



Board of Teacher Education  
English

## Syllabus

### English for upper primary school teachers

<b>Course Code:</b>	LPGG15
<b>Course Title:</b>	English for upper primary school teachers <i>English for upper primary school teachers</i>
<b>Credits:</b>	30
<b>Degree Level:</b>	Undergraduate level
<b>Progressive Specialisation:</b>	( )

#### Major Field of Study:

#### Course Approval

The syllabus was approved by the Board of Teacher Education 2015-03-02, and is valid from the Autumn semester 2015 at Karlstad University.

#### Prerequisites

Completed courses LPGG01, LPGG02, LPGG05 and LPGG09

#### Learning Outcomes

The aim of the course is that students acquire the good and relevant knowledge of the English language and its cultures required for teaching in upper primary education and develop oral and written communicative skills. Students are also expected to develop skills and methods for teaching young learners English creatively and effectively.

#### Module 1 Culture, Media, and Society, 7.5 ECTS cr

Upon completion of the module, students should be able to:

1. give an account of different text genres and apply different reading approaches and interpretation strategies,
2. apply knowledge of cultural phenomena in English-speaking regions in the planning of teaching situations, partly involving ICT.

#### Module 2 Pronunciation and Oral Proficiency, 7.5 ECTS cr

Upon completion of the module, students should be able to:

1. demonstrate good linguistic command of spoken English,
2. give an account of the basic principles of English phonology and use them functionally in spoken English,
3. describe and explain common linguistic structures and phenomena in spoken English that can be a problem to learners.

#### Module 3 Grammar and Written Proficiency, 7.5 ECTS cr

Upon completion of the module, students should be able to:

1. use written standard English adapted to different situations,

2. identify common linguistic structures and phenomena that can be a problem to learners of English and explain how such problems can be solved.

Module 4 Language Acquisition in Theory and Practice, 7.5 ECTS cr

Upon completion of the module, students should be able to:

1. give an account of the principal ideas and assumptions of some major language learning theories and approaches to language, and relate these to national curricular goals for English,
2. plan and discuss the teaching and assessing of English in upper primary education,
3. give an account of theories on how to stimulate children's language development in various ways, and give examples of their implementation.

### **Content**

The course is designed to make the connection between the students' own learning and their future teaching of children clear.

The course comprises the following components:

Module 1 Culture, Media, and Society, 7.5 ECTS cr

- Different types of texts, e.g. children's literature and the media, suitable for stimulating young learners' language development
- Glimpses of cultural phenomena in English-speaking regions
- Application of knowledge of cultural phenomena in English-speaking regions in the planning of teaching situations, partly involving ICT
- Oral and written communicative skills training

Module 2 Pronunciation and Oral Proficiency, 7.5 ECTS cr

- Survey of English phonology with pronunciation and phonetic description exercises
- Survey of pronunciation variants in English
- Common pronunciation problems and ways of overcoming them
- Oral communication skills training

Module 3 Grammar and Written Proficiency, 7.5 ECTS cr

- Basic grammatical concepts and the main features of English syntax in theory and practice
- Writing skills in theory and practice
- Grammar exercises
- Ways of integrating grammar in teaching adapted to learner levels

Module 4 Language Acquisition in Theory and Practice, 7.5 ECTS cr

- The main features of some seminal language acquisition theories and approaches to language and their relation to school objectives and the teaching of English
- Methods for transforming knowledge into varied and stimulating teaching based on different aesthetic and playful learning strategies
- Methods for testing and assessing learners' linguistic competence and for planning their continued development
- Literature preferences, and study methods

### **Reading List**

See separate document.

### **Examination**

All learning outcomes are assessed individually.

Assessment is based on the following mandatory components:

Module 1: Learning outcome 1 is assessed on the basis of a hand-in assignment and learning outcome 2 is assessed on the basis of an oral presentation.

Module 2: Learning outcomes 1 and 2 are assessed on the basis of an oral exam. Learning outcome 2 is also assessed on the basis of a written exam. Learning outcome 3 is assessed on the basis of a written exam.

Module 3: Learning outcomes 1 and 2 are assessed on the basis of a written exam.

Module 4: Learning outcomes 1 and 2 are assessed on the basis of a hand-in assignment. Learning outcome 3 is assessed on the basis of an oral presentation.

### **Grades**

One of the grades Distinction (VG), Pass (G), or Fail (U) is awarded in the examination of the course.

### **Quality Assurance**

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

### **Course Certificate**

A course certificate will be provided upon request.

### **Additional information**

The local regulations for studies at the Bachelor's and Master's levels at Karlstad University stipulate the obligations and rights of students and staff.

Teacher Education programme: Upper Primary School