

# LESSON PLAN-COMPLAINTS

### LESSON OBJECTIVE:

CLB 6-8 learners notice first language and first culture (L1/C1) and L2/C2 differences in pragmatic patterns used for the speech act of complaints and produce both oral and written complaints in a common workplace scenario.

LEARNING OUTCOMES <sup>1</sup>	<p><b>By the end of the lesson, learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Notice language forms associated with complaints used by native speakers in one common workplace scenario.</li> <li>• Compare L1 and L2 differences in complaints in order to notice C1/C2 influence on L1 and L2.</li> <li>• Employ complaint patterns used by native speakers</li> </ul>	Total time: 1.5-2 hours	
LESSON STAGE	LESSON FLOW AND OBJECTIVES	CORRESPONDING PAGE # IN LEARNER HANDOUT	TIME
1. PRE-ASSESSMENT	<p><b>Objective:</b> Instructor introduces the workplace situation that will be the central focus of the lesson leading up to the role play.</p> <ul style="list-style-type: none"> <li>• Ask learners to complete the scenario on p. 1 of the learner handout.</li> </ul>	Part 1 (p.1)	10 mins

1. The learning outcomes for this lesson are based on suggested pragmatics teaching approaches in the following article: Yates, L. (2004). The 'secret rules of language': Tackling pragmatics in the classroom. Prospect, 19(1), 3-21

LESSON STAGE	LESSON FLOW AND OBJECTIVES	CORRESPONDING PAGE # IN LEARNER HANDOUT	TIME
2. WARM UP	<p><b>Objective:</b> Learners discuss in partners some common complaints of daily life to highlight the language they use to complain.</p> <ul style="list-style-type: none"> <li>• Have learners work in pairs to complete the diagram for complaints.</li> <li>• Debrief with the entire class.</li> </ul>	Part 2 (p.2)	20 mins
3. PRESENTATION	<p><b>Objective:</b> Learners listen to a total of 6 recordings to notice pragmatic patterns for complaints. The first two are responses to the workplace scenario; the other 4 are short clips of responses to the scenario that show examples of the complaint pattern strategies<sup>2</sup>: greetings, setting the context for a complaint, complaint, and the request to fix the problem.</p> <ul style="list-style-type: none"> <li>• Play Listening A. Ask learners to ‘notice’ the language the speaker uses to complain by circling the complaint and underlining the request.</li> <li>• Repeat for Listening B</li> <li>• Play additional 4 recordings <ul style="list-style-type: none"> <li>- Ask learners to match the Speakers (1, 2, 3, 4) with the speaking pattern item they hear.</li> </ul> </li> </ul>	Part 3 (p.3-5)	30 mins
4. CULTURAL AWARENESS	<p><b>Objective:</b> Learners compare L1 and L2 to notice similarities and differences in responses for the workplace scenario.</p> <ul style="list-style-type: none"> <li>• Ask learners to look back at the workplace situation on page 1 and complete the scenario in their L1.</li> <li>• Ask “What were the similarities and differences for how you responded in your L1/C1 and L2/C2?”</li> </ul>	Part 4 (p. 5)	15 mins
5. RESPONDING TO COMPLAINTS	<p><b>Objective:</b> Learners practice responding to complaints.</p> <ul style="list-style-type: none"> <li>• Have learners listen to Listening A again and respond in written or oral form.</li> <li>• Discuss answers as a class.</li> </ul>	Part 5 (p. 5)	15 mins

2. It is common in the pragmatics literature to talk of the different strategies involved in a speech act. The authors acknowledge that this language is somewhat academic but have had positive learner feedback from using the words ‘pattern’ and ‘strategy’ because it gives students a system for breaking down a speech act into its component parts.

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6. ROLE PLAY	<p><b>Objective:</b> Learners role play a new workplace scenario in small groups or in front of the class.</p> <ul style="list-style-type: none"> <li>Suggest that instructors take notes about areas where learners could be taught to soften complaints, set up the complaint with more context, greet the listener appropriately, etc.</li> <li>Could have a class debrief after the role plays to address grammatical issues, challenges learners had in responding to complaints, active listening strategies, etc.</li> </ul>	Part 6 (p. 6)	30 mins
7. POST-ASSESSMENT	<p><b>Objective:</b> Learners complete an assessment to see if there was a pre/post difference for the pattern of complaints or other pragmatic concepts discussed during the lesson (e.g. softeners/intensifiers).</p> <ul style="list-style-type: none"> <li>Ask learners to complete the post-assessment</li> </ul>	Part 7 (p. 7)	10 mins
8. HOMEWORK	<p><b>Objective:</b> Learners complete self-study activities (watching a workplace video and answering questions) to increase pragmatic awareness.</p> <ul style="list-style-type: none"> <li>Explain homework assignment.</li> </ul> <p>Note: Consider using a wiki or blog to host a discussion forum on what they have observed in the video or audio.</p>	Part 8 (p. 8)	5 mins
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