**STUDENT APPLICATION FORM**

(Photograph)

LLP /Erasmus

**ACADEMIC YEAR 20****/20**

**FIELD OF STUDY**:

*This application should be completed in BLACK in order to be easily copied and/or telefaxed.*

*Please do not fill out by hand.*

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| --- |
| **SENDING INSTITUTION**  Name and full address:  Departmental coordinator:  **:****:** **:****:**  Institutional coordinator:  **:****:****:****:** |

**STUDENT’S PERSONAL DATA** (*to be completed by the student applying*)

|  |  |
| --- | --- |
| Family name:  Date of birth:  **Sex**: male**/**female Nationality:  Place of Birth:  Current address:    Current address is valid until:  Tel.: | First name(s):  E-mail:  Permanent address (if different):    Tel.: |

**ORGANIZATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Organization | Country | Period of mobility  from until | | Duration of stay (months) | N° of expected ECTS credits |
|  |  |  |  |  |  |

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| --- |
| Name of student:  Sending institution: European Humanities University Country: Lithuania |

**LANGUAGE COMPETENCE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Mother tongue:     Language of instruction at home institution (if different): | | | | | | | |
| Other languages | I am currently studying this language | | I have sufficient knowledge to follow lectures | | I would have sufficient knowledge to follow lectures if I had some extra preparation | | |
|  | Yes | No | Yes | No | Yes | No |  |
|  |  |  |  |  |  |  |  |

**WORK EXPERIENCE RELATED TO CURRENT STUDY (if relevant)**

|  |  |  |  |
| --- | --- | --- | --- |
| Type of work experience | Firm/Organization | Dates | Country |

**PREVIOUS AND CURRENT STUDY**

|  |
| --- |
| Diploma/degree for which you are currently studying:  Number of higher education study years prior to departure abroad:  Have you already been studying abroad? Yes  No  If Yes, when? At which institution?  **The attached Transcript of records includes full details of previous and current higher education study. Details not known at the time of application will be provided at a later stage.** |
| Do you plan to apply for a mobility grant to assist towards the additional costs of your study period abroad? Yes  which:       No |

Assessment of language skills for EHU student mobility based on Common European Framework of Reference for Languages (CEF)

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| --- | --- | --- |
|  | | |
| Surname(s) First name(s) |  |  |
|  | | |
| Fields of study |  |  |
|  | | |
| Mother tongue(s) |  |  |
|  | | |
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|  | | | | | | | | | | | | | | |
|  | English | | | | | | | | | | | | |  |
| Assessment of language skills (\*\*) | | | | | | | | | | | | | | |
|  | Understanding | | | | Speaking | | | | | | Writing | | |  |
|  | Listening | | Reading | | Spoken interaction | | | Spoken production | | |  | | |  |
|  |  |  |  |  |  | |  |  |  | |  |  | |  |
| Diploma(s) or certificate(s) (\*) | | | | | | | | | | | | | | |
|  | Title of diploma(s) or certificate(s) | | | | | Awarding body | | | | Date | | | European level (\*\*\*) |  |
|  |  | | | | |  | | | |  | | |  |  |
| Linguistic experience(s) (\*) | | | | | | | | | | | | | | |
|  | Description | | | | | | | | | From | | | To |  |
|  |  | | | | | | | | |  | | |  |  |
| **Name of the teacher evaluating the language skills:** | | | | | | | | | | | | | | |
| **Date:       Signature:** | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |

(\*) Headings marked with an asterisk are optional. (\*\*) See assessment grid on reverse. (\*\*\*) Common European Framework of Reference (CEF) level if specified on the original certificate or diplom

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | A1 | A2 | B1 | B2 | C1 | C2 |
| U  n  d  e  r  s  t  a  n  d  i  n  g | Listening | I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent. |
| Reading | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |
| S  p  e  a  k  i  n  g | Spoken Interaction | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| Spoken Production | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. |
| W  r  i  t  i  n  g | W r i t i n g | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. |