



Technical sheet



1. COMPETENCE GRAPH

Activity Title	Competence Graph
<p>L2L dimensions</p>	<p>Self-awareness</p> <ul style="list-style-type: none"> - What am I able to do? - What do I need to get better at? <p>Goal Setting & Planning</p> <ul style="list-style-type: none"> - What learning would I like to achieve? - Setting my learning goals <p>Initiative & Ownership</p> <ul style="list-style-type: none"> - Understanding my learning limitations & possibilities - Taking responsibility for my own learning
<p>Activity summary</p>	<p>This activity will help you figure out which language learning categories you would benefit from focusing on. It shows you where you have your strong points and where you have your weak points to help you set realistic and achievable learning goals.</p>





Activity tool

Select 2-3 competences in each of the 4 categories that you would like to focus on.

Reception	Oral comprehension	Understanding conversation between other people
		Understanding as a member of a live audience
		Understanding announcements and instructions
		Understanding audio (or signed) media and recordings
	Audio-visual comprehension	Watching TV, film and video
	Reading comprehension	Reading correspondence
		Reading for orientation
		Reading for information and argument
		Reading instructions
		Reading as a leisure activity
Production	Oral production	Sustained monologue: describing experience
		Sustained monologue: giving information
		Sustained monologue: putting a case (e.g. in a debate)
		Public announcements
		Addressing audiences
	Written production	Creative writing
		Reports and essays
Interaction	Oral interaction	Understanding an interlocutor
		Conversation
		Informal discussion (with friends)
		Formal discussion (meetings)
		Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.)
		Obtaining goods and services
		Information exchange





		Interviewing and being interviewed	
		Using telecommunications	
	Online interaction	Online conversation and discussion	
		Goal-oriented online transactions and collaboration	
	Written interaction	Correspondence	
		Notes, messages and forms	
Mediation	Mediating a text	Relaying specific information in speech or sign	
		Relaying specific information in writing	
		Explaining data in speech or sign	
		Explaining data in writing	
		Processing text in speech or sign	
		Processing text in writing	
		Translating a written text in speech or sign	
		Translating a written text in writing	
		Note-taking (lectures, seminars, meetings, etc.)	
		Expressing a personal response to creative texts (including literature)	
	Mediating concepts	Analysis and criticism of creative texts (including literature)	
		Facilitating collaborative interaction with peers	
		Collaborating to construct meaning	
		Managing interaction	
	Mediating communication	Encouraging conceptual talk	
		Facilitating pluricultural space	
		Acting as an intermediary in informal situations (with friends and colleagues)	
			Facilitating communication in delicate situations and disagreements





Draw a bull's eye with 3 rings like the example on this page, or print the one presented below.
Draw a cross to split the bull's eye into 4 sections.

The innermost circle is for things I do often and feel very confident doing without the help of others.

The middle circle is for things that I am able to do if I have some assistance, or I have tried it a few times, and still feel like I need to work on being better at it.

The outermost circle is the area where I really feel like I'm in the deep end. This is the area for things I cannot do yet, on my own or with the assistance of others. Things in this area need to wait until I have reached some other learning goals.

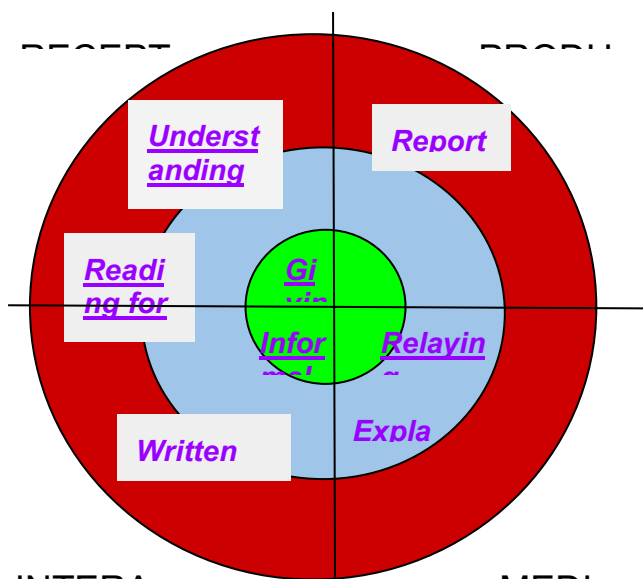
Now look at the list of competence areas that you have selected from the table above. Write each of them on a small piece of paper or a post-it. Where on the competence graph does each piece of paper belong? Place them on the circle and take a step back to get an overview of your competence graph.

Reflect over these questions:

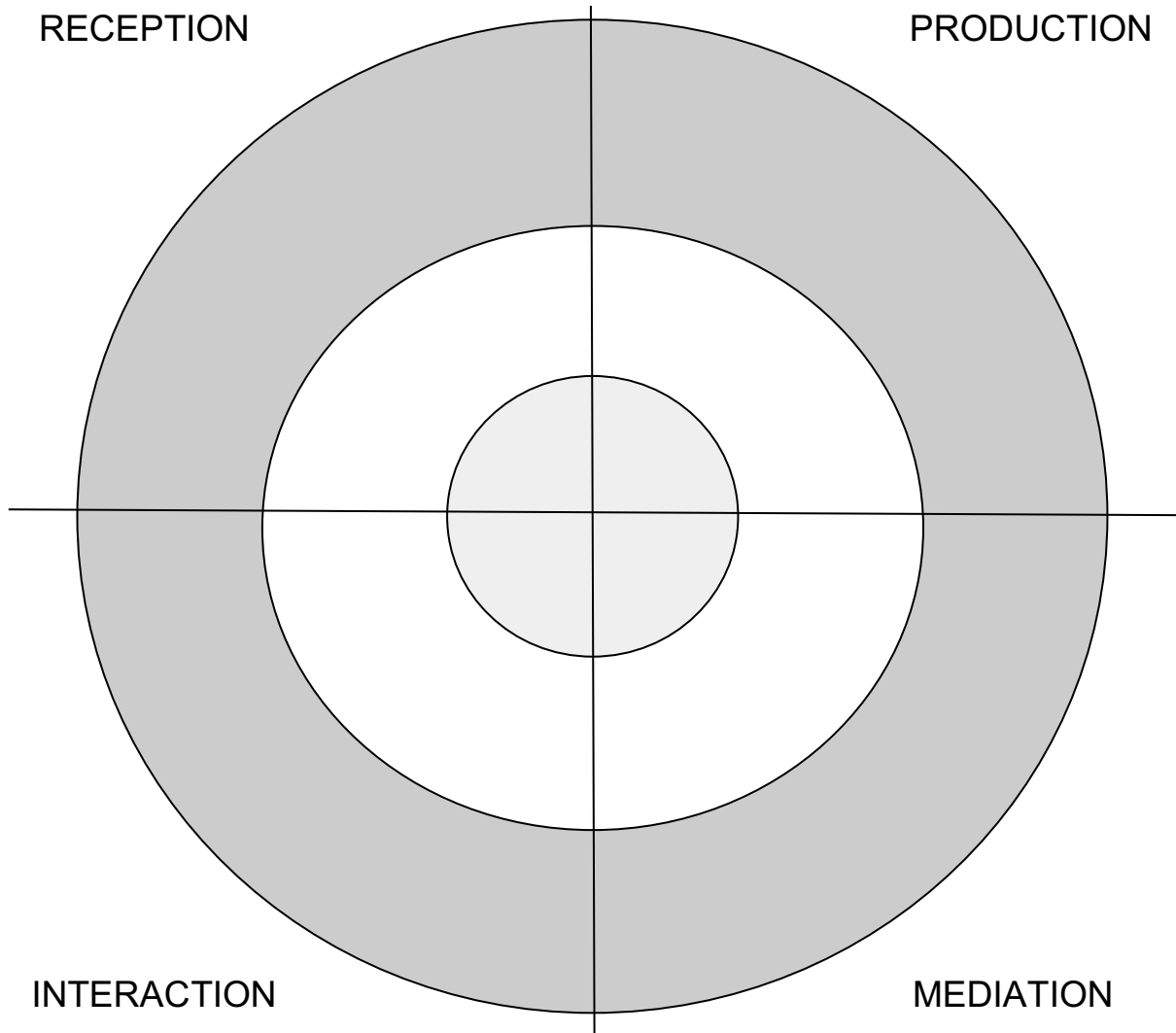
- What does the graph tell you?
- Where are your learning gaps?
- What are you good at, but still want to get better at?
- Where is the most important part to start, to achieve your long term goals?

You can always come back to this, and change the competences as you progress, and add new areas to work on.

Example of CompetenceGraph fulfilled.



Competences Graph





Learning Goals:

1. What are my learning goals? Select the areas that you wish to improve and define more specifically the skill you want to work on. Determine more specifically the level of language competence you are at and want to achieve based according with the Self-Assessment Grid of the Common European Framework of Reference for Languages - <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52>
2. What is my motivation behind achieving these learning goals? (i.e. to gain access to dream education, to be able to take part in discussions at work/school, to apply for a specific job, to get a promotion, to make new friends etc)

Example of how to fulfil a Self-Assessment table of your language skills and your learning objectives.


Write down your long term goals

My skill chart

		Goal
Oral comprehension	A2	B2
Audio-visual comprehension	B1	C1
Reading comprehension	B1	B2
Oral production	A2	B1
Written production		
Oral Interaction		
...		



Oral production

 Choose 2-3 categories and get a clear understanding of criteria for each category

Now

A2

- Can tell a story or describe something in a simple list of points.
- Can describe everyday aspects of their environment, e.g. people, places, a job or study experience.
- Can give short, basic descriptions of events and activities.
- Can describe plans and arrangements, habits and routines, past activities and personal experiences.
- Can use simple descriptive language to make brief statements about and compare objects and possessions.
- Can explain what they like or dislike about something.
- Can describe their family, living conditions, educational background, present or most recent job.
- Can describe people, places and possessions in simple terms.
- Can express what they are good at and not so good at (e.g. sports, games, skills, subjects).
- Can briefly describe what they plan to do at the weekend or during the holidays.

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Future

B1

- Can clearly express feelings about something experienced and give reasons to explain those feelings.
- Can give straightforward descriptions on a variety of familiar subjects within their field of interest.
- Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
- Can give detailed accounts of experiences, describing feelings and reactions.
- Can relate details of unpredictable occurrences, e.g. an accident.
- Can relate the plot of a book or film and describe their reactions.
- Can describe dreams, hopes and ambitions.
- Can describe events, real or imagined.
- Can narrate a story.

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Fill in the following table with the language skills you want to improve and determine your starting level according with the Self-Assessment Grid of the Common European Framework of Reference for Languages (link above) and your learning objective, i.e. the level you want to achieve..

Categories	Language Skills	Level you are on	Level to reach
Reception			
Interaction			
Production			
Mediation			