



Language Support for Migrants A Council of Europe Toolkit

41 - Finding out what migrants can already do in the target language and what they need to be able to do

Aim: To enable learners to describe their current language competence in the target language and their most urgent communicative needs.

Part 1. "What I can already do"

In table 1 below called "What I can already do", individual learners can use the symbols below to indicate their **overall** competence in the target language in terms of listening, reading, interactive communication and conversation, and writing.

They can use the smiley-faces to indicate the following:



I cannot do this in the target language yet



I can do this **with a lot of help**



I can do this **with some help**



I can do this **without any help**

Learners just tick (✓) the relevant column.

Then, the same table suggests language situations in which learners will typically find themselves in a new country. These situations, which are illustrated by images, include speaking on the telephone, using the media, reading and understanding, and sending and reading text messages.

Learners tick the column under the relevant smiley face to show how well they feel they can manage each situation.

Part 2. “What I need to be able to do”

In table 2, individual learners use the following symbols to indicate which situations they think they will need to be able to communicate in most urgently.

This second table ‘*What I need to be able to do*’ helps teachers and volunteers find out what individual learners think they need to learn. The images indicate typical everyday situations including going to the doctor or hospital, shopping, school, managing money at a bank or post office, accommodation, choosing and ordering food, travelling, and the workplace.

By marking the relevant column ‘✓’, individual learners indicate which of these situations are important for them to be able to communicate in using the target language.



Urgent



Very important



Important

Putting the information together

By combining the information from the self-assessment in table 1 (*What I can already do*) with the priorities in table 2 (*What I need to be able to do now*) you can identify the main language learning needs of an individual learner. For example, a learner who finds interactive communication difficult in table 1 *What I can already do*, and who sees medical treatment as a priority in table 2 *What I need to be able to do*, will need to be able to talk to medical professionals. This is therefore a priority for the language support offered to this individual and others with similar needs.

See also

For participants who can read some text in the target language please see the *European Language Portfolio (ELP) pages for Adult Migrants learning the language of the host community* www.coe.int/lang-migrants [→ Instruments]. Pages LP3, LP4, LP5 and LB (1) 2 provide instruments for self-assessment of language proficiency. LB (2)6 and LB (2)7 provide means for identifying and specifying personal priorities and targets for language learning.

Table 1: What I can already do




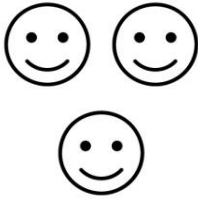








<p>I can already do this in the language of the host country (tick ✓ the relevant column)</p>				
				
				
				
				
				
				
				

Table 2: What I need to be able to do

Ask migrants some simple questions, if necessary, by using pictures, to get each learner to indicate a positive or negative reaction.







It is important to ensure that everybody in the group understands that:



 means urgent

 means very important

 means important

When you are sure that each person knows how to use this system, introduce the table.

SITUATIONS				
	Doctor, hospital, medical, dental etc.			
	Buying food			
	Shopping			
	School, education			
	Bank, money ATM etc.			
	Post office			

	<p>Accommodation</p>			
	<p>Choosing and ordering food in a café or restaurant</p>			
	<p>Transport and travel</p>			
	<p>The workplace</p>			
	<p>Playing sports</p>			
	<p>Meeting people</p>			