

Informal language & register

*****DID YOU UPLOAD YOUR
JOURNAL TO D2L?*****

**IS YOUR JOURNAL A PDF OR
MS WORD DOCUMENT?
(NOT "PAGES," PLEASE!)**

WELCOME TO ENGLISH USE & VARIATION

ATTENDANCE!

(You pick!)

AGENDA:

Discuss "register"

Discuss journals

Preview next assignment

BUDDY PROGRAM

The Buddy Program brings together international students and domestic students to create a global community at the UA. Join this program if you are interested in...

- Making friends from different backgrounds and cultures
- Exploring Tucson through outdoor activities, athletics, and local events
- Learning more about the UA, Tucson, and the U.S.
- Sharing your own global experiences and travels with others

When signing up, you will have the option to join for a semester or year.

Learn more on the University of Arizona Buddy Program Facebook Page!

Sign up here >



[HTTPS://GLOBAL.ARIZONA.EDU/STUDY-ABROAD/UA-BUDDY-PROGRAM](https://global.arizona.edu/study-abroad/ua-buddy-program)

QUICK REVIEW!

**WHAT ARE SOME
FEATURES OF INFORMAL
WRITING?**



IMPORTANT TERM:

REGISTER

Determined by:

- Pronouns
- Contractions
- Use of titles
- Sentence structures
- Taboo terms, slang, shortened words
- Idioms and cliches
- Referenced information

LP Tutorial 13
p. 209-210



BIG QUESTION:

What is
"register" in
writing?

REGISTER

A variety/style of language used in a specific setting or for specific purposes.

Example:
academic
writing

FORMAL/HIGH REGISTER



INFORMAL/LOW REGISTER

Example:
texting slang

YOU VOTE!

**HIGH OR LOW
REGISTER?**

In the field of sociology, there is a substantial body of case study research exploring students' experiences in tertiary education settings.

this is a shitty phone...the apps always quit
and the pics r super blurry. don't waste ur
money on it!! #pos #fail

I heard that there's terrible flooding in
Tucson during monsoon season.

"Integration us usually seen as one process, and language proficiency is often defined as the key to it. In this brief essay, I argue that integration consists of multiple very different processes of a highly specific nature, requiring highly specific register-genre competencies" (Blommaert 11).

lol i'm so hangry...

SHARE YOUR JOURNAL WITH A PARTNER :)

Teaching the English that makes one happy

JAN BLOMMAERT

English teaching could be far more effective if targeted at specific niches of ‘integration’

Integration is usually seen as one process, and language proficiency is often defined as the key to it. In this brief essay, I argue that integration consists

what they’re saying in the pub. Many articulated frustrations about the fact that their limited English proficiency made it very difficult for them to

JOURNAL RESPONSE

- 1) Skim very quickly through the article. What are 5 key terms frequently used?
- o
 - o
 - o
 - o
 - o

Key terms:

<student responses>

JOURNAL RESPONSE

2) Review the article, then:

- What is Blommaert's **main point about integration? Summarize** this point in your own words. (3-5 sentences)
- **Explain how** you knew that this was the main point. (Was it because of where you found this information? How the information was organized? Phrases/words used?)

JOURNAL RESPONSE

3) Blommaert describes his own challenges integrating into different English-speaking *niches* on page 12, saying:

"As soon as I left the UofC campus and went shopping, however, I felt I was lacking almost all of the English I needed to identify the right meat cuts, vegetables or cleaning products..."

Have you ever struggled to communicate in a particular English *niche* like Blommaert's experiences on page 12? **Describe** a specific experience and **explain** what made it challenging. (Think about the concept of register!)

**WHY ARE WE
TALKING
ABOUT
REGISTER?**



BLOMMAERT P. 11:

"Many [students] articulated frustrations about the fact that their limited English proficiency made it very difficult for them to come across as an interesting, witty, creative, and nice person."



Learning about different registers helps you express yourself better.

Using an inappropriate register
can lead to awkward situations...

New Message

Cancel

To:

Greetings dear
acquaintance. I would
like to inquire whether
you have engagements
this evening. If not,
perhaps you might
acquiesce to attend a
social gathering with
me?



I'm

I

I'll

1 2 3 4 5 6 7 8 9 0

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#+= . , ? ! ' < X

abc ☺

SwiftKey

?!,. ↲



UMM.....

MemesMapper

Meeting today

- ↗ ✕

(SUPERVISOR)

Meeting today

hey chris!

sooooo im kinda tired today lol so i probs wont make it to the meeting. gonna take a nap instead!
Lemme kno if i miss anything important...

kbye!

Emily Palese

Ph.D. Student | Second Language Acquisition and Teaching

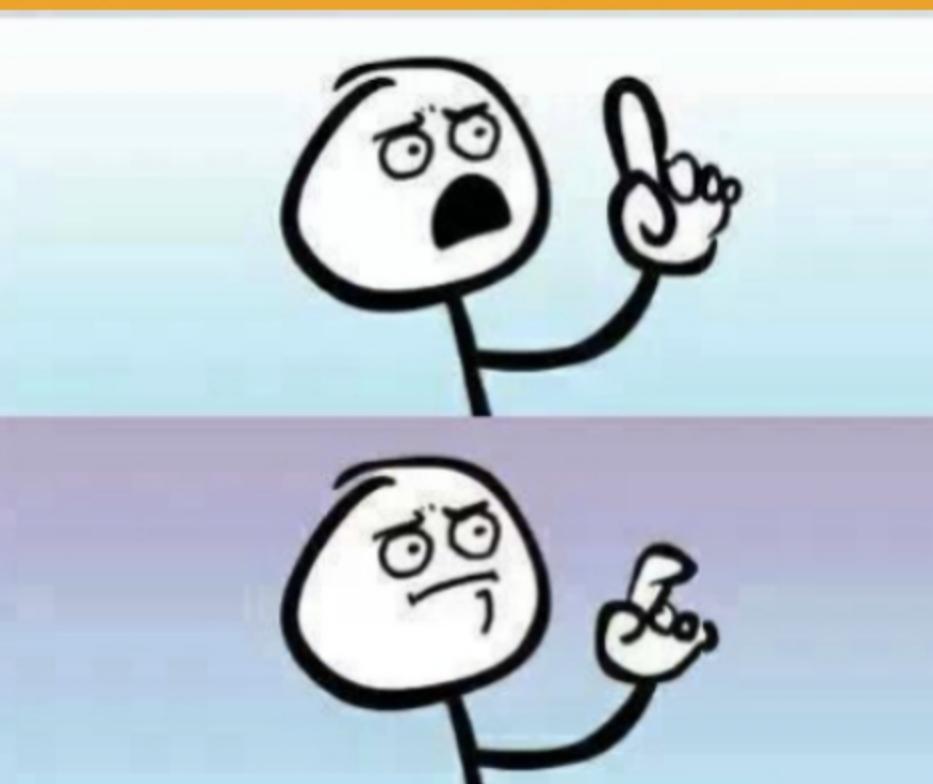
M.A. English as a Second Language

Graduate Associate Instructor, Writing Program

Graduate Assistant, Think Tank Writing Center

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University of Arizona



***WE CONSTANTLY SHIFT BETWEEN
REGISTERS FOR DIFFERENT CONTEXTS
AND PURPOSES.***

**TO BE A SUCCESSFUL WRITER, YOU HAVE TO
KNOW HOW AND WHEN TO DO THIS!**





High register reading assignment



changing ways) in the area of discourse analysis, and along with *discourse and identity*, is discussed in this chapter. The issue of *ideology and discourse*, a further important topic in the area of discourse analysis, is also discussed in this chapter.

2.1 Discourse communities and speech communities

A key notion in the area of discourse analysis is the concept of *discourse community* (see box below for definition). Swales (1990) provides a set of characteristics for identifying a group of people as members of a particular discourse community. The group must have some set of shared common goals, some mechanisms for communication, and some way of providing the exchange of information amongst its members. The community must have its own particular genres, its own set of specialized terminology and vocabulary, and a high level of expertise in its particular area. These goals may be formally agreed upon (as in the case of clubs and associations) 'or they may be more tacit' (Swales 1990: 24). The ways in which people communicate with each other and exchange information will vary according to the group. This might include meetings, newsletters, casual conversations or a range of other types of written and/or spoken communication. That is, the discourse community will have particular ways of communicating with each other and ways of getting things done that have developed through time. There will also be a threshold level of expertise in the use of the genres the discourse community uses for its communications for someone to be considered a member of that community.

A *discourse community* is a group of people who share some kind of activity such as members of a club or association who have regular meetings, or a group of students who go to classes at the same university. Members of a discourse community have particular ways of communicating with each other. They generally have shared goals and may have shared values and beliefs. A person is often a member of more than one discourse community. Someone may be a university student, a member of a community volunteer organization and a member of a church group, for example. The ways in which they communicate in each of these groups, and the values and beliefs that are most prominent in each of these groups may vary. There may also be discourse communities within discourse communities. Academic departments, for example, may differ in the ways that they do

things and the beliefs and values that they hold, as indeed may other parts of the university.

A telephone call centre is an example of a discourse community. Cameron's (2000) study of telephone call centres in the UK suggests what some of the characteristics of this kind of discourse community might be. She found, for example, that the telephone operators in the call centres she examined were trained to communicate with customers on the phone in very particular ways. They were trained to answer the phone 'with a smile in their voice'. They were asked to pay attention to the pitch of their voice so that they conveyed a sense of confidence and sincerity in what they said. They were required to talk neither too loudly nor too quietly. They were trained not to drag out what they said, nor to speed through what they were saying. They were also required to provide sufficient feedback to their callers so that the callers knew they had been understood.

Call centre workers also have common goals, that of providing the service or making the sales the centre is set up for, common ways of sharing information amongst telephone workers, their own particular service call genres, and their own terminology and vocabulary for the product or service they are dealing with. There is also a specific level of expertise required for successful call centre workers, both in the knowledge of the product or service, and in the way call centre workers deal with their callers. New workers may be hired for a probationary period, for example, until it is clear that they have met the threshold level of performance required to be members of the particular call centre discourse community. If they do not meet this threshold level, their position with the company may be terminated.

People do, however, have different degrees of membership of discourse communities. That is, discourse communities may consist of close-knit networks of members such as writers of poetry and their readers, or loose-knit groups of members such as advertising producers, consumers and contributors to online discussion boards. Discourse communities may also be made up of several overlapping groups of people. People, further, may be (and normally are) members of more than just the one single discourse community. A person, thus, may be a call centre operator, a member of a poetry group, a member of school parent-teacher group and contributor to an online discussion board. A person may also have to operate in a number of different roles in the same discourse community. For example, a person may be working towards a doctoral degree in one part of a university and in another part of the university be a new (or indeed long-standing)

Journal Response: [Paltridge](#) (2006)

Key course concepts: *discourse communities, speech communities, genre*

Before reading: Skim & Scan the document!

1) Skim very quickly through the article. What are 5 key terms frequently used?

-
-
-
-
-

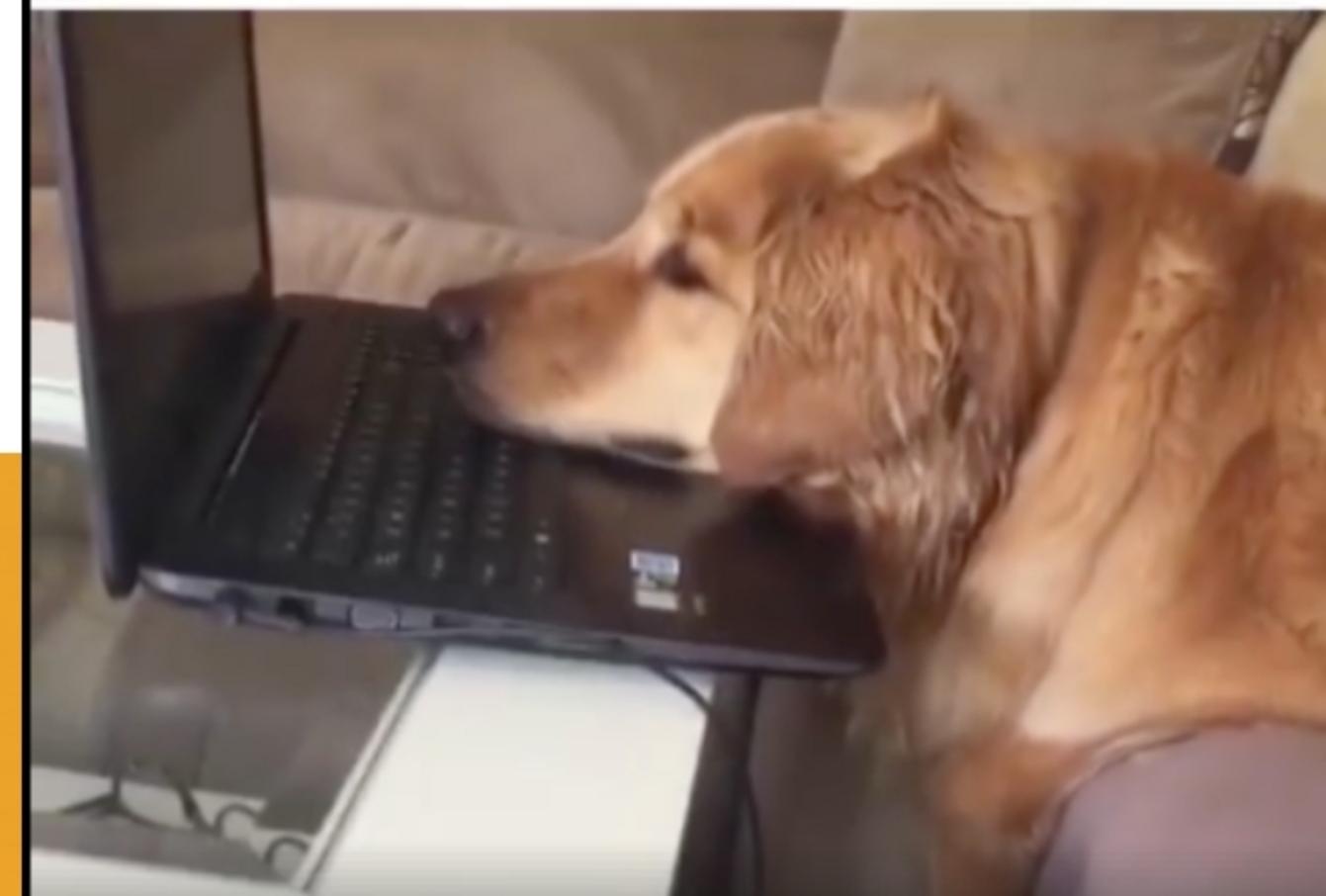
2) **Pick one word** from your list that is unfamiliar to you. Look this up in a [dictionary](#) or translate it. In your own words, **explain what it means** and **use it in a new sentence**.

- Word:
- Meaning:
- New sentence:

**LET'S GET A HEADSTART ON
YOUR HOMEWORK!**

Me at 8pm: motivated and ready
to start my assignment

Me at 8:04:



LOOKING AHEAD

Week 4	Due Before Class	Topic
Mon. 9/11	<p>Read:</p> <ul style="list-style-type: none">• <u>Paltridge (2006)</u> <p>Write:</p> <ul style="list-style-type: none">• <u>Journal Response: Paltridge</u> (upload to D2L)	<ul style="list-style-type: none">• Speech & Discourse communities