

EXAMINATION

Course code: SFVSPR515	Course: Språklærer og profesjonsutøver Engelsk for lærere 2, 5.-10. trinn <i>Kompetanse for kvalitet</i> HiØ VIDERE
Date: 11 December 2018	Duration: From 10.00 a.m. to 03.00 p.m.
Permitted sources: Dictionary The Knowledge Promotion	Lecturers: Astrid Elisabeth Kure Daniel Lees Fryer Virginia Lockhart-Pedersen
The examination: The examination papers consist of 3 pages inclusive this page. Please check that the examination papers are complete before you start answering the questions. Formalities: Give your text a suitable title Length of text: 1200-2100 words Use "Overskrift" size 2 for titles and "Normal" for the text	
Date of announcement of the examination results: Thursday 2 January 2019 The examination results are available on the Studentweb.	



Intercultural Competence and Motivation for Learning English

Education should be based on the view that all persons are created equal and that human dignity is inviolable. It should confirm the belief that everyone is unique; that each can nourish his own growth and that individual distinctions enrich and enliven our world. Education should foster equality between the sexes and solidarity among groups and across borders. It should portray and prove knowledge as a creative and versatile force, vigorous both for personal development and for humane social relations.

Kunnskapsdepartementet, 2013, The Knowledge Promotion, in Core Curriculum, pp. 9-10

.. motivation is a propulsive inner force, of decisive importance in the development of a human being. As in learning in general, the act of learning languages is active, not passive. It is not about subjecting yourself to a treatment, but about constructing an ability. It is neither the teacher who teaches, nor the method that works; it is the student who learns. For that reason, learner motivation is a key element in language learning.

Glenda Demes da Cruz, 2006, in English Teaching Professional

Motivation is, arguably, the key factor affecting the success of foreign language learning and, as such, is something which it is worth taking time to reflect on. Although learner motivation can clearly be affected by a number of internal and external factors, it appears obvious that the teacher exerts considerable influence. As teachers, we can have a positive effect on learner motivation levels by, for example, being motivated and enthusiastic ourselves, using interesting materials and activities, making the purpose of tasks clear and drawing on our students' own background and cultures.

Beth Davis, 2017, in English Teaching Professional

Intercultural competence is strongly emphasized in the present and the forthcoming English subject curricula. Consequently, the question arises: How can we work with intercultural competence to enhance motivation for learning English?

Use the quotes above as a starting point for writing a text in which you discuss working with intercultural competence in the English classroom; how can this contribute to motivation for learning English? In your discussion, use the Knowledge Promotion and include relevant theory, literature and novels from your course to support your arguments. You are welcome to exemplify with experiences from your own teaching practice.

Literature

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

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

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Munden, Julia (2014): Engelsk på mellomtrinnet, Gyldendal.

Pinter, Annamaria. (2017): Teaching Young Language Learners, Oxford UP.

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