IOJPE

ISSN: 1300 – 915X
www.iojpe.org

International Online Journal of Primary Education *2025, volume 14, issue 4*

INSTRUCTIONAL STRATEGIES TO SUPPORT SECOND LANGUAGE LEARNERS IN DUTCH PRIMARY SCHOOLS

Richelle Dorotea SIJNSTRA
Utrecht University,
Faculty Member in Secondary Education and Specialist in Learning & Development, The Netherlands
ORCID: https://orcid.org/0009-0002-6360-308X
richellesijnstra@hotmail.com

Anna BEN SHALOM
Dr., Nyenrode Business University, The Netherlands
ORCID: https://orcid.org/0009-0000-5560-6892
a.benshalom@nyenrode.nl

Received: May 2, 2025 **Accepted:** December 2, 2025 **Published:** December 31, 2025

Suggested Citation:
Sijnstra, R. D., & Ben Shalom, A. (2025). Instructional strategies to support second language learners in Dutch primary schools. *International Online Journal of Primary Education (IOJPE), 14*(4), 182-210. https://doi.org/10.55020/iojpe.1689525

Abstract

Over time, the increase in multiculturalism has led to a culturally diverse society across Europe, which is reflected in Dutch primary educational classrooms. With the rise of diverse ethnic populations, schools have gained more second language learners (SLL). Insufficient language proficiency results in lower learning outcomes. Teachers face challenges and lack expertise on how to address these learning gaps. This case study examined what instructional strategies and materials primary school teachers use to support SLL in mainstream classrooms within a Dutch multicultural school context. Data were collected by conducting interviews and a focus group. The findings revealed that few strategies are put into practice due to teachers' lack of didactical expertise and training. Teaching programs should include lectures and activities to let future teachers expand their attitudes and increase teachers understanding of cultural perspectives on learning. Supporting SLL can be increased by incorporating Culturally Responsive Classroom Management (CRCM) practices and by educating teachers about trauma-sensitive teaching. Primary schools need to prioritize supporting multiculturalism by investigating the five dimensions for empowering multiculturalism in education. Hands-on tips for (future) teachers supporting SLL were collected and visualized.

Keywords: Multicultural education, second language learning, instructional strategies, trauma-sensitive teaching, culturally responsive teaching, classroom management.

INTRODUCTION

Multicultural context

Over time, the increase in multiculturalism has led to a culturally diverse society across Europe, which is reflected within Dutch primary education classrooms (Groothoff, 2020; Tielman et al., 2021; Van Tartwijk et al., 2009). In this study, multiculturalism is considered as the presence and recognition of diverse cultural and linguistic backgrounds among students in Dutch primary classrooms, and the educational practices that aim to support equity and inclusion (Banks & Banks, 2019). With the rise of diverse ethnic populations, schools have gained more second language learners (SLL) (Groothoff, 2020; Van der Borden & Lafleur, 2022). Second language learners (SLL) are children over the age of three who acquire a second language after their first language has been established (McLaughlin, 1977). Within the Netherlands, these SLL in school are known to be Dutch Second Language (DSL) learners. The Dutch translation for DSL is *Nederlands Tweede Taal* (NT2). An DSL student is defined as an individual who resides in a Dutch-speaking environment where Dutch is the primary language of interaction, yet the learner's native language differs and Dutch is acquired as an additional language (Kuiken & Andringa, 2022). Students attending

schools are provided with Dutch language lessons (Beekhoven et al., 2017). Besides SLL, there is another group that can be classified as newcomers. Newcomers are individuals who have recently arrived in the Netherlands and are at the initial stage of acquiring Dutch as a second language. They typically attend introductory programs, such as International Transition Classes (ISK), to develop linguistic and cultural competence before entering mainstream education (Kuiken & Andringa, 2022).

Structural challenges

However, for a few years, the Dutch government has been coping with teacher shortages in primary schools. In 2023, schools were given government funds to hire new employees, causing the teaching shortage to decrease from 9.6% to 8.1% (Adriaens, Elshout & Elshout, 2023). Even though there has been a decrease in the teacher shortage, the state secretary predicts that these shortages will increase again in two years (PO Raad, 17 December 2024). In primary schools with vulnerable and more complex populations, unfilled teaching positions are sometimes twice as high as in schools with less complex populations (Ministerie van Onderwijs, Cultuur en Wetenschap, 2023; NOS, 2024). As a result, the teacher shortage causes potential loss for less fortunate students (NOS, 2024). SLL are given the opportunity to follow Dutch language classes outside of the regular school program to increase their language competency. However, the number of children that need to attend is higher than the available places, which causes a waiting list (Lowan, 2022). Limited exposure to the Dutch language outside of school often results in minimal vocabulary, which hampers students from keeping up with the pace of regular classes (Scheele, 2010). The growing number of second language learners (SLL) in classrooms increases the need for differentiated instructional strategies that address linguistic diversity and support equitable learning opportunities

Pedagogical implications for SLL

To provide equal learning opportunities and to address this learning gap among students, teachers must be aware of cultural and linguistic challenges and have the expertise to address them (De Jong et al., 2013). Also, teachers should be educated on strategies for increasing language proficiency (Gibson, 2016). Weinstein et al., (2004) came up with the five elements of Culturally Responsive Classroom Management (CRCM) which can be applied within the classroom to enhance multiculturalism in education. However, studies show that teachers are not adequately prepared to teach students with different linguistic and cultural backgrounds and lack the right knowledge and support (Sarı & Yüce, 2020; Tielman et al., 2021; Tonbuloğlu et al., 2016). Therefore, this study explores the question: What instructional strategies and materials do primary school teachers use to support SLL in Dutch mainstream classrooms? The findings contribute to the theoretical field of teacher preparation for multicultural classrooms and teachers' use of instructional strategies for supporting SLL. In addition, this study provides insights into teachers' perspectives regarding teaching in multicultural classrooms, which can be used in teacher education programs (Tonbuloğlu et al., 2016). Lastly, this study provides practical tips for (future) teachers to support SLL in the classroom. The next section explains the concepts of multicultural classrooms and second language learning in primary education.

Multiculturalism in Primary Education

Multiculturalism is a concept defined by researchers in various ways (Bloemraad & Wright, 2014). This study focuses on multiculturalism from a demographic perspective, which entails the diversity of racial, ethnic, or religious backgrounds (Bloemraad & Wright, 2014) within the primary school context. *Multicultural education* could be described as schools that strive for "educational equity for a range of cultural, ethnic and income groups" (Banks & Banks, p. 6). Banks and Banks (2019) give five dimensions that a school can integrate to empower multicultural education: content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school cultures. The dimensions for empowering multiculturalism in education can be addressed from various contextual levels, e.g., educational policies (macro), school vision (meso), or learning content and activities in the classroom

(micro) (Kaseorg & Uibu, 2017). This study explores the topic of multiculturalism at a micro level by looking at strategies and materials used by teachers in the classroom.

Multicultural classrooms

Multicultural classrooms are characterized by "a diversity of ethnicity, religion, mother tongue, and cultural traditions" (Van Tartwijk et al., 2009, p. 453). Multicultural primary classrooms expand due to educational policies (Gay, 1994) and increasing migration (Tielman et al., 2021). All students bring along their own cultures, languages, and experiences, which enhance students' positive behaviour, attitudes, and skills (Sarı & Yüce, 2020). Multiculturalism also supports students in gaining an understanding, recognition, and acceptance of different cultures (Abacioglu et al., 2019), which contributes to students' development of their social norms and identity (Kaufman & Killen, 2022). Costa (1997) states that the values and attitudes of the teacher determine how successful education is. Therefore, teachers should be aware of how cultural differences influence student relationships and how linguistic differences can strengthen and complicate students' academic abilities (De Jong et al., 2013). Students with different cultural and linguistic backgrounds can face challenges like social exclusion (Abacioglu et al., 2019), lack of motivation (Cerezo & Ato, 2010), or lower achievement (Walton & Cohen, 2007). To facilitate a culturally safe climate, teachers must know how to manage classrooms with cultural diversity (Taylor & Wendt, 2023).

Culturally responsive classroom management strategies

In the learning process, students are influenced by the teacher-student relationship and the school climate (Debbağ & Fidan, 2020). Since the demographics of student populations are changing, teachers need to be educated on how to apply the right classroom management strategies (Taylor & Wendt, 2023). Weinstein et al., (2004) came up with the five elements of Culturally Responsive Classroom Management (CRCM) which aim to identify a teacher's ability to reflect on their own culture related to others, learn about students' culture and backgrounds, understand sociopolitical and economic contexts, have the expertise and skills to implement culturally responsive practices and to create a caring classroom environment. However, van Tartwijk et al., (2009) state that beginning teachers in multicultural classrooms face challenges in creating a safe classroom environment. This issue must be addressed because teachers familiar with student backgrounds can align class activities, reducing discipline challenges and increasing the level of student motivation (Wyman & Kashatok, 2008).

Banks and Banks (2019) state that teachers learn about multiculturalism, but they do not receive enough examples to apply in their teaching. Furthermore, Sarı & Yüce (2020) found that teachers teaching students with different cultural backgrounds face challenges like a lack of expertise and time, and do not have a curriculum that provides them opportunities to teach in a multicultural way. In addition, Tonbuloğlu et al., (2016) argue for adapting multicultural educational principles within teacher programs, so teachers have opportunities to practice and develop these skills. Nevertheless, accurate recommendations of explicit skills or what teachers need to feel competent remain unclear.

Van Tartwijk et al., (2009) emphasize the importance of investigating which strategies are actually used by teachers in the classroom and recommend investigating how teachers incorporate student backgrounds within their classroom management. This study contributes to filling the literature gap on teachers' necessities for teaching in multicultural classrooms by providing recommendations for teacher programs on integrating multicultural classroom management. The next section explores how second languages influence student learning and which instructional strategies can be used by teachers to support SLL.

Second Language Learning

Students, after the age of three, who learn a second language after the first language has been established, are called second language learners (SLL) (McLaughlin, 1977). McLaughlin (1977) states that the ease with which young children learn second languages is most likely a result of exposure, motivation, and a

variety of social, psychological, and environmental factors. When looking at a child's cognitive development, in the period between birth and age three, the brain is prone to develop and retain new information (Ormrod, 2019). This means that second languages learned after the age of three are more challenging. When second languages are learned after seven, which is considered late, this could impact the grammatical processing (Newport et al., 2001). Therefore, offering SLL tailored support is crucial.
According to Vygotsky (1987), a second language can be learned through interaction with the social and environmental context, like school. Furthermore, language acquisition is influenced by individual factors (Pinter, 2011) like motivation or one's ability to learn (McLaughlin, 1977). Second language learning also depends on individual characteristics, internal and external characteristics (Groothoff, 2020). Groothoff (2020) explains that internal factors are e.g., structure of the first language, motivation, personality, age, and cognitive abilities), and external factors e.g., exposure to languages outside of school, parental input, or school support. Piaget argues that from the age of two, language becomes a reflection of a student's cognitive processes and that the level of language proficiency determines a student's further development (Tassoni, 2007). However, researchers found that these cognitive reflections also depend on prior knowledge and experiences (Ormrod, 2019). In addition, language comprehension and proficiency also depend on the student's home situation and parent involvement (National Institute for Literacy, 2008) and learners' socioeconomic status (Melby-Lervåg & Lervåg, 2014).

Dutch as a Second Language (DSL)

Students, with either an international or national identity, who learn Dutch as a second language are considered Dutch Second Language learners (DSL*)* (Harmsen & Altorf, 2023). The Dutch translation is for DSL is *Nederlands Tweede Taal* (NT2). An DSL student is defined as an individual who resides in a Dutch-speaking environment where Dutch is the primary language of interaction, yet the learner's native language differs and Dutch is acquired as an additional language (Kuiken & Andringa, 2022). DSL students have attended less than 6 years of Dutch national education. They are allowed to have more time during tests and use dictionaries but are also offered support by the school through, e.g., small group guidance (Harmsen & Altorf, 2023). Currently, DSL students and newcomers are placed within *schakelklassen*, a one-year bridging program, in which they are learning the basics of the Dutch language (Beekhoven et al., 2017; Kuiken & Andringa, 2022). After this year, students are enrolled in mainstream schools. Nevertheless, Nelemans et al., (2021) argue that DSL students are better off when being placed in regular classrooms right away and state that students usually require more than one year to fully learn the language and that DSL students benefit more from being surrounded by their peers, provided that the right support is offered. This statement aligns with the socio-cultural theory of Vygotsky (1987), who states that learning occurs through interaction with peers and their surroundings. Arguing from this point of view, SLL develop best when immediately being placed in interactive environments where they are surrounded by others. This is also in line with the monolingual perspectives of second language learning, widely used in Dutch schools. Such language learning models advocate for creating a monolingual learning environment in which the pupil is immersed in the second language (in this case, Dutch), excluding the home language as the language of instruction (Sierens & Van Avermaet, 2014). Monolingual perspectives to language learning argue that as first language learning happens naturally via immersion, the same learning process must apply for new language learning, assuming that language acquisition as a subconscious, automatic process is the most efficient when the pupil is exposed to the target language (Cummins, 2008). However, this perspective does not take into account the age difference between learning a first and a second language, nor the sociocultural context of pupils.

Second language learning in primary education

When children start going to school, they already know a thousand words and their phonological development is almost complete (Pinter, 2011). Phonological awareness, decoding, and language comprehension play an important role in vocabulary learning and literacy development (National Institute

for Literacy, 2008; Verhoeven et al., 2011). First-language learners increase their vocabulary by using strategies like bootstrapping or fast mapping to discover the meanings of unfamiliar words (Pinter, 2011). However, beginning SLL start with limited vocabulary, which makes it harder for them to understand learning tasks and texts (August et al., 2005; Snow & Kim, 2007; Van den Bosch et al., 2020; Vermeer, 2003). When second languages are not fully mastered by students, e.g., by limited vocabulary or difficulties in reading comprehension, learning outcomes are affected (August et al., 2005; Melby-Lervåg & Lervåg, 2014; Vermeer, 2003).

SLL support after the transition to mainstream classrooms

Transitioning can be defined as transferring students from special programs to mainstream classrooms (Lucas & Wagner, 1999). Determining student readiness for transitioning is difficult, therefore, Lucas and Wagner (1999) developed a framework for schools (Appendix 1). Their framework was created for secondary education, but it provides useful strategies for supporting the transition of SLL by carefully looking at student placement, professional development of teachers, teacher collaboration and communication, student support services, instruction that supports SLL, and hiring the correct staff. Furthermore, Brice and Perkins (1997) suggest that assessment of SLL before transitioning them to mainstream classrooms should include an ethnographic observation to see if the level corresponds with high-frequency behaviour.

To support SLL in mainstream classes, teachers must familiarize themselves with the linguistic background of their students (Pinter, 2011) and their cultural experiences (De Jong et al., 2013; Sarı & Yüce, 2020; Tonbuloğlu et al., 2016). Teachers should be well-prepared with knowledge and strategies (like creating small reading groups, using graphic organizers, and using blended learning) and have time to collaborate with other SL teachers to enhance their professionalism (Friedrichsens, 2020). De Jong et al. explain three dimensions that enhance a teacher's expertise in teaching SLL. First, teachers should know how first languages and second languages interact with each other. Secondly, they should know how to design lessons with the right amount of interaction, equal participation, and scaffolding. Thirdly, they should have the skills to manage and address contextual factors in the school surroundings and classrooms. In addition, Nam (2010) proposes the following activities to enhance vocabulary teaching: pictorial and written annotations, fill-in tasks, summarizing a text, post-reading composition tasks, reading and retelling a task, crossword puzzles, and matching exercises. Lastly, affective teaching practices, like supporting a safe classroom environment, and including cultural referents from students' home culture, contribute to effective teaching of SLL (Solórzano & Solórzano, 1999). Even though instructional strategies are mentioned in the literature, many recommendations are not specific enough, which requires more energy and complicates accessibility for teachers (Nassaji, 2012). Furthermore, few studies on instructional strategies for supporting SLL explicitly focus on primary schools.

Trauma-Sensitive Teaching

As some SLL come to the Netherlands as refugees, they might suffer from trauma (De Groot et al., 2023). Traumatic events influence children's health, and cognitive, emotional, and social development (Van Der Kolk, 2015; Osofsky et al., 2016). These experiences can affect their self-control and self-confidence, leading to potential behaviour issues in class (Clarkson Freeman, 2014; Dombo & Sabatino, 2019; Jennings, 2019). In addition, traumatic experiences also lead to lower concentration, memory, and language skills (Ogata, 2017), influencing school performance (Goodman et al., 2012). Traumatic events destroy the process of bonding, which affectsthe ability of students to develop (Jennings, 2019).

Jennings (2019), and Dombo and Sabatino (2019) stress the importance of providing a safe environment where children feel seen and respected by the teacher. Safe classrooms have clear expectations and routines, and triggers are limited. In addition, teachers can support students by exposing them to various types of relationship models, so students have another opportunity to restructure relationships. Furthermore, Blanton

et al. (2022) describe trauma-sensitive teaching practices according to six principles: (1) ensuring a safe classroom environment, (2) being trustworthy and transparent, (3) supporting peers, (4) practicing equal collaboration, (5) empowering individuals, and (6) acknowledging cultural, historical, and gender factors. Practicing these principles helps students who have experienced traumatic events to meet their full potential (Blanton et al., 2022). Teachers who gain knowledge about the effects of trauma will understand some of the fundamental causes of children misbehaving in the classroom (Honsinger & Brown, 2019).

Present Study

Research has shown that SLL are still underperforming compared to their peers (Cadelle Hemphill et al., 2011), and the achievement gap between students continues to grow (Devia, 2019; Kennisrotonde, 2020). There is a literature gap on teacher preparation for multicultural classrooms and specific recommendations of instructional strategies for supporting SLL in primary schools. This study investigated (1) teacher needs for teaching within multicultural classrooms, and (2) aimed to provide useful insights to implement within teacher education programs (Tonbuloğlu et al., 2016). Furthermore, (3) it contributed to the theoretical field of supportive teaching strategies for SLL in mainstream primary classrooms by examining which strategies are used in practice compared to what is suggested in the literature. Lastly, since prior studies lack clarity in providing applicable tips for the classroom, this study (4) aimed to provide clear, accessible, hands-on tips for teachers. that can be easily implemented by assessing teachers' needs, by answering the main research question of this study is: What instructional strategies and materials do primary school teachers use to support SLL in mainstream classrooms? This question was explored by looking at the following sub-questions:

- How were teachers trained to teach within multicultural classrooms?
- What challenges do teachers face when teaching in multicultural classrooms?

The second sub-question was added after the data analysis phase to bridge the gap between multicultural classrooms and teaching SLL by looking at classroom management strategies. When revisiting the literature, the challenges mentioned were categorised under the umbrella of CRCM.

METHOD

As this study was conducted within one specific school setting, a case study was chosen as a research design. This case study can be categorized as an ordinary instrumental case study because the situation is typical, the phenomenon occurs widely, and the findings of this study can be generalized and applied in other similar settings (Creswell, 2007). A case study method was chosen because it aimed to gain in-depth insight into one particular topic (Heale & Twycross, 2017) and it was bound by a specific time and place (Creswell, 2009). Furthermore, this study aimed to gain a deeper understanding by including multiple perspectives (Ritchie et al., 2014) of the head of school and SL (second language) teachers by conducting semi-structured interviews and by asking teachers in focus group discussions. A case study allows multiple types of data collection, with specific focus on one school and exploring a phenomenon within the school's context (Creswell, 2009; Ritchie et al., 2014). Given the time frame in which this study was conducted only one school was selected. To enhance the quality of the study, the focus of the research was further refined to address the specific needs of this school. Another reason why this school was selected was because of the representativity of the aim of this study because of the high school weight. In Dutch primary education system, school weighting is an indicator of the complexity of the student population, based on socio-economic and cultural factors, and reflects the associated risk of educational disadvantage. The scale is from 20 till 40, where 30 is the average number. The school in this study had a high school weight (38.15-38.51 across recent years) (School director, personal communication, December 2, 2025). Lastly, an interpretive thematic analysis was used to provide participants the opportunity to share their experiences while respecting the context (Ritchie et al., 2014).

Participants

The study was conducted within a Dutch primary school with a multiculturally diverse population. The school was situated in the Netherlands in a deprived area where the socio-economic status of the parents is low. The student population is very diverse of cultures and has 132 students. At the school, there were 11 classroom teachers, five teaching assistants, one internal support coordinator, one administrative assistant, and one school director. In the DSL lessons, there were two teachers and two teaching assistants. To gain as much rich information to answer the research question (Jones et al., 2014), the participants were selected based on a purposive sampling method (Ritchie et al., 2014). All participants were formally recruited via mail through the contact person at the school. The demographics of the participants of the focus group can be found in Table 1.

Table 1. Demographics of the participants.

Participant	Years of teaching experience	Years of teaching experience with SLL	Pseudonym
School director	20	0	Eva
SLL teacher 1	8	7.5	Lotte
SLL teacher 2	9	7	Femke
Teacher 1	4	0	Lisa
Teacher 2	5	0	Lars
Teacher 3	1.5	0	Julia
Teacher 4	18	1	Sophie
Teacher 5	45	3	Annet
Teacher 6	9	1.5	Sanne

Instrumentation

The data collection consisted of conducting semi-structured interviews and a focus group. Based on the guidelines of Ritchie et al., (2014) and Boeije (2014), the aim was to set up a focus group with six to eight teachers. In the end, six teachers participated. The participants for the focus group were chosen using a purposive sampling strategy (Ritchie et al., 2014). The day the focus group was conducted took place on the day that most teachers were present. This ensured that both lower and upper classes in the school were represented. The focus group was organized within the staff room and lasted around 60 minutes. In addition, three interviews were conducted: two with DSL teachers and one with the school director. The interviews took place within the teachers' classroom and the director's office at the end of the school day and lasted around the estimated time. The questions and topics for the focus group were created by the author based on the teaching strategies recommended by the literature.

Pilot Study

Before data collection, both the interview guidelines and focus group questions were piloted with two peers. Some interview questions were adjusted for clarity. For the focus group, the decision was made to use an interactive form preventing the feeling of a group interview and to giving each participant a turn to speak. Furthermore, this gave me as a researcher the opportunity to ask follow-up questions and to monitor the conversation.

Procedure

After the necessary ethical approvals were obtained at the university, an information letter was sent to all staff members at the school to inform them about the research project. The letter explained the aim of the study and the research objectives. Before participation, informed consent was obtained to protect the

participants' rights. The interviews and the focus group were conducted face-to-face after the schooldays within a month. The questions asked in the interviews and the focus group are available upon request.

Quality standards

To enhance credibility, member checks were done by sending each participant the transcript of the interview or focus group to check correct interpretation (Guba and Lincoln, 1994). Furthermore, triangulation of data approaches was used to study the case from multiple perspectives. Interviews serve well to explore topics in-depth and allow participants to share their perspectives and experiences, whereas focus groups are suitable for exploring group norms and (non-) expressed ideas (Boeije, 2014; Ritchie et al., 2014). Triangulation of data sources also helps to crystallize findings by using independent measures and reducing biases (Jonsen & Jehn, 2009). The interview with the school director and the focus group were used to complement each other as both parties are in the same school, but they have a different function, which provides information from different perspectives. The interviews with the DSL teachers were used to find similarities and differences in classroom management strategies. Last, informal observations were done in the school to learn about the context and to earn trust.

To enhance transferability, a rich description of the case was included within this study so the findings could be generalized to other settings (Creswell, 2009). A purposeful sampling strategy was used to gain in-depth insights in different perspectives of both classroom and SL-teachers on the same topics within the school (Peterson, 2019). To enhance the dependability, a detailed audit trail of the steps taken was included based on the steps of Akkerman et al. (2008) as the findings are time-bound and influenced by external factors. The audit trail is available upon request. For enhancing confirmability, multiple data collection methods were used (Peterson, 2019) and a reflexive journal was kept being aware of interpretations (Creswell, 2009).

Positionality

This study was conducted following Guba and Lincoln's principles of trustworthiness (1994) in line with the constructivist approach. Throughout this study, I closely worked with one contact person and the participants within the school. Acknowledging my position as a white woman and being a primary school teacher myself, I was aware that these prior experiences influenced my assumptions and biases in my role as a researcher. However, by writing memos and keeping a research journal, I reflected on my assumptions and decisions. In addition, I attended peer round-table sessions and met with senior researchers to discuss possible issues. These meetings also helped me stay aware of my own assumptions and reflect on blind spots.

Ethics

To protect the confidentiality and privacy of research participants, all data were anonymized by using pseudonyms. Personal information was kept separate from research data, and access to identifiable information was restricted to the researcher. Furthermore, participation was voluntary, and all participants were provided with detailed information about the research, including its purpose, procedures, potential risks, and benefits. Informed consent was obtained from each participant before participation in the study. Furthermore, participants were able to withdraw from the study at any time.

Data Analysis

The interviews and focus group were audio recorded and transcribed before data analysis. Thematic analysis (TA) was used following the steps of Braun and Clarke (2006). A substantive and inductive approach was used, focusing on what the text said and aimed to develop labels and categories for answering the research question. TA requires exploring, interpreting, and reporting patterns, and based on that, ideas are clustered (Ritchie et al, 2014). First, each transcript was carefully read (step 1), and initial codes and themes were created (step 2 and 3) using the software program NVivo. Then, the themes were reviewed and redefined

(step 4 and 5) and the final themes were used for reporting the findings (step 6). An example of how this was done is shown in Table 2. TA is a flexible approach that can be used to summarize key features from a large data set (Braun & Clarke, 2006). To prevent poor analysis, the 15-point checklist was used to enhance the quality (Appendix 2) (Braun & Clarke, 2006).

Table 2. Visualisation of the thematic analysis process.

Step		Description	Example
1.	Familiarize yourself with your data	Transcribing, reading, and re-reading the data, noting down initial ideas.	*I have no idea how to do that either, but I know how to deal with SLL children socially, how to create a safe environment, and what is nice for a child. I can say that I would be competent in that, but learning and teaching them something is difficult. (Lisa)*
2.	Generating initial codes	Systematically coding interesting features across the entire data set, collating data relevant to each code.	Various of these examples lead to the combined theme: Teachers don't know how to support SLL in the right way.
3.	Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.	After data revision, it became clear that it could be explained as the 'lack of didactical skills to support SLL'.
4.	Reviewing themes	Checking if the themes work in relation to the coded extracts and the entire data set.	The theme was refined as: 'Lack didactical expertise for accommodating the right support'.
5.	Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.	After reviewing, the theme 'Lack didactical expertise for accommodating right support' and 'Limited time and access to material/resources' were combined to 'Poor accessibility to support teachers teaching SLL'.
6.	Producing the report	Selection of examples, final analysis of selected extracts, relating the analysis back to the research question and literature.	The final theme was used to describe the finding.

RESULTS

When analysing the data, the following five themes emerged: *teacher readiness, poor accessibility to support teachers teaching SLL, the need for facilitation of collaboration and knowledge sharing,* and *challenging external factors*. One of the external factors, trauma-sensitive teaching, was one of the key findings related to SLL support. Therefore, it was added to the literature review after data analysis. Even though TA was used for the analysis, the Gioia Methodology (Magnani & Gioia, 2023) was used for clear visualisation of the conceptualization of the themes (Figure 1). This methodology uses a structured approach to develop theoretical concepts from single-case studies (Gioai, 2021).

IOJPE
ISSN: 1300 – 915X
www.iojpe.org
International Online Journal of Primary Education
2025, volume 14, issue 4

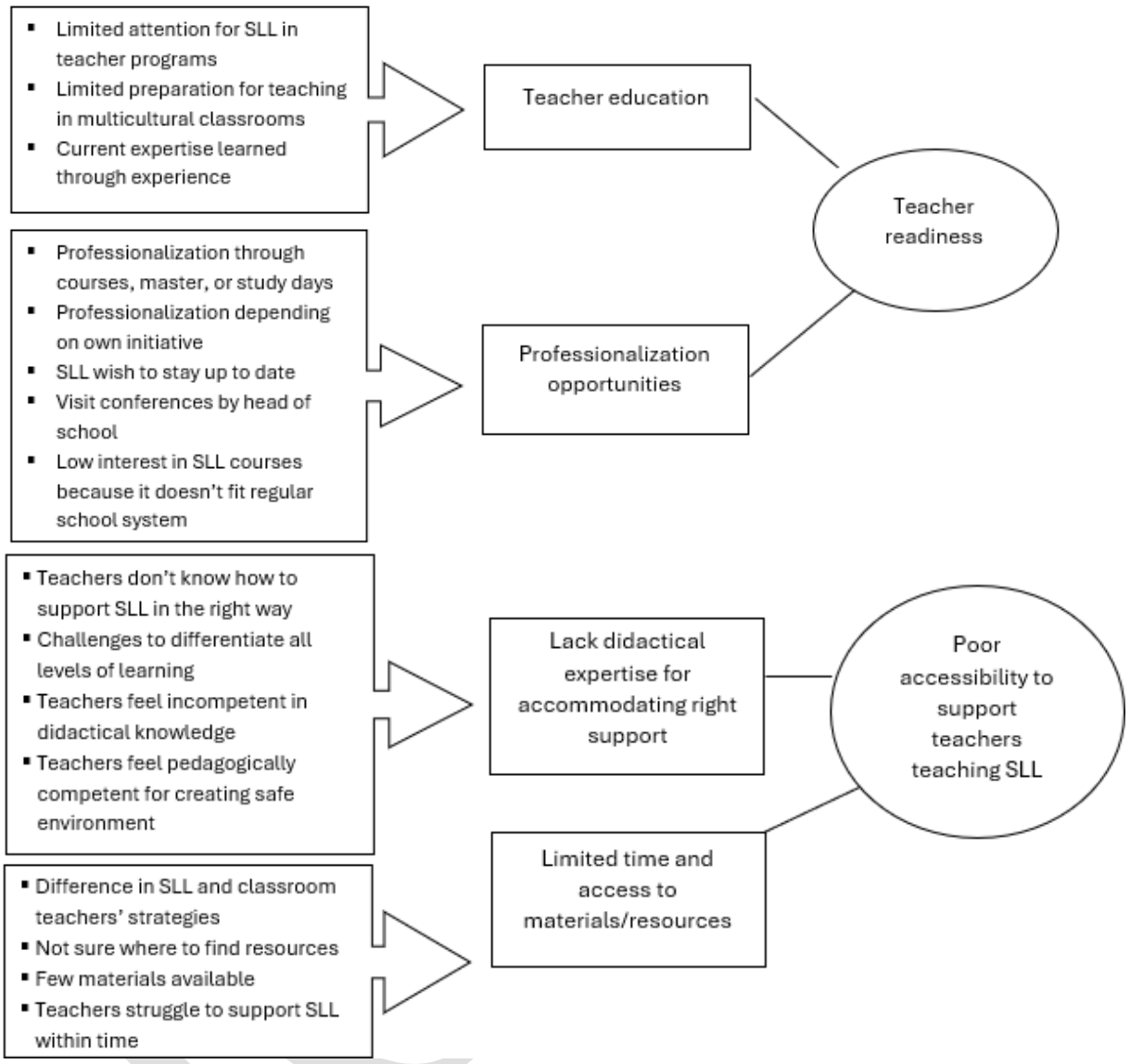

Figure 1. Conceptualisation of themes by the Gioia Methodology.

IOJPE
ISSN: 1300 – 915X
www.iojpe.org
International Online Journal of Primary Education 2025, volume 14, issue 4

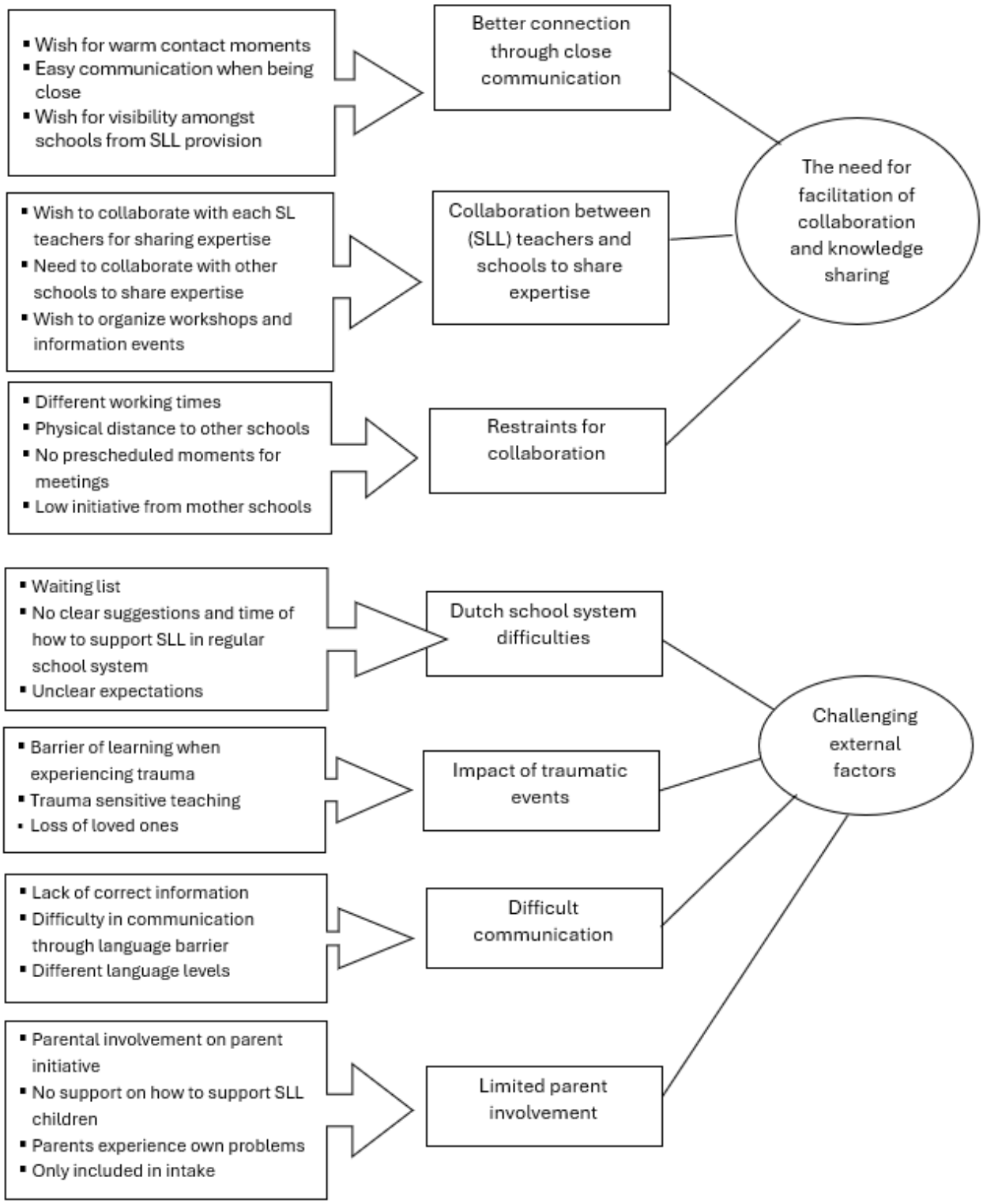

Figure 1 (Continued). Conceptualisation of themes by the Gioia Methodology.

In addition to the Goia model, the following figure was created to show the connections between the three concepts: multicultural pedagogical competence, the didactical competence and trauma-sensitivity (Figure 2). The figure illustrates the intersection across three domains (multicultural pedagogy, didactics, and trauma-sensitivity) indicating that sufficient expertise has the potential to significantly enhance learning outcomes for second language learners (SLL) in primary education.

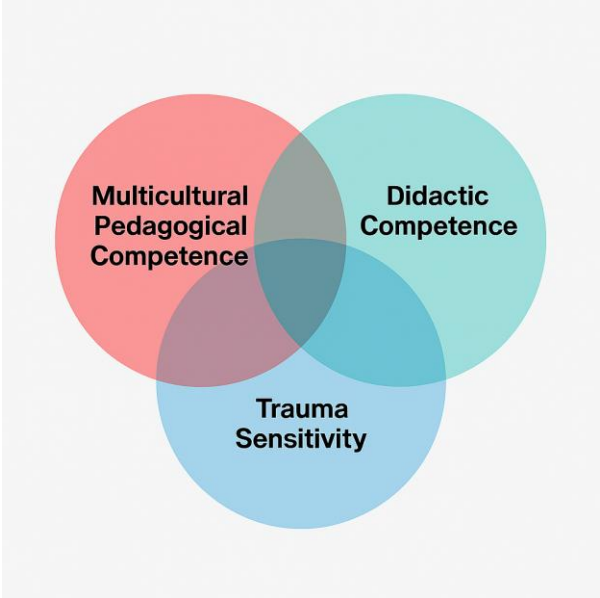

Figure 2. Conceptualisation of themes.

Teacher Readiness

Teacher education

When looking at the participants' educational background, none of the classroom teachers had a former education relevant for teaching SLL students. Their current expertise was learned through experience. The teachers shared that their prior education taught them about different religions and difficult parental situations, but not how to support SLL or cultural differences. Teachers stated that these subjects aimed at learning how to teach a certain subject rather than how to act appropriately to challenges. Furthermore, a lot of emphasis and encouragement within the teaching programs is aimed at fulfilling internships in special needs education, but there is hardly any promotion for SLL. The SL teachers obtained their SLL certification in addition to their prior teaching degrees, but only after a few years of teaching.

Professionalization opportunities

When teachers were asked about the opportunities for further professionalization, various options were mentioned, like doing a master's, following additional courses, or observing each other's classes. Nevertheless, even though various possibilities existed, not many teachers seemed to use these opportunities. The most mentioned reason was that attending SLL courses offered teachers interesting and useful insights, but within the current school system and classroom setup, it was impossible to apply them.

> In the SLL courses, you see what you cannot apply yourself, so we need something that fits within the regular school system... because otherwise you see all kinds of beautiful ideas there and then you think yes, nice! But it cannot be applied to your lesson. (Lisa).

The SL teachers have various options to develop themselves further. They use study days to discuss relevant topics or visit conferences like the Lowan-days or bring up their own ideas. “All new developments and visions and what will be added in that area? Yes, we want that too.” (Lotte). Also, the school director attends conferences to educate herself but is not satisfied with her level of expertise. She stated that other schools within the school organization do not have the expertise either, which makes it difficult to share knowledge. Looking at both aspects of teacher readiness, it seems that what has been taught in teaching programs is not sufficient, and the professionalization opportunities for teachers are there, but depend on the initiative of the school and teachers. In addition, the teachers mentioned that even though they would attend courses, the information shared there cannot be applied in regular classrooms.

Poor Accessibility to Support Teachers Teaching SLL

Lack of didactical expertise for accommodating tailored support

Effective support for SLL starts with teachers who have the right expertise to address challenges (De Jong et al., 2013). When teachers were asked about instructional strategies, the majority found it hard to specify what they used. Teachers mentioned that they used a lot of different vocabulary, aimed at having the same expectations towards students, and adjusted assignments where needed by e.g., finding similar tasks without too much text. However, adjusting the assignment was not done based on strategies, but more on student inclusion within the group. Hand gestures or the newcomer's method from Jose Schraven were used. However, despite these actions, most teachers reported that they were not aware of specific strategies.

When looking at teachers’ feelings of competence towards supporting SLL, they rated themselves according to two categories. For the pedagogical aspect, teachers found themselves competent and felt like they were able to create a safe learning environment and ways to guide students within the class. Teachers ensured a safe learning environment by following a set structure throughout the day, making sure the students felt welcomed, and connecting them to a peer. Cultural references were not purposefully used by teachers but mostly occurred through students' initiatives such as small talk during break time. One teacher admitted she found it difficult to ask students questions about their culture:

> Sometimes I find it difficult to ask students related to their culture because I don't really know what their background is or whether I’m provoking unpleasant memories for them. Just take the example of Ukraine or something like that... I'm deliberately not going to ask about that, but if they start talking about it themselves or if I ask, well, what are you going to do on the weekend? And they say something like... then you show interest, and I think it's really nice. (Sophie)

Nevertheless, for the didactical aspect, teachers reported that they had a hard time figuring out the didactical ways to teach them. One teacher rated themselves a three out of ten, whereas another teacher added:

> I have no idea how to do that either, but I do know how to deal with SLL children socially, how to create a safe environment, and what it is nice for a child. I can say that I feel competent in that, but learning and teaching them something is difficult. (Lisa)

Teachers shared that they did not know how to facilitate lessons that accommodate learning for each of their students. Nevertheless, Sanne, who has a few years of experience with SLL, pointed out the following: **“**For me it's different. I worked at such a SLL school, so yes, I feel quite capable in that regard. However, you really have to organize your education accordingly”. This statement emphasizes the importance of proper facilitation by schools and teachers.

Also, the SL teachers both reported not being fully aware of what strategies they were using. Nevertheless, both SL teachers followed a fixed structure throughout their daily schedule, which facilitated easy adaptation for new students who come in throughout the year. Furthermore, the SL teachers mentioned various didactical strategies: Viertak van Verhallen, a strategy used for teaching vocabulary, Wereld Vol Woorde, Logo 3000, newcomers’ strategies from Jose Schraven for vocabulary learning and spelling,

Veilig Leren Lezen, Letter Stad, and Total Physical Response (TPR), a didactical approach for language learning. In addition, the SL teachers shared different work forms that they used such as own-level learning, cooperation tasks, working in circuits, pairing up of students, drama lessons, games, drawing examples on the iPad or laptop, circle time, reading time, auditive tasks, and using hand gestures. The differences in teaching strategies could be explained by their prior education and the teaching context: smaller classes, provision of teaching assistants, and focus on language learning.

Limited time and access to materials

When looking at supporting materials, classroom teachers mentioned they had access to books in various languages: Chromebooks, visual dictionaries, and picture books. Others mainly used Google pictures to explain and visualize concepts. However, materials for children to work with were: "Not a lot" (Sanne) and "Nothing at all" (Lisa), "I have no materials…The higher the grade, the less we have..." (Lars). However, Sanne, who worked with SLL students before, felt more equipped because she used materials from her prior workplace such as number cards and useful websites for student materials andalso for herself, by using a scheme indicating students' expectations. Materials that were mentioned by the SL teachers were letter cards, laptops, memory games, mini-library, audiobooks, visual reminders on the table, pictures, 'praatplaten', textless books, and IOPN (individual development plan for newcomers).

Through these findings mentioned above, we concluded that both classroom teachers and SL teachers feel competent enough in accommodating a pedagogically safe environment to support SLL. However, didactical expertise and strategies that can be used to support SLL students are recognized more in SLL classes than in regular classrooms. The applicability of (didactical) strategies within the Dutch educational system was pointed out as a critical note. Based on the responses of classroom teachers and SL teachers, one point for improvement addresses the accessibility of materials for supporting SLL learners, especially in upper grades, where students who have just entered after the SLL provision may need it the most.

The Need for Facilitation Collaboration and Knowledge Sharing

Collaboration between (SLL) teachers and schools to share expertise

During the interview, participants were asked about the possibilities of collaborating. The school director mentioned that she saw enough time for the classroom teachers and SL teachers to collaborate since both are situated in the same building. She also emphasized that support from the SLL provision is helpful since access to the expertise in SLL within their school and schools within the surrounding area is limited. Also, teachers with SLL degrees are rare. The classroom teachers felt the freedom to walk over to the SLL provision whenever they faced difficulties or had questions. The SL teachers also felt the communication with the school went smoothly.

Restraints for collaboration

Even though the physical distance was short, teachers expressed their wish to see the SL teachers and missed the personal contact moments. "They have their own coffee room" (Lars), and classroom teachers mentioned that the working hours of the SLL are different, which makes it sometimes harder to find moments to talk to them. "Yes, they only work until 14:00, of course, which is inconvenient, you just miss each other after school" (Lisa).

Furthermore, the SL teachers also acknowledge the convenience of working in the same building and explained that the official communication moments with other schools are three to four times a year in written form. Both SL teachers feel that it differs per situation whether they would like to have additional communication with schools or not. Additional appointments are made on a casual basis. Other contact moments between schools and the SLL provision are facilitated by the internal support coordinators from each school. SL teachers would like to have an annual moment for school coordinators and teachers to answer questions.

Facilitating factors for collaboration

To enhance collaboration, the SL teachers expressed their wish to be seen more so that teachers from other schools would feel free to approach them whenever they encountered problems. The classroom teachers found that the close connection made it easier for them to ask for help. However, one of the teachers correctly mentioned that they were lucky to be this close, but when the SLL provision in the future gets its own school, solutions need to be created to maintain this connection. Even more for schools that are not located within the same building as the SLL provision. One teacher pointed out:

> We have a lot of luxury in that we can discuss everything easily, and the lines of communication are short. However, it is often specifically about a child who is in your class and their class... then it is often about behaviour that you encounter and which you can discuss. Perhaps we could make even more use of the other knowledge… (Lars).

Furthermore, the SL teachers stated that they felt unseen and expressed their wish for more publicity of the work they do and to become more visible to be approachable to other teachers: "For the warm contact, to become visible yourself, but also because I think that knowledge is sometimes lacking" (Femke). To summarize, the findings of this theme pointed out that there is a wish to collaborate, but the facilitation of these moments is still rare and occasional. Few moments are set, which means that collaboration depends on own initiative.

External Challenges

Dutch school system difficulties.

Students depend on available placements for starting with SLL provision, which causes a waiting list. SL teachers report that nearly 80-90% of the students should be ready after one year, but some students need more time. Due to this, classroom teachers accept students in their class who lack the basic skills of the Dutch language. In addition, the Dutch school system does not offer opportunities, guidance, or time on how to support SLL within regular classes. This adds another challenge to teaching SLL because classroom teachers need to figure out how to include them in the class while teaching the other students on their level.

Trauma

Another challenge that arose during the data collection was trauma. One SLL teacher caught her student scrolling through Google Maps rather than completing language activities. The teacher asked the student:

> Why don't you do spelling? But she was looking for her home in Syria. I realised, your thoughts are over there. Your mind is completely out of focus…Writing a -t or a -d... Why would you care about that? You are concerned with whether your house is still there or not. So, then as a teacher, you should also respond to that, I think. (Femke).

This example highlights that teachers teaching SLL need to have strong pedagogical skills to support these students. The school director also added that teachers who work at their school are chosen based on their high level of pedagogical skills. While teachers talked about their feelings of competence in accommodating a safe and welcoming learning climate, they expressed their concerns during the focus group teachers about teaching traumatized students and wished to know more about trauma-sensitive teaching and its impact on learning.

Difficult communication and lack of information

When students enrol in school, an intake is planned to establish the students' current home situation and assess the students' learning needs. Nevertheless, quite often there is a lack of information because students did not attend school before their enrolment here in the Netherlands, or they did not attend school at all. Other factors that complicate communication are language barriers or missing information due to unshared information due to shame or safety concerns. With limited information, teachers struggle to assess where

to start or to place certain behaviour. Femke states: “Sometimes I do not know whether it is trauma or autism”.

Parental involvement

As described by Lucas and Wagner (1999), parental involvement is an important factor in supporting SLL. From the findings, it appeared that parents were only present at the intake sessions at the beginning of student enrolment. After that, parents were informed throughout parent meetings. For the SL teachers, interaction with parents depends on the parents themselves, since there are no pre-scheduled moments besides the information letters. The SL teachers encourage parents to register their children to participate in a sport or after-school club to be surrounded by Dutch speakers, but it is difficult to ask and expect a lot from parents when they also have to deal with their own problems.

DISCUSSION, CONCLUSION, and RECOMMENDATIONS

This study aimed to answer three questions. First, this research investigated how teachers in mainstream primary classrooms support SLL using instructional strategies and materials. Even though many strategies are proposed in the literature, few teachers could name them. However, some strategies, like using visuals and books or adjusting the assignment to the learner’s level, could be deduced from teachers’ answers. When looking back at the framework of Lucas and Wagner (1999), only a few requirements for the effective transitioning of SLL were met. For instance, the framework proposes to place students based on prior information and assessments. However, the findings indicated that accurate information is not always available for all SLL. Furthermore, the parent involvement in SLL was low, and little additional support for SLL was offered after transitioning by the school. Moreover, teachers had limited knowledge about the materials that were there to support them in teaching SLL. On the contrary, SL teachers were more aware of and used the available supportive materials, which indicates that there are materials available, but that classroom teachers and schools are not familiar with them. By teaching future teachers these didactic skills, such as being able to assess the student’s level based on learning activities and adjust a learning plan accordingly, and frameworks, the next generation of teachers should be more equipped to support SLL.

Secondly, this study also explored how these teachers were trained to cope with culturally diverse classrooms. Teachers were competent in creating safe classroom environments but expressed the challenges of providing students within mainstream classrooms with the right support while still serving the non-SLL. The findings revealed that teachers lack adequate preparation in their teacher education programs regarding multiculturalism, which aligns with earlier mentioned literature (Sarı & Yüce, 2020; Tieleman et al., 2021; Tonbuloğlu et al., 2016). Even though including multicultural referents within teaching is recommended by the literature, the participants did not seem to realize the impact of including cultural referents on learning. De Jong et al., (2013) emphasize how cultural differences can complicate, but also strengthen academic achievement. The teachers repeatedly demonstrated awareness ofthe cultural differences of their students, but the teachers only stressed how linguistic differences can complicate academic achievement. Primary schools are encouraged to investigate the five dimensions that could be applied to their specific school situations for empowering multicultural education (Banks & Banks, 2019).

Both findings related to instructional strategies and materials and culturally appropriate teaching styles could be placed under the five elements of CRCM (Weinstein et al., 2004). It could be concluded that two elements are currently addressed by teachers: having the desire to employ culturally responsive practices and being able to create a loving classroom environment. For the other three elements, teachers still seem to lack the skills for culturally responsive management practices and an understanding of their importance. Teachers should be educated with classroom management skills to create a safe learning environment that stimulates students’ achievement and success (Mahmoodi et al., 2015; Tonbuloğlu et al., 2016) by learning

about CRCM strategies and knowing where to find supportive material like the IOPN[1]. In addition, primary school management should facilitate materials that can be used by students and teachers to enhance students' learning. By raising more awareness about culturally responsive teaching and by providing strategies that can be used, like including pictures or stories from students' home countries, students feel more included, which stimulates a safe learning environment and leads to better learning (Solórzano & Solórzano, 1999).

The third question investigated the challenges experienced by teachers when teaching in multicultural classrooms. Both SL teachers and classroom teachers expressed the wish to collaborate with different stakeholders within school communities, but the occasions are rare. To bridge the gap between expertise in SLL, schools, and SLL provisions must find ways to collaborate. With an increasing SLL rate in primary classrooms, heads of schools are encouraged to seek out SL teachers or communities and facilitate meetings to expand teacher expertise and experience. The content of multicultural education is not included in the curricula (Debbag & Fidan, 2020). Teacher education programs should include lectures or activities that allow future teachers entering the teaching profession to develop their attitudes and understanding (Debagg & Fidan, 2020). Trauma-sensitive teaching was another challenge that was addressed in this study. As described in the literature, traumatic events impact students' learning and ability to develop (Van Der Kolk, 2015; Osofsky et al., 2016). Providing a safe environment and support can help students. Teachers need to be educated to recognize these signs of trauma so that they can adjust their behaviour and teaching strategies accordingly. Teachers should know how to make students feel at ease, what to do and what to avoid, and how to support these students in their learning process (Jennings, 2019).

Although extensive research has been conducted on strategies to support second language learners (SLL), much of this literature remains theoretical or focuses on international contexts. There is a notable gap regarding the practical implementation of these strategies within Dutch primary schools. This study addressed that gap by examining how teachers in the Netherlands apply instructional strategies for second language learning in everyday classroom practice. Findings indicate that, beyond instructional approaches, teachers' expertise in trauma-sensitive practices, culturally responsive classroom management (CRCM), and multicultural pedagogical approaches also plays a critical role in enhancing learning outcomes for SLL. This highlights the need for integrated teacher education programs that combine these domains to effectively support linguistic and socio-emotional development.

Implications for Practice

This study investigated what instructional strategies were used by teachers to support SLL as recommended by van Tartwijk et al. (2009) by answering the research question: "What instructional strategies and materials do primary school teachers use to support SLL in mainstream classrooms?". It could be concluded that teachers do not purposefully choose strategies and materials to support SLL. In addition, supporting SLL can be increased by incorporating CRCM strategies and by educating teachers about trauma-sensitive teaching. However, teachers are not familiar with CRCM strategies for creating a culturally safe environment and face challenges related to trauma-sensitive teaching. There is also limited collaboration with topic experts. To comply with the needs of teachers regarding multicultural classrooms, teacher education programs, and primary schools need to prioritize supporting multiculturalism by using a variety of cultural examples in their lessons, increasing teacher understanding of how learning is influenced by cultural perspectives and biases, and pedagogy (Banks & Banks, 2019; Solórzano & Solórzano, 1999).

Furthermore, this study found that even though strategies are mentioned in the literature, few are applied in practice within schools due to teachers' lack of didactical expertise and insufficient training or support. Therefore, teacher education programs are advised to encourage internships within schools that have SLL

[1] IOPN: Individueel ontwikkelplan nieuwkomers

or create a minor. In addition, lectures or activities should be included in the curricula to let future teachers expand their attitude and understanding of multicultural classroom management (Debbag & Fidan, 2020). Hands-on tips for creating a culturally responsive classroom environment and materials collected through data and literature were explained and visualized (Appendix 3). The visual was written in Dutch informal language, so it can be used by apprentice or junior teachers within the Netherlands to support SLL. Lastly, primary school teachers and SLL provision institutes are encouraged to speak up and become more visible to share and expand knowledge, while primary school organizations are encouraged to reach out for collaboration so expertise can be shared across schools.

Limitations

The first limitation of this study is that the SLL provision was in the same building as the primary school but was seen as a separate organization. Officially, it is not seen as a part of the school. When looking at other schools within this area, the expertise of teachers might be different since there is no such close link. In addition, some of the answers given by the SL teachers were aimed at multiple schools, like communication. Therefore, the data obtained from the SL teachers was not always fully about the case study's school, but about multiple schools within the area.

A second limitation is that this case study included perspectives from the school director, SL teachers, and classroom teachers. However, the frequency of how many times something was mentioned was not possible to include in Figure 2, because teachers completed each other while speaking. It was difficult to pinpoint exactly what each teacher used or had in their/his classroom and to distinguish information per group or generalize the findings to other schools. Future studies are encouraged to facilitate multiple focus groups or conduct separate interviews to strengthen findings.

Future Recommendations

Contextual Factors

Future studies should examine schools where SLL lessons are not available to determine which teaching strategies are implemented without the support of SL teachers. This could reveal whether classroom teachers adapt their practices differently when they cannot rely on specialized language support. Additionally, conducting similar research in more privileged areas may provide valuable insights into how socioeconomic context influences language learning strategies, teacher expectations, and student outcomes.

Pedagogical Practices

Further research is needed on the integration of multicultural education and trauma-sensitive practices in primary schools. These approaches are essential for creating inclusive learning environments, particularly for students from diverse cultural and linguistic backgrounds. Studies could explore how teachers incorporate cultural referents into their lessons and how trauma-informed strategies impact student engagement and well-being. Moreover, investigating scaffolding techniques for multilingual learners and examining socio-linguistic variation between mono- and multilingual children would deepen understanding of effective instructional practices.

Teacher Development

Teacher education and professional development should be a key focus of future research. Studies could investigate how training programs prepare teachers to address cultural diversity and trauma-sensitive approaches in the classroom. Research might also explore the effectiveness of ongoing professional learning initiatives and how school leadership can support teachers in implementing inclusive strategies. Developing evidence-based guidelines for teacher training in these areas would contribute significantly to improving educational equity.

Student Perspectives

Finally, future research should prioritize the voices and experiences of minority students. Understanding their challenges, perceptions of inclusion, and educational needs can inform policies and practices that promote equity and belonging. Qualitative studies, such as interviews or participatory research, could provide rich insights into how these students navigate language learning and cultural integration within the school system.

Ethics and Conflict of Interest

This research was conducted in accordance with recognized ethical standards. Ethical approval was obtained from the relevant institutional review board. All participants provided informed consent prior to participation. The author declares that he acted in accordance with ethical rules in all processes of the research. The authors declare that there are no conflicts of interest related to this work.

Author Contribution

All authors contributed equally to the research.

Data availability

The data that support the findings of this study are available on request from the corresponding author.

Corresponding Author

Correspondence to Richelle Dorotea SIJNSTRA, richellesijnstra@hotmail.com

REFERENCES

Abacioglu, C. S., Isvoranu, A., Verkuyten, M., Thijs, J., & Epskamp, S. (2019). Exploring multicultural classroom dynamics: A network analysis. *Journal of School Psychology*, *74*, 90–105. https://doi.org/10.1016/j.jsp.2019.02.003

Adriaens, H., Elshout, M. & Elshout, S. (2023). *Personeelstekorten primair onderwijs – peilingsdatum 1 oktober2024*. Tilburg: Centerdata. https://open.overheid.nl/documenten/dpc-e895aa23dd903dabd590d2dc9bfe0c11b45b2a9d/pdf

Akkerman, S., Admiraal, W., & Brekelmans, M. (2008) Auditing quality of research in social sciences. *Qual Quant*, 42, 257-274. https://doi-org.proxy.library.uu.nl/10.1007/s11135-006-9044-4

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice*, *20*, 50–57. https://doi.org/10.1111/j.1540-5826.2005.00120.x

Banks, J. A., & Banks, C. A. M. (2019). *Multicultural education: Issues and Perspectives*. John Wiley & Sons.

Beekhoven, S., Hoogeveen, K., Kruiter, J., & Van der Heyden, K. (2017). *Schakelklassen, zomerscholen en onderwijstijdverlenging.* Sardes.

Blanton, M. A., Richie, F. J., & Langhinrichsen-Rohling, J. (2022). Readiness to change: A pathway to the adoption of trauma-sensitive teaching. *Behavioral Sciences*, *12*(11), 445. https://doi.org/10.3390/bs12110445

Bloemraad, I., & Wright, M. (2014). Utter failure or unity out of diversity? Debating and evaluating policies of multiculturalism. *The International Migration Review/International Migration Review*, *48*, 292–334. https://doi.org/10.1111/imre.12135

Boeije, H. R. (2014). *Analysis in qualitative research*. SAGE.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brice, A. E., & Perkins, C. O. (1997). What is required for transition from the ESL classroom to the general education classroom? A case study of two classrooms. *Journal of Children's Communication Development*, *19*(1), 13–22. https://doi.org/10.1177/152574019701900103

Cadelle Hemphill, F., Vanneman, A., & Rahman, T. (2011). Achievement gaps: How Hispanic and White students in public schools perform in mathematics and reading on the national assessment of educational progress. Statistical Analysis Report. *National Center for Education Statistics.*

Cerezo, F., & Ato, M. (2010). Social status, gender, classroom climate and bullying among adolescents pupils. *Anales de Psicologia*, *26*(1), 137–144. 10.6018/92131

Clarkson Freeman, P. A. (2014). Prevalence and relationship between adverse childhood experiences and child behavior among children. *Infant mental Health Journal*, *35*(6), 544-554. 10.1002/imhj.21460

Costa, X. B., (1997). *Intercultural education: Theories, policies and practices*. Ashgate.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches.* SAGE Publications, Incorporated.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Incorporated.

Cummins, J. (2008). *Teaching for transfer: Challenging the two solitudes assumption in bilingual education*. In: N. H. Hornberger (Ed.), Encyclopedia of language and education (pp. 1528-1538). Springer, Boston, MA. https://doi.org/10.1007/978-0-387-30424-3_116

Debbağ, M., & Fidan, M. (2020). Relationships between prospective teachers' multicultural education attitudes and classroom management styles. *International Journal of Progressive Education*, *16*(2), 111–122. https://doi.org/10.29329/ijpe.2020.241.8

Devia, L. M. (2019). *Administrators' Perceptions of Transitioning Second Language Learners into the Mainstream Classroom.* Texas A&M University-Kingsville.

De Jong, E. J., Harper, C., & Coady, M. R. (2013). Enhanced knowledge and skills for elementary mainstream teachers of English language learners. *Theory Into Practice*, *52*(2), 89–97. https://doi.org/10.1080/00405841.2013.770326

Dombo, E. A., & Sabatino, C. A. (2019). Trauma care in schools: Creating safe environments for Students with adverse childhood experiences. *American Educator*, *43*(2), 18-21. https://eric.ed.gov/?id=EJ1218781

Friedrichsen, A. (2020). *Second language acquisition theories and what it means for teacher instruction.* (Master's thesis, Northwestern College, Iowa, USA). Retrieved on December 27, 2023, from https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1200&context=education_masters

Gay, G. (1994). *A synthesis of scholarship in multicultural education.* Urban Monograph Series.

Gibson, C. (2016). Bridging English language learner achievement gaps through effective vocabulary development strategies. *English Language Teaching*, *9*(9), 134. https://doi.org/10.5539/elt.v9n9p134

Gioia, D. (2021). A Systematic Methodology for Doing Qualitative Research. *The Journal of Applied Behavioral Science*, *57*(1), 20-29. https://doi.org/10.1177/0021886320982715

Goodman, R. D., Miller, M. D., & West-Olatunji, C. A. (2012). Traumatic stress, socioeconomic status, and academic achievement among primary school students. *Psychological Trauma*, *4*(3), 252–259. https://doi.org/10.1037/a0024912

Groothoff, F. C. (2020). Second language development of newly arrived migrant kindergarteners: Exploring educational settings and pedagogical practices in the Netherlands. Utrecht University.

De Groot, I., Leijgraaf, M., & Van Dalen, A. (2023). Towards culturally responsive and bonding-oriented teacher education. *Teaching And Teacher Education*, *121*, 103953. https://doi.org/10.1016/j.tate.2022.103953

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Sage Publications, Inc.

Harmsen, A. & Altorf, R. (2023). *Protocol NT2-leerlingen (Nederlands als tweede taal)*. UGO verkennend VMBO. https://www.udo.nl/media/default/UGO-Protocol-NT2-2023-2024.pdf

Heale, R., & Twycross, A. (2017). What is a case study? *Evidence-Based Nursing*, *21*(1), 7–8. https://doi.org/10.1136/eb-2017-102845

Honsinger, C. & Hendricks, M. H. (2019). Preparing trauma-sensitive teachers: Strategies for teacher educators. *Teacher Educators' Journal*, *12*. 129-152. https://eric.ed.gov/?id=EJ1209431

Jennings, P. A. (2019). Teaching in a Trauma-Sensitive Classroom: What Educators Can Do to Support Students. *American Educator*, *43*(2). American Federation of Teachers, AFL-CIO. 12-17.

Jones S. R., Torres V., Arminio J. (2014). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). Routledge.

Jonsen, K., & Jehn, K. A. (2009). Using triangulation to validate themes in qualitative studies. *Qualitative Research in Organizations and Management: An International Journal*, *4*(2), 123–150. https://doi.org/10.1108/17465640910978391

Kaufman, E. M., & Killen, M. (2022). Children's perspectives on fairness and inclusivity in the classroom. *The Spanish Journal of Psychology*, *25*(28). https://doi.org/10.1017/SJP.2022.24

Kaseorg, M. & Uibu, K. (2017). Teachers' understandings about education decision-making processes on macro, meso and micro level. *New Trends and Issues Proceedings on Humanities and Social Sciences.* [Online]. 4(6), 169-177. Available from: www.prosoc.eu

Kennisrotonde. (2020). *Is starten in een aparte taalklas voor instromende NT2-leerlingen in het basisonderwijs beter voor de taalontwikkeling in het Nederlands? En is duidelijk hoe lang de leerlingen het beste in een aparte taalklas kunnen verblijven?* (KR.835). Den Haag: Kennisrotonde.

Kuiken, F., & Andringa, S. (2022). *Handboek Nederlands als tweede taal in het volwassenenonderwijs*. Uitgeverij Coutinho.

Lowan. (2022). *Inventarisatie instroom nieuwkomers in het basisonderwijs (4-12 jaar)*. Lowan ondersteuning onderwijs nieuwkomers. https://www.lowan.nl/wp-content/uploads/2022/11/Rapportage-korte-vragenlijst-wachtlijst-PO.pdf

Lucas, T., & Wagner, S. (1999). Facilitating secondary English Language Learners' transition into the Mainstream. *TESOL Journal*, *8*(4), 6-13.

Magnani, G., & Gioia, D. (2023). Using the Gioia Methodology in international business and entrepreneurship research. *International Business Review*, *32*(2), 102097. https://doi.org/10.1016/j.ibusrev.2022.102097

Mahmoodi, M. H., Izadi, N., & Dehghannezhad, M. (2015). An investigation into the relationship among EFL teachers' reflection, classroom management orientations, and perceptions of language learning strategies and students' L2 achievement. *Applied Research of English Language*, *4*(2), 25-42. 10.22108/ARE.2015.15501

McLaughlin, B. (1977). Second-language learning in children. *Psychological Bulletin*, *84*(3), 438-459. https://10.1037/0033-2909.84.3.438

Ministerie van Onderwijs, Cultuur en Wetenschap (2023). Trendrapportage arbeidsmarkt leraren PO, VO en MBO 2023. Den Haag, The Netherlands: Rijksoverheid. https://open.overheid.nl/documenten/dpc-0e4e96ef530d5ff8dbad7e46c38c34c33ae9040e/pdf

Melby-Lervåg, M., & Lervåg, A. (2014). Reading comprehension and its underlying components in second-language learners: A meta-analysis of studies comparing first- and second-language learners. *Psychological Bulletin*, *140*(2), 409–433. https://doi.org/10.1037/a0033890

Nam, J. (2010). Linking research and practice: Effective strategies for teaching vocabulary in the ESL classroom. *TESL Canada Journal*, *28*(1), 127. https://doi.org/10.18806/tesl.v28i1.1064

Nassaji, H. (2012). The Relationship between SLA research and language Pedagogy: Teachers' Perspectives. *Language Teaching Research*, *16*(3), 337–365. https://doi.org/10.1177/1362168812436903

National Institute for Literacy. (2008). *Developing early literacy: A scientific analysis of early literacy development and implications for intervention*. Retrieved from http://www.nifl.gov/publications/pdf/ NELPReport09.pdf

Nelemans, S., Muller, P., & Beekhoven, S. (2021). *Is een aparte taalklas voor instromende NT2-leerlingen in het basisonderwijs beter voor de taalontwikkeling in het Nederlands?* Kennisrotonde. Retrieved on December 19, 2023, from https://wij-leren.nl/taalklas-nt2-leerlingen-bo-taalontwikkeling-nederlands.php

Newport, E. L., Bavelier, D., & Neville, H. J. (2001). Critical thinking about critical periods: Perspectives on a critical period for language acquisition. In E. Dupoux (Ed.), *Language, brain, and cognitive development: Essays in honor of Jacques Mehler* (pp. 481–502). The MIT Press.

NOS. (2024, 24 januari). *Blijvend lerarentekort raakt kwetsbare kinderen extra hard*. Retrieved on March 3, 2025 from https://nos.nl/nieuwsuur/artikel/2506134-blijvend-lerarentekort-raakt-kwetsbare-kinderen-extra-hard

Osofsky, J. D., Tonya, C. H., Moore, M. B., Callahan, K. L., Hughes, J. B., & Dickson, A. B. (2016). *The trauma of hurricane Katrina: Developmental impact on young children.* https://eric.ed.gov/?id=EJ1121877

Ogata, K. (2017). Maltreatment related trauma symptoms affect academic achievement through cognitive functioning: A preliminary examination in Japan. *Journal of Intelligence*, *5*(32), 1-7. https://doi.org/10.3390/jintelligence5040032

Peterson, J. S. (2019). Presenting a qualitative study: A reviewer's perspective. *Gifted Child Quarterly*, *63*(3), 147–158. https://doi.org/10.1177/0016986219844789

Pinter, A. (2011). *Children learning second languages*. Springer.

PO Raad. (17 december 2024). *Nieuwe cijfers laten zien dat lerarentekort weer gaat groeien*. Retrieved on March 17, 2025 from Nieuwe cijfers laten zien dat lerarentekort weer gaat groeien | PO-Raad

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2014). *Qualitative research practice: A guide for social science students and researchers*. SAGE Publications Limited.

Sarı, M. H., & Yüce, E. (2020). Problems experienced in classrooms with students from different cultures. *Journal on Efficiency and Responsibility in Education and Science*, *13*(2), 90–100. https://doi.org/10.7160/eriesj.2020.130204

Scheele, A. F. (2010). *Home language and mono- and bilingual children's emergent academic language: A longitudinal study of Dutch, Moroccan-Dutch, and Turkish-Dutch 3- to 6-year-old children*. Utrecht: Universiteit Utrecht (dissertation). https://dspace.library.uu.nl/handle/1874/44570

Sierens, S., & Van Avermaet, P. (2014). Language diversity in education: Evolving from multilingual education to functional multilingual learning. In D. Little, C. Leung, & P. Van Avermaet (Eds.), *Managing diversity in education: Language, policies, pedagogies* (pp. 204–222). Multilingual Matters. https://doi.org/10.21832/9781783090815-014

Snow, C. E., & Kim, Y.S. (2007). Large problem spaces: The challenge of vocabulary for English language learners. In R. K. Wagner, A. E. Muse, & K. R. Tannenbaum (Eds.), *Vocabulary acquisition: Implications for reading comprehension* (pp. 123–139). Guilford Press.

Solórzano, R. W., & Solórzano, D. G. (1999). Beginning teacher standards: Impact on second-language learners and implications for teacher preparation. *Teacher Education Quarterly*, *26*(3), 37–70. http://www.jstor.org/stable/23478243

Tassoni, P. (2007). *Child development: 6 to 16 Years*. Heinemann.

Taylor, S., & Wendt, J. (2023). The relationship between multicultural efficacy and culturally responsive classroom management self-efficacy. *Journal for Multicultural Education*, *17*(1), 31–42. https://doi.org/10.1108/jme-01-2022-0006

Tielman, K., Wesselink, R., & Brok, P. D. (2021). Tensions experienced by teachers of Dutch culturally diverse senior secondary vocational education and training: an exploratory study. *International Journal of Training and Development*, *26*(1), 102–119. https://doi.org/10.1111/ijtd.12238

Tonbuloğlu, B., Aslan, D., & Aydin, H. (2016). Teachers' awareness of multicultural education and diversity in school settings. *Eurasian Journal of Educational Research*, *64*, 1-28. http://dx.doi.org/10.14689/ejer.2016.64.1

Van den Bosch, L., Segers, E., & Verhoeven, L. (2020). First and second language vocabulary affect early second language reading comprehension development. *Journal of Research in Reading*, *43*(3), 290–308. https://doi.org/10.1111/1467-9817.12304

Van der Borden, J., Lafleur, M. (2022). Didactisch handelen in de meertalige klas: Handleiding voor studenten en docenten Nederlands. *Lectoraat Meertaligheid en Onderwijs Hogeschool Utrecht*. https://www.hu.nl/-/media/hu/documenten/onderzoek/projecten/handleiding-voor-studenten-nederlands-met-voorbeeldlessen--didactisch-handelen-in-de-meertalige-klas.ashx

Van Der Kolk, B. (2015). The body keeps the score: Brain, mind, and body in the healing of trauma. *The Permanent Journal*, *19*(3). https://doi.org/10.7812/TPP/14-211

Van Tartwijk, J. J., Brok, P. P. D., Veldman, I., & Wubbels, T. (2009). Teachers' practical knowledge about classroom management in multicultural classrooms. *Teaching and Teacher Education*, *25*(3), 453–460. https://doi.org/10.1016/j.tate.2008.09.005

Verhoeven, L., Van Leeuwe, J., & Vermeer, A. (2011). Vocabulary growth and reading development across the elementary school years. *Scientific Studies of Reading*, *15*(1), 8–25. https://doi.org/10.1080/10888438.2011.536125

Vermeer, A. (2003). NT2-onderwijs en onderwijs Nederlands als moedertaal. In R. Appel (red.), De verwerving van het Nederlands als tweede taal. (pp. 80-100). Alphen aan de Rijn: Kluwer. (Leids Onderwijskundig Lexicon, editie 111).

VSNU (2018). *Nederlandse gedragscode wetenschappelijke integriteit.* DANS. https://doi.org/10.17026/dans-2cj-nvwu

Vygotsky, L. S. (1987). Thinking and speech. In Rieber, R.W. & Carton, A.S. (Eds.), *The collected works of L.S. Vygotsky, Volume 1: Problems of general psychology (pp. 39–285)*. Plenum Press.

Walton, G. M., & Cohen, G. L. (2007). A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology*, *92*(1), 82–96. https://doi. org/10.1037/0022-3514.92.1.82.

Weinstein, C.S., Tomlinson-Clarke, S. and Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, *55*(1), pp. 25-38.

Wyman, L., & Kashatok, G. (2008). Getting to know students' communities. In M. Pollock (Ed), *Everyday antiracism: Getting real about race in school* (pp. 299-304). New Press.

About the Authors:

Richelle Dorotea SIJNSTRA
She holds a master's degree in educational sciences and is a faculty member at Eerde International Boarding School, Department of Secondary Education. She has teaching experience in primary and secondary education with a focus on language learning. Her research interests include multicultural and international education, second language learning and teaching, instructional strategies for language support, and inclusive practices for multilingual learners. She is particularly interested in how teaching strategies and scaffolding techniques can support second language learners in diverse classroom contexts, and how teacher education can address the challenges of multicultural and trauma-sensitive practices.

Anna BEN SHALOM, Dr.
In the time of the research, she was a faculty member at Utrecht University, Faculty of Social Sciences, Department of Educational Sciences, where she taught undergraduate and graduate courses. Currently, she is an educational consultant at Nyenrode Business University. Her research interests include multicultural and international education, diversity, equity, and inclusion in education, inclusive, critical, and culturally responsive teaching pedagogies, as well as participatory qualitative research.

IOJPE
ISSN: 1300 – 915X
www.iojpe.org
International Online Journal of Primary Education 2025, volume 14, issue 4

Appendix 1

Lucas & Wagner
A framework for facilitating the transition of English language learners into the mainstream in secondary schools
Part 1: Establishing Transitioning Criteria

Criteria to consider	Indicators and tools for documenting the criteria	Suggestions and comments
1. Number of years of education and type of education before coming to U.S.	(a) Student background interview upon enrolment (b) Report cards and transcripts when available	Through an interpreter, if necessary, make sure students are comfortable with examiner as they are asked to talk about themselves and their educational background.
2. Reading and writing skills in the first language	(a) Portfolios and other forms of authentic assessment (b) Informal reading inventories (c) Observations of student reading (useful even if examiner does not know the language well) (d) Writing samples	Literacy assessment should be ongoing throughout enrolment in bilingual/ESL program.
3. Reading and writing skills in English	(a) Portfolios and other forms of authentic assessment (b) Informal reading inventories (c) Observations of student reading (d) Writing samples (e) ESL class level	• National TESO standards can be used as a guide to develop assessment instruments and procedure • Measures should articulate with measures for mainstream students • Literacy assessments should be ongoing enrolment in bilingual/ESL program.
4. Success in mainstream classes while enrolled in bilingual/ESL classes	(a) Teacher questionnaire and /or interview (b) Reviewing student cumulative file and report card (c) Student interview	
5. Standardized achievement test scores	(a) Instruments adopted by district and/or state. (b) Standardized test in native language	State education agencies can identify standardized instruments for some languages.
6. English language proficiency test scores	Instruments adopted by district and/or state.	Reading and writing measures, as well as oral proficiency, should be included.
7. Academic achievement	(a) Current math placement (b) Grade point average (c) Student report card	Measures should articulate with measures for mainstream students.

	(d) Teacher questionnaire	
8. Self concept and personal inclinations toward transitioning	(a) Student interview (b) Teachers' observations	Interview should be adults with whom the students are comfortable.
9. Counsellor and/or teacher judgement	(a) Teacher questionnaire (b) Group transition team meetings	Teacher and counsellor observations of students' learning strategies, attendance, and behavior should be included.
10. Family support	(a) Student background interview (b) Counselor and/or teacher judgment	Parents should be involved in, informed of, and approve of transitioning decision

Part 2: Strategies for Facilitating the Transition

Student placement	**Strategies** 1. Place transitioning students in classes with teachers who are supportive, sensitive, knowledgeable, and experienced with cul- turally diverse ELLs. 2. Place transitioning students in designated classes with other transitioning students or with students from their language groups so they can support each other. This will also allow counselors and bilingual and ESL teachers to follow up on them. 3. Place transitioning students in smaller classes so they can get more personal attention.	**Time Frame** During the transition During the transition During the transition
Professional development	**Strategies** 4. Provide professional development for all teachers in second language acquisition and development, cross-cultural issues and communication, and sheltered ESL instruction. 5. Encourage ESL and bilingual teachers to visit mainstream classes to learn more about the content, expectations, and instruc- tional approaches. 6. Encourage mainstream teachers to visit ESL and bilingual classes to learn more about the content, expectations, and instruc- tional approaches in those classes and to learn about the students before they are transitioned.	**Time Frame** Ongoing Ongoing Ongoing
Teacher communication and collaboration	**Strategies** 7. Encourage, facilitate, and participate in interdisciplinary planning and teaching among mainstream, bilingual, and ESL teach- ers through (a)	**Time Frame** Ongoing

	joint staff development, (b) joint meetings on issues of mutual concern, (c) team teaching with planning time, and (d) joint planning of extracurricular activities. 8. Establish mechanisms for maintaining regular communication between mainstream, bilingual, and ESL teachers and coun- selors so that the latter can monitor student progress and provide assistance to students and teachers as needed.	During and after the transition
Student support services	**Strategies** 9. Establish personal connections between students and adults to develop mentors and provide foundation for support that stu- dents will need in the transition. 10. Offer as much extra intensive support as possible through, for example, (a) Saturday academies, (b) after-school tutoring, (c) an extra period during the day, (d) bilingual and ESL study halls or resource centers where students can go for extra help and native language support, and (e) summer school courses. 11. Train language minority students in mainstream classes as peer tutors so that they can support newly transitioned ELLs. 12. Ensure that transitioning students have access to counselors knowledgeable about the transition process. 13. Encourage mainstream teachers to visit bilingual and ESL classes to talk to the students about what to expect in mainstream classes.	**Time Frame** Ongoing Ongoing Ongoing During and after the transition Before the transition
Curriculum	**Strategies** 14. Offer cognitively demanding, required general education classes in formats that allow ELLs to be successful (e.g., bilingual [native language] content courses, sheltered ESL courses, or transitional courses with designated mainstream teachers trained in ESL methodology). 15. Design the curriculum to allow students to transition gradually. For example: (a) Allow students to move from native lan- guage content classes (e.g., bilingual math) to sheltered content classes (e.g., ESL biology) to regular content	**Time Frame** Before the transition Before and during the transition

	classes; (b) Offer content in bilingual/ESL courses specifically designed to teach concepts students will be expected to know in main-stream classes (e.g., events in U.S. history, how the government works, key authors in British and U.S. literature); and (c) Offer transitional classes reflecting mainstream content, structures, and processes.	
Instruction	**Strategies** 16. In order to better prepare students to succeed in mainstream classes, ensure that the bilingual and ESL classes emphasize reading and writing skills development and that bilingual and ESL teachers hold high expectations of ELLs. 17. Encourage mainstream teachers to use cooperative learning and other student interaction strategies so that students can work and learn together. 18. Ensure that instruction in content classes is sheltered and that explicit language instruction and support continue for transi- tioning students in mainstream classes.	**Time Frame** Before the transition After the transition After the transition
Staffing	**Strategies** 19. When possible, provide bilingual/bicultural instructional assistants in mainstream classes with transitioning students. 20. Make increased efforts to hire language minority teachers as mainstream teachers in all content areas.	**Time Frame** During the transition Ongoing

IOJPE
ISSN: 1300 – 915X
www.iojpe.org
International Online Journal of Primary Education 2025, volume 14, issue 4

Appendix 2
Checklist of criteria for good thematic analysis by Braun & Clarke (2006)

Table X
A 15-point checklist of criteria for good thematic analysis

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.
Coding	2	Each data item has been given equal attention in the coding process.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for all each theme have been collated.
	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent, and distinctive.
Analysis	7	Data have been analysed – interpreted, made sense of – rather than just paraphrased or described.
	8	Analysis and data match each other / the extracts illustrate the analytic claims.
	9	Analysis tells a convincing and well-organized story about the data and topic.
	10	A good balance between analytic narrative and illustrative extracts is provided.
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated.
	13	There is a good fit between what you claim you do, and what you show you have done /i.e., described method and reported analysis are consistent.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as active in the research process; themes do not just 'emerge'.

IOJPE
ISSN: 1300 – 915X
www.iojpe.org
International Online Journal of Primary Education
2025, volume 14, issue 4

Appendix 3
Hands-on strategies mentioned by participants and literature

10 TIPS
For Teachers to Support NT2 Students

Read about the country of origin

Students with a migration background often have a different cultural background. Read about the country of origin and the culture of your student.

Prior knowledge

Increase knowledge prior to a lesson by showing videos or images. This helps students better understand new information.

Buddy-system

Connect SLL to one or more buddies to enhance the social aspects as well-being of the student.

. Materials in the classroom

1. Enhance storytelling and make use of language games like memory, bingo, Pictionary, etc.
2. Create a mini library with short stories, comics and picture books.
3. Provide enough reading books at different levels.
4. Use visual aids for daily things (day planning, toilet, books, bag, students, etc).
5. Use digital tools such as tablets or computers

Trauma-sensitive teaching

Be aware of possible traumas in students with a migration background and adjust your lessons accordingly. Create a safe learning environment where students feel heard and understood.

Focus on group dynamics

Try to involve SLL as much as possible in group activities so that they feel part of the group and can learn through interaction with classmates.

1. Students can show something from their country or language.
2. Do regular check-ins.
3. Include the students as much as possible rather than excluding them from the activity.

Outside of school…

Encourage parents to have their children speak the native language outside of school, for example by joining a sports club or music association.

Allow speaking in their mother tongue

Allow SLL students to use their own language if it helps them better understand during learning, but also encourage the use of native language where possible.

Total Physical Response (TPR)

Use Total Physical Response (TPR) where movements are linked to words or sentences, so that SLL students remember and understand them better.

The word-triangle

The word-triangle is an easy way to learn new words by connecting to others. Write a word in the middle and think of related concepts. This helps students work independently and prevents them from disengaging during the lesson.