

**English and Other Languages  
in the Primary School**

Course guide 2025-2026

Semester	Spring (semester 2)
Inholland location(s)	Haarlem (main location)
Inholland faculty	Education & Innovation
Language of instruction	English
Cycle	Bachelor level
Number of ECTS	30

## Subjects (under construction)

N.B.: At the moment we are updating our curriculum. The information in this document is meant to give readers a global idea about the course, please note that details may be subject to modification. More specific information about this course will be available before the start of the academic year 2024/2025.

Subject title	ECTS	Course code
Teaching English as a <i>second/foreign</i> language in primary education	TBA	TBA
CLIL/Bilingual primary education	TBA	TBA
Multilingual pupils and their needs and possibilities	TBA	TBA
Academic English	TBA	TBA
Total	30 ECTS	

## Content subjects

This minor is part of the bachelor teacher training program for primary education.

The main focus of this minor is foreign- and second language teaching in a multilingual setting. - In the Netherlands, primary school teachers are required to teach all subject areas to children in the age range of 4 to 12 years. English is taught in all primary schools, however, there are great differences between schools when it comes to their approach to English and the intensity and length of their courses. You will study and practice the methodology of teaching English to young learners both as a school subject and as the language of instruction in bilingual education (CLIL). Some examples of questions to be explored during the course: How do children acquire languages? What are effective methods of teaching English in primary school? What are similarities and differences between teaching toddlers and older children? What are the similarities and differences between teaching English as a foreign language and teaching the school's common language as a second language to children who have a different mother tongue?

In recent years, teachers more and more often have children in their classes whose mother tongue is not the common school language, or who speak two or more languages at home. Diversity enables us to celebrate differences, yet, it can be challenging to teach a diverse group of children. You will explore how you can manage linguistic diversity in your classroom and how you can realize an inclusive learning environment for multilingual children. What do these children need to be able to flourish at school? How can teachers develop a positive attitude and use teaching methods which consider multilingualism as a resource instead of seeing it solely as a problem? How can a school become more language-friendly and welcoming to all families with diverse cultural and linguistic backgrounds? These are some of the topics that will be explored during the course.

- To be able to teach a language successfully, you need to be a proficient speaker of that language. Therefore, you will also practice your own English during the course to take your language skills and linguistic knowledge to a higher level.

- For those students who are not familiar with learning-outcome based portfolio-assessments, there will be additional support in the form of workshops and/or coaching sessions.

N.B.: More details about the contents of the course will be available later.

## Learning outcomes

### Under construction

The learning outcomes of our teacher training program cover the following eight task-areas of teaching professionals:

1. Realizing a safe pedagogical climate
2. Organising a stimulating learning environment
3. Contributing to pupils' personal development
4. Designing learning processes
5. Executing learning activities
6. Evaluating learning outcomes
7. Developing educative partnership
8. Working together with others on the quality of education

The specific learning outcomes of this minor will fall under these categories and will be derived from the general learning outcomes of our bachelor programme. [More information to be published later.](#)

## Mode of delivery, planned activities and teaching methods

Our teaching training program is based on the following principles:

- **Immersion:** practical teaching experience is an essential part of your learning process. We work closely together with placement schools where you will do research tasks (such as observations and interviews) and/or teach classes. This method ensures that theoretical knowledge and professional skills are strongly connected and developed together. Exchange students will follow the course together with Dutch students and will be placed at a bilingual or international school for the practical assignments.
- **Focus on the profession:** the professional tasks and roles of a primary school teacher form the heart of our program. Based on the requirements and daily practice of primary education in the Netherlands, we have defined 8 general learning outcomes that students must achieve by the end of their four-year training. During this minor, students will work towards specific goals derived from these final general learning outcomes. All your readings, seminars, assignments and teaching practice will be geared towards achieving these module-specific learning outcomes.
- **Becoming a reflective professional:** being able to reflect on your actions is an essential skill for a future teacher. It enables you to learn from your experiences and take an active role in shaping your development. This course is designed to stimulate this reflective action. Your earlier gained knowledge and experience will be the starting point to explore your personal learning needs and ambitions and choose your own focus points within the scope of the pre-defined learning outcomes. Your teachers and mentor will help you translate each focus point into a specific action plan that you will carry out. Throughout the learning process, you will regularly reflect on your experiences with the help of feedback that you receive from peers and experts, and you will also give peer-feedback to fellow-students.
- **Formative assessment:** In this programme, assessment is not simply a way to measure the results at the end, but an integral element of the learning process. The study method described above shows that we focus on your professional and personal development. Your progress will be closely monitored and filed in a digital portfolio. You will be required to take an active role in this process by choosing appropriate focus

points, asking for and utilizing feedback, reporting about your learning and demonstrating your achievements in your digital portfolio.

- **Blended learning:** the study will be a combination of seminars at the institute, educative activities and teaching practice at our placement schools and (interactive) study tasks in the online environment (Moodle). Additional masterclasses, fieldtrips and cultural activities may also be part of the program. Please note that these activities may take place in different cities, you may have to travel on your own to these locations. You will also need to travel to the placement school (which may be outside Haarlem) on your own.

### **Prerequisites and co-requisites**

The course is suitable for undergraduates who have finished their foundation courses (i.e. at least the first year of a three-year-study, preferably the first two years of a four-year-study).

A minimum of CEFR B2 level of English is recommended. At least B1 level must be demonstrated with an internationally acknowledged certificate. Knowledge of the Dutch language is not required.

Candidates must be familiar with basic pedagogical principles and the basics of the communicative approach to teaching English.

Well-developed self-regulation skills (goal-setting, planning, organization, feedback literacy etc.) are recommended.

### **Recommended or required reading and/or other learning recourses/tools**

To be determined.

### **Assessment methods and criteria**

Continuous formative assessment, criteria-based portfolio assessment

We work with a pass/fail system

### **Lecturer(s)**

Contact person of the course: [Annamaria.hoogma@inholland.nl](mailto:Annamaria.hoogma@inholland.nl)