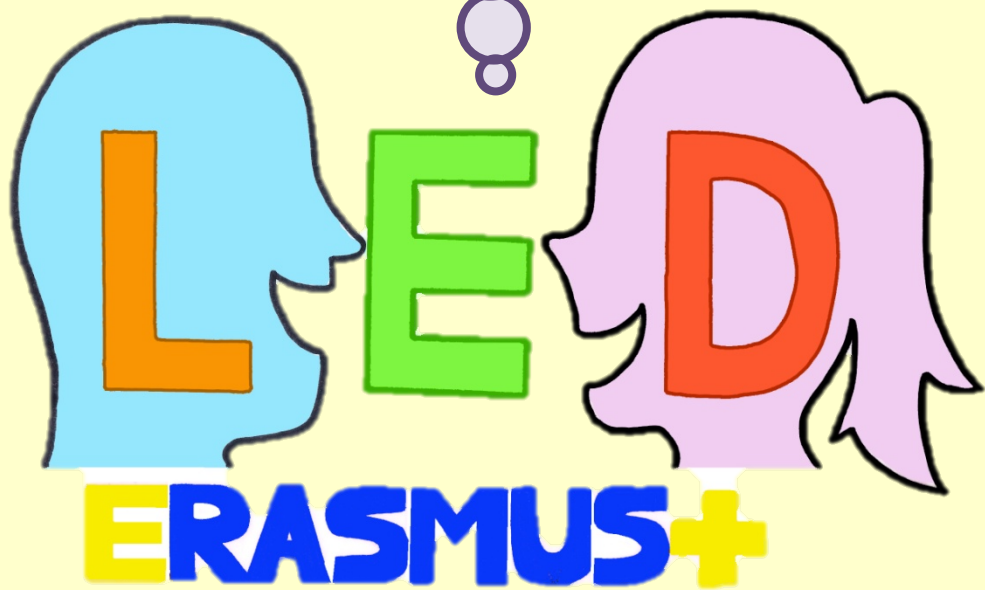


eGuide on
Oral
Communication



Erasmus+

Erasmus + Project: Let's Enjoy Dialoguing

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Autora: Isabel Ortea Colunga

Colaboradores: Ileana Bors, Dominika Gola, Kristina Katauskaite y Sandra Potenza.

This eGuide on oral communication has been created for the Erasmus KA2 Project: “Let’s Enjoy Dialoguing” (LED). Five schools are in the project: IES de Infiesto, Infiesto, Asturias, Spain, I.C. Montemurro, Gravina in Puglia, Italy, Gimnazjum im. Wladyslawa Stanislaw Reymonta, Lodz, Poland, Liceul Ortodox Episcop Roman Ciorogariu, Oradea, Romania, Pajurio Stanislovo Birziskio Gimnazija, Pajurio, Lithuania.

This work reflects the result of their study. All the opinions expressed here are the participants’ opinions.

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Dibujo de Portada: Olaya Guerrero Fernández

Dibujo de la contraportada: Victoria Calogero

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Chapter One

Which is the current Methodology used at the moment?

Students in most European countries start school at the age of three and from this moment English language plays its part in the process of their learning. Students who attend kinder garden begin even earlier. But the amount of time devoted to learn this language does not seem to be enough and many students enter the Secondary Education with a poor level of English, neither fluent nor accurate at all.

So...


- ✓ *Why does this happen?*
- ✓ *Where is the problem?*
- ✓ *Is it a lack of interest?*
- ✓ *Do the students need more hours of English?*
- ✓ *Is the number of teachers insufficient?*
- ✓ *Are teachers using the wrong methods?*
- ✓ *Is the problem a combination of all these factors?*

Five schools from different parts of Europe considered why, in a world like ours, where communication is becoming easier everyday due to the New Technologies, how can we, teachers, talk about lack of fluency or lack of accuracy in students of English as a Second Language?

In this way “LED” is born. A European Project among five schools: IES de Infiesto, Infiesto (Asturias, Spain), I.C. Montemurro (Gravina in Puglia, Italy), Gimnazjum im. Wladyslawa Stanislawy (Reymonta, Lodz, Poland), Liceul Ortodox Episcop Roman Ciorogariu (Oradea, Romania), Pajurio Stanislovo Birziskio Gimnazija, (Pajurio, Lithuania), willing to study the problem, analyze the factors and tell the rest of the world why!

1. First step: How do we know?

The initial premise for the project is to do a survey at school about some aspects related to English and communication. The same survey was done in all the schools in the Project

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Let's Enjoy Dialoguing Initial Survey 2016
 Name.....Group.....

- 1/Do you like studying English as a Foreign Language?
☐ ☐
- 2/Do you study English at least twice a week?
☐ ☐
- 3/Do you consider yourself fluent enough in English?
☐ ☐
- 4/Do you find speaking English a useful tool?
☐ ☐
- 5/Would you like to improve your fluency?
☐ ☐
- 6/Do you ever do activities in English like watching movies or listening to music?
☐ ☐
- 7/Do you plan to continue your studies on English in the future?
☐ ☐

Thank you for your collaboration!

The result of the survey was the following (among 100 students asked):

Questions	Italy	Lituania	Poland	Romania	Spain
Do you like studying English as a Foreign Language?	80%	85%	90%	90%	80%
Do you study English at least twice a week?	60%	90%	80%	80%	60%
Do you consider yourself fluent enough in English?	50%	60%	60%	60%	40%
Do you find speaking English a useful tool?	60%	60%	70%	70%	60%
Would you like to improve your fluency?	90%	90%	90%	90%	90%
Do you ever do activities in English like watching movies or listening to music?	85%	60%	90%	70%	70%
Do you plan to continue your studies of English in the future?	90%	90%	85%	85%	80%

2. Second step: What happens in...?

The next step of the was to contrast how English as a Second Language is taught in the different schools in the Project. That is, what is the current methodology these European schools have so far?

This is the result of our study:

2.1. Lithuania

In Lithuania students learn two foreign languages. The first language is usually English. They choose the second language according to what school has to offer. In our school it is either German or Russian. They have three lessons a week.

Students start learning English in the second form. In the tenth form they take a test to determine their level and in the 12th form they generally take the exam. It is obligatory if they want to study at University. The exam consists of four parts: speaking, listening, reading and writing. All the parts are of equal importance. So, speaking comprises 25 % of the exam.



We have noticed that those students, who watch English films, listen to music or play computer games, speak better.

In the lessons students cover all topics of life. Textbooks contain many speaking activities.

- Each unit usually starts with lead-in tasks in which students have to answer questions or express their opinion, describe a picture or explain something.
- Then we cover some grammar material. At the end of this students again have some speaking activities, e.g. a role-play a situation.
- Students have oral tasks in Speaking and Listening section of the textbook. Every unit contains a Speak out activity on different issues, e.g. on the phone, Preferences, Describing people, etc. Here students learn the most common expressions and structures.
- While doing vocabulary tasks students also have oral activities, they usually have to answer questions, work in pairs asking and answering questions, making short dialogues or talking about a certain subject.
- In the Reading section we have fewer oral tasks. Students have to answer questions, compare or describe something.

On the whole, almost all sections contain speaking: Grammar and speaking, Speaking and listening, Reading and speaking.

At the end of the unit we have Oral sets on all topics covered in the unit. They role-play situations, mingle (Find someone who...), describe and compare photos.

In senior classes while preparing for the exam, students prepare individual talks (3-4min.) on different topics, participate in class debates and make role-plays.

To sum up, our textbooks provide quite a lot of oral activities, teachers also think of extra speaking tasks.

2.2. Italy

Students do English for three hours per week. The text books follow the traditional four skill: listening reading, writing and speaking. It takes them from the absolute beginner level to the pre-intermediate level following the Common European Framework

Student's textbook include a workbook and an extra book of supplementary material (such as songs and games) so that it is easier for them to work. It also embraces new technological development creating a digital component.



Each unit starts with a story that prepares the students to what to come in the unit.

They have:

- A warm up activity introducing different topics
- A reading comprehension activity referring to topics about ordinary life. The dialogues have a listening activity, a video where the students virtually loose themselves in the situation and exercises like:
 - Answering questions
 - Correcting sentences
 - Circling the right word
 - True or false
 - Putting the names of the characters in the right sentences.

There are other two listening activities focusing on some relevant parts of the dialogue and on ordinary life

- Oral activity like:
 - Acting dialogues of the unit
 - A dialogue with a partner about his/her life referring to the topic of the unit
- A writing activity:
 - Answering questions
 - Completing charts
 - Short descriptions

All the units include grammar and exercises to help the students to consolidate the rules. The percentage of the activities is:

Grammar 15%	Listening 18%
Reading 12%	Speaking 12%
Writing 18%	Class work, task 25%

The percentage given to speaking activities is also insufficient in Italy and the language used in students' lessons is mainly English even if sometimes Italian is spoken when communication becomes difficult to understand for pupils

2.3. Poland

The basic aim of language education at the stage of secondary school (gimnazjum) should be developing the ability to communicate in a foreign language. In fact the teacher concentrates on developing procedures for teaching four language skills: listening, speaking, reading and writing as preparing students to exams (egzamin gimnazjalne) becomes the most relevant purpose.

In this case students' participation is reduced to doing more grammar-based exercises, listening tasks, copying contents from the board and responding with short answers. It results in a passive learning process instead of an active learning one.

Students start learning English in primary schools. Nevertheless, their spoken

English is often really poor. Teachers try to create good conditions – communicative situations in the classes, but the truth is that classroom communication is not realistic, natural one.



The percentage of the activities is:

Grammar 20%	Listening 15%
Reading 15%	Speaking 15%
Writing 15%	Class work, task 20%

2.4. Romania

At the Secondary School students have 2 hours of English per week. But it is possible to have one more English hour per week as elective subject, part of the school-based curriculum, comprised by the Curricular Area Language and Communication, to be developed by the English class teacher.

The students have a text book and a workbook which follow the curriculum established by the Government. Anyway the teacher chooses the text book because there are more alternative text books available.

The text books follow the four skills which are considered important for learning a foreign language: listening, speaking, reading and writing. The four communication skills have equal standing in the curriculum that is 25% of the final mark.

All the lessons in the book have a similar structure:

- A warm up activity to introduce the topic of the unit.
- A reading comprehension activity which includes a text on the topic of the unit and some exercises of the type:
 - Answer the question
 - True or false
 - Find a synonym in the text
 - Find an antonym in the text

One or two exercises of listening, normally some questions to answer or a multiple choice exercise, based on an audio. Some text books have a “*listen and repeat*” activity for each unit which point out some useful phrases.



A speaking activity of the type:

- A dialogue to practise with your partner
- A sheet to complete with your partner's answers
- A photograph to describe
- Some questions to discuss with a partner

A writing activity, normally following some steps given:

- Some questions to answer
- Some connectors or links to use
- Writing for specific purpose

Apart from sections dedicated to skills, the textbook also contains sections for grammar, vocabulary, projects and portfolios. It also includes appendices at the end of the book which provides extra material for the units.

Teachers try to increase pupils' exposure to foreign languages by making sure that the target language is used during language lessons both by teachers and pupils.

Creating opportunities to improve student motivation and enable greater exposure to target languages can be challenging for some schools in Romania, but cross-border collaboration projects as well as pupil and teacher exchanges are certainly helpful practices.

2.5. Spain

At the Secondary School students have four hours of English per week. The students have a text book and a workbook which follow the curriculum established by the Government.

The text books in Spain follow the four skills which are considered important for learning a foreign language: listening, speaking, reading and writing.

All the lessons in the book have a similar structure:

- A warm up activity to introduce the topic of the unit: sports, health, food etc.
- A reading comprehension activity which includes a text on the topic of the unit and some exercises of the type:
 - *Answer the question*
 - *True or false*
 - *Find a synonym in the text*
 - *Find an antonym in the text*



- Two exercises of listening, normally some questions to answer or a multiple choice exercise, based on an audio.
- A speaking activity of the type:
 - *A dialogue to practise with your partner*
 - *A sheet to complete with your partner's answers*
 - *A photograph to describe*
- A writing activity, normally following some steps given:
 - *Some questions to answer*
 - *Part of the writing*
 - *Some connectors or links to use*
- All the units have also a part of grammar. Grammar is essential for the learning of a language because to write or to speak you need correction, vocabulary and structures to use.

All these activities have a percentage of the final mark of the students:

Grammar 20%	Listening 10%
Reading 15%	Speaking 10%
Writing 15%	Class work, task 30%

As you may see, the percentage given to speaking activities is clearly insufficient. The language of the lessons is English but it alternates with Spanish if necessary.

3. Third Step: Conclusion

So the conclusions reached after these analyses are:

- The Methodology used in the different European schools is always based on the four skills: listening, speaking, reading and writing.
- The text book is used as a base and it always follows the curriculum marked by the Government.
- The number of lessons per week varies, from two to four.
- The percentage of students with a good fluency level also varies.
- All the school insist on the necessity of improving the oral competence and that is why our project is needed.
- Let's find all together how!

We

Dialoguing

Chapter Two

Which is the “Ideal” Methodology for English learners?

English is one of the most spoken languages in the world. Learning this language means a lot of new opportunities for your studies, for your future work, for making new friends, for finding information, for travelling. A whole new world!

Students have been learning English for years, which means many different methods have been used in past times, some with more success than others.

So... can any method be considered better than other? The answer is no. Each method has its supporters and its critics, it depends on countless factors: students, background, level of English, facility to learn, capability etc.

So, which is the best learning method? How can we learn a foreign language effectively? Is it really possible to talk about “Ideal Methodology”?



Let's talk about “Ideal” in the highest amount possible!!

Teachers in LED Project also assume that knowledge does not come without studying.

It is necessary a minimum of grammar, vocabulary and strategies at least “To have something to tell” and “To know how to tell it”.

4. This is our proposal

- ✓ Number of hours per week: 4 hours, 55 minutes each period.
- ✓ Number of students per group: less than fifteen.
- ✓ Number of oral activities done per lesson: minimum two activities.

5. Keys to Succeed

- ✓ Study a little every day.
- ✓ Don't believe in the wrong extended idea that you don't have to study a Foreign Language.
- ✓ All the skills are needed so don't neglect any of them. That means a little Grammar, a little Listening, a little Reading and a little Writing, together with as much Speaking as you can afford.
- ✓ Don't focus only in one Learning Method; focus the learning process from different points of view. For example, if you are learning new vocabulary, create a word map, describe a picture, make a list and study that, type out the words five times. All of these methods together help to reinforce your learning.
- ✓ Choose Topics that interest you. The more you get interested in something, the better you learn it.

6. Some methods at everybody's reach

Vincent Van Gogh said 'Great things are done by a series of small things brought together'. So, you can take these into account:

- ✓ Rely on Technology; surfing on the net can be helpful.
- ✓ Music: listening songs will allow you to focus on your pronunciation and understanding of the language.
- ✓ Cinema: watching American/English movies can improve your English understanding, diction and accent.
- ✓ Books: reading English books will enrich your vocabulary and grammar.
- ✓ Games: there are lots of useful games to have fun whilst practicing vocabulary, pronunciation and grammar.
- ✓ Memorizing: when you learn anything by heart you are learning correct sentences or structures which can be handy in other situations.

7. Some ideas for personal work

- ✓ Try to speak a little English every day. The best way to learn a language is just to speak it. Speaking English with another person is the fastest and most effective method of improving.
- ✓ Work on your pronunciation. Correct and clear pronunciation is essential to improve your level of English. Pay attention to these sounds which do not exist in your mother tongue.
- ✓ Expand your vocabulary and try to use these new words in sentences to memorize them.
- ✓ Create a note-book with idiomatic phrases used by English speakers.
- ✓ Check the dictionary when you have any doubts
- ✓ Don't be afraid of making mistakes and don't be shy. According to an old saying: Practice makes perfect!!



Chapter Three

What about CLIL subjects?

8. What are CLIL subjects?

Let's start by defining CLIL:

CLIL is an acronym which stands for 'Content and Language Integrated Learning'.

Not many teachers know this definition as CLIL Subjects are in day a day conversation defined as “non linguistic subjects”, that is subjects which are taught in English but whose curriculum is not English Language.

So *"Content and Language Integrated Learning (CLIL), means:*

“Students learn a subject using English as a tool for learning. The CLIL Teacher teaches his subject and does not focus on the learning on English as a Foreign Language”. It provides learners with the opportunity to learn different subjects through the medium of a foreign language, i.e. English.



CLIL can be used by teachers who teach subjects through English (i.e. history, geography, sciences, sports, etc.) to primary/secondary non-native English speakers. It can also be used by teachers of English as it allows students to learn both content and language in real-life situations.

There is a dual approach: students learn the subject in English but the teacher focuses also in learning the English Language. This approach colloquially means “Killing two birds with one Stone”.

9. Problems which may arise

As the students study the CLIL subject, they learn English without requiring extra time. This approach is good for administrative reasons as it does not imply changes in the curriculum.



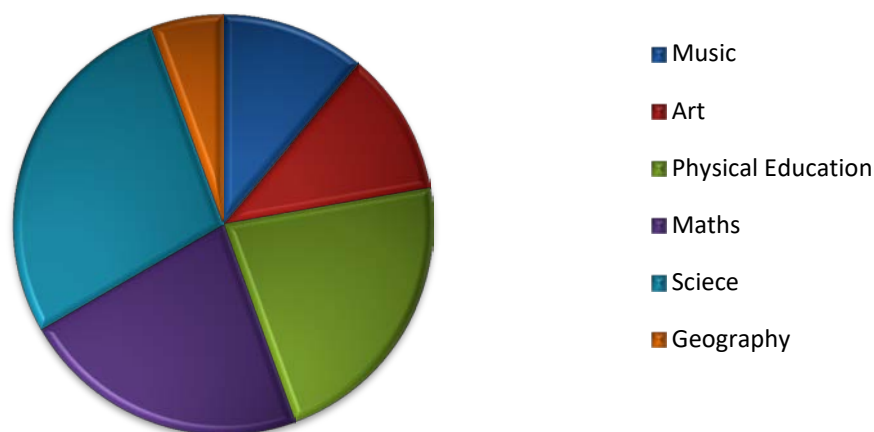
But studying CLIL subjects may arise problems such as:

- (1) Sometimes the teacher would have to adjust the methodology to ensure that the students understand the content.
- (2) Materials should be adapted to CLIL subjects as sometimes they are difficult to find.
- (3) Teachers must check the process of learning as difficulties may arise easily for the students.

To overcome the language barrier, teachers sometimes need to plan their lessons to include language support as well as content teaching. Difficulties may easily arise as there may be problems both with the language ability and with the contents.

Students may have to struggle with vocabulary and syntax as they are learning in the same lesson the new subject concepts the teacher is introducing and the language they need for expressing these concepts.

Which are the most frequent CLIL subjects?



10. CLIL Subjects in...

How do the school in the project deal with CLIL activities?

10.1. Poland

In **Gimnazjum in Wiączyń Dolny** only few teachers apply CLIL. The main reason is lack of appropriate level of language skills among teachers and very narrow access to teacher training courses and workshops. Four teachers participated in a CLIL training organized in Great Britain: the Biology teacher, the Math teacher, the Design Technology teacher and the English teacher as a coordinator of CLIL at school.

Subjects taught using CLIL (or rather elements of the method) at our school: Mathematics, Design Technology and Biology .

The teachers mentioned above cooperate with English teachers. The reason is that subject teachers need support with implementation of CLIL.

The proportion of English language used during CLIL classes is around 25% - 50%. The reason can be connected with the fact that scientific subjects are concerned to be more difficulty even in the native language.

The next problem is that our subject teachers are not language teachers so they can rely only on their own English skills and students knowledge of the language. The subject teacher must introduce a lot of new vocabulary, translate certain aspects into Polish, do exercises and repeat material. They use CLIL methods to teach the particular subject and the language at the same time. Teaching CLIL requires not only a different approach but also more visual materials and a big number of exercises adapted to CLIL.

10.2. Romania

At Liceul Ortodox “Episcop Roman Ciorogariu” they haven’t had CLIL in the curricula before, we discussed about it at the teachers meeting and decided upon having CLIL in our school due to the implementation of LED Erasmus+ project.

The main aim of CLIL introduction is to achieve the objectives of LED where CLIL plays an important role in helping teachers and students improve their communication skills in English. Teachers will learn the basic principles of CLIL, plan CLIL lessons and exchange ideas regarding issues of classroom management, lesson planning and materials development.

On the other hand CLIL will promote collaboration between participants. Lessons will be held in classrooms and computer lab, as well as outside. Our approach is to base the learning process on practical rather than theoretical knowledge as CLIL is designed on active learning methods.

CLIL activities scheduled in 2016/2018:

1. History lessons – hold in the Citadell of Oradea and the Tower of Oradea where students prepare and present projects about the structure and history of the Citadell as well as of the city (in English)
2. Biology lessons – hold in nature (zoo, woods, mountains, trips) where students can study the local flora and fauna and present their portfolio.
They can also get inspired by the landscape, sounds of nature (birds, water) and draw or paint.
3. Sports lessons – hold in the schoolyard – games where communication is English.
4. Physics lessons – hold in the Physics lab - experiments explained in English.
5. Literature lessons – theatre.
6. Primary lessons – songs and theatre.

10.3. Spain

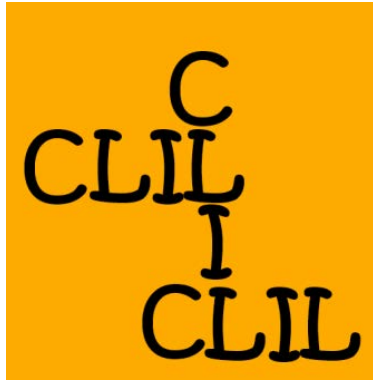
At IES de Infiesto we have had CLIL subjects since 2008 when the school entered this programme. The teachers selected to teach CLIL subjects must have a certification provided by the government. This kind of studies is called “Bilingual Education” in Spain. At any school teachers can choose to teach one subject or another, depending on the certificate the teacher has.

At IES de Infiesto the subjects chosen were Math in the four levels of Secondary Education, Science at the first level or Secondary Education and Physics and Chemistry at the second level of Secondary Education.

These subjects are normally hard for students, and that is why the number of participants is decreasing year after year.

CLIL teachers try to teach the same contents both for bilingual and non bilingual students. That is why bilingual students must do a higher effort to reach these contents as we add the level of English necessary to fulfill them. CLIL teachers try to speak English in class as much as possible but sometimes they have to use the native language for further explanations.

So... trying to reach a conclusion about the dealing with CLIL subjects at school, we could



say that it is interesting and enriching for any school to have CLIL subjects. It is challenging for teachers to deal with them and they must be taken in consideration as, undoubtedly, it means a great effort for them.

The LED team considers, after focusing on CLIL subject that the key to succeed lies in teaching subject not with a higher degree of difficulty but subjects the student can master with a normal effort and which make him be aware of his progress easily.

Chapter Four

Examples of Communication Activities created for LED

11. Some examples of oral activities created for “LED”

Here you will find some examples of different communication games created for the project. They are simple activities and easy to perform in class as they don't require complicated materials or preparation.

11.1. “Say it” Game

It is a simple board game. To play it you just need the board, a dice and some coins. It can be played in pairs or individually. The players move forward according to the numbers of the dice and do the activities shown in the box. The communication activities may be individual or pair group. The player who reaches box 28 in the first place wins the game.

We have created several versions of the game. You can create your own with the topic you want to practice...

"Say It" GAME: Summer Time!!



1 Tell five 5 things to a dessert island	2 Tell five activities you can do on the beach	3 Make the dialogue to buy an ice-cream	4 You miss your turn 	5 Invite a friend for a drink	6 Tell five indoor activities for a rainy day	7 Make a Complain for the loss of your luggage
8 Phone a friend to pick you at the airport	9 Go back to box 3	10 Move one box forward 	11 Tell five activities to do on the mountain	12 Go to a travel agency to book a flight	13 Go to a hotel and book a room	14 Move two boxes forward
15 You miss your turn 	16 Move two boxes forward	17 Invite a friend to come for a picnic	18 Go back to box 13 	19 Go to the train station to buy a ticket	20 Tell five activities to do on a big city	21 You miss your turn
22 Sing the chorus of a summer song	23 Move one box backwards	24 Tell five summer sports 	25 You miss your turn	26 Go back to box 13 	27 Tell five activities you to do in a little village	28 Convince a friend to watch a film

"Say It" GAME: Winter Time!!



1 Tell us five 5 winter activities	2 Tell five activities you can do on mountain	3 Make the dialogue to rent a pair of skiing boots	4 You miss your turn 	5 Invite a friend to watch a film	6 Tell five indoor activities for a rainy day	7 Make a complain for renting a pair of defective boots
8 Phone a friend to go skiing with you	9 Go back to box 3	10 Move one box forward 	11 Tell five options for winter holidays	12 Go to a travel agency to book a winter holiday	13 Go to a hotel and book a room	14 Move two boxes forward
15 You miss your turn	16 Move two boxes forward 	17 Invite a friend to the cinema	18 Go back to box 13 	19 Go to the train station to buy a ticket	20 Tell a joke	21 You miss your turn
22 Sing the Chorus of a winter song	23 Move one box backwards	24 Tell a short story	25 You miss your turn 	26 Go back to box 13	27 Tell five activities you to do in a little village	28 Invite a friend for a drink

"Say It" GAME: Scenes!!



1 Tell 3 people you love them in a different way	2 Pay a compliment to a stranger	3 You miss your turn	4 Invite a lonely person to dinner	5 Ask for help with the homework	6 Move two boxes backwards	7 Convince the audience to watch this film:
8 Ask for help to carry the luggage	9 You miss your turn	10 Explain a direction to a taxi driver	11 Move two boxes backwards	12 3 objects you would take to a desert island and why	13 You go to the supermarket to buy some fruit	14 Move one box forward
15 Move one box forward	16 Ask a boy or girl out	17 Sing the choir of a song	18 Ask the way to the cinema	19 Invite a friend to a ... concert	20 You miss your turn	21 convince your dad to let you go out on saturday night
22 You go to the supermarket to buy some bread	23 Move one box forward	24 Move two boxes backwards	25 Ask 3 partners about their favourite free time activities	26 You miss your turn	27 Move one box forward	28 Describe a game partner (the others must identify her / him)

"Say It" GAME: Daily Life!!



1 Tell a short story for children	2 Ask the price of a train ticket	3 You miss your turn	4 Invite a friend to go ice-skating	5 Ask for help with the shopping	6 Say a quote	7 Convince the audience to watch this film
8 Ask for help to change the wheel of your car	9 Sing the choir of a song	10 Explain a direction to a friend	11 Say 4 suggestions for the summer holidays	12 You miss your turn	13 You go to the supermarket to buy some bread	14 Tell a joke
15 Say 4 suggestions for a rainy Saturday afternoon	16 Ask a boy or girl out	17 Sing the choir of a song	18 Ask the way to the post office	19 You miss your turn	20 Move two boxes backwards	21 convince your mum / dad to let you go a trip
22 You go to the supermarket to buy some milk	23 Describe the room you are in	24 Move two boxes backwards	25 Move two boxes backwards	26 Sing the choir of a song	27 Tell a joke	28 Explain how to play this game

"Say It" GAME: Christmas!!



1 Tell 3 different Christmas dishes	2 Tell 3 Christmas presents 	3 Sing the chorus of a Carol	4 Throw the dice again	5 Talk with your mum about a present you want	6 You miss your turn 	7 Tell a Christmas tradition
8 Ask for help in a big store to buy a present	9 Tell how you celebrate Christmas at home	10 Tell which is your dream present	11 Sing the chorus of a Carol 	12 Move to box 15 	13 Talk about your favourite present	14 You miss your turn 
15 Say 4 suggestions for Christmas eve	16 Invite a friend to a Christmas party	17 Go back to box 12 	18 Tell the title of a film about Christmas	19 You miss your turn 	20 Sing the chorus of a Carol	21 Convince your mum / dad to let you go out on New Year's eve
22 Talk to your partner about the menu for Christmas dinner	23 Tell us about a present you disliked a lot	24 You miss your turn 	25 Tell us about a present you loved	26 Tell a Christmas tradition 	27 Go back to box 20 	28 Describe Father Christmas

"Say It" GAME: Recycling Time!!



1 Tell us what you do with the glass	2 Tell us what you do with the cans 	3  Make the dialogue asking about the recycling banks	4 You miss your turn 	5  Talk about the importance of recycling	6 Tell us what you do with the batteries 	7  Make a complain for a neighbor who don't recycle
8 Tell about the things you can recycle	9 Go back to box 3 	10 Move one box forward 	11 Tell us what you do with the organic food	12 Explain how you can recycle clothes	13  Go to a hotel and book a room	14 Move two boxes forward 
15 You miss your turn 	16 Move two boxes forward	17  Talk about the green house effect	18 Go back to box 13	19  How can you recycle at school? 	20 Tell us what you do with the plastic	21 You miss your turn 
22 Explain how you can make compost	23 Move one box backwards	24 Explain what is a recycling point	25 You miss your turn 	26 Go back to box 13	27 Tell us what you do with the paper	28  Convince a friend to recycle

"Say It" GAME: Spain!!



1 Tell us how to make an omelette	2 Describe the national holiday	3 Make the dialogue asking the way to a museum	4 You miss your turn	5 Ask your friend about a holiday destination in Spain	6 Tell us five important landmarks in Spain	7 Make a complaint in a restaurant because the lunch is cold
8 Tell us five important cities in Spain and why they are important	9 Go back to box 3	10 Move one box forward 	11 Tell us about the education system in Spain	12 Talk about the typical drink from Asturias, the Cider	13 Go to a hotel and book a room	14 Move two boxes forward
15 You miss your turn 	16 Move two boxes forward	17 Talk about how we celebrate Christmas in Spain	18 Go back to box 13	19 You want to book a typical dinner in a restaurant. Make the dialogue	20 Tell us some important geographical features in Spain	21 You miss your turn
22 Explain how to cook paella	23 Move one box backwards	24 Describe our National costume	25 You miss your turn	26 Go back to box 13	27 Tell us how to play this game	28 Convince a friend to come to Spain on holidays

"Say It" GAME: Poland!!



1 Tell us the meaning of Lodz flag	2 Tell us three reasons to visit Poland	3 Make the dialogue asking the way to the Town Hall	4 You miss your turn 	5 Describe your national costume	6 Tell us three typical activities of Poland	7 Make a complain in a restaurant which doesn't serve the national dish
8 Explain how to cook a Polish dessert	9 Go back to box 3	10 Move one box forward	11 Tell us 4 important landmarks in Poland	12 Describe the recycling bins in your country	13 Go to a hotel and book a room	14 Move two boxes forward
15 You miss your turn 	16 Move two boxes forward	17 Make a dialogue about inviting a friend to a concert	18 Go back to box 13	19 Ask your partner about the Polish education system	20 Tell us about the weather in Poland	21 You miss your turn
22 Explain a Christmas tradition in Poland	23 Move one box backwards	24 Tell us about traditional Polish music	25 You miss your turn 	26 Go back to box 13	27 Tell us about Polish typical dances	28 Convince a friend to visit Poland

"Say It" GAME: Lithuania!!



1 Tell us the meaning of the Lithuanian flag and badge	2 Tell us three reasons to visit Lithuania	3 Make the dialogue asking the way to the Town Hall	4 You miss your turn	5 Describe your national costume	6 Tell us three typical activities of Lithuania	7 Make a complain in a restaurant which doesn't serve the national dish
8 Explain how to cook a Lithuanian dessert	9 Go back to box 3	10 Move one box forward 	11 Tell us 4 important landmarks in Lithuania	12 Describe the recycling bins in your country	13 Go to a hotel and book a room	14 Move two boxes forward
15 You miss your turn 	16 Move two boxes forward	17 Make a dialogue about inviting a friend to a concert	18 Go back to box 13	19 Ask your partner about the Lithuanian education system	20 Tell us about the weather in Lithuania	21 You miss your turn
22 Explain a Christmas tradition in Lithuania	23 Move one box backwards	24 Tell us about traditional Lithuanian music	25 You miss your turn	26 Go back to box 13	27 Tell us about Lithuanian typical dances	28 Convince a friend to visit Lithuania

"Say It" GAME: Romania!!



1 Tell us what is your typical dish	2 Tell us what you do in winter vacations	3 Make the dialogue asking about hobbies	4 You miss your turn	5 Talk about the good habits	6 Tell us about your school day	7 Make a complain for a noisy night in the hotel
8 Tell about your future plans	9 Go back to box 3	10 Move one box forward 	11 Tell us about yourself	12 Explain how to get to Oradea	13 Go to a hotel and book a room	14 Move two boxes forward
15 You miss your turn 	16 Move two boxes forward	17 Talk about your pet	18 Go back to box 13	19 How can you get more free time	20 Tell us what you think about mobile phones	21 You miss your turn
22 Explain how to make a pan Cake	23 Move one box backwards	24 Talk about a famous literary Character in Romania	25 You miss your turn	26 Go back to box 13	27 Tell us what is your traditional costume	28 Convince a friend to visit Romania

"Say It" GAME: Italy!!



1 Tell us something about your traditions	2 Tell us something about your typical dishes	3 Make up a dialogue asking about where the nearest post office is	4 You miss your turn	5 Talk about the Italian weather	6 Tell us what you do at the weekends	7 Make a complaint about your last test results
8 Tell us about your family	9 Go back to box 3	10 Move one box forward 	11 Tell us what you do during your summer holidays	12 Explain how you feel when someone compliments you	13 Go to a hotel and book a room for 3 people for 3 nights	14 Move two boxes forward
15 You miss your turn 	16 Move two boxes forward	17 Talk about your favourite band	18 Go back to box 13	19 How do you go to school in the morning?	20 Tell us what you eat at the cinema	21 You miss your turn
22 Explain how you feel about travelling	23 Move one box backwards	24 Explain why you think friendship is important	25 You miss your turn	26 Go back to box 13	27 Sing your favourite song	28 Try to convince your friend on your right to start dancing













"Say It" GAME: ScienceTime!!



1 Tell the names of 5 celestial objects	2 State the universal law of gravitation	3 Make the layers of the peosphere in order of increasing depth	4 You miss your turn 	5  Why is there life on planet earth	6 Tell the names of five kingdoms of living beings	7  Make a complain for a neighbor using pesticide
8 Talk about the importance of the zone layer	9 Go back to box 3 	10 Move one box forward 	11 Difference between meteorite and a falling star	12 Name the layers of the atmosphaera in order of heights	13  Go to visit a lab. Ask questions	14 Move two boxes forward 
15 You miss your turn 	16 Explain the difference between mass and weight	17  Talk about the green house effect	18 Go back to box 13	19  How can you recycle at school? 	20 Talk about anomalous behavior of the layer	21 You miss your turn 
22 Talk about the coldest place in the earth?	23 Move one box backwards	24 Explain the organelles in a cell	25 You miss your turn 	26 Go back to box 13	27 Explain the difference between atom and molecule	28  Explain the vital functions to a friend
















"Say It" GAME: ScienceTime 2!!



1 Name the 5 kingdoms of living things	2 Explain the nutrition of fungi	3 Make the layers of the peosphere in order of increasing depth	4 You miss your turn 	5 Name the six groups of invertebrates	6 Name the classification of plants depending on the presence or absence of flowers	7  Make a complain for buying defective lab equipment
8 Talk about the bacteria	9 Go back to box 3 	10 Move one box forward 	11 Name six mollusks	12 Name the 15 groups of vertebrates	13  Go to visit a lab. Ask questions	14 Move two boxes forward 
15 You miss your turn 	16 What are unicellular fungi?	17  Make an interview about applying for a work in a lab	18 Go back to box 13	19  Name the group of mammals which lay eggs 	20 Name 3 examples of protozoa	21 You miss your turn
22 Define poikilothermic	23 Move one box backwards	24 Explain the division of arthropods	25 You miss your turn	26 Go back to box 13 	27 Explain the characteristics of monerans	28  Explain a friend what is a starfish

"Say It" GAME: StoryTellers!!



<p>1</p> <p>Who is snow White?</p> 	<p>2</p> <p>How many dwarves Can you name?</p> 	<p>3</p> <p>How does the prince save Snow White?</p>	<p>4</p> <p>You miss your turn</p>	<p>5</p>  <p>Make the dialogue of the poisoned apple</p>	<p>6</p> <p>You miss your turn</p> 	<p>7</p>  <p>Make a complain to Beast for his manners</p>
<p>8</p> <p>Tell the story of little Red Riding Hood</p>	<p>9</p> <p>Go back to box 3</p> 	<p>10</p> <p>Move one box forward</p> 	<p>11</p> <p>What happened to the first pig of the story?</p>	<p>12</p> <p>What happened to the third pig of the story?</p>	<p>13</p>  <p>Make the dialogue between the wolf and the second pig?</p>	<p>14</p> <p>Move two boxes forward</p>
<p>15</p> <p>You miss your turn</p> 	<p>16</p> <p>What does Robin hood do?</p>	<p>17</p>  <p>Make the dialogue between the step mother and the magic mirror</p>	<p>18</p> <p>Go back to box 13</p> 	<p>19</p>  <p>Tell the dialogue between Cinderella and the fairy</p>	<p>20</p> <p>What happens to Cinderella at home?</p> 	<p>21</p> <p>You miss your turn</p> 
<p>22</p> <p>Tell the story of Cinderella's shoe</p>	<p>23</p> <p>Move one box backwards</p>	<p>24</p> <p>What does the Ugly duck want to be?</p>	<p>25</p> <p>You miss your turn</p> 	<p>26</p> <p>Go back to box 13</p>	<p>27</p> <p>Where does Cinderella go?</p>	<p>28</p> <p>Explain your favourite story</p>

11.2. Creative words

- ✓ The game is intended for 6 people.
- ✓ Everyone has a board with 9 grids in front of them.
- ✓ There are cards in the middle of the table with different.
- ✓ Categories, for example: school, animals etc.
- ✓ The youngest player starts the game! Then we play clockwise.
- ✓ First, the player draws one card.
- ✓ Next, the player must say 5 words related to the category he has selected.
- ✓ If the person performed the task correctly, he can tick one grid on the board. If not, he can't tick the grid and he loses one turn.
- ✓ The person who first ticks all the squares on the board is **THE WINNER!**

1	2	3
4	5	6
7	8	9

Examples of Categories:

Animals
Musical instruments
Articles of clothing
Jewels
School subjects

Cooking utensils
House appliances
Tools
Toys
Games, etc.

11.3. Let's draw!

Students get a simple picture or they draw one in a secret. Then, they take turns to describe their picture to each other and the other person follows the precise instructions without looking at the picture or asking questions and tries to recreate the picture.

Students have to compare their drawings. The most accurate drawings **win the game.**

11.4. Don't Say it Game

Students play in teams of four. They prepared cards with names of objects to describe and add some words which cannot be said as a hint.

The partner student has one minute to find out the word. Students can prepare similar cards to these themselves:

"CAR"	"BIKE"	"JEANS"	"VASE"
Travel	Travel	Wear	Flower
Wheels	Seat	Denim	Decoration
Steering-wheel	Handle	Fashion	Glass

11.5. "20 questions Game"

One person is a volunteer who stands in the middle of a class with a picture on his hand. On the picture there is a name of a famous person, an object, an animal etc. The volunteer does not know what there is in the card.

The player can ask 20 YES/NO questions to the rest of the students to find out what the picture is.

There should be YES/NO questions only, questions of the type:

- ✓ Is it an animal?
- ✓ Can it fly?
- ✓ Is it made of plastic? etc.

11.6. Chain Game

This game will be used to practice different types of structures: present simple/present continuous, have/has got, is/am/are, etc.

Students sit or stand in a circle. Student 1 starts by saying his statement; student 2 repeats the statement and adds his own. Student 3 repeats theirs and adds one more. So all the students continue the activity and repeat more and more sentences.

EXAMPLE

Tom: *I have got a dog.*

John: *Tom has got a dog and I have got a cat.*

Kate: *Tom has got a dog, John has got a cat and I have got a rabbit.*

Meg: *Tom has got a dog, John has got a cat and, Kate has got a rabbit and I have got a hamster.*

And so on.

11.7. Covering the cards**TOPIC:** jobs and related vocabulary**GRAMMAR:** relative clauses**MATERIALS:** one set of cards per group**INSTRUCTIONS:**

The class is divided into groups. The number of students depends on how many cards you have. One student is the leader. He or she has got the definitions cut separately. The other students have got cards with words. There can be 2, 3, 4 or more cards with different words.

The leader reads the definition and the students look for the word corresponding to that definition. The student whose word is being described takes the small card and covers the word.

The game is over when all students cover all words. The groups can have cards of different colors.

A building site	A civil servant	An electrician
A nurse	Manual work	Part-time job
Salary	Shift work	Flight attendant
A place where something is being built	A person who works in a government department of a country	A person whose job is to connect, repair, etc. electrical equipment

A person whose job is to take care of sick or injured people	Work in which you use your hand or physical strength	A job which you do only a few hours a day
The money that employee receive for doing their job	Work for which your working hours are not always the same	A person whose job is to look after passengers on a plane
Operating theatre	Call center	Unskilled work
Manager	Uniform	A studio
Scientist	A telesales operator	A waiter
A person who is in charge of a shop or an office	Clothing which nurses, police officers, soldiers, etc. wear	A place where an artist works
A person whose place of work is a laboratory	A person who sells things over the phone	A person whose job is to serve meals
A place where a surgeon works	A place where workers answer phones and give out information	Work which doesn't require qualifications

11.8. Compliment game

OBJECTIVES:

- ✓ To revise adjectives related to character and personality.
- ✓ As a communication activity at the end of a lesson.

Students stand in two circles facing each other. The students in the inner circle stand in their places while the students in the outer circle move round and say a compliment to each inner circle student.

After they finish the students change their circles and now the others say compliments. This time they move in the opposite direction. They also can touch their friends.

The compliments shouldn't be about appearance, students should try to find some positive things to say about their friends' personality.

Chapter Five

Conclusions

12. Conclusions

An Erasmus + Project based on Oral Communication at any school is clearly a success and it means the interest for the Foreign Languages raises quickly.

The Projects mean lots of activities: drama, sketches, dialogues plus countless trips where communicating in English language is a must.

So it is not strange that as the Project developed, more students wanted to enter in it. To end up this eGuide we dare say that perhaps the improvement in students is not easy to perceive because it may depend on the activity but the interest for Foreign Languages clearly arose. That is already a success for us.

So we did again the survey we had done at the beginning of the Project and the result was a bit more satisfactory:

 Erasmus+

Let's Enjoy Dialoguing **Final survey**

Name.....Group.....

- 1/Do you like studying English as a Foreign Language?

☒ ☐
- 2/Do you study English at least twice a week?

☒ ☐
- 3/Do you consider yourself fluent enough in English?

☒ ☐
- 4/Do you find speaking English a useful tool?

☒ ☐
- 5/Would you like to improve your fluency?

☒ ☐
- 6/Do you ever do activities in English like watching movies or listening to music?

☒ ☐
- 7/Do you plan to continue your studies on English in the future?

☒ ☐

Thank you for your collaboration!

The result of the survey was the following: Among 100 students asked:

Questions:	Italy	Lituania	Poland	Romania	Spain
Do you like studying English as a Foreign Language?	80%	90%	90%	90%	85%
Do you study English at least twice a week?	65%	90%	80%	80%	62%
Do you consider yourself fluent enough in English?	50%	65%	65%	70%	42%
Do you find speaking English a useful tool?	65%	60%	75%	70%	85%
Would you like to improve your fluency?	95%	90%	90%	90%	95%
Do you ever do activities in English like watching movies or listening to music?	85%	60%	90%	70%	90%
Do you plan to continue your studies of English in the future?	95%	95%	90%	95%	90%

When studying a foreign language, communication is “a must” so teachers have to work effortless to encourage it. Any activity can be aimed for improving communication, from reading a text to performing.

But teachers cannot do all the work alone, students’ cooperation is essential. It is very important for students to learn that nothing can be achieved without effort.

Motivating activities, provided in a suitable and integrated way are, no doubt, the key for a successful task.



