

Teacher's Recommendation

to be completed by the English-Teacher

Directions: This page must be completed in English by the student applicant's English language teacher. It is apparent that regardless of the level of English language proficiency of the student, there will be periods of difficulty and frustration for any foreign student who will be functioning in English full-time during his stay abroad.

In the space below, please share your insights into the applicant's English language ability and aptitude.

Applicant's name: _____

(please print)

How long have you known the applicant? _____ year(s) _____ month(s)

How long have you had the applicant as an English student? _____ year(s) _____ month(s)

Speaking and Understanding Conversation:

Please rate the student's ability to speak and understand English. Please check the most appropriate level:

- ☐ Absolute proficiency in English. The student is able to both understand and converse using sophisticated vocabulary and clear and correct sentence structure. Has no trouble with abstract subjects at all communicating when he/she arrives abroad.
- ☐ Student possesses near fluency. Sentence structures are near perfect. Can understand and respond to difficult questions. English knowledge includes abstract terms. Will not have a problem at all communicating when he/she arrives abroad.
- ☐ English responses, although not perfect, come naturally; in other words, student responds effectively in English. Has good vocabulary and understands almost everything. Can respond intelligently, however needs practice.
- ☐ Student can understand most conversations. Speaking ability is good, but needs practice. Student can go beyond basic responses and elaborate thoughts, knows many good words, but needs to think before responding.
- ☐ Student understands basic English. Vocabulary includes most common terms. Thinks quickly, however, it is evident that he/she is translating. Gets lost when conversation involves abstract terms. Makes mistakes but is understandable. Can carry on basic conversation.
- ☐ Student can understand much more than he/she can communicate. Can respond in sentence form even if grammar and structure are not perfect. Student is understandable.
- ☐ Student effectively understands basic English sentences and is able to respond even if only in words or phrases. Grammar and sentence construction is poor, but understandable. A few weeks of total immersion in English will improve his/her ability.
- ☐ Student understands words and phrases but not sentence thoughts. Speaking ability is limited to a few words and phrases.
- ☐ Student understands a few words, but has little or no ability to communicate beyond a few words. Student may even refuse to use English.
- ☐ Student cannot understand conversation and knows little or no English.

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Reading: Please check appropriate evaluation

- ☐ Reading is aloud with few errors and student explains its meaning clearly and completely understanding at least 9 out of every 10 words.
- ☐ Reading is aloud except for difficult terms or place names, and student explains most of its meaning, understanding 7 out of every 10 words.
- ☐ Reads most of the basic vocabulary and explains the basic idea of an article. Understanding 5-6 out of every 10 words.
- ☐ Reads and understands only the simplest words, understanding 1-4 out of every 10 words, and can explain little or none of the meaning.

Writing: Taking into account the student's written performance on tests, exams and homework, please check appropriate evaluation:

- ☐ Writes with near fluency using lengthy sentences, abstract terms and strong vocabulary. Uses English grammar rather than composing the grammar in the applicant's native language and then translating them into English.
- ☐ Uses good vocabulary, sentences are lengthy and sensible, but grammar is sometimes irregular.
- ☐ Can make only the simple sentences using limited, basic vocabulary. Grammar is extremely irregular, but understandable.
- ☐ Does NOT make complete sentences or uses short, basic ones, with limited vocabulary. It is sometimes difficult to understand, what the student means.

Please indicate, by checking the appropriate box, your best estimate of the applicant's character:

	Excellent	Good	Average	Poor	Unknown
1. Consideration for and interest in others and their views	()	()	()	()	()
2. Common sense and good judgement	()	()	()	()	()
3. Emotional stability	()	()	()	()	()
4. Ability to take directions cheerfully - and follow them	()	()	()	()	()
5. Initiative	()	()	()	()	()
6. Sense of responsibility	()	()	()	()	()
7. Ability to adjust to and cope with new situations (food, discomforts, meeting new people, etc.)	()	()	()	()	()
8. Intellectual curiosity and imagination	()	()	()	()	()
9. Ability to express him/herself	()	()	()	()	()
10. Participation in community and extracurricular activities	()	()	()	()	()
11. Capacity to carry through anything undertaken	()	()	()	()	()
12. Sense of humor	()	()	()	()	()
13. Willingness to take risks (in answering questions)	()	()	()	()	()

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In the space provided below, please share your insights into the student applicant's motivation and study habits.

Has the student missed or repeated an academic year?

() No () Yes

If Yes, please explain: _____

Does the student have a history of continuous or frequent absences from school?

() No () Yes

If Yes, please explain: _____

Please comment on the character, motivation and study habits of student:

Please explain if the student has had any adjustment or disciplinary problems at school or in the community:

Name of teacher: _____ Date _____

Teacher's Signature _____ Title _____

Print Student's name _____