

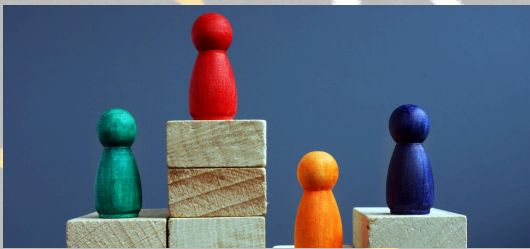


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project

EVALUATION TOOLS



Things you should know!

Foreword

Welcome to this innovative endeavor within the Erasmus+ project titled “Improvisational theatre methods applied to English language” no. 2021-2-PL01-KA220-SCH-000049974, supported by the European Union. This publication presents the offline evaluation of the Improvlang tools developed to enhance language learning through improvisational techniques.

The activities detailed herein reflect our commitment to educational innovation, offering educators and participants alike a novel approach to language acquisition and pedagogical growth. These tools, devised to foster not only language skills but also critical soft skills through creative engagement, have undergone rigorous evaluation to distill insights and foster continual improvement.

Our gratitude extends to the European Union for its financial support, which has been instrumental in realizing this project. We hope this compilation serves as a valuable resource for all stakeholders and ignites further exploration into the integration of the arts in education.



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Partners:



Activity: Continue the Act

- Using creativity to interpret and recreate scenes, promoting imaginative thinking.
- Developing team building skills.
- Train grammar skills by using past, present and future tenses (depending on the story).
- Improving English skills by encouragement to create scripts, use new words and phrases.

Camera: activities focussing on detecting and solving problems

Level: ★★★ Upper-intermediate Level

Pre-Activity Test Questions

1. Before we start, think about your favourite movie character. Can you describe this character to us using some exciting words?
2. Let's play a quick game! I'll act out a gesture, and you have to guess what it could mean in a movie. Ready?

	Vocabulary	Accurate use of different verb tenses	Use of Imagination
Question 1			
Question 2			
Total			

Post Activity Test Questions

1. After we finished acting, which scene was your favourite to perform and why? Did you learn any new words while performing it?
2. How did you feel working with your group? Was it easy to agree on how to act out your scenes?

	Vocabulary	Accurate use of different verb tenses	Use of Imagination
Question 1			
Question 2			
Total			

Activity: Creating Groups

- Team building, creativity, vocabulary related to everyday situations
- Understand the vocabulary used during the activity
- Use nonverbal cues to communicate

Camera: activities focussing on detecting and solving problems

Level: ★ Elementary Level

Pre-Activity Test Questions

1. Can you describe what you are wearing today?
2. Choose a characteristic (brown hair, red shirt, etc.) and tell me how many people in this room share that characteristic.

	Use of everyday vocabulary	Accuracy of grammar
Question 1		
Question 2		
Total		

Post-Activity Test Questions

1. Choose one student in the class and describe what they look like.
2. Think about your favourite singer. What is their style like?

	Use of everyday vocabulary	Accuracy of grammar
Question 1		
Question 2		
Total		

Activity: Four Hands

- Develop improvisation and imagination
- Develop storytelling skills
- Use vocabulary, phrases, correct grammar patterns. (e.g. past or present)
- Train the ability to understand what has been said.

Action: activities focussing on showing creativity and storytelling skills

Level: ★★★ Upper-intermediate Level

Pre-Activity Level Test Questions

1. Tell me a 1-minute story from your school life about last year. If you do not remember one, you can make up your own story.
2. Imagine that you were present during a famous event from any point in history (for example, the Turkish Independence War). What was your role in the event?

	Vocabulary	Accurate use of different verb tenses	Use of Imagination
Question 1			
Question 2			
Total			

Post-Activity Test Questions

1. Use the following sentence starter to tell a short story: "We didn't have much money, but we knew how to throw a good party. First,
2. Tell me how you think the world will end. Be as creative as possible.

	Vocabulary	Accurate use of different verb tenses	Use of Imagination
Question 1			
Question 2			
Total			

Activity: Conducted Story

- **Motivate individuals and teams to achieve a goal.**
- **Effectively manage time and information.**

Camera: activities focusing on detecting and solving problems.

Level ★★★★★ Intermediate Level

Pre-Activity Test Questions

1. Do you know what the difference between a story and a conducted story is? YES NO
2. What is the role that would suit you best in a conducted story?
1) narrator 2) main character 3) supporting role
3. What is your favourite way to ingest a story?
1) by reading it 2) by listening to it 3) by watching it
4. In your opinion, what elements make a story interesting?
1) action 2) plot 3) characters
5. What soft skills might get improved through the **Conducted Story** method?

Post-Activity Test Questions

1. Did the activity meet your expectations in terms of English knowledge? YES NO
2. Please state what English skills you improved during this activity.
3. What obstacles did you encounter during this activity?
4. On a scale from 0 to 5, how likely are you to recommend this type of activity to your peers?
Give reasons for your answer.

Activity: Fold the Blanket

- Team Building
- Creativity
- Phrases Related to a Certain Topic

Lights: activities designed to enlighten participants on new issues and concepts.

Level: ★★★ Pre-intermediate Level

Pre-Activity Test Questions

1. Do you have any idea what the *Fold the Blanket* method refers to? YES NO
If YES please provide details:

2. Write the first three words that come to your mind when you hear *Fold the Blanket*?

1)

2)

3)

3. How do you learn most effectively?

1. Visually

2. Auditorily

3. Kinesthetically

4. Through Reading/Writing

4. What materials do you think you need for *Fold the Blanket* activity?

1) Blanket

2) Balls

3) None

4) Pencils and paper

5. What do you hope to improve in terms of soft skills after using this method of learning English?

Post-Activity Test Questions

Please rate the following aspects of the activity:
(1 = unacceptable; 5 = outstanding)

	1	2	3	4	5
Was your team able to meet the deadline?					
Was the vocabulary your team used varied and at a good level?					
Were the tasks distributed well within the team?					
Was level of difficulty of the content was appropriate for you?					

6. How did you communicate within your team?

a) verbally

b) non-verbally

c) paraverbally

7. Did you learn anything new that you would like to point out? YES NO

If YES, please provide details:

Activity: Imaginary Orchestra

- **Improvise and think quickly through various playful scenarios.**
- **Using imagination to act out different roles and responses within an orchestra setting.**
- **Practising relevant vocabulary, thereby improving their language skills.**
- **Developing attentive listening skills through responding to cues and changes.**

Lights: activities designed to enlighten participants on new issues and concepts

Level: ★★ pre-intermediate level

Pre-Activity Level Test Questions

1. Before we start, can you tell us about a sound you like and describe what it makes you think of? This will help us get ready to listen carefully during our orchestra game.
2. Let's warm up our imaginations! What do you think it would look like if an elephant played the violin? Draw a quick picture or tell us about it.

	Vocabulary	Accurate use of different verb tenses	Use of Imagination
Question 1			
Question 2			
Total			

Post-Activity Test Questions

1. What was the funniest thing that happened today during our orchestra game? Can you act it out for us again?
2. After playing our music game, can you think of a new sound you heard today? How would you act it out without using words?

	Vocabulary	Accurate use of different verb tenses	Use of Imagination
Question 1			
Question 2			
Total			

Activity: Is everything okay with us?

- Heightening participants' awareness and engagement through improvisational dialogue and scenarios.
- Encouraging participants to pay close attention to the responses and cues of others, which is crucial in both language learning and theatrical performance.
- Developing participants' imagination by encouraging them to think creatively and respond to unusual or unexpected scenarios.
- Improving language skills by using it in diverse and imaginative contexts, which can help deepen understanding and fluency.

Camera: activities focussing on detecting and solving problems

Level: ★★★ Upper-intermediate Level

Pre-Activity Level Test Questions

1. Pretend you have an imaginary friend from a magical land. Describe your friend and tell us about one of their adventures. Try to talk for at least one minute without stopping.
2. Think of your favourite cartoon or fairy tale character. Can you make up a quick story about a new adventure they went on? Try to tell the story from start to finish without pausing.

	Vocabulary	Accurate use of different verb tenses	Use of Imagination
Question 1			
Question 2			
Total			

Post-Activity Level Test Questions

1. Think of a funny or interesting moment that happened during our game today. Can you describe it using new words or phrases you learned?
2. Imagine you were a character in the story we created today. What would be your character's name, and what was the most exciting part of the adventure for them?

	Vocabulary	Accurate use of different verb tenses	Use of Imagination
Question 1			
Question 2			
Total			

Activity: Passionately Boring

- Engage in Active Listening
- Recognise and use intonation, tone, diction, and body language to convey a message
- Use creativity and imagination

Camera: activities focussing on detecting and solving problems

Level: ★★★ Intermediate Level

Pre-Activity Level Test Questions

1. Can you think of 5 reasons why (or situations where) a person would give a speech to an audience?

-
-
-
-
-

2. Imagine being asked to give a speech on a topic. What skills does a person need to have to deliver a good speech? Please list 5.

-
-
-
-
-

Post-Activity Level Test Questions

1. Now that you delivered a speech in front of your classmates, tell us what challenged you the most. Was it that the topic was boring? Did you have trouble keeping the audience engaged?

2. Apart from giving your own speech, you also acted as the audience for your classmates' speeches. Did you learn anything from listening to them? What was it? Will you be using any of it in your next speech?

Activity: Yes, and...

- Improve active listening skills
- Apply language skills appropriately in different contexts
- Engage in critical thinking and reasoning

Action: activities focussing on showing creativity and storytelling skills.

Level: ★★ Pre-Intermediate

Pre-Activity Test Questions

1. There are many different expressions you can use to agree with somebody. Can you think of some? i.e. You're right!

-
-
-
-
-

2. When discussing with friends we may agree but also disagree with them. What is good about agreeing with somebody? Think about how we may feel and how the relationship with that person might be affected.

Post-Activity Test Questions

1. You might have thought it would be easy to infinitely agree with somebody. Now that you have completed the activity, was it as easy as you had expected? What challenges did you face?

2. What language (or other) devices did you use to help you continue to agree with the other speaker?

Activity: The Snowman

- Become more effective listeners
- Use gestures and body language
- Improve listening skills in a relaxed, non-threatening and low-level anxiety atmosphere, with the help of indirect or implicit tools

Action: activities focussing on showing creativity and storytelling skills.

Level: ★★★ Intermediate

Pre-Activity Test Questions

1. The activity is called The Snowman. List 10 words that come to mind about this topic.
2. When we act out or mime it helps us to think of a striking characteristic of the object in question. Write one such characteristic for the 5 objects below.

dog	
teacher	
being tired	
swimming	
snowman	

Post Activity Level Test Questions

1. How challenging was it to follow the instructions step by step? What helped you do it?

2. Can you think of other examples that can take the place of the snowman and be acted out in another version of this activity?

Activity: Empty Chair

- Develop Vocabulary
- Develop Confidence
- Encourage Imagination

Action: activities that ask participants to learn by doing.

Level: ★★ Pre-intermediate Level

Pre-Activity Test Questions

1. Do you feel relaxed speaking in a foreign language?
2. Do you feel confident when speaking in public?
3. Are you able to freely express your ideas?

	Vocabulary	Confidence	Imagination
Question 1			
Question 2			
Question 3			
Total			

Post-Activity Test Questions

1. Take a moment to think about the activity you did today. Was it easy to imagine a conversation with a celebrity?
2. Was it easy to express your ideas to the public? Why or why not?
3. Did you find the necessary words in a foreign language easily?

	Vocabulary	Confidence	Imagination
Question 1			
Question 2			
Question 3			
Total			

Activity: Power

- Develop Vocabulary
- Analyse Behaviour
- Encourage Imagination

Action: activities that ask participants to learn by doing.

Level: ★★★★★ Advanced

Pre-Activity Test Questions

1. Do you find improvising to be easy? Why or why not?
2. Do you have difficulty in creating improvisational lines?
3. Give me a few examples of strong emotions vocabulary that you used to describe the actions.

	Vocabulary	Analysis	Imagination
Question 1			
Question 2			
Question 3			
Total			

Post-Activity Test Questions

1. How did you develop your role?
2. How did your behaviour change when given a particular role?
3. How did you guess the roles performed by your peers? What gave them away?

	Vocabulary	Analysis	Imagination
Question 1			
Question 2			
Question 3			
Total			

Activity: Grandmother's steps

- Dictation
- Active listening
- Social Interaction

Action: activities that ask participants to learn by doing.

Level: ★★ Pre-intermediate Level

Pre-Activity Test Questions

1. Can you act fast and at the same time in a careful manner?
2. Can you listen actively?
3. Can you recite fast-talking exercises easily?

	Diction	Listening	Social interaction
Question 1			
Question 2			
Question 3			
Total			

Post-Activity Test Questions

1. How did you develop your role?
2. How did your behaviour change when given a particular role?
3. How did you guess the roles performed by your peers? What gave them away?

	Diction	Listening	Social interaction
Question 1			
Question 2			
Question 3			
Total			

Activity: Black & Red

- Improve team-building skills
- Communicate in English to achieve a goal
- Reflect on one's own personalities and communication styles

Action: activities focussing on showing creativity and storytelling skills.

Level: ★★★★★ Inter-mediate

Pre-Activity Test Questions

1. Participating in individual versus group activities is a totally different experience. Write 3 things that characterise individual games and 3 things that characterise group games i.e. Relying on one's strengths / Relying on the strengths and weaknesses of different group members.

-
-
-

2. In order to make group decisions, a member of a team proposes a course of action which they should also justify. Complete the expressions below.

(believe / view / move / opinion / point / think)

From my _____ of _____, ...

I _____ we should...

I personally _____ we...

In my _____, ...

For me, the best _____ is to...

Post-Activity Test Questions

1. Collaborating towards a common goal can be challenging. List some things that made it hard to complete the activity with success.

-
-
-

2. Deliver a short speech (2 minutes) summarising the game to someone who was not present.

Activity: Build a Room

- Build vocabulary
- Practise Present Continuous Tense
- Encourage Imagination

Lights: activities designed to enlighten participants on new issues and concepts.

Level: ★★ Pre-intermediate Level

Pre-Activity Test Questions

1. Can you tell me 5 things you are doing right now? For example, “I am listening to you speaking” or “I am learning English.”
2. Using your imagination, tell me about some of your favourite objects at home.

	Vocabulary	Use of Present Continuous Tense	Use of Imagination
Question 1			
Question 2			
Total			

Post-Activity Test Questions

1. Take a moment to think about your favourite room at home. Using your imagination, what objects can you see right now? And what are some of those objects doing? For example, “The clock is ticking.”
2. Take a moment to think about the exercise you did today. Now, list some new objects you learned about today.

	Vocabulary	Use of Present Continuous Tense	Use of Imagination
Question 1			
Question 2			
Total			

Activity: 16 Personalities

- **Communication & Teamwork**
- **Creativity & Self-development**
- **Vocabulary and Reading skills development**

Lights: activities designed to enlighten participants on new issues and concepts.

Level: ★★★★★ Advanced

Pre-Activity Test Questions

1. How would you describe your character or personality and then how would you describe the character of either your best friend or your favourite teacher/family member?
2. What do you think is important for good communication within a group, and what do you think is destructive to good communication?

	Vocabulary	Subject knowledge	Communication
Question 1			
Question 2			
Total			

Post Activity Level Test Questions

1. Think about someone that either you find difficult to communicate with well or someone you communicate well with. Considering what you have learned today, what new understanding do you have of that person regarding their personality and communication style?
2. How would you describe your communication style and what are the strengths and weaknesses of this communication style?

	Vocabulary	Subject knowledge	Communication
Question 1			
Question 2			
Total			

Activity: Whisper Circles

- Dictation and Pronunciation
- Memory Training
- Social Interaction

Lights: activities designed to enlighten participants on new issues and concepts.

Level: ★★★ Intermediate

Pre-Activity Test Questions

1. Repeat these sentences for me, 'I **need** to finish this by **tomorrow**'. I can't **believe** you did that'. 'She is such a **talented** singer'.
2. I am going to read some words to you. How many can you remember?

cat opinion read character learn enough

	Vocabulary and phrasing	Diction and Pronunciation	Memory Training
Question 1			
Question 2			
Total			

Post-Activity Test Questions

1. Repeat these sentences after me. 'The dog is sleeping under the table'. 'Are **you** coming to the party?' Tell me, what is the difference between the two sentences?
2. I am going to read a short passage to you. How many words can you remember?

'You have read of several kinds of cat,
and *my opinion* now is that
you should need no *interpreter*
to understand their *character*,
you now have *learned enough* to see,
that *cats* are *much* like *you* and *me*'. (T.S.Eliot, The Addressing of Cat's)

	Vocabulary and phrasing	Diction and Pronunciation	Memory Training
Question 1			
Question 2			
Total			

Activity: Gnome Choir

- Creativity
- Pronunciation

Lights: activities designed to enlighten participants on new issues and concepts.

Level: ★ Very Basic

Pre-Activity Test Questions

1. What is the sound of the first letter of the alphabet?
2. What is the third letter of the alphabet? Can you name an animal that starts with that letter?

	Pronunciation	Creativity
Question 1		
Question 2		
Total		

Post-Activity Test Questions

1. Can you make the sounds of the first letter of these words?

Cat, Eat, Lip, Red, Sun, Hat.

2. How many sounds can you remember from today? Can you sing three words using some of the sounds?

	Pronunciation	Creativity
Question 1		
Question 2		
Total		

Activity: Passionately Boring

- Expressing emotions, active listening, and language skills such as tone, intonation, and forming questions
- Engage in active listening
- Recognise and use intonation, tone, diction, and body language to convey a message
- Use creativity and imagination

Camera: activities focussing on detecting and solving problems

Level: ★★★ Intermediate Level

Pre-Activity Test Questions

1. Can you say the following sentence in a sad tone? "The postman came today." What about an excited tone? An angry one?
2. If I told you that I was a professional butter sculptor, what questions would you have for me?

	Tone and intonation	Use of body language and facial expressions	Accuracy of grammar
Question 1			
Question 2			
Total			

Post-Activity Test Questions

3. You are the CEO of a successful butter art company, and I am here to interview for the position of 'sculptor.' What questions will you ask during my interview?
4. Tell me a short, sad story. It can be something that happened to you, someone else, or even made up. After the story, choose a different tone with which to tell the same story.

	Tone and intonation	Use of body language and facial expressions	Accuracy of grammar
Question 1			
Question 2			
Total			

Activity: Rope Game

- Imagination, Creativity,
- Attention Development,
- Oral Communication in English

Lights: activities designed to enlighten participants on new issues and concepts

Level: ★★ Elementary Level

Pre-Activity Test Questions

1. Which way of working do you prefer?

a) in a team

2) in a pair

c) individually

2. Do you think you need special materials for the activity?

YES

NO

3. What can you use a rope for?

a) a fishing line

b) a lasso

c) drink coasters

d) all the above

4. What are your expectations regarding this method?

- to improve your English language skills (please specify)

.....
.....
.....
.....

- to improve other skills as

a. attention

b. creativity

c. adaptability

d. team work

Post Activity Test Questions

1. Did the activity meet your expectations in terms of English knowledge?

YES

NO

2. Please state what English skills you improved during this activity.

3. What obstacles did you encounter during this activity?

4. Would you recommend this type of activity to your peers? Give reasons for your answer.

Activity: The Bomb

- Cooperation, Team Building, Communication,
- Memory Training, Vocabulary Development,
- Pronunciation

Lights: activities designed to enlighten participants on new issues and concepts

Level: ★★ Elementary Level

Pre-Activity Test Questions

1. Have you ever practiced **The Bomb** method during your English classes? YES NO

If YES please provide details:

2. What language skills do you think can be improved using this method?

1) Listening

2) Speaking

3) Reading and Writing

3. What other skills do you think can be improved using this method?

1. Communication

2. Teamwork

3. Cooperation

4. All of them

Post Activity Test Questions

1. Were the indications clearly communicated and met your satisfaction? YES NO

If NO please provide details:

2. Please, state what language skills you improved.

3. What other skills did you improve using this method?

4. What difficulties did you encounter?

5. On a scale from 0 to 5, how likely are you to recommend this activity to your peers? Give reasons for your answer.

Activity: The Chain

- Paying attention, listening, creativity and improvising
- Gain awareness of correct usage of English grammar, particularly using conditionals, in speaking and writing.
- Feel comfortable using a variety of sentence types and will ultimately improve their writing and speaking in English.

Camera: activities focussing on detecting and solving problems

Level: ★★ Pre-intermediate Level

Pre-Activity Test Questions

1. If you leave ice cream out of the freezer, what happens?
2. What will you do if it rains this weekend?

	Vocabulary	Use of Conditionals	Creativity
Question 1			
Question 2			
Total			

Post-Activity Test Questions

3. If you don't get enough sleep, what happens?
4. What will you do if you win a million euros?

	Vocabulary	Use of Conditionals	Creativity
Question 1			
Question 2			
Total			

Activity: The Typewriter

- Develop improvisation and imagination.
- Develop storytelling skills.
- Train grammar skills by using past, present and future tenses (depending on the story).
- Develop vocabulary related to everyday situations.
- Improve pronunciation

Camera: activities focussing on detecting and solving problems

Level: ★★★ Upper-intermediate Level

Pre-Activity Test Questions

1. Tell me a 1-minute story from your childhood without pausing. You may make one up if you're not comfortable telling a real one.
2. Imagine that you were present during a famous event from any point in history (for example, D-Day during World War II). What was your role in the event?

	Vocabulary	Accurate use of different verb tenses	Use of Imagination
Question 1			
Question 2			
Total			

Post-Activity Test Questions

3. Use the following sentence starter to tell a short story: *"I couldn't believe my eyes; it was right in front of me! Finally, I was face-to-face with..."*
4. Tell me how you think the world will end. Be as creative as possible.

	Vocabulary	Accurate use of different verb tenses	Use of Imagination
Question 1			
Question 2			
Total			