**Self-Assessment Questionnaire**

**LfA (FLTU coded) Discovery Modules:** Japanese, Korean and Mandarin

**Name:** **Student ID:**  **Date:**

**Language**: (please circle as appropriate): **🢭** Japanese 🢭 Korean 🢭 Mandarin

**Level: Module code:** FLTU

1. **Have you done any independent learning of the language:** YES / NO

*e.g. apps, online courses*

|  |  |  |  |
| --- | --- | --- | --- |
| Method / form of learning: | | Hours  per week: | Reason for learning: |
| Start date: | End date: | Total time  learning: |
| Other: | | | |

1. **Do you have any close family members or friends that are fluent speakers of the language**: YES / NO  
     
   Please give a brief outline:
2. **Have you lived or studied in a country where the language is spoken:** YES / NO  
   *Include the information on the table below.*
3. **Have you formally or informally studied the language before:** YES / NO  
   *Put your most recent experience of the language first - use another page if needed.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Institute language studied at** School / University / College / Summer School etc. | **Study began**  (month & year) | **Study Completed**  (month & year) | **Total time** (months / years) | **Hours per week** | **Outcome** e.g. grade, qualification, level received / expected or equivalent. |
|  |  |  |  |  |  |
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1. Looking at the entry level descriptor tables on pages 2 and 3, where does your **current** language proficiency fit (please tick the relevant boxes below).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Speaking** | **Reading** | **Writing** | **Listening** |
| **Beginner** |  |  |  |  |
| **Elementary** |  |  |  |  |
| **Lower intermediate** |  |  |  |  |
| **Upper intermediate** |  |  |  |  |

**LfA (FLTU coded) Discovery Modules**

**Entry Levels for Japanese, Korean and Mandarin**

**Beginners**:

For those who have **no** previous study or knowledge of the language. Please put any information of your experience with the language in the relevant areas on the questionnaire.

**………………….**

**Elementary**:

For students who have completed our beginner module or have some knowledge of the language perhaps from previous study; about 40-50 taught hours/200 private study hours.

**Elementary - expected entry level competence**

|  |  |
| --- | --- |
| **Japanese/Korean/Mandarin** | |
| Demonstrate some awareness of cultural and linguistic differences between the use of the target language and English. | Demonstrate an understanding of commonly used vocabulary & everyday expressions. |
| Demonstrate a basic knowledge of grammar such as sentence structure. | Extract accurately the key information from simple audio material. |
| Understand and make yourself understood by a sympathetic native speaker in specific contexts. | Produce short pieces of independent writing. |
| Handle short conversations in a familiar context. | Be able to ask and answer a range of simple questions and demonstrate knowledge of future and past tenses. |
| **Japanese** | Read and write hiragana, katakana and c.20-30 kanji. Have an awareness of character origin, form and different readings. |
| **Korean** | Able to read Hangul in a text without necessarily understanding the content. Able to write a short paragraph (e.g. about yourself) in Hangul. |
| **Mandarin** | Understand the rules of Chinese characters; recognise some common Chinese words - see HSK level 1 (150 words). Copy and write some basic characters accurately. |

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**Lower intermediate (GCSE or equivalent)**:

For students who have completed our elementary module or have a GCSE or equivalent and have studied the language for about 80-100 taught hours/400 private study hours.

**Lower intermediate - expected entry level competence**

|  |  |
| --- | --- |
| **Japanese/Korean/Mandarin** | |
| Demonstrate an understanding of commonly used instructions, vocabulary, requests and expressions. | Demonstrate some awareness of cultural and linguistic differences between the use of the target language and English. |
| Demonstrate knowledge of key areas of grammar, including continuous tenses and comparative and superlative forms. | Extract accurately the key information from audio material. |
| Read short texts. | Produce short pieces of independent writing. |
| Understand and make yourself understood by a sympathetic native speaker in specific contexts. | Demonstrate an understanding of more complex sentences and expressions degree. |
| **Japanese** | Read and write c.100-120 kanji and have an awareness of structure, form, radicals and rules of writing kanji. Comfortable with hiragana and katakana. Demonstrate an understanding of a range of particles. |
| **Korean** | Able to read a text and understand the main points. Able to form sentences using a variety of vocabulary and grammar (E.g. two different endings [~요/ ~다]). |
| **Mandarin** | Recognize c.300 Chinese words - see HSK level 2; write a good number of common words in characters confidently and accurately. |

**Upper intermediate - expected entry level competence**

|  |  |
| --- | --- |
| **Mandarin** | |
| Demonstrate a clear understanding of commonly used instructions, vocabulary, requests and expressions, some arguments. | Demonstrate greater awareness of cultural and linguistic differences between the use of the target language and English. |
| Demonstrate knowledge of key areas of grammar, able to use a variety of tenses. | Extract accurately the key information from audio material and video material. |
| Read longer texts, letter, dialogues or news independently. | Produce independent writing describing experiences opinions and impressions. |
| Understand and make yourself understood by a sympathetic native speaker in extended speech. | Demonstrate an understanding of more complex sentences and expressions. |
| **Mandarin** | Recognize at least 600 Chinese words - see HSK level 3; can write a good number of common words in characters confidently and accurately from memory. |

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