

STUDENT APPLICATION FORM

LLP /Erasmus+ Bilateral Agreement Other:
ACADEMIC YEAR 20 /20 Academic Program:

Please do not fill out by hand.

SENDING INSTITUTION

Name and full address: European Humanities University, Savičiaus str. 17, LT – 01127, Vilnius, Lithuania.

Departmental coordinator:

name:

phone: +370 (5) 2639650

email:

Institutional coordinator:

name: Vilius Šadauskas

phone:

email: international@ehu.lt

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

Family name:

First name(s):

Date of birth:

E-mail:

Sex:

Nationality:

Place of Birth:

Current address:

Permanent address (if different):

Current address is valid until:

Tel.:

Tel.:

LIST OF INSTITUTIONS WHICH WILL RECEIVE THIS APPLICATION FORM *(in order of preference)*

	Institution	Country	Period of study		Duration of stay (months)	N° of expected ECTS credits
			from	until		
1.						
2.						
3.						

Briefly state the reasons why you wish to study abroad (motivation)

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 <u>Transcript of records</u> 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	No
which:	

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

SURNAME(S) FIRST NAME(S)	<input style="width: 100%;" type="text"/>
Fields of study	<input style="width: 100%;" type="text"/>
Mother tongue(s)	<input style="width: 100%;" type="text"/>

English				
Assessment of language skills (**)				
Understanding		Speaking		Writing
Listening	Reading	Spoken interaction	Spoken production	
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Diploma(s) or certificate(s) (*)				
Title of diploma(s) or certificate(s)	Awarding body	Date	European level (***)	
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	
Linguistic experience(s) (*)				
Description		From	To	
<input style="width: 100%;" type="text"/>		<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	
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 diploma.

Other language relevant for mobility (please specify):

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 diploma.

		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,	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	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	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	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	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	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	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	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	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
	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	Writing	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.
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