InterAct

LEARNING PROGRAMME

Language Inclusion in Multilingual Classrooms (Supporting Learners with Limited Language Proficiency)

10-DAY COURSE

50 learning hours | Course programme

Language Inclusion in Multilingual Classrooms (Supporting Learners with Limited Language Proficiency) – 10-Day Course

Introduction and Description

This is an advanced professional development course designed to strengthen teachers' capacity to create equitable, inclusive, and linguistically responsive learning environments in increasingly diverse European classrooms. The course responds to the growing presence of learners with migrant backgrounds, newly arrived students, and multilingual learners whose educational participation and achievement are often constrained by limited proficiency in the language of schooling rather than by cognitive ability or motivation.

Grounded in inclusive education principles and contemporary research on language-aware pedagogy, the course challenges deficit-based perspectives and promotes an asset-oriented understanding of multilingualism. Participants explore how language functions as both a medium of learning and a potential barrier across all curriculum areas, and how teachers of all subjects share responsibility for supporting language development. Particular attention is given to the distinction between everyday language and academic language, and to making linguistic demands explicit within subject teaching.

Throughout the course, participants develop practical strategies for scaffolding learning without lowering expectations. These include structured classroom interaction, pre-teaching and recycling of key language, visual and multimodal supports, and the strategic use of learners' home languages as cognitive and cultural resources. The course places strong emphasis on formative assessment practices that allow learners with limited language proficiency to demonstrate understanding in multiple ways, and on alternative assessment approaches that value progress, process, and multimodal evidence of learning.

The programme further addresses inclusive feedback and accommodation practices that recognise diverse starting points, learning trajectories, and communicative repertoires. Participants learn how to separate assessment of content knowledge from language proficiency, how to adapt tasks and assessment conditions ethically, and how to provide feedback that supports both academic learning and language growth. Attention is also given to collaboration among teachers, communication with families, and the development of whole-school approaches to language inclusion.

By combining theory, reflective practice, collaborative design, and classroom-based applications, the course equips educators with sustainable tools to enhance

participation, belonging, and achievement for multilingual learners, while strengthening inclusive teaching practices for all students.

Methodology and Assessment

The course adopts a learner-centred, experiential, and reflective methodology consistent with adult education and inclusive pedagogy principles. Sessions combine short theoretical inputs with collaborative workshops, lesson analysis, case studies, micro-teaching, and practical design tasks. Participants actively engage with authentic classroom scenarios and develop materials directly applicable to their professional contexts.

Assessment is formative and continuous, focusing on professional learning rather than performance measurement. Participants demonstrate learning through reflective tasks, collaborative planning activities, designed lesson adaptations, and peer feedback. Emphasis is placed on self-reflection, practical application, and action planning to support sustained implementation in participants' schools.

Learning Objectives

1. Understanding Multilingualism and Inclusion

Participants will develop a critical understanding of multilingualism as a normal and valuable feature of contemporary European classrooms, recognising the diverse profiles, experiences, and strengths of learners with migrant and newly arrived backgrounds.

2. Language-Aware Teaching Across Subjects

Participants will learn to identify and address the language demands of different curriculum areas, integrating explicit language objectives into subject teaching and fostering inclusive classroom interaction and participation.

3. Scaffolding and Inclusive Learning Design

Participants will acquire practical scaffolding strategies that support comprehension, expression, and academic language development while maintaining high expectations and cognitive challenge.

4. Visual, Multimodal, and Universal Supports

Participants will design and apply visual, multimodal, and universally accessible learning supports that reduce linguistic barriers and enhance understanding for diverse learners.

5. Inclusive Assessment and Feedback Practices

Participants will develop competence in formative, alternative, and flexible assessment methods, as well as feedback practices that fairly recognise learners' progress, abilities, and starting points.

6. Accommodations and Ethical Adaptation

Participants will distinguish between accommodations and modifications, designing ethical adaptations that support access and participation without lowering curricular standards.

7. Whole-School and Collaborative Approaches

Participants will strengthen their capacity to contribute to school-wide strategies for language inclusion, collaboration among teachers, and constructive engagement with families and communities.

Preparation

After registration participants will receive a pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Understanding Language Inclusion and Learner Diversity
09.00 - 09.45	Introductions & Icebreakers

09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Language, inclusion, and equity in education
11.15 - 11.30	Break
11.30 - 12.15	Profiles of multilingual learners
12.15 - 13.00	Mapping language demands across subjects
Day 2	Language-Aware Teaching Across the Curriculum
09.00 - 09.45	What is language-aware teaching?
09.45 - 10.30	Planning with language objectives
10.30 - 11.15	Classroom talk and interaction
11.15 - 11.30	Break
11.30 - 12.15	Using learners' home languages as resources
12.15 - 13.00	Lesson analysis workshop
Day 3	Scaffolding Strategies for Learners with Limited Proficiency
09.00 - 09.45	Principles of scaffolding
09.45 - 10.30	Pre-teaching language and concepts
10.30 - 11.15	During-task scaffolding
11.15 - 11.30	Break
11.30 - 12.15	Post-task support and consolidation
12.15 - 13.00	Designing scaffolded activities
Day 4	Visual, Multimodal, and Universal Supports
09.00 - 09.45	Why visuals matter in multilingual classrooms
09.45 - 10.30	Visual supports for learning
10.30 - 11.15	Multimodal teaching strategies
11.15 - 11.30	Break
11.30 - 12.15	Digital tools for language inclusion
12.15 - 13.00	Creating inclusive materials
Day 5	Formative Assessment in Multilingual Contexts
09.00 - 09.45	Rethinking assessment for language learners

09.45 - 10.30	Formative assessment strategies
10.30 - 11.15	Informal assessment tools
11.15 - 11.30	Break
11.30 - 12.15	Feedback that supports language development
12.15 - 13.00	Designing formative assessment tools
Day 6	Alternative and Flexible Assessment Approaches
09.00 - 09.45	Principles of alternative assessment
09.45 - 10.30	Performance-based assessment
10.30 - 11.15	Portfolio assessment
11.15 - 11.30	Break
11.30 - 12.15	Self- and peer-assessment
12.15 - 13.00	Case study analysis
Day 7	Accommodations Without Lowering Expectations
09.00 - 09.45	Accommodations vs. modifications
09.45 - 10.30	Classroom accommodations for language learners
10.30 - 11.15	Assessment accommodations
11.15 - 11.30	Break
11.30 - 12.15	Individual learning plans and documentation
12.15 - 13.00	Designing accommodation plans
Day 8	Feedback Practices that Promote Language Growth
09.00 - 09.45	Feedback as a learning tool
09.45 - 10.30	Oral and visual feedback strategies
10.30 - 11.15	Peer feedback in multilingual classrooms
11.15 - 11.30	Break
11.30 - 12.15	Supporting learner reflection
12.15 - 13.00	Feedback workshop
Day 9	Whole-School and Collaborative Approaches
09.00 - 09.45	Creating a language-inclusive school culture

09.45 - 10.30	Collaboration among teachers
10.30 - 11.15	Working with families and communities
11.15 - 11.30	Break
11.30 - 12.15	Supporting well-being and belonging
12.15 - 13.00	Action planning at school level
Day 10	Individual support, presentations & Closing
09.00 - 09.45	Integrating strategies into daily practice
09.45 - 10.30	Preparing the final presentations and individual support
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.