Self-assessment grid

We created this grid with the learning outcomes of this course in mind. It is inspired by descriptors created for the [CEFR](https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989) and [Centre for Research on Learning and Teaching from the University of Michigan](https://crlt.umich.edu/). Please, take some time to think about the different items and your position.

Highlight all the tasks that you can accomplish with ease in English. You should understand the progression as cumulative from 1 to 3. Please place a tick on the right for each skill that you have mastered.

**Communicative skills**

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| **Listening** | | |
| 1 | I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics. I can understand the main ideas of complex speech, including technical discussion in my field of specialisation. |  |
| 2 | I can understand enough to follow extended speech on abstract and complex topics beyond my field, though I may need to confirm occasional details. I can recognise a wide range of idiomatic expressions and colloquialisms. |  |
| 3 | I can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed. |  |

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| **Reading** | | |
| 1 | I can read with a large degree of independence, adapting style and speed to different texts, and using appropriate reference sources selectively. I have a broad active reading vocabulary, but may experience some difficulty with rare idioms. |  |
| 2 | I can understand in detail lengthy, complex texts on any topic, provided I can reread difficult sections. I can understand a large variety of texts (literature, newspaper, academic publications), provided I can have access to reference books. |  |
| 3 | I can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary texts. I can appreciate subtle distinctions of style and implicit as well as explicit meaning. |  |

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| **Spoken interaction (discussions)** | | |
| 1 | I can use the language fluently, accurately and effectively on a wide range of topics, marking clearly the relationships between ideas. I can communicate spontaneously with good grammatical control without much sign of having to restrict what I want to say. I can sustain discussions without imposing strain on either party. |  |
| 2 | I can express myself fluently and spontaneously, almost effortlessly. I have a good command of a broad lexical repertoire, allowing gaps to be readily overcome by different strategies. But there is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. |  |
| 3 | have a good command of idiomatic expressions and colloquialisms. I can convey precise finer shades of meaning with reasonable accuracy. I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. |  |

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| **Putting on a case (speaking in a debate)** | | |
| 1 | I can develop an argument well enough to be followed without difficulty most of the time. I can express opinions on subjects relating to everyday life, using simple expressions. I can briefly give reasons and explanations for opinions, plans and actions or to justify a viewpoint on a familiar topic. I can say whether or not I approves of what someone has done and give reasons to justify this opinion. |  |
| 2 | I can develop an argument systematically and appropriate highlighting and significant points, and relevant supporting details. I can develop a clear argument, expanding and supporting my points of view with relevant examples. I can construct a chain of reasoned argument. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various opinions. |  |
| 3 | I can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. I can develop an argument systematically in well-structured speech, taking into account the interlocutor’s perspective, highlighting significant points with supporting examples and concluding appropriately. |  |

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| **Writing production** | | |
| 1 | I can write clear, detailed texts on a variety of subjects related to my field of interest, synthesising and evaluating information and argument from a number of sources. I can write a detailed description of a complex process. I can evaluate different ideas or solutions to a problem. I can write an essay or a report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. |  |
| 2 | I can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. I can employ the structure and conventions of a variety of written genres. I can write a suitable introduction and conclusion to a longer report, article, dissertation on a complex academic or professional topic provided that the topic is within my field of interest and there are opportunities for redrafting and revision. |  |
| 3 | I can produce clear, smoothly flowing, complex reports, articles or essays, which present a case, or give critical appreciation of proposals or literary works. I can provide an appropriate and effective logical structure which helps the reader to find significant points. I can set out multiple perspectives on complex academic or professional topics, clearly distinguishing my own ideas and opinions from those in the sources. |  |

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| **Explaining data in speech** | | |
| 1 | I can interpret and describe reliably detailed information contained in complex diagrams, charges and other visually organised information on a topic in my fields of interest. |  |
| 2 | I can interpret and describe clearly and reliably the salient points and details contained in complex diagrams and other visually organised information on complex academic or professional topics. |  |
| 3 | I can interpret and describe clearly and reliably various forms of empirical data and visually organised information from conceptual complex research on academic topics. |  |

**Working and communicating in a group**

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| **Facilitating collaborative interaction with peers** | | |
| 1 | I can, based on people’s reactions, adjust the way I formulate questions and/or intervene in a group interaction. I can act as rapporteur, noting ideas and decisions, discussion these with the group and later giving a summary of the group’s view. I can ask questions to stimulate discussion on how to organise collaborative work. I can help to define goals for teamwork and compare options for how to achieve them. I can refocus a discussion by suggesting what to consider next, and how to proceed. |  |
| 2 | I can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence. I can develop the interaction and tactfully help steer it towards a conclusion. |  |

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| **Collaborating to construct meaning** | | |
| 1 | I can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account. I can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action. I can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view. |  |
| 2 | I can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. I can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward. I can highlight inconsistencies in thinking, and challenge others’ ideas in the process of trying to reach a consensus. |  |
| 3 | I can summarise, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward. |  |

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| **Managing interaction** | | |
| 1 | I can organise (different roles) and manage (give clear instructions) collaborative group work efficiently. I can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation. I can intervene supportively in order to focus people’s attention on aspects of the task by asking targeted questions to encourage more participation |  |
| 2 | I can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases. I can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour. |  |
| 3 | I can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor…) and provide appropriate individualised support. I can recognise undercurrents in interaction and take appropriate steps accordingly to guide the direction of the talk. |  |

**Personal cultural profile**

Here is a useful tool to understand your business style. Ten major areas are listed. For each category, there is a word or phrase on each side. The middle square represents a minimal approach and the far left and right an extreme one. You can chart your personal cultural profile by putting a cross in the square that represents your attitude in each row. If you are unsure about the way you handle in a particular category, put the cross in the middle. When you finish the chart, join the crosses with a line. It will trace a zigzag path down the page

1 Communication style

direct                indirect

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2. Working style

formal               informal

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3. Discussion style

fast moving slow and measured

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4. Business and attitude

progressive               traditional

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5. Leadership and style

flat                vertical

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6. Business and relationship

relationship                 task

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7. Decision-making style

individualistic               collective

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8. Basis for decision-making

facts                    instincts

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9. Attitude to time

scheduled                flexible

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10. Work/life balance

live to work            work to live

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