

LANGUAGE CERTIFICATE

for students applying for exchange programmes at the University of Helsinki

Name of the student	
Home university	
Language evaluated <input type="checkbox"/> Finnish <input type="checkbox"/> Swedish <input type="checkbox"/> English Based on <input type="checkbox"/> course work in a language course completed (date) _____ , taught by (name of the teacher) _____ <input type="checkbox"/> an interview and a sample of written work <input type="checkbox"/> some other form of assessment, please specify: _____	

I have assessed _____'s language skills as follows:

SPEAKING

Good (B1, CEFR*)

She/He can deal with most situations likely to arise in familiar situations related to work and social life. She/he has enough vocabulary to manage in familiar everyday situations. She/He communicates with reasonable accuracy and, even if a foreign accent is sometimes evident and occasional mispronunciations occur, pronunciation is clearly intelligible.

Very good (B2, CEFR*)

She/He can handle successfully most communicative tasks and situations related to work and social life. She/He can express ideas and thoughts as coherent entities and support opinions. She/He has a good range of vocabulary for matters connected to her/his field and most general topics. She/He can use a range of words from her/his field, but lexical gaps can cause hesitation. She/He has good grammatical control and a clear, natural pronunciation and intonation.

Advanced (C1, CEFR*)

She/He speaks clearly and fluently about a great number of topics. She/He can present her/his point of view on a topic of her/his choice, with advance preparation. She/He maintains good grammatical control and vocabulary but may encounter difficulties with some less frequently used words and structures. She/He can vary intonation and place sentence stress correctly in order to express finer shades of meaning.

Superior (C2, CEFR*)

She/He speaks very fluently and in an appropriate style, and can communicate fine shades of meaning precisely. She/He has a sound and consistent command of grammar and vocabulary in almost all situations of language usage. She/He has a good command of idiomatic expressions.

N/A

LISTENING

Good (B1, CEFR*)

She/He can understand the main points of clear standard speech on familiar matters. She/He can follow a lecture or talk within her/his own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

Very good (B2, CEFR*)

She/He can follow even complex lines of argument provided the topic is reasonably familiar and delivered in a standard dialect.

Advanced (C1, CEFR*)

She/He can follow most lectures, discussions and debates with relative ease. She/He can understand spoken language even when it is not clearly structured and when ideas and thoughts are not expressed in an explicit way.

Superior (C2, CEFR*)

She/He can understand, without difficulty, any kind of spoken language, both when heard live or in the media. She/He also understands a native speaker who speaks fast if given some time to get used to the accent.

N/A

READING

Good (B1, CEFR*)

She/He can understand texts that contain everyday or job-related language and that do not require expertise in the subject matter. She/He can recognise significant points and arguments in a text.

Very good (B2, CEFR*)

She/He can understand texts on general topics, but not necessarily all shades of meaning in them. She/He can obtain information, ideas and opinions from specialised sources within her/his field.

Advanced (C1, CEFR*)

She/He can understand a wide range of texts, even if they have complex grammar and vocabulary, and literary texts.

She/He can understand specialised language in articles, reports and technical instructions even if they are not in her/his field.

LANGUAGE CERTIFICATE

for students applying for exchange programmes at the University of Helsinki

Superior (C2, CEFR*)

She/He can read, without problems, almost all forms of text.

N/A

WRITING

Good (B1, CEFR*)

She/He can write simple texts on topics that are familiar. She/He has a sufficient command of the basic structures of the language, and although errors occur, it is clear what she/he is trying to express.

Very good (B2, CEFR*)

She/He can write clear detailed texts on topics that are familiar and express his/her thoughts coherently. She/He can write an essay or a report, explain facts and give reasons to support or oppose a particular point. She/He has good grammatical control: non-systematic errors and minor flaws occur, but they are rare.

Advanced (C1, CEFR*)

She/He can write clear and well-structured text and express points of view at some length. She/He can write about complex subjects in an essay or a report, underlining the most important points. She/He can write different kinds of texts in a confident and personal style that is appropriate to the reader in mind. She/He maintains good grammatical control and vocabulary, but may encounter difficulties with some less frequently used words and structures.

Superior (C2, CEFR*)

She/He can write clearly and smoothly and in an appropriate style. She/He can write letters, reports and articles in such a way that the reader can easily find the key points in his/her text. She/He can write summaries and reviews of professional and literary texts. She/He maintains consistent grammatical control of complex language.

N/A

Term(s) the student wishes to study at the University of Helsinki:

In my opinion, _____ should have no major difficulty in studying at the University of Helsinki in which the language of instruction is the Finnish / Swedish / English language.

In my opinion, _____ should improve her/his language skills before beginning study at the University of Helsinki in which the language of instruction is the Finnish / Swedish / English language.

Additional comments relating to the student's language skills, when relevant:

Date

Evaluated by (name of the teacher, degree, position)

* CEFR = The Common European Framework of Reference for Languages. For more information, see http://www.coe.int/T/DG4/Portfolio/documents/Framework_EN.pdf (especially pp. 26-27)