

# EXAMINATION

<b>Course code:</b> SFVSPR515	<b>Course:</b> Språklærer og profesjonsutøver Engelsk for lærere 2, 5.-10. trinn <i>Kompetanse for kvalitet</i> HiØ VIDERE
<b>Date:</b> 10th December 2020	<b>Duration:</b> 9.00 to 14.00  In addition, you have been entitled to 15 minutes extra time to handle technical issues. Inspera Assessment closes at 15.15.
<b>Permitted sources:</b>  All sources are permitted. However, you are not allowed to collaborate with fellow students or contact other people during the exam. This is an individual exam.	<b>Lecturers:</b>  Lecturers: Astrid Elisabeth Kure Daniel Lees Fryer Kathrine Staksrud Spiwe Thandabani Rønning
<b>The examination:</b>  This examination document consists of <b>3</b> pages including this page. Please check that the examination document is complete before you start answering the task.	
<b>Date of announcement of the examination results: Monday January 4<sup>th</sup>, 2021.</b>  The examination results will be available in <i>Studentweb</i> .	

### **Formalities :**

- Give your text a suitable title
- Length of text: 1200-2100 words
- Use the font Times New Roman 12/Calibri 11, spacing 1.5
- Please submit the exam paper as **one document** in **pdf format**.

The submission must include:

- Front page with:
  - Candidate number
  - Word count
- Your text
- List of references (not part of the word count)
- References to *The Knowledge Promotion, English Subject Curriculum* can be done in Norwegian, as there is no translation available yet.

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

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

## Intercultural Competence and Motivation for Communicating in English

*Throughout history the Norwegian society has been influenced by different trends and cultural traditions. In a time when the population is more diversified than ever before, and where the world is coming closer together, language skills and cultural understanding are growing in importance. School shall support the development of each person's identity, make the pupils confident in who they are, and also present common values that are needed to participate in this diverse society and to open doors to the world and the future.*

(Kunnskapsdepartementet, 2020, The Knowledge Promotion, The Core curriculum, p 5)

*Motivation as an internal process has the individual as the key element for its success. Self-motivation is of unique importance to a human being. The first step to feel motivated is wanting to feel motivated. Although it is true that self-motivation is the key, many situations, words and attitudes can also enchant the learner, leading to motivation. Even self-motivated learners may need a hand to keep their motivation high, and that is when the teacher becomes a 'VIP' in the learning process. What a responsibility it is to be a motivation factor for students.*

(Glenda Demes da Cruz English Teaching Professional, (43), March, 2006)

Intercultural competence is emphasized in the renewal of *the English subject curriculum*. Consequently, the following question arises: How can you, as an English teacher, work with intercultural competence to enhance students' motivation for communicating in 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 strengthen the students' motivation for communicating in 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.