

## Intermediate Nepali

NEPA 2003 - 2503 J Term Course

(3 Credits)

Nepal: Intensive Nepali 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

From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages.

Building on the language learnt during the online summer course or previous Nepali language experience, immersed training in Nepali begins immediately after arrival in the country, and throughout the course, students are encouraged to apply their language skills in all facets of the program. Successful completion of the language training will give the learner a good foundation for language usage in day-to-day life. For each component, topics are identified; tasks performed under each topic are determined and designed by the teachers according to the students’ learning styles and capacities. Focusing on communication skills, the language learning is designed to help students be able to participate in the local content for cultural immersion.

The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results.

The course emphasizes community-contact, self-study and field-based observation. For each module, topics and tasks are identified and designed by the teachers according to the students’ learning styles and capacities.

### Language Levels and Placement

Pre-requisites for enrollment are previous Nepali language study completion of beginning coursework and/or a score of Novice High on an ACTFL OPI test at the time of placement.

## Learning Outcomes

The SIT Nepal language course encompasses 45 class hours (3 credits). Upon completion of the Nepali language course at SIT Nepal, students will be able to:

- Communicate effectively in Nepali in a variety of speaking situations.
- Demonstrate comprehension of Nepali in a variety of listening situations.
- Understand native speakers when they speak on familiar topics.
- Have informal conversation on day-to-day topics using past, present, and future events.
- Express feelings, opinions and emotions using a more extensive vocabulary.
- Demonstrate socio-linguistic skill by using common expressions, idioms and sayings.
- Conduct interviews with native speakers on their research topic;
- Read signs in Nepali script on the way to locate their desired places/stores/offices.

## Course Requirement

### Methodology

During the course, students attend 3 hours of language class five days a week. In terms of language teaching approaches, methods and techniques, we utilize multiple approaches based in experiential learning. Interviews, observation and reading assignments will be followed by in-depth discussion. However, we sometimes deal with grammar and non-generic vocabularies.

**Language Pledge:** Speaking Nepali 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 Nepali communities.

### Textbook and course materials

Watters, D. P., N. B. Rajbhandary 2010. Nepali in Context: A Topical Approach to Learning Nepali, Kathmandu, Ekta Books, ISBN 978-9937-1-0094-6  
Karki, T. B., 2009, Nepali-English Dictionary: A Compendium of Contemporary Written and Spoken Nepali, Kathmandu, Multi Graphic Press, ISBN 978-9937-2-1702-6  
Turner R. L., D. R. Turner, 2009, A Comparative and Etymological Dictionary of Nepali Language, New Delhi, Adarsh Interprises, ISBN 81-8363-011-1

### Class Schedule

Students will have at least 45 class hours. During our Kathmandu stay, the class schedule is Monday-Friday 8:30 am-11:30 am. Language class hours and timing may be different during our excursions. Extra individual classes will be provided if students want to work more on language. Students will not be staying in a formal class every day, different language activities (e.g. games, cooking class, assignments, debates) are organized related to language learning.

### Assignments

You will have language homework most days. Assignments are given daily after language class ends and are due the next day during class. Assignments are usually reviewed and returned to students before the same day.

## Evaluation and Grading Criteria

### Assessment

Teachers plan lessons and evaluate student performance at daily meetings. Students are then regrouped according to learning pace and individual strengths and weaknesses. At the end of the semester, teachers collectively compose a final evaluation for each student, taking into account classroom performance and the use and development of language skills in the host community.

Through periodic and ongoing experiential evaluation students are graded in each of the following areas according to the criteria set out in the syllabi: grammar, vocabulary, oral and reading comprehension, fluency, pronunciation, motivation, attendance, progress, Devnagari and language usage outside of classroom. In addition, there is a mid-term and a final exam.

The Academic Director, based on the language teachers' final evaluation, determines the final semester language grade. Although not part of grade, students will be given an oral proficiency interview by an outside assessor at the conclusion of language study to gauge students' language acquisition.

### **Methods of Evaluation**

Students will be evaluated on the following criteria in their learning and work in target language:

#### **Grammar**

Grammar is the integral part of the language; it governs the composition of word order, conjugation, tenses etc. It is evaluated under assignments, class activities and presentation, exams.

#### **Vocabulary**

At least 20-30 new words are taught in class. Students are highly encouraged to acquire extensive vocabulary from the homestay family, books and on their own. Vocabulary is evaluated under assignments, class activities and presentations, and exams.

#### **Intelligibility/Pronunciation/Fluency**

Students are expected to be intelligible and clear in their writing, reading, description, discussion in terms of grammar, pronunciation, smoothness of conversation flow. This criteria is graded under class activities and presentations, assignments, and exams.

#### **Attendance/Participation**

Students are expected to attend each, and every language class and the activities scheduled by teachers.

If students get sick or have important appointments, they should inform to the teacher and director ahead of the class. 'Just being in class' cannot be considered 'good participation'. Being motivated in learning, encouraging and being helpful to their classmate, creating Nepali speaking environment inside and outside class, showing respect to language, host-culture without being defensive or distracting are also important. It is graded under attendance/participation, class activities and presentations, and assignments.

#### **Devanagari**

Students' fluency and accuracy are graded in Devanagari reading and writing. It is graded under assignments and exams.

#### **Final grades are calculated as follows:**

Assignments (20 %)

Class Activities and presentations (20 %)

Attendance/Participation (10 %)

Exams (50 %)

    Mid-term exam (15 %)

    Final exam (20 %)

    Devanagari exam (15 %)

**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

### Oral Proficiency Interview (OPI) Test

Final oral proficiency interviews are conducted toward the end of the course in order to provide a measurement of students' overall linguistic progress. Course grades usually, but not always, reflect performance in the Oral Proficiency Interview.

### Score Description

	Functions	Content	Context	Accuracy	Text Type
<b>Intermediate High</b>	Creates with language, simple conversations, ask & answer, can handle simple social transactional situations. Can mostly answer in advanced level, but not all the time.	Daily routine, familiar surroundings, routine travel needs	Some informal settings & a few transactional situations	Understood by speakers used to dealing with foreigners	Discrete sentences
<b>Intermediate Mid</b>	Creates with language, simple conversations, ask & answer, can handle simple social transactional situations. Strong for the level	Daily routine, familiar surroundings, routine travel needs	Some informal settings & a few transactional situations	Understood with some repetition by speakers used to dealing with foreigners	Discrete sentences
<b>Intermediate Low</b>	Creates with language, simple conversations, ask & answer, can handle simple social transactional situations. Minimal, weak but without breakdown into level below.	Daily routine, familiar surroundings, routine travel needs	Some informal settings & a few transactional situations	Understood with some repetition by speakers used to dealing with foreigners	Discrete sentences

### Expectations and Policies

Class attendance is mandatory and unexcused absences will reduce the language grade (see attendance policies in the front matter of the syllabus).

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. Teachers are highly respected in Nepal. 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.

Trust in the process. SIT has been teaching Nepali for over 40 years and the teachers have a collective 40+ years teaching with SIT, Peace Corps, and other programs. It might be tough but we have seen tremendous results from our course.

**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 Student Handbook.

**Disability Services:** For information about and support from Disability Services (DS) to facilitate an accessible educational experience, please contact [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) or +1-802-258-3390. Additional information regarding SIT Disability Services can be found on the DS website at:

<http://studyabroad.sit.edu/disabilityservices>.