

LESSON PLAN-FEEDBACK

LESSON OBJECTIVE:

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

LEARNING OUTCOMES¹

By the end of the lesson, learners will be able to:

- Discuss experiences in giving and receiving constructive critical feedback
- Notice feedback patterns used by native speakers in one common workplace scenario.
- Compare L1 and L2 differences in feedback in order to notice C1/C2 influence on L1 and L2.
- Employ feedback patterns used by native speakers
- Modify one common workplace scenario for social distance, status, and severity of the problem.

Total time: 1.5-2 hours

| LESSON STAGE | LESSON FLOW AND OBJECTIVES | CORRESPONDING PAGE # IN LEARNER HANDOUT | TIME |
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| 1. PRE-ASSESSMENT | <p>Objective: Learners are introduced to a workplace situation that will be the central focus of the lesson leading up to the role play.</p> <ul style="list-style-type: none"> • Ask learners to complete the scenario² on p. 1 of the learner handout. | 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 as well as the lesson plan in the following article: Nguyen, T. T. M., & Basturkmen, H. (2010). Teaching constructive critical feedback. In D.H. Tatsuki, & N. R. Houck (Eds.), *Pragmatics: Teaching speech acts* (pp. 125-140). Alexandria, VA: TESOL.

2. Several reviewers suggested adding age, gender and social distance (e.g., how close the two coworkers' relationship is) to the scenario. The writers encourage instructors to change/adapt the scenario as they see fit directly from the Word document.

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|-----------------|--|---|---------|
| 2. WARM UP | <p>Objective: Learners discuss in partners some common situations in daily life when they give feedback in order to highlight the language they use to give feedback.</p> <p>Group discussion</p> <ul style="list-style-type: none"> • Groups A and B will answer the given questions separately. • Groups A and B will share their answers as a class. | Part 2 (p.1) | 20 mins |
| 3. PRESENTATION | <p>Objective: Learners listen to recorded responses to the workplace scenario to highlight feedback pattern strategies .</p> <p>Presentation of feedback pattern</p> <ul style="list-style-type: none"> • Play Listening A. • Play Listening A again. Ask learners to follow the transcript this time. <p>Note: If you cannot print the learner handout in colour an alternative might be to show the learners the colour-coded pattern online or using an Elmo (document camera).</p> <p>Feedback Pattern strategies include:</p> <p>Context/Feedback/Advice/Positive future statement/Check-in</p> <ul style="list-style-type: none"> • Play Listening B. Play Listening B again. Ask learners to Listen to another recording. This time circle a. context, b. feedback, c. advice, d. positive future statement, and e. check-in for the conversation. • Discuss answers as a class. You can also discuss why this pattern is used. | Part 3 (p.2-4) | 20 mins |

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| 4. EXPLANATIONS | <p>Objective: Learners discuss why certain things are said in feedback.</p> <ul style="list-style-type: none"> • Play the 6 recordings. Ask learners to choose an answer from a-f. • Discuss why the speakers included a-f in their feedback and what happens if a-f are omitted. <p>Example responses: “They mutually agreed on the solution because consensus is an important in the Canadian workplace.”</p> | Part 4 (p. 4) | 5 mins |
| 5. AWARENESS-RAISING | <p>Objective: Instructor asks learners to listen to a recording and mark an X on the line to rate it for the level of formality, power distance, social distance, and directness.</p> <ul style="list-style-type: none"> • Explain the meaning of: formality, power distance, social distance and directness <p>Formality is the tone or the language used by the speaker considered to be more formal or casual.</p> <p>Status is a person’s position in a group (e.g., President, VP, manager, supervisor, etc). When we speak to someone we consider his or her status when we choose our language. In some cultures/languages there are word-level modifications for politeness (e.g., the suffixes ‘masu/desu’ in Japanese) and/or grammar forms that show status. English doesn’t have these.</p> <p>Social distance is how well people know each other. Close distance means they know each other well. Not close at all means they are basically strangers.</p> <p>Directness is the degree to which a speaker:</p> <ul style="list-style-type: none"> • gets his or her point across clearly at the risk of offending or hurting others (direct). • favours maintaining the relationship’s friendly state at the risk of the listener misunderstanding the message or even missing it completely (indirect). | Part 5 (p. 4-5) | 15 mins |

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| 6. CULTURAL AWARENESS | <p>Objective: Learners compare L1 and L2 and/or first culture (C1) and C2 for the workplace scenario to notice similarities and differences in responses.</p> <ul style="list-style-type: none"> Ask learners to look back at the workplace situation on page 1 and complete the scenario in their L1. Ask “What were the similarities and differences for how you responded in your L1/C1 and L2/C2?” | Part 6 (p. 4) | 15 mins |
| 7. SITUATION CHANGE AND ROLE PLAY | <p>Objective: Learners practice feedback in different situations with varying degrees of social status, social distance and severity of problem.</p> <ul style="list-style-type: none"> Read the new situation as a class. Have learners work in pairs or small groups. Ask them to change the scenario for social status, social distance, and severity of the problem. Have learners work in pairs to role play the new scenario. Have learners perform for the class if appropriate. | Part 7 (p. 4-5) | 30-40 mins |
| 8. POST-ASSESSMENT | <p>Objective: Learners complete and assessment to see if there was a pre/post difference for the pattern of feedback (Context/Problem/Advice/Positive future statement/Check-in) or other pragmatic concepts discussed during the lesson (e.g. fillers).</p> <ul style="list-style-type: none"> Ask learners to complete the post-assessment. | Part 8 (p. 5-9) | 10 mins |
| 9. HOMEWORK | <p>Objective: Learners complete self-study activities (watching a workplace video and answering questions) to increase pragmatic awareness</p> <ul style="list-style-type: none"> Explain homework assignment. <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 9 (p. 6) | 5 mins |

LESSON STAGE

LESSON FLOW AND OBJECTIVES

**CORRESPONDING PAGE
IN LEARNER HANDOUT**

TIME

NOTES