

TEACHING PRAGMATICS LESSON PLAN 3: REQUEST AND ITS FUNCTIONS.

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Abstract: *This lesson plan focuses on developing learners' pragmatic competence through non-conventional indirect request strategies and formal request letter writing. It combines listening, dialogue analysis, grammar instruction, and creative written and oral communication. Students learn to identify, paraphrase, and produce strong and mild request hints in real-world contexts. The lesson enhances intercultural awareness and analytical thinking through group work, role-plays, and guided practice.*

Key words: *Pragmatics, Indirect request strategies, Request hints, Strong hints, Mild hints, Pragmatic competence, Request letter, Formal writing, Role-play, Listening, Paraphrasing, Dialogue analysis, EFL, Cross-cultural awareness, Peer assessment.*

Аннотация: *Данный план урока направлен на развитие прагматической компетенции учащихся через изучение неконвенциональных косвенных стратегий просьбы и написание формального письма-запроса. В урок включены прослушивание, анализ диалогов, грамматические объяснения и творческие задания на устную и письменную речь. Учащиеся учатся распознавать, переформулировать и составлять просьбы с сильными и слабыми намеками в реальных ситуациях. Урок способствует развитию межкультурной осведомленности и аналитического мышления через групповую работу, ролевые игры и целенаправленную практику.*

Ключевые слова: *Прагматика, Косвенные просьбы, Намеки, Сильные намеки, Слабые намеки, Прагматическая компетенция, Письмо-запрос, Формальное письмо, Ролевая игра, Аудирование, Перефразирование, Анализ диалога, Английский как иностранный, Межкультурная осведомленность, Взаимооценка.*

Annotatsiya: *Ushbu dars rejasi o'quvchilarning pragmatik kompetensiyasini noan'anaviy bilvosita iltimos strategiyalari va rasmiy iltimos maktubi yozish orqali rivojlantirishga qaratilgan. Dars eshitish, dialog tahlili, grammatika va ijodiy yozma hamda og'zaki muloqotni birlashtiradi. O'quvchilar kuchli va yumshoq ishorali iltimoslarni aniqlash, qayta ifodalash va amaliy vaziyatlarda qo'llashni o'rganadilar. Ushbu dars guruhli ish, rol o'ynash va yo'naltirilgan mashqlar orqali madaniy xabardorlik va tahliliy tafakkurni kuchaytiradi.*

Kalit so'zlar: *Pragmatika, Bilvosita iltimoslar, Iltimos ishoralari, Kuchli ishoralar, Yumshoq ishoralar, Pragmatik kompetensiya, Iltimos maktubi, Rasmiy yozish, Rol o'ynash, Tinglab tushunish, Parafraz qilish, Dialog tahlili, Chet tili sifatida ingliz tili, Madaniyatlararo tafakkur, O'zaro baholash.*

Theme: Learning non-conventional indirect request strategies and writing a request letter.

Integrated skills: receptive, productive and sub-skills (grammar and vocabulary)

Content objectives: SWBAT

- request indirectly by making strong and mild hints
- define how to write a request letter
- analyze the other S's work according to rubrics

Language objectives: SWBAT:

- apply some grammar while writing a request letter
- analyze and identify vocabulary and phrases used in hints

Cultural and pragmatic objectives: SWBAT

- comprehend why, how and when to make refusal hints
- examine the differences of L1 and L2 request hints

Instructional strategies: CCQs, CCT, controlled practice, free practice, modelling; Guided practice; Free practice; CCQs; pair and group work, role play, discussion, evaluation

Pair work; discussion, evaluation, role-play

Assessment types: Summative (holistic and analytic)

Activities: DCTs, discussions, role-plays, writing a letter

Key Vocabulary: non-conventional request strategies, strong and mild hints,

Supplementary materials:

For teacher: markers, white board, laptop, LCD projector, rubrics

For students: handouts, notebook, pen or pencil, rubrics

Techniques: single DCT, paraphrasing, discussion, role play, letter writing

Practical part

Warm-up: Listening to request dialogues [T, S, L, R, V]

Time: [10 min]

Objectives: SWBAT

- Activate their schemata about request strategies, contextual elements and tone
- Evolve their analytic skills

Teacher instructions:

1. Play the audio and elicit the topic of four conversations [T, S, L, V]
2. Ask Ss to be attentive to request strategies, contextual elements and tone [S, L]
3. Display the audio scripts on the LCD projector screen before discussion [R]
4. Discuss the request dialogues [S, L]

Student directions:

1. Listen attentively to the audio material of request to guess from the context the topic of four conversations [L, V]
2. Pay attention to request strategies, contextual elements and tone while listening [L]
3. Discuss the dialogues with your teacher [L, S]

Hand out 1

1.

A. Hello it's me again. I've just remembered that I have a doctor's appointment in the morning. Could we possibly make it lunch instead of coffee?

B.ERM..., no problem, I can do lunch too, how about 12:30 in the usual restaurant?

2.

A. Would you mind if we didn't go out for a drink after work? I want to watch the match on TV.

B. Hey, we could have a drink at Bar Metro. They have a huge screen. We could both watch the match there.

A. You're on. A great idea.

3.

A. So, anyway, I was just finishing my report, when suddenly the boss calls me into his office, and he starts...

B. Sorry darling, I really do want to hear all about it, but the baby's crying. Do you think you could go and check him? He might need changing.

4.

A. Help! Urgh...! I don't know what's wrong with my computer. The screen's frozen again.

B. I'll try to fix it if you like, I'm quite good with computers.

A. Go ahead. Be my guest. I've had it with this machine!

Listening material is retrieved from: Soars, L., and J. Soars (2009b) New Headway Intermediate Fourth Edition/CD 2/track 4.10

Questions for discussion:

1. Can you tell the topic of the conversations?
2. What kind of contextual elements and tone have you noticed while listening?
3. Can you count what request strategies do you know?
4. What request strategies have you noticed? (here the possible answers are direct and indirect strategies, which were taught in previous lessons)
5. Do you know what is non-conventionally indirect strategy? Or in other words request hints?
6. Can you guess what strategy is used in dialogue 4?

Introduction

Contrasting dialogue [R, L, S, C, T]

Scenario 1:

You have a girlfriend and you want to make a proposal. Her father is your tutor and you often stay for dinner at their place. Before asking your tutor the hand for his daughter in marriage, you consider it will be appropriate to request your girlfriend's opinion and approval.

Scenario 2:

You are a freshman at university, and you have recently bought a new laptop. You tried to install some programmes but unsuccessfully. You have decided to ask for help from your professor. You hope your professor will teach you how to work with new laptop.

Anvar: Hi, Rano. How is it going? Rano: Ohh..., hi. I'm really grate, thanks. And you? Anvar: Just super. I've got something to tell you. Rano: Really?! What is it? Anvar: Well, I've got a ring with me today, and I want to talk about it with you father. What would you say? Rano: Err..., did you like the meal I had prepared yesterday? Anvar: Yesterday's steamed dumplings were something unusual. I feel myself over the moon.	S: Good morning professor. I'm your new student Tom Brown from group A 2. P: Good morning. How can I help you? S: I want to thank you for your previous session, it was awesome, you showed such easy ways to work on computer, and I understood that I need my own laptop to succeed in my studies. So, I have bought the brand new one. P: Well, I'm happy for you. Is there something else you want to say me? S: Eerrr..., yeap, I have some issues in installing the new programmes into the laptop, and I do not know what to do and I know you are the best IT instructor at the University. P: Well, if you struggle with simple things, I think you should take tutorial classes "basic IT course". Oww..., there is one such center next to our University. Why don't you try that one? S: Actually, I... I... wanted... eerrr... ok, I'll follow your advice. P: Great. Have a nice day! S: Thank you, goodbye!
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Time: [10 min]

Objectives: SWBAT

➤ compare the two dialogues and define non-conventionally indirect strategies of making a request.

➤ Strengthen pragmatic awareness of Uzbek and English cultures

Teacher instructions:

1. distribute the cards with two contrasting dialogues and ask Ss to read [S]
2. ask Ss to identify the contextual elements of two dialogues in small groups [S, L]
3. discuss the dialogues with CCQ in

https://jamboard.google.com/d/1h_8grXpCjy3uj5qi-8gPsMDIyJEizybTuxc2V8RU3PE/edit?usp=sharing [L, S, R, C, T]

Students instructions:

1. read attentively the dialogues [R]
2. follow the T's instructions [L]
3. actively participate in discussion

https://jamboard.google.com/d/1h_8grXpCjy3uj5qi-8gPsMDIyJEizybTuxc2V8RU3PE/edit?usp=sharing [S, L, C, T]

Identify the contextual elements of two dialogues.

Scenario 1

Social status	Distance	Intensity
		

Scenario 2

Social status	Distance	Intensity
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CCQ

in

[https://jamboard.google.com/d/1h_8grXpCjy3uj5qigPsMDIyJEizybTuxc2V8RU3PE/ed](https://jamboard.google.com/d/1h_8grXpCjy3uj5qigPsMDIyJEizybTuxc2V8RU3PE/edit?usp=sharing)
it?usp=sharing

1. Analyze the level of formality/politeness/directness, and stylistic appropriateness

2. What request strategies can you define in the dialogues?

3. Which of these dialogues may be referred to Uzbek and English cultures?

4. How challenging it was for you to get the intended meaning from the utterances?

5. Are the dialogues successful or not? Why?

Formal instruction: Non-conventionally indirect strategies. [S, L, W, C]

Time: [10 min]

Objective:

➤ Strengthen pragmatic awareness of the SS in terms of non-conventionally indirect strategies.

➤ Develop critical/analytical thinking skills of learners

Teacher instruction:

1. give explicit knowledge about usage of non-conventionally indirect requests [S]

2. lead the discussion by asking CCQ

Student instruction:

1. make notes while listening to the T's explanation of new theme [L, W]

2. express your opinion, thoughts, and comprehension in discussion, compare hints in your native language and the target language [S, C]

Introduction

Avoiding responsibility or any intention is the first benefit of making non-conventionally direct requests, as interpretation of hints can be different, to recover the speaker's request the hearer should infer the meaning. It is mostly used by Americans to make negative hint due to scarcity of pragmatic clarity.

In order to prevent any damage to the hearer's face non-conventionally indirect strategy is used.

Non-conventionally indirect strategies.		
Types of hints	Usage	Examples
Strong hints	The requester partially mentions what is needed	There is no oil left. I need some to prepare a salad. (meaning: Can you buy some oil?) It is noisy outside, I need the window closed to concentrate on my assignment. (meaning: Would you mind closing the window?)

Mild hints	The requester does not mention any elements of what is needed, but from the context it can be interpreted as a request.	Do you have any money? (meaning: Would you lend me some money?) Do you have the math book with you? (meaning: Could I have your math book?) Are you going straight to school? (meaning: Could you give me a lift to school?)
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Formal instruction is retrieved from www.carla.umn.edu CCQ:

1. Can you recall non-conventionally indirect request strategies in your native language?
2. Do you deploy the hints in your speech? If yes, why? If not, why?
3. Can you remember a successful/unsuccessful hint you have made?
4. Are there any differences between your native language and the target language in making hints?
5. What do you think can you easily understand hint requests in English? Why?

Guided activity. Paraphrasing. [S, L, W, R]

Time: [10 min]

Objective: SWBAT

- Develop their paraphrasing skills
- Enhance analytical skills of Ss by identifying the intended meaning of non-conventionally indirect request.

Teacher instructions:

1. check the Ss' comprehension through paraphrasing activity [S]
2. create the groups for Ss to discuss their answers [S]
3. monitor and facilitate where necessary [S, L]

Student instructions:

- 1 do the exercise following the instructions to check your understanding [W, R]
2. analyze the given requests below in terms of contextual elements, politeness and directness
3. check your answers and discuss them in small groups. [S, L]

Rewrite the non-conventionally direct strategies into direct or indirect strategies.

Explain the requester intention orally.

- 1) To the waiter in the restaurant:

"My coffee is too cold to drink"

- 2) To your boss: "it is two hours till the end of working day, and I have done all my works already. I promised my kids to pick them up earlier from school today"

- 3) To your friend: "Hope my laptop was useful for you and you managed to finish your assignments on time. I have a lesson in ten minutes"

- 4) In the shopping mall to your father: "All my friends use smart phones. I wish I had one too"

- 5) To the IT master: "the screen of the computer becomes black when I watch movies and I do not know the reason"

Communicative activity: Role play [S, L, R, W]

Time: [15 min]

Objectives: SWBAT

- Apply pragmatic and linguistic knowledge learned at this unit
- Demonstrate analytic and organizational skills
- Compose a proper role play

Teacher instructions:

1. provide the Ss with holistic rubric and distribute the cards [S]
2. divide the Ss into groups of four, and explain that they will work in pairs first

[S]

3. circle around the class and take notes [L, W]
4. assess the speeches according to the holistic rubric [S]

Student instructions:

1. learn the holistic rubric and analyze the situations in cards considering contextual factors, level of formality, directness and politeness. [R]
2. role play your situation with your partner, while another pair takes notes on your speech, and then switch [L, S]
3. give feedback to your peers according to the holistic rubric [S]
4. discuss the results with the whole group [S]

Materials

Situation 1 You were assigned to make a project with a group. It has already been finished, and it is needed to be presented in PPT slides. One of the group members have outstanding computer skills, ask your groupmate to design PPT slides for the project. However, most part of the project has been carried out by him, so you are a bit embarrassed and hesitant. Use mild hint to make request.	Situation 3 You are a university director who wants to create a blog, but do not know how to do this. Fortunately, there is one student at your university who is a successful a blogger with more than five years experience. Ask him to become your tutor using non-conventionally indirect request.
Situation 2 You work as a monitor at a central library. There are some readers who make too much noise and disturb other readers. You need to make some hints (strong or mild) to ask them to be quiet or to go to discussion area.	Situation 4 You are attending the lecture for the first time and you have never seen the professor before. He is talking about some important things like assignments, course materials, and due dates but you cannot hear him clearly as the auditory is big. Request the professor to speak louder using hints.

Formal instruction: Request letter [S, L, W, R, G, V]

Time: [10 min]

Objective: SWBT

- learn why and how request letters are written
- learn the structure of request letter
- identify some useful grammar structures and phrases used in request

letter

Teacher instructions:

1. give clear and concise instructions for writing a request letter [S]
2. teach the step for writing the letter [S]
3. provide some tips, grammar structures and useful phrases for enhancing a quality work [S]

Student instructions:

1. learn how and why to write request letters by listening to the teacher's instructions [L]
2. learn structure/tips/grammar and useful phrases to write a request letter [L, G, V]

Request letter

When someone wishes to gently ask for information, a favor, or approval for a certain topic, they write a request letter. The guarantee for getting the desired result from others can be a well-written request letter. The receivers can be an individual or the appropriate authority in an institution, organization.

Structure of request letter

1. Sender's contact information
2. Receiver's contact information
3. Date
4. Greeting
5. Introduction paragraph (1-2 sentences): introduce yourself, write the purpose (reason) of your request.
6. Main body (4-5): give more detailed explanation for making a request and information of what, why, when, how you need.
7. Conclusion: closing remarks.

Tips for writing a request letter:

- In your request clarity, professionalism, and politeness are necessary.
- Take into consideration social context (social status/distance/intensity)
- Respect and gratitude should be expressed
- Use appropriate grammar structures
- Inform the recipient how their help can assist you
- Clarify how the recipient can assist
- Proofread your work, correct grammar and spelling mistakes if there are any.

Some useful grammar structures and phrases used in request letter:

Could you do me a favor? / Could you please...? / Could you possibly...?

I wonder if I might to request your valuable advice.../ I wonder if I could... / I wonder if you could...

I would appreciate/be grateful/be interested in it if you could... / It would be a great help if you could...

I am writing to request/ask for... / I am writing to inquire about...

... look forward to +Ving...

I hope that...

Thank you in advance for ...

Formal instruction is retrieved from www.carla.umn.edu

CCQ:

1. Why is it important to learn to write request letters?

2. Whom you can write request letter to?

3. Can you remember the grammar structures and vocabulary covered in previous lessons to use in writing?

4. Do you think it is important to analyze contextual elements before writing?

Why?

5. What is the role of politeness, formality and directness in interaction?

Communicative activity: Writing a request letter [R, L, W, S, V, G]

Time: [15 min]

Assessment: Analytic rubric

Objective: SWBT

➤ differentiate the level of formality and contextual elements while writing the request letter

➤ peer check the works according to the rubric

Teacher instruction:

1. divide the Ss into pairs and ask them to choose different situations to write a letter [S, L, V, G]

2. tell the Ss to peer check each other's works according to the given rubric, then discuss in group [R, L]

3. assess your learners works with the rubric [R, S, W]

Student instruction:

1. work in pairs, chose different situations to write the request letter [W, G, V]

2. exchange the works to peer check with the rubric [R, W]

3. discuss the results with the whole group [S, W]

Material

Choose one situation to write a request letter. Pay attention to social status/distance and intensity. Follow the suggested steps and use correct grammar and phrases. Study analytic rubric before writing. You should write about 60-80 words in 15 minutes.

Situation 1	Situation 2
You are finishing the last year studies at the lyceum, to further your education you have decided to study abroad. You have collected all the necessary documents required by the university except a recommendation letter. Write a letter to your professor asking for a recommendation letter.	You have the best friend who moved to another country. You were friends for more than ten years and enjoyed each other's company a lot. You miss your best friend and miss old times. Write a letter to you friend asking him/her to come to your place to spend summer holidays with you.

Summary

This lesson successfully integrates pragmatic awareness with practical skills in request strategies and formal letter writing. By focusing on non-conventional indirect

forms, it enhances learners' ability to interpret and produce nuanced, culturally sensitive communication. Students also gain critical writing skills applicable in academic and professional settings. The lesson provides a balanced, engaging approach to developing both language accuracy and pragmatic fluency.

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