

Astrid Elisabeth Kure
Østfold University College
HiØ Videre/Engelsk for lærere 2

Oral exam spring term 2019:
Thursday 9 and Friday 10 May

Emne: SFVKSL115/515 Kultur, samfunn og litteratur

Engelsk for lærere 2, 1.-7. trinn og 5. – 10. trinn

Guidelines for the exam:

According to the study plan/*Vurdering* the exam will be carried out as follows:

“Muntlig eksamen i par/gruppe med individuell vurdering. Varighet ca. 45 minutter.
Ingen hjelpemidler tillatt.”

The context of this exam is *a discussion with your colleagues* – classroom practitioners, and, hence, the setting is rather formal and requires the professional language of teachers.

To develop a fruitful and in-depth discussion, be prepared to include the following elements when relevant:

The Knowledge Promotion, theory, literature, your development project, York materials and teaching practice.

The exam will consist of the following:

An open discussion based on a drawn topic (20-25 minutes, 5 minutes to planning)
A discussion based on a given topic (15-20 minutes)

At the end of your discussion you will be asked to sum up major points.

Please remember that it is the responsibility of all members of the group to keep the discussion going, and to see to that the other members can have her/his say, in other words, the exam is a discussion where you take turns and contribute to developing a flowing conversation.

We want all group members to really shine and demonstrate how well you speak English and what good knowledge you have. As internal examiners our role is basically to be there and assist you if you need some prompting; we will ensure that everyone’s voice is heard and that no one monopolizes the talking time. If necessary, the internal examiner may call on individual candidates to contribute more and interrupt candidates who speak for too long.

Internal examiner: Astrid Elisabeth Kure
External examiner: Hilde Tørnby, Oslo and Akershus University College

Evaluation criteria for the exam:

According to the study plan/*Vurdering* the candidate will be evaluated as follows:

“Eksamenen er både en språkferdighetsprøve og en prøve i kunnskap om lærestoffet. Hovedvekten blir lagt på studentenes evne til å kommunisere effektivt på idiomatisk engelsk med god uttale og intonasjon. Eksamenen vurderes av en ekstern og en intern sensor. Det gis individuelle karakterer. Det benyttes en gradert karakterskala fra A til F, hvor A er beste karakter, E dårligst beståtte karakter og F betyr “ikke bestått”.

You will be evaluated on your entire performance – to what degree does the student:

- demonstrate good insight and knowledge of the area in question?
- argue a position and support it with relevant arguments?
- balance the relationship between theory, literature, practice and the *Knowledge Promotion*?
- show critical reflection and independent thinking in relation to his/her own practice and providing an effective learning environment?
- respond to others’ contributions and demonstrate good communicative competence?
- demonstrate the ability to adjust his/her professional language and level of formality to the given context?
- speak English with accuracy and fluency and use adequate vocabulary?
- use correct and clear pronunciation and intonation?

To remind you: the context of this exam is meant to be a discussion with your colleagues – classroom practitioners - and, hence, the setting is rather formal and requires the professional language of teachers.

Some good advice:

In a discussion of this kind you may experience that you are pushed to the limits of your language and may struggle at some points with vocabulary and sentence structure in particular. Look at strategies to deal with this:

- paraphrasing and rephrasing may lead to a better flow
- asking the other group members for help is another way of keeping the flow of language
- correct yourself instead of letting errors of grammar and pronunciation pass: this demonstrates language awareness and language development
- avoid producing contributions that are repetitive and off topic
- avoid the potential pitfall of details; as you know, teachers seem to have a marked attention to detail
- summing up regularly during the discussion is a strategy for keeping to the point
- keep your contributions as concise and precise as you can – avoid too many generalities
- don’t hesitate to pose questions to enliven the discussion
- Pay attention to the flow of discussion and try to make contributions relevant to what is being discussed rather than jumping ahead; bring new ideas gradually and smoothly into the discussion.