

Utilizing a Digital Game for ESP and Pragmatics Instruction

Procedure:

Part 1 – Observation:

1. The teacher will play the video excerpt from the video game *Culpa Innata*, starting at 6:01-7:14. This is an exchange between a chief investigator and one of her staff. The staff member attempts to be switched from one task to another on their current assignment. This shows the opening gambit of the conversation to come, and activates schema.
2. Stop the video after the first interaction. Students think about the situation and participants and make guesses about how the conversation will unfold. They share these thoughts in pairs first, followed by sharing with the whole class.

Part 2 - Analysis:

3. Students then watch the whole clip and think about leading questions for discussion. The questions will be given by the instructor. Some examples include “Do you think there is a conflict here? And if so, how can you tell?” Also “Did Julio get the result he wanted?” Students do not answer the questions; they are meant to focus their attention. Teacher then plays the clip again.
4. Teacher puts the video transcript on screen, and asks students to describe what Julio did correctly, and what he did not. As the teacher elicits these answers, structures and functions can be explicitly clarified for the students, such as checking on availability, giving a reason for the request, minimizing the imposition, and sweetening. These can then be used as a guideline or “steps” for the role play activity that follows. Note: If you have previously discussed turn taking patterns in relation to interviews, you could ask students to relate these steps to those patterns.



5. The teacher will also return to the guiding questions and elicit responses from students. Next, the teacher asks, “What could Julio have done differently?” Teacher calls on students to volunteer answers.

Part 3 – Extension:

6. After this, students will work in groups of four to create role plays that utilize the new pragmatic information from the lesson. The teacher will solicit possible workplace scenarios that students have experienced centered on disagreeing with a superior. If students are unable to come up with scenarios, the teachers could include these samples:
 - a. Changing your schedule
 - b. Disagreeing with a reorganization
 - c. Changing your assignment
7. Students will present their role plays to the class while the teacher evaluates using the attached rubric.

Critical thinking questions:

1. Who is the boss?
2. Who speaks more and why do you think that is?
3. What can you tell from the tone of voice?
4. Is Julio’s request appropriate? Why or why not?



Transcript of Video Game Interaction (6:01–7:14)

<https://www.youtube.com/watch?v=ZTSAN1B5n1Y>

Julio: Chief, do you have a minute?

The Chief: What is it, Julio?

(Stop here to carry out Part 1-observation)

Julio: I have some reservations about this assignment.

Chief: What is it? You can't handle the sight of a corpse?

Julio: Oh, of course I can. Actually, I'm concerned about...whether or not our individual skills will be fully utilized in this case.

Chief: Julio, stop dancing around the issue and get to the point.

Julio: Sure, sure. I don't think we will be getting the very best results if Nix is interviewing the people. Everybody knows about her below average communication skills.

Chief: And what is your proposal?

Julio: Uhhh, I was thinking that I should be conducting interviews and Nix can dig up the information. With her exemplary analytical skills, I am sure she will do a better job at digging up facts from databases.

Chief: What makes you think exemplary analytical skills are not needed in interviews? Just because you can make small talk better with people, it does not mean you will be better at criminal investigation interviews. Besides, Phoenix is senior to you and she will lead this investigation. Is that clearly understood?

Julio: Yes, Chief.

Chief: Dismissed.



Oral Presentation Rubric: Role Play Activity

Student Name: _____

CATEGORY	4 - Excellent	3 - Good	2 - Adequate	1 - Needs Work
Power Relationships	Student shows awareness of power relationships in the workplace, using appropriate language and techniques.	Student shows some awareness of power relationships in the workplace, using appropriate language and techniques.	Student shows a little awareness of power relationships in the workplace, using basic language and techniques.	Student shows hardly any awareness of power relationships in the workplace, failing to use appropriate language and techniques.
Talking to Superiors	Student shows an excellent understanding of how to formulate requests when talking to a superior in the workplace.	Student shows a good understanding of how to formulate requests when talking to a superior in the workplace.	Student shows a basic understanding of how to formulate requests when talking to a superior in the workplace.	Student shows hardly any understanding of how to formulate requests when talking to a superior in the workplace.
Strategic Competence	Student demonstrates excellent usage of hedging/softening language when making a request.	Student demonstrates good usage of hedging/softening language when making a request.	Student demonstrates some usage of hedging/softening language when making a request.	Student demonstrates little to no usage of hedging/softening language when making a request.
Appropriateness	Student shows excellent awareness of when hedging/softening language is necessary.	Student shows good awareness of when hedging/softening language is necessary.	Student shows some awareness of when hedging/softening language is necessary.	Student shows little to no awareness of when hedging/softening language is necessary.

