ENGLISH LANGUAGE CERTIFICATE ISSUED BY PARTNER UNIVERSITIES
for students applying for the Center for Global Education, Doshisha University

Name of student: ________________________________
Home university: ________________________________

**Note:** Students who would like to join the Center for Global Education are required to show good command of English (equivalent to CEFR* B2 level or above). Please refer to the following flow chart to evaluate the student's English proficiency. Teaching staff or administrative staff can fill out either section 1 or 2 of this form as instructed in the chart.

* CEFR = The Common European Framework of Reference for Languages.
For more information, see [https://www.coe.int/en/web/common-european-framework-reference-languages](https://www.coe.int/en/web/common-european-framework-reference-languages)

I have assessed (the student's name) 's English skills as below:

Evaluated by
Name of university and job title of the evaluator: ____________________________________________
Full name: ____________________________________________
Date: ____________________________________________
Signature: ____________________________________________

**SECTION 1**
Evaluated based on language test score (Please write down score here)

<table>
<thead>
<tr>
<th>TOEFL-iBT</th>
<th>IELTS</th>
<th>TOEIC</th>
<th>Other</th>
</tr>
</thead>
</table>

* Please attach a copy of student's language test score.

**SECTION 2**
Evaluated based on:
- ☐ performance in an English language course  (Course completed in ____/____ (Year/Month) )
- ☐ an interview and a sample of written work
- ☐ other form of assessment described below

<table>
<thead>
<tr>
<th></th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Speaking</td>
<td>Spoken Interaction</td>
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<td></td>
<td>Spoken Production</td>
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<tr>
<td>Writing</td>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Comment:
[If any of the skills are evaluated as B1, please comment on the students' performance.]
(Will the student be able to complete courses that require CEFR* B2 Level or above?)
<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>I can understand familiar words and very basic phrases concerning myself, home and immediate surroundings when people speak slowly and clearly.</td>
<td>I can understand short sentences and familiar expressions related to daily life or work. I can understand very basic commandos and questions (e.g. existence, location questions).</td>
<td>I can understand frequently used expressions and very basic sentences related to familiar topics (e.g. family, home, work).</td>
<td>I can understand simple sentences and expressions related to familiar topics (e.g. family, home, work).</td>
<td>I can understand longer sentences and more complex expressions related to familiar topics (e.g. family, home, work).</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>I can understand familiar names, words and very simple sentences. For example, numbers and prices in catalogues.</td>
<td>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as announcements, timetables, menus, prices and regular instructions, e.g. how to use machines.</td>
<td>I can understand short, simple texts. I can find specific, predictable information in simple everyday material such as announcements, timetables, menus, prices and regular instructions, e.g. how to use machines.</td>
<td>I can read articles and reports concerning contemporary problems to which the reader already has some familiarity.</td>
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</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>I can interact in a simple way provided the other person talks slowly and clearly and repeats essential points.</td>
<td>I can communicate in simple and routine social contexts, e.g. home, work, travel, health, shopping.</td>
<td>I can communicate in a simple way provided the other person talks slowly and clearly and repeats essential points.</td>
<td>I can express myself fluently and accurately on a wide range of topics.</td>
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</tr>
<tr>
<td><strong>Writing</strong></td>
<td>I can write short, simple personal statements, e.g. giving personal details.</td>
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How to evaluate English language proficiency of your student

1. Does the student have an official English test score? Ex: TOEIC, TOEFL or IELTS
   - YES: Fill in SECTION 1 & chart
   - NO:
     2. Does the student know any English teacher or lecturer who can evaluate the student's English skills based on any of the following:
        a) performance in an English language course
        b) an interview and a sample of written work
        c) other form of assessment
        - YES: Fill in SECTION 2 & chart (to be filled by a teacher or a lecturer)
        - NO: The student needs to take one of the official English exams such as TOEIC, TOEFL or IELTS.