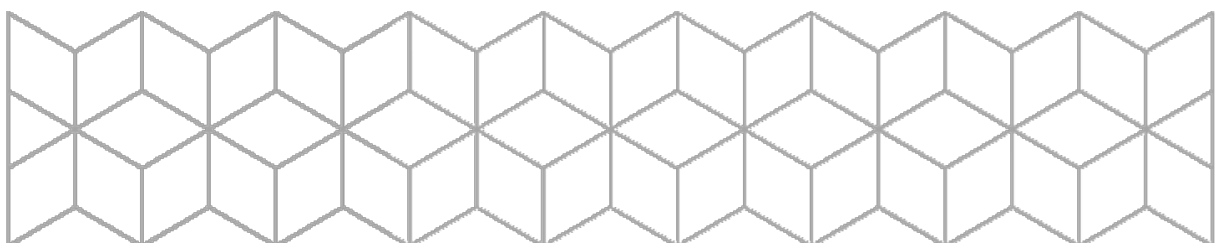


SENSORVEILEDNING

Emnekode:	LMUENG40117 og LMBENG40117
Emnenavn:	Engelsk didaktikk fordypning
Eksamensform:	Muntlig (40 min pr kandidat), karakterskala A-F
Dato:	Muntlig eksamen fullføres 12. og 13. desember 2023
Faglærer(e):	Viktoria Börjesson Behre (emneansvarlig, foreleser) Camilla Bjørke, HiØf (gjesteforeleser) Gro Anita Myklevold, USN (gjesteforeleser) Andreas Lund, UiO (gjesteforeleser) Åshild Søfteland, HiØf (gjesteforeleser) Natalie Stordal (lærer i praksis)
Eventuelt:	Det er arbeidskrav i emnet. Fagansvarlige godkjenner det i fagpersonweb.

This document has been produced in accordance with Universitets- og høyskolelovens § 3-9 (2) og § 5-3 (3) (see <https://lovdata.no/dokument/NL/lov/2005-04-01-15>). It is intended to provide examiners with an overview of course content and aims, students' expected learning outcomes, and the requirements for grading students' oral exams.

This document is divided into two parts: course overview, and assessment and grading.



Course Overview

A full course description is available at

<https://www.hiof.no/studier/emner/lusp/lusp/2023/host/lmueng40117.html>

<https://www.hiof.no/studier/emner/lusp/lusp/2023/host/lmbeng40117.html>

The student's learning outcomes after completing the course:

Knowledge

The student has:

- advanced knowledge and understanding of traditions, framework and conditions that have affected the subject didactics of English and how learner language is explained in relation to these
- good knowledge of the central concepts within cognitive and linguistic theory in connection to metalinguistic awareness and practical language proficiency
- good knowledge of language learning strategies and metacognition in a multilingual perspective
- solid knowledge of use of ICT as a didactic tool in language teaching in primary school (1-7) and lower secondary school (5-10)
- in-depth knowledge of progression in teaching and learning English

Skills

The student is capable of:

- describing, reflecting over and critically reviewing main trends within English didactics, especially the concept of communicative competence and the communicative view of language
- critically analysing teaching and learning material, including digital resources
- describing and analysing learner language and performing error analyses, as well as giving the students constructive feed-back as an integrated part of the language learning process
- modelling learning strategies in order to promote students' metacognitive awareness

General competence

The student:

- is capable of presenting and discussing linguistic aspects of the English language and how language can be described and understood in a learning situation
- has in-depth knowledge of language learning processes and how the students may develop metacognitive awareness in a life-long perspective

Examination

Individual oral exam

Individual oral exam, approx. 40 minutes. The exam is divided in two parts: The student shall present a self-chosen topic of relevance for the subject (5-10 minutes). After this, there will be a discussion about subject-related questions between the student and the examiners. Subject-specific knowledge as well as ability to convey and communicate this will be evaluated.

Aids: The student is allowed to use notes/PowerPoint/handout or similar for the presentation. For the discussion, a mindmap or keywords on one page will be permitted, and a printout (or on screen if shown to the examiners) of the LK20.

Grade scale A-F.

Literature

Bland, J. (2015) *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 year olds*. London, New York, NY: Bloomsbury Academic. Chapters 8 + 13-14

Brevik, L. M. & U. Rindal (2020) *Teaching English in Norwegian Classrooms: From research to practice*. Oslo: Universitetsforlaget. Chapters 1-2 + 6

Cameron, L. (2001) *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. Ch 5, pp.96-122

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Celce-Murcia, M. (1991) Grammar Pedagogy in Second and Foreign Language Teaching. *TESOL quarterly* 25 (3), pp.459-480.

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Ellis, R. (2006) Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL quarterly* 40 (1), pp.83-107.

Fenner, A.-B. & A. S. Skulstad (2020) *Teaching English in the 21st century: central issues in English didactics*. 2nd ed. Bergen: Fagbokforlaget. Chapters 1-2, 7, 12 + 14-15

Gass, S., J. Behney & L. Plonsky (2013) *Second language acquisition: an introductory course*, 4th ed., London and New York, Routledge. Ch 2 (pp.31-43), 4.4-4.5 (pp.87-93), 10.2.1 (pp.210-212), 10.6 (pp.231-234), 12.6.1 (pp.293-298), 12.6.2.3 (p. 301) and Ch 13 (pp.309-328 except 13.6 and 13.7)

Haukås, Å. (2018) "Metacognition in Language Learning and Teaching - An Overview". In Å. Haukås, C. Bjørke & M. Dypedahl (eds) *Metacognition in Language Learning and Teaching*. New York and London: Routledge.

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Langseth, I. (2007) "Muntlig språklæring. Å lære å snakke et fremmedspråk er å kle seg naken." In H. Hestnes (ed.) *Språkfag 1. Idéhefter for lærere* (s. 35-42). Trondheim: Tapir akademisk forlag.

Lightbown, P. M. & N. Spada (2019) *How Languages are Learned*. 4th ed. Oxford: Oxford University Press. Chapters 2-4 + 7

Littlewood, W. (2004) "The task-based approach - some questions and suggestions." *ELT journal*, 58(4), 319-326.

Lund, A., & Aagaard, T. (2020). Digitalization of teacher education: Are we prepared for epistemic change?. *Nordic Journal of Comparative and International Education (NJCIE)*, 4(3-4), 56-71.

Lund, K. (1999) "Er kommunikatív undervisning kommunikatív?" *Sprogforum* 14, 26-33.

Mikalsen, M. L. (2012) "Språklæring og Den europeiske språkpermen." *Communicare* 1, 20-23.

Myklevold, G. A. & Speitz, H. (2021) Multilingualism in Curriculum Reform (LK20) and Teachers' Perceptions: Mind the Gap? *Nordic Journal of Language Teaching and Learning*, 9 (2), pp. 25-50.

Pettersson, M. (2021) Digital simulation games in CALL: a research review. *Computer Assisted Language Learning*. 2021-07-13, pp. 1-24.

Puchta, H. (2021) "Teaching grammar to young learners." In Garton, S. & F. Copland (eds) *The Routledge Handbook of Teaching English to Young Learners*, pp. 203-219

Rindal, U. (2014) "What is English?" *Acta Didactica Norge*, 8(2).

Rindal, U. & L. M. Brevik (2019) "State of the art: English didactics in Norway." In Rindal, U. & L. M. Brevik (eds) *English Didactics in Norway* (pp. 418-440).

Roekenes, F., R. Krumsvik & F. Roekenes (2016) "Prepared to teach ESL with ICT? A study of digital competence in Norwegian teacher education." *Computers & Education*, 97(C), 1-20.

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Simensen, A. M. (2014) "Skolefaget engelsk. Fra britisk engelsk til mange slags 'engelsker'- og veien videre." *Acta Didactica Norge*, 8(2).

Van den Berghe, R., Verhagen, J., Oudgenoeg-Paz, O., van der Ven, S., & Leseman, P. (2019). Social Robots for Language Learning: A Review. *Review of Educational Research*, 89(2), 259–295.

Vold, E. T. (2014) "Instrumentelt turistspråk eller interkulturell dannelse? Om fremmedspråkfagets formål i dag og frem mot 2030." *Acta Didactica Norge*, 8(2).

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Course Overview, Autumn Semester 2023

Week number	Topic
33	Introduction of the course. Analysis of the introduction structure of an article (V. Börjesson Behre)
35	The National Curriculum and the CEFR: Lecture and workshop (V. Börjesson Behre) English teaching in the past, the present and the future: Lecture and workshop (V. Börjesson Behre)
37	Communicative competence and teaching communicative skills: Working with study questions & Seminar (V. Börjesson Behre)
39	Second language acquisition theories: Lecture and workshop (V. Börjesson Behre) Oral presentations with peer-response (course assignment) (V. Börjesson Behre)
41	Learning strategies and metacognition: Lecture (C. Bjørke) Multilingualism: Lecture and workshop (G. A. Myklevold)
43	Teaching grammar: Article seminar (V. Börjesson Behre) Guest lecture 30 min: Åshild Søfteland Learner language analysis: Workshop (V. Börjesson Behre)
45	Analysing learning material: Lecture and workshop (V. Börjesson Behre & N. Stordal) ICT/digital tools: Lecture and workshop (A. Lund)
47	Assessing, grading and giving feedback: Article seminar and workshop (V. Börjesson Behre & N. Stordal) Summing up, exam info and course evaluation (V. Börjesson Behre)
50	Exam (12 and 13 December)

Assessment and Grading

Candidates are to be assessed on their knowledge, understanding, and application of English didactics in relation to the national curriculum (LK20), teaching and learning theories, learner language analysis and assessment, communicative competence, metacognition, and the use of learning material and digital technology. Candidates are also to be assessed on their ability to communicate their knowledge in the presentation and discussion.

Examiners are asked to evaluate candidates' presentation and responses with this in mind, using Universitets- og høyskolerådets (UHR) *Karaktersystem – generelle, kvalitative beskrivelser* (see https://www.uhr.no/_f/p1/i4bfb251a-5e7c-4e34-916b-85478c61a800/karaktersystemet_generelle_kvalitative_beskrivelser.pdf).

Grade	Description
A	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

An A grade should be awarded to a candidate whose presentation and responses to exam questions demonstrate excellent understanding, application and communication of the concepts and themes covered in the English didactics module.

A C grade should be awarded to a candidate whose presentation and responses to exam questions demonstrate a good understanding, application and communication of the concepts and themes covered in the English didactics module.

An F grade should be assigned to a candidate whose presentation and responses to exam questions demonstrate an absence or lack of understanding and application of the concepts and themes covered in the English didactics module.