Lesson Plan: RRL Blueprint - Decoding the Conversation of Language Registers

Topic: Review of Related Literature (RRL) Focused on the Language Registers of Students in Local Colleges (REHISTRO NGWIKA NG MGA MAG-AARAL SA LOKAL NA KOLEHIYO NG GOVERNOR GENEROSO)

Materials Needed

- Computer or tablet with internet access (crucial for searching databases/journals)
- Digital notepad or physical notebook/index cards for note-taking
- Highlighter or digital annotation tool
- Access to academic search engines (Google Scholar, JSTOR, ERIC, or local university databases if available)
- (Optional) Handout or digital link of simplified CRAAP test criteria (for source evaluation)
- (Optional) Example academic journal articles (pre-selected by the instructor/parent) related to Filipino language use or sociolinguistics.

Learning Objectives (Layunin)

By the end of this lesson, learners will be able to:

1. **Define and Explain:** Clearly define the purpose of a Review of Related Literature (RRL) and its importance to the specific topic (language registers).
2. **Identify Credibility:** Apply criteria to effectively evaluate the credibility and relevance of academic sources.
3. **Synthesize Sources:** Practice summarizing individual sources and synthesizing (connecting) multiple sources to identify scholarly conversations and research gaps.

Introduction (The Research Detective)

Hook (5 minutes)

The Scenario: Imagine you are a detective investigating how students at Governor Generoso College actually talk—not just in the classroom, but also in the cafeteria, during a sports event, or on social media. Before you can observe them, what's the first thing a good detective does?

They read the files! They look at what other detectives (researchers) have already discovered about student language, dialects, and communication rules. This reading process is the Review of Related Literature (RRL).

Connection to Topic

Our specific topic is challenging because 'language register' (or *rehistro ng wika*) changes based on who is speaking, where they are, and why. We need RRL to understand the existing academic theories about Filipino youth language before we start our own study.

Success Criteria

You know you have succeeded today if you can select two strong sources for our topic and explain how they relate to each other.

Body: Content and Practice (I Do, We Do, You Do)

I Do: Understanding the RRL (15 minutes)

Modeling and Definition:

What is RRL? The RRL is the critical assessment of previously published scholarly work that relates to your current research question. It is **not** just a list of summaries; it's an intellectual conversation with other scholars.

Instructor Modeling: I will demonstrate the process of starting the search for our topic (Language Registers of Students). I will use a search engine (like Google Scholar) and type in key terms (e.g., "Filipino language register college students," "Code-switching Philippine universities").

- **Source Type 1 (Academic):** I find an article on language policy in Mindanao. I model reading the abstract to see if it's relevant.
- **Source Type 2 (Conceptual/Theory):** I find a definition of 'language register' (e.g., Joos' five styles or Martin Joos' classification). I explain why foundational theories are necessary.

Key Concept: Relevance vs. Credibility. A source must be both relevant (it addresses our topic) AND credible (written by experts, published recently in a peer-reviewed setting).

We Do: The Credibility Check (15 minutes)

Guided Digital Scavenger Hunt & Evaluation:

Together, let's look for sources and determine if they are useful for studying the language of students in Governor Generoso. We will use a simplified CRAAP test:

1. **Currency (Kailan?):** Is the information recent enough (ideally within the last 10 years)? Why are old sources okay for theory but bad for data?
2. **Authority (Sino?):** Who wrote it? Are they a professor, a student, a journalist, or just a blogger? (Prioritize university-affiliated researchers.)
3. **Purpose (Bakit?):** Why was the source written? Is it to inform, persuade, or sell? (We want sources that inform/research.)

Activity: The instructor presents two sources found online—one highly credible academic journal on Filipino sociolinguistics, and one opinion piece from a random blog about youth slang. Learners discuss which one is more appropriate for RRL and why, applying the CRAAP criteria.

You Do: Summarizing and Synthesizing (25 minutes)

Independent Practice and Application:

The RRL is built on two actions: Summarizing (what the source says) and Synthesizing (how the source fits into the larger topic).

Task 1: Summarizing (The Note Card Technique)

Select two relevant articles (either pre-selected by the instructor or found during the We Do phase). For each article, create a 'Literature Card' (digital or physical) with the following:

- **Source Tag:** (Author, Year)
- **Main Argument/Finding:** (What is the key claim about language or students?)
- **One-Sentence Summary:** (Condense the entire source into one sentence.)

Task 2: Synthesizing (Finding the Conversation)

Review the two Literature Cards. Answer the following questions in 2-3 sentences:

1. How do these two sources agree or reinforce each other regarding how college students use language?
2. Do these two sources contradict each other? If so, what is the gap or difference in their findings?
3. How do these findings directly prepare us to study the students in Governor Generoso? (e.g., "Source A tells us how registers change in Tagalog, so we must look for similar patterns in the local dialect.")

Conclusion and Assessment

Closure and Recap (10 minutes)

Review Q&A:

- What is the primary difference between a summary and a synthesis? (Synthesis connects and analyzes; summary just reports.)
- If you find a highly relevant article from 1970, how should you use it? (For foundational theory, but acknowledge its age.)

Formative Assessment (Quick Check)

Learners share their synthesis statement (Task 2, Question 3) with the instructor/peer. This quickly demonstrates whether they moved beyond simple summary to critical thinking.

Summative Assessment: The RRL Starter Draft

The learner submits their two Literature Cards and the written synthesis answering the three questions. The quality of the synthesis determines mastery of the objective.

Success looks like: The synthesis clearly identifies how the two articles interact and explains why that interaction matters for the specific study on language registers.

Adaptability and Differentiation

Scaffolding (For Struggling Learners or Younger Researchers)

- **Pre-Selected Reading:** Provide the learner with three short, high-quality, pre-screened abstracts relevant to the topic instead of requiring a digital search.
- **Sentence Starters:** Provide templates for synthesis: "Author A argues that [X], while Author B finds [Y]. These findings reinforce/contradict each other because [Z]."
- **Focus Reduction:** Focus only on Objective 1 and 2 (Definition and Source Identification). Postpone synthesis practice until the next session.

Extension (For Advanced Learners or Classroom/Training Contexts)

- **Gap Identification:** Require the learner to find five sources and write a brief paragraph identifying a specific "gap" in the existing literature that their proposed study (on Governor Generoso College) will fill. (e.g., "Most studies focus on Manila; there is a lack of research on Mindanao dialects and college language registers.")
- **Citation Practice:** Require sources to be properly cited in a specific format (e.g., APA or MLA) along with the Literature Card.
- **Advanced Source Analysis:** Assign the learner to find a methodological article (how to conduct research on language registers) in addition to content articles, thereby broadening the scope of the RRL.