Language Support for Migrants
A Council of Europe Toolkit

Tool 54 – Introduction to using scenarios in language support for migrants

Aim: To offer guidance on using the various scenarios in the Toolkit to develop migrants' skills in a new language for practical everyday purposes.

What is a scenario?

A "social scenario" is a set of communicative situations related to a real-world context in which migrants are likely to find themselves. The scenarios mainly involve spoken interaction but there are also reading, writing and listening activities.

The aim of using scenarios is to help you in planning language activities with migrant learners about everyday situations with the aim of helping them to learn the language they need when fulfilling the communicative functions (the purposes or intentions) involved in dealing with these situations.

Each scenario:
- is a ready to use framework for language activities. The kinds of language activities you organize will depend on the mixed groups of learners you are working with (see Tool 16 - *Taking account of diversity when providing language support for migrants* and Tool 17 - *A checklist for reflecting on differences within groups of migrants*), as well as the context in which they are learning the language.

- is an open and flexible tool that you can use step by step or, in certain circumstances, by selecting individual activities.: it is possible to assemble (and reassemble) language activities within the same scenario, and you can also combine different scenarios.

- can be used as a model to create tailor-made language activities that take account of learners' specific needs: there are language activities related to everyday life involving different main skills.

The use of scenarios in language support can also be adapted to the specific context you are dealing with: you can add to the vocabulary and expressions in the scenario, use pictures and other visuals that are suitable for the context and the group, adapt the dialogues and add other activities.

What do the scenarios contain?

Each scenario is structured as follows:
- Aims: these specify the social and language learning goals of the scenario
- Communicative situations: this describes the series of situations and the types of communication exemplified in the scenario.
- Materials: these are just examples of the kinds of material and images needed for the language. You will need to find pictures and materials similar to those indicated, preferably related to your specific context, which are large enough to be seen by the group.

- Language activities: this section provides examples of different language activities. They can be used separately in one or more sessions and in any order, or you can use them as a series, following the order suggested in the scenario.

The language activities are quite varied but, remember, they are just examples and can be adapted to the needs of the group.

Guidelines on using the scenarios in language support

Dialogues and role-plays: these can be adapted, and additional similar dialogues can be created so that they are more relevant and interesting for the learners in your group.

Listening activities: sometimes there is a suggestion to obtain or make short simple recordings which learners can listen to several times and try to understand with your help. This is a very important skill for learners in a new country. You may be able to record, for example, announcements made in stations or supermarkets etc. using a mobile phone app. You could also record a short example dialogue with the help of a colleague. It is best to play the recordings through speakers so that they can be heard properly. If you cannot record or you cannot make the recording audible, read the text or dialogue aloud in a clear voice. (see Tool 28 – *Selecting and using texts for listening at elementary level*).

Writing: the examples given can be changed and adapted in line with the aims of the scenario according to the needs of learners who have different levels of literacy in the target language.

You can, of course, after an interval use the same scenario again to help learners to remember and use the same kind of language again for the same purposes in a different way. When doing so, you can add more vocabulary and expressions and invite learners to modify the dialogue (names, places, expressions etc.), use different pictures and so on.