



Overview Sheet for Language Learning Counselling

You are required to fill in and submit this sheet **one week before** your appointment with the counsellor. Please do so by e-mail directly to the counsellor.

It is important to take the time to do this carefully, so that your counselling session is of maximum benefit. You may need up to two hours to complete the form.

Personal and Language Data				
Family Name:				
First Name:				
ETH Dept.				
UZH Faculty				
Student:	Bachelor <input type="checkbox"/>	Master <input type="checkbox"/>	PhD candidate <input type="checkbox"/>	MAS <input type="checkbox"/>
Staff:	Teaching <input type="checkbox"/>	Research (Postdocs and senior researchers) <input type="checkbox"/>	Administration Management <input type="checkbox"/>	Administration Secretarial or Technical Support <input type="checkbox"/>
Age:	20-30 <input type="checkbox"/>	30-40 <input type="checkbox"/>	40-50 <input type="checkbox"/>	50+ <input type="checkbox"/>

Mother tongue(s)	
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Other languages				
Language	Number of years studied	Context of study, e.g. school	Current level (CEF)*	Comments on success/enjoyment in learning these languages



Target Language	
Which language do you wish to learn/improve?	
<p>(a) In which context(s) do you need to use the language?</p> <p>(b) Why do you want to learn/improve the language?</p> <p>(c) Give three concrete examples of what you would like to do better in the language?</p>	
List up to three reasons how you wish or need to learn/improve this language?	

Common European Framework Levels

- Before you start working on your English, you should define your current level and your target level.
- It is important to remember that many hours of study are required within each band and it is unrealistic for most learners to move from one band to another over a short period of time, particularly from B2 upwards. Your aim may, for example, therefore be to move from the lower end of one band to the middle, rather than from one band to the next.
- NB B2 represents a new stage in learning with greater independence in the language than in the lower levels. At this level, learners begin to speak more spontaneously and with greater confidence. At B2.2 language use becomes more structured, leading learners towards advanced level, i.e. C1.



Self-Assessment of Level in Target Language						
NB Use the CEF self- assessment grid and either the CEF checklists or Dialang Test (bring print outs with you)						
	A1	A2	B1	B2	C1	C2
Speaking interactive (e.g. discussions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking monologic (e.g. presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas of Focus and Target Levels						
(tick and fill in the boxes as appropriate – you may choose just one area of focus, but you should not have more than three)						
	Top Priority (1 only!)	Target CEF Level (A1-C2)	Second areas of focus	Target CEF Level (A1-C2)	Third area of focus	Target CEF Level (A1-C2)
Speaking interactive	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Speaking monologic	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Listening	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Reading	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Writing	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Grammar	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Vocabulary	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Pronunciation	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Learning Style/Approach
To learn effectively, it is helpful for you to identify our learning style and approach. Most learners have mixed styles and you may need to experiment with different approaches to learning to discover how you really learn best.
What kind of learner are you? (tick the boxes as appropriate, you may tick more than one box)



Analytical

You enjoy grammar/text analysis, you feel drawn to subjects such as linguistics or may have studied classical languages – Latin and/or Greek

Holistic

You pick up the language in phrases and understand or even use them without analysing the grammar or necessarily understanding the precise meaning

Social

You are spontaneous and communicative, learning by speaking to others or exchanging mails

Visual

You need to see a word to learn it effectively

Auditory

You learn well by listening to the target language, e.g. on the radio, in films or podcasts

Kinaesthetic

You like highlighting/underlining words or writing out examples of what you need to learn

Please feel free to add comments in this section:

What kind of media do you most enjoy working with? (e.g. computer based exercises, books, tv, radio, reading books, articles.)



What materials/sources have you found in the SLZ Resource Pool to work on?

What Learning Tips have you found helpful on the SLZ website?