



Lifelong Learning Programme | Leonardo Partnerships

Projecto 2012-1-PT1-LEO04-11978

Work of Art

Proposed Language Learning Programme



Projecto financiado com o apoio da Comissão Europeia.

A informação contida nesta publicação (comunicação) vincula exclusivamente o autor, não sendo a Comissão responsável pela utilização que dela possa ser feita.



Work of Art

This proposed language learning programme is based on the result of 18 months' research into the learning needs of around 20 museums in 7 different EU member states, as well as visits to museums in 5 different EU member states with the objective of identifying the current situation regarding language skills and learning needs of museum workers in direct contact with the visiting public: the Museum Visitor Services Team (MVST).

Within this group, the main (but not exclusive) target of our project has become the Gallery Assistant, who represents the front line of direct contact with the public, and yet our research has shown this group of workers usually has a very low level of language skills, quite often compromising communication or, at best, providing an inadequate image of the institution through resorting to techniques such as communicating via gesture. They are often unable to give the simple instructions necessary to enable the easy flow of visitors through a museum. This lack of language skills may also lead to uncomfortable situations and tension, as the Gallery Assistant attempts to communicate something and the visitor does not respond accordingly, given the lack of understanding.

According to the partnership's research, and after close analysis, our target learner profile appears to be, in the majority and although there are several exceptions, a relatively low-qualified worker aged 40-55 who has been an employee of the museum for several years. The majority are shift workers (implying difficulties in attending teacher-led courses) with only basic ICT knowledge and little e-learning or b-learning experience (implying difficulties in using ICT-based learning). Their main tasks were found to be security (including emergency evacuation), customer care, looking after the museum exhibits, providing information on the museum, its exhibits and facilities, and providing general or practical information on the surroundings of the museum and the local area. It was also found that gallery assistants do have, on a regular basis, certain VET training programmes. From the results obtained in the surveys, the areas of VET activity most frequented by workers are:

- Customer care
- Areas related to museum and exhibitions
- Communication with the public (in their national language)
- Health and safety
- Security

Several issues needed to be addressed for an effective language programme to be drawn up. Considering that our target group of students is made up mostly of shift workers, we encounter our first problem. With a teacher-led course, it would be difficult to establish a set timetable for classes; even if it is possible to organise flexible timetables, workers "swopping" shifts may impede regular attendance. On the other hand, an e-learning solution would imply that the student could learn at her/his own rate,



Projecto financiado com o apoio da Comissão Europeia.

A informação contida nesta publicação (comunicação) vincula exclusivamente o autor, não sendo a Comissão responsável pela utilização que dela possa ser feita.



Work of Art

establish her/his own timetable for learning and not feel the pressure to attend a class at a fixed regular timetable. However, the majority age group of our target is within the range of 40 – 55, which might suggest a group with a certain reluctance towards using new technologies, especially when learning new languages is already perceived as a challenge. Added to this is the fact that they are frequently long-term workers who might also be reluctant in relation to any form of change in work routine and procedure. Furthermore, past teaching experience at Centro Europeu de Línguas in Portugal suggests that the target group often lacks the self-confidence and even maybe the self-discipline required of anyone studying on their own, suggesting that teacher-led classes may indeed be preferable, as having a teacher in the class to guide them over any obstacles they might encounter, encouraging and monitoring their work, would clearly seem to be a motivating factor. Moreover, the benefit of classroom interaction with fellow students to exchange ideas, share work experiences, share learning difficulties that may be encountered is undeniable.

In attempting to reconcile these two apparently conflicting ideas, the partnership has reached the conclusion that a dual system, allowing for the use of both approaches, either simultaneously or in alternation, would appear to be the best option. This particular kind of b-learning system would give students the benefit of choice. The e-learning component of the programme would have to be simple, user-friendly and adapted to the students' level of ICT skills as well as to the language learning objectives. On the other hand, the teacher-led component of the programme would equally have to keep the language objectives simple and directly focused on the professional communication needs of the students: in order to keep motivation high, it would seem clear that students would have to see the direct relevance of what they were learning to their professional reality.

Moreover, taking into account the fact that we are dealing with various European countries that clearly have different cultural backgrounds, different types of visitors to the museums and different attitudes towards customer service, any language programme would have to be flexible in order to accommodate all this diversity. It was evident in our visits to the museums that language teachers would be faced with very different realities in terms of students, as well the types of visitors these students would have to attend to. Therefore, the programme would have to be flexible enough to enable a teacher in any one country to take the programme and 'mould it' to the reality they would be faced with in the classroom situation. This would appear to be particularly relevant in relation to the level of register when dealing with the visiting public, an issue which usually forms part of museum policy.

As far as communication skills are concerned, it is clear that the two main skills that would have to be worked on are speaking and listening. Research during this project has overwhelmingly shown that these are the skills most needed to communicate with the visitors.



Projecto financiado com o apoio da Comissão Europeia.

A informação contida nesta publicação (comunicação) vincula exclusivamente o autor, não sendo a Comissão responsável pela utilização que dela possa ser feita.



Work of Art

Taking all the above into consideration, the programme proposed introduces grammar structures as well as lexical areas aimed to cover the professional needs of the students. The grammar structure proposed is simple and easy to learn. Throughout the units there is a sense of repetition which is deliberate, allowing students to familiarise themselves with the structure to the point of becoming able to use it confidently. The lexical areas, on the other hand, include all areas pertaining to museum reality, making it relevant and interesting to learn. The idea is to focus on vocabulary acquisition and keep structure simple. By doing this, students will not be overwhelmed by what can easily be perceived as very intricate grammar structures that they feel unable to reproduce, which could so easily lead to demotivation and damaged confidence. The proposed structures in the programme show that with very simple grammar and with adequate vocabulary, the learners' needs will be met, and that the simplicity and relevance of the language they encounter will not only give them self-confidence but also encourage them to want to learn more.

We are therefore looking at a programme which reflects our main priority: learners at A1 level according to the Common European Framework of Reference for Languages, who we aim to bring up to at least A2 level. The register should be friendly and pleasant but polite and professional. The example programme described below addresses English as a Foreign Language; however, the partnership has identified several other target languages which appear to be especially relevant, including Spanish, Portuguese, German, Chinese and Russian, among others.



Lexical areas proposed

Greetings

Identifying people/things

Giving/asking for information

Telling the time

Short questions and answers

Numbers

Giving instructions (including emergency instructions)

Giving directions

Making suggestions

Requesting/offering

Asking for repetition

Expressing possibility/certainty/impossibility



TOPICS	LEXICAL AREA	ACTIVITIES SUGGESTED
<p>I - Greetings</p> <p>(In this section learners are introduced to a very simple verb form and sentence structure. The focus must be on good acquisition of the structure and on introducing vocabulary that will enable them to introduce themselves, identify nationalities, and provide a simple description of their job.)</p>	<p>Give personal information</p> <p><i>I am responsible for security in the exhibition room.</i></p> <p>Talk about their job</p> <p><i>I am a gallery assistant.</i></p> <p>Identify nationalities/countries</p> <p><i>He is Spanish.</i></p> <p>The use of the verb <i>be</i>. The objective is</p> <ol style="list-style-type: none"> to introduce only this verb in the affirmative, negative and question form and focus on building vocabulary, such as nationalities, personal information, job description. To use the contracted forms common in spoken language so as to sound more natural. <p><i>I'm Mary Smith.</i> <i>I'm not responsible for security.</i> <i>Julian Brown is responsible for it.</i> <i>Are you Mr. Brown?</i></p>	<p>Role play activities</p> <ul style="list-style-type: none"> The use of short dialogues that learners can roleplay in order to get used to using the language. <p>Crossword</p> <ul style="list-style-type: none"> Either pre-established or the learners themselves establish clues (The grid is prepared by the teacher). Two possibilities exist: <ul style="list-style-type: none"> either the teachers themselves write down the clues for learners to then guess . or two grids are prepared by the teacher with the words that need to be guessed, then given to two groups for them to prepare the clues for the words, and then grids are exchanged. This second possibility implies slightly more advanced language skills. It is often a good option for learners who are already at the end of A1.2.



<p>2 – Identifying people and things (in this section, learners are expected to acquire vocabulary that will enable them to identify the different rooms in the museum, as well as people according to their job. The adjectives that should be included are mainly those relating to the price, duration, size, colour, type of exhibitions being held and the type of art. Not only structures/ adjectives that they might use but also those that might be used by visitors and which they need to recognise.)</p>	<p>There is/there are... <i>There is an exhibition of modern art here.</i></p> <p>Is there/are there (question form) <i>Is there a cloakroom here?</i></p> <p>There isn't/there aren't (negative) <i>There isn't a restaurant in the museum but there is a café.</i></p> <p>Using demonstratives:</p> <p>This/that/these/those... <i>Those are the paintings in the catalogue.</i> <i>This is the room with the permanent collection.</i> <i>This is the head of security.</i></p> <p>Identifying specific areas in a museum <i>That is the cloakroom.</i> <i>Those are the two rooms with the installations.</i></p> <p>Adjectives (good, beautiful, expensive, cheap, long, short, large, small...)</p> <p><i>There is a good restaurant at the museum.</i> <i>There aren't any more cheap tickets for the concert.</i> <i>There is an excellent exhibition of abstract art.</i></p>	<p>Flashcards</p> <ul style="list-style-type: none"> - The use of the flashcards is to encourage learners to use the structures they have learned more spontaneously, e.g. using cards that show different situations or places in the museum in order to elicit a comment from the learner, e.g. card showing cloakroom – the learner will then be expected to say <i>that is a cloakroom or that is a large cloakroom or that is a tiny cloakroom.</i> Card showing museum visitors - <i>That is the Spanish group.</i> <p>Wordsearch</p> <ul style="list-style-type: none"> - The wordsearch is useful for learners to look for the different types of adjectives they have already learned. Or by giving them a list of adjectives and they must then find their opposites.
--	--	---



	<p>Opposites (adjectives) – The taxi is expensive but the bus is cheap.</p>	
<p>3 - Giving information (in this section learners are introduced to prepositions and the grammatical structure that will enable them to give information about what events are on at the museum)</p>	<p>Using the structure introduced in the previous unit <i>There is... /There are..</i> With the use of prepositions <i>in, on, at, near, under, above...</i> Followed by relevant vocabulary such as: <i>There is an exhibition in the Modern Art Centre.</i> <i>There are classical music concerts in the Grand Auditorium.</i> <i>There is a large cloakroom near the auditorium.</i> <i>There are modern art objects in the next room.</i> <i>There is a virtual art gallery on display.</i></p>	<p>Prompt cards</p> <ul style="list-style-type: none"> - On a card we have an event and where it will take place and students have to form simple sentences giving the information on the card.
<p>4 -Telling the time/talking about schedules (calendar) (in this section learners will learn to tell the time, inform about schedules, opening times, exhibition periods...)</p>	<p>Expressions related to telling the time <i>It's a quarter to five.</i> <i>We close in 15 minutes.</i> <i>We have two hours for our guided visit. It's now 9 o'clock.</i></p> <p>Expressions related to schedules <i>The museum opens at 10 o'clock and closes at 5 o'clock.</i></p>	<ul style="list-style-type: none"> - Matching quiz - Learners need to match times with events and then form sentences. - Listening for time -Give a grid to each learner with clocks showing different times and a pre-recording calling out the time. Learners have to identify in their grid the time that is



	<p>Days of the week/months of the year</p> <p><i>We are closed on Monday. That exhibition is in May. We have a temporary exhibition this month.</i></p>	<p>being called out.</p> <p>Working out a calendar</p> <ul style="list-style-type: none"> - Given different time schedules and different events for those schedules, learners work out a museum calendar and then describe it to the class. - Give two learners a calendar and one of them circles different dates. S/he then reads them out to her/his colleague who circles it in her/his calendar. They then switch roles. Good practice for numbers and dates.
<p>5 - Short questions and answers (in this section learners practise not only their responses but also listening to the type of question the visitor might ask)</p>	<p>Short question form and yes/no answers.</p> <p>Verbs be/do/have</p> <p><i>Are there any bus stops near the museum? Yes, there are. Do you have a cafeteria in the building? Yes, we do. Have you got your ticket, sir? Yes, I have.</i></p>	<ul style="list-style-type: none"> - Scrambled questions: Give learners a set of scrambled questions that once unscrambled are followed by the learner's answer - Pre-recording with different questions that will elicit an answer from the learner.



<p>6 – Numbers (in this section learners will learn about countable and uncountable nouns, how to express quantity and prices.)</p>	<p>Talking about quantity <i>We have many exhibitions in June.</i> <i>We have several exhibitions in June.</i> <i>There are a lot of people in the room. Please wait.</i></p> <p>Prices <i>It's five euros.</i></p> <p>Countable/uncountable nouns Looking at nouns such as <i>room, exhibition, ticket office, event, money, euro, painting, sculpture...</i></p>	<ul style="list-style-type: none"> - Bingo -Straightforward bingo for number/price recognition - Cards with the image of different items for the learners to identify as countable or uncountable, and form a simple sentence with the noun.
<p>7 - Giving instructions (in this section learners make use of the imperative without sounding aggressive or rude. Thus emphasis must be laid on how these instructions are given: tone of voice and intonation.</p>	<p>The use of the imperative in a polite manner: Imperative - <i>Please do not touch the sculpture.</i> <i>Please move away from that area.</i> <i>Please keep to the right of the stairs.</i> <i>Please turn left.</i> <i>Please do not use flash.</i></p> <p>Emergency instructions <i>Please do not use the lift.</i> <i>Please use the stairs.</i> <i>Please leave the building as quickly as possible.</i> <i>Please remain calm.</i></p>	<p>Board game</p> <ul style="list-style-type: none"> - Have a board game providing information that will elicit learners to act on certain instructions. If they respond correctly they move on, if not they lose their turn to play next time.



<p>8 - Giving directions (in this section learners are introduced to new verbs and prepositions that will allow them to guide visitors, both inside as well as outside the museum.)</p>	<p>The use of prepositions and adequate verbs for directions, both outside as well as inside a building.</p> <p>prepositions – over, along, round, through ...</p> <p>verbs – turn, go, carry on, get...</p> <p><i>Please turn right, go through the door and the ladies' room is on the left.</i></p> <p><i>Carry on along this corridor. The exhibition room is on your right.</i></p> <p><i>Go out of the main door and down the stairs, and the garden is in front of the gate.</i></p>	<ul style="list-style-type: none"> - Reading a map (preferably one of the actual place) and a plan of the museum for directions inside the building. These are handed out to two learners and they each take turns to direct the colleague from one spot on the map/plan to another, through a series of directions they will have to give. - Cards with images depicting a picture of the different prepositions, which learners then have to identify.
<p>9 - Making suggestions (in this unit learners are taught how to make short suggestions to visitors asking for advice. Some responses from visitors are also suggested to enable learners to roleplay)</p>	<p>The use of expressions such as:</p> <p>I think you should wait for the taxi outside, madam.</p> <p>I don't think you should leave your camera unattended, sir.</p> <p>Maybe you should ask at reception.</p> <p>Why don't you ask at the ticket office?</p>	<p>A roleplay is ideal to practise responding to what visitors might ask. One learner plays the visitor, the other the museum worker. This is also very good to establish possible requests (reality) from visitors.</p> <p>Game – <i>suppose that...</i> In this game we suppose a situation to elicit a response from the learner, e.g. Suppose a visitor asks you for a catalogue, but you are a guide.</p>



	<p>That's a good idea.</p> <p>Thanks for the advice.</p> <p>Good suggestion.</p>	<p>The response could be – I think you should ask at reception.</p> <p>Listening exercise where learners have to respond with suggestions to what is being asked of them on the recording.</p>
<p>10 -Requesting/ Offering (in this section modality is introduced to again make use of polite expressions to enable the learners to request information as well as give information.)</p>	<p>Using modal verbs (presented functionally as “polite forms”) such as:</p> <p>Can you tell me which room you are looking for?</p> <p>Could you please wait a moment? The guide is arriving.</p> <p>Would you like to have a guided visit?</p> <p>Would you mind (+gerund) not standing so close to the exhibit?</p>	<ul style="list-style-type: none"> - Roleplay – different roleplays in the different parts of the museum to practise the same structure with different vocabulary. - Flowchart that enables learners to roleplay a situation



<p>11 - Asking for repetition (in this unit learners will learn to politely ask for repetition. Again, emphasis must be put on how these structures are pronounced, considering intonation and tone of voice.</p>	<p>Being able to use the following expressions:</p> <p>Excuse me? (said like a question)</p> <p>Pardon me? (rising intonation)</p> <p>Sorry, what did you say (your name was)?</p> <p>Did you say . . . ?</p> <p>Can you repeat that please?</p> <p>Could you say that again please?</p> <p>What was that again please?</p> <p>Sorry, I didn't (quite) catch that.</p> <p>Could you speak a little louder, please?</p> <p>Could you speak slowly, please?</p> <p>Could you spell that, please?</p>	<p>Whispering game</p> <ul style="list-style-type: none"> - In this game learners whisper or deliberately say things in order not to be heard properly to elicit asking for repetition. <p>Alphabet pronunciation</p> <ul style="list-style-type: none"> - Grouping letters together based on similar phonemes - Pair work in which learners spell difficult names to each other and write them down.
--	---	--



<p>12 - Expressing possibility/certainty/impossibility (in this unit learners will be able to use more modal verbs, again practising both the structure and the way it is pronounced)</p>	<p><u>Modal verbs</u></p> <p>May Yes, madam, you may leave your bag here.</p> <p>Must/musn't You musn't leave any valuables in the bag. We cannot be not responsible for them.</p> <p>Can/can't I'm sorry, you can't take any photos in this exhibition.</p> <p>Could/couldn't Could you please be careful with your handbag? You could damage the vase.</p> <p>Maybe /Perhaps Perhaps you could ask at the ticket office.</p> <p>Probably You can probably find that in the museum bookshop.</p>	<ul style="list-style-type: none"> - Group work – establishing rules, and then the learners roleplay situations where they have to politely point out these rules to the visitors. - Flashcards with visitors doing something wrong, where learners have to intervene. - Pre-recording with various situations, where learners then express possibility/certainty
--	---	--