

Table of contents

Preface	13
Chapter 1	
A brief history of English teaching and learning in Norway	19
Aud Marit Simensen	
English didactics: an academic discipline	19
The making of a discipline: before 1950	22
Towards a new reform: up to the mid-1970s	26
New winds blowing: towards a new millennium	29
At the start of the new millennium: from the <i>English subject curriculum</i> of 2006 (LK06) to the <i>English subject curriculum</i> of 2020 (LK20)	33
Concluding remarks	36
References	37
Chapter 2	
National curricula and international perspectives	40
Heike Speitz	
The <i>English subject curriculum</i> (LK20) and its sources of influence	40
Steering documents in general education	41
Changing times and changing curricula	42
The status of English	43
The national curriculum (LK20)	44
The Council of Europe	46
The <i>Common European framework of reference for languages</i> (CEFR)	47
The <i>European language portfolio</i> (ELP)	49
International trends	50
Concluding remarks	50
References	51

TABLE OF CONTENTS

Chapter 3

What the 2020 curriculum reform means for English teachers 53

Tony Burner

Introduction	53
What's new?	54
Implications and challenges for English teachers	57
Concluding remarks	59
References	60

Chapter 4

Plurilingual learning and teaching 62

Åsta Haukås and Heike Speitz

What is plurilingualism?	62
The value of plurilingualism	65
The English subject curriculum and plurilingualism	66
What is a plurilingual pedagogical approach?	68
Examples of plurilingual teaching and learning	69
Plurilingual awareness and the European language portfolio (ELP)	71
Fostering writing skills across languages	73
Third language learners in the L2 English classroom	74
Concluding remarks	75
References	77

Chapter 5

Intercultural competence and culture 81

Magne Dypedahl and Henrik Bøhn

What is intercultural competence?	81
Why intercultural competence is important	83
Language education and intercultural competence	84
A model for intercultural competence	85
The intercultural learning cycle	86
The intercultural dimension in the English language classroom	89
Culture pedagogy	91
Assessment of intercultural competence	94
Resources for being an interculturally competent teacher	95
Concluding remarks	96
References	97

Chapter 6

Teaching oral skills: Speaking and listening	100
---	-----

Theresé Tishakov

Oral skills	100
Language and context	101
Communication as the goal of the curriculum	104
Oral communication	106
Speaking and listening to learn	110
In the classroom	111
Process speaking	114
Classroom activities	115
Example lesson plan	117
Concluding remarks	120
References	121

Chapter 7

Writing in English	122
---------------------------------	-----

Ragnhild Elisabeth Lund and Maria Casado Villanueva

Why write in English?	122
What does the English subject curriculum say?	123
Different types of writing	124
How to motivate for writing?	126
How to help learners get started?	127
Scaffolding learners' writing	129
Ideas to practise different text types and strategies	131
Responding to texts	137
Concluding remarks	138
References	139

Chapter 8

Collaborative writing in the English classroom: How and why?	141
---	-----

Hilde Brox

Ways of writing together	141
Tools for collaborative writing	143
Real-time text editors	144
Wikis	146
Challenges with collaborative writing – and how to overcome them	151
Concluding remarks	153

TABLE OF CONTENTS

References	154
------------------	-----

Chapter 9

Digital learning tools in the age of machine intelligence	156
--	-----

Jon Hoem and Sarah Hoem Iversen

Introduction	156
Digital skills in the English subject curriculum	158
“Free” digital tools: no such thing as a free lunch?	159
Speech-to-text technology	161
Machine translation	162
How can machine translation be used in the classroom?	164
Digital writing assistants and spell checkers	167
Practical criteria for selecting and evaluating digital tools for pedagogical purposes	171
Concluding remarks	173
References	174

Chapter 10

Reading skills and strategies	177
--	-----

Theresé Tishakov

Literacy and reading	177
Reading in the <i>English subject curriculum</i>	178
Genre approach to reading	180
Helping the students become strategic readers	184
Effective reading strategies	185
Concluding remarks	189
References	190

Chapter 11

Multimodal texts in the English classroom	191
--	-----

Hege Emma Rimmereide

What are multimodal texts?	191
Multimodality and multiliteracies	193
Multimodal texts in the classroom	195
Different types of multimodal texts	196
Encountering multimodal texts in textbooks	196
Visual literacy in picturebooks and graphic novels	198
Creating multimodal texts in the English classroom	200

TABLE OF CONTENTS

Ideas for practising production of different text types using Book Creator	202
Wiki Storyline	204
Assessment	206
Concluding remarks	207
References	207

Chapter 12

Reading literature	209
---------------------------------	-----

Christian Carlsen

Literature and the English subject	209
Literature and students' reading skills	211
Reading and working with literature	212
Youth literature	216
Recommended books	220
Concluding remarks	224
References	225

Chapter 13

Working with literature: Two case studies	227
--	-----

Gro-Anita Myklevold

Developing language awareness and cultural awareness	227
Reading <i>Revolting Rhymes</i> and <i>Funny in Farsi: What, how and why?</i>	228
How can teachers use <i>Revolting Rhymes</i> ?	229
How can <i>Funny in Farsi</i> be used in the classroom?	237
Concluding remarks	245
References	246

Chapter 14

Working with grammar	248
-----------------------------------	-----

Monika Bader and Magne Dypedahl

The role of grammar in language instruction	248
What is grammar?	250
What grammar to focus on?	253
Grammar in context	256
How to work with grammar in the classroom	258
Concluding remarks	264
References	265

TABLE OF CONTENTS

Chapter 15

Teaching pronunciation	267
-------------------------------------	-----

Eivind Nessa Torgersen

The place of pronunciation in English language teaching and learning	267
Fluency and accuracy in the English classroom	269
The <i>English subject curriculum</i> : “patterns” of pronunciation	269
Is there one standard for how English should be pronounced?	271
English as a lingua franca	273
What should be the goal for teaching pronunciation?	274
Comprehensibility and new contrasts	276
Pronunciation activities in the English language classroom	278
Concluding remarks	280
References	281

Chapter 16

Vocabulary learning	283
----------------------------------	-----

Camilla Bjørke

What is vocabulary?	283
Vocabulary in language learning research	285
What does it mean to know a word?	286
Which words should be learnt?	288
Transparent words	290
Cognates	291
How are words learnt?	293
Word-learning strategies	294
A classification of word-learning strategies	295
How can word-learning be arranged in the classroom?	296
Vocabulary training on the internet	300
The explicit teaching of strategies	300
Concluding remarks	301
References	302

Chapter 17

General perspectives on assessment	304
---	-----

Henrik Bøhn

Assessment – a basic aspect of teaching and learning	304
Ipsative assessment	305

TABLE OF CONTENTS

Norm-referenced assessment	306
Criterion-referenced assessment	307
Final assessment ("Sluttvurdering")	307
Continuous assessment ("Undervegsvurdering")	312
Feedback	316
Gathering information about the students' level of achievement	317
Four principles of good, continuous assessment	318
Concluding remarks	319
References	320

Chapter 18

Developing language awareness	322
--	-----

Anja Angelsen and Helene Hauge

What is language awareness?	322
Language awareness and the <i>English subject curriculum</i>	324
Learning languages	326
Second language acquisition	326
Individual differences in language learning	328
Domains of language awareness	330
Teaching (about) language awareness	333
Activities to develop language awareness	334
Morphology and word learning	334
Word order	335
Error identification	336
Children's books	336
Dictionaries	337
Automatic translation tools	338
Text analysis	339
Concluding remarks	340
References	341

Chapter 19

Teaching and learning materials	343
--	-----

Ragnhild Elisabeth Lund

Teaching and learning materials – what are we talking about?	343
Published materials in Norway	345
Published materials on the global market	346

TABLE OF CONTENTS

Teachers' and learners' perceptions of published materials	347
The affordances of published materials	350
Visuals, design and layout	356
Checklist	357
Concluding remarks	359
References	360
 Chapter 20	
Teachers' beliefs about language instruction	363
<i>Åsta Haukås</i>	
What is meant by <i>teachers' beliefs?</i>	363
Student teachers' (resistant) beliefs about language teaching	365
What language teachers think, and what they do	368
Becoming conscious of one's own beliefs	371
A student teacher examines her own beliefs	372
New challenges create new beliefs	375
Concluding remarks	377
References	378
Contributors	380
Index	381

Online Chapters: https://www.cappelendamm.no/_teaching-and-learning-english-9788202671082

Chapter 21

Formative assessment in English

Tony Burner

Chapter 22

Norms and variation in English language teaching

Henrik Bøhn and Thomas Hansen

Chapter 23

Corpora in English language teaching

Hilde Hasselgård