

Shukhratova-5350-Language and Culture

Webster University

TESL 5350

Key assessment

4K group, Spring II

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## **Theme: Making complaints**

### **LESSON PLAN 1**

#### **Introduction**

The goal of the session is to strengthen learners' four main abilities which are speaking, reading, writing and listening in the chosen language by engaging them in conversations, and all students are obliged to utilize the English language in the class. The teacher provides resources such as worksheet, extra printouts, and brochures. In communicating, students will engage in conversation and act out scenarios; Reading comprehension asks students to read aloud.

#### **Target Learners**

The intended participants are about 18 and 19, with competence levels ranging from B1 to B2. They are typically sociable (extroverts) who are ready to join in events and enjoy working in groups. The group is composed of Uzbek students with unique personalities, styles of learning, inclinations, and diverse culture | backgrounds. There are 17 Ss in total, with 12 guys who are energetic and vibrant and 5 girls, half of them are completely outgoing in certain occasions. The majority of the students are primarily visual, but some are auditory as well.

#### **Lesson objectives**

- Students will be able to comprehend the discussions through listening to actual films and reading.

- Students will be able to make proper objections by utilizing appropriate subject terminology and create proper structure.

### **Language objectives**

- Students will be able to convey their concerns rationally, both verbally and nonverbally (written).
- Students will be able to distinguish between language expressions when it comes to criticism and complaints.

### **Culture objectives**

Students will be able to:

- Distinguish between complaint types in First and Second languages in order to identify cultural diversity.
- Investigate the nature of complaints in different societies
- List the performers who are complaining about their social rank
- Analyze and assess genuine and non-authentic conversations in relation to their situational relevance.

### **Suggested time and materials**

**Estimated time:** 80 minutes

**Materials:** Projector, screen, colorful cards, worksheets, computer and remote controller

<b>Procedures (what the teacher will do)</b>  <b>Teacher will:</b>	<b>Tasks (what the students will do)</b>	<b>Interaction</b>	<b>Aims</b>	<b>Time</b>
<p><b>Warm – up:</b></p> <ul style="list-style-type: none"> <li>✓ present a box of little colored cards, in which Questions for debate will be supplied.</li> <li>✓ give comments on students’ performance by praising them using specific phrasesuch as “Good job! Well done!”</li> <li>✓ instruct students to listen to audio that contains extracts showing complaints of twodifferent Nations (England and Spain) and evaluate and</li> </ul>	<ul style="list-style-type: none"> <li>✓ students will get colored card at a time and sort into categories based on their coloring.</li> <li>✓ Students will collaborate to answer questions.</li> </ul> <p>- What</p>	<p>Teacher – Students Students – Students</p>	<ul style="list-style-type: none"> <li>✓ Objective: to test Ss' awareness of complaints in multiple ethnicities and stimulate their conceptual understanding</li> </ul>	<p><b>15 minute s</b></p>

<p>contrast their pragmatic variations.</p> <p>Link is provided in Reference.</p> <p>✓ give feedback on students' ideas and offer more details to direct students' attention to the central problem.</p>	<p>exactly is a complaint?</p> <p>What are other examples of circumstances during which you would want to complain to somebody else?</p> <p>- How do individuals show their concern and</p>			
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	<p>complain in your native tongue?</p> <p>- Is it typical in our region or country to complain about poor service, food and salary?</p> <p>-Who gets the most complaints: heads of family, employers, or teacher educators? If</p>			
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	<p>so, why or why not</p> <p>✓ observe, debate the disparities, and verbally share with the group members (individual approach)</p>			
<p><b>Formal instruction: gender and status in complaining</b></p> <p>✓ give the learners an url (<a href="https://www.youtube.com/watch?v=S8aXVz799Dc">https://www.youtube.com/watch?v=S8aXVz799Dc</a>) to a specific video showing</p>	<p>✓ Ss will take notes and write down useful phrases.</p>	<p>Teacher – Students Students – Students</p>	<p>✓ Objective: to educate students become aware of the social background,</p>	<p>20 minutes</p>

<p>the proper ways of complaints so they may learn when, with whom, as well as how more respectfully to make complaint.</p> <ul style="list-style-type: none"> <li>✓ tell Ss to jot down few phrases from the video for further discussion. The video will be shown on the screen with projector.</li> <li>✓ instruct students to think about it independently, after that, share their thoughts with their contemporaries, and finally with the rest of the group.</li> <li>✓ give printouts with suitable structures for expressing complaints after a brief</li> </ul>			<p>and disparities in gender and status in complaining, as well as to educate the many steps of gentle complaint</p>	
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<p>lecture to provide a visual overview of the matter. Several specific social terms, terminology, and grammar rules are highlighted and practiced.</p> <p>✓ emphasize that there are sexual disparities in complaint making in regards of motions, body language, movements, structural alterations, and manner of speech. Worksheet is provided in <b>Appendix A.</b></p>				
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<p><b>Structured practice: Sample dialogues/Analysis</b></p> <p>✓ give two samples of conversations showing two different types of complaints</p>	<p>Students examine, analyze, and respond to the given questions:</p> <p><i>What differences can you find from these two dialogues?</i></p> <p><i>Which do you believe is the more pragmatic option?</i></p> <p><i>And why you think so?</i></p> <p><i>What changes</i></p>	<p>Teacher –</p> <p>Students</p> <p>Students –</p> <p>Students</p>	<p>✓ <b>Objective:</b> to motivate students to employ HOT techniques and assess their pragmatic expertise in assessment conversations</p>	<p>20 minute s</p>
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	<p><i>could you make to the material if you found yourself in this condition?</i></p> <p>Dialogues are provided in <b>Appendix B.</b></p>			
<p><b>Communicative activities</b></p> <ul style="list-style-type: none"> <li>✓ provide photographs of three different locations that have been sliced into six parts and combined together.</li> <li>✓ give out three sheets for students to fill out and</li> </ul>	<ul style="list-style-type: none"> <li>✓ students select one component only and construct grouping using pieces of one image, such as a university, cafe, or residence</li> </ul>	<p>Teacher – Students Students – Students</p>		<p>20 minute s</p>

<p>perform in front of each other. Whenever the groups are done, they are requested to perform it on public with the group and other teams will judge the reaction based on social position, suitability, vocabulary of the performers, and scenario. Handouts are provided in <b>Appendix C.</b></p> <p><b>Role play</b></p> <p>✓ ask teams to pick a paper (card) from which they will be assigned a circumstance to scenario act,</p>	<p>✓ Ss select a card that corresponds to their team photo, cooperate, and create the pragmatic scenario using the skills they have learned throughout the class. Cards are provided in Appendix D.</p>			
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<p>and then offers some time to get ready and act.</p>				
<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>✓ present a problem and instructs pupils to create a complaint conversation.</li> <li>✓ give the following situation as a homework.</li> </ul> <p><b>Assume you decided to eat dinner with your colleagues at a cafeteria and went to the local one. Unfortunately, the services seemed bad, and also the cups provided had noticeable stains, and your dinner did not arrive on time. What might your</b></p>	<ul style="list-style-type: none"> <li>✓ Students create a complaint conversation.</li> </ul>	<p>Teacher – Students Students – Students</p>	<ul style="list-style-type: none"> <li>✓ Assigning hometask</li> </ul>	<p>5 minute s</p>

<b>reaction be? Then how could you express your dissatisfaction with the condition?</b>				
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## **1. Rationale and Justification**

The proposed lesson plan is aimed at students studying pragmatics and culture in tertiary education. The type of speech act selected to educate learners is making a complaint, including its style, content, objectives, and categories (direct, indirect), which will be delivered sequentially across three lessons. The first session informs students about the current shape and content of complaints in various circumstances, whereas the second lesson emphasizes the categories and purposes of complaints. The final lesson will cover how to react to concerns. Furthermore, each lesson includes a synchronous mixture of both verbal and pragmatic factors to educate. Since my learners are adolescents, I customize the sessions to include recordings, engaging DCT exercises, and interactive activities to enhance the lexical and pragmatic objectives, making them increasingly successful and authentic. The tasks of assessing, rating, and determining the gap among discussion members will also be left to students to decide and convey during the learning process. They are pushed to form identities and are compelled to offer independent and group criticism on the actions of others, utilizing pragmatic concepts.

The first structured class provides a correct format of criticism in which students observe, study, debate, extempore, evaluate, critique, and make a masterpiece depending on the intended speech act. This is accomplished through conversations and enrolled student participation. The method demonstrates the presence of energy, which encourages learners to employ HOT (Higher Order Thinking) abilities. More notably, DCTs may foster participants' comprehensible input (Eslami-Rasekh 2005), whereas making role- plays is critical in identifying a range of social rank and interlocutors (higher, lower status) in scenarios once they are transformed into acts in front of learners' peers. A range of speaking activities will provide time to practice the planned speech act more thoroughly. Implementing dialogues with L1 and L2 intercultural communication, as Limberg

(2015) proposed, will enhance students' intercultural standard knowledge. Students' sociopragmatic or even pragmalinguistic capabilities are developed via grammatical structures and utterances in the stage of input, when they examine and interact via practices (Röver 2005, p.4). Three main skills such as listening, speaking, and writing are emphasized in this class, whereas reading takes less time; nevertheless, it might alter in the subsequent second and third sessions once guidelines and tasks vary. In terms of assessment, the first two classes will provide students with constructive feedback and evaluate them for their very active involvement via classroom observation technique, while the last session will contain detailed assessment wherein Students will be able to be rated using evaluation criteria and formative assessment.



**Reference**

1. Eslami-Rasekh, Z. 2005. Raising the pragmatic awareness of language learners. *ELT Journal* 59 (3): 199-
2. Ishihara & Cohen. 2010. *Teaching and Learning Pragmatics*. United Kingdom: Pearson Education Limited.
3. Limberg, H. 2015. Principles for pragmatics teaching: Apologies in the EFL classroom. *ELT Journal* 69 (3): 275-285
4. Röver, C. 2005. *Testing ESL pragmatics: Development and validation of a web-based assessment battery*. Frankfurt, Germany: Peter Lang.
5. Adapted from: [www.teach-this.com/images/resources/complaints-apologies-and-requests.pdf](http://www.teach-this.com/images/resources/complaints-apologies-and-requests.pdf)
6. <https://pragmatics.indiana.edu/speechacts/Audios%20and%20video/ComplaintSPN.mp3>
7. <https://pragmatics.indiana.edu/speechacts/Audios%20and%20video/ComplaintTyleEng.mp3>

## Appendix A

### **Step 1: State you have a Complaint**

*Excuse me*, but I'd like to make a complaint.

*I'm sorry to bother you*, but I think there's something wrong with ...

*I'm afraid I've got a bit of a problem*. You see, ...

*I'm sorry to have to say this*, but there's a slight problem with ....

*Excuse me*, but there appears/seems to be a problem with ...

### **Step 2: Stress the Problem**

Complaints can be statements reacting to a negative behavior, attitude, or habit. Examples:

My students don't do their homework on time.

Children spend too much time playing video games.

Complaints can also be statements reacting to a condition. Examples:

This city has too much air pollution.

Rent is too expensive in this neighborhood.

### **Step 3: Making a Request**

Requests usually follow a complaint. Use "please," "I would be grateful," or "I would appreciate it" to make a request more polite. Examples:

*Could/Can you please ...* [turn in your homework at the beginning of class]?

*I would be grateful* if you could/would ... [come to class on time].

*I would appreciate* it if you could/would ... [clean up your room].

*Must* and/or *insist* make a request stronger:

You *must ...* [turn in your homework at the beginning of class].

I *must insist* that you ... [come to class on time].

(Adapted from: [www.teach-this.com/images/resources/complaints-apologies-and-requests.pdf](http://www.teach-this.com/images/resources/complaints-apologies-and-requests.pdf))

## Appendix B

**Dialogue 1**

**Student:** I want to talk about my grade.

**Teacher:** Okay, what seems to be the problem?

**Student:** It's not fair. Everyone in the class got an A except me. It's not fair. You gave me a low grade. I did the best work? Why? Do you hate me?

**Teacher:** I'm not treating you unfairly. You don't attend my class regularly, and you didn't do very well on the last test. That's why your grade is so low.

**Student:** I did the test with my friend and he knows everything. So I'm 100 percent sure that my answers are correct. So don't tell me they're wrong or something, because I'm sure.

**Teacher:** I'm sorry but we checked the answers in class. Your answers were not correct. If you want, we can go over the answers again and I can explain them for you.

**Student:** No, I don't want to go over the test. I'm going to go to the office and complain about you. I will wait till tomorrow. If nothing changes, I'm going to go to the office and complain. I don't want to do that, but ....

**Dialogue 2**

**Seller:** Good morning, sir. Can I help you?

**Customer:** Morning, yes, I would like to talk with manager, please.

**Seller:** Have you got an appointment?

**Customer:** Appointment? No, I haven't. I just want to complain about the product.

**Seller:** I see, I will call him now...

**Manager:** Good morning, sir. Welcome to our market. What's the problem?

**Customer:** I am sorry to bother you, I bought an iron yesterday and checked it at home but it produced strange sound when I plug it. It seems not working well.

**Manager:** It is not working, right?

**Customer:** Seems so.

**Manager:** I do apologize, sir. We will be happy to change it into another one or you may be refunded.

**Customer:** It would be great, if you could refund

**Manager:** Ok, no problem. We will refund, sir

**Customer:** Thank you

**Appendix C**

**DISCOURSE COMPLETION TASK**

**Instructions:** Imagine you have to prepare a group presentation and call meetings to discuss the organizational part, role distribution. However, one of your classmates is not helping and attending the meetings. Complain to that member and answer his/her question.

You: \_\_\_\_\_

\_\_\_\_\_

**Classmate:** Are you serious? Do you think other members of the group agree with your complaint?

You: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Appendix D**

<b>Situation (University)</b>	<b>Situation (Cafe)</b>	<b>Situation (Residence)</b>
You are an instructor of famous University and one of your students always come late to your lesson.	You are at a new restaurant that your friend offered. But when you got there, the waiter brought you the wrong order.	Your neighbor is musician and he usually plays the guitar at night and it is too loud.
<b>Complaint:</b> Late to class	<b>Complaint:</b> ordered chicken burger not beef	<b>Complaint:</b> Loud music
<b>Request:</b> Arrive on time	<b>Request:</b> chicken burger	<b>Request:</b> Turn the music down

## **Making and responding indirect or direct complaints**

### **LESSON PLAN 2**

#### **Introduction**

This lesson is designed to be the first in a unit of three lessons. The lesson will include a focus on how to make complaints and then how to address the issue of social status, formality with complaint.

#### **Target Learners**

International and local students with intermediate level of English are faced with the needs of adapting academic life of Uzbek higher education and confronted with the issue of survival within ideologies and value system of Uzbek academic culture.

#### **Lesson objectives**

- ✓ Students will be able to list the different strategies and characters of making complaints
- ✓ Students will be able to predict grammatical and lexical patterns to make successful compliant sentences
- ✓ Students will be able to demonstrate the ability of making pragmatically appropriate complaints

#### **Language objectives**

- ✓ Students will be able to recognize some of the expressions and phrases commonly used in making complaints
- ✓ Students will be able to identify grammatical structures commonly used in complaints

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- ✓ Students will be able to summarize the information of making successful complaint based on the classroom content and provide creative sentences on their own

### **Culture objectives**

- ✓ Students will be able to recognize the reasons why Uzbek academic culture have included rituals such as ritual saints who are considered as a faculty exemplar in the life of an academic institution with a powerful symbolic model in time of stress and hardship as to the values of survival.
- ✓ Students will be able to understand most use of indirect complaints as a sign of solidarity in Uzbek academic culture.

### **Suggested time and materials**

- Estimated time: 80 minutes
- Materials: role play cards, the song “I Won’t Complain” by Benjaminetes Clementine, handouts, video recording tools (student mobile phones)

<b>Procedures ( what the teacher will do)</b>	<b>Tasks ( what the students will do)</b>	<b>Interaction</b>	<b>Aims</b>	<b>Time</b>
<b>Warm – up:</b>	✓ Students discuss the	Teacher – Students	✓ Activating prior	7 minutes

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<ul style="list-style-type: none"> <li>✓ Tell students to stand up</li> <li>✓ Make a polite complaint to a student on his or her last assignment without causing loosing face.</li> <li>✓ Tell students to discuss function, severity, and strategy of this teacher made complaint and consider language of this complaint.</li> </ul>	<ul style="list-style-type: none"> <li>compliant focused interaction between the teacher and student</li> <li>✓ Generate alternatives to perform such a complaint making based on the context and situation</li> <li>✓ When the song ends, students sit down</li> </ul>	<p>Students – Students</p>	<p>knowledge</p> <ul style="list-style-type: none"> <li>✓ Building solidarity</li> </ul>	
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<ul style="list-style-type: none"> <li>✓ Play the song “ I Won’t Complain”</li> <li>to motivate</li> <li>engaging and</li> <li>dynamic discussion</li> <li>about current</li> <li>situation</li> </ul>				
<p><b>Lead-in:</b></p> <ul style="list-style-type: none"> <li>✓ Ask: what were some of the things you disliked about the situation and alternative you advised?</li> <li>✓ Write things on board</li> </ul>	<ul style="list-style-type: none"> <li>✓ Share ideas from warm-up</li> </ul>	<p>Teacher – Students</p>	<ul style="list-style-type: none"> <li>✓ Introduce the topic</li> </ul>	<p>5 minutes</p>

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<p>✓ Elicit the word “complaint” (when someone says something bad about you and what are they doing?)</p> <p>✓ Write “compliant” on the board and tell students that today we are going to practice making and responding complaints</p>				
<p><b>Formal instruction:</b> <b>regular expression and</b></p>	<p>✓ Pair groups put their items into categories based on</p>	<p>Teacher – Students Students – Students</p>	<p>✓ Activate and generate useful</p>	<p>20 minutes</p>

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<p><b>phrases:</b></p> <ul style="list-style-type: none"><li>✓ Put students in pairs according to their academic and ethnic background (example: intermediate level Uzbek student or international student) to form diversified groups.</li> <li>✓ Draw students the attention to items on the board</li></ul>	<p>their own ideas</p> <ul style="list-style-type: none"><li>✓ Pairs make race to write as many items in each category (severity level, self, other, situation themes of complaint)</li></ul>		<p>expressions and phrases to address different levels of severity and themes of complaints</p>	
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- ✓ Ask students to categorize them using their own ideas according to the level of severity and themes of the complaint ( self, other, situation) if it is indirect complaint
- ✓ Elicit categories and write on board
- ✓ Brainstorm race: 5 minutes

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<ul style="list-style-type: none"> <li>✓ Check expressions as a whole group</li> </ul>				
<p><b>Formal instruction:</b></p> <p><b>Strategies of direct complaint</b></p> <ul style="list-style-type: none"> <li>✓ Choose an item from the categorized list on the board and elicit the strategies taken to achieve the communicative goal (such as</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pairs brainstorm words and sentences they can use with regard to the strategies and characters of the complaint</li> <li>✓ Analyze handout 2 and pay attention to form and language in the sentences</li> </ul>	<p>Teacher – Students</p> <p>Students – Students</p>	<ul style="list-style-type: none"> <li>✓ Activate and generate useful expressions and phrases with regard to strategies and characters of making complaints</li> <li>✓ Teach strategies and language used for them</li> </ul>	<p>15 minutes</p>

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<p>Explanation of Purpose / Warning for the Forthcominutes g Complaint, Complaint, Request for Solution/Repair, Request for non-recurrence)</p> <p>✓ Make sure the main characteristics of complaint sentence exist such as Use of pronoun "we", Use of questioning, Use</p>			<p>✓ Present pragmatic focus (direct &amp; indirect complaint )</p> <p>✓ Present language focus</p>	
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<p>of mitigators ("downgraders"), Use of "upgraders" and etc.</p> <p>✓ Tell pairs to write one character or strategy of complaint in their list</p> <p>✓ Set time limit of 3 minutes</p> <p>✓ Spread the copies of handout 2</p> <p>✓ When time is over,</p>				
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<p>write student ideas for matching strategy or character in the handout 2, suggest additional</p> <p>✓ Explain the handout and the roles of Students and upgraders in making complains in terms of directness, politeness and social distance</p> <p>✓ Elicit complaints</p>				
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<ul style="list-style-type: none"> <li>✓ Elicit forms and write on the board</li> <li>✓ Elicit speakers in the example sentences and their relationship</li> </ul>				
<p><b>Structured practice:</b></p> <p><b>context based role play</b></p> <ul style="list-style-type: none"> <li>✓ Model and drill an practice based on the context of a situation with gender, social status, social distance</li> </ul>	<ul style="list-style-type: none"> <li>✓ Work on small groups</li> <li>✓ Analyze the video recording</li> <li>✓ Make active participation</li> </ul>	<p>Teacher – Students</p> <p>Students – Students</p>	<ul style="list-style-type: none"> <li>✓ Practice natural intonation in making and responding to complaints</li> </ul>	<p>10 minutes</p>

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<p>relationships</p> <p>✓ Divide students into small groups</p> <p>✓ Tell them play the roles of minutes i drama and videotape their conversation</p> <p>✓ Tell them play back the video recording and analyze their interactions</p>				
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<p>✓ Make Classroom based assessment according to the observations made while students working on the groups for role playing</p>				
<p><b>Formal instruction: responding to complaints</b></p> <p>✓ Draw students' attention to roleplaying task again</p>	<p>✓ Students brainstorm possible responses to indirect complaints</p> <p>✓ Students categorize responses in role play activity into</p>	<p>Teacher – Students</p> <p>Students – Students</p>	<p>✓ Analysis of common contexts of responding to complaints</p> <p>✓ Present pragmatic focus (compliant responses)</p>	<p>7 minutes</p>

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<ul style="list-style-type: none"><li>✓ Find responses and underline</li><li>✓ Write on the board</li><li>✓ Ask students to discuss handout 3 and contexts where responding to complaints is used in different frequencies</li><li>✓ Elicit model responses and elicit on the board</li><li>✓ Write the category of responses and write on the board</li></ul>	different categories			
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<ul style="list-style-type: none"> <li>✓ Ask students to make response sentences for each of those categories on the handout</li> </ul>				
<p><b>Structured practice: making direct compliant and response</b></p> <ul style="list-style-type: none"> <li>✓ Check student generated compliant response sentences</li> <li>✓ Spread DCT worksheets (handout 4)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students fill in Discourse Completion Task ( DCT)</li> </ul>	<p>Students – Students</p>	<ul style="list-style-type: none"> <li>✓ Formative assessment of language and pragmatic objectives</li> </ul>	<p>10 minutes</p>

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- ✓ Tell students to complete DCT using any of the language we have practiced in today's lesson
- ✓ Collect this to mark or exchange papers
- ✓ Keep them for the next lesson

<p><b>Communicative activity:</b></p> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>✓ Ask the student prepare their report about making successful complaint and response based on their practice in today's lesson</li> <li>✓ Tell them exchange their thoughts with their pairs</li> <li>✓ Tell them reflect on</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pairs prepare report</li> <li>✓ Pairs exchange ideas with each other</li> <li>✓ Reflect on the lesson</li> </ul>	<p>Students – Students</p>	<ul style="list-style-type: none"> <li>✓ Product natural language and commonplace compliant and responses</li> <li>✓ Assess appropriate use of language</li> </ul>	<p>6 minutes</p>
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the content of  today's lesson				
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### **Rationale and Justification**

During the whole lesson, assessment methods are integrated with classroom, structured, and communicative activities. In the structured practice where context-based role play activity is applied, while students play the roles of minutes i drama and video type their conversation, a classroom-based assessment is conducted to evaluate the performance of students with regard to task response and pragmatic use of language. During the next structured activity, the discourse completion task was applied to make a formal assessment about how students met the language and pragmatic objectives of the lesson. In that activity, a rubric is included to evaluate a student's speech based on four different levels of three criteria: 1) level of formality, directness, and politeness; 2) strategies of request and refusal; and 3) academic culture norms. In this way of assessing students, the appropriateness level of a student's speech and teacher comments provide clear and concise conclusions about how students are using language for pragmatic purposes. In the communicative activity, a reporting activity is used to assess the appropriate use of language by students. In this way, students are evaluated on their ability to produce natural language and commonplace complaints and responses. A discourse completion task is an effective way of evaluating students' pragmatic use of language since it could elicit students' projected oral language efficiently. Especially in the case of making complaints as a speech act, DCT works well for revealing the facts about the severity, politeness, and directness levels of student language use. Students feel



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comfortable when they have time to reflect on their oral responses. By writing their response in the DCT task, the teacher can see the sophisticated and complex nature of the student's language. According to Beebe and Cumminutes (1996), students are expected to provide thoughtful or socially desirable responses in these kinds of written tests, possibly indicating their knowledge of pragmatic norms. This also supports our choice by showing scientific evidence from scholars..

## References

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3. <http://quod.lib.umich.edu/m/micase/>
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## Indirect Complaints

Indirect complaints usually begin with an introductory expression like one of the following:

- *There's no way...*
- *I'm sick and tired...*
- *The problem is...*
- *It's not fair...*
- *I'm up to here...*
- *I can't stand...*
- *I can't take it.*
- *How dare...*
- *It's a shame...*
- *This is not my day!*
- *It drives me crazy!*
- *Unfortunately...*

Indirect complaints tend to center on three themes:

1. Self (*Oh, I'm so stupid*)
2. Other (*John is the worst manager*)
3. Situation (*I feel, in a way, boxed in, you know?/Why did they have to raise tuition?*)

### Handout 1: useful phrases and expressions for making complaint

## Direct Complaints

### Strategies

Explanation of Purpose / Warning for the Forthcoming Complaint

- *I just came by to see if I could talk about my paper.\**
- *Uh, I got my paper back here and after looking through it...\**
- *Listen, John, there's something I want to talk to you about. You remember our agreement, don't you?*
- *Well, look, I might as well start right out.*
- *Look, I don't want to be horrible about it.*

Complaint

- *I think maybe the grade was a little too low.\**
- *I was kind of upset with my grade. I know that a lot of the problems are mine but there are certain areas that I wasn't totally in agreement with what you said.\**
- *I put a lot of time and effort in this...\**

Request for Solution/Repair

- *I would appreciate it if you would reconsider my grade.\**
- *...so, I'd like to maybe set up a time when we can get together and discuss...\**
- *Would you mind doing your share of the duties?\**
- *I presume your insurance will cover the damage.\*\**

Request for non-recurrence (The speaker requests that the complaineer never perform the offence again or improve the behavior.)

- *Well, I'd really like to find out about this because I'm hoping it won't happen again.\*\**

## Handout 2: strategies for making direct complaint

### Responses to Indirect Complaint (Boxer, 1993a, 1996)

- Nothing or topic switch - 10%
  - Such responses function to either minimize or terminate an exchange.
  - The addressee may be tired of listening to a chronicle complainer.
  - There may be either intimacy or a high degree of social distance coupled with status inequality.
  - Minimal responses or indications of listening often terminate a complaint exchange.
- Question - 12%
  - Such responses take the form of either simple clarification requests, challenge questions questioning the validity of the complaint, or request elaboration
- Contradiction - 15%
  - Contradiction responses indicate that the complaint is not accepted or approved of.
  - The majority involves either intimates or status-unequals with large social distance.
- Joke/teasing - 6%
  - Frequent among strangers and in service encounters serving as self-presentation
  - Intended to make light of the situation
- Advice/lecture - 14%
  - Advice was offered in retrospect or before solving a problem.
  - Likely to be given from those of higher social status
- Commiseration - 44%
  - The most common response to a complaint
  - Commiseration responses offer agreement or reassurance to make the speaker feel better.
  - Such responses include: straightforward agreement with the speaker, elaboration of the speaker's complaint, or confirmation of the validity of the complaint. Some take the form of exclamations signaling commiseration; some even finish the speaker's sentence.

### Handout 3: Types of response and percentages in making indirect compliant

## Handout 4

### **Situation: Making indirect compliant**

During the hot days of university exams, one of the international students at Kokand University was faced with misunderstanding and overgeneralization of lower academic performance in spite of long days of study and practice. And one of the university professors who is well known as a ritual saint of this university very politely suggested it might be better to take some time off. However, the student was disappointed with this suggestion and wanted to figure out why. In this case, you have to play the role of the student and produce an indirect and polite complaint with regard to this kind of intense feedback for the administration of the university and professor in your discourse.

**Learner's name:**

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<b>Evaluation</b>				
<b>5- very appropriate speech</b>				
<b>4-somehow appropriate speech</b>				
<b>3-a little bit appropriate speech</b>				
<b>2- inappropriate speech</b>				
<b>1. level of formality, directness, and politeness</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>2. Strategies of request and refusal</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>3. Academic culture norms</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Teacher's comments:</b>				

**Situation: Making indirect compliant**

**The role of academic discourse and literature in making culturally informative complaints**

**LESSON PLAN 3**

**Introduction**

This lesson is designed to be the second in a unit of three lessons. In this lesson, students are expected to practice the ways of investigating academic cultural values and ideologies such as conversation analysis and transcultural comparative literature review, thereby conforming to standard ways of making academic complaints, which are admitted by university communities . In this lesson, the use of naturally occurring data, so called "corpora," is used to facilitate pragmatics-focused instruction and understanding of students about the workings of pragmatics in making academic complaints.

**Target Learners**

In this lesson, international students are the target learners who are in the need of pragmatic instruction to engage in the social interactions of Uzbek discourse community. They collaboratively work with Uzbek students so that they can have cultural insights from the representatives of Uzbek community in academic context.

**Lesson objectives**

- ✓ Students will be able to compare culturally diverse points of view in making formal complaints in verbal and nonverbal manner.
- ✓ Students will be able to analyze the ways of describing complaint through a basic literary analysis of complaint letters
- ✓ Students will be able to identify complaint speech act using naturalistic data, especially linguistic corpus.



**Language objectives**

- ✓ Students will be able to read and present naturalistic L1 and L2 complaint letters by exemplifying the discourse of
- ✓ Students will be able to learn phrases and contextualized samples used in speech act specific strategies by making key word-based inquiries in corpus software programs (such as MICASE and British National Corpus).
- ✓ Students will be able to analyze the structure and organization of naturalistic discourse in making formal complaints, such as the boundaries of sequences in complaint letters and the construction of complaint strategies.

**Culture objectives**

- ✓ Students will be able to analyze nonverbal and verbal behaviors of academic people engaged in complaint situation.
- ✓ Students will be able to understand pragmatic and discursive conventions of Uzbek academic culture relevant to making culturally responsive complaints.

**Suggested time and materials**

- Estimated time: 80 minutes
- Materials: internet access to the Michigan Corpus of Academic Spoken English (MICASE) or British National Corpus, handouts, for  
Each group

Procedures ( what the teacher will do)	Tasks ( what the students will do)	Interaction	Aims	Time
<p><b>Warm – up:</b></p> <ul style="list-style-type: none"> <li>✓ Ask student to form into groups of about three participants</li> <li>✓ Make sure each group has at least one computer with internet connection</li> <li>✓ Ask student to access MICASE at <a href="http://quod.lib.umich.edu/m/micase/">http://quod.lib.umich.edu/m/micase/</a>.</li> <li>✓ Explain students the format of the corpus based program</li> <li>✓ Ask students to search for words and phrases that can be used in</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students divide into groups</li> <li>✓ Students access to the link provided on their computer</li> <li>✓ Students analyzes register of making complaints</li> </ul>	<p>Teacher – students</p> <p>Students – students</p>	<ul style="list-style-type: none"> <li>✓ Activating prior knowledge</li> <li>✓ Facing the students authentic content of lesson topic</li> </ul>	<p>10minutes</p>

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<p>making academic complaints</p> <ul style="list-style-type: none"> <li>✓ Order students look for instances of actual complaints from the database</li> <li>✓ Ask student to compile a set of expressions based on their research for making complaint</li> <li>✓ Ask students to consider register differences between status equal talks ( with friends or peers) and status differential talks ( with professors) when making complaints</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students look for instances of actual complaints</li> <li>✓ Students compare the differences between formal and informal complaints</li> </ul>			
<p><b>Lead-in:</b></p> <ul style="list-style-type: none"> <li>✓ Tell students what they have analyzed so</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students make a dialogue</li> </ul>	<p>Teacher – students</p>	<ul style="list-style-type: none"> <li>✓ Refer the topic</li> </ul>	<p>5minutes</p>

<p>far is the conversation analysis in making complaints and explain this is based on discourse analysis and</p> <ul style="list-style-type: none"> <li>✓ Ask the students to generate a dialogue by using the expressions and samples they found in warm up activity</li> <li>✓ Have them act out their dialogue</li> </ul>	<ul style="list-style-type: none"> <li>✓ Act out their dialogue</li> </ul>	<p>Students – students</p>		
<p><b>Formal instruction: The importance of academic discourse and written correspondence in making academically sound complaints</b></p> <ul style="list-style-type: none"> <li>✓ Elicit the students “ discourse as a generalization of the notion of a conversation to any form</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students notice the concept “discourse”</li> </ul>	<p>Teacher – students</p>	<ul style="list-style-type: none"> <li>✓ Explain the importance of academic discourse and written correspondence</li> </ul>	<p>5minutes</p>

<p>of communication and discourse describes a formal way of thinking that can be expressed through language”</p> <ul style="list-style-type: none"> <li>✓ Combine this concept with making complaints</li> <li>✓ Provide the format of complaint letter by spreadsheets ( handout 1)</li> <li>✓ Have students analyze them in detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students analyze the examples of complaints</li> </ul>			
<p><b>Formal instruction: The structure and organization of formal complaint letters</b></p> <ul style="list-style-type: none"> <li>✓ Provide a concise explanation about the format of complaint letter ( handout 1)</li> <li>✓ Tell the tips for constructing a successful</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students attentively listen to the explanations and tips provided</li> <li>✓ Students form into groups</li> </ul>	<p>Teacher – students</p> <p>Students – students</p>	<ul style="list-style-type: none"> <li>✓ Give students detailed explanation about The structure and organization of formal complaint letters</li> </ul>	<p>15minutes</p>

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<p>complaint such as “Don't write an angry, sarcastic, or threatening letter”</p> <ul style="list-style-type: none"><li>✓ Tear a sample of complaint letter (handout 2) into pieces</li><li>✓ Have students form into groups of three students</li><li>✓ Spread the pieces of one sample for each group</li><li>✓ Tell students match the pieces in the correct order</li><li>✓ Make sure that students should search for</li></ul>	<ul style="list-style-type: none"><li>✓ Students match the pieces of the original text to find correct organization</li><li>✓ Finish the task when time is over</li></ul>		<ul style="list-style-type: none"><li>✓ Ignite the strikes of thought about the meaning and coherence of letters with practice</li></ul>	
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<p>the meaning and coherence in matching the pieces of the text and understand the organization</p> <ul style="list-style-type: none"> <li>✓ Set time of 5 minutes</li> <li>✓ Announce the group who finished the task fast and correctly</li> </ul>				
<p><b>Structured practice: Transcultural comparative literature review approach for analyzing L1 and L2 complaint letters ( in the example of Reader’s Theater activity )</b></p>	<ul style="list-style-type: none"> <li>✓ Groups of students read the copies of complaint letter</li> </ul>	<p>Teacher – students Students – students</p>	<ul style="list-style-type: none"> <li>✓ compare and contrast themes and cultural aspects found in two literary texts of</li> </ul>	<p>20minutes</p>

<ul style="list-style-type: none"><li>✓ Divide students into groups of three</li><li>✓ Make sure that each group contain at least one international student</li><li>✓ Spread two copies of handout 2 for each group</li><li>✓ Tell international students find alternative texts from their home culture against the given samples written by Uzbek students</li><li>✓ Have students read the samples (and alternatives) and discuss the grammatical aspects that are highlighted in both local</li></ul>	<ul style="list-style-type: none"><li>✓ Students act out the expressive voices, pronunciation, and gestures in drama presentation.</li><li>✓ Students listening to the presentation use a rubric to assess the performances.</li><li>✓ Students summarize main points of the letter analysis</li></ul>		complaint letters	
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and foreign texts such as parallel structures, past tense verbs and etc.

- ✓ Tell students form a list of vocabulary found necessary from the complaint letters
  
- ✓ Quiz students for comprehension of vocabulary
  
- ✓ Have one international and one local students from each group mediate a class discussion about elements of both letters
  
- ✓ Have students discuss the following list of questions:

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<p>Who is the author of the letter?</p> <p>What purpose does he or she have?</p> <p>Who are the other characters?</p> <p>What roles do the characters play?</p> <p>What phrases and terms can you identify?</p> <p>Which letter is longer?( local or foreign)</p> <p>Which letter is more interesting to you?</p> <p>What are the messages, themes, and lessons in the letter?</p> <p>What is the predominant grammatical tense in the letter?</p> <p>✓ Tell student group to develop a short drama presentation about the letter and</p>				
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<p>present to the class</p> <ul style="list-style-type: none"> <li>✓ Have students use rubric (handout 3) to assess group performance in presenting</li> <li>✓ Tell students to summarize the main literary points in the letters after presentation is over</li> </ul>				
<p><b>Formal instruction: the role of naturalistic discourse in making complaints</b></p> <ul style="list-style-type: none"> <li>✓ Explain the students the importance of naturalistic discourse</li> <li>✓ Tell them what they have done so far is also using the samples of naturally</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student understand the importance of naturalistic discourse</li> </ul>	<p>Teacher – students</p>	<ul style="list-style-type: none"> <li>✓ Explain the importance of naturalistic discourse</li> </ul>	<p>5minutes</p>

<p>occurring texts of making written complaint</p>				
<p><b>Communicative activity: Role play practice in making successful complaints ( based on structure and organization of naturalistic discourse )</b></p> <ul style="list-style-type: none"> <li>✓ Have students form into groups of three</li> <li>✓ Tell students to identify the complaint speech act using the previous sample of complaint letter</li> <li>✓ Introduce the range of politeness and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students work in groups</li> <li>✓ Students construct their naturalistic complaints</li> <li>✓ Students analyze the samples of complaint letters in terms of (in)directness and positive face, politeness and insistence</li> </ul>	<p>Teacher – students</p> <p>Students – students</p>	<ul style="list-style-type: none"> <li>✓ Raising cross-cultural awareness</li> <li>✓ Initiating production practice in students</li> </ul>	<p>20minutes</p>

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<p>(in)directness in making successful complaints on the board</p> <ul style="list-style-type: none"><li>✓ Tell students to construct their naturalistic L1 and L2 complaints and discuss about politeness, (in)directness, insistence, expressions, and differences observed in the samples</li><li>✓ Have students use their naturalistic samples to show different ways to complain in terms of (in)directness and positive facial expressions, such as showing empathy, saying something positive, or agreeing.</li><li>✓ Have student hold a small group discussion about preferred complaint</li></ul>				
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<p>strategies with regard to gender and culture</p> <ul style="list-style-type: none"><li>✓ Have students identify boundaries of sequences using the samples of complaint letter (opening sequence, refusal responses, and closing sequence)</li><li>✓ Have students characterize complaint speech act in each sequence</li><li>✓ Have students discuss about the construction of complaint strategies and their conveying nuances</li><li>✓ Have students role play complaint</li></ul>				
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practice and provide peer feedback				
✓ Make classroom based assessment while students working in groups				

### **Rationale and Justification**

The assessment methods of the lesson plan include classroom-based assessment and a complaint letter marking scheme. Classroom-based assessment focuses on cultural awareness of students and performance based on naturalistic samples produced in group work. The complaint letter marking scheme contains four main criteria: format, content, accuracy, and fluency. Those criteria help the teacher evaluate effectively the quality of the pragmatic presentation of students based on literary samples of the target culture. The main reasons why rubric based assessment is included in the evaluation of student pragmatic performance are clear standards and ease of use. This facilitates the process of evaluating student spontaneity and serves the teachers as a guiding framework. Students are also assessed effectively while they are producing

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their responses clearly. While evaluation using rubrics shows the degree to which the criteria are achieved, checklists consist of a simpler dichotomy just indicating whether those criteria are achieved or not (Tedick 2002). This bolsters our case for why we chose to use such rubrics.

## References

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5. Tatsuki, D. H., & Houck, N. R. (2010). *Pragmatics: Teaching Speech Acts*. Teachers of English to Speakers of Other Languages, Inc. 1925 Ballenger Avenue Suite 550, Alexandria, VA 22314.

## Handout 1. Format of complaint letter



## Complaint Letter Format

**SENDER'S ADDRESS-** The sender's address is usually put on the top left-hand corner of the page.

**DATE-** The sender's address is followed by the date just below it, i.e. on the left side of the page. This is the date on which the letter is being written. It is to be written in expanded form.

**RECEIVER'S ADDRESS-** Whether to write "To" above the address depends on the writer's preference. Make sure you write the title/name/position etc of the receiving official, as the first line of the address.

**SALUTATIONS-** This is where you greet the person you are addressing the letter to. Bear in mind that it is a formal letter, so the greeting must be respectful and not too personal. The general greetings used in formal letters are "Sir" or "Madam".

**SUBJECT-** Then we sum up the purpose of writing the letter in one line. This helps the receiver focus on the subject of the letter in one glance. It is important to underline the subject.

**BODY-** This is the main content of the letter. It is either divided into three paragraphs or two paragraphs if the letter is briefer. The tone of the content should be formal. Do not use any offensive language. Another point to be kept in mind is that the letter should be concise and to the point. And always be respectful and considerate in your language. It should include-

1. Short introduction paragraph- Provide details about the product or service that is the subject of the complaint. Include dates, location, and the specifications about the item or service.
2. State the issue with item or service. Provide details as to the cause. This may include malfunction, billing issues, details that were not disclosed, etc.
3. Indicate how you would like them to resolve your problem. Provide specifics about what you're seeking.
4. Indicate you are including copies of the transaction document.
5. Indicate you look forward to their reply within a specific time period.

**Indicate that they can contact you about the issue and provide your contact details**

**COMPLIMENTARY CLOSE-** At the end of your letter, we write a complimentary closing. The words "Yours Faithfully" or "Yours Sincerely" are used.

**SIGNATURE-** Here finally you sign your name. And then write your name in block letters beneath the signature followed by your designation. This is how the recipient will know who is sending the letter.

## Handout 2: Sample of complaint letter written by Uzbek students in English speaking groups

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Subject: Complaint letter regarding the poor mark of math and improper marking system

Sir,

I am Bakhrom Aliyev, a student of economics faculty. I am writing to bring to your notice the poor mark of math course from university and the improper dismissal. The mark in my math course was made unfairly. It has been more than a month now since the mark was put in the discipline. We have tried contacting the person in charge, but every effort has just been in vain.

Another growing issue is the problem of dismissal from math course. There were people from the university checking marks for credit in register's office every two days, but it has been more than a week now since they have checked any mark from our discipline. This has led to the accumulation of problematic marks, and people have started complaining this, as they have no other choice. Kindly look into this and review of the marks as it would become a huge problem if this continues. It would be highly appreciated if you could also inform the math professors that all marks would be reviewed and not to neglect them around the curriculum.

Thank you in advance.

Yours faithfully,

Signature

Bakhrom Aliyev

Subject: Regarding installation of separated lighting system in dormitory

Sir,

I am writing to bring to your kind attention that there are no separated lighting system in our room and it has become a huge problem as some of the students have started studying at night since lighting disturbs others in bed. It is very difficult for student in our room who want to study at night because it is very uncomfortable at night, and with continuous lighting in our corners of the room, the students get distracted. It becomes difficult to study as the complaints are raised, and there have been constant conflicts because of this. Therefore, I request you to kindly take some action at the earliest and install separated lighting system in our room as it makes everybody happy and well ordered.

Thank you for your time and cooperation in advance.

Yours faithfully,

Signature

Sanjar Yuldashev

**Handout 3. Complaint letter marking scheme**

FORMAT (Sender's address, date, Receiver's address, subject/heading, salutation, complimentary close)	1 mark
CONTENT	4 marks
ACCURACY	1.5 marks
FLUENCY	1.5 marks