

# LESSON PLAN-APOLOGIES

### LESSON OBJECTIVE:

CLB 5+ Learners notice L1/C1 and L2/C2 differences in apologies and produce an oral and written apology in a common workplace scenario.<sup>1</sup>

Learning Outcomes<sup>2</sup>

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

- Notice language forms associated with apologies used by native speakers in one common workplace scenario.
- Compare L1 and L2 differences in apologies in order to notice C1/C2 influence on L1 and L2.
- Employ intensifiers ‘really’, ‘so’ and ‘just’ to apologies.
- Modify one common workplace scenario for social distance, imposition and status.

Total time: 1.5-2 hours

LESSON STAGE	LESSON FLOW AND OBJECTIVES	CORRESPONDING PAGE # IN LEARNER HANDOUT	TIME
1. PRE-ASSESSMENT	<p><b>In this part of the lesson, learners are introduced to a workplace situation that will be the central focus of the lesson leading up to the role play.</b></p> <ul style="list-style-type: none"> <li>• Ask learners to complete the scenario<sup>3</sup> on p. 1 of the learner handout.</li> </ul>	Part 1 (p.1)	10 mins

1. Apology strategies are outlined in the following article: Kondo, S. (2009). Apologies: Raising learners' cross-cultural awareness. In Martínez-Flor, Alicia and Esther Usó-Juan, A., & Usó-Juan, E.(eds.), *Speech Act Performance: Theoretical, empirical and methodological issues*. 2010. xiv, 277, 145–162

2. 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.

3. 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.

LESSON STAGE	LESSON FLOW AND OBJECTIVES	CORRESPONDING PAGE # IN LEARNER HANDOUT	TIME
2. PRESENTATION	<p>In this part of the lesson, learners listen to a total of 9 recorded responses to the workplace scenario to highlight apologies.</p> <p><b>2.1 Listening to Notice</b></p> <ul style="list-style-type: none"> <li>• Play listening A. Ask learners to ‘notice’ the language the speaker uses to apologize.</li> <li>• Repeat for listening B, C and D.</li> </ul> <p><b>2.2 Listening to Notice</b></p> <ul style="list-style-type: none"> <li>• Play the additional 5 recordings. <ul style="list-style-type: none"> <li>- Ask learners to write down the phrases the speakers use to apologize in the blanks numbered 1-5.</li> <li>- Go over these phrases as a class. T. writes them on the whiteboard (this will elicit the use of ‘just’, ‘really’ and ‘so’ which will be talked about in the part 3.</li> </ul> </li> </ul>	Part 2 (pp. 1-2)	20 mins
3. EXPLANATIONS	<p>In this part of the lesson, the T. asks the learners questions about the form and meaning of intensifiers ‘just’, ‘really’ and ‘so’.</p> <ul style="list-style-type: none"> <li>• Draw Ss. attention to the whiteboard examples of apologies and asks learners what role ‘just’ plays in an apology. (e.g from listening A., I’m just apologizing).</li> </ul> <p><b>Example answer: to draw attention to the apology. Focuses the listener’s attention on the apology.</b></p> <ul style="list-style-type: none"> <li>• Repeat for ‘really’ and ‘so’. Example answer: really and so intensify the apology.</li> </ul> <p><b>Grammar Point (Form):</b>  ‘Really’ is followed by an adjective or a verb.  ‘So’ is followed only by an adjective.</p>	Part 3 (p. 2)	5 mins

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4. AWARENESS-RAISING	<p><b>Objective:</b> In this part of the lesson, T. asks learners questions about the social factors in the situation and explains social status, distance and imposition<sup>4</sup>.</p> <ul style="list-style-type: none"> <li>Explain the meaning of: social status, social distance and imposition.</li> </ul> <p><b>Suggestions for defining these terms at CLB 5:</b></p> <p><b>Status</b> 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 suffix ‘po’ in Tagalog) and/or grammar forms that show status (e.g., French ‘tu’ vs. ‘vous’). English doesn’t have these.</p> <p><b>Distance</b> 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><b>Severity of mistake</b> is how big or small the mistake is. For example, a severe mistake is crashing into someone’s car. A mild mistake is bumping into someone in a line up at Tim Horton’s.</p> <ul style="list-style-type: none"> <li>Play Listening A again and ask the learners to circle a, b, or c in the table for Part 4</li> <li>Discuss answers as a class</li> </ul>	Part 4 (p. 3)	15 mins
5. CULTURAL AWARENESS	<p><b>Objective:</b> In this part of the lesson, learners compare L1 and L2 for the workplace scenario to notice similarities and differences in responses.</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> <p><b>Some common responses:</b></p> <p>“In English I put the apology at the end, in my language I started with an apology.”          “I used more formal titles and language in my first language than in English.”          “It was longer (more writing) in my first language.”          “I didn’t know how to write in English.”          “I forgot my first language, English is easier.”</p>	Part 5 (p. 3)	15 mins

4. This lesson plan was piloted at CLB 4-5 and learners were able to grasp these concepts with examples and practice. They can be useful when teaching other speech acts (e.g., requests, complaints, compliments, etc.)

LESSON STAGE	LESSON FLOW AND OBJECTIVES	CORRESPONDING PAGE # IN LEARNER HANDOUT	TIME
6. SITUATION CHANGE AND ROLE PLAY	<p><b>Objective: Learners practice apologies in different situations with varying degrees of social status, social distance and imposition.</b></p> <ul style="list-style-type: none"> <li>• Read the new situation as a class.</li> <li>• Have learners work in pairs or small groups.</li> <li>• Ask them to change the scenario for social status, social distance, and severity of mistake.</li> <li>• Have learners work in pairs to role play the new scenario.</li> <li>• Have learners perform for the class if appropriate.</li> </ul>	Part 6 (p. 3-4)	30-40 mins
7. POST-ASSESSMENT	<p><b>Objective: To evaluate if there was a pre/post difference for the use of intensifiers or other pragmatic strategies discussed during the lesson (e.g., pre/post differences for using 'just', 'really' and 'so').</b></p> <ul style="list-style-type: none"> <li>• Ask learners to complete the post-assessment.</li> </ul>	Part 7 (p. 4)	10 mins
8. HOMEWORK	<p><b>Objective: Develop learner autonomy by asking learners to watch two examples of apologies in workplace video.</b></p> <p>Go over homework assignment.</p> <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. 5)	5 mins