

Self-Assessment of Proficiency

How do you judge your proficiency in Japanese? For each of the following tasks, circle the appropriate number.

1. Cannot perform the task at all.
2. Can perform the task, but with a lot of difficulty.
3. Can perform the task, but with some difficulty.
4. Can perform the task with little difficulty.
5. Can perform the task with no difficulty.

SPEAKING:

Use minimum courtesy expressions (greetings, simple self-introduction)

1 2 3 4 5

Talk about your daily schedule

1 2 3 4 5

Handle simple everyday situations including travel (e.g., shopping, ordering food, making a hotel reservation)

1 2 3 4 5

Give simple autobiographical information (e.g., when and where you were born, your educational history, etc.)

1 2 3 4 5

Talk about past events and future plans (e.g., what you did last week, what you plan to do next summer)

1 2 3 4 5

Describe your family and house; things and places (e.g., your car, its color, shape, features; your town, size, industry, brief history)

1 2 3 4 5

Handle routine social demands (e.g., renting a house, talking with a doctor, asking someone to repair the toilet)

1 2 3 4 5

Summarize a book you read or a movie you saw

1 2 3 4 5

Explain concrete matters (e.g., your state's educational system)

1 2 3 4 5

Talk about current events (e.g., election 2000, Olympic Games, etc.)

1 2 3 4 5

Talk about subjects relating to your field (e.g., how you write a lesson plan)

1 2 3 4 5

Express your opinion (e.g., on social or political topics)

1 2 3 4 5

Talk about subjects outside your field or unfamiliar topics

1 2 3 4 5

Handle business negotiations, argumentation, persuasion

1 2 3 4 5

LISTENING COMPREHENSION OF:

Occasional words 1 2 3 4 5

Short, learned utterances pronounced slowly and clearly

1 2 3 4 5

Some sentence-length utterances in familiar contexts

	1	2	3	4	5
Spontaneous face-to-face conversations; repetition and rewording may be necessary; topics are limited to learned items					
	1	2	3	4	5
Spontaneous conversations on a variety of familiar topics					
	1	2	3	4	5
Long stretches of connected discourse on a number of topics					
	1	2	3	4	5
Main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation					
	1	2	3	4	5
Main ideas of most speech in a standard dialect unless speech is highly linguistically complex					
	1	2	3	4	5
Main ideas of all speech in a standard dialect, including technical discussions in a field of specialization					
	1	2	3	4	5
All forms and styles of speech pertinent to personal, social, and professional needs tailored to different audiences					
	1	2	3	4	5

READING:

I can recognize approximately _____ Chinese characters.

With regard to each of the following reading materials, circle the appropriate number.

1. Cannot read at all.
2. Can read, but with a lot of difficulty.
3. Can read, but with some difficulty. Have to use dictionary a lot.
4. Can read with very little difficulty. Still have to use dictionaries.
5. Can read with no difficulty. Hardly use dictionaries.

Textbook-type simple, contrived texts	1	2	3	4	5
Menus, timetables, and simple lists					
	1	2	3	4	5
Simple narratives of daily routines; simple descriptions of people, places, and things					
	1	2	3	4	5
Personal letters					
	1	2	3	4	5
Simple texts relating to your professional and academic subjects (e.g., abstracts of papers)					
	1	2	3	4	5
Essays on routine social matters					
	1	2	3	4	5
Newspaper and magazine articles					
	1	2	3	4	5
Manuals					
	1	2	3	4	5
Complex texts relating to your professional and academic subjects (e.g., research papers, books)					
	1	2	3	4	5
Prose materials on unfamiliar topics					
	1	2	3	4	5

WRITING:

I can write approximately _____ Chinese characters.

Rate your current writing ability according to the following list of scaled items.

My current writing ability corresponds approximately to no. _____.

1. Hiragana and katakana letters
2. Learned words and phrases
3. Information on simple forms and documents
4. Short messages, postcards, and simple notes
5. Short, simple letters whose contents involve personal topics
6. Notes in some detail on familiar topics; summaries of your biographical data, work, and school experience
7. Cohesive narratives and descriptions of a factual nature
8. Social and informal business correspondence
9. Concrete aspects of topics relating to professional and academic specialization; written discourse supporting a point of view clearly and logically
10. Can articulate effectively in most formal and informal writing on practical, social, and professional topics

Experience in Japan

Purpose: _____

Dates, length, and place of stay: _____

Teacher certification

Subject	State	Date certified	Valid until
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Subject	State	Date certified	Valid until
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Teaching experience

School	address	Subject taught	Grade taught	Dates
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School	Address	Subject taught	Grade taught	Dates
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Current teaching position

Describe your school setting (e.g., public / private; urban / suburban / rural; special features like AP, IB; diversity of student population; size of student body; number and levels of Japanese classes)

Instructional materials in use

Instructional and communications technology

What types of instructional and communications media do you use in your classroom? Please indicate whether you use each Often, Occasionally, or Never.

Tape recorder

VCR

Film

Slide projector

Digital camera

Computer with word-processing or spreadsheet software

Internet (World Wide Web, newsgroups, etc.)

E-mail

What are your professional goals? How do you see participation in this program as helping you to reach these goals?

Have you attended workshops or institutes on teaching Japanese that lasted longer than 4 or 5 days?

Yes _____ No _____

Other professional development programs you have attended:

Program	Place	Date
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Program	Place	Date
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Recommendations

Please request two letters of recommendation. One must be from a department chair or teaching colleague. Letters of recommendation must be sent directly to the Institute office (see address below).

Essay

Please include in your application a 200-word essay describing [a] the strengths of your program and areas in which you wish to improve (e.g., instructional practice, materials development, application of technology), [b] what you expect to gain from participation in the Institute, [c] how you plan to use the materials you develop and produce in Japan, and [d] how you propose to share the experience with your students and colleagues.

Submitted by:

(Signature)

(Date)

Mail completed application to:

Culture and Technology Institute in Japan
Alliance of Associations of Teachers of Japanese
CB 279, Humanities 240
University of Colorado
Boulder, CO 80309-0279

The Alliance of Associations of Teachers of Japanese is committed to diversity, and invites applications for its programs from all, irrespective of gender, sexual orientation, race, nationality, age, and handicap status.

DEADLINE FOR RECEIPT OF APPLICATIONS: JANUARY 15, 2002