

Thai 202 Intermediate Thai**Spring Semester 2010**

Hours: MWF 8.00-9.20 Moore 107

Instructors: Yuphaphann Hoonchamlong

อาจารย์ยุพาพรรณ หุ่นจำลอง

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Office Hours: TBA or by appointment.

1. Course Description

Continuation of 201. Integrated development of skills in listening, speaking, reading and writing in Thai script. Meets 5 hours a week. Lab work. Pre: 201 or consent.

***** **This is a Writing Intensive class.** *****

2. Objectives

- At the end of the semester, students are expected to be able to:
- converse with accurate pronunciation and sufficient fluency related to passages/stories read;
 - answer questions based on passages and dialogues read or recorded on tapes;
 - explain and describe, orally and in writing events, places, objects and ideas;
- and
- write in Thai script answers based on the stories read, and simple original narrative, descriptive paragraphs and short essays.

3. Textbook

Thai Basic Reader by Thomas Gething and Pongsuwan T. Bilmes.
(The textbook CD is available from Center for Southeast Asian Studies Moore 405 \$12)

Supplementary materials:

Required: Thai Basic Reader Audio CD

Thai 202 Supplementary CD

Recommended: Thai Language and Culture Vol. 2 Textbook, CD, and DVD

Recommended reference

Thai-English Student's Dictionary by Mary Haas.

electronic version at: www.sealang.net/thai/

4. Class Related Websites

Thai Language Program website: www.hawaii.edu/thai

Thai Fonts: www.hawaii.edu/thai/thaifonts

Thai Language IT resources (online Thai-English/English-Thai, multilingual-Thai dictionaries, other tools): www.hawaii.edu/thai/tech.htm

Thai supplementary materials (audio and video clips):

www.hawaii.edu/thai/materials

Linguistic Perspective of Thai Culture: <http://thaiarc.tu.ac.th/thai/peansiri.htm>
 Thai 201 lab on WAU: <http://mcl.ill.hawaii.edu/wau/> (Password: thai201wau)

5. Structure of the course

- Five contact hours a week emphasizing on the four skills:- listening, speaking, reading and writing.
- Discussion of language points and cultural issues in the reading and conversation and discussion and writing related to the topic of the reading. **Weekly paragraph writing assignment.**
- **Students are required to keep a daily journal (in Thai script), to be handed in to the instructor every week.**
- **Students are required to practice weekly reading and listening assignments on WAU**
 ******Reading aloud practice:** You practice reading texts from *Thai Basic Reader* or assigned dialogues aloud to yourself so that your **fluency** will improve over the course of the semester. This means that you will need to listen to them being read over and over, imitating the speaker's rate of reading and pronunciation.

Class time will be spent discussing the content, grammar, and meaning. You should come to class with prepared questions of your own (preferably in Thai), either of a general conversational nature or questions concerning the meaning, use, translation, grammatical function of words or constructions.

Supplementary materials are introduced and expected to be treated the same way as the lessons.

6. Evaluation

The evaluation is based on:

- | | |
|---|------------------------|
| 1. class participation/attendance | 5% |
| 2. weekly WAU activity | 10% |
| 3. journal/daily sentences | 10% (Writing) |
| 4. weekly paragraph | 10% (Writing) |
| 5. exercises (5%) & quizzes (5%) | 10% (Writing) |
| 5. midterm test | 10% |
| 6. final test | 25% (10% Oral; 15% RL) |
| 7. Final Project: a two-page essay, in Thai script (10%), based on an interview (conducted in Thai) of a native Thai speaker (5%) and an oral presentation (5%) | [total 20%] |

Language Lab (WAU)

All students are expected to spend a minimum of 2 hours per week practicing reading and listening, before recording the assigned reading text on WAU. Attendance on WAU is monitored by computer.

Quizzes

QUIZES CANNOT BE MADE UP. IF YOU MISS ONLY ONE THE ENTIRE SEMESTER IT WILL NOT BE COUNTED; BEYOND THAT YOU WILL RECIEVE NO SCORE FOR EACH PARTICULAR QUIZ YOU MISS.

Class Assignments

All students are expected to complete and submit the assignments on time.

You will not get credit for late submission for each assignment (written and WAU).

Final Test

At the end of the semester, each student will have a 1/2 hour interview with the instructor to demonstrate his or her level of listening and speaking comprehension that has been practiced in class, at home, and in the language lab. This oral interview will be 10% of your semester grade.

Final Project Dates

Essay Draft (+ recorded interview) submission: Friday, April 17th, 2009

Oral Presentation: April 29th, May 1st, and May 4th 2009

Attendance

Attendance, active class participation and daily practice is essential to skill learning, which is what learning a foreign language is. Class attendance will be recorded. You will have **3 unexcused absences**. Beyond that, you will need a written excuse from your doctor, parent, or advisor. **Unexcused absences in excess of 3 sessions will result in a lowering of your final grade one full grade.** Come and discuss your problems with us early. At least give us or the department a call to let us know what is happening.

Students are expected to be in class on time. Showing up in class later than 10 minutes for **three times** will be considered as one absence.

Grading scale:

99-100 A+	87-89 B+	77-79 C+	65-69: D+	below 60: F
93-98 A	83-86 B	73-76 C	63-64 D	
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

7. Course content

1. Reading comprehension
 - vocabulary
 - comprehension
 - translation
2. Conversation
 - usage of vocabulary
 - accuracy of pronunciation
 - fluency and ease of oral interaction
3. Writing

- paragraph writing
- connectives

My personal goals for Thai 202

My signature below indicates that I have read this syllabus and understand and agree to the course requirements and policies outlined in this syllabus. I also agree to accept any penalties that may be imposed for not following the rules and policies of this class.

Printed name: _____

Signature: _____ Date: _____

INTERMEDIATE

Interpersonal and Presentational Speaking

Speakers at the Intermediate level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Presentational Writing

Writers at the Intermediate level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers at the Intermediate level show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers at the Intermediate level pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception the text will receive. When Intermediate writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear. Intermediate writers can be understood readily by natives used to the writing of non-natives.

Interpretive - Listening

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Interpretive - Reading

Able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.