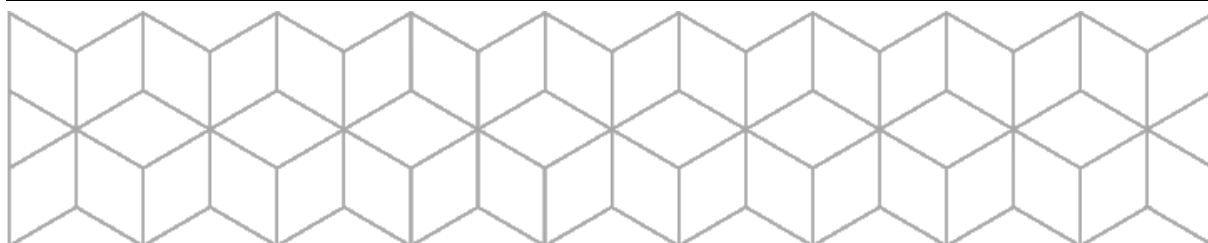


EXAMINATION

Course code: SFVSSK117	Course: <i>Språkferdighet, språklæring og kommunikasjon</i> Engelsk for lærere 1, 1. - 7. trinn, <i>Kompetanse for kvalitet</i> (HiØ Videre) Subject didactics text
Date: December 1 st , 2022	Duration: The task will be published on Thursday November 24 th at 09.00 in <i>Inspira Assessment</i> . The exam paper is due to be submitted in <i>Inspira Assessment</i> no later than Thursday December 1 st at 14.00.
Permitted aids: This is an individual exam. All sources are permitted except collaborating with others.	Lecturers: Ingebjørg Mellegård Astrid Elisabeth Kure
About the exam: In accordance with the course syllabus, Course SFVSSK117: <i>Språkferdighet, språklæring og kommunikasjon</i> , the exam consists of two parts, an individual 4 hours written school exam and an individual subject didactics text. The task for the subject didactics text will be published two weeks before the written school exam. The subject didactics text is due to be submitted one week prior to the written school exam. This examination document consists of 3 pages including this page. Please check that the examination document is complete before you start answering the task.	
Date of announcement of the examination results: Monday January 2nd, 2023. The examination results will be available in <i>Studentweb</i> .	



Formalities

The submission must include:

- Front page with:
 - The name of the course programme: *Engelsk for lærere 1, 1.-7. trinn*
 - The course code and name: *SFVSSK117, Språklæring, språkferdighet og kommunikasjon*
 - *Subject didactics text*
 - *Autumn Semester 2022, Østfold University College*
 - Number of pages, front page included
 - Word count
 - Candidate number

- Your subject didactics text

- List of references (not part of the word count)

Please submit the exam paper as **one document in pdf format**.

Give a suitable title to your text.

Length of text: 1300 – 1500 words.

Use the font *Times New Roman* 12 or *Calibri* 11, spacing 1.5.

Under *Modules/Exam information* in *Canvas*, you will find:

- Link to the library page: *Referencing*
- The document *Referencing techniques*

Subject Didactics Text: *Formal Assessment of Oral Skills*

Oral skills have been a focus this autumn semester. You have, during these months, reflected upon learning strategies, language learning theory and competence aims in the *Curriculum in English* related to students' language development.

Undervisvurdering i fag skal være en integrert del av opplæringen og skal brukes til å fremme læring, tilpasse opplæringen og øke kompetansen i fag.

(The Directorate for Education and Training, retrieved from the Net 2 November, 2022)
<https://www.udir.no/laring-og-trivsel/vurdering/om-vurdering/undervisvurdering/>

The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills in a variety of situations.

(The Directorate for Education and Training, retrieved from the Net 2 November, 2022)
<https://www.udir.no/lk20/eng01-04/kompetansemaal-og-vurdering/kv3?lang=eng>

In the link below, you will find a presentation on *Understanding the Formative Assessment Process* by SmarterBalanced. In this presentation, you are given a good introduction to what formative assessment is, what it looks like in the classroom and how you and your students can benefit from this process.

(SmarterBalanced Assessment Consortium, retrieved from the Net 2 November 2022)
<https://youtu.be/wpwZCqvt70U>

With the quotes and the link above as sources of inspiration, write a text in which you discuss factors you, as an English teacher, need to consider when practicing formal assessment to support your students' development of their oral skills. You may focus on two or three aspects and discuss these in depth.

In your discussion, you are to include theory (course literature), *The Curriculum in English* (LK20), and other materials from the course. You may also use other literature than the course literature, but make sure that your sources are reliable. Furthermore, you are welcome to use examples from your own teaching practice to illustrate your arguments, but be careful not to overdo this.