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# Theme-based Role-play as an Alternative Approach in a Task-based EFL Learning and Teaching Environments

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## **Abstract**

Although the task-based approach has received significant interest and attention from EFL researchers and practitioners, there is always a concern about its effective implementation. Hence, this paper will discuss theme-based role play as an alternative tool in task-based EFL learning and teaching environments and share topics for theme-based role play in an EFL classroom. Also, the author will briefly describe the origin of role play, explain what it is, present how it is valuable in the development of EFL learners' social and communicative competence and discuss its benefits in EFL classrooms. Furthermore, this paper will present the three main stages of role play for its successful implementation in an EFL classroom.

## **1. Literature Review**

Role-play traces its origin in psychodrama, which Levy Moreno created. Psychodrama, a form of psychotherapy, was defined by Moreno (1987) as “the science which explores the truth by dramatic methods” (cited in Rojas and Villafuerte, 2018). It has five instruments: “the stage, the actor, the director, and the staff” (Rojas & Villafuerte, 2018). Psychodrama comes in various formats. Of these formats, role-playing, which is of spontaneous and creative characteristics, is the most applicable and utilized in education because

“education encourages spontaneity and creativity which are essential matters for human development and as the basis for social change” (Martinez, 2009, cited by Rojas and Villafuerte, 2018).

Rojas and Villafuerte (2018) also asserted that the term “role” in the word role play is a “Greek word ‘rolled-up’ which refers to theater’s scripts used during the ancient Greek times” (Cracium, 2010, cited in Rojas and Villafuerte, 2018). They further added that “role play also emerged from the games ‘Simulate Society’ (1966) and ‘Dungeons & Dragons Fights’ (1974), which were created to involve participants’ feelings and emotions using heroic and fantasy elements” (2018).

Various researchers define role-play in diverse ways. The author of this paper would like to present some of the definitions relevant to the main focus of this article, which is utilizing theme-based role-plays in task-based EFL learning and teaching environments.

Role-play is a “recreational activity that entertains, amuses, and enables participants to acquire new knowledge in a significant way” (Conforme & Torres, 2013, cited in Rojas & Villafuerte, 2018). In role plays, “the participants put themselves in somebody else’s shoes, or put themselves into an imaginary situation” (Budden, 2004, cited in Dunbar, 2012). According to Qing (2011, p.37), role play consists of activities that generate simulated environments which provide experiences for learners. It is a “projection in real-life situations with social activities” (Qing, 2011, p. 37). The planning stage of a role-play comprises students in teams or groups identifying the lexicon and coherent expressions and phrases to the scenarios to play (Waffa, 2014, cited in Rojas & Villafuerte, 2018), which eventually fosters creativity and collaborative learning among the students. Kusnierek (2015) defined role-play “as a complete range of communication techniques which develops language fluency and promotes student interaction during the class, increasing students’ motivation, encouraging their learning, and also sharing responsibilities between teacher and students” (cited in Rojas & Villafuerte, 2018). Al-Senaidi (2010) and Richards (1985) asserted that role play gives learners access to authentic resources for conversational interaction in English in different social contexts and social roles (cited in Waluyo, 2019). Abidin & Hosseini (2012) and Qing (2011) both stated that “role-play is a type of communicative activity, in which

learners are directed to create useful language exchange fostering a wide range of participation involving aspects of verbal communication (e.g., intonation, stress patterns, and tone of voice) and non-verbal communication (e.g., eye contact, hand gestures, and personal space)” (cited in Waluyo, 2019).

In a foreign language classroom, students need motivation to communicate and express themselves in a target language (Wafaa, 2014 cited in Rojas & Villafuerte, 2018) as well as to speak about their “quality of thought, argumentation, analysis, synthesis, explanation, evaluation on the usage of the foreign language” (Marin & De La Pava, 2017, p. 86, cited in Rojas & Villafuerte, 2018). In this regard, role play has many features that can encourage motivation among EFL learners. For one, it builds up EFL learners’ confidence to “use English in a contextualized environment” (Zhang, 2010; Duxbury & Ling, 2010; Asensio, 2015, cited in Rojas & Villafuerte, 2018). Therefore, role play sets a relaxing learning environment which consequently helps increase EFL learners’ self-confidence in speaking (Harmer, 2003).

Role play provides EFL students significant learning circumstances to improve their English speaking, listening, and comprehension skills (Huang, 2008). According to Lee & Smagorinsky (2000), role play “offers multiple opportunities to practice a foreign language than any other teaching activity” (cited in Rojas & Villafuerte, 2018). Role play activities allow students to experience situations where they can practice communicating in English as they would in real-life situations. In a study conducted by Yen, Huei, & Kuo (2013), where students participated in role-playing activities through social media, it was observed that “role-playing is a significant technique that centers on the learners’ ability to speak and communicate by playing various roles in a genuine situation” (cited in Rojas & Villafuerte, 2018).

Many studies have proven role play as a teaching technique that significantly enhances EFL learners’ speaking skills. The British Council (2004) ascertained that role play acts as a rehearsal of functional language where students can apply various corrections in English language use, such as error corrections, peer feedback, self-correction, etcetera. Role play allows the learners to share their knowledge of the English language as they plan and act out their roles in a given scenario. Kim (2018) asserted that “through the activities in the role play, a student-centered learning environment is built

because learners actively participate in the classroom, focusing on their own specific language learning needs.” Role play makes students speak without inhibitions since there is this awareness that they are only acting out and delivering dialogues. The learners then actively participate and enjoy using English in a role play. This immediate motivation helps strengthen their process of EFL acquisition, eventually leading to confidence in communicating in real-life contexts through English (Kumaran, 2017). Also, role play promotes student-centered learning, which lessens interference from the teacher. Hence, students collaborating with and learning from each other while preparing for the role play provide “memorable experiences which lead to higher knowledge retention” (Tran, 2014).

One of the functions of the task-based teaching approach in EFL education is to facilitate the learners’ practice and use of English through collaborative learning. Hence, scholars in the field of EFL education recommend role play as a communicative task that complements task-based language learning and teaching (Dorathy & Mahalakshmi, 2011; Patel, 2017, cited in Waluyo, 2019). In role play tasks, EFL students work together to write and design applicable language exchanges encouraging teamwork, active participation, and contribution of language knowledge and ideas (Abidin & Hosseini, 2012; Qing, 2011, cited in Waluyo, 2019). Al-Senaidi (2010) and Richards (1985) asserted that “role play provides learners with opportunities to use the target language and conversational resources stimulating authentic conversational interactions in different social contexts and social roles” (cited in Waluyo, 2019).

Although the features of role play match with the structure of task-based approach, its success is contingent on the relevance of the role play topic to the EFL learners’ language needs, suitability of the use of the language in the role play contexts, and the teacher’s systematic language error identification and corrections (Liu & Ding, 2009). Athiemoolam (2004) stated that “it is imperative for teachers to select role plays that will afford learners the opportunity to practice what they have learned or discussed in class while simultaneously stimulating their interest to ensure maximum participation” (cited in Dundar, 2012). The study conducted by Waluyo (2019) asserted that a theme-based role play has the characteristics that can address these conditions, enhance comprehension skills and improve the communicative

competence of EFL learners.

Hyland (1993) identified the four stages of a successful implementation of a role play: the preparation for the activity, introduction to the activity, execution of the task, and a debriefing stage (cited in Tipmontree & Tasaameelarp, 2018). Jones (1983) and Sturtridge (1977), on the other hand, identified the three main stages of role play in an EFL classroom (cited in Tipmontree et al., 2018).

The first stage is identified as Phase 1. The main aims of this stage are to familiarize the learners with the target language–vocabulary, expressions, structure, and relevant phrases—that they will use in the simulation and confirm that they understand their part in the role play. Hence, students “should be backed up with linguistic input and exercises that would assist them in practicing to enact the situations in the scenario” (Jones, 1983; Sturtridge (1977), cited in Tipmontree et al., 2018). Teachers should give instructions about the scenario’s context—the characters’ dilemma, circumstances, and setting of the story. Each student, in turn, is given a role card that identifies their role both through speaking and listening. Alternatively, Sturtridge (1977) suggested that “as regards linguistic input, do it after the activity as this might be more profitable if students would have an opportunity to try and make the best of their own language knowledge” (cited in Tipmontree et al., 2018).

The second stage is called Phase 2 where students “enact the simulation in groups, learners interact with one another, talk is performed without advance preparation, and students are responsive to the situation” (Jones, 1983; Sturtridge, 1977, cited in Tipmontree et al., 2018). At this stage, learners “discuss, argue with the others, and give out reasons” (Tipmontree et al., 2018) demonstrating communication through context based on real-life situations.

The third stage is Phase 3, which is the “debriefing period during which the students would have an opportunity to think through their use of language and content” (Jones, 1983; Sturtridge (1977), cited in Tipmontree et al., 2018). During this stage, the teacher and learners examine the language structure and appropriate language use from the simulated role play. At this stage, Tipmontree et al. (2018) asserted that “the teacher could encourage the participants to focus on vocabulary, phrases, and sentence structures they have used in the target language, give alternative suggestions and explain the

essential points in terms of the core content.” Tipmontree et al. (2018) also added that based on the questions of the learners and observations during the simulation the teacher can “supply the students with various kinds of exercises related to the language problems as they will be of great assistance to them when they encounter the same situations in real life.”

## **2. Topics for a theme-based role play**

Role play is a great learning tool to prepare EFL learners to use English in real-life situations. It provides rehearsals of functional language in a simulated contextualized learning environment. As such, it helps EFL learners overcome the reluctance and stage fright they experience when speaking in English, makes the students use English vocabulary and expressions in correct contexts, eliminates the monotony of bookwork, and provides practice of skills in practical and real-life scenarios as well as reviews of language lessons.

The author of this article would like to share the following theme-based role play topics from <https://bogglesworldesl.com/> that are offered free for all foreign language teachers and learners worldwide. These theme-based role play topics have already been used in the author’s EFL courses for university students. They have been observed to provide students with practical and enjoyable rehearsals for their English listening and speaking skills. The descriptions and instructions of the role play presented in this paper are also found on the said website.

### **A. Banking Role Play<sup>1</sup>**

#### **Purpose**

The purpose of these materials is to get the students to practice making basic bank transactions in English. This is a simple role-play intended for false beginners (or perhaps even beginners). In short, students will go into the bank and deposit money, withdraw money, cash checks, and pay bills. Due to the nature of the material, this role-play is intended for adults.

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1 Lantern Fish. Retrieved on November 12, 2021 <https://bogglesworldesl.com/>

### Class Set-up

The class is divided into two groups: bank tellers and bank customers. Bank tellers should all sit in a line facing the clients (like in a real bank). Bank tellers are given the Bank Teller Activity Sheet and a supply of Biggle Bucks and American Dollars.

Bank clients will visit the bank tellers and conduct transactions. Each bank client will need a bank client activity sheet, a bank Card, one piece of photo ID, two checks, and three bills (gas, electricity, and telephone).

### Resources

The teacher will need to print and photocopy five sheets. See Appendix 1.

## **B. Job Fair<sup>2</sup>**

### Purpose

The purpose of this lesson is to give false beginners some practice at job interviews in English. This lesson is intended more for adults or college students. Although, a real job interview will be much more complex, this lesson should give students a look at the vocabulary that is necessary for doing a job interview in English. This lesson follows a format of a discussion, followed by a role-play activity.

### Target Language

#### Vocabulary:

promotion, work experience, medical insurance, vacation, bachelor/masters/doctor degree, references, salary wage, housing, license, commissions, tips, bonus, well-spoken, hard-working, discounts, training course, dental insurance, creativity, report card, transcript, raise, neat appearance, dress.

#### Questions:

What kind of experience do you have? / What did you study in university? / What are your good points and bad points? / What company do you represent? / What kind of job do you offer? / How much does the job pay? / Where is it

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2 Lantern Fish. Retrieved on November 12, 2021 <https://bogglesworldesl.com/>

located? / Do you offer any benefits? / Is there any chance for a promotion or a raise?

### Preparation

The teacher will need to print and photocopy three MS Word documents. These are the Benefits and Qualifications, Employer's Activity Sheets, and Job Seekers Activity Sheets. See Appendix 2.

The Employer's Activity Sheets and Job Seeker's Activity Sheets are seven pages long. These can be modified according to suit a particular class.

### Introduction of the topic and language to use in the role play

Tell the students that you will be talking about job interviews today. Define the words benefit and qualification on the board. Make a chart with the headings benefits and qualifications on the board and ask the students to come up with some examples. Write the examples under the appropriate headings. Now hand out the worksheet titled Benefits and Qualifications. Go over it as a class. In groups decide what the most important benefits and qualifications are. Ask a few students what benefits they want. Then ask a few students what qualifications they have.

### Role Play Activity

Divide the class into two groups: companies and seeking up to hire employees and people seeking to find jobs. Arrange the desk and chairs so the companies line up in a row. The job seekers go from company to company and ask about the jobs. The job seekers are primarily interested in what benefits they can get. The companies are primarily interested in the qualification of potential employees. Both the employers and the job seekers should fill out the table on their activity worksheet. Before the simulation, model and example interview with a one or two students.

When the role play has finished and if time permits, ask the employers who they would like to hire and why. Likewise, ask the jobseekers what company they would like to work at.<sup>3</sup>

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3 Lantern Fish. Retrieved on November 12, 2021 <https://bogglesworldesl.com/>



### **C. Airport English: A role play getting through Customs<sup>4</sup>**

#### Purpose

The purpose of this lesson is to give students the skills to pass customs with as little as trouble as possible. This lesson follows a simple format of an introduction and discussion, followed by a role play activity. The total time for this activity should be around one hours.

#### Resources

The teacher will need to print off and photocopy customs officer role play sheets, traveler role play sheets, and passport and character prompt cards. There are two versions of the customs officer role play sheet, A and B. This is so that students can hear common custom questions asked in more than one way. See Appendix 3.

#### Introduction, Discussion and Language Focus

Tell the student that they will be studying airport English. Have one student come up to the front. Give that student a passport card and explain that you are a customs officer. The student will have to pass customs. Because you are the customs officer, you will be able to lead the conversation.

After a few students have tried to get through your customs and immigration, then go over the conversation written on the right side of the activity worksheets. Write the questions on the board and ask the students what possible answers could be. With all of the questions and possible answers on the board, have a few more students try to come through your customs to provide some more modelling and drills.

#### Role play Activity

The class will be divided into two groups of students: customs officers and travelers. Hand out the custom officer role-play sheet to the custom officers. Each custom officer represents a country of their choosing and they will briefly interview each traveler before letting them into the country. It works well

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4 Lantern Fish. Retrieved on November 12, 2021 <https://bogglesworldesl.com/>

when you put their desks in a line so that the travelers can go from one customs officer to another in an orderly fashion.

Handout the passports and traveler role-play prompts to the travelers. Have the travelers read their prompts. Note: you should be able to fold the character prompts and paste them onto the back of the passports. It is very convenient like that. As travelers get interviewed, the customs agents take down the travelers' information. The travelers write down what countries they visited. Finally, if time permits have the students change roles.

### Sample Dialogues

*A: Welcome to Canada. May I see your passport, please?*

*B: Sure. Here it is.*

*A: Where are you coming from?*

*B: I'm coming from Japan.*

*A: What is the purpose of your visit?*

*B: I'm here on a business.*

*A: How long are you planning to stay?*

*B: I'll be staying for three weeks.<sup>5</sup>*

*A: Where will you be staying?*

*B: I'll be staying at a hotel.*

*A: Have you ever been to Canada before?*

*B: No, this is my first time.*

*A: Do you have anything to declare?*

*B: No, nothing.*

*A: Enjoy your stay.*

*B: Thank you.<sup>6</sup>*

### 3. Conclusion

The primary goal of EFL teaching is to develop communicative competence. Hence, this paper has discussed theme-based role play as a teaching and

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5 Lantern Fish. Retrieved on November 12, 2021 <https://bogglesworldesl.com/>

6 Lantern Fish. Retrieved on November 12, 2021 <https://bogglesworldesl.com/>

learning tool to provide students with English conversational language experiences in an authentic social situation through simulated scenarios. The literature review has shown that role play effectively complements task-based teaching by simulating real-life situations, consequently providing students with meaningful English language practice. For a successful implementation of role play in the classroom, teachers should carefully choose the scenarios, particularly those that students are likely to experience in real-life situations. The English language structure in the role play should be easily connected with the language the students may encounter outside the classroom. Moreover, the students should clearly understand the characters and roles in the play.

Three theme-based role play topics have been shared in this paper. These ideas are directly sourced from <https://bogglesworldesl.com/>. The website is a free resource for all language learners and practitioners worldwide. The role play topics discussed in this paper have also been executed in the author's EFL courses at the university. Based on the positive response and perception of the students, the author highly recommends these role play topics.

Role play activities allow EFL learners to practice communicating in the same way they would as they navigate real world situations outside of class. The practical benefits of role play activities such as communication, collaboration, speaking, listening, reading, and writing allow EFL learners meaningful rehearsal of English which is paramount to their overall success both inside and outside the classroom. EFL practitioners should be continuously encouraged to improve their knowledge and understanding of the different theoretical and pedagogical aspects of using theme-based role play in various language learning contexts.

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Appendix 1

**Sample Conversation:  
Bank Transactions**

**A = Bank Teller B=Customer**

**A:** Good Afternoon, How may I help you today?

**B:** Hi, I'd like to *cash this check*,  
*deposit this money into my account*  
*withdraw \$500.00 from my account*,  
*change this into American money*,  
*pay this bill*.

**A:** Can I have your bankcard please?

**B:** Ok, Here you are.

**A:** And, I'll need some picture ID as well.

**B:** Is my driver's license OK?

**A:** That'll be fine. Thanks.  
...Teller Counts money...

**A:** Here is your ID and here is *your money*,  
*your receipt*.

**A:** Will there be anything else for you today?

**B:** No, that's all thank you.

**A:** Have a nice day.

**B:** You too.

**Bank Teller Activity Sheet**



**Banking Role-play**

You are a teller in a bank. Bank clients are going to enter your bank and make transactions at your window. Write down their name, the transaction, the amount, and their ID in the table below.

Name	Transaction	Amount	ID
Mike	Withdrawal	\$450.00	Passport

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**Action Sheets for Bank Clients**

**Sample Conversation:  
Bank Transactions**

**A = Bank Teller B=Customer**

**A:** Good Afternoon, How may I help you today?

**B:** Hi, I'd like to *cash this check*,  
*deposit this money into my account*  
*withdraw \$500.00 from my account*,  
*change this into American money*,  
*pay this bill*.

**A:** Can I have your bankcard please?

**B:** Ok, Here you are.

**A:** And, I'll need some picture ID as well.

**B:** Is my *driver license* OK?  
*passport*

**A:** That'll be fine. Thanks.  
...Teller counts money/writes a receipt...

**A:** Here is your ID and here is *your money*,  
*your receipt*.

**A:** Will there be anything else for you today?

**B:** No, that's all thank you.

**A:** Have a nice day.

**B:** You too.

You are a bank client and you have a list of errands to do at the bank today. Go through the list in order. Your teacher will give you a bankcard, some ID, three bills and two checks. Make sure you go to a different bank teller for each transaction. Get the teller's signature when you are finished your transaction.

Teller's Signature	Bank Transaction
	Cash your first check.
	Deposit your money into your account.
	Cash your other check.
	Pay your telephone bill.
	Withdraw \$600.00.
	Pay your electricity bill.
	Change \$200 into American money.
	Pay your gas bill.
	Deposit your remaining money.

Take a vote: The friendliest bank teller was \_\_\_\_\_.



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**Character ID and Bank Cards:**



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**Banking Role-play Realia: Biggle Bucks and US Dollars**



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**Banking Role-play Realia: Bills and Checks**

<p><b>B.H. ENGINEERING</b> <span style="float: right;">0000</span></p> <p><b>FOUR HUNDRED BOGGLE BUCKS   \$400.00</b></p> <p>_____</p> <p style="text-align: right;">Jeremy Blythe</p> <p>00000000 000 000 0 0000</p>	<p><b>BME ADVERTISING</b> <span style="float: right;">C000</span></p> <p><b>THREE HUNDRED BOGGLE BUCKS   \$300.00</b></p> <p>_____</p> <p style="text-align: right;">Mrs. Anthony</p> <p>00000000 000 000 0 0000</p>
<p><b>SIL. VOO MEDICAL</b> <span style="float: right;">0000</span></p> <p><b>FIVE HUNDRED BOGGLE BUCKS   \$500.00</b></p> <p style="text-align: center;"><b>VOID</b></p> <p>_____</p> <p style="text-align: right;">Samir Foster</p> <p>00000000 000 000 0 0000</p>	<p><b>BOGELMAN INDUSTRIAL</b> <span style="float: right;">C000</span></p> <p><b>TWO HUNDRED BOGGLE BUCKS   \$200.00</b></p> <p>_____</p> <p style="text-align: right;">pers. fourthard</p> <p>00000000 000 000 0 0000</p>

<p style="text-align: center;">TELEPHONE BILL</p> <p>YOU MUST PAY \$200.00 BY THE 15TH OF THIS MONTH</p> <p>MONTHLY CHARGES...\$17.00 LONG DISTANCE...\$153.00 TOTAL...\$200.00</p>	<p style="text-align: center;">ELECTRICITY BILL</p> <p>YOU MUST PAY \$200.00 BY THE 15TH OF THIS MONTH</p> <p>MONTHLY CHARGES...\$28.00 ELECTRICITY USED...\$174.00 TOTAL...\$200.00</p>	<p style="text-align: center;">\$18 BILL</p> <p>YOU MUST PAY \$200.00 BY THE 15TH OF THIS MONTH</p> <p>MONTHLY CHARGES...\$28.00 GAS USED...\$174.00 TOTAL...\$200.00</p>
<p style="text-align: center;">TELEPHONE BILL</p> <p>YOU MUST PAY \$100.00 BY THE 15TH OF THIS MONTH</p> <p>MONTHLY CHARGES...\$17.00 LONG DISTANCE...\$83.00 TOTAL...\$100.00</p>	<p style="text-align: center;">ELECTRICITY BILL</p> <p>YOU MUST PAY \$200.00 BY THE 15TH OF THIS MONTH</p> <p>MONTHLY CHARGES...\$28.00 ELECTRICITY USED...\$174.00 TOTAL...\$200.00</p>	<p style="text-align: center;">\$18 BILL</p> <p>YOU MUST PAY \$200.00 BY THE 15TH OF THIS MONTH</p> <p>MONTHLY CHARGES...\$28.00 GAS USED...\$174.00 TOTAL...\$200.00</p>

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## Appendix 2

### Benefits and Qualifications



A **benefit** is something you receive from a job  
 A **qualification** is something you need to do a job.

Look at the following list of vocabulary items. Are they *benefits of a job* or *qualifications for a job*?

- \_\_\_\_\_ promotion
- \_\_\_\_\_ work experience
- \_\_\_\_\_ medical insurance
- \_\_\_\_\_ vacation
- \_\_\_\_\_ bachelor/masters/doctor degree
- \_\_\_\_\_ references
- \_\_\_\_\_ salary
- \_\_\_\_\_ wage
- \_\_\_\_\_ housing
- \_\_\_\_\_ license
- \_\_\_\_\_ commissions
- \_\_\_\_\_ tips
- \_\_\_\_\_ bonus
- \_\_\_\_\_ being well-spoken
- \_\_\_\_\_ being hardworking
- \_\_\_\_\_ discount on goods
- \_\_\_\_\_ training courses
- \_\_\_\_\_ dental insurance
- \_\_\_\_\_ creativity
- \_\_\_\_\_ report card/transcript
- \_\_\_\_\_ raise
- \_\_\_\_\_ neat appearance/dress



In a group, decide what the most important qualifications and benefits are?

Most Important Benefits	Most Important Qualifications

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Employer Sheet A	Applicant Information				
Name of Applicant:					
Experience:					
Major:					
Skills:					
Good Points					
Bad Points					

#### Questions to ask applicant:

Could you spell your name please?  
 What kind of experience do you have?  
 What did you study in university?  
 Do you have any special skills?  
 What are your good points and bad points?



#### You Company's Profile and Available Job

Company Name: \_\_\_\_\_ Labs  
 Job Description: *Researcher*  
 Job Salary: \$45 000/year  
 Location: *University Laboratory*  
 Benefits and Incentives: *Medical/Dental*  
 Promotions and Raises: *2% raise every year.*  
*Promotion to senior researcher after five years.*

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Employer Sheet B		Applicant Information			
Name of Applicant:					
Experience:					
Major:					
Skills:					
Good Points					
Bad Points					

**Questions to ask applicant:**  
 Could you spell your name please?  
 What kind of experience do you have?  
 What did you study in university?  
 Do you have any special skills?  
 What are your good points and bad points?



**You Company's Profile and Available Job**  
 Company Name: \_\_\_\_\_ Restaurant  
 Job Description: Cook  
 Job Salary: \$12.00/hour  
 Location: Downtown Restaurant  
 Benefits and Incentives: Free dinners  
 Promotions and Raises: 3% raise per year.

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Employer Sheet C		Applicant Information			
Name of Applicant:					
Experience:					
Major:					
Skills:					
Good Points					
Bad Points					

**Questions to ask applicant:**  
 Could you spell your name please?  
 What kind of experience do you have?  
 What did you study in university?  
 Do you have any special skills?  
 What are your good points and bad points?



**You Company's Profile and Available Job**  
 Company Name: \_\_\_\_\_ Cafe  
 Job Description: Waiter/Waitress  
 Job Salary: \$7.00/hour.  
 Location: Café by the sea.  
 Benefits and Incentives: Free Coffee and Tips  
 Promotions and Raises: 5% raise after 6 months.

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Employer Sheet D		Applicant Information			
Name of Applicant					
Experience:					
Major:					
Skills:					
Good Points					
Bad Points					

**Questions to ask applicant:**  
 Could you spell your name please?  
 What kind of experience do you have?  
 What did you study in university?  
 Do you have any special skills?  
 What are your good points and bad points?



**You Company's Profile and Available Job**  
**Company Name:** \_\_\_\_\_ Department Store  
**Job Description:** Salesperson  
**Job Salary:** \$20 000  
**Location:** Downtown  
**Benefits and Incentives:** 5% commissions and 10% discount on store goods.  
**Promotions and Raises:** Manager after 5 years

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Employer Sheet E		Applicant Information			
Name of Applicant					
Experience:					
Major:					
Skills:					
Good Points					
Bad Points					

**Questions to ask applicant:**  
 Could you spell your name please?  
 What kind of experience do you have?  
 What did you study in university?  
 Do you have any special skills?  
 What are your good points and bad points?



**You Company's Profile and Available Job**  
**Company Name:** \_\_\_\_\_ Law Firm  
**Job Description:** Lawyer  
**Job Salary:** \$65 000/year  
**Location:** in the suburbs  
**Benefits and Incentives:** Medical/Dental  
**Promotions and Raises:** 2% raise every year.  
 Promotion to partner after 5 years.

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Employer Sheet F	Applicant Information				
Name of Applicant					
Experience:					
Major:					
Skills:					
Good Points					
Bad Points					

**Questions to ask applicant:**  
 Could you spell your name please?  
 What kind of experience do you have?  
 What did you study in university?  
 Do you have any special skills?  
 What are your good points and bad points?



**You Company's Profile and Available Job**  
 Company Name: \_\_\_\_\_ High School  
 Job Description: Teacher  
 Job Salary: \$30 000/year  
 Location: Suburbs  
 Benefits and Incentives: Medical/Dental  
 3 Month Vacation  
 Promotions and Raises: 3% raise every year.

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Employer Sheet G	Applicant Information				
Name of Applicant					
Experience:					
Major:					
Skills:					
Good Points					
Bad Points					

**Questions to ask applicant:**  
 Could you spell your name please?  
 What kind of experience do you have?  
 What did you study in university?  
 Do you have any special skills?  
 What are your good points and bad points?



**You Company's Profile and Available Job**  
 Company Name: \_\_\_\_\_ Fish Farm  
 Job Description: Fish Farmer  
 Job Salary: \$16.00 an hour  
 Location: On an island.  
 Benefits and Incentives: Free fish/ housing  
 Promotions and Raises: None

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Theme-based Role-play as an Alternative Approach in a Task-based EFL Learning and Teaching Environments

Employee Sheet A		Job Types			
Name of company					
Job:					
Salary					
Location					
Benefits					
Incentives					
Promotions					
Raises					

**Questions to ask employers:**  
 What company do you represent?  
 What kind of job do you offer?  
 How much does the job pay?  
 Where is it located?  
 Do you offer any benefits?  
 Is there any chance for a promotion or a raise?

**Your information**  
 Your Name: *Sam Spade*  
 Work Experience: *2 years serving at a restaurant.*  
 Your Major: *Economics*  
 Special Skills: *Drivers License*  
 Good Points: *Funny*  
 Bad Points: *Lazy*

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Employee Sheet B		Job Types			
Name of company					
Job:					
Salary					
Location					
Benefits					
Incentives					
Promotions					
Raises					

**Questions to ask employers:**  
 What company do you represent?  
 What kind of job do you offer?  
 How much does the job pay?  
 Where is it located?  
 Do you offer any benefits?  
 Is there any chance for a promotion or a raise?



**Your information**  
 Your Name: *Michael Jackson*  
 Work Experience: *No experience/ Student*  
 Your Major: *English*  
 Special Skills: *Can speak English well.*  
 Good Points: *Works Hard*  
 Bad Points: *Shy*

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Employee Sheet C		Job Types			
Name of company					
Job:					
Salary					
Location					
Benefits					
Incentives					
Promotions					
Raises					

**Questions to ask employers:**  
 What company do you represent?  
 What kind of job do you offer?  
 How much does the job pay?  
 Where is it located?  
 Do you offer any benefits?  
 Is there any chance for a promotion or a raise?



**Your information**  
 Your Name: *Fred Flinstone*  
 Work Experience: *Fishing Guide*  
 Your Major: *Biology*  
 Special Skills: *Scuba License*  
 Good Points: *Responsible*  
 Bad Points: *Impatient*

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Employee Sheet D		Job Types			
Name of company					
Job:					
Salary					
Location					
Benefits					
Incentives					
Promotions					
Raises					

**Questions to ask employers:**  
 What company do you represent?  
 What kind of job do you offer?  
 How much does the job pay?  
 Where is it located?  
 Do you offer any benefits?  
 Is there any chance for a promotion or a raise?



**Your information**  
 Your Name: *Cleopatra Jones*  
 Work Experience: *3 Year at a Law firm.*  
 Your Major: *Law*  
 Special Skills: *License to practice Law*  
 Good Points: *Team player.*  
 Bad Points: *Gets angry easily.*

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Theme-based Role-play as an Alternative Approach in a Task-based EFL Learning and Teaching Environments

Employee Sheet E		Job Types			
Name of company					
Job:					
Salary					
Location					
Benefits Incentives					
Promotions Raises					

**Questions to ask employers:**  
 What company do you represent?  
 What kind of job do you offer?  
 How much does the job pay?  
 Where is it located?  
 Do you offer any benefits?  
 Is there any chance for a promotion or a raise?



**Your information**  
**Your Name:** *Mary Stuart*  
**Work Experience:** *2 years as a research assistant at M.I.T.*  
**Your Major:** *Physics*  
**Special Skills:** *Computer programming skills.*  
**Good Points:** *Creative, intelligent..*  
**Bad Points:** *Unreliable, gets bored easily.*

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Employee Sheet F		Job Types			
Name of company					
Job:					
Salary					
Location					
Benefits Incentives					
Promotions Raises					

**Questions to ask employers:**  
 What company do you represent?  
 What kind of job do you offer?  
 How much does the job pay?  
 Where is it located?  
 Do you offer any benefits?  
 Is there any chance for a promotion or a raise?



**Your information**  
**Your Name:** *Betty Crocker*  
**Work Experience:** *Three years at a bakery.*  
**Your Major:** *Didn't go to university.*  
**Special Skills:** *Bakers License.*  
**Good Points:** *Kind, Generous*  
**Bad Points:** *Talkative.*

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Employee Sheet G		Job Types			
Name of company					
Job:					
Salary					
Location					
Benefits					
Incentives					
Promotions					
Raises					

**Questions to ask employers:**

What company do you represent?  
 What kind of job do you offer?  
 How much does the job pay?  
 Where is it located?  
 Do you offer any benefits?  
 Is there any chance for a promotion or a raise?



**Your information**

**Your Name:** *Frodo Baggins*  
**Work Experience:** *Two years telemarketer.*  
**Your Major:** *Education*  
**Special Skills:** *None*  
**Good Points:** *Speaks well, Good looking.*  
**Bad Points:** *Sometimes rude.*

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### Appendix 3

#### Airport Role-play: Customs Sheet A



Role-play: You are a customs and immigration officer at an airport. When students try to enter your country find out this information. To the left of the table there are some questions that you might want to ask. Fill in the blanks with a country name.



- Welcome to \_\_\_\_\_
- May I see your passport?
- Where are you coming from?
- What is the purpose of your visit?
- How long are you planning to stay?
- Where will you be staying?
- Is this your first time to \_\_\_\_\_?
- Do you have anything to declare?
- Enjoy your stay.

Name	Nationality	Last Country Visited	Purpose of Visit	Intended Length of Stay	Location of Stay	Anything to Declare (Y/N)	First Time (Y/N)

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#### Airport Role-play: Customs Sheet B



Role-play: You are a customs and immigration officer at an airport. When students try to enter your country find out this information. To the left of the table here are some questions that you might want to ask:



- Welcome to \_\_\_\_\_
- Could I see your passport?
- Where are you coming from?
- Why are you visiting \_\_\_\_\_?
- How long do you intend to stay?
- Where will you be staying?
- Have you been to \_\_\_\_\_ before?
- Do you wish to declare anything?
- Enjoy your stay.

Name	Nationality	Last Country Visited	Purpose of Visit	Intended Length of Stay	Location of Stay	Anything to Declare (Y/N)	First Time (Y/N)

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### At the Airport: Customs

Airport Role-play: You are going to be a traveler going through customs. Visit as many countries as you can and write down which countries you visited.



A: Welcome to Canada. May I see your passport please?

B: Sure. Here it is.

A: Where are you coming from?

B: I'm coming from Seoul, Korea.

A: What is the purpose of your visit?

B: I'm here on business.

*visiting relatives.*

*here as an exchange student.*

*here as a tourist.*

A: How long are you planning to stay?

B: I'll be staying for three weeks.

*for 1 month.*

*until tomorrow.*

*until next Tuesday.*

A: Where will you be staying?

B: I'll be staying at a hotel.

*at my aunt's house.*

*at a dormitory.*

A: Have you ever been to Canada before?

B: No, this is my first time.

A: Do you have anything to declare?

B: No, nothing.

A: Enjoy your stay.

B: Thank you.

#### Countries Visited:

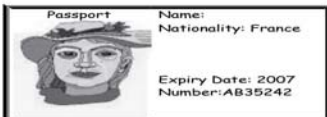
_____	_____
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_____	_____
_____	_____

**Role Plays: Character Prompts and Passports**

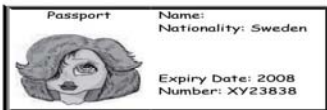
You are a German tourist. You have just come from Brazil. You want to stay for 3 weeks. You are just sight seeing. You are staying at a hotel.



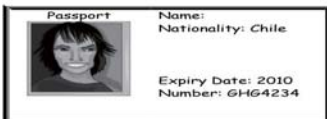
You are visiting your uncle who lives in this country. You will be staying for the summer vacation (2 months). You will be staying at your uncle's house.



You are an exchange student. You will be studying at a language school. You will be staying for 6 months. You will be staying in a dormitory.



You are on a business trip. You are selling wine. You will be staying for 2 week. You will be staying at a hotel.



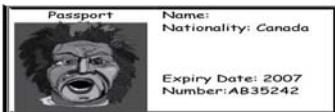
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**Role Plays: Character Prompts and Passports**

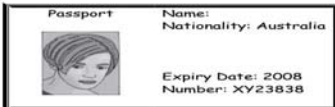
You are a Brazilian soccer player. You are coming to play a soccer game. You will stay for 3 days at a hotel.



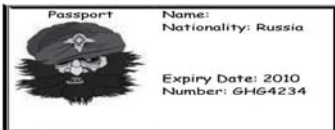
You are traveling on business. You are selling baby clothes. You will be staying there until next Wednesday at a hotel.



You are going to study at the university. You are a graduate student doing an MA in history. You will be studying there for 2 years. You will be staying in a dormitory.



You are visiting your brother. You will be staying until July 20<sup>th</sup> at your brother's house.



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