



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ROLE PLAY TECHNIQUES TO ENHANCE
PRONUNCIATION TO A2 ENGLISH LEVEL
STUDENTS FROM BUSINESS ADMINISTRATION
MAJOR COURSE 8-1 AT UNIVERSIDAD ESTATAL
PENINSULA DE SANTA ELENA”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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La Libertad – Ecuador

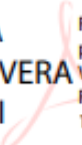
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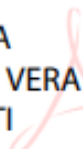
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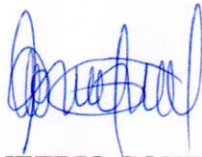


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STATEMENT OF AUTHORSHIP

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Acknowledgement

Firstly, I am grateful to God for allowing me to live this wonderful stage of my life and that despite my mistakes and lack of commitment to him, he is always by my side.

Secondly, to those who have always been showing me their support, motivation and force, to those who encouraging me to move forward in my life, from whom I receive advice and unconditional love, my parents Walter and Pascuala thanks for always being by my side.

Finally, I want to say thanks to my friends, classmates, and teachers who gave me their support and shared their knowledge with me during my career as a student.

Dedication

In memory of those who never believed in me and made me feel trashy and tiny in this world, thanks to them I understood that trash can become art and the tiny can shine like the sun. Thanks to those people I am able to realize what kind of person I want to be.

DECLARACION

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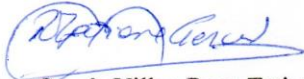
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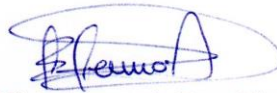


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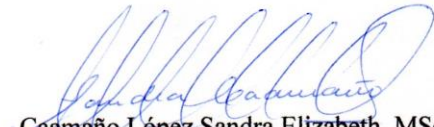
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Abstract

This research project analyzes the effectiveness of utilizing role play activities as techniques for learning English as a foreign language applied in the English classes received by Business Administration students' course 8-1, to improve their oral skills, mainly focused on enhance pronunciation to A2 English level. To develop this study an interview and questionnaires were applies to students and one teacher in order to determine the effects to practice speaking skills in English classes. The findings revealed that, all students from Business Administration major course 8-1 have several problems with pronunciation and recognize sounds of the words used in the oral communicative process. This fact provided contributions to study what techniques and strategies are used in English classes to practice pronunciation, the results were that, teachers practice more exercises focused on grammar and writing becoming classes boring and rather difficult to comprehend. Role play activities are presented as support techniques for practicing pronunciation and also as an aid to create a more dynamic, entertaining and productive learning environment. In addition to that, those kind of activities provide a rich and extensive vocabulary related to work environment which students are immersed.

Key words: role play activities, speaking skills, communicative process, English teaching techniques and strategies, learning environment, and English as a foreign language.

Resumen

Este proyecto analiza la efectividad de las actividades de juego de roles utilizados como técnicas para el aprendizaje del inglés como lengua extranjera aplicadas en las clases de inglés que reciben los estudiantes de Administración de Empresas del curso 8-1, para mejorar sus habilidades orales, enfocadas principalmente a potenciar la pronunciación al inglés nivel A2. Para desarrollar este estudio se aplicó una entrevista a un docente y un cuestionario a estudiantes con el fin de determinar los efectos para practicar habilidades de expresión oral en las clases de inglés. Los hallazgos revelaron que todos los estudiantes de la carrera 8-1 de Administración de Empresas tienen varios problemas con la pronunciación y para reconocer los sonidos de las palabras utilizadas en el proceso comunicativo oral. Este hecho brindó aportes para estudiar qué técnicas y estrategias se utilizan en las clases de inglés para practicar la pronunciación, los resultados fueron que, los docentes practican más ejercicios enfocados a la gramática y escritura volviendo las clases aburridas y bastante difíciles de comprender. Las actividades de juego de roles se presentan como técnicas de apoyo para practicar la pronunciación y también como una ayuda para crear un ambiente de aprendizaje más dinámico, entretenido y productivo. Además de eso, este tipo de actividades proporciona un vocabulario rico y extenso relacionado con el entorno de trabajo en el que están inmersos los estudiantes.

Palabras claves: Actividades de juego de roles, habilidades para hablar, proceso comunicativo, técnicas y estrategias de enseñanza del inglés, ambiente de aprendizaje e inglés como lengua extranjera.

Introduction

Teaching EFL (English as a foreign language) in a Spanish-speaking country as Ecuador where the mother tongue and the culture are quite unite and valuable carry out a rigorous work and extensive process to get positive results, the teaching learning process demands a seeking of methodologies and techniques highly entertaining to encourage students to participate in the learning environment. Two crucial reasons why students do not like talking in English are low self-esteem and confidence to interact in public spaces, it causes an imbalance in the development of the motor skills needed to learn a new language, thus causing communication skills to become distorted and students perceive them as a problem.

College learners students put in risk their opportunities to get a suitable work because their oral skills are no suitable to hold a conversation in their work environments which demand to use linguistic competences in different scenarios to set relationship with others. St the present days, Ecuadorian education, in relation with foreign languages, work together on create programs to support those communicative skills necessities and proposed college students have a good level of English as requirement to graduate. However, the level of English of students from different degrees is rather thoughtful and critical, students do not show interest to learn English and there is no commitment on their part, most of this severe problem is in the little dynamic methodologies and very monotonous techniques that make the classes boring and superficial.

This research project is focused on investigating the use of role play techniques to enhance the students' pronunciation and increase oral communication skills, on another hand, it seeks to give clear data and presents significant results on how business administration students from course 8-1 at Universidad Estatal Peninsula de Santa Elena improve their pronunciation at A2 English level practicing with these activities. Also, this study address some hardly procedures in order to collect information and analyze the results accurately, to this, data collection tools such as questionnaires, and tests were used and put in practice with teachers' and students, in addition to that, classroom observation formats were included to evaluate the interact in the class.

The entire research project is introduced in four chapters. In the chapter one, the problem statement is formed and detailed, along with the description of the research questions, objectives and the justification of the study. In the chapter two, the theoretical framework based on role play techniques which involve many activities to enhance oral kills and their communicative language approach are discuss in deep.

Chapter three involve a spotless description of the methodology applied during the project that has an address quantitative approach. In addition to that, the data collect techniques and tools are presented with the results of this study which obtained from questionnaires and interviews took to Business Administration students from course 8-1and college teachers and the conclusions and recommendations of this study are established. Finally, in the chapter 4, the proposal and a design of the handbook are developed. To complete the structure of this study a list of references and bibliography used for development of the research process are presented in the las pages.

Chapter I

The Problem

1.1 Research topic

Role-play techniques to enhance pronunciation to A2 English level students from Business Administration major course 8-1 at Universidad Estatal peninsula de Santa Elena.

1.2 Problem statement

English language has become established almost all over the world as the language of business and social communication. Currently, all companies ask their staff, managers, and represents speak in English to set relationships with international or foreign industries in order to their services and products can grow or be prestigious. English as a tool of communication has been playing an important part in acquiring cultural, scientific and technical knowledge, for collecting worldwide information and carrying out international exchange and cooperation. Improving the level of English spoken student is becoming increasingly important. (Ayuningtias, D. 2019)

Handling oral skills to communicate is essential in work environments because it allows the appropriate involvement of students in specific communicative situations and scenarios of their daily routines, for examples, in discussions, conversations, phone calls, service and customer support; and others. The reasons why college students do not show interest to speak English fluently and accurate are many, those factors put in risk their secure job opportunities.

First of all, feelings and emotions should be handle in an adequate way to learners can interact in public spaces with confidence, sure of themselves, and motivation, but the reality is another, students do not know how to control their emotions and the fear of receiving bullying, ridicule and criticism for not knowing how to pronounce, tone, and emphasize words makes them lose interest in improving.

Anxiety and fear affect a person's ability to communicate well in social and work situations such as; meetings, public speaking, and interpersonal and group discussions. (Abdul, R; et all, 2018). As mentioned it the author, these feelings make a student create an anxious atmosphere which does not let to develop a suitable adquisition of English language. English plays a crucial role in the employability, graduated students of business administration careers are the most affected why do not speak and pronounce the words correctly to create a dialogue or hold a discussion.

Secondly, the methodologies applied to teaching English as a foreign language are not satisfactory or inducement for learners. (Zainuddin, S.Z.B., et al., 2019), in their research about “English Language and Graduate Employability” mentioned that good grammar and a wide range of vocabulary are important, the findings indicated several mismatches in terms of students’ perceptions and employers’ expectations. Among them is the use of the colloquial form of English at the workplace which was not favored by employers. Employers also generally felt that knowledge of different types of writing styles could be learnt on-the-job. Furthermore, employers pointed out other essential skills for employability: the ability to communicate in other languages, confidence and a good attitude.

Such as mentioned Zainuddin, S. et al., (2019), in teaching speaking, teachers should cover some relevant aspects such as; fluency, pronunciation, intonation and grammatical accuracy and choices of proper words for the correct expression, and he adds they are fundamental to graduated students’ ability to hold a conversation with others. Also, as a result, student enhance interpersonal skills in order to establish healthy relationships with their parents, friends and even teachers.

According to the results obtained by the British Council (2015), English learners in Ecuador show more confidence at the time of reading and writing but they do not have much confidence in speaking. English learners consider speaking harder than writing and reading and the only contact they have with the language is in classes, besides that, they do not count on teachers who use appropriate strategies to encourage them to produce the language.

Moreover, it is important to mention to speaking skills are more difficult to develop and of course people demand a big force to become a fluent English speaker, but this ability to speak quite well and accurate can be reinforce by practicing the language through simulated the pronunciation and intonation of the words with activities that involve role plays techniques, and it is essential to contribute that, those positive results can be obtained applying a suitable methodology to promote students’ success during the teaching learning process.

...when they interviewed English teacher about the reason why the students in this classroom don’t want to speak. English teacher said, “The students in vocabulary mastery is less, so, if they are less of vocabulary, automatically, their speaking skills are also less”. (Ayuningtias, D. 2019). This contribution provides a clear reason why college students do not speak English, the methodology to teach English as a foreign language at universities should be addressed to English for specific proposes and not Basic English because, that limits the vocabulary and grammar

competence. So, when students try to talk about situation that happen in daily work routine they will be able to do it because the vocabulary taught in classes was not adequate, for that, the methodology is fundamental in a teaching learning process.

By the way, one teaching techniques to encourage students to participate in classes and keep them motivate is role play, this strategy allows students to act out adopted roles in simulations of real life situations. A role play activity can help participating students to develop critical-thinking skills and allow them to apply their knowledge by engaging them in various real-life scenarios (Rashid and Qaisar, 2017). According to these authors, college students should be prepare in environments which involve a vocabulary and language in use according to their professions, techniques such as; simulations, monologues, dramatizations, language games, and others, that involve a strong language in use.

English as a tool of communication has been playing an important part in acquiring cultural, scientific and technical knowledge, for collecting worldwide information and carrying out international exchange and cooperation. Improving the level of English spoken student is becoming increasingly important.

However, with the information obtained of questionnaires and interviews taken at business administration students course 8-1 it was found that there are some factors and concerns in the classroom environment that affect to students. Those situations do not allow students to master and develop better communication skills, and as a result, students are not able to express basic information freely in the foreign language. For this reason, it is vital to use new methodologies and techniques in order to students show interest in classes, an alternative to overcome this situation and give it a solution in that teacher select, adapt and apply meaningful communicative and entertaining activities such as role play techniques involve and put them in practice in the EFL classroom.

Finally, it is crucial to mention that speaking, as a linguistic competence, has a vital role, and many studies or contributions from scholars say that speaking skills in non-native speakers of the language can improve drastically with the use of speaking strategies and activities, another fact, it is related to literature and grammar structure to reinforce learning. Therefore, the present research study propose role play methodology to learn a new language using the role of communicative activities aimed to develop oral competence of this particular group of college students.

1.3 Problem formulation

How much effective are the role play techniques to enhance pronunciation to A2 English Level for Business Administration students' course 8-1 at Universidad Estatal Peninsula de Santa Elena?

1.4 Questions or specific questions

- Does the use of role play techniques improve the English pronunciation of Business Administration students in the classroom?
- What are the benefits of applying role play activities to enhance communicative skills into the teaching learning process?
- Which role play activities enhance the English pronunciation of Business Administration students?
- How do role play activities and Cooperative Learning Teaching method work together to enhance oral skills focused on pronunciation?

1.5 Justification

This research study provides several contributions to identify how role play activities can support to Business Administration students' to enhance pronunciation to A2 English level at Universidad Estatal Peninsula de Santa Elena in order to they can acquire suitable oral skills and communication. Highlighting, Business Administration students are conscious on the importance of upgrading not only the way of communication but also their social skills; based on facts, it is proved that traditional activities and monotonous process to teach English as a foreign language are no effective to reach this goal which is pronunciation.

Role play activities have been selected by the researcher to aid operative speaking interactions related to real-life situations, and the base of this study is oriented to reinforce group interaction, raising self-esteem and confidence, critical thinking and respect among learners. Activities such as leaving phone messages, making phone calls, introducing in an interview, service and attending customers, and others are some instances of goal oriented activities to enhance and reinforce pronunciation, vocabulary, intonation, fluency, grammar, accuracy and even the body language for students.

This study not only benefits students and teachers, but also has contributions for future researchers and universities, and even involves society itself since the different social, scientific, educational and integrative fields that are immersed in the changes produced by educational paradigms. Firstly, as a positive result, to students who showed great commitment and enforce to upgrade their oral communication skills, and also they can develop empathy and tolerance among them which was set with human connections, relationships.

Secondly, teacher who received a reference guide to support their different performances or activities aimed to specific purposes. In addition to that, the design of a manual that contains role play activities which will serve as support to make more creative and entertaining class planning for students, thus managing to cover the communicative needs of speech focused especially on pronunciation and expression of the language in use. In fact, English learners practice another importance skills such as critical thinking, creativity, autonomy, and body language.

Thirdly, university which obtained a handbook as an educational tool which promotes research progress and methodological innovation to find answers to the educational needs of the academic community, a practical guide was created with true and valid content for the teaching of English as a second language.

Finally, for future researchers, a database with sustainable information is distributed and approved by an evaluative council, thus promoting the constant search for new alternatives to strengthen teaching and create better work environments in education, in addition to that, society and its different productive sectors will be enriched with the outcomes reached.

1.6 Objectives.

1.6.1 General Objective:

- To argue about the effectiveness to utilize role play techniques to enhance pronunciation to A2 English level for Business Administration students' course 8-1 at Universidad Estatal peninsula de Santa Elena.

1.6.2 Specific Objectives:

- To categorize what kinds of role play techniques are suitable to improve English pronunciation in Business Administration students' course 8-1
- To debate about how much entertaining and motivating are role play activities to enhance English pronunciation in Business Administration students' course 8-1.
- Analyze factors and techniques that affect the development of oral skills and lack of motivation of students in English classes.

Chapter II

Theoretical Framework

2.1 Research Background

The present research has as fundamental bases the contributions made by linguists, researchers, scholars, expert psychologists in the field of education who argue about the use and benefits of role play activities as tools for teaching foreign languages experienced in classrooms. . At the same time, it is emphasized that the technique is focused on the communicative language which allows the study of the different linguistic competences and what factors arise during their training process.

2.2 Contextualization of the Methodology

2.2.1 What is role play activity?

Role play is the basis of all dramatic activity. The ability to suspend disbelief by stepping into another character's shoes comes quite naturally to most children. Through the structure of the drama lesson this can be used to great effect, challenging children to develop a more sensitive understanding of a variety of viewpoints whilst sharpening their language and movement skills. By adopting a role, children can step into the past or future and travel to any location, dealing with issues on moral and intellectual levels. Thus role play can be easily utilized to illuminate themes across the curriculum. (Farmer, D. 2016).

Role-playing is a classic method for teaching communication skills. To use this technique, students act out skills after discussing them. For example, appropriate posture or body language. (Indeed Editorial, 2020)

Role play can hence be described as a fluency activity. It focuses on using language and conversational resources in order to make oneself understood and in order to accomplish a task. It is also a practice or revision activity rather than a teaching activity. It is more suitable as a means of consolidating and practicing aspects of conversational proficiency than of teaching new forms. (Richards, J. 1984)

In this part three definitions taken from three different researchers are presented, all of them give some positive aspects on the use of role play activities in the teaching learning process, and they describe some features, examples, and techniques that prove its effectiveness to teach English as a foreign language.

2.2.2 Types of Role Play Techniques.

According to (Bell, A. 2014) the role play techniques can be classified in four groups, each group is made with guidelines to work different abilities and reinforce knowledge. Those kinds of activities help to students or English learners to practice speaking in a conversation, build confidence and fluency, assess progress, put in practice the grammar learnt in classes. They are:

2.2.2.1. *The conflict role play:* it puts participants on a collision course and asks them to deal with this as best they can. Situations might include attempting to change an airline booking at a peak time or asking a noisy neighbor to turn down the stereo. They test language skills under pressure and are best for students who have some maturity and confidence in their abilities.

2.2.2.2. *The cooperative role play:* it takes the opposite tack and requires participants to work together for the common good. Planning a “sayonara party” for the teacher, deciding the food list for a barbecue, brainstorming ways to attract tourists to local attractions are all cooperative role plays. Often involving ‘safe’ situations, cooperative role plays are good for gently easing shy students into conversations and for building relationships within a student group.

2.2.2.3. *Information gap role plays:* They are based around filling in holes in the participants’ knowledge. Answering questions from customs officers, asking for timetabling details, making a library card or interrogating a murder suspect are all information gap type situations. If based on the students’ real selves these role plays are simple to set up, but fictitious situations may require more elaborate preparations. They are an excellent way to practice question and answer patterns and prepare students for real-life encounters.

2.2.2.4. *Task-based role plays:* They require participants to complete a set activity such as checking into a hotel, giving directions to a taxi driver, ordering a meal or getting the phone number of a potential love interest. They are useful for helping students to practice realistic survival English skills and are an excellent way to build students’ confidence in their ability to function in real situations. (Bell, A. 2014)

2.2.3 Teaching Techniques for Speaking

Criollo, F. (2018), in his research about “Role Playing in the English Speaking Skill Development” describes seven techniques to enhance speaking and provide a brief explanation on what each one is about, those techniques were proposed by Patel and Jain (2008). They are the following:

- Oral composition.

- Completing a Story.
- Dramatization. Conversational activities.
- Language games.
- Role plays
- Debates.

2.2.3.1. Oral Composition

Patel and Jain, (2008) state that oral composition; it is the first technique to practice the speaking skill. In this activity students are required to answer some questions based on common objects, stories, or pictures.

2.2.3.2. Completing a story

It is another good technique; it consists of storytelling as the first activity and then students are required to repeat the story as many times as they can, after that, they are asked to tell the story in their own words (Patel and Jain, 2008).

2.2.3.3. Dramatization

Another technique is dramatization; in this activity, students have the opportunity practice speaking by acting a drama presented by the teacher (Patel and Jain, 2008).

2.2.3.4. Conversational activities

Patel and Jain, (2008) conversational activities can be used as another technique for speaking practice; in this technique, oral production is based on receiving commands and answering some given questions.

2.2.3.5. Language games

Language games can be also used as another technique to practice speaking, it requires the division of students into two groups so that they can have conversations based on some teacher's questions. This activity could help to conduct oral production effectively (Patel and Jain, 2008).

2.2.3.6. Role play

(Nunan 2015), states that role-play is a technique that allows learners to use the target language authentically as well as to practice for real life communication. For instance, when simulating a medical appointment in A/B pair, one student can take the role of the doctor and the other a patient. In a 'restaurant' scenario, one learner is the customer and the other the server.

2.2.3.7 Debates

Debates could be used as a helpful tool in the classroom allows learners to express their ideas in what should be a fun and safe learning environment, wherein they can interact with the target language to take a stance about a potentially controversial topic. Through debates, students can challenge the level of their English and intensely enhance their Communicative Competence, due to the fact they are exposed to real life contexts in which their opinions should be backed up with reliable evidence. Debating therefore encompasses both research and teamwork in order to successfully debate for either the affirmative or negative perspective.

2.2.4 Role of the teacher

A supportive strategy that can be used to model role play to explore understandings about texts. This teacher-led strategy ensures that discussion stays focused on a specific topic as the teacher ‘becomes’ the character. The teacher makes a conscious decision to model vocabulary and sentence structures that are linked to the text. This strategy also allows the teacher to focus on a critical part of a text that elaborates on a theme or ideas that are pertinent to greater understanding (Fisher, Jones, Larkin and Myhill, 2010)

2.2.5 Role of the student

A similar strategy to support discussion about texts, however, this time, a student takes on the role of a character. Through the talk created by the student-in-role and the listeners, this strategy can assist the development of student understandings and promote the exploration of ideas before writing. This is particularly helpful for EAL/D students as they get the chance to articulate ideas and hear other’s talk about the same theme or topic.

2.2.6 What are the implications for teaching and learning?

2.2.6.1 Facilitate Success: Role play and simulations give students opportunities to reflect on learning in a way that makes tacit knowledge much more explicit and engaging. What could be perceived as complex or ambiguous concepts can become much more real once a student assumes a role and is able to apply theory to actual practice. Ironically, once placed in an activity that has clear rules and assigned roles, students are then free to focus on achieving learning goals in a much more creative manner without worrying about failure.

2.2.6.2 Scaffolding/Coaching: In order to move students to greater independence in their learning, instructors should consider scaffolding assignments and course materials to better guide students. Role-play and simulations are unique techniques instructors can use to gradually increase

complexity in their courses by creating scenarios that align with course objectives, build time for students to reflect on learning and model certain processes, and have students overall build agency within their discipline or interests.

2.2.6.3 Assessments as learning: By taking on the role of another person, role play and simulations lead to more reflection and awareness of learning. Students can use such activities to monitor their own progress and make adjustments when needed for further understanding. Along with proper guidance and feedback, students can use role-play or a simulation to self-assess and continue to ask new questions.

2.3 Basic Language Skills

One definition of “language” is “a machine of symbols that allow human beings to talk or interact. These symbols can encompass vocal and written forms, gestures, and frame language. Another manner to explain language is in phrases of the four fundamental language abilities: listening, speaking, reading, and writing. In your teaching, you'll want to cope with every of those abilities. And, each time possible, you have to make use of sports that combine all 4 abilities in view that each reinforce the other.

2.3.1 Active listening

Listening is a lot more than simply hearing what someone is saying. There's a big difference between hearing and listening. Hearing is when you don't really register the words, instead, you nod and smile while your mind is drifting off to Neverland. Listening is an activity where you're fully engaged. Not only are you registering their words but also getting curious to learn more. Listening successfully will usually end with you asking follow-up questions about the speaker's intent, drive and purpose.

2.3.2 Reading well

When you read, you take your time to understand what the author's trying to convey with their words. Whether it's a novel, online article or even a business report, it's important to take your time with it and make sense of the original intent. Reading well and deeply requires complete attention but also efficiency so you don't end up going over the same sentence multiple times. You can make notes, add comments or summarize the contents of a text to get a deeper insight.

2.3.3 Speaking impact fully

There's one communication skill everyone needs, but many fear, it's speaking effectively. The fear is in terms of speaking in front of an audience, presentations, meetings and speeches. It

may even be communicating with an interviewer if you've applied for a job. Speaking well helps you in many areas of life. Talking to friends, coworkers or clients requires some skill, attention and concentration.

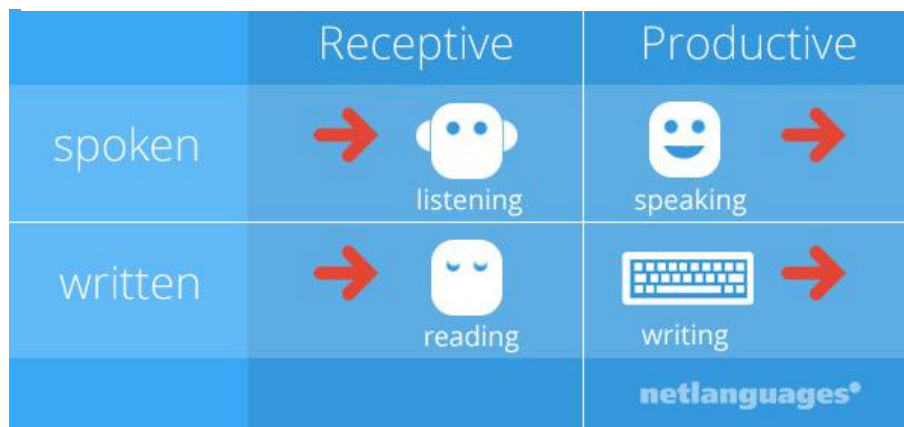
2.3.4 Proficient writing

Linguistic skills are incomplete without proficient writing abilities. Writing well means you're able to succinctly present your ideas. You don't have to write long, complex sentences stuffed with heavy vocabulary to write well. What you do need is the ability to convey your thoughts in short, crisp sentences. Writing well will help you with business communication or if you're in a creative field that involves copywriting, blogs or social media posts. (Kishore, K. 2022)

Figure 1

Receptive and Productive Skills.

Source: <https://www.netlanguages.com/blog/index.php/2017/07/25/what-are-language-skills-2/>



2.4 Components of the Speaking Skills

2.4.1 Fluency.

Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost.

2.4.2 Vocabulary.

Of course, if you don't have the words to say what you want to say, then you cannot say it. Being a good speaker means constantly growing your vocabulary. The more interesting words

you know, the stronger the speaking skills. The best way to grow your vocabulary is to read in English and make a note of any new words that you encounter in a vocabulary notebook.

2.4.3 Grammar.

The dreaded g word! Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses.

2.4.4 Pronunciation.

Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasize and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice your pronunciation is to copy! Simply listen to how someone with good pronunciation speaks, and try to imitate them as closely as possible.

Figure 2

Components of Speaking Skills.

Source: <https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/>



2.3.2 What are the advantages of building language skills?

Communication pervades each and every aspect of our personal and professional lives. You may have a job interview lined up at your dream organization or you could be writing an email to your manager requesting leave. You need to have the right skills to perform well in each of these tasks.

Here are the advantages of developing your language skills:

2.3.2.1 Make an impact at work

In a professional setting, the advantages of communication are infinite. Giving presentations, attending meetings or setting up a feedback channel each requires compelling communication. You need to leave a lasting impression on your peers and seniors. For this, you can use your words or the ability to listen well. A good communicator makes an effective leader. Your colleagues will likely trust you over someone who is vague and unconfident.

2.3.2.2 Become a storyteller

Storytelling is an art form where you not only convey your ideas and thoughts but weave a story that others can relate to. Effective communication helps you build a strong case for yourself. For instance, you may be giving a speech in your college festival. If you can appeal to your audience, they'll be more intent on listening to you.

2.3.2.3 Stand out

Excellent communication skills distinguish you from the crowd. If you're able to articulate well, you can easily keep your audience engaged. It's the ability to move mountains with your words that are unique. Many excellent orators, like Barack Obama, appeal to their audience's emotions, which is why they're hard to forget.

2.3.2.4 Present ideas with precision

No matter where you work and what you do, communication skills will help you put your ideas into words. Say you're starting your own business. You need to appeal to investors so they'll willingly put their money into your business. If you can present your action plan in detail without leaving things out, they're more likely to trust you. Communication helps you build relationships by creating room for trust.

2.3.2.5 Understand both verbal and non-verbal communication

An important aspect of communication is nonverbal communication. This comprises body language, gestures and facial expressions. Building your language skills will help you understand

these elements that help you build rapport. In an interview, for instance, you can read your interviewer's stance by decoding their body language. Making eye contact, sitting up straight with your hands confidently placed on your lap are all signs of non-verbal communication. Communication is a lot more than just words. (Kishore, K. 2022)

2.4 Communicative Language Teaching Approach.

Communicative language teaching emerged in the 1980s as a response to the growing demand for a language curriculum that would enable learners to use the second language in real-life situations. Previously, foreign language teaching has predominantly had its emphasis on grammatical competence, rather than actually focusing on developing students' communication and interaction skills. (Sanako Blog, 2021)

When using communicative activities in the classroom, a distinction between fluency and accuracy should be done, understanding fluency as the natural language use that takes place when the speakers participate in a conversation despite the limitation of their communicative competence. Accuracy, on the other hand, refers to the creation of correct examples of language use. (Toro, V. 2019)

2.6 Cooperative Learning Method

2.6.2 What is Cooperative Learning teaching method?

Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session. Each goal structure has its place (Johnson & Johnson, 1989, 1999).

As (Johnson & Johnson, 1989, 1999), mentioned in an article published by (Cooperative Learning Institute 2022), the goals of cooperative learning are based on how students should work cooperatively with others, the teaching learning process in the classroom should be compete for fun and enjoyment, obviously practice work autonomously too, and not only based on individualism. The lesson structured by the teacher must be done based on cooperation, because students learn with and from, that is the point of cooperative learning teaching, solving situations or issues in groups.

2.6.2 Advantages of working with Cooperative Learning Method.

2.6.2.1. Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

2.6.2.2 Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

2.6.2.3. Face-to-face promotive interaction. Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

2.6.2.4. Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

2.6.2.5. Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

2.7 Presentation, Practices and Production (PPP) Approach

(TKT Cambridge, 2021) proposes a way on how to plan a lesson to work in groups or in pairs, that is called; Present, Practice, and Produce (PPP) is a way of teaching new language in which the teacher presents the language, gets the students to practice it in exercises or other controlled practice activities and then asks students to use the same language in a communicative way in their practice.

TKT Cambridge uses a methodology to plan an interactive class in which students are able to use a language in context, it also allows students develop critical thinking and creativity to solve the situation or problem given. In addition to that, it can be done in group or pairs in order to get better knowledge or ideas.

Finally, it provides what is the role of the teacher in this teaching technique.

As you can see, in a PPP lesson, the teacher does these three things:

- The teacher presents the new language to the students in a context.
- She/he makes the students practice the new language in controlled practice activities.
- She/he requests the students to use the new language in less controlled activities, in a communicative way. (TKT Cambridge, 2021).

2.7 Pair work and group work as patterns of classroom interaction in role-play

Role play involves the participation of two or more students in the different contexts or situations that compose it, it is for this reason that the cooperative learning method also participates in research, and moreover, a role play activity can be structured in groups or pairs with the sole objective that the feedback that occurs in the activity be fruitful.

(Kusnierek, A. 2015) presents the option done by (Hamer 2001:116) who says that, in pair work, students have both the possibility to practice the language or study a text together. Working in a pair dramatically boosts the amount of time devoted to speaking any student can receive in the class. Moreover, it also allows students to work and interact independently without the necessary help from the teacher, hence it promotes the learner's autonomy. Pair work also gives an educator a possibility to work with one pair while the other learners continue speaking. To add more, students learn to share responsibility and such a classroom interaction pattern promotes cooperation which helps the classroom to be a more likeable place.

In addition to that, group-based learning is used on a large scale in many forms of teaching (Richards and Bohlke 2011: 17). Firstly, it changes the interactional dynamics in the classroom and increases students' talking time (Harmer 2001: 117). Altering the classroom interaction is important because it prevents learners from getting bored when working still on their own. There is also a greater opportunity of different opinions and varied involvements than in pair work, and it encourages learner's autonomy by allowing students to make their own choices within the group, without being told what to do.

Chapter III

Methodology

3.1 Method of the research.

This methodological process is based on a bibliography documentary which provides a wide catalogue of contributions and experiments related with role play techniques used as an educative tool to teach English as a foreign language. To develop this study, Business Administration students course 8- 1 participated in order to collate all possible information to figure out how effective is role play activities to enhance communicative skills, especially to improve English pronunciation. A pre-test was applied before the treatment to know their English level, what extensive is their vocabulary and principally what techniques and strategies they used to practice English. A pre-test was applied after the application of role play as a teaching tool, with the objective to prove the effectivity to enhance English pronunciation for the group of study and its benefits.

Likewise, the bibliography documentary was built through the all process in this study, it means that concepts, thoughts, results, analysis, conclusions, recommendations and experimentation were analyzed and studied to develop this research because the contributions are vital to learning teaching process. In addition to that, this is a quantitative research and the data collected were interpreted in accordance with the variable under investigation. It was possible organize, analyze, and interpreter the information obtained from the tests, questionnaires and interviews applied before and after the implementation of project based learning approach with the participation business administration students and teachers.

3.2 Type of research

This study has a descriptive axis because it tries to verify the effectiveness of the objectives, research questions, and proposals in order to validate all the affirmation mentioned in this study, additionally, it is important to expose the results of the questionnaires, interviews, and theses that were used to develop the project. It is type of research was considered because it aims at reporting the results found after data interpret and analysis to figure out solutions which cover communicative skills necessitates presented in Business Administration students course 8-1 and enhance their English pronunciation to A2 English level. In this research, the effects and influence

of using role play activities to teach and learn English were observed in the English class and the way of observation was addressed by presentation, practices and production approach.

3.3 Population and Sample

This was carried out at Universidad Estatal de Santa Elena which is located in Santa Elena province and La Libertad city, the study group which participated in this process was Business Administration degree course 8-1 at Administrative Sciences School. 25 students was the selected group; 12 men and 13 women in total. And another hand, 2 English teachers collaborated with the interviews to this research. Working with this group it was possible have better and relevant results on how role play activities have supported English pronunciation on students.

Table 1

Population and Sample

Population	Frequency	%
Men	12	35
Women	13	35
Teachers	1	30
Total	27	100

3.4 Research instruments.

The different instruments to date collect required to carry out this study were initial and final classroom observation handled with a checklist or evaluation rubrics, questionnaires, and the educational interview by the researcher. Those material were the key to manipulate the information and validate propose.

3.4.1 Procedures

The following procedures were carried out in order to analyze the significance improvement of students' communicative skills through role play techniques to enhance English pronunciation in Business Administration students' course 8-1.

Table 2

Research Procedures

1.	Observation English Classes
2.	Interviews with English teachers and researcher.
3.	Administer a questionnaire to students

3.6 Data Analysis Method

To support research dependableness and validity throughout the entire process, the gift study gathered info through quantitative and descriptive ways of study. First, the quantitative information analysis of results questionnaires, observations and interviews was done by the research worker. Second, the researcher recorded the interviews moreover as transcribed answers so as to research data rigorously searching for answers to the research queries explicit before. Similarly, information collected from schoolroom observations on teacher-student interaction, teacher's role, rapport, motivation and kinds of activities was done as a check list.

In fact, interviews were recorded then answers were transcribed by the researcher. Small print mentioned within the interviews were regarding teacher's expertise and personality, methodology, and schoolroom management. Right after, the quantitative results with the statistics, graphics and charts are presented. Finally, every interview and form answers are in brief explained and analyzed by the researcher

3.6.1 Data Results and Interpretation

Below is the analysis of the interview addressed to the teacher of the English area, the interpretation of the results is based on the answers given by the teacher. The questions are formulated to obtain relevant information about the use of motivating and entertaining techniques in the classes to reinforce oral expression and to know if the role-playing technique is used to improve pronunciation.

3.6.1.1 Interview Results – English Teacher.

Question 1. Do you think most of your students are ready to learn English as a second language?

Answer “No, I don’t. Most of my students do not have the knowledge necessary to start to conversations or hold at one. For that, the process is more complete and we have lost time to check out topics that should be taught in school or high school”.

Analysis: teacher explains that most of his students do not have the basic knowledge to handle English, and that this is a fault of the school and the schools since they are in charge of working on these issues, however they are given a reinforcement to be able to continue with the teaching process. She also emphasizes that the students have a much closed vocabulary and cannot carry on a conversation.

Question 2. Are your student motivated in English class?

Answer “Yes, they are. I always try to make my lesson dynamics with games, songs, and any other productive material”.

Analysis: The teacher is aware that she has to create a positive and motivating work environment for her students, with that she is always preparing her lessons with games, videos, songs, and posters. It means she uses interactive material in classes to encourage participation.

Question 3.What language skills do you think your students should improve?

Answer “I consider that all language skills are fundamental for students but speaking has to work a lot, because they used it to communicate in classes their ideas and opinions”.

Analysis: in this question teacher mentions that the skill that needs to be practiced the most is speaking because students use it to make comments in class, share their ideas and opinions. This means that students have problems with their oral skills and cannot develop them in an optimal and effective way.

Question 4. Do your students take an active part participate in communication activities?”
“Are they fun for the?”

Answer “Well, most of students are shy, afraid or anxious to talk in class. I suppose that they do not want to receive bullying or teasing because of their pronunciation, intonation or something like that”.

Analysis: the teacher tells us a little about the factors that are affecting student learning, she mentions teasing, bullying, nervousness, anxiety as tensions that do not allow students to use their communication skills, and that Not only is it affecting their ability to learn but their ability to socialize as well.

Question 5. In your opinion, what are the factors and situations that do not allow for improving students' oral skills?

Answer “They are a lot of them. I put emphasis in the vocabulary, language in used and grammar utilized in high school classes, also in the methodology because the Basic English is developed there”.

Analysis: She mentions that there are many, but she emphasizes the vocabulary and language in use that they learned at school, which is very unproductive, the students do not know more than 20 words and that makes it difficult for them to put together their sentences and carry out their activities.

Question 6. What teaching methods do you utilize to improve students' oral skills?

Answer “Well, we don't have a lot time to practice in deep speaking activities, and another fact is that, we have many students in one only course, for those reasons we need to implement methodologies according to the time and space in which classes are develop, to practice oral skills demand time and less people to carry out better the strategies and techniques”.

Analysis: Regarding the methodology that she uses in classes, she mentions cooperative learning technology and highlights that working in pairs and groups strengthens critical thinking skills, confidence, creativity, acceptance, and students are less nervous when talking to others.

Question 7. What strategies do you employ often in class to improve pronunciation?

Answer “Listening and reading activities, I like to play audios and provide my students the scripts while they are listening to the audio they are reading the scripts and hear how the sounds are pronounced. After that, we practice it with any dialogues, videos, and conversation”.

Analysis: Regarding the strategies and techniques that are used to foster the habit of speaking and improve pronunciation, she comments that she does reading activities and combines them with audio and video, uses scripts while the audio is playing, this helps students to go recognizing the sound of words.

Question 8. What is your definition of the word role-playing activity?

Answer “Well, I have worked with role play techniques. They are dynamics to practice speaking skills and put emphasis in the vocabulary used”.

Analysis: The teacher comments that she knows about the use of role play activities to improve communication skills, especially for pronunciation and fluency, she also adds that she does work with the activities because they require a lot of vocabulary and that is good for language learning.

Question 9. What kind of role play activities do you use in classes to upgrade pronunciation?

Answer “They are activities such as simulations, role games, monologues, conversation models, interviews, and others that simulate situations or actions from the real life”.

Analysis: The teacher says that she encourages the practice of simulations, exchange of roles and games that allow students to experience different situations and contexts of real life, and also allows them to use a language with expressions and words that native speakers of the English language use. And thus allows them to become familiar with the culture.

Question 10. Do you recognize what the advantages to use role-plays in categories are?

Answer “Of course. It has many advantages. It is a process entertaining and educative because firstly, the vocabulary worked in it is essential to talk in English, they can understand with practice the speaking way of a native speaker”.

Analysis: The teacher affirms that she knows the advantages of using role play activities in classes, she also mentions that they are entertaining and dynamic since they encourage participation. This is good since many of the students are young and need to be in an active and dynamic environment that demands a lot of creativity.

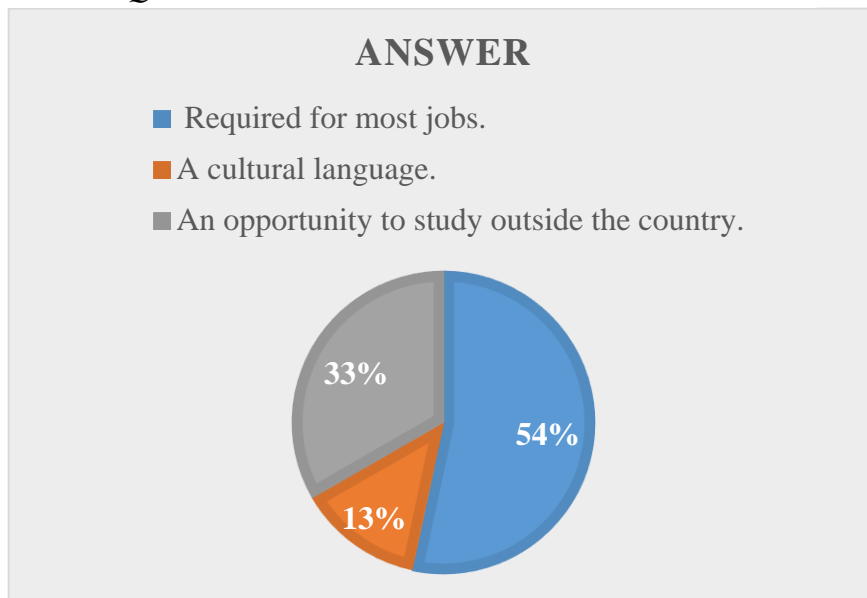
3.6.1.2 Results – Questionnaire students

A questionnaire was developed with 12 questions related to the English subject, techniques that are used to learn English, and on the use of role play as a teaching technique. The recycled information is interpreted according to the informative data of each question.

Question 1. Do you consider that English is fundamental because it is.....?

Figure 3

Results - Question 1

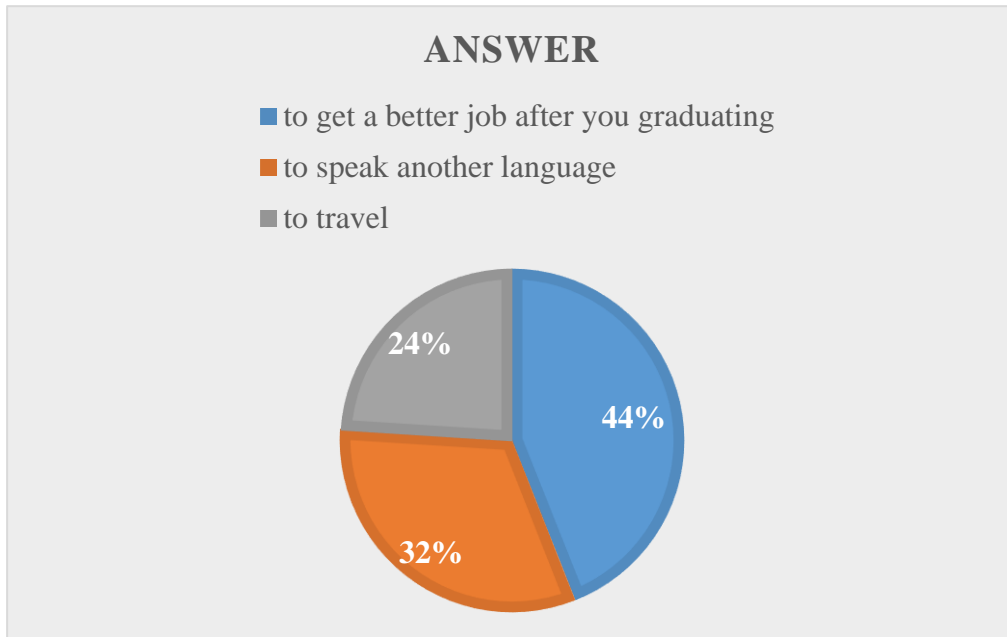


Note: The students consider that English is essential because they can create links or establish relationships with other people from different countries, that is, communication plays an important role. The second option is that English is a requirement to get better jobs and most jobs require people who speak more than two languages, English being the language of business.

Question 2. What you assume is a motivation to learn English?

Figure 4

Results - Question 2

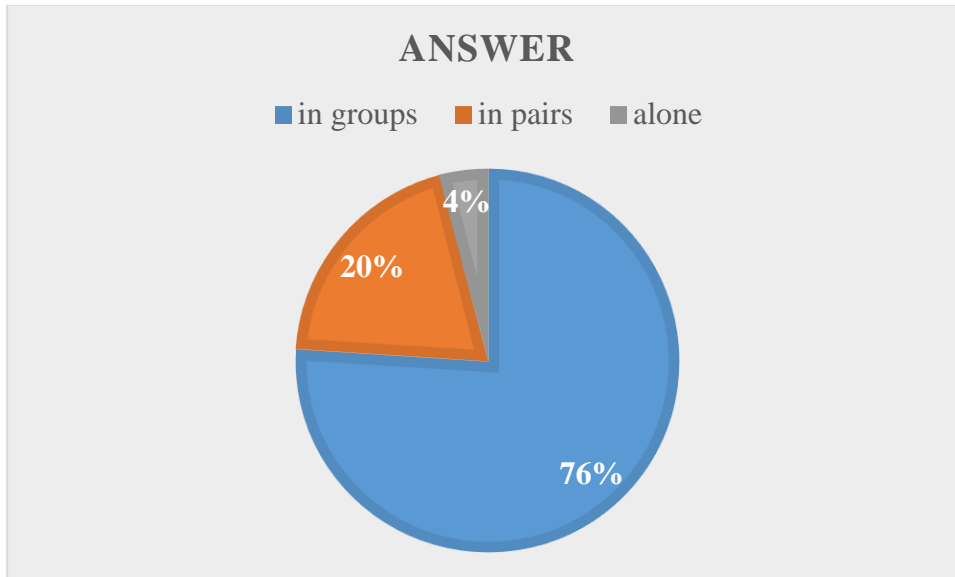


Note: Most students are aware that English will bring them new job opportunities, and possibly open international doors for them. They also consider that speaking a second language is enriching oneself with culture and acceptance, valuing the traditions and customs of other people.

Question 3. Through English classes, which one do you prefer to work with?

Figure 5

Results - Question 3



Note: As for the way of working, they believe that it is better to learn by working in groups and pairs than by working alone, because this encourages sharing ideas and reinforcing knowledge. The process that develops with this is to support and solidify the ideas with different perspectives.

Question 4. What component of speaking skills do you assume that is importance to hold a conversation?

Figure 6

Results - Question 4

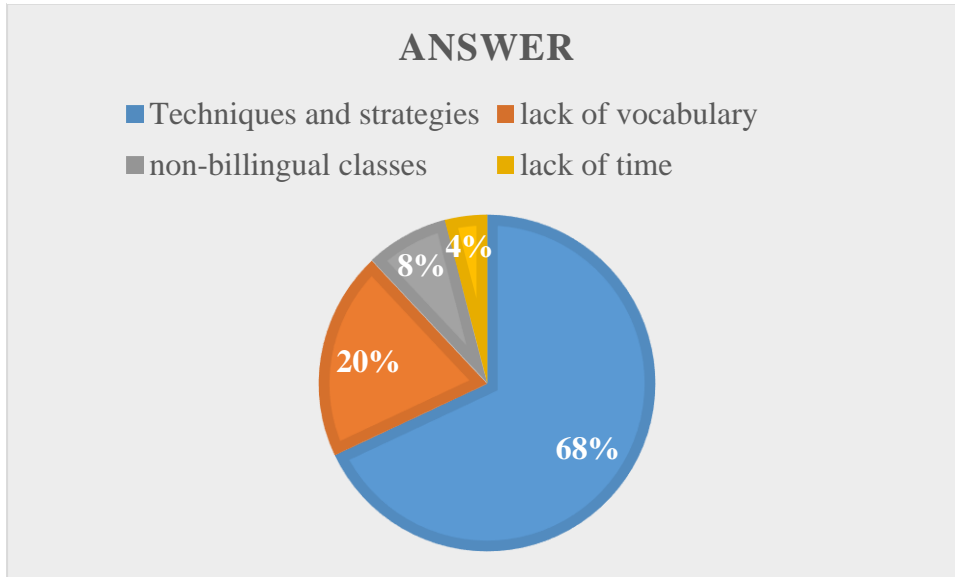


Note: The students are aware that pronunciation is essential in a communicative process, since when spoken clearly and cohesively, the transmission of messages occurs effectively and without misinterpretation, and in a language like English where words sound very similar to each other, it is important to pronounce them correctly.

Question 5. What do you consider are the causes of your lack of speaking?

Figure 7

Results - Question 5

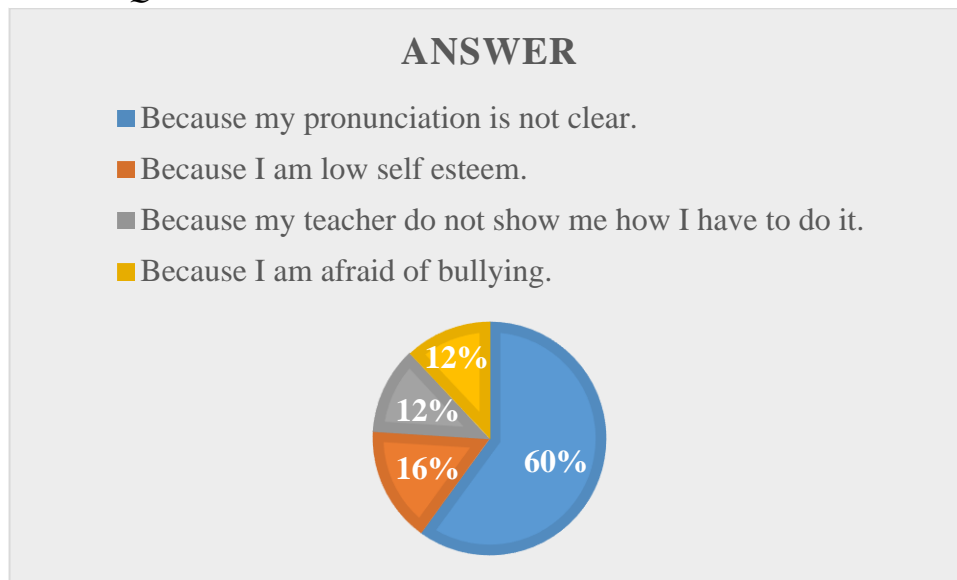


Note: the students mention that the strategies and techniques used to work on oral skills are not adequate or sometimes they are not used at all, that is why they do not have enough practice to work on that area. They consider that more dynamic and motivating strategies and methods should be used.

Question 6. Why don't you practice your speaking skills in your daily-routine?

Figure 8

Results - Question 6

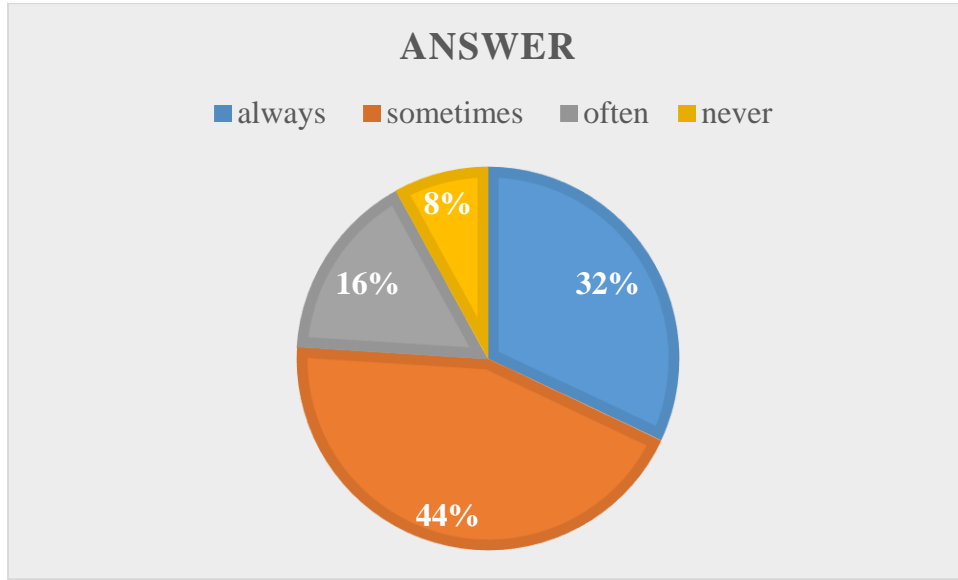


Note: Regarding the question of why not practice speaking during their daily activities, the students answered that they do not feel prepared because their pronunciation is not clear and they feel frustrated by it. They also mention other factors that are key to being able to function and interact with other people. The lack of confidence and the fear of ridicule affect their teaching-learning process.

Question 7. Is your English class dynamic and entertaining?

Figure 9

Results - Question 7



Note: Most of the students answered that the English classes are not dynamic and entertaining, due to the methodology used in classes. This produces an imbalance in the teaching-learning process, resulting in the level of English being too low and the lack of commitment and seriousness of the students with the subject.

Question 8. Which one of the following activities are entertaining and interesting for you?

Figure 10

Results - Question 8

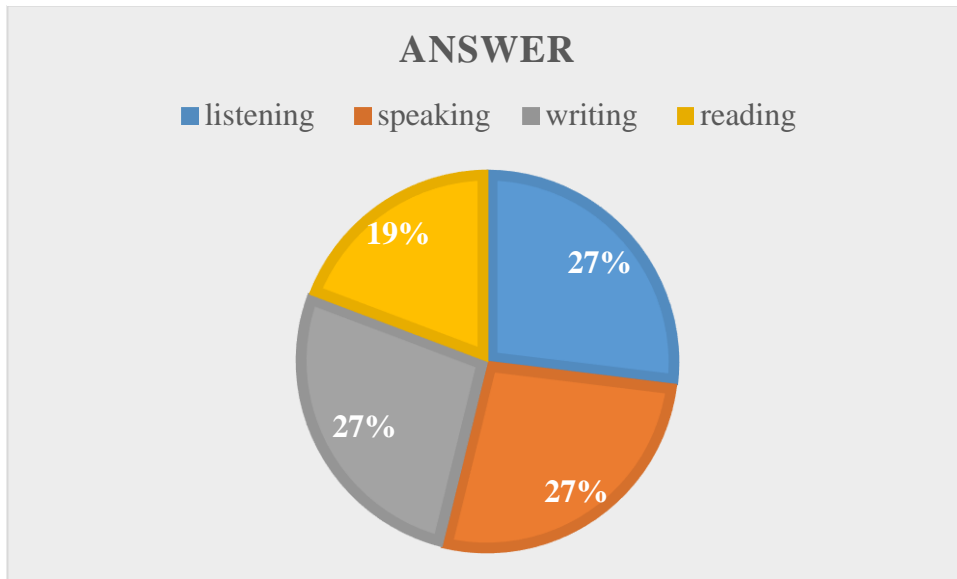


Note: Students are aware that activities such as simulations, role plays and dramatizations are more entertaining and dynamic in the teaching-learning process, because they demand creativity and the development of critical thinking.

Question 9. Which language skill do you propose is easiest to master?

Figure 11

Results - Question 9

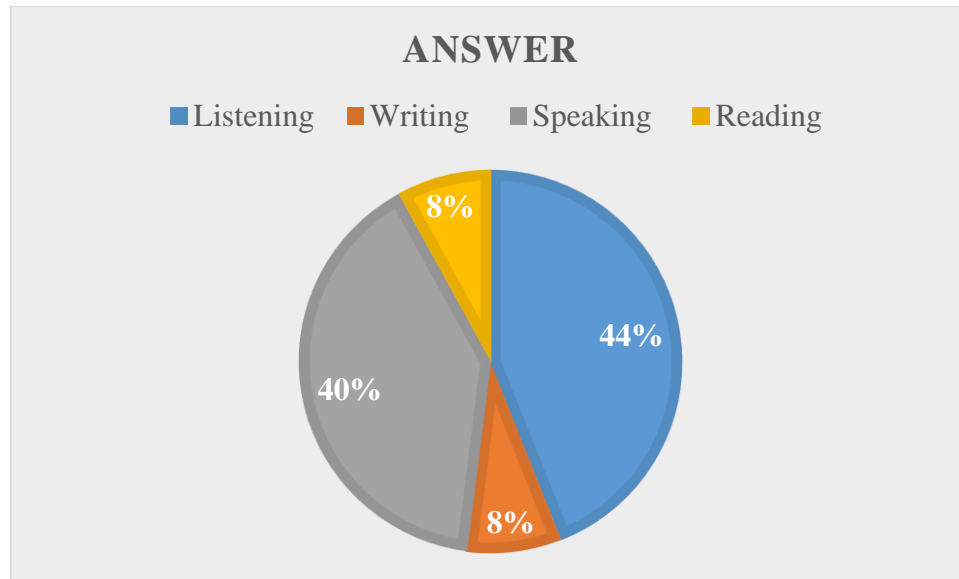


Note: Practicing the four communication skills is essential but students consider that the easiest skills to manage are reading, listening and writing. And as such, the activities during the English classes are comprehensive, but it does not always happen in all cases, because, as reflected in the results, some students find it more difficult to do one than the other

Question 10. Which language skill do you propose is most difficult to master?

Figure 12

Results - Question 10

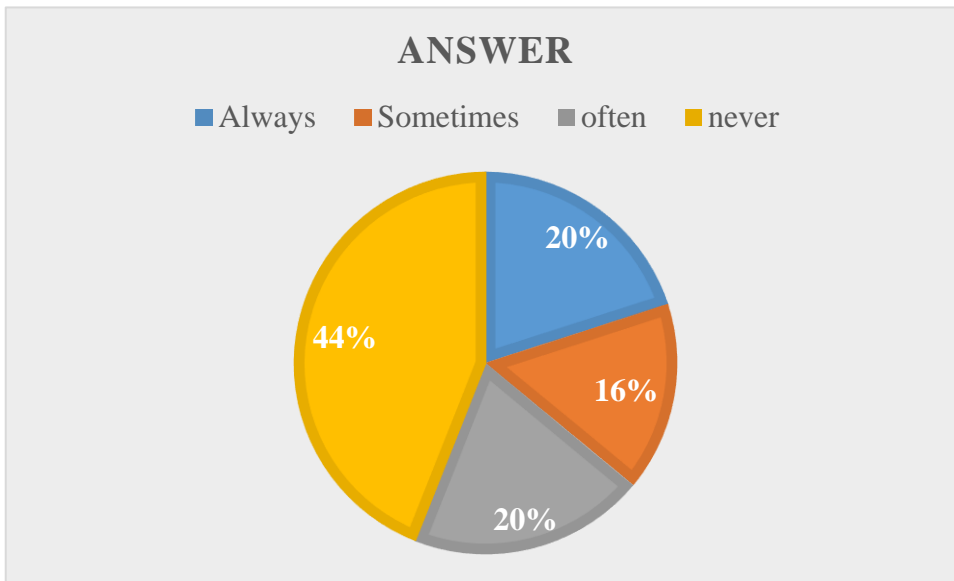


Note: Regarding the results obtained on the most difficult skill to handle, two of them are considered, which are speaking and listening. Speaking and listening activities only favor them in class and are difficult to develop since they require a lot of effort and little time to do them.

Question 11. From your perspective as a student, do you think current activities are effective to increase your speaking skills?

Figure 13

Results - Question 11

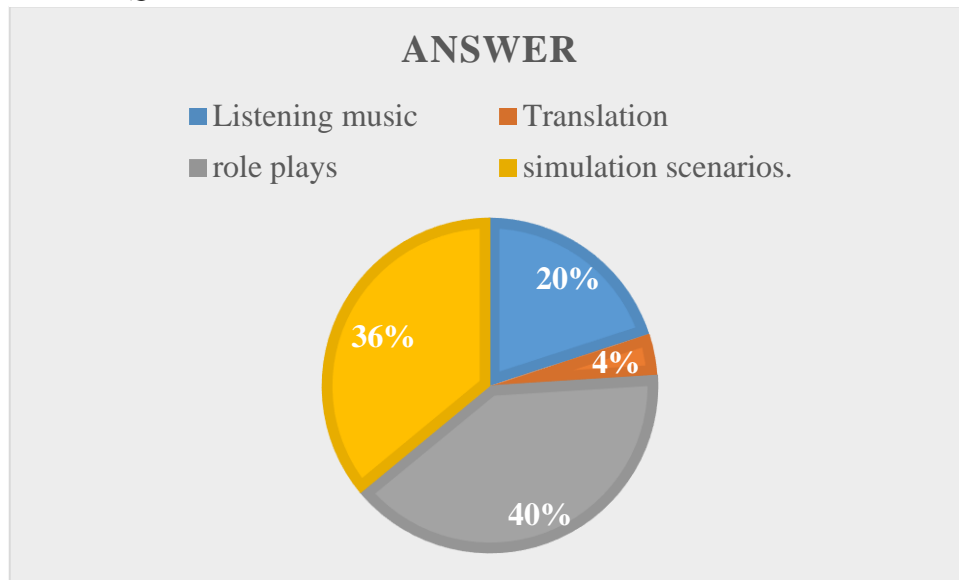


Note: According to the responses received, the business administration students, course 8 - 1, consider that the current techniques and methodologies applied in classes are not effective in improving the communication skills of the English language, especially for the practice of pronunciation. With this it follows that it is necessary to implement new techniques or combine techniques and learning strategies for the benefit of the educational community.

Question 12 What strategies or techniques do you consider are effective and dynamic to learn English?

Figure 14

Results - Question 12



Note: According to the results of the surveys, the students mention that the most striking techniques for them are the activities that involve role-playing, because they are entertaining, dynamic, and versatile. They are activities in which everyone participates and learns from the action carried out by other colleagues, also allows the development of creativity and emerges in a vocabulary according to their work environment.

Conclusions and Recommendations

1.1 Conclusions

Once the data collected in the interviews and surveys have been analyzed, and having studied the relationship between role-playing techniques and oral skills, it is proceed to explain the conclusions with the information that will end this research. It concludes with the following:

Based on the interview with an English teacher:

- English teacher is aware of the low performance and performance that students have in terms of demonstrating their communication skills, especially in speaking, one of the factors to which they attribute the problem is the lack of vocabulary and grammar practiced at school or school of where the students come from, the second is the lack of seriousness and commitment to the subject since the students see English as a filler subject no more important than the professional subjects, and the third is the time and space in which the English module is developed, there is not enough time to apply the methodologies and techniques necessary to work on communication skills and mold them.

Based on the questionnaire applied to students:

- Most students are aware that it takes a lot of effort and time to learn a second language, and it is difficult for them to adapt to the pace at which the subjects are taught. Many of them agree that their poor performance in communicating or communicating in English is due to poor and difficult strategies used by teachers in class, others emphasize lack of time and activities that are not very entertaining and motivating to learn, such as like listening to long audios all the time, translating things, or reading complex texts that contain very rigid vocabulary.

General conclusions

- Young people need to work with strategies, techniques and methodologies that demand productivity and fun, development of critical thinking and creativity that encourage teamwork and not just individualism. Role play activities are presented as an opportunity to improve the teaching-learning process in the area of English and propose to work in the communicative areas, mainly in speaking, reinforcing pronunciation, which is a fundamental component in speech in order to people can understand the message transmitted.

- Role play activities such as simulations and dramatizations of situations that happen in work environments, and different social contexts allow students to acquire a rich and technical vocabulary according to their profession that they are developing, and they can make use of a

productive language that allows them to perform better in different areas of work such as marketing, advertising, finance, sales, and others, which is a benefit for business administration students.

- The effectiveness of using role-playing activities presented as a supporting handbook in classes allow the construction of a creative environment, where students propose solutions to the different situations that arise in daily work and social life, which leads to the development of communication strategies and language reinforcement. In addition, the guidelines of the Cooperative Learning teaching method allows for an effective structure of the lessons applied in classes to reach the full potential of the students.

1.2 Recommendations.

The following recommendations are aimed at improving the teaching-learning process of English as a second language. These contributions are taken from the results and interpretations of interviews and surveys.

- It is fundamental that English teachers starts to use techniques and strategies that motivate students to be interested in the subject and its content, it is also important that the content for English classes in the modules be adapted to the students' careers, and that a vocabulary and language in use be promoted with the objective of strengthening communication skills, emphasizing pronunciation.

- English teacher have to put in practice the performances in pairs and groups in order to students can assume different roles in the activities, with the active interaction students will be able to have less anxiety, nervous and fear to speak in public spaces.

- It is recommended to utilize the handbook proposed as a support to the English content which can provide a suitable information to work in different contexts of the real life and work environments.

Chapter IV

Proposal

1.1 Topic:

A handbook of role-playing techniques to support Business Administration students' course 8-1 enhance their pronunciation to A2 English level at Universidad Estatal Peninsula de Santa Elena.

1.2 Informative Data

Name of the institution: Universidad Estatal Peninsula de Santa Elena

Beneficiaries: Business Administration students and professors.

Estimated time for the execution: 4 months

Beginning: first week on November 2021

End: fourth week on February 2022

Person in Charge: Angel Demetrio González Tomalá

2. Background of the Proposal

Business administration students' career learn English in the program offered by the Peninsula State University of Santa Elena, which is given through the English module program. This is designed to assess the skills and competence of students to use the language. However, students have low academic performance when it comes to communication and oral skills. One of the main weaknesses of the students is the pronunciation of the words, which is very fundamental in the language since you have to emphasize the sound of the words so that other people can understand you and thus a communicative process can take place.

That is the reason why this propose is presented as a support tool to teach English as a second language at UPSE. Most students do not show interest and commitment with the subject because they find the materials and resources used to teach English as a second language are not very innovative and not entertaining too, in addition, emphasis is placed on the content that does not have the vocabulary that they should study to be able to interact in work environments. The methodology and techniques used in classes become a notable factor for the development of activities, thus achieving that communication skills, especially speaking, and the pronunciation of the word are not expected and required that a university student should cover.

3. Justification

The reasons why this manual is presented as a tool to teach English to business administration students are mainly focused on overcoming the low performance of communication skills, emphasizing speech and pronunciation of words. It has been found that the techniques used for the development of the activities are not entertaining and new for them, which makes the classes boring. In addition, the content of the materials and resources is more focused on grammatical aspects and not on the practice of oral skills, it means, in an English class the activities that are most developed are doing written exercises and reading contexts to complete.

The ability of speech plays an important role in the whole society, and individuals use it to communicate with each other messages by sharing and transmitting people immediately. Oral skills are built and molded little by little, it is a rigid and delicate process when working with people whose mother tongue is not English. Many of the works cited in this project maintain that to reinforce this ability, the commitment of teachers is fundamental and that absolutely everything should be done and said in English when speaking of classes.

However, many of the English classes are developed in Spanish and the results are unfavorable since it prevents the students from demanding to practice the oral skill that they need the most. Reference is also made to the number of hours for the English subject, it is considered that learning a new language demands a certain amount of time to obtain results.

Finally, the benefits of solving those linguistic and communicative problems that business administration students have will improve the level of professionalism and academics at the university they attend, thus allowing for a feasible and efficient work environment for the community educational in general.

4. Objectives

4.1 General Objective

- Design a handbook based on role play techniques that contains activities to enhance pronunciation to A2 English level for Business Administration students' course 8-1 at Universidad Estatal peninsula de Santa Elena.

4.2 Specific Objectives:

- Create role playing activities with the vocabulary and language in use that students need to handle in a communicative process.
- Asses the efficiency of utilizing role play activities to enhance English pronunciation in students.
- Propose a rubric to use role play activities to practice oral skills with effectiveness.

5. Theoretical Framework

5.1 Definition of Role Play.

To accurately develop this handbook on role-playing activities, some studies and contributions from projects carried out by linguists, teachers and researchers who are interested in improving communication skills mainly focused on speaking and its components such as pronunciation, intonation were taken into consideration. , fluency, and accurate.

Firstly, it is important to comprehend and understand the definition of role play, as is mentioned by Kusnierek, A. (2015), role-play can be a very successful tool in the teacher's hands. As its prime goal is to boost students' interaction in the classroom, educators should not forget about incorporating such a speaking activity to reflect learners' theoretical knowledge of a language in practice.

It is understood that role play activities can be a successful techniques to practice speaking skills in the classroom. And she continues "role play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios." Kusnierek, A. (2015). The author shares her perspective about what role play activities are and what aspects involve them.

5.2 Types of Role Play Activities.

According to Kusnierek, A. (2015) there are two types of role play mentioned in her research project named "Developing Students' Speaking Skills through Role Play" which are; real

role play and unreal role play. A role play activity which is a rehearsal for the real world is called real role play, it means, textual material should be authentic, realia may be brought into the classroom. It involves students practice different situations from the real life, learners have the possibility to rehearse these activities in the classroom in order to get a varied and enriched vocabulary; these are: ordering food in a restaurant, greetings, asking for directions, booking holidays at a travel agency, etc.

In contrast to real role play, the unreal role play should encourage an imaginative self-expression of the inner world of each student's mind. While real-play seeks approval for believing that a classroom can become the real world, surreal-playing calls for promoting an expression of thoughts and feelings of each student's mind. Such an activity is also called imaginative role-playing, not only children fantasize, but also teenagers and adults often imagine themselves in different situations. In this case, teachers let students do what they naturally find enjoyable. Kusnierek, A. (2015)

In fact, the author recognizes that role play activities are made to learn and mold a vocabulary of daily life and situations that happen in our work and socialization environments where people are more immersed.

5.3 Advantages of Role play Activities

Kusnierek, A. (2015) mentioned two reasons why is important to incorporate role play activities in the classroom which were proposed by Kowalska (1991: 113), the first is role-playing develops learners' fluency in speaking. The wide range of language functions, for example apologizing, greetings, etc., is exercised more than in any other activities. Learners' focus is put on the communication of meaning rather than on the appropriate use of language. Therefore, through role-playing teachers may train students' speaking skills in any social situations. It means that learners are put in conditions which require speech that is used to communicate socially more than the language necessitated by teaching syllabuses.

The second one is that, some people learn for specific roles in life. They may want to work or travel in worldwide context. It is very advantageous for these students to have tried out in pleasant and safe environment of a classroom with the language they will presumably use. For such learners, role-play is a helpful rehearsal and what is more, it allows them not just to acquire phrases, but to learn how to interact in a variety of circumstances.

3.6 The Teacher's Roles in Role-Play

As in every context of the teaching learning process the role of the teacher is several important because the teacher works like a motor which connects with students to make the interaction in the classroom. One of the teacher's function is being a facilitator. As learners practice role-play they may discover that they lack words or phrases. Budden (2004). At times, teachers may want to become involved in a speaking activity. This way they can prompt the exercise, introduce new information to help the role-play along and ensure continuing student engagement in the speaking. Although educators have to bear in their minds that they should not participate too much, that is, take control over the task and draw all the attention to themselves. The third role of the teacher is being a spectator. His or her task is to watch the role-play and then give remarks and advice at the end of the performances. Budden (2004).

As is mentioned by the author the teacher have to walk around the class making a control or guiding students through the activity in progress. He or she needs to correct the mistakes but in a practical way it means at the moment necessary to learn everybody in the classroom, in order to they can understand what is the intention of the action done.



**ENGLISH HANDBOOK
FOR BUSINESS ADMINISTRATION
STUDENTS**

**Enhancing pronunciation to A2 English level
applying role play activities.**

Angel D. González Tomalá

Intermediate students

Enhancing pronunciation to A2 English level Applying Role Play Activities.

Author's notes

This handbook as support material for Business Administration students at the Santa Elena Peninsula State University. This resource presents material for practicing the speaking communicative skills, focused mainly on improving pronunciation. The vocabulary embedded in it has a context that explores the fields of business, marketing, advertising, and management.

The level that is needed to be able to represent the roles proposed in this handbook is an A1 to reach an A2. The role play is presented through dialogues and situations that take place in the different work contexts of English Business.

Contents

Role play activities

Topic	Communication goals	Language in use
1. How to talk about your work experience in an interview.	Describe an interesting work experience.	The present perfect tense and Past simple tense. Vocabulary: work experience
2. Late at work	Explain reasons why you are late.	Had better and should
3. Solving problems at a business meeting.	Ask for recommendations or make quick decisions.	The future with: will and going to.
4. How to ask an increment to your boss.	Express opinions or make a requesting to better options at work.	Could and Can
5. How to deal with an annoying coworker	Express your preferences	Would rather and prefer.

6. Phone Call	Provide relevant information about business which you work.	The present perfect continuous.
7. A new secretary	Welcome to new co-workers with a positive message.	Participial adjectives
8. A angry client	Give a solution or alternative to handle negative situations.	The present perfect: yet, already, just, for, since
9. A confused customer	Describe rules to use any service or product.	Have to and must
10. Problems with my computer.	Make suppositions about a specific situation.	Be supposed to

1. Talk about your work experience in an interview

Part1. Situation: It is your first employee interview, your interviewer ask you introduce yourself and ask you to details some work experience at any business. You have to provide a personal information and mentioned some characteristics as a worker.

Mode: Work in pairs

Objective: Describe an interesting work experience.

Time: 15 minutes

Grammar: The present perfect and Past Simple Tense.

Part 2. Look at and study the following example:

Script 1.

Student 1: Hello, Mr. Lucas, how are you?

Student 2: Good morning, Mr. McGuire. I'm great to be here. Thanks for giving me the opportunity to the interview.

Student 1: It's a pleasure. Let's star. Mr. Lucas, Could you introduce yourself and talk a little bit about your work experience, please?

Student 2: Sure! My name is Aldo Lucas. I am 35 years old. I would describe myself as somebody who is positive and conscientious in my work. I am hardworking and resilient too. I can deal with difficult situations as when required. I have had 15 years of experience as an Advertising manager, I worked at Apple Company as designer of logos and packing. I also worked as a marketing assistant at Globus Company a business about real estate. I have acquired much experience and knowledge about how to work with extensive staff. I am a stronger communicator and I am always follow rules and producers. I also have had previous experience in customers facing roles I am sure that is an advantage in this positions.

Student 1: That's great Mr. Lucas. You have had a lot experience.

(Audio) Link: https://drive.google.com/file/d/1_uNRLj6kM3Vf4zwwqFpUUzvpdD4GUhgBf/view?usp=sharing

Task.

Part 3: Prepare your own dialogue describing your work experience. Use the present perfect and past simple tense. Practice your dialogue with your classmate and imagine as if you were the interviewed. Be creative.

Phrases as a suggestion.

I graduated with my degree in Economics two months ago.

I have always been interested in finance and money.

I have had experience in business administration department.

I look forward to the chance to discuss what I can bring to your company.

Figure 15

Interview



Nota: Redacción CepymeNews. (2019, March 17). *Las preguntas de una entrevista de trabajo buscan descubrir una de estas tres cosas*

2. Sorry for being late

Part1. Situation: Arthur has just come late at work once again. In this time, he was stoking in traffic but his chief didn't believe. He has to give good reasons to explain and justify the delay.

Mode: Work in groups

Objective: Explain reasons why you are late

Time: 15 minutes

Grammar: Had better and should.

Part 2. Look at and study the following example:

Script 2

Student 1: Hey Amanda, Good morning. Is Mr. Smith already in the office?

Secretary: Hello, Arthur! How are you? I'm afraid so. Mr. Smith arrived very early today, you had better not go and talk to him. He's in a bad mood this morning.

Student 1: Do you believe that?

Secretary: You had better work now. He could hire you.

Student 1: Oh! Thank you, Amanda.

(Mr. Smith leaves from his office and meet Arthur)

Student 3: Arthur Blinds, you are late again. This is unforgivable man. This is the third time this week.

Student 1: I am so sorry Mr. Smith. I was stocking in the traffic. This morning was it heavy.

Student 3: You should wake up early and take the streets less crowed. A new route!

Student1: I had some inconvenient with my family too, Mr. Smith. I promise to solve them as soon as possible.

Student3: Oh man! You behavior cannot continue like this. We need employee to be punctual.

Student 1: This will not happen again Sir!	
Student 3: You had better get early at work. If you don't do it. I will hire you. Get it?!	
Student 1: Yes, I got it. Sir. Thank you.	
(Audio) Link:	https://drive.google.com/file/d/1ByT_jCmOx3Jj1OqY2vOOPlqUYcqeMNjI/view?usp=sharing
Task.	
Part 3: Make your own dialogue, use had better and should according your excuses. Practice your dialogue with your classmate and imagine as if you were the Arthur. Be creative.	
Phrases as a suggestion.	<p>I take full responsibility.</p> <p>Please don't be mad at me.</p> <p>I was stoking in the traffic.</p> <p>This behavior cannot continue.</p> <p>We need our employees to be punctual.</p> <p>The traffic lights was turn off.</p>

Figure 16

Being late



Note: Donets, A. (2018, April 26). *The Consequences of Being Late: How Serious Are They?*

3. Solving a problem at a business meeting.

Part1. Situation: You have forgotten your laptop with all presentation at the Riobamba cafeteria. You just have 15 minutes before starting the meeting. Thanks a God, you uploaded all the information on Drive. You need to borrow someone else's laptop but you have to offer a gift.

Mode: Work in pairs

Objective: Ask for recommendations or make quick decisions.

Time: 15 minutes

Grammar: Future with will and be going to

Part 2. Look at and study the following example:

Script 3

Claudia: Oh my God! I have lost my computer. I have all my work there. Oh no! The meeting starts in 15 minutes.

Ronal, what are you doing? Are you free?

Ronal: Hi, Claudia. What's wrong with you?

Claudia. I need your laptop, I have lost mine. Please, Could you borrow it to me?

Ronal: Well, No, I cannot. I am working in a report. I have to finish it.

Claudia: I am going to give you two tickets for an amazing dinner at the most elegant restaurant in the city.

Ronal: Sorry, Claudia. What a magnificent offer but this report is important.

Claudia: No worries.

Shirley, Hey my friend. How are you? It's a long time.

Could you borrow me your computer, please?

Shirley: Hello, Claudia. This computer? Oh, no! It is not working. I don't have charger. The battery is off. I am going to buy one after the lunch. Sorry.

Claudia: Favian, my friend. Are you working now?

Favian: No, really. I just

Claudia: Oh, perfect. Borrow me your laptop.

Favian. Of course, it is all yours.

Claudia: Thank you. I will reward!

Favian: Sure!

(Audio) Link: https://drive.google.com/file/d/1iqfusFmE8GLY46WaMo_I96ZxYsNqAUUz/view?usp=sharing

Task.

Part 3: Make your own dialogue and practice it with your classmate and imagine as if you were the speaker. Use the future will and be going to make spontaneous decisions about your tasks at work. Be creative.

Phrases as a suggestion.

Oh my God.

Where is my laptop?

I have to attend to the meeting in 15 minutes.

My job will hire me.

Could I take your laptop for about 5 minutes, please?

I will give you a Ticket for a free dinner

Figure 17

Business Meeting



Note: CanStockPhoto. (2017, Sep16). *Upset woman scolded by boss for missed deadline, coming late. Upset woman being scolded by boss for coming late at office.*

4. I would like to request an increment, please.

Part1. Situation:

You have worked at Loretos Company for about 25 years. You are very responsible with your tasks at business, and are commitment with the company. You consider that you need an increment because you develop your work better than anyone else. Talk to your boss and requite an increment.

Mode:	Work in pairs
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Objective:	Could and can
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Time:	15 minutes
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Grammar:	Express opinions or make a requesting to better options at work.
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Part 2. Look at and study the following example:

Student 1: Lorena, Hello. What are you doing there? Are you ok?

Student 2: Hi Emily. It's ok. I just want to talk to Mr. Hunks.

Student 1: Well, but what is wrong?

Students 2: No, I just require an increment. I think I deserve it.

Students 1: Oh, I feel you. That's a good point. Go dude!

Student 2: Hello, Mr. Hunks, Could I talk to you for a moment, please?

Student 3: You could, but I am a little busy now!

Student 2: Oh, I get it! Could I meet you after the lunch perhaps?

Student 3: After lunching, I cannot I have to pick my wife up at airport. What is the problem Lorena?

Student 2: Well, I am going to be fast. I have thought in all the years I have worked for you and I am consider in ask for an increment.

Could you help me with that Mr. Hunks? I really need it, the next year my kids are going to go to the high school.

Student 3: Well, I could ask to my superiors. But I cannot promise much.

Student 2: Please, Mr. Hunks. I deserve it.

Student 3: I know Lorena. You work hardly. I will try everything I can.

Student 2: Thank you, Mr. Hunks.

(Audio) Link: https://drive.google.com/file/d/1uClZalRB_isDG9OsvvMvvFo0DZoYr5jU/view?usp=sharing

Task.

Part 3: Make your own dialogue. Use could and can to make answers, then practice your dialogue with your classmates.

Phrases as a suggestion.

I feel you.

Based on my skills and my new responsibilities I think a 15% raise would be deserved.

I would like to request an increment.

I am busy now, could you go back in another moment, please?

Figure 18

Meeting



Note: British Council. (2021, November 5). *Managing meetings*. LearnEnglish.

5. How to deal with an annoying co-worker.

Part1. Situation: Your co-worker is rude and thinks that you do not value your opinion. You think that he is irresponsible and unreliable. Talk to him and express your concerns.

Mode: Work in pairs

Objective: Express your preferences.

Time: 15 minutes

Grammar: Would rather and prefer

Part 2. Look at and study the following example:

Student 1: Excuse me Bryan, Could I talk to you for a moment, please?

Student 2: I am working now.

Student 1: No, you are not. I can see it! By the way. The thing is. I would rather you called me by my real name, Sarah rather than the new. Because I have five times in this business. Are you hearing, man?

Student 2: For me you still keep being the new. That's all.

Student 1: Would you rather I called you the bad guy or by your real name?

Student 2: wow, you do not dare.

Student 1: Yes, of course.

Student 2: I prefer my name

Student 1: Well, I prefer too, and I would rather you didn't bother me anymore, please.

Student 2: Ok, your right.

Student 1: thank you man.

(Audio) Link:	https://drive.google.com/file/d/1iD2THfAQVXTh5XbMBLisfriGnWpMRhHr/view?usp=sharing
Task. Part 3: Make your own dialogue. Use would rather or prefer to express your preferences, then practice your dialogue with your classmates.	
Phrases as a suggestion.	Excuse, Could I talk to you for a moment, please? I need to tell you something important. I would rather you didn't bother me anymore Call me by my real name. Are you mocking me?

Figure 19

Co-workers



Note: Barbero, P. D. Á. (2020, January 2). *¿Cómo debe gestionar la empresa un conflicto entre dos trabajadores?* Cinco Días.

https://cincodias.elpais.com/cincodias/2020/01/02/legal/1577952767_197642.html

6. Phone Call

Part1. Situation: You have a phone call waiting, the customer wants to know about a product and needs the necessary information to clarify their doubts. Provide the customer with the most relevant information requested.

Mode: Work in pairs

Objective: Provide relevant information about business which you work.

Time: 15 minutes

Grammar: The present continuous tense.

Part 2. Look at and study the following example:

Script 6

Business: Thank you for calling Journal Company, my name is John. Who am I Speaking with?

Client: My name is Anna

Business: Thank you Anna, tell me how can I help you?

Client: I have been calling all the morning to requite information about a service but anyone answered.

Business: I apologies for that. We have been working hardly this weekend. Finally, we here for you. What about product you are interested?

Client: I have been reading the article about “Refrigerator X22” but we need more information about the cost.

Business: Of course, let me explain you. If you pay in cash for the product, the cost is 345 dollars, but if you pay the product in installments, the cost is 634 dollars.

Client: I am interested in the offer with the discount. I have been analyzing it but I don’t understand very well.

Business: Oh, I get it. Well, that's a benefit. If you pay your installments on time, without having any problems with late payments or days in arrears, the result will be three royalty installments, that is, you would only pay 15 installments out of 18 installments.

Client: Oh I get it now. Thank you for helping me.

Business: Perfect Anna. Any other question you might have?

Client: No, that it all.

Business: Thank you for calling Journal Company. Have a good day.

(Audio) Link: <https://drive.google.com/file/d/1Ikk1Yup1rmupNiVdB75jmgKbW1DStUSA/view?usp=sharing>

Task.

Part 3: Make your own dialogue using the present perfect continuous tense, then practice your dialogue with your partners.

Phrases as a suggestion.

How can I help you?

I have been reading about

I have been checking out about.....

We need information

What about product are you interested in?

Figure 20

Phone Call



Note: Simple Mobile Blog. (2018, October 5). *Why International Calling is Simple With SIMPLE Mobile*. Retrieved 20 February 2022, from <https://blog.simplemobile.com/simple-global-calling/>

7. A new secretary

Part1. Situation: You are the manager of one company and today is your turn to introduce a new staff. The new secretary is ready to know your co-workers and your responsibilities. Please, think in the best way to introduce a new person to your group.

Mode: Work in pairs

Objective: Welcome to new co-workers with a positive message.

Time: 15 minutes

Grammar: Participial adjectives.

Part 2. Look at and study the following example:

Script 7:

Boss: hello everyone, I hope all of you are having a great morning. I want to announce something important for you. Please, pay attention to me. This is Francis Hamiltom, the new secretary in this company.

Francis: Hello, good morning everyone. It is a pleasure to meet you.

Boss: Francis is going to work with us from this moment. Please, welcome to Francis and make her warm at work. Welcome Francis!

Francis: Thank you, Mr. Aguirre.

Robert: Francis: Let me introduce myself. I am Robert. I am technical assistant. Nice to meet you.

Francis: Nice to meet you too.

Robert: Oh, this is Marck, Andre, Clarisa and Justyn.

Francis: It´s a pleasure guys.

Clarisa: Francis I am fascinated with your today´s look. You are fascinating.

Marck: where are you from, Francis?

Francis: I am British.

Marck: Oh really? I am frightened. I am confused with your accent.

Francis: Oh, It is ok! I could teach you some expressions.

Andre: what an amazing idea. I am interested in too.

Clarisa: Oh, Mr. Aguirre is closing. Everybody go to the work.

(Audio) Link: <https://drive.google.com/file/d/1JHpiNJsNh2cuNGTR6rriQE2hZrSIqbQk/view?usp=sharing>

Task.

Part 3: Make you own dialogue using participial adjectives to describe experiences or express feelings. Then, practice your dialogue with your classmates.

Phrases as a suggestion.

I would like to thank you for having me here today.

You are welcome. This is your house.

Fine, thanks — and you?

How's it going?

Figure 21

Secretary



Note: Collins. (2022, February 20). *Secretary definición y significado | Diccionario Inglés Collins*. Collins Dictionaries. Retrieved 20

February 2022, from <https://www.collinsdictionary.com/es/diccionario/ingles/secretary>

8. An angry client.

Part1. Situation: You are the secretary of the company, you have started your day calmly but after a few minutes a very angry client arrives to make a claim about the procedure that he did months ago. Give him alternatives to solve the problem and show empathy with him.

Mode:	Work in pairs
Objective:	Give a solution or alternative to handle negative situations.
Time:	15 minutes
Grammar:	The present perfect tense and time expressions.

Part 2. Look at and study the following example:

Script 8:

Secretary: Good morning, how can I help you?

Client: and you still ask? (Wry laugh) I've been here more than three times in a row, and I've made the same claim. Miss, I need a positive answer. I'm tired of coming here and making the same complaint all the time, it's a bit annoying.

Secretary: Sorry, Mr. Thomas. We have already processed your request but we have not received any news about it yet.

Client: I have been patience since I started the procedure.

Secretary: I really feel you Mr.

Client: When will I have an answer?

Secretary: I will work harder to get better information about your procedure Mr. Thomas.

Client: Oh my God! Information?! I want to answer to continue with my process.

Secretary: Chill out. Mr. Thomas.

Client: that's enough. I have been worried for almost 3 months.

Secretary: I will work as soon as possible to have an answer within two days, Mr. Thomas.

Client: I look forward to an answer and sorry if I was rude.

Secretary: Have a nice day Mr. Thomas

Client: See you soon Miss.

(Audio) Link: https://drive.google.com/file/d/1JAVI0U2egIt9MR_OqTx6pPL8JNYcZvzf/view?usp=sharing

Task.

Part 3: Make you own dialogue using the present perfect tense and also the time expressions yet, already, since, for and even. Then, practice your dialogue with your classmates.

Phrases as a suggestion.

How have you been?

I have not had an answer yet.

I have already presented the same procedure twice.

Have you hear any new about my procedure?

Figure 22
Angry Client



Note: Qudaih, D. (2020, August 20). *How to deal smoothly with your angry clients?* Nexus.

<https://nexusconsultancy.net/business/how-to-deal-smoothly-with-your-angry-clients/>

9. A confused client.

Part1. Situation: You are trying to sell a car to a client who is indecisive, does not trust anyone and needs all the precise and clear information. Provide him with timely information and keep him interested in the purchase, be patient and motivating.

Mode: Work in pairs

Objective: Describe rules to use any service or product.

Time: 15 minutes

Grammar: Have to and must

Part 2. Look at and study the following example:

Script 9:

Client: good afternoon, how are you? I am looking for a 4x4 car.

Seller: Good afternoon, yes of course. Let me guide you to the store.

Client: Thank you very much. Excuse me all the cars have insurance.

Seller: Yes, of course. But the insurance varies according to the payment method. I'll explain.

Client: Perfect. I have to follow all the guidelines to keep the insurance.

Seller: That's my dear. You must also follow a series of processes but not so complicated.

Client: I have to take a course to be able to drive, right?

Seller: Sure, it is necessary. You have to take a driving course.

Client: Should I memorize the traffic rules?

Seller: Yes, you have to learn them to avoid having any problems or carrying fines.

Client: that's great!

Seller: Ok. This a Chevrolet Captiva Sport 4x4. This is an incredible car, the system is really strong and the engine works quite well. You don't have to change the oil many time because it is automatic.

Client: what a fantastic idea. I liked it, because I always must remember to do it.

Seller: It's amazing.

Client: I think it is a good option. I'll buy it.

Seller: You will not regret it, it is worth the purchase. Join me here to make the documents.

Client: Thanks man.

Seller: you're welcome.

(Audio) Link: <https://drive.google.com/file/d/10n2XWufX0-1X9aDnCOqGkvY9M9FydOrA/view?usp=sharing>

Task.

Part 3: Make your own dialogue using the modals verbs "have to" and "must". Then, practice your dialogue with your classmates.

Phrases as a suggestion.

A sudden sale which has higher than usual discounts.

You are sure to buy a bargain at the market.

We currently have our special "buy one get one free" offer available.

Today only, buy one and get the second at half price!

Figure 23

Confused Client



Note: P. (2018, June 13). *Improving the supply chain experience* - Productivist. Medium. <https://medium.com/productivist/improving-the-supply-chain-experience-43eac68bd0cb>

10. A problem with my computer.

Part1. Situation: The computer in your new office is having performance problems. Three days later a technician checked it and fixed some bugs despite that it is still slow. Ask a coworker for help and guess what is really going on.

Mode: Work in pairs

Objective: Make suppositions about a specific situation.

Time: 15 minutes

Grammar: Be supposed to.

Part 2. Look at and study the following example:

Script 10:

Student 1: What is wrong?! What is wrong? Oh, no! It doesn't work. Seriously? Is it supposed to work effectively? A technician fixed you, it was not supposed to stop to work.

Student 2: what's going on Christina? Are you ok?

Student 1: Hey, Michael. I'm not ok. This computer is stopped, it doesn't work again. I need to work on my report for tomorrow. I'm late with that.

Student 2: But, Ales was supposed to call the technician, wasn't he?

Student 1: he did it. But I think this computer is old, and slow.

Student 2: well, you are right. It is obsolete. You need one new.

Student 1: yes, I know. I try to talk to Mr. Robison.

Student 2: Mr. Robinson was supposed to change all the equipment in this room, but he only changed the main areas.

Student 1: it is not supposed that the company give us a new resources to work?

Student 2: well, that is complicated. The department doesn't have the money to pay it.

Student 1: oh, no! Seriously Michael.

Student 2: Let me call to the technician again, maybe He can fix it for about 3 or 4 hours more.

Student 1: Ok! For 3 to 4 hours maybe? Oh, my God. I will not finish my report.

(Audio) Link: <https://drive.google.com/file/d/1d6N-vQcrdc-VATsGvGDnyTcgLFJuLr4V/view?usp=sharing>

Task.

Part 3: Make your own dialogue using the modals verbs “have to” and “must”. Then, practice your dialogue with your classmates.

Phrases as a suggestion.

My laptop won't turn on.

Is it plugged in?

Are you sure that the socket in the wall has power?

Thanks Juan, but I only saved the presentation to my hard drive.

Figure 24

Computer does not work



Note: 123RF. (2018, November 9). *Mujer adulta enojada viendo videos en línea en la computadora portátil sentada en el piso en casa.* 123RF Stock Photos. https://es.123rf.com/stock-photo/broken_computer.html?sti=o5pkuisfkq8j18x07i

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[plays/#:%7E:text=Role%20plays%20are%20used%20to,to'%2C%20infinitives%2C%20e](https://blog.gaijinpot.com/teaching-tips-role-plays/#:%7E:text=Role%20plays%20are%20used%20to,to'%2C%20infinitives%2C%20e)
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