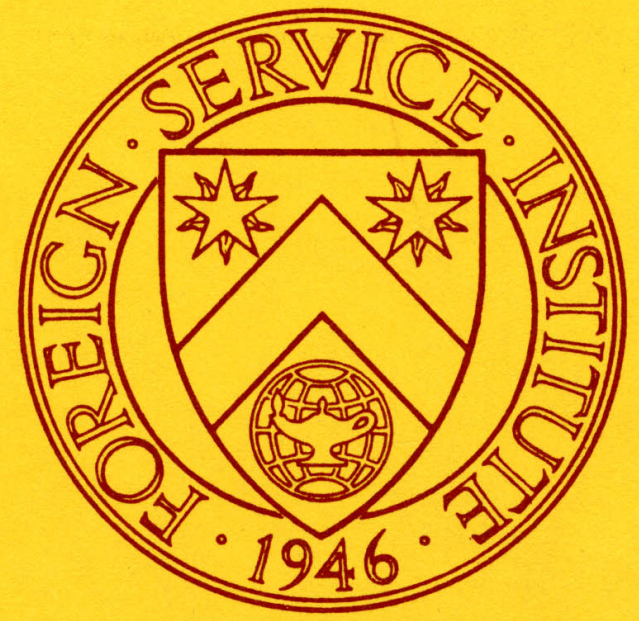
FOREIGN SERVICE INSTITUTE

VIETNAMESE

FAMILIARIZATION COURSE



DEPARTMENT OF STATE

VIETNAMESE

FAMILIARIZATION COURSE



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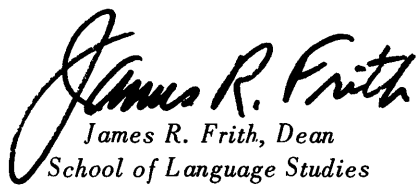
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PREFACE

Vietnamese Familiarization Course *provides an introduction to the Vietnamese language as it is spoken in South Vietnam. The most basic structural patterns of the language have been introduced along with vocabulary that is generally useful for Americans in Vietnam.*

While this course is designed for classroom use, special attention has been given both in the text and in the tape recordings to make it as useful as possible for self-instructional use.

The Vietnamese material in this course was provided by Nguyen-Hy-Quang, in consultation with other members of the Vietnamese staff of the Foreign Service Institute. The linguist-in-charge was Eleanor H. Jorden, Chairman of the Department of East Asian Languages.



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INTRODUCTION

This volume contains twelve lessons, all of which have the same basic pattern and involve the same procedures. Each lesson requires many hours of study, in class and/or with recordings of the Vietnamese material.

The method underlying these lessons is guided imitation; the aim is automaticity. Ideally, there are two teachers: under the supervision of a scientific linguist, who talks ABOUT Vietnamese, the student learns to speak the language in direct imitation of a tutor who is a native speaker of Vietnamese. The tutor drills on the Vietnamese in the text, providing an authentic model for the student to imitate. Statements on how the language is manipulated are included in the explanatory notes in the text, which may be supplemented, if necessary, by further discussions on the part of the linguist. As a supplement to class hours with a tutor - or even, if necessary, as a replacement for them - students work with tape recordings which approximate the classroom situation.

Language learning is overlearning. Through memorization of whole utterances, and substitution within and manipulation of these utterances, a student achieves the fluency and automaticity that are necessary for control of a language. Language learning involves acquiring a new set of habits, and habits must be automatic. Just as the experienced driver performs the mechanics of driving unconsciously - turning on the engine, shifting gears, applying the brakes, etc. - and concentrates on where he is going, so the fluent speaker of a language is concerned with what he is saying rather than the mechanics of how he is saying it.

The student should note the following general suggestions and warnings:

ALWAYS USE NORMAL SPEED. Do not permit yourself to speak more slowly than your tutor, and do not ask him to speak more slowly than is natural for him. The ability to understand slow, deliberate speech never heard outside of a classroom is of little practical value. The aim of the student should be to learn Vietnamese as it is spoken by the Vietnamese - not an artificial classroom dialect.

DRILL HOURS WITH A NATIVE TUTOR SHOULD BE CONDUCTED ENTIRELY IN VIETNAMESE FROM THE FIRST DAY. A class which fluctuates between Vietnamese and English, where valuable repetition and drill aimed at developing fluency are constantly interrupted by English questions and comments, never achieves the desired results. It is recommended that a specific time be designated as discussion period and that interruption of drill at other times be avoided. A tutor who has not had technical linguistic training should not attempt technical explanations about Vietnamese. These are provided by the explanatory notes in the book and/or the scientific linguist.

REVIEW CONSTANTLY. DO NOT GO AHEAD TOO RAPIDLY. Remember that each new lesson presupposes thorough mastery of what has gone before.

Do not assume that the patterns of Vietnamese will resemble those of English, or that distinctions made in English will be present in Vietnamese. EXPECT DIFFERENCES AND BE SURPRISED AT SIMILARITIES.

Remember that USAGE - NOT LOGIC - DETERMINES WHAT IS ACCEPTED IN A LANGUAGE. A native speaker is the final judge of whether or not an utterance is acceptable in his dialect. Differences of dialect, of course, cause frequent disagreement among native speakers. Not all dialect differences are geographical; many are social and educational.

PROCEDURES

1. Basic Dialogues

Each of the twelve lessons begins with a Basic Dialogue which forms the core of the lesson. A student controls a lesson to the extent to which he has learned the dialogue by heart. Thorough memorization of the dialogue means thorough mastery of the text. Memorization is achieved by direct imitation of the native tutor in class, and/or by repeated use of tapes in the laboratory or at home.

Basic Dialogues are presented with their English equivalents. Numbered utterances in the dialogues are basic sentences. New words or phrases occurring in a basic sentence for the first time are listed separately, immediately before the sentence, as breakdowns. They are indented and not numbered.

2. Notes

Following the Basic Dialogue are NOTES, which include brief discussions of new patterns introduced in the Basic Dialogue and assorted information on specific sentences. The numbering of these notes corresponds to that of the sentences. These notes are to be read outside of class after the Basic Dialogue has been introduced, but before proceeding to the drills.

In the Notes, the procedure has been to introduce only material which will be of immediate, practical use to a beginning student. No attempt is made to present the full scientific analysis of Vietnamese on which the lessons are based; rather, explanations are provided which will be useful within the framework of the Vietnamese material being studied.

3. Drills

There are five basic kinds of drill in these lessons, each having a special purpose. However, the aim of all drills is the overall aim of the course: to develop fluency and automaticity. Drills are to be performed in class with a tutor, and/or in the laboratory or at home with tapes. Drills have been mastered only when students are able to do them accurately with their books closed.

a. Substitution Drills

The tutor gives a pattern sentence which the student repeats. Immediately the tutor gives a word or phrase (called a cue) which the student substitutes appropriately in the original sentence. The tutor follows immediately with a new cue.

Example (English substitution drill):

Tutor : Where did you put my book?
Student: Where did you put my book?

Tutor : pen
Student: Where did you put my pen?

Tutor : dictionary
Student: Where did you put my dictionary?

etc.

In more complicated substitution drills, there may be several substitution items (a compound cue) for each new sentence; or the successive cues may have to be substituted in different parts of the sentence; or the cue may require changes in the pattern sentence.

Substitution drills are printed in two columns, with English equivalents on the left and drill sentences on the right. A drill that looks like this:

1.	Don't	buy	that.		Đừng	mua	cái đó.
2.		eat				ăn	
3.		drink				uống	

is to be drilled:

Tutor : Đừng mua cái đó.
Student: Đừng mua cái đó.

Tutor : ăn
Student: Đừng ăn cái đó.

Tutor : uống
Student: Đừng uống cái đó.

b. Transformation Drills

Here, on the basis of the first example at the beginning of the drill, the student is required to perform parallel manipulation on a series of utterances by the tutor. For example, he may be required to change each of the tutor's utterances to the corresponding negative, or the corresponding question, etc.

Transformation Drills are printed in two columns, with the tutor's utterances on the left and the student's responses on the right, all with an English equivalent.

c. Response Drills

On the basis of the first example occurring at the beginning of the drill, the student provides

an exactly parallel response to a series of questions or remarks by the tutor.

Like Transformation Drills, Response Drills are printed in two columns, with the tutor's utterances on the left and the student's responses on the right, all with an English equivalent. In cases requiring a response cue from the tutor, this is given between virgules immediately following the tutor's utterances.

Example (English response drill):

Tutor:	Student:
What did you buy? /a book/	I bought a book.
What did you borrow? /a pencil/	I borrowed a pencil.
etc.	

d. Expansion Drills

The student expands a pattern sentence according to the model provided by the first example in the drill. For such drills, the tutor's pattern sentences and cues (marked off with virgules) are in the left column, and the student's responses in the right column, all with an English equivalent.

e. Combination Drills

The student combines a pair of utterances into a single utterance, on the basis of the model provided by the first example in the drill.

This kind of drill is also printed in two columns, with the tutor's utterances on the left and the student's responses on the right, all with an English equivalent.

Drills are not meant to be grammatical puzzles for tricking the student; they are intended to develop fluency. The pace of all drills should be rapid. A student has mastered a drill only when he can provide the required oral responses promptly, fluently, and without reference to his textbook.

4. Exercises

The final section of each lesson contains suggestions for additional practice appropriate to each lesson. These exercises should be performed orally. Only the student who is able to do them fluently and accurately is ready to proceed to the next lesson.

TAPES

The tape series which accompanies these lessons includes all Basic Dialogues and Drills.

1. Basic Dialogues

Dialogues are taught by tape according to the following steps:

(1) Listening.

(2) Memorizing by repetition of breakdowns and whole sentences.

(3) Developing fluency by additional repetition of whole sentences.

(4) Participating by assuming, in turn, different roles in the dialogue.

(5) Confirming comprehension by re-listening.

2. Drills

Drills are recorded according to the following steps:

(1) Listening.

(2) Familiarization through repetition.

(3) Participation, by performing the required manipulation. During this step, the student's utterances are confirmed (or corrected) on the tape immediately following the space provided for his participation.

SPECIAL SYMBOLS

1. ( ), [ ]

In a Vietnamese sequence, material enclosed in parentheses ( ) may be omitted. Thus a(b) means that ab and a both occur in the given context with approximately the same meaning. Both the short and longer sequences should be drilled by the student.

Square brackets [ ] in the English equivalent of a Vietnamese sequence enclose material which is needed for natural English but does not correspond to anything in the Vietnamese sequence. Conversely, parentheses ( ) in the English equivalent enclose explanatory material or something literally translated from the Vietnamese (indicated by 'lit.') which is not needed in the English. Compare:

Ông mua ở đâu?	'Where did you buy [it]?'
Chào ông.	'Hello (you).'

In the first sentence, 'it' is needed for natural English but does not correspond to anything in the Vietnamese. 'You' in the second sentence corresponds to something in the Vietnamese that would not occur in the natural English equivalent.

2. Superscript Letters

Superscript letters m, w, g, and f are used to limit the meanings of certain English words in order to make them correspond more closely to their Vietnamese equivalents. They have the following meanings:

m - refers to a man

w - refers to a woman

g - refers to a girl

f - is familiar

m.f - refers to a man, familiarly

w.f - refers to a woman, familiarly

Examples:

Ông đi không?	'Are you^{m} going?'
Chào bà.	'Hello (you^{w}).'
Cám ơn anh.	'Thank you$^{m.f}$.'