

VIET A180: ELEMENTARY VIETNAMESE 1

Item	Value
Curriculum Committee Approval Date	02/26/2025
Top Code	111720 - Vietnamese
Units	5 Total Units
Hours	90 Total Hours (Lecture Hours 90)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• Area 3 Arts and Humanities 3A Theory (OC1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

Course Description

The focus is on development of elementary proficiency in listening, speaking, reading, and writing in Vietnamese, with an introduction to cultures related to the Vietnamese language. This course is equivalent to two years of high school Vietnamese. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. Recognize and produce the Vietnamese language at the beginning level in the four primary areas of communication: listening, speaking, reading and writing.
2. Demonstrate an understanding and appreciation of the cultures related to the Vietnamese language by comparing and contrasting them with the students' own culture(s).
3. Use current technologies to further develop their language and cultural competencies.

Course Objectives

- 1. Comprehend beginning-level spoken Vietnamese.
- 2. Produce beginning-level spoken Vietnamese.
- 3. Read and understand beginning-level Vietnamese.
- 4. Express basic ideas and opinions in beginning-level written Vietnamese.
- 5. Acquire beginning-level Vietnamese vocabulary.
- 6. Understand and use beginning-level Vietnamese grammatical structures.

- 7. Recognize the more important cultural aspects of living in the Vietnamese-speaking worlds.
- 8. Use technologies such as the Internet, online workbooks and multimedia to enhance learning.
- 9. Value the process of language learning.

Lecture Content

The content of this course consists of the Vietnamese language elements, themes, functions, skills, strategies, and tasks that are carefully chosen and appropriately sequenced to meet its goals. The course applies a communicative, performance-based approach to develop elementary-level proficiency in Vietnamese, and its subject material focuses on the immediate environment of the student. Vietnamese Tones, Sounds, and the Alphabet Dialogs: Self-introduction and giving one's name. Greeting and asking about one's well-being. Kinship terminology used in dialogs. Questions with *gi* and *khong*. Vietnamese tones, vowels, consonants, and the alphabet. Recognition and production of all six tones. Alphabet and the diacritics with differences between tone marks and vowel marks. Alphabet vs sound system. Vietnamese Tones, Sounds, and the Alphabet (Continued) Dialogs: Introduction and social conversation. Making requests and responding to requests. Vowel sounds. Placement of tone marks on words that contain single vowels. Difficult initial consonant sounds Alphabet, focusing on sounds represented by two or three letters. At a Party: Greetings, Introductions, and Social conversation Dialogs: Talking about nations and nationalities. Talking about marital status. Telling the time. Numbers (1-100) and counting. Recognition and production of words that contain diphthongs and triphthongs. Difficult final consonant sounds. At a Party: Greetings, Introductions, and Social Conversation (Continued) Dramatizing dialogs on the topic At a Party: *rdq uo*; New vocabulary for similar situations. Sound system, concentrating on sounds that are unfamiliar and difficult to pronounce. Placement of tone marks on words that contain diphthongs and triphthongs. Reading: Describing oneself and others. At a Party: Greetings, Introductions, and Social Conversations (Continued) Students stand up, mingle, and chat as if they were at a real party. Writing a narration based on a model. Reading narrations in front of the class. Writing a list of questions and interviewing a classmate. Individual students take questions from the whole class. Reviewing all the tones. Talking about the Weather, Climate and Seasons Talking about the weather. Talking about weather types in different cities, states, countries. Expressing likes and dislikes regarding weather types. Talking about seasons and changes in the weather. Talking about common activities associated with each season. Developing vocabulary needed to describe one's own ideas. Talking about the Weather, Climate and Seasons (Continued) Yes-No questions, Information questions, and Or-questions. Exclamatory sentences. Reading and writing a narration. Developing additional vocabulary needed to express one's own ideas. Reading one's composition first to a partner and then to the whole class. Discussing Family and Daily Activities Talking about self, family, and daily activities. Developing additional vocabulary to express these ideas. Question making. Interviewing another person. Discussing Family and Daily Activities (Continued) Expressing days and dates. Talking about age. Discussing habitual actions. Reading and writing narrations and compositions. Developing additional vocabulary. Reading one's compositions to each other. Interviewing and listening to native guest speakers. Talking and writing about these guest speakers. Discussing Schooling and Occupations Talking about one's studies and occupations. Talking about jobs and careers of family members and well-known people. Developing additional vocabulary necessary for conversations on

this topic. Discussing Schooling and Occupations (Continued) Words and phrases to talk about the present, the future, and the past. Reading and writing narrations and compositions about schooling and occupations. Developing additional vocabulary for compositions on this topic. Researching and writing about well-known people. Presenting oral reports on this project. Asking for Directions Practicing dialogs, questions and answers about the characters in dialogs. Discussing common phrases used in giving directions. Performing short skits in which one student will ask questions and another will give proper directions to help that student go to places such as a professor's office, the library, the post office, the bank, the hospital, etc. Asking for Directions (Continued) Expressions used for making offers, suggestions, and requests. Reading narrations and asking questions about the characters in them. Writing compositions about getting lost, asking directions, and receiving directions. Using note cards to tell stories. In a Restaurant Presenting dialogs and asking and answering questions about the characters in the dialogs. Summarizing what happens in the dialogs. Practicing additional vocabulary about one's favorite food and drinks. Items on a typical menu of a Vietnamese restaurant. Performing skits that use a restaurant setting. In a Restaurant (Continued) Expressions used in ordering food, paying bills, and giving tips. Reading narrations and asking and answering questions about the characters in them. Practicing additional vocabulary about one's favorite food and drinks. Writing compositions about memorable dinners with friends or family. Using note cards to talk about special dinners.

Method(s) of Instruction

- Lecture (02)

Instructional Techniques

The methodology used is a communicative, performance-based approach that gives students ample opportunity to interact with the instructor, peers, and native guest speakers through everyday conversational situations. Class activities include mini-lectures to introduce new topics and grammatical structures, practice of dialogs, oral and written drills, oral presentations, and diverse types of pair and group work all designed to allow students to acquire the fundamentals of a foreign language actively and progressively. Listening comprehension and pronunciation skills are reinforced through the use of pre-recorded language tapes and CDs. A typical lesson consists of a dialog followed by pronunciation practice, vocabulary study, discussion of selected sentence patterns introduced, applying new sentence patterns in different contexts, reading and writing short narratives, and vocabulary and grammar exercises. In addition to each lesson in the chosen textbook, students will receive handouts selected from culturally authentic sources such as menus, songs, poems, newspaper/magazine articles, ads, short stories, photos. Other sources will include movies, videotapes, audiotapes, television broadcasts, native speaker informants.

Reading Assignments

Writing assignments are used at every step through the semester to develop control of basic vocabulary and elementary structural patterns of Vietnamese. The students will spend approximately two (2) hours weekly for reading assignments.

Writing Assignments

Writing assignments are used at every step through the semester to develop control of basic vocabulary and elementary structural patterns of Vietnamese. The students will spend approximately two (2) hours weekly for writing assignments.

Out-of-class Assignments

The students will complete speaking, listening, reading, and writing exercises in the textbook, the workbook, and other online or offline supplementary materials. The students will spend approximately seven and a quarter (7.25) hours weekly for out-of-class assignments.

Demonstration of Critical Thinking

End-of-lesson achievement quizzes, written homework, oral presentations, class participation, short written reports, midterm and final proficiency tests.

Required Writing, Problem Solving, Skills Demonstration

Writing assignments are used at every step through the semester to develop control of basic vocabulary and elementary structural patterns of Vietnamese.

Eligible Disciplines

Foreign languages: Master's degree in the language being taught OR bachelor's degree in the language being taught AND master's degree in another language or linguistics OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Dung, Tran Ngoc. Vietnamese for Busy People 2, An Easy and Practical Method for Learning Authentic Vietnamese, 2nd ed. Dubuque: Kendall Hunt, 2018 Rationale: The most recent edition of a useful text.

Other Resources

1. Plus corresponding workbook and tapes