

Procedure for Designating Time for Formal (speaking in complete sentences) or Casual Speech (one word or phrase answers).

1. Determine ahead of time which language register is to be used:

Formal or Casual

Background Information:

(See Great Expectations Manual, Practice 2 for researched benefits of using the formal register - speaking in complete sentences)

LANGUAGE REGISTERS

1. Frozen-- Language that does not change
Examples: Lord's Prayer; Pledge of Allegiance to the Flag
2. Formal--Complete sentences and specific word usage. This is the standard for work, school, and business.
3. Consultative--Formal register used in conversation
4. Casual--Language used in conversation with friends. Word choice is general, and conversation is dependent upon non-verbal assists.
5. Intimate--Language between lovers (and twins). This is also the language of sexual harassment.

This list is adapted from a list in the book *A Framework for Understanding and Working with Students and Adults from Poverty* (Copyright, 1995, Ruby K. Payne, RFT Publishing)

Look up this article on the internet:

"Understanding and Working with Students and Adults in Poverty" - Article by Ruby K. Payne - See section on Language and Story Structure

"Formal register is standard business and educational language characterized by complete sentences and specific word choice.

Casual register is characterized by a 400-500 word vocabulary, broken sentences, and many non-verbal assists."

[Quizlet - Registers of Language Ruby Payne](#) - A quiz and flashcards on the 5 Registers of Language by Ruby K. Payne

<https://quizlet.com/87895237/registers-of-language-ruby-payne-flash-cards/>

2. Determine a verbal or visual cue to designate to the class/audience whether formal or casual language is to be used.

Examples:

a. Use the sign language letter, 'C' to designate complete sentences.



b. Use the sign language letter, 'P' to designate "popcorn" or short answers.



c. A small sign may be shown before beginning.
(See attached graphics p.16. Print, laminate, and attach to a ruler/stick.)

d. Use a verbal cue at the beginning of your question or statement requesting an answer:

"(Learner's name), in a complete sentence share with the class"

" Using popcorn answers, (Learner's name), share"

3. When introducing speaking in complete sentences and addressing by name, establish questions that may be asked for learners to practice the formal register.

Examples:

Teacher: "As I call your name, please tell me in a complete sentence if you are eating in the cafeteria today or brought your lunch."

Student: "Ms. Stone, I am eating in the cafeteria today." or "Ms. Stone, I brought my lunch today."

Teacher: "When called upon, give the answer to the problems assigned for today in a complete sentence."

Student: "Mr. Wright, the answer to # 3 is....."

Options for full implementation for Practice #2:

- a. For a brief period of time designate specific times during class for using only complete sentences. Quickly transition to full time use except when 'popcorn' or short answers are appropriate.
- b. Initially it is recommended to role play what CS or Short Answer (Popcorn) sound like.

Strategy for role play:

Put learners with a pair share partner. Give them a series of questions to ask each other and let them take turns telling their partner the answer following the established procedure. Be sure to designate and include some questions with short (popcorn) answers. This strategy is great for review of content.

Expansion Idea: Have learners create the questions practicing writing both open and closed questions. (See [Questioning](#) Resource)

5. Redirection Strategies

As this process is a procedure, it is to be viewed as a learning experience if someone does not answer in a complete sentence or address by name. Reviewing with practice, not punishment, is the appropriate response.

- A proactive approach would be to:
 - a) verbally remind learners of the expectation before beginning a discussion session. i.e. "Complete sentences will be expected during this discussion."
 - b) Give the nonverbal hand signal for complete sentences. i.e. 'C'

It's amazing how quickly speaking in complete sentences becomes a habit for everyone when it's THE EXPECTATION! When begun at the start of the year, it immediately sets the stage for successful implementation.

If a learner answers with a sentence fragment, redirect with a hand signal or a positive response.

Positive redirection examples:

1. "(Learner's name), please rephrase your answer in a complete sentence."
2. "(Learner's name), I like your thinking. Now please rephrase in a complete sentence."
3. Use the "C" sign or other designated visual cue to remind the learner of the expectation