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Context

This activity is for Chinese students at the intermediate-high level. It takes place in an international Chinese university. This activity focuses on improving students' English pragmatic skills in speaking and listening and it is a learner-centered activity. Pragmatic is important for ESL Chinese learners to use English, especially studying abroad. There is a huge gap between English in the textbook and pragmatic English. Most ESL Chinese learners would not have opportunities to touch pragmatic skills in English. So teaching pragmatics is important for them to learn communicative skills and practice English, and a good start could be from greetings in English.

Overall, the goal of this course is that by the end of the course, students will be able to use English more fluently and naturally in speaking and listening with different functions in real-world interactions.

In this class session, there will be 3 activities for students to do and there will be 3 handouts for students to use during the activities. The activities involve observation, discussion, role-play, and communicative practices. Greeting involves speaking and listening skills. Also, while learning greetings in English, students are also learning American social culture. Students will have background knowledge of American greeting culture, awareness of what phrases and gestures to use with different people, and they will be able to tell the reasons for them to make such choices. Topic of Greeting gives students a chance to practice using English in the real world with real people. The grading rubric for this class is given in this plan (see Rubric by the end).

Empirical Rationale for Greeting

According to B. Bricklin Zeff (2016), the greeting is important, because knowing how to greet in another culture enables students to create a good impression or a good relationship with one or another (The Pragmatics of Greeting: Teaching Speech Acts in the EFL Classroom, 2016). One of the activities in the article called, observing and documenting greetings on TV shows, relates to our observation activities. Observation allows students to observe many different ways of greeting. Moreover, to get them to think critically about the different greetings. When greeting, people not only greet in verbal ways but also in physical ways (i.e. waving at people, nodding at people or smiling at people). Greeting applies to cultural interaction, formal, informal, and teaching. Explicit pragmatic instruction on greeting allows students to prepare how to greet in the real situation outside of the classroom, especially in an unexpected or unprepared situation.

Learning Objectives

- SWBAT learn phrases, gestures, and topics for greeting under cultural background (Knowledge)
- SWBAT choose appropriate topics, gestures, and phrases to use for greeting in a conversation (Subjectivity)

- SWBAT give explanations for choosing certain topic, gestures, and phrases in greetings (Analysis)
- SWBAT identify appropriateness of greeting under different situations (Awareness)

Procedures

Part #1: Observations + Greeting Notes

Objective: Students will be able to have the awareness of greetings in real life and record the phrases, sentences, gestures, and topics that they hear from conversations in observations.

Students are asked to observe greetings and conversations which happen between native speakers with their own languages. Students will need to observe speakers' gestures, facial expressions, opening sentences, answering, and later topics. Students could use bullet points, conversation sentences, or paragraphs of descriptions to record their observations. After each observation, students need to answer the below questions:

- What's the relationship between the two speakers? (friends, colleagues, new friends, etc.)
- Are they equal status, or one speaker is more powerful?
- Where did this conversation take place? (hallway, office, classroom, etc.)

Students need to observe at least 3 conversations that happen in different places and situations. These conversations will prepare students for later analysis activities, including comparing observations with the greeting in their own languages and comparing with greeting in textbooks or learning experiences.

2. Part #2: Observation + Analysis

Objectives: Students will be able to identify the appropriateness of greeting under different situations and give explanations for choosing certain topics, gestures, and phrases in greetings.

Session # 1

Students will watch a greeting video that has several greeting segments in different movies. (Link: <https://www.youtube.com/watch?v=h2LhsO7aVmM> Recourse from YouTube) Students will take notes about ways for greeting and responding.

Example notes:

- How's it going?
- I'm doing very well.
- (with a handshake and big smile, in the office)

Combining notes from video and their observation notes, students will have a group conversation to talk about greetings under different situations, and they will come up with 3 greeting conversations in different places, including gestures, facial expressions. ([see handout #1](#)) The teacher will provide an example.

Situation: In the classroom

Conversation:

Student A: Hi! How are you? My name is Amy.

Student B: Hi! My name is Amanda. I'm good! Thank you!

Are you a new student in UO?

(sitting next to each other, 0.5-meter space, with a big smile)

After group discussion, the teacher will gather together and talk about all situations that students come up with. Under each situation, other groups could provide more acceptable options, topics, and responses. Also, the teacher could ask students some taboos, such as ages, salaries, etc.

Session # 2

The teacher will give scenarios to each group, and students will work in groups to create appropriate greetings and give the rationale. ([see Handout # 2](#))

- Scenarios #1: You and a friend are walking down the hallway at your school. Your English teacher enters the hallway and says hello. Provide an appropriate greeting.
- Scenarios #2: You and your friend meet a new friend at Student Orientation during the first week. You want to introduce your friend to your new friend. Provide an appropriate greeting.
- Scenarios #3: You are walking downtown on your way to meet a friend at a coffee shop. You are late. As you turn a corner, you come face-to-face with one of your professors. Provide an appropriate greeting.

3. Part #3: Creative Activities

Objective: Students will be able to choose appropriate topics, gestures, and phrases to use for greeting in a conversation.

Session # 1

The teacher will gather students sitting in a circle. The teacher will give a squish ball to one student and greet this student, by asking "How are you?". This student needs to answer the question and throw the squish ball to the next student, by asking another greeting question or related topic question, such as "How's it going?" The students need to keep this greeting conversation continuing until the teacher says stop. This activity could keep students practicing greeting questions, conversations, topics, gestures, eye-contact, and topics in the classroom.

Session # 2

Students will work in groups to create a new greeting conversation under any situation. The conversation should have at least 10 sentences, which means 5 sentences for each speaker. Then, students need to show to the class and classmates need to provide feedback on their performance, from word appropriateness, responds appropriateness, eye-contact, gestures, topics, endings, etc. (see [handout # 3](#))

Assessment

The second and the third activity will be assessed based on the rubrics. Students will receive points depending on their performance in the two activities. The teacher will assess the students' knowledge of greeting phrases and gestures. The teacher will also assess the students' word choices and why they decide to greet in certain ways in different situations. Also, students will be assessed based on the appropriateness of their greetings. The teacher will use the following rubric for the assessment.

Rubric			
Criteria	Ratings	Score	Student Score
Knowledge	<ul style="list-style-type: none">- Words/phrases and gestures for greeting in English- Understand what is going on in the video- Words/phrases and gestures which are appropriate and inappropriate	20	
Analysis	<ul style="list-style-type: none">- Analyzing why some words/gestures are appropriate or inappropriate- Word/phrase choice for greeting different people in different situations	20	
Subjectivity	<ul style="list-style-type: none">- Explain their decisions in both discussion and role play- Feedback for partners including agreements and suggestions	20	
Awareness	<ul style="list-style-type: none">- Evaluate if their partners' greetings are appropriate or not- Self-assessment in role play: change and improve the conversations- React to partners' greetings appropriately under different situations	20	
Speaking and engagement	<ul style="list-style-type: none">- Clear speech with appropriate gestures- Engaging in the activities- Interact with other students passionately	20	
Total			_____