

Unit 2: Identifying Barriers

1. Linguistic barriers:

- Complex vocabulary.
- Long sentences.
- No translation or glossary.

2. Literacy barriers:

- Too much text.
- Dense paragraphs.
- No visual supports.

3. Cultural barriers:

- Examples not relatable.
- Misunderstood metaphors.
- Different communication norms.

4. Emotional barriers:

- Trauma triggers.
- Shame.
- Stress.

5. Structural barriers:

- Fast pacing.
- Limited digital skills.
- Technology issues.

Case study analysis

Here, we will present three different case studies. For each of them, identify:

- Learning barriers, including language, literacy, emotional factors.
- Structural barriers, including technology access, schedule, learning environment.
- Content barriers, like complex language, long text, lack of visuals.

Propose three inclusive strategies to address these barriers and consider how these strategies could improve accessibility and learner engagement.

Case Study I

Refugee learner with low literacy and limited digital skills

Amina is a 46-year-old refugee woman who arrived in the host country three years ago after fleeing a conflict situation. She lives in a shared apartment with other women and attends a community centre offering adult education and mental-health awareness sessions. Amina completed only a few years of formal schooling in her country of origin. She can speak some basic phrases in the host country's language but struggles to read longer texts. Writing is difficult for her and she feels embarrassed when asked to read aloud in front of others. She owns a smartphone but mainly uses it for calls and voice messages. She has never used a laptop, email or online learning platform before joining the course.

Case Study 2

Migrant worker struggling with language barriers and irregular attendance

Carlos is a 34-year-old migrant worker employed in the construction sector. He works long hours, often on short-term contracts, and his schedule changes frequently. He joined an adult education programme offering evening sessions on wellbeing, stress prevention, and mental health at work.

Carlos speaks his native language fluently but has an intermediate level in the host country's language. He understands everyday conversations but struggles with abstract vocabulary, long explanations, and professional terminology related to mental health.

Case Study 3

Young asylum seeker experiencing trauma and difficulties with written materials

Samir is a 19-year-old asylum seeker who arrived alone in the host country. He currently lives in temporary accommodation and is waiting for the outcome of his asylum application. His life situation is unstable, and he experiences high levels of stress, anxiety, and sleep difficulties.

Samir has completed secondary education in his country of origin and can read and write. However, since arriving, he finds it difficult to concentrate, especially when reading long or emotionally heavy texts. Certain topics related to mental health trigger strong emotional reactions.

Self-reflection Questions

- Which barriers appeared most frequently across the case studies?
- Why might these barriers exist?
- How can inclusive teaching help reduce these barriers?