking, the VPC stresses on the achievement of presenting ideas and emotions in an appropriate manner. Students start being familiar with using appropriate gestures and postures when speaking. They can recite clearly stories which they are read or listened to. The curriculum also requires students to know how to share and exchange their feelings, attitudes, and thoughts. Students also need to know how to explain a simple object or process.

In terms of listening, the curriculum emphasize on appropriate attitude and the ability to the understanding of basic content; as well as recognizing speaker's feelings and know how to respond appropriately to what we hear.

#### **4.1.1.2. Literary competence**

The VPC suggests that students in primary level, in general, need to distinguish between stories and poems; recognize contents of the texts, and attitudes and feelings of the authors. They start to understand the effects of some formal elements of literary texts, such as word choice, characters, plot, rhyme, comparison, personalization... They need to refer, imagine, and express ideas and opinions in a literary way in both writing and speaking.

For students in year 1 and 2, they need to be aware of who the texts aim at and what the texts talk about. They also need to identify characters in stories and rhythms in poems and differentiate between stories and poems.

For students in year 3, 4 and 5, the curriculum states that students must know how to read expressively literary texts; retell and summarise the main contents of stories and poems; comment on the characters, facts, attitudes and feelings of the authors in the text; identify time and place, some genres of poems, rhythms, words, beautiful and unique images and effects of rhetoric and comparison measures. They are able to understand the meaning or lessons drawn from the text and write paragraphs, essays to retell stories and describe emotions with imaginative abilities.

It can be clearly seen that academic achievements for Vietnamese language in VPC include general achievements for personality and competence, and specific competence (language and literary competence).

Regarding language competence, the VPC is designed meticulously for each year in the primary levels. It requires students to acquire reading skills, including reading with correctness and comprehension; writing with the correctness of orthography, vocabulary, grammar; writing in different types, such as writing stories, descriptions and feeling expressions from low to high level; speaking from simple to complicated topics with the ability to express emotions and thoughts about the object; listening comprehensively and responding adequately to the information sources.

Regarding literary competence, after finishing primary school, students have the ability to distinguish stories and poems, identify contents and form of the text. They are able to apply this knowledge to their writing or presentations. This competence is divided into two phases. In the first one (year 1, year 2), literary competence is simply the capacity of identifying characters and topics. In the second one (year 3, year 4, year 5), the achievements are set higher: apart from identification, students need to retell, summarise, review, and drawing lessons to write essays.

Apart from general achievements for personality and competence, there are specific competence achievements that need to be met for each year. In each year of the primary school, the curriculum makes clear of specific and detailed achievements for four main skills in Vietnamese subjects: reading, writing, speaking, and listening. Regarding reading skills, the curriculum clarifies achievements for reading comprehension techniques, including content comprehension, form comprehension, comparison, connection, extended reading. For writing skills, there are achievements of how to organize and practice writing short paragraphs. Regarding speaking and listening skills, the curriculum emphasizes strongly on interactive communication skills from simple to complicate levels. Take an example, in the achievements of reading skills, year 1 students are expected to read correctly and clearly paragraphs or short texts. The reading speed is about 40-60 words/syllable per minute. Students should know how to create gaps at the point of a comma, at the end of a sentence or at the end of a line of poems. In year 2, students are expected to read correctly and clearly paragraphs, stories, poems, short informative texts. Reading speed is about 60-70 words/syllables per minute. They are also expected to know how to create gaps at the point of punctuation marks and the rhymes of poems.

In a nutshell, the Vietnamese language in VPC has outlined specific and detailed achievements for students' personality and competence for each grade year level. This can be seen as an important framework for the compilation of Vietnamese textbooks at primary level and the implementation of teaching and learning approaches to primary schools in Vietnam from 2020.

#### **4.1.2. Sequence of achievements for English in APC**

Australia's primary education level consists of seven years, starting with the Foundation year and ending at year (year) 6. However, the primary level is operated independently among states. The English curriculum in Australia sets out achievements for the formation and development of students' ability to communicate with two modes: receptive mode (reading, listening and viewing), productive modes (speaking, writing and creating).

##### **4.1.2.1. Achievements for receptive modes**

###### **(1) Foundation Year**

In the Foundation Year, the following achievements are required for receptive mode (reading, listening, viewing):

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in

upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

(2) Year 1

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.

They listen to others when taking part in conversations, using appropriate language features and interaction skills.

(3) Year 2

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound.

(4) Year 3

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

(5) Year 4

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary

are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts.

They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.

(6) Year 5

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

(7) Year 6

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

#### **4.1.2.2. Achievements for productive modes**

In addition to the achievements for receptive modes, English curriculum for primary education in Australia also makes clear about the achievements for productive modes, including speaking, writing, creating skills in each grade (year).

(1) Foundation Year

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

(2) Year 1

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the

participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and correctly form all upper- and lower-case letters.

(3) Year 2

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

(4) Year 3

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

(5) Year 4

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

(6) Year 5

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives.



When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

(7) Year 6

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

In brief, it can be seen that English language in APC clarifies the sequence of achievements for students to be met at the end of each grade year. This is the base to access the academic outcomes of Australian students across their primary journey. These achievements are divided into two modes: receptive and productive. Receptive modes including listening, reading, viewing skills are the ability to understand words and language. It involves gaining information and meaning from routine. In addition to receptive modes, productive modes, including speaking, writing and creating aim at the competence of communication to each other, as well as maintaining students' roles as active agents of the communicative process. These achievements are designed in detail from low to high levels.

## **4.2 Discussion**

### **4.2.1. Similarities between VPC and APC**

In both VPC and APC, first language education is considered as an important subject. Vietnamese in VPC and English in APC are core subjects across the primary schools in both Australia and Vietnam. Due to their high status, Vietnamese language and English language are elaborated in both curriculums respectively.

Both VPC and APC include the sequence of achievements of first language as a core subject at primary level. The sequence of achievements set up a list of standards that students need to be met for each year (year) level. In other words, it presents similar expectations of what students should be able to do at a specific grade year level. In both VPC and APC, this sequence of achievements is clarified for every single year level. The achievements are established in ascending order from low to high, from simple to complex. They are set to meet well with each learning content and skills in the curriculums. The sequence of achievements in both VPC and APC are crucial elements and standards to access students' literacy and language competence through the main skills of reading, writing, speaking, and listening.

### **4.2.2. Differences between VPC and APC**

In Vietnam, the sequence of achievements is organized on the base of four main skills: reading, writing, listening and speaking. Meanwhile, the sequence of achievements in Australia is categorized into two main modes: receptive modes and productive modes. Receptive modes

consist of listening, reading and viewing, and productive modes consist of speaking, writing and creating.

In APC, apart from reading and listening, the receptive modes also include viewing. It means that in the model of constructing meaning from messages that come from others' language, APC requires students to acquire it via a new channel. Viewing can be understood as activities or skills where children inspect and discover things around them by eyes. In fact, this skill plays an important role in current Australian primary schools [13]. Students in Australian primary schools have access to a large number of learning materials and resources relating viewing mode. They include pictures, picture books, videos, online clips, etc. Unlike the traditional modes and materials, the viewing mode supports students to mobilise more senses for enhancing and expanding their knowledge and skills. With viewing, students have another effective way to acquire their lessons. At the same time, viewing also facilitates teachers in their teaching.

In productive modes, besides speaking and writing, APC also introduces creating. While writing focuses on students' capacities in using correctly grammatical structures, punctuation marks and cohesive devices, creating stresses on the ability of students as a positive agent in creating things, ideas, opinions, texts etc. In that sense, students are viewed and approached from an active perspective. They are expected to create things, ideas, and texts... by their own under the instruction of teachers.

By adding the viewing and creating modes into the sequence of achievements, APC indicates two important points. First, APC has approached students' achievements in a broader sense. It does not just limit within the more traditional receptive modes, which only include reading and listening. The appearance of viewing in this mode is appropriate since English subject in Australian primary schools requires students to approach a series of images, pictures and videos as the official resources of their learning. Recently, Australian education authorities have cooperated with different media groups, such as SBS, to create a great deal of online resources, which help students with their viewing skill [9]. This is an inevitable trend of modern education in first language learning, which benefits both teachers and students. This mode of viewing has not appeared in the sequence of achievements of Vietnamese language in VPC so far. Second, the creating skill in the productive mode indicates that the APC focuses on the creativity of students in learning their first language. Students need to possess the ability to use their language to master their own world and create their own texts, speech, and ideas. In other words, students are seen as active agents and are placed in the centre of the learning process.

Unlike VPC, APC clarifies in detail the achievements for every grade year level in terms of receptive and productive modes. In contrast, Vietnam does not split clearly the achievements of each grade year level like Australia. Instead, they group the achievements of some years together.

In VPC, literary competence is regarded as an important element in the achievement standards. This reflects the fact that literature plays a prominent role in Vietnamese language curriculum. Vietnamese students at the primary levels are taught many literary works, especially poems and short stories with the goal of developing an informed appreciation of literature. One of the requirements for them is to learn by heart all poems in the textbooks right from the early years of primary schools. In the meantime, Australia, in spite of viewing literature as a crucial element, does not place it as the main focus of the first language curriculum at primary level.

Literary works are just seen as materials for students to develop their language competence in the early years of primary schools.

In contrast, APC focuses more on the achievements of spelling and conventions. Achievement standards for spelling and conventions are articulated for each grade year level of the primary school. This fact demonstrates the importance of spelling in the Australian curriculum. The reason why Australia pays special attention to spelling achievements may be originated from the linguistic features of English. Particularly, the spelling systems in English are more complicated than those in Vietnamese. In order to spell correctly, it requires students to draw on a range of knowledge about the English language, including phonological, orthographical, morphemic, and etymological knowledge. Therefore, Australian curriculum recognises spelling as a complex skill and an important part of writing. This complexity requires students and teachers to spend more time on learning letter patterns and spelling strategies. This spelling process covers almost the period of the primary level. The context in Vietnamese language is different: it has a simple orthographic system, based on the correspondence exactly between sounds and letters. Consequently, in Vietnam, after graduating first year, students are expected to spell correctly all sounds in Vietnamese language. Thus, VPC does not pay much attention to the achievements of spelling.

It is also noted that the VPC and its achievement standards in Vietnamese language are implemented nationwide and equally with a system of standardised textbooks approved by Vietnam Ministry of Education and Training. By contrast, APC and its achievement standards are just a framework that orients for the implementation of English teaching in Australia. Each state has its own authority in materialising APC independently to fit their educational goals. Thus, there may be a slight difference in each state with regard to achievement standards.

## **V. CONCLUSION**

From the perspective of Vietnamese education, it is necessary to do research and comparing the first language curriculum of different countries around the world, especially those with advanced education systems and modern curriculum. Hence, a comparative study between VPC and APC in terms of achievement standards for first language subject points out similarities and differences between them. From the contrastive analysis, some important lessons and experiences from Australia can be useful for Vietnam. That is the lesson of applying up-to-date available resources that facilitates the process of teaching and learning first language in primary schools. That is the lesson of the flexibility in implementing achievement standards depending on specific contexts of each country and each language. That is the lesson of clarifying in detail particular achievements for each skill of the subject. That is also the lesson of viewing students as active and independent agents in the process of learning their first language. In the era of global integration where education is also a part of it, this is a good reference for Vietnam to review their new curriculum before implementing it effectively to all primary schools from the year 2020.

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