



Council of Europe
Language Policy Unit
DGII – Education Department

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Linguistic Integration of Adult Migrants

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Language Policy
Politiques linguistiques

Scenarios in language teaching and learning for adult migrants

The situations in which migrants and those in refugee-like situations find themselves can range, depending on their circumstances, from an urgent concern for practical issues of everyday life, such as finding somewhere to live or to stay temporarily or getting urgent medical attention, to finding a school for a child or being interviewed for a job once they are settled in a destination country. Such situations, and many others that are relevant to migrants' lives, can form the basis of language learning 'scenarios'.

The word 'scenario' can be used to describe everyday activities related to the real world, such as using public transport, going to the cinema, renewing a passport etc. Each scenario comprises a series of verbal and non-verbal actions involving both general knowledge (e.g. where to buy a bus ticket) and competences (such as filling out a form) that are designed to lead to successfully carrying out the activities in question.

In language learning, scenarios enable language learners to practise using the target language in a realistic but simulated way or, in informal learning, as genuine communication. Such scenarios are useful because, as discussed in the *Core Inventory for General English* (British Council/Eaquals 2010), they provide a mental framework for the way a particular situation or set of situations is typically dealt with in a given target language and social context. "[...] a scenario suggests a holistic setting that encourages the integration of different aspects of competence in real [or realistic] language use" (p.13). Scenarios of this kind can help when analysing migrants' communicative and language learning needs, and can provide a basis for organising language teaching for adult migrants. Scenarios were used in these ways in the 1970s, for example in Colombier and Poilroux (1977), and more recently in Beacco et al. (2005, especially pages 54-56).

As scenarios are sequences of communicative situations, they offer a means of incorporating Common European Framework of Reference for Languages (CEFR) descriptors into language learning. A CEFR-based scenario provides a set of real-world variables, including a domain, context, tasks, language activities and texts (see CEFR, pp.13-14), in which "Can-Do" descriptors can be integrated as learning objectives, together with aspects of strategic, pragmatic and linguistic competence as enabling objectives, and quality criteria for evaluation purposes.

The example in the appendix, which follows the format proposed in the *Core Inventory for General English* and the *Inventaire linguistique des contenus clés aux niveaux du CECR* (CIEP/Eaquals 2015), shows how this can be done when enabling learners with elementary proficiency in the target language (in this case, English) to practise and improve the language they need to travel from one location to another in a new country or city. Scenarios like this can be developed by the institution providing courses or by teachers themselves.

Please cite this text as

"Council of Europe / Language Policy Unit (Strasbourg) - Project LIAM: www.coe.int/lang-migrants"

Such scenarios outline the domains (in the example, personal and public), the contexts (the kinds of places and people concerned), the tasks that are likely to need to be performed using language, and the kinds of language, or 'texts', that need to be dealt with.

A different and much more comprehensive approach to developing scenarios is to be found in the *fide* project, instigated by the Swiss Federal Migration Office in order to support the language courses offered to migrants in Switzerland. The project, which has developed materials in the three main languages of Switzerland, French, German and Italian, aimed to create both carefully structured resources for those providing language courses for migrants and a sound framework for assessing migrants' communicative competence. The resources, many of them available online via the *fide* website, are built around typical scenarios in 11 key areas, such as health, looking for work, housing, transport and administration. For example, in the area of housing, one of the scenarios is introducing oneself to neighbours. Short model videos are available to help bring the scenarios to life.

The *Core Inventory for General English* summarises the advantages of such scenarios: "The significant point about CEFR-based scenarios is that they offer teachers and learners a way of keeping in mind both the *macro* vision of successful real communication and the *micro* focus on specific practice points. Scenarios are a tool for defining, teaching and/or assessing the competences needed to perform real world tasks" (p.13).

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Related Resources

- Beacco J, M. De Ferrari, G. Lhôte, & C. Tagliante (2005). *Niveau A1.1 pour le français : référentiel de certification (DILF) pour les premiers acquis en français*. Paris : Didier
- British Council/Eaquals (2010). *The British Council-Eaquals Core Inventory for General English*. London: The British Council – accessible at
 - o <http://englishagenda.britishcouncil.org/sites/ec/files/books-british-council-eaquals-core-inventory.pdf>
 - o <https://www.eaquals.org/resources/the-core-inventory-for-general-english/>
- CIEP/Eaquals (2015). *Inventaire linguistique des contenus clés aux niveaux du CECR*. Sèvres: CIEP
 - o (CIEP) <http://www.ciep.fr/sources/ressources/inventaire-linguistique-des-contenus-cles-des-niveaux-du-cecrl/> ;
 - o (EAQUALS) <https://www.eaquals.org/resources/inventaire-des-contenus-cles-aux-niveaux-du-cecr/>
- Colombier, P., & J. Poilroux (1977). 'Pour un enseignement fonctionnel du français aux migrants' ('Towards functional teaching of French to immigrants'). *Le Français dans le monde*, 133, 21-28.
- Council of Europe (2001). *The Common European Framework of Reference for Languages. Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.
www.coe.int/lang-CEFR
- *fide* project – [website](#) in 4 languages. See [Flyer](#). [Presentation](#) at a Council of Europe Conference (French only)

Scenario A1: organising travel

Domain	Context	Task	Lesson activities	Texts
Personal Public	<u>Places</u> : stations, shops, bus stops; public transport. <u>People</u> : station staff, other travellers	<ul style="list-style-type: none"> • Getting information, buying tickets • Travelling • Finding your way • Socializing with other passengers 	<ul style="list-style-type: none"> • Listening to announcements & instructions • Reading instructions/for information & orientation • Spoken production • Spoken interaction 	<ul style="list-style-type: none"> • Sustained monologue and dialogue: • Description • Transactions • Notices, instructions

Level	A1
Can-Dos	<ul style="list-style-type: none"> • Can understand questions and instructions addressed carefully and slowly to him/her, and follow short, simple directions. • Can understand numbers, prices and times. • Can ask for and give personal information (address, telephone number, nationality, age, family, etc.). • Can handle numbers, quantities, cost and time. • Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
Criteria	
Interaction	Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
Coherence	Can link words or groups of words with very basic linear connectors like "and" or "then".
Range	Can use a very basic repertoire of words and simple phrases related to travel, personal details and particular concrete situations

Competences		
Strategic	Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word	
Pragmatic	Functional	Greetings Understanding and using numbers Understanding and using prices Giving personal information Understanding simple directions and instructions
	Discourse	Connecting words (and, but, because)
Linguistic	Grammatical	Simple verb forms Questions: where, how, how much I'd like, I want Prepositions and prepositional phrases
	Lexical	Personal information Things in the town, places, modes of transport Nationalities and countries

SAMPLE EXPONENTS	COMPETENCE	LEARNING ACTIVITIES	ASSESSMENT
Hello, I'm Iqbal. I'm from Iraq. Good morning. My name is Hanan. I'm Syrian. Hi. I'm Ester. I'm Kurdish but I live in....	greetings, introductions etc.	<ul style="list-style-type: none"> Revision practice in rotating pairs - teacher monitors Pronunciation support and practice 	Sequence of short role plays
The hospital is about 20 minutes from here by bus A ticket costs 2 euros 50	Understanding & using numbers Understanding & using prices	<ul style="list-style-type: none"> Teacher presentation and controlled practice using appropriate available materials. Longer stay students can aid the presentation and practice. 	Monitoring of individual utterances
Excuse me, where is the...? Sorry, is this the bus for....? How far is it to ...? How long does it take to get there? How much does it cost?	Polite request for help Questions relating to location, distance, price	<ul style="list-style-type: none"> Listening activity – recorded dialogue (video if available) Vocabulary and question practice led by the teacher: repetition practice as needed 	Responses to comprehension tasks Monitoring of individual production
Hi. Could you tell me where ...is? Do you know how much it costs? Cross over the street – the tram stop is on that side Get off at... and ask someone where the housing office is.	Additional expressions suggested by students, and vocabulary for places and landmarks needed by them	<ul style="list-style-type: none"> Pair or group dialogue practice based on student actual experience/needs, monitored by the teacher. Teacher monitors and helps and notes down errors and pronunciation problems that might cause problems in real life. Teacher mentions 5 or 6 salient errors that might hamper communication and seeks correction from students; further practice if needed. 	Pairs'/groups' ability to engage in role play successfully – interaction & coherence Students' ability to identify errors and adjust performance
		<ul style="list-style-type: none"> Sample dialogues by pairs of students 	Success in interaction, coherence
I need/want to go to Is it near hear? Which bus/tram/train line is it on? Etc., etc.	Real world interaction, especially listening comprehension	<ul style="list-style-type: none"> Autonomous work: students choose a local trip to somewhere they don't know (preferably useful) and agree to try to get there (or plan the trip) and report back on what happens 	

with acknowledgements to the *Core Inventory for General English*

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Language Policy Unit's main website: www.coe.int/lang