



# "Improvisational theater methods applied to English language learning"



## KEY DOCUMENT INTELLECTUAL OUTPUT 1

Partners:



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## IO1 RESULTS - KEY DOCUMENT

This is a detailed document describing the training modules and units that will content the IMPROVLANG training programme.

This document includes a list of improvisational theatre methods and soft skills suitable for teaching English as a second language in primary and secondary education. By using the modules and units, it will be possible to create new courses or add new subjects to existing courses.

The research approach was qualitative, primary data was collected through surveys, interviews, and focus groups with experts and those involved individuals in each participating country. This helped to confirm the identified skill demands and created the skills profile.

The aim was to identify the most suitable outcomes of improvisation techniques and group them into units that could be used for learning and training. Together with all partners 27 improvisational theatre methods/units were prepared under three main modules.

The developed Curriculum is structured upon the following headings/modules:

### • ACTION

Under the Action module 10 learning/training units were developed: *Power, Party Hoppers, Black and Red, The Four Corners, Yes And.., Empty Chair, The Showman, Four Hands, Joint Work and Grandmother's Steps.*

The main goal of the Action module is to encourage learners' creativity, critical thinking, communication, team-building, improvisation, vocabulary development, listening and speaking skills, and confidence in using the English language.

Each unit has a specific focus and offers different learning outcomes such as empathy development, storytelling, diction, and grammar skills. Through these activities, learners will develop their confidence and fluency in the language, as well as improve their ability to work with others and think critically.

Each unit developed is improving different soft skill for learners: *Power* unit aims to improve learners' attention, improvisation, critical thinking, and vocabulary development by analysing behaviour, using strong emotions vocabulary, and practising Present Simple. *Party Hoppers* unit aims to improve learners' teamwork, active listening, and imagination skills. *Black and Red* unit aims to improve learners' team-building, communication, and critical thinking skills. *The Four Corners* unit aims to improve learners' discussion, theatrical presentations, and grammar skills while fostering learning from one another. *Yes And..* unit aims to improve learners' cooperation, interpersonal relationships, listening skills, and critical reflection. *Empty Chair* unit aims to improve learners' confidence, motivation, and creativity through imagination and empathy. *The Showman* unit focuses on using body language actively and improving listening skills. *Four Hands* unit develops improvisation, storytelling, listening, vocabulary, and grammar skills. *Joint Work* unit aims to develop learners' improvisation, imagination, and vocabulary recognition skills. *Grandmother's Steps* unit develops learners' diction, listening skills, and vocabulary recognition.

### • CAMERA

Under the Camera module learning/training 8 units were developed: *Continue the Act, Passionately Boring, Is Everything Okay with Us, The Chain, Conducted Story, Rope Game, Creating Groups and Typewriter.*

These units aim to develop language skills such as creativity, imagination, vocabulary, grammar, and pronunciation through various activities such as storytelling, team building, improvisation, and oral communication.

Learners will practice skills like active listening, intonation, and forming questions while also developing their ability to speak in English with correct pronunciation. These units offer an enjoyable and interesting method for students to practice and enhance their language skills.



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Each unit developed is improving different soft skill for learners: *Continue the Act* unit aims to improve learners' creativity, imagination, collaboration, improvisation, vocabulary, and grammar development skills. *Passionately Boring* unit aims to improve learners ability to express emotions, active listening, intonation, tone, forming questions, diction, body language, imagination, and creativity. *Is Everything Okay With Us?* unit aims to improve learners awakening, awareness, attention, imagination, language conscience, and imaginative usage of language skills. *The Chain* unit aims to improve learners attention, listening, creativity, improvisation, grammar knowledge, concentration, and self-confidence. *Conducted Story* unit aims to improve learners team-building, group mind development, conversation, narration and drafting in English skills. *Rope Game* unit aims to improve learners imagination, creativity, attention development, and oral communication in English skills. *Creating Groups* unit aims to improve learners team building skills, creativity, and vocabulary related to everyday situations. *Typewriter* unit aims to improve learners creativity, storytelling, pronunciation, vocabulary, and grammar skills.

## • LIGHTS

Under the Lights module 9 learning/training units were developed: *The Bomb*, *Build a Room*, *Communication Techniques*, *Whisper Circles*, *Fold The Blanket*, *Imaginary Orchestra*, *Whistles*, *Dwarf Choir*, and *Hands*.

These units aim to improve various language abilities such as vocabulary development, pronunciation, teamwork, creativity, memory training, and social interaction. Each unit has specific goals that target different language skills and promote engagement in the learning process. Some units also aim to encourage imagination and improvisation while creating a shared reality through team work.

Each unit developed is improving different soft skill for learners: *The Bomb* unit aims to improve learners' cooperation, communication, memory, vocabulary, and pronunciation. *Build a Room* unit aims to improve learners vocabulary, present continuous tense, and imagination skills. *Communication Techniques* unit aims to improve learners communication, teamwork, creativity, self-development, vocabulary, and reading skills. *Whisper Circles* unit aims to improve learners diction, pronunciation, memory skills as well as social interaction skills. *Fold The Blanket* unit aims to improve learners teamwork and creativity skills and phrases related to a certain topic. *Imaginary Orchestra* unit aims to improve learners story-telling, attention, imagination and improvisation skills. *Whistles* unit aims to improve learners creativity, diction, pronunciation and memory skills. *Dwarf Choir* unit aims to improve learners creativity and pronunciation skills. *Hands* unit aims to improve learners cooperation and vocabulary related to movements.

### **Theatrical training methods are based on:**

- improvisation, imagination, creativity
- listening and responding
- use language to think and reason
- learning language through doing

### **The main goals of methods are:**

- to improve and practise language and listening skills
- to express ideas freely
- to develop attention
- to enhance discussion and theatrical presentations.

Theatrical modules Action, Camera, and Lights were developed to help learners improve their English language skills in an interesting way. These skills can be useful for students in their future professional opportunities. These skills can help them become better collaborators, communicators, problem solvers and leaders. Through the use of improvisational theatre methods, students can learn to think creatively, express themselves more effectively and work together with others, which are all valuable skills.



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