

Beginning Vietnamese

VIET 1503 J-Term

(3 Credits)

Vietnam: Intensive Vietnamese Language

This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Course Description

This J-Term course, with a Vietnamese language pledge, is designed to prepare students for the daily social demands of living in Vietnam and to provide access to the host culture. The goal is to provide students the basic language skills necessary to communicate in the host country language and to be able to apply their language skills in Vietnam.

Instruction consists of 45 hours of formal classes spread over a 3-week period in Ho Chi Minh City. Additional hours of instruction and guided field practice are integrated during excursions to the Mekong Delta and throughout the homestay period in Ho Chi Minh City. These language practicum classes take full advantage of the local environment, requiring students to practice their skills outside the walls of the classroom, yet in a structured way with the support of the language instructors.

Classes and field-based language activities are taught by qualified, native-speaking language teachers who have experienced in teaching Vietnamese for students of SIT Study Abroad Vietnam. Students are placed into the appropriate level based on oral proficiency interviews on arrival in Vietnam. These placements may not directly correspond to the student's level at the home institution as SIT courses focus on communicative competence and linguistic functional ability.

Homework is assigned daily and active participation in class conversations is essential and required. The course includes weekly quizzes, midterm test and final examinations. In class, various teaching methods are employed, including in-class discussion on Vietnamese and American subjects, role plays, recitations for aural comprehension, grammar exercises, as well as out-of-classroom field exercises and social activities with instructors. Every week students also practice their language skills with local students in groups of 2 to 4 students for at least two hours. Particular attention is paid to building a vocabulary of terms that will support students during educational excursions and communication with homestay families.

Language Levels and Placement

Students are placed into appropriate language course levels based on oral proficiency interviews conducted during orientation in Vietnam.

Learning Outcomes

By the end of this course, students are expected to:

- Achieve a solid foundation in conversational Vietnamese;
- Become well-versed in basic pronunciation and grammatical rules of Vietnamese;
- Learn to introduce themselves, sharing pertinent personal information about themselves with others;
- Meet their basic everyday needs in Vietnamese, such as ordering food, going shopping, using public transportation, asking directions, etc.;
- Speak elements of colloquial Vietnamese language (slang, expressions, etc.) used by ordinary native speakers;
- Be able to engage in real (casual) conversation with native speakers; Develop intercultural skills to communicate and develop friendships in Vietnamese language environments.

Course Requirements

This course includes daily quizzes and homework, weekly tests, and midterm and final examinations. Students are expected to complete 1 to 2 hours' preparation work or homework for every hour spent in class. Four hours are dedicated to each of 10 units in the textbook covered over the course of the term. Students have additional ten hours of practicum or additional instruction on selected topics and one hour of weekly one-on-one tutorial.

Proactive participation in class discussion is essential and required. Students also participate in out-of-class educational excursions. These practicums take full advantage of the local environment, requiring students to practice their skills outside the walls of the classroom, yet in a structured way with the support of the language instructions.

Language Pledge: Speaking Vietnamese throughout each day, with classmates, teachers, homestay families, and community members will solidify student confidence, enhance fluency, and motivate deeper engagement in the cultural life of Vietnamese communities.

Model Conversational Topics

- Greetings and introduction
- Personal information
- Family
- Food and drink
- Time, dates and number
- Ordering food at a restaurant
- Shopping and bargaining
- Asking the way, directions
- Taking a taxi, bus, or buying a ticket
- Apologies and responding to apologies
- Routine (activities at home)
- Feelings

Textbooks and Required Materials

Duong Van Thanh, Tran Thi Nguyen Thuy and Ho Ngoc Phuong Tram. 2014.

Basic Vietnamese language for communicative competencies and fieldwork. Internal Materials for SIT Study Abroad Vietnam

Supplementary Texts

Nguyen Van Hue et all. Editor. 2008. *Giao Trinh Tieng Viet Cho Ngươi Nuoc Ngoai. Tap 1 (VLS 1).* Ho Chi Minh National University Publisher.

Nguyen Viet Huong. 2001. *Thuc hanh Tieng Viet. Volume 1*. Hanoi National University Publisher.
hNgo, Binh, 2003. *Elementary Vietnamese*. Revised Edition. Tuttle Publishing: Boston
Doan, T.T. (2001). *Thuc hanh Tieng Viet*. Ha Noi: The Gioi Publishing House

Daily Class Schedule

Minimum of contact hours on Monday, Tuesday, Wednesday, Thursday and Friday. In addition, students will practice language in actual contexts with language teachers, SIT staff, local students, and homestay families, such as at markets, parks, shops, schools and outdoor activities. Several sites visits will be organized in Ho Chi Minh City and Mekong Delta aiming to enhance language learning and applications.

Classes are scheduled accordingly:

9:00-10:00: Listening and Speaking

10:00-10:30: Grammar and comprehension

10:30-12:00: Exercises with the guidance from language instructors

Evaluation and Grading Criteria

Instructors evaluate students' performance based on observation, written exercises, quizzes and exams given throughout the course. Final grades are assigned by the Academic Director in consultation with the language instructors on the basis of the instructors' evaluation, the students' own self-evaluation, and the Academic Director's observation of the students' participation in classes and their efforts to use the language outside of the classroom.

Oral Proficiency Interview

Final oral proficiency interviews are conducted toward the end of the semester to provide a measurement of students' overall linguistic progress. Thus, the course grade provides an assessment of students' performance in meeting the requirements.

Methods of Evaluation

Daily Class Participation (10%)

Students are expected to be motivated and active throughout the course, including involvement in class activities and adherence to the language pledge throughout each day. Students are evaluated based on their constant involvement and ability to engage in conversations on given topics, to memorize modeled vocabulary, phrases, and structures, to interact with language teachers using formulaic expressions. Attendance is mandatory; failure to attend class or repeated late arrival to class will impact the grade in the course. See Attendance section below for more details.

Daily Homework (15%)

Homework is given daily and it comprises drills and practiced exercise in the textbook. Students are expected to complete from 80% to 90% of the total homework given after each of 10 lessons.

Field Trip Assignments (15%)

Field trip assignments aim at exposing students to real-life communicative settings, promoting motivations and confidence in applying classroom language, developing understanding and sensitivity in highly contextual environment, and enhancing the awareness of cultural differences. The assignments are subdivided into two small assignments (the first two weeks of arrival) and two larger assignments (the last two weeks of the course).

Quizzes (15%)

The quizzes are pre-preparations for the two main tests in accordance with the reviews of practical language accumulated from real-life communicative situations through field trips. There are two main quizzes conducted on the first and the second week of J Term. Each quiz usually contains 5 written parts and lasts from 30 to 45 minutes.

Two Language Tests: Midterm Test (20%) and Final Test (25%)

The two main tests navigate students' concentration on both academic and real-life contexts. In addition to technical skills of language study, students are expected to develop cultural competence during the course. Therefore, the two main tests are reflection of students' performance and proficiency in academic and experiential aspects.

The two main tests include both written and oral parts. The written test lasts for 90 minutes and the oral test lasts between 10 and 15 minutes for each pair. Writing: 4 parts (Pronunciation; Vocabulary; Reading; and Writing); Oral: 2 parts (Independent talk and pair talk).

The final grade is determined as follows:

Daily class participation	10%
Daily homework	15%
Field Trip Assignments	15%
Quizzes	15%
Midterm test	20%
Final test	25%

Attendance

Class attendance is mandatory, and absences are penalized by reducing the language grade, except for illness cases, when the student is expected to provide a medical certificate. In addition, two repetitive and unjustified delays are also counted as an absence and may impact the student's participation grade.

Grading Scale: The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

Expectations and Policies

Class attendance is mandatory, and absences are penalized by reducing the language grade, except for illness cases, when the student is expected to provide a medical certificate. In addition, two repeated and unjustified delays are also counted as an absence and may impact the student's participation grade.

Show up prepared. Be on time, have your assignments completed and points in mind for clarification. Complying with these elements raises the level of class discussion for everyone.

Have assignments completed on schedule and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.

Ask questions in class. Engage the lecturer. Teachers are highly respected in Vietnam. Your polite and engaged behavior is expected.

Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).

Respect differences of opinion (classmates', teachers'). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the program dossier given to you at orientation.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at: <http://studyabroad.sit.edu/disabilityservices>