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initial evaluation

General: [REDACTED] is 10 years old and she has never had any significant encounter with the English language. She studies it at an Italian public elementary school. The family is can be of support with basic English.

Speaking: [REDACTED] doesn't have much verbal confidence with the language. She doesn't "throw herself in", and if she isn't sure about a word, she spends moments in silence trying to look for the right thing to say. Her pronunciation demonstrates great linguistic potential; it is better than expected given her background.

Listening: [REDACTED]'s listening is the weakest aspect of her English abilities. This shows that she hasn't had much stimuli in the past. It is much lower than her writing and reading performance.

Reading: [REDACTED] has great intuition in the reading area, she is more confident than in the other aspects. She is able to understand underlying meanings of words and logically arrive at a conclusion independently.

Writing: With a longer writing, [REDACTED] was blocked at the start (much more due to confidence than ability). After some examples and guidance, she provided a fantastic writing using vocabulary she learned at school.

LLPs (Linguistic Learning processes): [REDACTED] doesn't seem to have any learning issues and follows the standard learning processes for her age. Specific focus strategy will be determined further down the road. Her memory seems to be adequate for the age.

Personality traits: [REDACTED] seems motivated and puts effort into her work. She is shy and perfectionist, which limits her in some situations and brings her anxiety. Overall, she seems to be open and curious.

Aims:

- Gain confidence with the language
- Acquire a strong base in sight of the secondary school
- Vocabulary expansion and flexibility
- Be able to fulfil all the requirements for an A1 by June 2021

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