



Pragmatics as Part of English Teaching Process

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ABSTRACT

In modern second language teaching system the role of pragmatics is huge and considered to be a new approach to include into the teaching process. In language learning process, especially in English language classes, it is common to come across with problems concerning cultural diversity and use of English language in a correct way. However, learners having their pragmatic norms of native language in mind, they miscomprehend language norms of target language, that is likely to lead to overgeneralization of perceived L2 pragmatic norms. The given work deals with the problems of lack of pragmatics in English classes and suggests the design of activities on pragmatics using speech acts.

Keywords:

pragmatics, language use, speech act, pragmatic norms, pragmatic transfer

Introduction

Being a teacher, there is a lot to analyze and evaluate any given activity; be it appropriate or not, a good researcher is to evaluate from different angles provided in the subject area. Teaching pragmatics requires a good practice and knowledge from a teacher’s perspective. Analyzing materials and lesson plans are one of them to be described further in this paper.

Data analysis

The learners have been learning English since primary school time. Now, they are B2 level learners at language center, who learn English as a second language for academic purposes in Uzbekistan. There are equal number of boys and girls, who are 17-18 years old. The learners’ goals are to acquire English language at proficiency level and be aware of US cultural norms, and their main goal is to acquire English language in the same level as native speakers. Apparently, being interested, the mostly asked questions of theirs are “What do Americans act in this situation?” “Is it good

if we say like this if we are in America?” “I have a native speaker as my friend, and she expresses that thing differently?”. Stemming from what they are interested in, especially cultural area of the target language, the unit is designed to teach not only language aspects, but also giving learners pragmatic knowledge. Most of them apply rude expressions of complaints in English as if translating everything from their L1 directly word by word, which is problematizing from a teacher’s perspective to change the situation for better.

The activity 1.1 (pp. 17-20) on pragmatics is under the evaluation process considering some theoretical part of pragmatics and providing some rationale behind.

About the structure and content of lesson plans which entail the cultural dimensions, DJ Kaiser (2012) stated, “with practice, teachers could begin to step outside their own worldview and cultural norms and adapt their teaching to meet the needs of students who might see the world differently” (p.12). In this sense, the given activity

encompasses cultural elements to familiarize the learners with speech patterns to make them culturally aware of; which can be one of the strong points of the activity. The second point to mention for the favor of the lesson per se is the appropriately chosen speech act in the form of dialogue. Ishihara and Cohen (2010) emphasized the essence of speech act in choosing language forms to express the aim of the message. By role-playing, the learners will develop discourse competence in a way that they learn and read the given script provided in the task sheet. Accordingly, Redding (1980) in Hofstede's article ratified that scripts helped to evolve children's skill at pattern recognition leading to rote learning. It may be assumed that the activity meets learner needs; yet, whether it meets cultural objectives or not is still biased considering the points to take into account.

The speech act is to integrate both productive and receptive skills, taking into account the provided script the learners are supposed to read, then speak, the observers are to listen to them and speakers listen to one another too. The part to be improved is that it would be good of learners to make up sentences in the dialogue which, in its turn, assists in developing writing and critical thinking skills. Considering all weaknesses and some suggestions for implementation mentioned above, the activity will be much of a help for learners to be competent with language pragmatics and develop their language skills as well.

Of five common causes of learners' divergence from pragmatic norms, I am to choose "Limited L2 grammatical ability" and designed two activities, "Overgeneralization of perceived L2 pragmatic norms" – one activity.

According to Cohen and Ishihara (2010), "pragmatic ability is one of the most complex and challenging aspects of communicative competence" (p.76). For the first cause on limited L2 grammatical ability, the reasons lie in the way how learners are taught. Still being linguistically competent with English language aspects, many language learners do not have "pragmatic transfer". "Activity 1" is helpful, because most L2 learners cannot comprehend when native speakers use Simple tense with

"always". Nowadays English language is taught not in English, but in native language and many face problems with correct use of some expressions in L2. Washburn (1991) stated that using native language in L2 learning leads to some fossilized errors in L2 acquisition. As the first step, expression of annoyance should be taught in English not using L1 while explaining. "Activity 2" insists language learners in choosing appropriate sentence structure when they need to know that "it'd be better" structure is used for criticism and "it will be better" for justification. Unless they use this structure comprehensibly, they may offend someone else due limited grammar ability in L2.

Still many lessons entail language learning process and some features related to pragmatic norms of behavior and language use. However, learners having their pragmatic norms of native language in mind, they miscomprehend language norms of target language, that is likely to lead to overgeneralization of perceived L2 pragmatic norms. The reason is the lack of culture objectives taught explicitly alongside with language objectives (DJ Kaiser et al, 2012). "Activity 3" helps to solve these kind of problems, one of them the usage of "Sorry and excuse me" in cross-cultural dimensions. Accordingly, culture objectives give more advancement to the lesson to entail pragmatic norms of the target language. The activities below give some prompts of teaching pragmatics in English language classroom.

The level of the learners: B1.

First language: Uzbek, Russian.

"Limited L2 grammatical ability":

Activity 1 "Annoyed-Present Simple or Present Continuous". (pair work)

Pragmatic objective: SWAT distinguish cultural acts such as annoyance and usual state. Learners are given verbs and frequency adverbs to make up sentences using both Present Simple and Present Continuous with the same verb and "always". After completion, they read aloud by 2 sentences and learners should find out which tense contains annoyance in the message. Sample: always/lose. P.S: You always lose your pen. P.C:

You are always losing your pen. Always/waste:
P.S: You always waste your money. P.C: You are always wasting your money.

Activity 2: "It would be better to do OR It will be better to do". (Individual work). Pragmatic objective: SWAT use an appropriate expression when showing suggestion or explanation in the English language. Instruction: Learners are given DCTs.

1. if you clarified the task from the teacher. 2.....if I help you. 3. if he bought the water. 4.if doctors solve the problem. 5. if they came now.

"Overgeneralization of perceived L2 pragmatic norms"

Activity 3: "Excuse me/sorry". (Group work). Pragmatic objective: SWAT ask for permission and for forgiveness when necessary. Explanation: learners are divided into two subgroups. Group 1 makes up by 2 sentences for each with "excuse me/ sorry", but they omit this part and stick it on their back. Group 2 is responsible for writing this omitted word on their back. They change their roles in the second part with the Group 1.

Results

The lesson plans are designed to teach pragmatic and language aspects of speech act "Complaining". The objectives of the lesson clearly match learners' needs to get desired learning outcomes. The activities were designed based on the objectives, that aim at raising learners' language, pragmatic and socio-cultural competence in ESL context. Different types of activities and grouping techniques are used, the assessment tools of which differ vastly from one another.

In the first lesson plan (see Appendix 1) two activities are designed for assessment: the first is DCT within the dialogues, the second is role play. For assessing the written DCT, analytic rubric is used. Since it is individual work and everyone is assessed individually according to what extent learners comprehend the theme. Beyreli (2009) stated that using analytic rubric for assessing writing has is important to help learners to realize their mistakes easily. In this way, teachers can

identify strong and weak points of their learners and give directions in terms of what language aspects the learners need to work on. It is easy to assess the learner who completed written DCT. The descriptors highlight the major problems learners can face in writing such as pragmatic tone and expressions of complaint that are the indicators of pragmatics-focused language use.

For the role play holistic rubric was designed by the author of the lesson plan. As far as the task is done orally in groups not individually, the holistic rubric is considered to be appropriate to get expected results from a teacher's perspective. Unlike other holistic rubrics in books, the given rubric does not have "C" grade. As far as it is a group work, in the group it is highly possible to have at least one lower level learner or a reserved one. The rubric has the descriptors based on a learner's acting ability and turn taking strategies. Taking these features into consideration, it is unfair to give the one bad grade. Davies (2009) worked on the solutions of problems concerning group work and suggested some ways in order to motivate group members and urge them to do their best in group work, and he constructed "Formal assessment checklist" which lacks in bad marks.

Teaching the speech act "Complaining" is essential in ESL context in Uzbekistan. The learners seem to know language use, but they still need to be aware of pragmatic functions of the target language (Ishihara&Cohen, 2010). For example, the learners may face awkward situations listening to the complaining phrases in the USA and may act inappropriately unless they know correct strategies of the given speech act. Ishihara and Cohen (2010) strongly emphasized one way for solving above mentioned problems is to teach pragmatics using CLT (Communicative Language Teaching) method in ESL classrooms. The activities are also designed on the basis of CLT and PPP (Present, Practice, Produce) approach in teaching.

Lesson "2" (see Appendix 2) focuses on teaching how to respond to complaints. As Uzbekistan is still in the expanding circle according to Kachru's (1990) World Englishes

concept, most EFL learners struggle with responding to complaints in an appropriate manner. In the learning process, they are introduced with different strategies of responding. All the activities were designed by the author of the work, one holistic and one analytic rubrics were also created by the same author. Schafer (2001) pointed out that using rubrics can help to reach the goals and leads to effective learning outcomes. By showing the assessment specifications, learners get aware of what they need to learn and why they should know that speech act. The rubrics within the three lesson plans differ from other types of rubrics in other coursebooks with the use of descriptors that count for pragmatic language use. Grammar teaching is not included in the lesson procedure as far as the learners are intermediate level learners. The primary focus is to teach speech act "Complaints" to them including, mainly, to their textbook as an additional material. Nowadays, in most textbooks it is difficult to see pragmatics-focused lesson on responding to complaints. It is obvious to see writing complaints and complaining strategies, but not responses to them. Therefore, it is of importance to include speech act on the ways of responding to complaints (Ishihara&Cohen, 2010). Most learners in Uzbekistan or other countries other than western cultures, many people accept complaints as a negative speech act. Still it is true. However, by teaching and regular drilling it is possible to change their views on the very idea. Complaining can be made in different ways according to which severity and directness of complaints are identified. In order to accomplish the very goal, the third lesson is based on teaching how to soften complaints and possible answers to them.

In the lesson plan 3 (see Appendix 3), the activities are designed for different ways of scaffolding and grouping. In each lesson at least one work is for individual work, one for pair, and one for the group work. Technology is appropriately incorporated into the teaching process. Learners several times listen to the tape or watch the video concerning the given speech act. They are given several opportunities to develop all language skills

during the lesson procedure. Speech act strategies are taught in an inductive way, and learners do several tasks where they discover and find out what register to choose according to social status, social distance and intensity. When learners learn a new topic, they are definitely likely to be able to use the learned topic in communication (Prince, 2006). Turning to the cultural aspect in the learning and teaching processes, the activities are designed cultural identities into account. As most learners are Uzbek, it is not appropriate for females to shake hands with males or vice versa. Teacher's instructions and student directions are not based on inappropriate behavior and situations that are deviant from Uzbek cultural norms.

Conclusion

Learners are to benefit much from the three lessons in many respects. Accordingly, they get aware of appropriate use of complaints and possible response strategies that should be used in American context. Turning to the general lesson objectives, learners are to learn and discover new pragmatic norms of the usage of the given speech act that occurs with any age groups and governmental bodies in American context. As far as learners are learning a second language, it is obligatory for them to know the norms of language use as well as the cultural norms of the target culture.

Teaching the speech act "Complaining" is essential in ESL context in Uzbekistan. The learners seem to know language use, but they still need to be aware of pragmatic functions of the target language (Ishihara&Cohen, 2010). For example, the learners may face awkward situations listening to the complaining phrases in the USA and may act inappropriately unless they do know correct strategies of the given speech act. Ishihara and Cohen (2010) strongly emphasized one way for solving above mentioned problems is to teach pragmatics using CLT (Communicative Language Teaching) method in ESL classrooms. The activities are also designed on the basis of CLT and PPP (Present, Practice, Produce) approach in teaching. Based on the objectives the activities

were designed, that aim at raising learners' language, pragmatic and socio-cultural competence in ESL context. Different types of activities and grouping techniques are used, the assessment tools of which differ vastly from one another.

Considering all weaknesses and some suggestions for implementation mentioned above, the activity will be much of a help for learners to be competent with language pragmatics, develop their language skills as well as their cultural awareness.

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Appendix I

Lesson plan 1

Topic: Direct and indirect complaints

Skills: Reading, writing, speaking, listening.

Level: Intermediate

Language objectives: SWBAT

<p>1. Warm-up activity (5 min) (activating HOT-Higher Order Thinking skills)</p>	<p>Description: <i>Teacher pours water on the notebook. Asks the learners how they would act if they were the seller of this notebook - having a new notebook poured some water by a customer.</i></p> <p>Learners are divided into subgroups of 2 people in each. They are given 2 minutes to discuss within their peers. The expected answers are using complaints by learners. In this way they discover the topic they are going to learn. Learners answer and discuss. Follow-up questions follow.</p>
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- differentiate phrases related to complaints
 - use complaint phrases in communication
- Content objective s:** SWBAT
- use phrases of complaints in different situations using correct sentence structure in American context
 - fin

d the hidden messages of complaints in speech

Culture objectives: SWBAT

- reflect on how different cultures use complaints in different ways.
- use direct and indirect complaints both in American and Uzbek contexts.

Duration: 65 minutes

Materials: Worksheets, stickers.

Strategies: Individual work, group work, pair work.

<p>3. Formal instruction (10 min)</p>	<p>The method for explaining: PPP (Present. Practice. Produce) Expressions for vocabulary and sociolinguistic awareness</p> <ul style="list-style-type: none"> • Direct complaints: <ol style="list-style-type: none"> 1. Explanation of purpose/warning for the forthcoming complaint: (I don't want to be horrible about it. Listen, John. There is something I want to talk to you). 2. Complaint (I put a lot of time on this. I think the grade was a little too low) 3. Request for solution/repair (I would appreciate if you would reconsider my grade. I presume your insurance will cover the damage). • Indirect complaints: <ul style="list-style-type: none"> -there is no way, -I am sick and tired, -the problem is, -it's not fair, -I can't stand, -how dare, -it's a shame, -this is not my day, -unfortunately... <p>Indirect complaints tend to center on three themes:</p> <ol style="list-style-type: none"> 1. Self (oh, I'm so stupid) 2. Other (John is the worst manager) 3. Situation (I feel in a way, boxed in) <p>Retrieved from http://carla.umn.edu</p>
<p>2. Sample Dialogues: (10 min)</p> <p>1.social status of speakers is the same 2.social distance is close 3.the intensity is minor</p>	<p>(Individual work) Instruction: Read the dialogue. Identify and underline expressions related to complaints.</p> <p>1. Dialogue between friends: In the restaurant <i>Emma</i>: Hi Jane! How are you? <i>Jane</i>: Hi, fine. You? <i>Emma</i>: Oh, I am really tired these days. I have too many things to do. No time for my own self. <i>Jane</i>: come on! Be positive, my dear. <i>Emma</i>: You know, I am overloaded with assignments. What's more I have no time to get around. <i>Jane</i>: Actually, it was my dream to be a grad student like you. You are lucky. Look at me! I am working from morning till night and that is no fun. <i>Emma</i>: Your condition is better than mine. You do not know it is getting too difficult day by day... <i>Jane</i>: Be patient, Emma. Try to be positive and energetic. There are people dying from Coronavirus, you are healthy and complaining about nonsense. <i>Emma</i>: Yeah, you are right. Actually feeling like this is not my day.</p>

<p>Structured practice activity: DCT in dialogue (assessable) (10 min) (Written work)</p> <p>1.social status is high 2.social distance is distant 3.intensity is minor</p>	<p>2.Dialogue between service manager and a customer on the phone. Teacher instruction: You should write your own sentences using complaining manner being a customer. Pay attention to the formality of the situation.</p> <p><i>Service manager:</i> Good morning. Department store “Star” is listening. <i>Customer:</i></p> <p><i>Service manager:</i> What was the problem, Madam? Let me help you. Could you tell us? <i>Customer:</i></p> <p><i>Service manager:</i> I will clarify the situation, and we try to solve the problem. We will contact you, Madam. <i>Customer:</i></p> <p>Analytic rubric for assessment:</p> <table border="1" data-bbox="480 813 1075 1043"> <thead> <tr> <th>Descriptors</th> <th colspan="5">Grades</th> </tr> </thead> <tbody> <tr> <td>Accuracy</td> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> </tr> <tr> <td>Pragmatic tone</td> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> </tr> <tr> <td>Expressions of complaint</td> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> </tr> <tr> <td>Cohesion&Coherence</td> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> </tr> </tbody> </table> <p>40 – 36 A 35 – 30 B 29 - ... C</p>	Descriptors	Grades					Accuracy	10	9	8	7	6	Pragmatic tone	10	9	8	7	6	Expressions of complaint	10	9	8	7	6	Cohesion&Coherence	10	9	8	7	6
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<p>Activity called “Direct vs. Indirect” based on Formal instruction above (10 min)</p>	<p>Teacher instructions:</p> <ul style="list-style-type: none"> - Stick the stickers on which expressions are written across the room in different corners or furniture before the lesson - Divide the learners into 2, the first group is responsible for collecting only direct complaints, the second group is responsible for indirect. - Check and read the answers aloud with the whole group and identify the winner group <p>Student directions:</p> <ul style="list-style-type: none"> - Stay in your subgroups - Run and find the stickers - Read what is written on the sticker and try to find which group it belongs to – direct or indirect <p>Materials: colorful stickers</p>																														

<p>Communicative activity: Role play (20 min) (oral work)</p>	<p>In the restaurant Instruction: Imagine you are in the cafe with your friend. You ordered pizza, the service did not meet your expectations: your order was late, pizza was stale; when you addressed to the waiter, he ignored you. You decided to complain about it to the manager.</p> <p>Teacher instruction:</p> <ul style="list-style-type: none"> - Divide the learners into subgroups of 4 people: 2 friends, one waiter, one manager in each and randomly distribute their roles written on a piece paper <p>Student direction:</p> <ul style="list-style-type: none"> - Discuss the topic with your group - Try to construct your ideas within the set time.
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Grade	A	B	B-
Descriptors	Excellent use of phrases that are chosen appropriately. The sentences lack errors and made up coherently. Turn-taking is balanced enough. Excellent time management and excellent level of appropriate acting can be witnessed.	Good use of phrases. The sentences have few mistakes and are made up appropriately. Turn-taking is somehow balanced. Good time management and good level of appropriate acting can be witnessed.	Good use of phrases. The sentences have a few mistakes. Participants do not take turn equally. Bad time management, but good level of appropriate acting can be witnessed.

Homework: To learn direct and indirect complaint strategies off by heart.

APPENDIX 2

Lesson plan 2

Topic: Ways of responding to complaints

Skills: Listening, speaking, writing, reading.

Level: Intermediate level

Duration: 80 minutes

Content objectives: SWBAT

- respond to complaints

- select appropriate strategy of how to response to complaints

Culture (pragmatic) objectives: SWBAT

- compare response strategies of U.S culture with their native
- discuss differences of responding to complaints in Uzbek and American contexts

Language objectives:SWBAT

- recognize specific phrases in responding to complaints
- identify phrasal chunks used in responses to complaints

Materials: worksheets, pens, whiteboard, projector, laptop.

Strategies: individual work, pair work, group work, discussion, modeling guided practice.

Lesson procedure

Warm-up activity for checking homework (10 minutes)

Teacher asks learners about what was covered the previous lesson and gives follow – up questions:

- When do we use complaints?
- How often do you use complaints?
- What types of complaints do you know?
- Is there any difference between direct and indirect complaints?
- Is it polite to complain about unwanted or undesired occurrences?
- How is it treated to complain in Uzbek and US cultures?

Follow up:Teacher divides learners into two groups by giving stickers of two different colors: Yellow group is responsible for providing examples for direct complaints, red group is responsible for giving examples for indirect compliant phrases. Each student provides one example. Two groups peer check each other.

Study stage 1

Noticing activity (15 minutes)

Description: Teacher distributes sheets in which there are two different dialogues. Learners work in pairs with two dialogues.

Dialogues I:

A - 20-year old male (American)

B – 20-year old female (Uzbek)

A is a shop-assistant and B is a client

A: Good morning, how can I help you?

B: I am sorry, but yesterday evening I bought butter in his shop, in the morning I found out it was out of date. I am afraid that is true.

A: Oh, really? We did not notice and check that before.

B: I would appreciate if you would solve the problem as soon as possible.

A: Do not worry about it, it is our fault. Would you like us to give the other one or give your money back?

B: It'd be better if I got the other one. Thank you.

A: Thank you. Here you are.

Dialogue II

A: 28-year-old female (American)

B: 50-year-old male (American)

A and B are neighbors, see each other near the flat outside.

A: Good morning.

B: Good morning. Madam, I am so sorry, but...

A: Yes, can I help you?

B: Madam, last week your son broke my window, and I did not care about it. However, the same situation happened again. How is that?!

A: Oh, sir. I was not aware of that. I am absolutely sorry. I will take to my son.

B: How do you solve this problem then? It is always happening to me because of your son.

A: You know he is young. I am sure he will not do that again I will explain. If you agree, I will get a new window fixed.

B: No need for that, thank you... but it would be better if you talked to your son, and told him to play in the playground not around flat. Take care, we should also understand children.

A: Oh, I am really sorry, sir.

Post task: Students share their findings about the dialogues, teacher gives questions related to social distance and intensity, after that asks about the phrases of complaints and responses to complaints.

Stage 2

Formal instruction (15 minutes)

Responses to complaints

- *Commiseration – showing agreement or reassurance in an attempt to make the speaker feel better:*

A: I am getting more and more lost.

B: So am I.

A: And yesterday he went over the homework which is fine, but it didn't prepare us at all for this week.

B: No. He is just not a good teacher.

- *No response or switching of the topic:*

A: It takes a day and a half to get anywhere cause you spend six hours on an airplane.

B: So you stayed at X hotel. We liked that place.

A: Yeah, it was great. There was a big pool for the kids.

- *Question – simple clarification requests, elaboration requests or challenge questions expressing doubts about the validity of the complaints:*

A: His talk was so weak that I wonder how it got accepted for the conference.

B: Oh, really? I think he had a lot of useful things to say.

- *Contradiction – not accepting or approving of the complaint by contradicting the speaker or providing some kind of defense for the object being complained about:*

A: You don't even do your own writing.

B: Yes, I do.

- *Joke/ Teasing:*

A: Wow – I just opened this bag of chips and before I'd eaten even one, they were half gone!

B: You sure pay a lot for a bag half full of air!

A: Yeah, they should come in a smaller bag. I fell ripped off.

B: Let's write a letter to the chip master!

- *Advice/lecture – offering advice on solving a problem in retrospect*

A: An annoying thing happened to me. I took my bike in to be repaired - to align the spokes. They did a lousy job. Now I have to find the receipt and take it back.

B: You should have just bought a new wheel and not bothered to fix it.

(Retrieved from <http://carla.umn.edu>)

Study Stage 2

Activity for guided practice (single turn DCT)

Pre-task (assessable)

Teacher instruction: distribute the hand-outs.

tell learners to work individually and do the task on time.

Student direction: get hand-outs and work individually reading the given situations and giving their answers by writing. In each dialogue describe social distance, social status and intensity levels as “high, medium, low” (15 minutes)

1. You work as a waiter in the restaurant. You brought the order later than the expected time. One client complained about the belated dish to you.

Client: I have waited for ages!

Possible response:

2. Your friend bumped on you in the classroom and making complaints about it.

Your friend: Oh, what you did!

Possible response:

3. Your boss is complaining about your absence in the conference.

Boss: You were not in the conference, your presence is useless for now

Possible response:

4. Your mother is complaining about your bad grades at school to your father.

Possible response:

5. You and your sister in the street and she is complaining about the weather.

Your sister: What whether!

Possible response:

Post task: Everyone reads their responses. Teacher asks to explain their responses. Teacher and students discuss. Volunteer students choose one of the dialogues and role play.

Rubric for assessment

Grade	Descriptors
A	A student is able to make up meaningful dialogues. All the strategies of responses to complaints are used in a correct way. The responses are realistic and culturally appropriate in the given context. The work lacks in any grammar mistakes. The student performed the role play meaningfully. The student could identify contextual factors in the dialogues.
B	A student is able to make up dialogues. All the strategies of responses to complaints are used in a correct way. The responses are good, few grammar mistakes are noticeable, though. The student managed to play the role. The student had some problems in identifying contextual factors in the dialogues.
C	A student is able to make up dialogues. The strategies of responding to complaints seem weird. The student made grammar mistakes in each sentence, therefore, it was difficult for the learner to understand the dialogue. The student did not volunteer to perform the dialogue.

Communicative activity for free practice (20 minutes)

Pre – task

Teacher instruction: divide students into subgroups of 3 students in each.

Distribute the cards with the roles.

Student direction: get the cards with the roles and make up dialogues based on the roles in groups.

Responses to complaints should be stated clearly. Teacher gives one of these cards to each group.

1. At the shop: - 2 shop assistants, one client (complainer)
2. At the airport: 1 policeman, 2 women are arguing over replacement of their bags (complainers).

3. At school: 1 teacher (complainer) complains about two pupils' behavior to their mothers. 2 m
4. At work: 1 director (complainer) complains about late-submitted documents to 2 employees.
5. At home: 1 father (complainer) complains about broken mobile to 2 sons.

Post task: Each group reads aloud their dialogues and gives feedback to each other.

Rubric for assessing

Descriptors	Scoring				
	10	9	8	7	6
Response strategy	10	9	8	7	6
Politeness	10	9	8	7	6
Giving feedback	10	9	8	7	6
Ability to perform	10	9	8	7	6
Turn - taking	10	9	8	7	6
Grammar	10	9	8	7	6

Grading: 60 – 56A

55 – 50B

49 – 45 C

Wrap-up

(5 minutes)

Teacher gives time to learners to reflect on the topic they covered:

1. What did you learn today?
2. Was it helpful for you? In what ways?
3. Did you notice the significant features of responding to complaints?
4. What activity helped you to understand the speech act in today's lesson?

Home assignment:

1. Find at least three ways of responding to complaints in U.S culture that were not covered in today's lesson.
2. Compare complaint responses of US and Uzbek cultures in writing.

APPENDIX 3

Lesson Plan 3

Topic: Softening complaints; upgraders/downgraders

Skill: Speaking, listening, reading, writing.

Level: Intermediate

Duration: 80 minutes

Content objectives: SWBAT

- be fluent in using upgraders/downgraders
- use strategies of softening in complaining

Culture objectives: SWBAT

- identify why different cultures have their own way of softening complaints
- make comparisons between the severity scale of complaints of different cultures in pragmatic behavior of American and Uzbek cultures

Language objectives:SWBAT

- verify the strategies in using softening
- recognize severity scale according to phrases

Materials: worksheets, pens, laptop, projector, whiteboard, speakers

Strategies: Individual work, pair work, group work, discussions.

Lesson procedure

Checking up home assignment (5 minutes)

Warm - up (10 minutes)

Description: Teacher plays on the video “How to complain in American English” (retrieved from <https://youtu.be/uMScqIJW1Eejg>), students spend 3 minutes for watching. After watching, teacher gives the following questions related to the video:

1. What do you find interesting from the video?
2. What expressions did the speaker mentioned about?
3. What was new for from the video?
4. Do the people in your country complain in the same way? Why? / Why not?
5. What adjectives were used in the video?

Formal instruction

(10 minutes)

Teacher explains that in U.S culture severity scale differs by adding special words and phrases in sentence:

1. Least severe: The speaker avoids actually mentioning the offensive event.
Don't worry about it, there is no real damage.
The kitchen was clean and orderly when I left it last.
2. Somewhat severe: Neither the offense nor the complaineis explicitly mentioned but general annoyance at the violation is expressed.
Look at these things all over the place.
This is really unacceptable behavior.
3. Fairly severe: The speaker threatens the complainees face by making a direct complaint but does not say there will be any other consequences:
You are inconsiderable!
You should not postpone this type of operation.
4. Severe: The speaker explicitly accuses the complaine of the offense directly and hints that there may be consequences for the offender.
You borrowed my car last night, didn't you?
Next time I'll let you wait for hours.
5. Very severe: The speaker immediately threatens the complaine by attacking him/her
You'd better pay the money right now.
I'm not going to budge an inch until you change my appointment.
Now give me back what you have stolen or I'll call the police.

Using downgraders/upgraders:

-Use “mitigators” (downgraders) to soften the complaint (e.g, kind of, perhaps, possibly, a little bit, a second, somehow, I suppose, I'm afraid, you know, I mean, right, don't you think?) I think uh it's *just* in my opinion *maybe* the grade was *a little* low.

-Use of “upgraders” to increase the impact of the complaint (e.g, such, quite, terribly, really, frightfully, absolutely, I'm sure, I'm positive, it's obvious). What a *frightful* mess you've made, I'm *absolutely* shocked. (Retrieved from <http://carla.umn.edu>)

Stage 2

Comprehension task(individual work, assessable)

(10 minutes)

Instruction: Choose one of the suitable answers according to severity scale.

1. Very severe-
You 1: You'd be better you leave this room immediately! (a)
You 2: I will be happy if you leave the room, thank you! (b)
You 3: It's kind of you to leave the room!(c)
2. Severe –
You 1: I am sorry, but your son did something wrong with my shoes (a)
You 2: Don't worry about what your son did with my shoes (b)
You 3: Look at this! Can you see what your son did with my shoes! (c)
3. Least severe –
You 1: Oh my God! Look your employee treated me badly. (a)
You 2: There is nothing wrong with your employee's behavior. It is common. (b)
You 3: You should not leave your employee without punishment. (c)
4. Somewhat severe –
You 1: I will talk to the one from whom I got this petrol! (a)
You 2: It is because of the bad petrol in my car! (b)
You 3: Look at the bad quality of the petrol! (c)
5. Very severe –
You 1: Now, call your parents, otherwise I will call the police! (a)
You 2: Please, call your parents we need to talk to them! (b)
You 3: Your parents should come, otherwise I don't know what happens. (c)

Answers: 1.a 2.c 3.b 4.b 5 c

Assessment scale: 5 right answers – “A”

4 right answers – “A-“

3 right answers – “B”

Post task: Teacher asks about their chosen option, and learner should explain what severity scale other descriptors other than the right one belong to. Learners discuss.

Structured activity (individual work)

Fill in the gaps. (15 minutes) assessable

Pre-task

Instruction: Listen to the recording and fill in the gaps.

Speaker: 1....., these days, I am 2. tired. All places are closed and I cannot buy anything else what I really need. It is 3.....a disaster. 4.the problem connected to the spread of coronavirus will soon be solved. 5.....so that many patients are recovering from it. Still it's 6.....frustrating to be in lockdown. 7..... it's not that good to sit in all day. 8.....we are all getting fat, and it's 9..... bad for health. It's 10.....my opinion that a person should not dream about having much leisure time. Look! 11..... we are fine now? 12....., no!

Answer key: 1. *Oh* 2. *Terribly* 3. *just kind of* 4. *I mean* 5.*It's obvious* 6. *little bit* 7. *I mean* 8. *Don't you think* 9.*absolutely* 10.*just* 11.*Do you think* 12. *Frightfully*

Assessment: 10 – 12 right answers “A”

7 – 9 right answers “B”

8 - “B-“

Post task: Teacher asks learners to make up one sentence orally using one of those up-/downgraders. Each learner should make up one sentence in a complaining manner.

Guided activity (pair work)

Dialogue with DCT (10 minutes)

Instruction: Work in pairs. Read the two situations below. With your partner decide your roles. Write the dialogue using up-/downgraders in your expressions and identify severity scale in your sentence.

Situation 1 in American context: A school boy does not study well even if the teacher is experienced and conducts the lessons intriguingly. The school boy's behavior is not acceptable as well. You several times called the parents, but they didn't come. At last you have met the boy's mother for the first time:

Teacher: _____

Parent: _____

Situation 2 in Uzbek context: A school boy does not study well even if the teacher is experienced and conducts the lessons intriguingly. The school boy's behavior is not acceptable as well. You several times called the parents, but they didn't come. At last you have met the boy's mother for the first time:

Teacher: _____

Parent: _____

Communicative activity (free practice)

Group work (15 minutes)

Procedure: Teacher divides learners into small groups of 2 people in each. Each pair gets their roles and severity scale to perform. First, they should write and then reads their roles on stage one by one. After everyone performs their roles, discuss about the situations and roles.

Cards for pairs to perform:

1. At the library. Student 1: You borrowed a book from the library, but forgot to return it. Your role is to soften the complaint. Student 2: You are a librarian, you do not want to lend a book the second time as far as s/he did not bring the previous one. You are angry. Your role is to complain directly.
2. In the rest room. Student 1: You are a student and want to get the access to the rest room. Your role is to soften the complaint. Student 2: You are a cleaner and you do not want someone to disturb the cleaning process. Your role is to make indirect complaint to the student.
3. In the market. Student 1: You are a customer. You have recently bought a TV, but it stopped working the second day. The good is guaranteed for two years, but you are rejected for the renewal and you accused of that situation. Your role is to complain about it to the shop assistant in direct way. Student 2: You have recently sold a new TV. But it was totally new when you sold. Your client is complaining to you. Your role is to soften the situation and solve the problem.

Wrap up (5 minutes)

Teacher gives several questions related to the learning process:

1. What did you learn from today's lesson?
2. Why do we need to soften complaints when we listen to them?
3. Is there any difference between strategies of softening in US and Uzbek cultures.
4. What was new for you?
5. Do you know any other ways of softening strategies in English?

Home assignment:

In communicative activity, learners act out their roles each. They swap their papers in which they wrote dialogues. They get their role as one speaker which is new for them, and with their partners they learn the given dialogue by heart. The next class they perform.

