

## APPLICATION / DEMANDE DE PARTICIPATION

Country / Pays : NORWAY

Workshop / atelier 6/2009

5 – 7 November / novembre 2009

1.

First names / <i>prénoms</i> :	Surname / <i>nom</i> :
Unni	Puntervold Pereira
Form of address / <i>titre</i> : X Ms / <i>Mme</i>	Mr / <i>M.</i>
Address for correspondence / <i>Adresse à utiliser pour la correspondance</i> :	
Fachgruppe Deutsch, Institut für Kultur - und Sprachwissenschaften Humanistische Fakultät, Universität Stavanger	
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2. Preferred working language / *Langue de travail préférée*: GERMAN  
Your CEFR level (see the global scale) / *Votre niveau CECR (à voir l'échelle globale)*: C 1>2

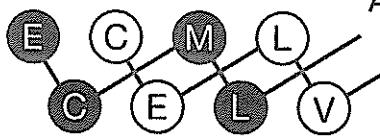
Command of other workshop language / *maîtrise de l'autre langue de l'atelier* : FRENCH

CEFR level (see the global scale) / *Votre niveau CECR (à voir l'échelle globale)*: B 2?

3. Professional background / *Parcours professionnel*: During the last 20 years I have been teaching German as a Foreign Language to teacher students at the University of Stavanger/Norway.  
I have also been training Bachelorstudents in practical skills within German Language and Culture for Tourism- and Hotelmanagement and Business- and Administrationmanagement

4. Experiences and expertise (please highlight the ones which are required in the participants' profile of the event) / *Expertise et expérience (veuillez souligner celles requises dans le profil*





EUROPEAN CENTRE FOR MODERN LANGUAGES

CENTRE EUROPEEN POUR LES LANGUES VIVANTES

Nikolaiplatz 4, A-8020 Graz, Tel.: +43-316-323554, Fax: +43-316-323554-4, e-mail: nomination@ecml.at  
· *des participants à l'événement*

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My professional focus over the years has developed from a rather theoretical to a much more practical approach to language teaching and learning. From an early age as possible it is in my point of view very important to focus on competence goals in language teaching/learning (within reading, listening, speaking and communicative production /interaction).

Together with teaching colleagues in German, French and Spanish at the University of Stavanger I have developed a documentation tool for pupils and teachers, called EXPER. This tool makes it easier for teachers and pupils to documentate progress in the foreign language learning of each pupil. EXPER is based on the Common European Framework of Reference for Languages and the European Language Portfolio.

Since August this year I have been member in a national group of university teachers in foreign languages which was recently established by the Norwegian Ministry of Education and Research. Our mandate is to propose a new Teacher Education Programme for primary and lower secondary education in Norway with a stronger emphasis on subject knowledge and teaching skills, quality of studies and research orientation.

One important goal for the group is to develop a proposal for an early start in the foreign languages German, French and Spanish in primary school.

This challenging proposal leads to a lot of new didactic and content related questions. A main issue will be to prepare students in Teachers Education to teach these foreign language on primary level from the age of 10 to 12 years old. (from the 5th to the 7th class).

To develop a content-based teaching for young learners is one of many important steps which have to be taken. This workshop in Graz could therefore be of great value for me in my present and future work.

##### 5. Multiplier's capacity / *capacité de démultiplication*:

I am also a member of the National Framework for Foreign Languages established by The National Resource Centre for Foreign Languages in Norway for primary/lower/secondary Education.



**Global Scale of the Common European Framework of Reference for Languages (CEFR)**

Proficient	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
User	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.