InterAct

LEARNING PROGRAMME

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

5-DAY COURSE

25 learning hours | Course programme

Language Inclusion in Multilingual Classrooms (Supporting Learners with Limited Language Proficiency) – 5-Day Course

Introduction and Description

This five-day intensive course is designed to support teachers working in linguistically diverse educational contexts. As European classrooms increasingly include learners with migrant backgrounds, newly arrived students, and multilingual repertoires, teachers are required to respond to complex linguistic, pedagogical, and equity-related challenges across all subjects and age groups.

The course adopts an inclusive and language-aware pedagogical perspective, emphasising that language proficiency should not be conflated with cognitive ability or academic potential. Participants explore multilingualism as a resource for learning and identity development, while critically examining deficit-based approaches that may marginalise learners with limited proficiency in the language of schooling. Particular attention is paid to understanding diverse learner profiles, including interrupted schooling, transitional educational experiences, and the emotional dimensions of language learning and belonging.

A central focus of the course is the integration of language-aware teaching across the curriculum. Participants analyse the linguistic demands embedded in different subjects and learn to plan lessons that combine content and language objectives. Through scaffolded instructional strategies, structured classroom interaction, and inclusive task design, teachers develop practical tools to support comprehension, participation, and academic language development without lowering expectations.

The programme places strong emphasis on visual, multimodal, and universally accessible learning supports that reduce linguistic barriers for all learners. Participants explore how images, graphic organisers, movement, oral rehearsal, and digital tools can enhance understanding and engagement in multilingual classrooms.

Inclusive assessment practices form a core component of the course. Participants examine formative, alternative, and performance-based assessment approaches that allow learners to demonstrate understanding in multiple ways. The course addresses ethical accommodations, feedback strategies that promote language growth, and the separation of content assessment from language proficiency. Finally, participants consider whole-school approaches to language inclusion, collaboration among teachers, and communication with families, culminating in concrete action plans for sustainable classroom and school-level implementation.

Methodology and Assessment

The course follows a learner-centred, experiential methodology grounded in inclusive education and adult learning principles. Sessions combine concise theoretical input with collaborative workshops, lesson analysis, case studies, micro-teaching, and hands-on material design. Participants work with authentic classroom scenarios and adapt strategies directly to their own educational contexts.

Assessment is formative and process-oriented, focusing on professional learning rather than formal testing. Participants demonstrate learning through reflective tasks, collaborative planning, designed lesson and assessment adaptations, peer feedback, and individual action plans. Continuous reflection and practical application support sustainable implementation beyond the course.

Learning Objectives

1. Multilingualism, Equity, and Inclusion

Participants will develop an informed understanding of multilingualism as a normative feature of contemporary education and recognise the diverse experiences, strengths, and needs of learners with limited language proficiency.

2. Language-Aware Teaching Across the Curriculum

Participants will learn to identify the language demands of different subjects and design lessons that integrate content learning with explicit language support.

3. Scaffolding and Inclusive Instruction

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

4. Visual and Multimodal Learning Supports

Participants will design and implement visual, multimodal, and universally accessible resources that reduce linguistic barriers and enhance participation.

5. Inclusive Assessment and Feedback

Participants will develop competence in formative, alternative, and flexible assessment methods and feedback practices that recognise diverse starting points and learning trajectories.

6. Ethical Accommodations and Adaptations

Participants will distinguish between accommodations and modifications and design ethical adaptations that support access without lowering standards.

7. Whole-School and Collaborative Approaches

Participants will strengthen their capacity to contribute to coherent school-wide strategies for language inclusion, collaboration, and family engagement.

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: 400 €

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 (25 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 and Scaffolding
09.00 - 09.45	Principles of language-aware teaching

09.45 - 10.30	Planning with content and language objectives
10.30 - 11.15	Scaffolding strategies for comprehension and expression
11.15 - 11.30	Break
11.30 - 12.15	Supporting classroom interaction
12.15 - 13.00	Lesson adaptation workshop
Day 3	Visual, Multimodal, and Inclusive Learning Supports
09.00 - 09.45	Why visual and multimodal supports matter
09.45 - 10.30	Visual supports for understanding
10.30 - 11.15	Multimodal strategies beyond text
11.15 - 11.30	Break
11.30 - 12.15	Digital tools for language inclusion
12.15 - 13.00	Materials design workshop
Day 4	Inclusive Assessment, Accommodations, and Feedback
09.00 - 09.45	Rethinking assessment in multilingual classrooms
09.45 - 10.30	Formative and alternative assessment methods
10.30 - 11.15	Accommodations without lowering expectations
11.15 - 11.30	Break
11.30 - 12.15	Feedback that supports language development
12.15 - 13.00	Assessment design workshop
Day 5	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.