

How Students Write English Role-Play Dialogues

A Paper Presented by Charles Kovach

Instructor (English and English as a Second Language), Southwestern College

Adjunct Professor in English, San Diego City College

Former Lecturer, San Diego State University

Former Instructor, UCSD Extension

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Abstract of Presentation

This presentation will describe a general approach to having students write effective role-play dialogues. After students are given a scenario, they determine a **PROBLEM** and come up with **SOLUTIONS** to the **PROBLEM**. They then come up with a **PURPOSE** for the dialogue, a **PURPOSE** for each speaker in the dialogue, and a **TITLE** for the dialogue. Only then will they compose the script for the dialogue. They could either write the script in pairs or fill in a blank script that could be passed around so that each student could write a segment of the dialogue.

Lesson Plan

Materials: Name tents (and some blank ones), marker pens, pennies, handouts, Zenergy Chime (to let students know when to end one activity)

Objectives: Students will:

- Write the **PROBLEM** posed in a scenario and **SOLUTIONS** to the **PROBLEM**;
- Write the overall **PURPOSE** for a role-play dialogue, the **PURPOSES** for each speaker in the dialogue, and the **TITLE** for the dialogue;
- Write a role-play dialogue script.

Procedure:

[General Note: While students are doing any writing during this lesson, circulate around the desks to help the students.]

- Put desks in half-moon format. Write objectives on the board. Place a small pile of pennies on each desk. Write objectives on the board. Write “Welcome, Scriptwriters!” on the board. Shuffle and place name tents on the desks. (before class starts)
- Greet the students by saying “Welcome, Scriptwriters!” Remind students to sit where their name tents are. Remind students the reason for the pennies: “If a classmate catches you speaking a language other than the target language of English, you must give that classmate a penny. At the end of the class, please leave all the pennies on the desks.” Call on a student to read the objectives to the whole class. (about 5 minutes)
- Distribute handout with the scenario and space to write the **PROBLEM** and **SOLUTIONS**. Call on a student to read the scenario aloud. (about 3 minutes)

[General Note: Tell students that they may write and say “I don’t know yet” to any QUESTION after they have tried hard to answer and have not yet thought of an answer.]

- Have students, individually, write a one-sentence answer to question 1. Call on students to share their answer. Call on students to evaluate one another’s oral answers. (about 5 minutes)
- Call on students to write a one-sentence answer to question 2. Call on students to share their answer. Call on students to evaluate one another’s oral answers. Have students write a list of possible **SOLUTIONS** on the board. (about 10 minutes)
- Explain to the class that they are about to write a role-play dialogue involving Boris and Yoko. Distribute handout on which they can write the **PURPOSES** and **TITLE** for the dialogue. Before actually writing the dialogue have students, individually, write the

overall **PURPOSE** for the dialogue. Call on students to share their answers. Call on students to evaluate one another's oral answers. (about 10 minutes)

- Have students, individually, write the **PURPOSE** for Boris. Call on students to share their answers. Call on students to evaluate one another's oral answers. (about 5 minutes)
- Have students, individually, write the **PURPOSE** for Yoko. Call on students to share their answers. Call on students to evaluate one another's oral answers. (about 5 minutes)
- Have students, individually, write the **TITLE** for the role-play dialogue. Call on students to share their answers. Call on students to evaluate one another's oral answers. (about 5 minutes)
- Have students compose the script either in pairs or as a whole class. If the number of students is large, have students get in pairs to write the script; if the number of students is small, circulate the blank script so that each student writes one section of the script. (about 30 minutes)
- Collect and shuffle name tents so that the students will be sitting by different classmates in the next class meeting. Erase the board. Collect pennies. Return desks to their original configuration. (immediately after the class meeting ends)

(This lesson applies concepts from workshops by Professor Yuki Yamamoto, Dr. Sylvia Garcia-Navarrete, Dr. Suzanne Borman, and Dr. Joel Levine.)

Your name _____

To help prepare to write a role-play dialogue involving Boris and Yoko, write a complete sentence answer to each question.

1. What is the overall **PURPOSE** of the role play?
2. What is the **TITLE** of the role-play dialogue?
3. What is the **PURPOSE** of Boris in the role play?
4. What is the **PURPOSE** of Yoko in the dialogue?

Title: _____

Boris:

Yoko:

Boris:

Yoko:

Boris:

Yoko:

Boris:

Yoko:

Boris:

Yoko: