

EXAMINATION

<p>Course Code:</p> <p>SFVSPR515</p>	<p>Course:</p> <p>Språklærer og profesjonsutøver</p> <p>Engelsk for lærere 2, 5.-10. trinn – Kompetanse for kvalitet (HiØ-VIDERE)</p>
<p>Date:</p> <p>12 December 2017</p>	<p>Duration from 10.00 a.m. to 03.00 p.m.</p>
<p>Permitted Sources:</p> <p>English-English Dictionary, The English Subject Curriculum and PC</p>	<p>Lecturers:</p> <p>Astrid Elisabeth Kure</p> <p>Daniel Lees Freyer</p>
<p>The examination:</p> <p>The examination set consists of 3 pages this page included. Please check that the examination papers are complete before you start answering.</p>	
<p>Date of announcement of the examination results: 10 January 2018</p> <p>The examination results will be made available on the <u>Studentweb</u> (www.hiof.no/studentweb).</p>	

Language Learning Strategies: Vocabulary Development and Text Production

Learning strategies were not so much talked about earlier, but they are now central in the Knowledge Promotion. This means that teachers and teacher trainers alike need to learn about them. (...) so, quite simply, a language learning strategy is "conscious thoughts or procedures the pupil uses to support his or her language learning process".

(Munden, J., 2014:53)

The overall aim of incorporating some kind of learning to learn is to begin to raise children's awareness of the various factors that influence their language learning and to give them some time and space to start to think for themselves.

(Pinter, A., 2017:111)

Building a vocabulary in English as L2 or L3 is fundamentally different from learning words in one's first language. (...) In other words, learners of English L2/L3 are not starting from scratch (...) All learners will benefit from vocabulary work that aims to enhance their lexical awareness, making sure they interact with words in multiple ways.

(Flognfeldt, M. & Lund, R., 2016:35)

The main subject area includes writing different texts in English in different situations where written communication is necessary to stimulate the joy of writing, to experience greater understanding and to acquire knowledge. This also involves adapting the language to purposeful objectives and to the recipient, i.e. by distinguishing between formal and informal written language. The main subject area involves developing a vocabulary and using orthography, idiomatic structures and grammatical patterns when writing. It also covers creating structure, coherence and concise meaning in texts.

(The Knowledge Promotion, Main Subject Area, Written Communication)

As teachers, we need to exhibit attitudes that are expedient to the teaching of English through being aware of our responsibility as a language role model, facilitator and supervisor, in accordance with the ethical values of the educational system. The Knowledge Promotion emphasizes the importance of *life-long learning*, and this view needs to be reflected in how we practice our language teaching. Some tools in this process are *language learning strategies* and *vocabulary development*. There is a variety of ways in which teaching can explicitly focus on developing the learner's competence in text production.

Write a text in which you reflect upon and discuss what considerations have to be made to help young learners write good texts. In your text, make use of relevant theory, and you may include examples from your own teaching practice to illustrate your points.

Formalities:

Give your text a suitable title

Length of text: 1200-2100 words

Use "Overskrift" size 2 for titles and "Normal" for the text

Litterature

Drew, I. & Sørheim, B. (2016): *English Teaching Strategies*, Det Norske Samlaget.

Dumas, F. (2004): *Funny in Farsi, A Memoir of Growing Up Iranian in America*, Random House Trade.

Flogenfeldt, M. E. & Lund, R.E. (2016) *English for teachers and learners*, Cappelen Damm Akademisk.

Golding, W. (2011): *Lord of the Flies*, Perigee Books.

Leaver, B.L., Ehrman, M. & Shekhtman, B. (2005): *Achieving Success in Second Language Acquisition*, Cambridge UP.

Kunnskapsdepartementet (2013): *Læreplanverket for Kunnskapsløftet: Læreplaner for gjennomgående fag i grunnskolen og videregående opplæring. Læreplan i engelsk, engelsk versjon*
<http://data.udir.no/kl06/ENG1-03.pdf?lang=eng>

Munden, J. (2014): *Engelsk på mellomtrinnet*, Gyldendal.

Pinter, A. (2006): *Teaching Young Language Learners*, Oxford UP.

Zephaniah, B. (2014): *Terror Kid*, Hot Key books.