



## Language Support for Migrants *A Council of Europe Toolkit*

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### 68 - Scenario: Dealing with schools or colleges

**Aim:** To introduce vocabulary and expressions relating to schools and colleges informing migrants about school or colleges in the host country and enable them to communicate about some school matters.

#### Communicative situations

Communicate with school or college administrative staff and teachers (with the help of a mediator, where available).

#### Materials

- A) Pictures of people and places related to schools/colleges.

#### Language activities

##### Activity 1

Use the pictures (below) to:

- elicit what learners already know about schools/colleges, the services offered, and job roles in educational institutions in the host country.
- ask questions to find out whether the education systems in learners' countries are similar to or different from the system in host country: e.g. *At what age do children start school? What kinds of schools are there in your country?* etc.
- show learners pictures of some school/college spaces e.g. the office, a classroom, a corridor, playground, cafeteria) and elicit or introduce the relevant vocabulary.

##### Activity 2

Ask learners to write the new words on cards, e.g. *secretary, head teacher, teachers, cleaner*; spaces in the school or college, such as the *cafeteria, classrooms, laboratory* etc. Then ask them to describe the pictures you have used.

##### Activity 3

Introduce a dialogue like the following between a parent and a member of staff in a school:

A. *Good morning. How can I help you?*

B. *I need to enrol my daughter in primary school. Can you tell me where the school office is?*

A. *Yes, go straight down the corridor, it's the second door on the right.*

B. *Sorry, can you speak more slowly please?*

A. *Sorry, yes of course. Go straight down the corridor, it's the second door on the right.*

Check comprehension, focusing especially on the key expressions for:

- asking someone to speak more slowly
- apologizing
- giving directions.

Then organise a role play in which learners imagine they are going to the school for the first time to enrol a child, or if they are adolescent migrants over 16, to imagine they wish to enrol at a college (see also Tool 65, Scenario – *Getting involved in lifelong learning*).

### **Suggested next steps**

If possible, organise a visit with learners to further education school/college.

In the case of further education, the purpose is to obtain information about free courses (e.g. language courses) and to make the learners aware of opportunities to continue their learning in the host country.

Taking learners, especially those who are parents, to a school would be an opportunity for them to understand how schools in the host country work, and, in relevant cases, to enquire about enrolling their children.

### **Sample materials**

A)

