

## Activity: Bargaining Strategies in Mandarin or Korean, (multiple days, 50 minutes each)

By: Hanna LaPointe & Emma Rollo

This multiple-day activity introduces learners to bargaining strategies in Mandarin Chinese or Korean in a simulated environment and replicates real-world situations in which to apply them. It is for adult learners who are at intermediate proficiency in either language. Learners write a script and use it in a role-play activity based on feedback from the teacher. Afterwards, they reflect on their strategies.

The main strategies for bargaining in China include exaggeration of price (i.e., “Wow, so expensive!”) and face-threatening acts such as commenting on quality. The customer’s motivation for bargaining determines whether they will be successful; the more motivation to bargain, the less power they have. See more strategies in Mandarin and Korean [here](#).

### LEARNING OUTCOMES. Learners will be able to:

#### Knowledge:

- Successfully bargain in the target language by using face-threatening acts (commenting on price or quality).

#### Analysis:

- Decide which face-threatening acts to use and at what point to use them.

#### Subjectivity:

- Provide a reason for their pragmatic bargaining choices based on their motivation (i.e., how much money they were given).

#### Awareness:

- Identify when their choice of face-threatening act has been unsuccessful and how to adjust.

**MODE(S):** Interpretive, Interpersonal, Presentational

### MATERIALS:

technology for watching videos

note-taking supplies

role play cards (you will need to create them - this is an example of what a role card could look like, but the target language can also be used)

*Bargaining Lesson Plan*

*Situation: A New Outfit*

- Blouse, T-shirt, or Tank Top
- Pants, Shorts, or Skirt
- Shoes (any kind)
- Necklace or Bracelet
- Earrings or Ring
- Hair Accessory (Hat, Headband, etc.)
- Other

*Bargain for all items using your allotted money to win!*

*(You can bargain for anything else after.)*

*Role:*

*Salesperson*

*Buyer*

*Money:*

*\$20 \$30 \$40 \$50*

*Notes:*

*Hanna LaPointe & Emma Rollo*

## PROCEDURE

### Day 1 (50 minutes):

1. Introduction (25 minutes)
  - a. Introduce the topic, common strategies, and vocabulary used to bargain.
  - b. Introduce face-threatening acts, how they are used in bargaining, and the role of individual motivation in bargaining.
  - c. Videos, such as vlogs or other real-life examples can be used to demonstrate these tactics ([find examples here](#)).
2. (25 minutes) Explain the script-writing assignment, allow work time, and answer any questions. The goal of this activity is for learners to implement their chosen bargaining strategy(ies).
  - a. Learners write a script of at least 5 lines per role, as if they are the seller and buyer. They should be prepared to use the strategies from their scripts at a future date to play a game.
  - b. If learners do not finish by the end of class, they could finish outside of class and submit online.

### Day 2 (outside of class time):

1. Grade scripts, prepare feedback slips, and prepare role cards.

### Day 3 (50 minutes):

1. (5-10 minutes) Learners review written feedback and ask any questions about it.
2. (5-10 minutes) Introduce bargaining activity:
  - a. Each person is randomly assigned a dollar amount that they cannot exceed as a buyer, and one person will be given the role of the seller.
  - b. This activity will have multiple rounds, one for each person to have a chance to be both buyer and seller (rounds are dependent on group size).
  - c. Each round, you will be given a specific event (i.e., a dinner, a party, buying a new outfit, etc.) that you will be buying items for, and a list of things you need to buy.
  - d. Each person will be capable of buying all the items on their list if you bargain successfully 50% of the time (a \$50 equivalent cap, for example).
  - e. Using the strategies from your script, bargain to get as many things on your list within a 6-minute timeframe per round. If you finish early, you are encouraged to keep bargaining for other things.
3. (30-40 minutes) Pass out role cards and allot 6 minutes per round.
  - a. Alert class when time is up and move onto the next round. The number of rounds is dependent on group size.

**Day 4 (50 minutes):**

1. In-class extension activity: Learners watch three real-world examples of people bargaining, either gathered by the teacher or self-selected (the three examples can be from the same video).
2. Learners compare their own scripts to the interactions and reflect on each one in a “Reflection” assignment.
  - a. The reflection should include at least one comparison and contrast for each interaction to their script.
  - b. If any interactions were unsuccessful, learners should explain how they would adjust for future interactions.
  - c. The reflections will be submitted the same night online and feedback will be given by the teacher.

**Note:** Feedback can be based on three categories: completing instructions, activity understanding, and reflection. Assess learner use and understanding of bargaining strategies based on their scripts and extension activity reflections, and provide constructive feedback as needed.