

Exam organisation

- If you have submitted all the required tasks and have collected a minimum of **52 points** total, you are eligible to take the oral exam.
- The points for all the task will be in the IS by **xxx** at the latest (2 days before the start of the exam period, which is January 2, 2024).
- Exam dates will be entered in the IS by **xxx**. **Each student** is entitled to **1 regular sit + 2 resits** in case they are taking the course for the first time, or 1 regular sit + 1 resit for students repeating the course.
- You **must register for the exam in the IS in your seminar group's slots** unless otherwise arranged with your instructor; in addition, there will be a sign-up sheet where you can reserve a specific time.
- The points from the exam will be entered into the IS within 24 hours after the exam.

Exam procedure

You will participate in the oral exam as part of a group consisting of 3 to 4 students. When it's your turn, briefly discuss:

1. Your motivation for studying and pursuing a career as a special educator.
2. Your approach to completing the portfolio tasks and how these tasks helped you achieve your learning goals.
3. The overall progress you've made in English and your future plans for its improvement.

Additionally, be prepared to answer questions from both your peers and your instructor.

Note that there's no need to prepare any slides. For more guidance on preparing for the exam, refer to the specific questions provided below:

1) Your studies and your work as a special educator

- What's your name and what field of SE are you studying?
- What motivated you to become or to study to become a special educator?
- What is the SE job you are currently doing or would like to in the future. Why?

(ca. 1 minute)

2) Your learning goals and your learning process

- Where were you at the beginning of the course, and where are you now in terms of your English? Which areas have improved the most and how?
- What were your goals at the start of the semester? What have you achieved?
- What strategies have you found most effective for improving your English skills?
- What challenges have you faced in learning English, and how have you overcome them?
- What activities did you enjoy or find helpful, and what did you not?
- What are your plans for continuing to improve your English skills? Do you have any specific goals?

(2-3 minutes)

3) Your portfolio tasks

Describe the process of working on your tasks, i.e., how you thought of topics, how you searched for materials, how you proceeded, etc., and reflect on whether these tasks helped you achieve your learning goals. Also, mention how you found the tasks: were they enjoyable, relevant and challenging? Why?

(2-3 minutes)

4) Responding to questions

Finally, your colleagues (and the instructor) will ask you a few questions based on your presentation.

(2-3 minutes)

Note that you will be expected to ask at least two relevant questions as a member of the audience.

Assessment

You will achieve 20 points on the exam if you...

Criterion	Description
Task fulfilment (10 pts)	clearly and effectively expresses motivation for studying special education. Audience is fully informed.
	can provide in-depth insights into your learning progress, effectively relating your initial goals to your achievements, and clearly commenting on your future plans for learning English.
	offer a comprehensive reflection on all portfolio tasks, including the process, challenges, and achievements
	ask at least two relevant and insightful questions that demonstrate engagement and understanding.
	provide informed and evolved responses to all questions posed.
Clarity, connecting ideas and body language (4 pts)	generally provide a well-organised talk, using a number of cohesive devices, linking your ideas into clear and logical flow. Occasionally, there may be moments where ideas change abruptly without smooth transition.
	manage paralinguistic aspects well (body language, gestures, facial expressions, tone and pitch of voice, dependence on notes).
Language (6 pts)	display a relatively high degree of grammatical accuracy. There may be occasional errors, but they are hardly noticeable and generally repaired. If errors occur, they do not cause misunderstanding. You use a wide range of simple and some complex structures with good control. Complex structures may be used with some rigidity, i.e. they are not always the best choice for the situation.
	Demonstrate a sufficient vocabulary range for a variety of topics, including general contexts and Special Education (SE) terminology. You

	make appropriate word choices. If inaccuracies in word choice occur, they don't impair communication.
	pronounce sounds clearly with some systematic mispronunciations which don't lower intelligibility. You use intonation, stress and rhythm appropriately with some influence of your mother tongue. This doesn't impair understanding. You speak mostly fluently. There may be some hesitation, but few noticeable long pauses.

Reliance on notes

Your ability to present without heavily relying on your notes is vital for effective communication. The following deductions will apply based on your dependence on notes:

- Relying heavily on notes: Deduction of 2 pts.
- Frequent reading from notes: Deduction of 1 pt.
- Independent speaking with minimal reference to notes: No deduction

Time management

Please stick to the suggested time ranges. Significant deviations will result in a deduction of 2 points.

Grading Scale

Grade	Number of points
A	100 - 93
B	92 - 86
C	85 - 79
D	78 - 72
E	71 - 65
F	64 and less