Subjects: Communication rules focusing on English Language Arts/writing

Grades: 11-12th grade

Time Frame: 40 minutes

Common Core State Standard

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for language use and warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (11-12 .WHST.4).

They produce clear and coherent functional writing (e.g. formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience. (AZ.11-12 .WHST.4)

Communication and Collaboration (NETS-S: 2)

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

Digital Citizenship (NETS-S: 5)

Students understand human, cultural, and social issues related to technology and practice legal and ethical behavior.

James Gee`s Principles of Learning:

- Cultural Models about Learning Principle
- Bottom-up Basic Skills Principle
- Identity Principle

Who Speaks to Whom in which Context When!

Voice is placed in linguistic anthropology and sociolinguistics which should be heard because it is not certainly the vocal tone of our language but the message which is being considered. In better word, "registers" of language is a sociolinguistic term for voice which learners are to get familiar with through a social network, Facebook. Registers of language tell us who we are, to whom we are talking about which topic in what context. According to the role of the speaker, as an example, a young lecturer will speak in different ways when communicating with his wife, his children, his father, his colleagues, his students, when shopping and so on. Each of these varieties will be a register. According to the subject matter or field of discourse, registeral varieties are scientific, religious, legal, and commercial. Due to technological changes, people have to deal with register in virtual spaces and networks while communicating with other audiences.

Learning Objective:

Learners will identify the registers of language used in any social network where there are various registers are found, they will able to distinguish between them and also will create different register with the same content for the purpose they will have.

Learner Needs & Goals:

The age of information and technology has brought changes for people who want to communicate with other people even in distance as fast as they can. They are digital citizen of different virtual spaces whose passport is their account to get in and have any activity they need. Comparing the old method of communication with the fast-easy way of internet-based communication might require the people to spend less time for communication with lots of people at the same short time. It is a reality that we can change the voice and tone of our language as fast as we can in say university context or in a virtual context while talking to our professor, friends, or strangers.

This voice change has entered the virtual environment of communication like social network where there are different audiences with various purposes. This activity is designed to help learners in becoming more effective communicators in virtual spaces network and consequently in real ones.

Learning Activity Description

    I.   **Introduction to Language Registers**

To know what the class is about, we will start with a short video clip to introduce a social network such as Facebook. We will ask some questions to know what learners think of this web application. They will answer some questions as their personal inventory while dealing with Facebook issues.

Using PowerPoint, We will present outlining and defining five registers of language required for having effective communication. Discussing each register in detail shows how people can distinguish between registers, and the way this influences our language. We will explain how different languages are used in different situations for their purposes. These ways of speaking and writing differently are called registers of language. Every language has five registers. Leaners will figure out why registers are different and based on what factors of language like vocabulary, grammar, spelling, or if there are any other ways like image or video which affect register in a social network like Facebook?? Considering the frequent uses of some registers in social network, learners will work on four registers mainly for which they will be required to categorize their purposes and audiences.

    II.   **Recognizing Language Registers**

Learners are to log in their Facebook account. If they don't have account, they will help the other leaners who have account in helping to organize the sentences found by account holder due to the privacy matter. They are to select some audiences and see how they have written them. They may want to make a list of the sentences written to each group of their audiences. They can also make a list from different elements of their sentences which had made them come up with different registers.

    III.   **Using Language Registers**

Following this activity, learners are divided into groups of 2. Each group will work together to write four versions of a written message/sentence. The first version will be

in the formal register of the given situations and purposes. Then, the group will change their sentences into the other registers as consultative, casual and intimate register considering having different audiences and using different methods. After the groups have completed their writings, each member of the group will pick one sentence and will submit their sentences randomly without naming the register they have worked on in their Wiggio`s discussion board created for this class. Now, learners are to analyze their friends' sentences through using the following strategy to figure out which register they have created:

RAFT strategy

Role: who is the speaker of the message?

Audience: to whom is the message delivered?

Format (what is the mode of communication: email, letter, video, etc.?)

Topic: (what is the purpose of the message?)

Materials and Resources:

- Having access to Internet

- Facebook account

- Wiggio Account: Learners will be sent an invitation to create an account in Wiggio. They are to have participation through this environment for some part of classroom activity.

Assessment:

Learners can recognize, compare and contrast language registers in different spaces like any social network as evidenced by their posted writing; Learners demonstrated their ability to express their ideas effectively while having digital citizenship in the virtual environments through producing four writings in different registers in their Wiggio page. After they made their comments about those sentences, they should clarify if they were correct in their analysis and comments. Teacher will also clarify if learners have used right register for the purpose they have had.

Reflection:

This activity generated lots of group discussion; they worked together on this project, and produced different registers. They will participate in polling survey to sum up what they had learned about a social network as Facebook. There is one option (last question) they can write the best sentences whose register are used appropriately regarding to their specific audiences discussed in the classroom and following their analysis and reflection about each other's sentences.