

ENGLISH PROFICIENCY FORM FOR J-SCHOLARS

The purpose of the interview is to ascertain whether an international scholar is sufficiently conversant in English to function in day-to-day life both at the University and in the community. Below are some examples of questions that may be asked to determine English proficiency. Interviews should be conducted verbally in-person, via video conferencing, or telephone. Interviews should last a minimum of 10 -15 minutes. Neither this form, nor the topics therein should be provided to the scholar prior to the interview.

SAMPLE QUESTIONS

1. Describe how your past experiences, training, and language study have prepared you to operate in an English speaking environment in your occupational field.
2. In what type of environment do you thrive? What would you say your comfort level is with an environment that is not native to you?
3. What do you expect to learn about American culture and society? How do you plan to share this learning upon your return to your country?
4. What skills and knowledge do you expect to gain? What social activities do you hope to engage in?

Please use the table below when evaluating English proficiency.

Speaking proficiency definitions defined by U.S. Department of State; listening proficiency definitions defined by the American Council on the Teaching of Foreign Languages.

PROFICIENCY CODE	SPEAKING DEFINITIONS	LISTENING DEFINITIONS
2 – Limited Working Proficiency	Able to satisfy routine social demands and limited work requirements	Understands information conveyed in simple, sentence-length speech on familiar or everyday topics; relies heavily on redundancy, restatement, paraphrasing, and contextual clues
3 – Minimum Professional Proficiency	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics	Understands the main ideas and most supporting details in on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions
4 – Full Professional Proficiency	Able to use the language fluently and accurately on all levels pertinent to professional needs	Understands speech in a standard dialect on a wide range of familiar and less familiar topics; can follow complex extended discourse found in academic and professional settings, lectures, speeches, and reports
5 - Native or Bilingual Proficiency	Equivalent to that of an educated native speaker	Understands language such as that found in classical theater, art films, professional symposia, academic debates, public policy statements, literary readings, and most jokes and puns

I certify that the scholar has shown proficiency in English and ISSS will keep this as evidence documenting that proficiency at a level of: _____ Notes / comments: _____

Signature of Department representative at Utah: _____

Printed name: _____

Today's Date ____ / ____ / ____ Was the Interview Conducted in English? Yes No

Last Name of Interviewee: _____ First Name of Interviewee: _____

Birth Date of Interviewee: ____ / ____ / ____ (MM / DD / YYYY)

Interview: Type Person-to-person Videoconferencing Telephone

Interview Length: _____ Hours _____ Minutes