

To the Admissions Committee of Fudan University,

I am pleased to recommend **Aleksa Nersesova** for admission to the Journalism programme at Fudan University. I have known Aleksa for nine years, since she was seven years old, as her English teacher, and this long relationship has given me the opportunity to observe not only her academic progress, but also her development from a child into an **independent, socially engaged and thoughtful young person**.

Aleksa is currently working at **B2 level in English**. She received the highest grade, “**Excellent**”, in the **Russian national English examination** taken at the end of Grade 9 and regularly qualifies for the **municipal stage of the English Language Olympiad, where she achieves decent results**. She **studies French** and also made an attempt to learn **Spanish**, which she eventually had to give up because of her increasingly demanding schedule. I see this decision as another sign of her growing ability to **set priorities realistically**.

What makes me particularly confident in recommending Aleksa for journalism, however, is not simply her ability with languages. She is genuinely **curious** about people and the world around her. She is **courageous in expressing her views**, has a **strong sense of fairness** and **values honesty**. At the same time, her direct and open manner puts people at ease. She communicates naturally with her peers, treats teachers with respect, and shows remarkable patience with younger children, including her younger brother. Over the years, I have come to regard this **ability to communicate naturally** with very different people as one of her particular strengths.

Aleksa also has a genuine interest in social and cultural issues. Under my supervision, she participated in a **city public-speaking competition**, where she placed fourth with a **speech on the importance of intercultural dialogue and respect for national and cultural identity in today’s world**. Her interest in such questions is not limited to school assignments: some of the reflections she posts on social media give even me, her teacher, something to think about. She does not simply absorb other people’s opinions; she engages with them, questions them and develops views of her own.

Her social awareness is accompanied by a **willingness to act**. Aleksa readily helps classmates who need support and has also volunteered to help an animal shelter. At our language centre, we periodically organise events for younger children, and Aleksa is always **eager to volunteer**, both in preparing and running them. What I particularly appreciate is that she **does not wait for step-by-step instructions**. If she sees that something needs to be done, she assesses the situation, makes a decision and acts. This combination of initiative and responsibility is something I have watched develop in her over the years.

Having taught Aleksa since childhood, I have naturally seen her interests, behaviour and ambitions change considerably. One thing, however, has remained constant: her **responsible attitude towards learning** and her **desire to bring her work to the highest standard** she can achieve. Like any teenager, she has interests and priorities beyond her studies, and I would not describe her as someone who wants to spend every waking hour studying. What matters is that when something needs to be done, Aleksa has the **self-discipline** to make herself do it and to do it well. Her **ability to motivate and organise herself** has become one of her most valuable qualities.

After nine years of knowing and teaching Aleksa, **I can recommend her with confidence**.

Sincerely,
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