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## THE PROCEDURE OF A LESSON PLAN TO TEACH REFUSAL SPEECH ACT IN TERMS OF PRAGMATICS

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**ABSTRACT:** Teaching pragmatics can be a big deal for instructors with the language. This is because pragmatics is meant to teach not only the language of specific country but also their culture. In pragmatics instruction usually some aspects of culture are meant. Speech act, divergence, social norms, formality, politeness, closeness and directness. In this article refusal speech act is taught in the form of a lesson plan including authentic materials with reference.

**Keywords:** Speech act, divergence, social norms, formality, politeness, closeness and directness.

### INTRODUCTION

#### Unite lesson plan

#### 1. Warming-up activity

<https://youtu.be/SawWNkPVECU>

#### Objectives

1. Students will be aware of refusals in English, how to express refusal in different ways;
2. They will improve their listening skills.

**Suggested time:** 20 min

**Materials:** Computer, projector or TV, and Paper.

**Teacher instructions:** teacher will instruct students to watch a video attentively. She will tell them to write useful phrases while watching.

**Student instructions:** Students are supposed to watch a video and take a note if it is necessary. After that they would be answered following questions based on videos:

1. What did Ben invite Katie tonight?

2. What was Katie going to do instead of going to party?
3. How many tips are there for Katie to reject Ben's invitation?
4. Can you tell me what kind of expressions did Katie use for refusal?
5. How would you decline politely if you were Katie?

#### 2. Sample dialogue 1

**Lucy;** hi John, how it is going?

**John,** Hello Lucy, not bad, thank you!

**Lucy:** John, can you come and join us tomorrow evening which we are going to have a birthday party of Mark.

**John:** hmm, actually, I think I'm going to pass on it, if you don't mind. I will be doing my assignments from biology course.

**Lucy:** come on, you can do it the next day.

**John:** sorry Lucy, I can't this time. I gave only one chance to submit them tomorrow.

**Lucy:** well, good bye then. Have a nice day!

**John:** thanks for understanding Lucy, bye bye!

## Sample dialogue 2

**Richards:** excuse me, may I come in Mrs. Susan,

**Susan:** Good morning Mr. Richards, sure, come in and sit. Would you mind a cup of tea?

**Richards:** no thanks, I will leave soon. So, Mrs. Susan, I really would like you to invite to our housewarming party in the evening this weekend.

**Susan:** oh really!

**Richards:** yeah, we would be grateful, if you come to our ceremony.

**Susan:** Actually, I really appreciate your invitation, Mr. Richards. It would be honor for me to join you, but...

**Richards:** but what?

**Susan:** It is really tempting; however, I have planned a meeting with my old friend this time.

**Richards:** well, do not bother, dear. You may join us next time.

**Susan:** thanks, for sure, I promise, I will!

**Richards:** good bye, have nice day!

**Susan:** the same to you, good bye!

## 3. Outline for teaching context

In this unit lesson plan students are taught refusal speech act which they can learn how to refuse invitation or suggestions in daily life. As Andrew & Cohen (2010) stated speech act is an important feature of speech implementation to involve choosing specific strategies of expressing speakers' views. Students can learn how to decline others invitation in a polite manner. For teaching this unit lesson plan I want to teach intermediate learners. They are supposed to understand speech and communicate without difficulties in English. The nationality of them is Uzbek. The gender of the group can be mixed and they are advised to

be teenagers to understand all types of refusals in English. The aim of my unit lesson plan is to teach the students how to refuse invitation like English people. This is because students should distinguish directly with indirect refusals considering people's social status and distance as well as intensity. For instance, there are two dialogues are given to learn refusals in terms of politeness and formality. The former dialogue is made by two close friends. It means they are using an informal speech for giving direct speech. In other words, close social distanced people are inclined to speak directly. However, in letter dialogue speakers' social statuses are high that they are speaking politely, giving an indirect refusal. In each lesson students are supposed to learn refusal expressions, do some activities to learn refusals and they will watch videos based on real refusal. Moreover, every lesson they will be assigned to do role plays, discourse completion tasks and natural conversation in case of refusals.

## 4. Formal instruction

In order to teach students how to express refusals, they will learn the structures for expressing refusal in their conversation. When it comes to teaching vocabulary, they will be taught useful refusal expressions such as it is very kind of you, but, I really should not, I can't this time, I appreciate the offer, but, it is very tempting, but, it is a great offer but, actually, I think I'm going to pass on it, if you don't mind, let me sleep on it, can you give me a couple of minutes and not today, thanks etc. they will teach students explicitly using audio-lingual methods and CLT. At the same time, grammar structures are also to be taught students in order to apply refusals in their speech. For instance, they should be taught modal verbs "can", "Could", "should" and "might", first and second types conditionals, contradictions and linking

words.

## 5. Communicative activity

**Suggested time:** 30 min

### Objectives:

1. Students will improve their speaking skills.
2. They will learn how to use refusal expressions in an appropriate way.
3. They will enhance their organizational skills.

**Teacher instructions:** Teacher will divide the group into small ones, including two students in each sub group. She will deliver a piece of material written a context on it and explain to appoint every member of the group for one role by themselves.

**Student instruction:** students are given a piece of paper and directed to be assigned for one role by themselves. They will discuss and make dialogue using useful vocabulary and grammar rules.

### Role plays

#### Role A: Sam

You are really brilliant students in your group. You are good at writing a course work. Your classmates usually ask you to help them do their assignments. You are called by your close friend Monica to explain how to write a course work next Sunday. You are embarrassed to decline her request after some procrastinations. She should submit her draft work in ten days. She can't write it herself. However, you have another work at that day which your sister is coming from abroad all of a sudden. You should go to the airport to welcome your sibling. You should refuse your friends' request explaining your situation.

#### Role B: Monica

You don't know how to write a course work. Your supervisor is rude, not having a willing to explain you. You asked your close friend Sam several times but he is declining with some excuses. He promised to help you at the weekend. Now you are calling him to ask help to explain a course work. You have only ten days for submission your work. You should finish it as soon as possible.

**Monica:**

**Sam:**

**Monica:**

**Sam:**

**Monica:**

**Sam:**

### Reference

1. Andrew D. Cohen (2010) Learners' pragmatics: potential causes of divergence. In Great Britain
2. Noriko Ishihara (2006) Assessment of pragmatics in the classroom. in Japan
3. <https://youtu.be/SawWNkPVECU>