



Board of Teacher Education
English

Syllabus

English for upper primary school teachers

Course Code:	LPGG15
Course Title:	English for upper primary school teachers <i>Engelska för grundlärare i årskurs 4-6</i>
Credits:	30
Degree Level:	Undergraduate level
Progressive Specialisation:	()

Major Field of Study:

Course Approval

The syllabus was approved by the Board of Teacher Education 2025-02-05, and is valid from the Autumn semester 2025 at Karlstad University.

Prerequisites

Completed courses Educational tools for teachers, 6 ECTS credits, School as system and idea - primary education, 9 ECTS credits, Teachers' pedagogical approach - primary education, 15 ECTS credits, and Swedish for teaching in grades 4-6, 30 ECTS credits, or equivalent

Learning Outcomes

The aim of the course is for students to acquire substantial and relevant formal knowledge of the English language and its cultures for teaching English in grades 4-6, to develop strong oral and written language proficiency, and to obtain skills and methods for stimulating young learners to learn 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, and

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, and
3. describe and explain common linguistic structures and phenomena in spoken English that can cause problems for 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, and
2. identify common linguistic structures and phenomena that can cause problems for 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 basic ideas of some major language learning theories and approaches to language, and relate them to the national curriculum for English,
2. plan and discuss the teaching and assessment of English for grades 4-6, and
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 connect the students' own learning to their future teaching in upper primary school in each course component.

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, media-related, and societal 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 exercises in pronunciation and phonetic transcription
- 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 forms of study, for instance in relation to gender

Reading List

See separate document.

Examination

Module 1:

Learning outcome 1 is assessed based on an individual written hand-in assignment.

Learning outcome 2 is assessed based on an individual oral presentation.

Module 2:

Learning outcomes 1 and 2 are assessed based on an individual oral exam.

Learning outcomes 2 and 3 are assessed based on an individual written exam.

Module 3:

Learning outcomes 1 and 2 are assessed based on an individual written exam.

Module 4:

Learning outcomes 1 and 2 are assessed based on an individual written hand-in assignment.

Learning outcome 3 is assessed based on an individual oral presentation.

If students have a decision from Karlstad University entitling them to Targeted Study Support due to a documented disability, the examiner has the right to give such students an adapted examination or to examine them in a different manner.

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 and Master levels at Karlstad University stipulate the obligations and rights of students and staff.

Teacher Education programme: Upper Primary School