



### Course Aims

This course is an unrestricted elective (UE) for any undergraduate student who already possess an introductory level of proficiency in the language equivalent to LV9001. In this course, more verbs are introduced along with extensive vocabulary, grammar and expressions to the level of A1.2 (CEFR). Through this course, you will become familiar with the 6 tones and main vowel sounds, and further develop all language related skills from Vietnamese Language Level 1 - including reading, listening, speaking and writing. As a result, you should have a sound foundation of the language to be able to communicate about topics used in daily life.

### Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. Speak confidently and accurately about familiar topics such as shopping, renting a hotel room, hobbies, traveling.
2. Explain the main ideas in reading, listening passages in simplified Vietnamese text.
3. Deploy an active vocabulary related in a variety of situation such as living conditions, life in cities, past activities and personal experiences.
4. Write short descriptions as well as write simple notes and messages relating to matters of everyday life.
5. Compare and contrast Vietnamese cultural practice with your own.

### Course Content

Vietnamese Language Level 2 is the continuation of Vietnamese Language Level 1 and aims to further enhance student proficiency in four basic skills- listening, speaking, reading and writing, as well as increase their knowledge of Vietnamese culture. Texts about daily situations (e.g. making and canceling appointments, shopping, planning for traveling, renting a hotel room) with simple sentence structures will serve as a main source of learning materials.

### Assessment (includes both continuous and summative assessment)

**Assessment:** You will be assessed on four language skills: Listening, Speaking, Reading, Writing and Class participation.

100% Continuous Assessment includes the following components:

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
Continuous Assessment 1 (CA1): Vocabulary quiz	ILO 2, 3	Competence Character	10%	Individual	NA
Continuous Assessment 2	ILO 2, 3, 5	Competence Communication	25%	Individual	Appendix 1

(CA2): Written Test 1		Character			
Continuous Assessment 3 (CA3): Written Test 2	ILO 2, 3, 4, 5	Competence Communication Character Creativity	35%	Individual	Appendix 1
Continuous Assessment 4 CA4: Oral (Project 1: Essay and Project 2: Presentation)	ILO 1, 3, 5	Competence Civic-mindedness (Global Citizenry) Communication Creativity	20%	Individual	Appendix 2 and 3
Continuous Assessment 5 (CA5): Participation	ILO 1, 2, 3, 5	Competence Civic-mindedness (Global Citizenry) Communication	10%	Individual	Appendix 4
Total			100%		

### Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both students and teachers. All assessments in the course, even formal testing like CAs, must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

- **Oral Interview:** Individual/group oral feedback on the fluency, pronunciation, contents, structure and communication skills will be given to each of you after the summative oral assessment.
- **Portfolio Writing:** Written feedback/ comments are given for each non-summative writing assignment
- **Presentation:** Individual /group oral feedback on the fluency, pronunciation, contents, structure, communication skills will be given to each of you after the summative oral assessment.
- **Discussion Board:** the discussion board is used to develop and guide your writing skills thorough the course. You will receive feedback on their accuracy level of coherence and cohesion using the language. It also facilitates learning by allowing you to view & to respond to the work of others.
- **Classroom Tasks:** Oral or written feedback for the tasks performed by group or individual during each class session is given to student/group
- **Review Exercises:** Review exercises comprising vocabulary, grammar and comprehension exercises are given at the end of each unit. Written feedback and corrections are given individually for each exercise.

### Learning and Teaching approach

Tutorial, team-based learning, role-play activities.

Approach	How does this approach support students in achieving the learning outcomes?
Tutorial	Tutors assist all in class activities, including reading and discussions, by providing individual as well as whole class guidance. These approaches, where students learn through practice are used to better accommodate various students' needs as well as to facilitate students' understanding of a given topic. This approach aims students to successfully achieve the learning outcomes by producing real communication.
Communicative	Students acquire communication skills, confidence and creativity by using the language in an authentic way, addressing outcomes 1, 2, 3 and 5. Rather than relying on simple memorization of grammatical rules and lists of word, this educational approach encourages interaction and the use of language skills in real situations.
Flipped classroom	This approach give students the time to reflect on material learned and allows them to learn at their own pace. Students also have more productive interactions with their instructors.

### Reading and References

**Textbook:** VIETNAMESE AS A SECOND LANGUAGE, Book 2 (2012), National University, Hochiminh City Publisher

Recommended reading:

1. Phan Van Giuong, Vietnamese for Beginners, Book 2 (2010)
2. Doan Thien Thuat, Vietnamese for Foreigners, Level A, Book 2, Institute of Vietnamese Studies and Development Sciences, Vietnam National University, The Gioi Publisher 2013

### Course Policies and Student Responsibilities

#### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

#### (2) Absenteeism

You are expected to attend all lessons. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

### Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and

cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Planned Weekly Schedule

Week	Topic	ILO	Readings/Activities
Week 1	Shopping <ul style="list-style-type: none"> <li>• Introduction to LV9002</li> <li>• Comparative phrases</li> <li>• How to describe items</li> <li>• Connecting phrase (not only... but also)</li> </ul>	1, 2, 3, 4, 5	At an electric shop <i>Role-play activities</i> <i>Reading activities</i> <i>Written work</i>
Week 2	At the market <ul style="list-style-type: none"> <li>• Classifiers for fruits and animals</li> <li>• Demonstrative words</li> <li>• Suggestions</li> </ul>	1, 2, 3, 4, 5	Visiting a market in Ho Chi Minh city <i>Role-play activities</i> <i>Reading activities</i> <i>Written work</i>
Week 3	Health condition <ul style="list-style-type: none"> <li>• Giving advice</li> <li>• Describing feelings</li> <li>• Passive voice</li> </ul>	1, 2, 3, 4, 5	A simple life of a farmer <i>Role-play activities</i> <i>Reading activities:</i> <i>Written work</i> <i>Group work</i>
Week 4	<b>CA1 Quiz</b> <ul style="list-style-type: none"> <li>• Making and canceling of appointments</li> <li>• Making arrangements</li> <li>• Connecting phrases (because... so that)</li> <li>• Guessing reasons</li> </ul>	1, 2, 3, 4, 5	Public telephone guides <i>Role-play activities</i> <i>Reading activities</i> <i>Written work</i>
Week 5	Planning for traveling  <b>CA4 Oral Project 1: Essay</b> <ul style="list-style-type: none"> <li>• Present perfect tense</li> <li>• Connecting words (but)</li> <li>• Commenting on people, things, etc.</li> <li>• Things in the city</li> </ul>	1, 2, 3, 4, 5	The big cities in Vietnam <i>Role-play activities</i> <i>Reading activities</i> <i>Written work</i> <i>Group work</i>
Week 6	Renting a hotel's room <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Requests</li> <li>• Connecting phrases (although... but)</li> </ul>	1, 2, 3, 4, 5	Past experiences about renting a hotel <i>Role-play activities</i> <i>Reading activities</i> <i>Written work</i>
Week 7	Revision/Class activities <b>CA2 Written Test 1</b>	1, 2, 3, 4, 5	Gossip about the neighbors <i>Role-play activities</i> <i>Reading activities</i> <i>Written work</i>

			<i>Group work</i>
Week 8	Hunting for a house <ul style="list-style-type: none"> <li>• Describing places</li> <li>• Plural verbs</li> <li>• Classifiers for houses and buildings</li> <li>• Connecting phrases (indicating contrast)</li> </ul>	1, 2, 3, 4, 5	House for rent <i>Role-play activities</i> <i>Reading activities</i> <i>Written work</i>
Week 9	Leisure activities <ul style="list-style-type: none"> <li>• Personal pronouns</li> <li>• Quantifiers</li> <li>• Connecting phrases (more... more)</li> </ul>	1, 2, 3, 4, 5	A day of a busy man <i>Role-play activities</i> <i>Reading activities</i> <i>Written work</i> <i>Group work</i>
Week 10	Hobbies and pastimes <ul style="list-style-type: none"> <li>• Imperatives</li> <li>• Connecting words (except)</li> </ul>	1, 2, 3, 4, 5	Interviewing a singer <i>Role-play activities</i> <i>Reading activities</i> <i>Written work</i>
Week 11	<b>CA3</b> <i>Written Test 2</i>	2, 3, 4, 5	
Week 12	<b>CA4</b> <i>Oral Project 2: Presentation</i>	1, 3, 5	Presentation

## Appendix 1: Assessment Criteria for Writing in CA Written Test 1 and Written Test 2

### Content (3 points)

<b>3 points:</b>	<ul style="list-style-type: none"><li>• All requested content is covered in detail.</li><li>• Content goes beyond of what is requested.</li></ul>
<b>2 points:</b>	<ul style="list-style-type: none"><li>• Most requested content is covered.</li><li>• Only some parts of the content are covered in detail.</li></ul>
<b>1 points:</b>	<ul style="list-style-type: none"><li>• Most requested content is covered.</li><li>• None or few parts of the content are covered in detail.</li></ul>
<b>0 points:</b>	<ul style="list-style-type: none"><li>• Content is irrelevant.</li></ul>

### Grammar (4 points)

<b>4 points:</b>	<ul style="list-style-type: none"><li>• All grammatical content covered in class has been used and mostly used successfully.</li><li>• Few grammatical errors.</li><li>• No systematic errors.</li></ul>
<b>3 points:</b>	<ul style="list-style-type: none"><li>• Most grammatical content covered in class has been used and mostly used successfully.</li><li>• Systematic errors only in one or two structures.</li></ul>
<b>2 points:</b>	<ul style="list-style-type: none"><li>• Some grammatical content covered in class has been used.</li><li>• Many grammatical errors.</li><li>• Several systematic errors, even in basic structures.</li></ul>
<b>1 points:</b>	<ul style="list-style-type: none"><li>• Grammatical content covered in class has been used, but many structures were avoided.</li><li>• Frequent grammatical errors.</li><li>• Many systematic errors, even though direct translation from English.</li></ul>
<b>0 points:</b>	<ul style="list-style-type: none"><li>• Shows no grammatical competence.</li><li>• Largely copied from the reading comprehension.</li></ul>

### Style and Structure (3 points)

<b>3 points:</b>	<ul style="list-style-type: none"><li>• Diverse and with variation of expression.</li><li>• Logical structure.</li><li>• Creative use of learnt vocabulary and learnt conjunctions.</li></ul>
<b>2 points:</b>	<ul style="list-style-type: none"><li>• Little variation of expression.</li><li>• Somewhat logical structure.</li><li>• Mostly comprehensible.</li><li>• Some problems with learnt vocabulary.</li><li>• Some of the learnt conjunctions are successfully used.</li><li>• Maximum 11 points if required word count was not met or not indicated.</li></ul>
<b>1 points:</b>	<ul style="list-style-type: none"><li>• Very repetitive.</li><li>• No logical structure.</li><li>• Difficult to comprehend.</li><li>• Problems with learnt vocabulary.</li><li>• Learnt conjunctions are not successfully used.</li></ul>
<b>0 points:</b>	<ul style="list-style-type: none"><li>• Major difficulties to comprehend the text.</li></ul>

**Appendix 2: Assessment Criteria for Oral Project 1 - Essay (Total 30 marks will be converted to 5% of overall grade.)**

**Contents (10 points): Creativity and Flow**

<b>9-10 points:</b>	<ul style="list-style-type: none"> <li>• All requested content is covered in detail.</li> <li>• The content is creative.</li> <li>• Logical structure.</li> </ul>
<b>6-8 points:</b>	<ul style="list-style-type: none"> <li>• Most requested content is covered.</li> <li>• Only some parts of the content are creative.</li> <li>• Mostly logical structure.</li> </ul>
<b>3-5 points:</b>	<ul style="list-style-type: none"> <li>• Most requested content is covered.</li> <li>• None or few parts of the content are creative.</li> <li>• No logical structure.</li> </ul>
<b>0-2 points:</b>	<ul style="list-style-type: none"> <li>• Content is irrelevant.</li> </ul>

**Language (20 points): Vocabulary, Grammar and Accuracy**

<b>17–20 points:</b>	<ul style="list-style-type: none"> <li>• All grammatical content covered in class has been used successfully.</li> <li>• Diverse use of learned vocabulary</li> <li>• Few grammatical errors</li> <li>• No systematic errors</li> </ul>
<b>13–16 points:</b>	<ul style="list-style-type: none"> <li>• Most grammatical content covered in class has been used and mostly used successfully.</li> <li>• Good use of learned vocabulary</li> <li>• A few grammatical errors.</li> <li>• Systematic errors only in one or two structures.</li> </ul>
<b>9–12 points:</b>	<ul style="list-style-type: none"> <li>• Some grammatical content covered in class has been used.</li> <li>• Used some of learned vocabulary</li> <li>• Many grammatical errors</li> <li>• Several systematic errors</li> </ul>
<b>5–8 points:</b>	<ul style="list-style-type: none"> <li>• Some grammatical content covered in class has been used.</li> <li>• Limited use of learned vocabulary</li> <li>• Frequent grammatical errors.</li> <li>• Several systematic errors, even in basic structures.</li> </ul>
<b>0–4 points:</b>	<ul style="list-style-type: none"> <li>• Shows no grammatical competence.</li> <li>• Largely copied from the book.</li> </ul>

**Appendix 3: Assessment Criteria for Oral Project 2 - Presentation (Total 25 marks will be converted to 15% of overall grade.)**

<b>21–25 points:</b>	<ul style="list-style-type: none"> <li>• Pronunciation is very clear, no mistakes Diverse use of learned vocabulary.</li> <li>• Very good choice of vocabulary, wide range of vocabulary, correct use of grammar.</li> <li>• Speak very fluently and naturally.</li> <li>• The conversation has a good focus, ideas are clear and interesting, good response to questions.</li> </ul>
<b>16–20 points:</b>	<ul style="list-style-type: none"> <li>• Pronunciation is clear, there are 2-3 mistakes.</li> <li>• Good use of vocabulary, correct use of grammar, at times there are several mistakes.</li> <li>• Speak fluently but at times a bit hesitantly.</li> <li>• The conversation has a good focus, can answer questions but at times ideas are not clear.</li> </ul>
<b>11-15 points:</b>	<ul style="list-style-type: none"> <li>• Pronunciation is clear, there are 4-5 mistakes.</li> <li>• Repetitive use of vocabulary, some incorrect use of grammar.</li> <li>• Speak fluently but at times have to pause to look for words.</li> <li>• The conversation does not meet all the requirements, answers to questions are clear but not full.</li> </ul>
<b>5–10 points:</b>	<ul style="list-style-type: none"> <li>• Pronunciation is not clear, there are many mistakes.</li> <li>• Limited use of vocabulary, many grammatical mistakes.</li> <li>• Speak very hesitantly and very slowly.</li> <li>• The conversation lacks ideas, answers do not correspond to questions.</li> </ul>
<b>0–4 points:</b>	<ul style="list-style-type: none"> <li>• Pronunciation is not clear, very difficult to understand.</li> <li>• Do not know how to use vocabulary and grammar structures.</li> <li>• Speak very hesitantly and constantly pause for a long time to search for words.</li> <li>• The conversation lacks ideas and organization. Ideas are repetitive or do not make sense.</li> </ul>

## **Appendix 4: Assessment Criteria for Participation**

The marks (100) are calculated based on two components:

1. Online learning: pre-class vocabulary quiz and post-class eAssignments
2. Classroom participation

### **1. Online quiz and eAssignment (50 points):**

Students need to complete all online learning.

- Full marks if all quizzes and eAssignments were attempted and submitted with 70% or higher.
- 10 marks deduction for each quiz and eAssignment that was not attempted or submitted below 40%.
- 5 marks deduction for each eWorksheet attempted and submitted below 70%.

### **2. Classroom participation (50 points)**

Students ought to participate actively in all classroom activities.

#### **Active participation:**

- 50 points for extremely active participation in almost every class (Team tasks, activities, asking and answering questions). Always comes prepared to class.
- 30 points for regular participation, active in team tasks and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 10 points for adequate participation, moderately active in team tasks, yet only offers answers on being called upon. Is sometimes unprepared.
- 0 points for students who show no active participation, who do not participate in team tasks, are not prepared.