

Part 1 – Observation:

1. The teacher plays an excerpt of the film *Volver*. This video will serve as a schema builder and it's in the students' L1 (Spanish). Play once just for general gist.
2. Ask students to read over activity 1 of the "observation handout", and watch the video a second time. They check the items they hear while watching. This activity serves as a warm-up and to get students thinking about the way requests and favors are realized in their L1. (KEY: a, c, d, e, h, i). Get feedback from students.
3. Ask students to read the questions in activity 2 before watching the videos. Play the videos twice. Then get students to consider the ways in which the requests depicted in the videos differ from each other. Though working in groups, each student should complete their own handout.
4. Next, the class reconvenes, and the teacher asks the students their answers for each question.

Part 2 – Analysis:

1. The teacher uses step 4 above as an opportunity to direct the class discussion towards observing and reflecting upon the situational parameters that help determine the choice of request strategies.
2. INPUT: explain the different request strategies and how social distance, power relationship and degree of imposition influence which request strategies are used in a given context or situation.
3. To further explore these context factors, ask students to discuss questions 1-6 in the "analysis handout" in groups. (The videos can be played again if necessary). Students must justify their answers, giving evidence of why the request strategy used follows the pragmatic norms of the language and whether it's effective. Then get feedback from students and identify each of the elements with the corresponding question/s in the "analysis handout". NOTE: The 2 videos are annotated in Dropmark.
4. Ask students to complete question 7 to compare how these factors and strategies may be different between the L1 and L2. Get feedback from students and clarify as needed.

Part 3 – Extension:

1. The teacher gives two situations/scenarios to each group (these could be on strips of paper).
2. In their groups, students create a dialogue for one of the scenarios using request strategies that converge with the situation/context, resulting in a successful interaction. For the other scenario, students create a dialogue that uses request strategies that diverge, resulting in a "failed interaction" or communication breakdown.

Part 4 – Extension and assessment:

1. When students have finished, they read/act out their dialogues for the class without previously stating what the context is. The rest of the class will have handout #4 to take notes and assess. Students will have to check the right boxes and then try to guess what the context is, what the relationship between the interlocutors is and decide if it was successful or unsuccessful.

***NOTE:** By doing this task, students are demonstrating both comprehension of the concepts discussed in class and how to apply them to each situation, as well as ability to produce a role play that follows the pragmatic norms or diverges. The fact that they'll be acted out makes it easier for the teacher to assess as well.*