



Inclusive Pedagogical Practices for Language Education with Refugees

Language Support, Differentiation and Accessibility

Objectives:

- Understand inclusion as a value and practice in language education .
- Apply flexible, differentiated methods for heterogeneous refugee groups .
- Plan for accessibility , trauma -informed safety, and intercultural learning .

Facilitation notes :

- Set welcoming tone; invite participants to share their role/experience with refugee learners
- Frame language educations as central to integration and participation .

Why Language Support First?

Language skills drive
educational success,
social participation,
integration, and
access
to work/education.

Early language
courses
strongly influence
motivation and later
qualification steps;
course content
matters.

Core Principles of Inclusion

- Inclusion values diversity; identify learning barriers, then differentiate materials/methods for personalized learning.
- Inclusive practice is process -oriented and continuously seeks resources to remove barriers; honor learner individually.





Designing for Participation

- Proactive planning ensures participation across cultural, socioeconomic, and impairment - related differences; may require technical aids.
- Flexibility with grouping and openness to situational adjustments helps recognize small learning gains.

Curriculum Structure & Series Planning (Component Model)

Move beyond single, closed lessons with uniform assessment; offer tasks at varied levels and multiple learning pathways .

Use series planning to vary from guided to open situations ; combine didactic models .

List core skills, themes , and developmental goals to structure multi -level access.

Activity 1: Micro -Design Sprint

Task:

- Choose a topic (e.g., „At the Doctor“ or „Public Transport). Draft a 3-lesson series using the component model :
 - One guided task, one semi-open, one open
 - Provide two difficulty levels per task
 - Identify core skills and developmental goals

Output:

3 min share -out from 2 groups

Rationale:

Practices differentiation and series planning .

Appropriate Challenge & Materials

- Avoid under/over -challenge via range of materials with clear, concise design and multiple difficulty levels.
- Ensure relevance, real -world connection; consider emotions and provide time for exchange – support group dynamics.

Universally Understandable Language & Visual Supports

- Use language understandable to all; add images and symbols – vital for learners with special needs
- Communicative accessibility has broadened simplified -language usage in inclusive classrooms.

Bimodal-Bilingual and Visual Differentiation



Bimodal (auditory +
visual)
bilingual approaches
benefit all; tailor
methods/materials to
learner abilities



Offer multiple
modes (poster or
oral), bilingual
worksheets with
photos/drawings



Visual tools: schedules,
labeled spaces, symbol
cards, picture
dictionaries, audio pens
for image -triggered
content

Digital Media in Language Learning

- Digital media are standard; recordings, videos, learning apps activate multiple competencies and boost motivation through playful approaches

Writing Challenges from A2

- From A2, writing is challenging; learners transfer L1 spelling/pronunciation (e.g., verb conjugation, articles)

Intercultural Integration

- Language learning is inseparable from culture; define culture broadly (daily practices to symbolic worlds)
- Intercultural methods that value differences improve cohesion, well-being, and classroom engagement.

Activity: Festivals & Traditions

Task:

Learners present a holiday from their home country (e.g., Ramadan Christmas, Nowruz, Holi).

Language goals: holiday vocab, present-tense verbs, time expressions; cultural goal: understand rituals, commonalities, differences.

Activity 1: “About Me” book

- Learners create personal “About Me” books (print or digital) to explore life milestones; support peer communication.

Activity 2: Station Rotation Planning

Stations (teams curiculate):

- **Station A:** Visual environment (labels, symbols, schedules) – draft a classroom map.
- **Station B:** Plain-language rewrite – simplify a task instructions
- **Station C:** Differentiated task design – two levels for one objective

Share-out: 3-4 min

Rationale:

- Enacts multimodal, differentiated planning with universal design supports.

Teaching Deaf/Hard -of-Hearing (DHH) Learners

- Recognise social identity beyond medical categories; many DHH learners are bimodal bilinguals and may need more time due to early language access challenges.
- Ensure all spoken and signed languages are perceivable; good acoustics, lighting, clear sightlines; promote everyday interaction.

Displaced DHH: Access & Literacy Transitions

- DHH refugees often must learn host written language and national sign language for interpreters and community access; choose courses in sign language or with interpreters.
- Where relevant, support shift from Cyrillic (e.g., Ukrainian) to Latin alphabet.

Application, Self - Determination, and Assessment

- Involve learners actively; ensure each sequence ends with application to strengthen self -efficacy and autonomy.



Wrap Up



Key points:

- Commit to 1 -2 concrete changes for the next course (e.g., add visual schedule, design one series using component model).
- Encourage pre -session self-study on inclusion to prime learning.

Vielen Dank!



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