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Through the current curated materials/lesson plan students will be able to:

1. List possible expressions for specific apology sequence (Knowledge/ Analysis)
2. Comment how effective a specific apology sequence is effective (Analysis)
3. Use the concept of status, distance, and intensity in their comment on the effectiveness of specific apology sequences (Analysis)
4. Construct an apology sequence with their pairs for role play (Analysis)
5. Perform a prepared sequence of their role play reflecting the notion they learned.

We followed IPIC model in devising our learning objectives.

What is IPIC? and Why?

- IPIC is a pedagogical model that helps to define and operationalize Pragmatic competence from four perspectives (or constructs).
- Since research suggests that pragmatic competence is multifaceted, requiring multiple facets, IPIC model allows to map sets of skill objectives that enables learners to function in a given pragmatic situation.

### **Activity 1: Apologies – Interactive videos, Observation + Analysis,**

**Context:** Students have not yet worked on the pragmatics of apologies in English

**Materials:** [ANVILL](#) interactive videos (see link) (UO Account Required)

**Objective:** Students will be able to watch the clips of apologies from US sitcoms, and answer questions throughout the video about related to the context and strategies of apologies used.

**Procedure:** Students will view the videos on ANVILL, and while watching answer a series of questions throughout the exercise. The video will pause periodically to ask students questions related to the context, the style of apology strategy used, the success/failure of the apology, and more. The style of questions is fill-in-the-blank, multiple choice, and choosing the correct statement. While watching these videos, students are also asked to take notes on the context, and what the speakers say, and why they think they chose those specific apologies for the situation. These notes will be used in the next step of the activity.

### **Activity 1: Analysis continued, class discussion + introduce concepts**

**Context:** Students have just completed watching the interactive videos, answering the questions in the videos, and taking notes on the clips

**Materials:** [ANVILL interactive videos](#) (see link) (UO Account Required), Ishihara & Cohen (2010)

**Objective:** Students will be introduced to the five types of American English (AE) apology styles, and the concepts of status, distance, and intensity, as it relates to apology pragmatics. Students will

**Keywords:** apologizing, face, politeness, classroom conversations

demonstrate an understanding of these concepts by applying them to the video clips they have just watched.

**Procedure:** After viewing the videos, the teacher will introduce the 5 AE apology styles to the class, along with the concepts of status, distance, and intensity. The teacher will provide examples to the class (not from the videos) to illustrate these concepts. After the explanation, the students will be asked what sorts of apology styles they saw in the video clips they watched, and what the status/distance/intensity was in those contexts.

### **Activity 1: Analysis continued, applying concepts to new video clips**

**Context:** Students have just been introduced to Ishihara and Cohen's concepts

**Materials:** Two new video clips: [Big Bang Theory clip 2](#), and [Fresh Prince of Bel-Air](#) + [summative questions in ANVILL](#) (UO Account Required)

**Objective:** Students will be able to apply Ishihara and Cohen's concepts to new video clips. They will be able to identify strategies used, and identify the status, distance, and intensity of the context by completing the summative question at the end of each video, and then through a class discussion.

**Procedure:** Students will view the next two clips on ANVILL. At the end of each clip, they will be prompted to name all apology strategies that were used, and also identify the status, distance, and intensity of the context from the clip. After completing the two videos + exercises, the class will discuss their results together as a group.

### **Activity 1: Subjectivity + Awareness, Role-Play**

**Context:** Students have watched clips, and applied Ishihara and Cohen's concepts to the videos, demonstrating knowledge of the 5 AE apology strategies, and the factors that can influence their use.

**Materials:** plastic bags + scraps of paper with situations written on them (see appendix B for example material)

**Objective:** Students will use what they have learned in the previous steps to complete a role-play exercise with a partner. They will draw from a bag a random situation (designed by the teacher), and first mark down what the status, distance, and intensity of the situation is. There may be some personal variation in these three factors, due to the students mapping their own relationships with their professors/neighbors/etc onto the given situation. After making these notes, they will demonstrate subjectivity and awareness by choosing an appropriate apology strategy based on their situation.

**Procedure:** Students will pair up and be handed a plastic bag containing 5 situations. The pair will draw a situation, and act it out. The prompt will give them the necessary information needed, such as: status/distance/intensity, and any other relevant contextual details. One student will be the one

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making the apology, and the other is the one receiving it. Students will need to choose an appropriate apology given the context, and the receiver of the apology will have to act correctly, according to the quality of the apology. Students will practice in pairs alone first, and later pairs will be called on to perform one of their scenarios for the class.

## Appendix A

Students begin by watching the [clip](#) (UO Account Required)

Students are then asked this question at the end of the clip. The teacher will receive all of the responses, and can give feedback immediately, or later after class

## Appendix B

### Role-play situation cards

Card 1

You have accidentally run over your neighbor's cat with your car. The cat is injured and needs medical attention.

Card 2

You are in office hours with your professor and you spill your coffee all over their desk. Many of your professor's papers have been stained by the coffee.

Card 3

You have forgotten your girlfriend/boyfriend's birthday. Because of this, you don't have a gift for them.

Card 4

Someone has bought donuts for the office. You eat the last donut without asking anyone if they would like it, and it turns out one of your co-workers wanted it

Card 5

You work at Starbucks, and one of your customers requests soy milk, because they are allergic to dairy. You serve them a coffee with regular milk, and they begin to drink it, and have an allergic reaction to it.