

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

Course guide 2026-2027

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

This minor is part of the bachelor teacher training program for primary education. It consists of an integral program of 30 ECTS. Although there are no separate courses within the program, the main focus areas are as follows:

Subjects	ECTS	Course code
Teaching English as a second/foreign language in primary education	N.A.	N.A.
Content and Language Integrated Learning (CLIL)	N.A.	N.A.
Multilingual pedagogy	N.A.	N.A.
Intercultural awareness and culturally responsive teaching	N.A.	N.A.
English proficiency	N.A.	N.A.
Study coaching	N.A.	N.A.

Total: 30 ECTS

Contents

The main focus of this minor is foreign- and second language teaching and teaching in a multilingual setting. It is a good choice for students who want to specialize in teaching English to young learners and/or teach in a multilingual school environment.

Exchange students follow the course together with Dutch students. The language of the course is English.

Connecting theory and practice is a core feature of our program. This means that you will gain hands-on teaching experience as an intern in an international primary school and explore different educational settings during masterclasses and field-visits to different schools. As an Erasmus participant, you will be placed at our international partner school where you will spend one or two days a week throughout the semester (see more information about the teaching practice below). Your personal mentor at the placement school will help you bring into practice everything that you learn at the institute, and your lecturers at the institute will guide your learning and provide a strong theoretical basis to ensure that all your learning activities and experiences lead to a strong development your professional teaching skills in a way that is tailored to your needs and ambitions.

The course starts with exploring your starting situation (cultural and linguistic backgrounds, knowledge, skills, experiences, and motivations). You will visit your placement school and meet your mentor, and you will also be introduced to the principles and working methods of our program and the specific requirements and learning outcomes of this minor. This initial exploration forms the basis for formulating your personal learning questions within the following areas:

Teaching English as a second/foreign language and Content and Language Integrated Learning (CLIL)

You will study current theories of language acquisition and language learning and you will observe, design and teach English lessons at your placement school. This forms the basis for learning how you can use English as the language of instruction when you teach other subjects in English. You will apply the CLIL didactics regularly in your own lessons across different subject areas. In Dutch primary education, (almost) all subjects are taught by the

class teacher. Therefore, you will practice teaching various subjects and/or theme-based, integrated learning activities.

As a capstone project of the course, you will integrate all your knowledge, insights and skills in a complex CLIL-project that you design for and teach in your multilingual class at your placement school.

Multilingualism and intercultural awareness

The CLIL-principles also serve as a useful framework when you have learners in your class who do not speak the common language very well. In recent years, teachers more and more often have children in their classes whose mother tongue is not the common language of the school, or who speak two or more languages at home. While diversity enables us to celebrate differences and learn from each other, it is a challenging task to teach a linguistically diverse group of children.

You will explore what multilingual learners need in order to thrive. You will investigate good practices of managing linguistic diversity in the classroom with a positive attitude and learn how to create a supportive and inclusive learning environment for all your pupils. Attention will be given to different aspects such as instruction and scaffolding techniques, assessment, curriculum, and the physical learning environment. The broader school context, including collaboration with parents and local communities, will also be discussed.

Throughout the minor you will actively develop your intercultural awareness and communication skills. The rich learning environment of both the international study group and the placement school offers many valuable opportunities to learn about other cultures. You will be challenged to reflect on your own assumptions, values and teaching practices with a fresh perspective and become a culturally responsive teacher.

English Proficiency

Specializing in teaching (in) English requires that you become a proficient speaker of the language. Therefore, you will work on your own English during the course by means of self-study and peer-coaching. The aim is to take your language skills to CEFR C1 level.

Study coaching

To help you get familiar with our learning-outcome based, self-directed study strategies and portfolio-assessment, there will be additional support in the form of workshops and coaching sessions.

Learning outcomes

The learning outcomes of our teacher training program cover the following areas:

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

There will be specific learning outcomes within each of these categories. More information will be provided during the course.

Mode of delivery, planned activities and teaching methods

Our teacher training program is based on the following principles:

- **Immersion:** hands-on teaching experience is an essential part of your learning process. We cooperate closely with our placement schools where you will do research tasks (such as observations and interviews) and teach classes throughout the semester. This method ensures that theoretical knowledge and professional skills are strongly connected and developed together. You will follow the minor together with other exchange students and Dutch students and will be placed at an international school where you will spend one or two days a week to do your 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, you 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. 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 (we call these *learning questions* and *professional actions*) within the scope of the pre-defined learning outcomes. Your teachers and internship 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 program, assessment is not simply a way to measure the results at the end, but an integral and important 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 learning questions and professional actions to work on, asking for and utilizing feedback and feed-forward, reporting about your learning and demonstrating your achievements in your digital portfolio. There will be two formative assessments during the semester and a summative assessment at the end.
- **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 our online environment (Moodle). Additional masterclasses, fieldtrips and cultural activities may also be offered as part of the program (some of these might involve costs). Please note that these activities may take place in different cities, and you will have to travel on your own to these locations. You will also need to travel to the placement school (which is in Hoofddorp, near Haarlem) on your own.

Prerequisites and co-requisites

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

CEFR B2 level of English is required, demonstrated with an (internationally acknowledged) certificate. Knowledge of the Dutch language is not necessary.

Candidates must be familiar with basic pedagogy principles. Well-developed self-regulation skills (goal-setting, planning, organization, feedback literacy etc.) are strongly recommended.

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

You will need to bring your own digital device (laptop) with internet access. Readers and other resources will be available in our digital learning environment.

Assessment methods and criteria

Continuous formative assessment, criteria-based portfolio assessment

We work with a digital portfolio where you will collect evidence of your learning activities and development and get feedback on your work regularly. During the semester there will be two formative assessments with criterium based interviews to monitor your progress regarding the learning outcomes and the practical tasks. You will get feedback and feed-forward from the course teachers and your mentor to help you stay on track. To complete the minor, you must demonstrate with your digital portfolio that you have mastered all the learning outcomes at the required level.

We work with a pass/fail system.

Lecturer(s)

Contact person of the course: Annamaria.hoogma@inholland.nl