

**VIETNAMESE LANGUAGE
PROFICIENCY GUIDELINES
ADVANCED LEVEL: LISTENING COMPREHENSION**

Lê Phạm, Thuý-Kim - Arizona State University
Ngô, Như Bình - Harvard University
Hill, Kim-Loan - University of California at San Diego

CONTENT	FUNCTION	GRAMMAR & USAGE	ACCURACY
<p>Combination of topics mentioned in beginning and intermediate levels and following topics:</p> <ol style="list-style-type: none"> 1. Current events and affairs. 2. Politics. 3. Economics. 4. History. 5. Language. 6. Cultural and moral issues. 7. Social issues. 8. Literature and poetry. 9. Arts and fine arts. 	<ol style="list-style-type: none"> 1. Understanding most face-to-face conversations and discourses on familiar topics at normal rate with few repetitions. 2. Comprehending main ideas and most supporting details. 3. Trying to understand unknown vocabulary in context through guessing strategies. 	<ol style="list-style-type: none"> 1. Emphasizing the differences between styles. 2. Introducing more complex grammatical patterns and vocabulary characteristic of <i>spoken</i> Vietnamese. 3. Introducing affixation, compounding, reduplication and borrowings more systematically.* 4. Introducing more idioms, sayings and proverbs related to the topics. 5. Introducing some systematic phonetic and lexical differences between the Hanoi and Saigon dialects. 	<ol style="list-style-type: none"> 1. Understanding the main ideas of most speech and show an emerging awareness of culturally implied meanings beyond the surface meanings of the discourse but may fail to grasp socio-cultural nuances of a message, including narratives, jokes, irony and satire. 2. Still having difficulty understanding jargons, slang, idioms, sayings and proverbs.

*We suggest introducing the following:

1. Some affixes which make up systems. For instance: *đội trưởng, đội viên, đội tuyển, đội ngũ, đoàn trưởng, hội trưởng, lớp trưởng, hiệu trưởng, cửa hàng trưởng*.
2. Meanings of different types of coordinate compounds: a) *quân áo, mua bán* b) *chợ búa, viết lách*, etc.
3. Meanings of different types of subordinate compounds: a) *xe đạp, xe máy, xe hơi*, b) *xanh um, xanh biếc, xanh rì, xanh lơ* etc.
4. Main patterns of reduplication: total (*đùng đùng, khăng khăng*) and partial (alliterative: *đúng đắn, khăng khít*; rhyming: *lung tung, bẳng nhắng*).
5. Semantic, grammatical or stylistic differences between Chinese borrowings and Vietnamese synonyms *quốc gia and nhà nước, phi cơ and máy bay* etc.

References

1. Omaggio, Alice C. (1986) *Teaching Language in Context*, Heinle & Heinle Publishers, Inc., Boston, Massachusetts.
2. The College Entrance Examination Board (1996) *Language Learning Continuum from Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign Language*, New York (pp. 24-28).
3. Ngô Như Bình (2001) *Vietnamese Language: Teaching and Learning Framework (linguistic part)* published by the Council of Teachers of Southeast Asian Languages (COTSEAL), 2005.

