

# English Language and Translation 2

## 1<sup>st</sup> Language - 2018-19

Lesson 10: 29 January 2019

Lexis: Register, etc.

# Genre

- Culturally recognisable phenomena, e.g. crime fiction, recipe, sermon, company financial statement
- Not necessarily connected to usage and choices of specific individuals
- Not based on recognisable language patterns
- Extra-linguistic

# Style

- A given style (or styles) may be appropriate to a particular genre (e.g. the revelation of 'whodunit' from a group of suspects in crime fiction, the list of ingredients and the procedural instructions in recipes, the (encouraging) forecasts in business reports)
- Style is rather an individual (or standardised) way of doing something, a language repertoire
- Half-way between extra- and intra-linguistic

# Register

- Recognisable language patterns employed by users in particular contexts for particular objectives (e.g. different modal verbs used to make requests, differences between, written and spoken language, etc.)
- Fundamentally intra-linguistic

# Genre, Style and Register

- A Genre can include various Styles
- A Style can include various Registers
- A Register describes a specific use of language

# Types of Register (or Genre or Style)

- Literary forms (poems, drama, historical novels, crime fiction)
- Business usages: advertising, presentations, customer-supplier-competitor interactions

# Types of Register (or Genre or Style)

- Specialised vocabulary (doctors, experts, defined groups (jargon, domain language))
- Type of communicative objective (informative, persuasive, descriptive); Text Type

# Elements of Register

- Regional and geographic variations
- Pronunciation differences (Received Pronunciation)
- Uses of dialect and accents

# Elements of Register

- Historical variations:
  - recognisable elements of historical usage
  - old-fashioned
  - neologisms
- Modifications in 'standard' usage over time

# Elements of Register

- Impact of social context on language usage:
  - Interaction with peers
  - Interaction with (hierarchical) superiors
  - Interaction with children (dependents)
  
- Gender
- Class (Education, Economic Status)

# Elements of Register: Medium/Mode

Spoken Language: Conversation – Public Speaking

Listener-orientated

Collaborative, Interactional, Social

Simpler, monosyllabic, high-frequency (Germanic) vocabulary, weak forms (can't, I'll see you tomorrow ...), short phrases

Spontaneous, frequent, uncorrected grammatical 'errors'

Imprecision (lack of concentration, informal context or subject matter (what do you call it?, stuff, loads of, greenish, etc.))

Intensification (unbelievable, horrible, ace, top-notch) – hyperbole

Neologisms (mega, maxi, workwise)

Discourse markers: you know, like, hmm, well ...

Deictics: this one here, you, her, now.

# Elements of Register: Medium/Mode

Written Language: Literature – Academic Prose – Texting

Message-orientated

Uni-directional, Transactional

Informational – Directive

Sophisticated, select, polysyllabic (Latin) vocabulary

Structured, checked and revised for mistakes

More complex sentence structures : passives, impersonal forms

More subordination than coordination (maybe?)

# Elements of Register: Tenor

## Levels of Formality

- Frozen
- Formal
- Consultative
- Casual
- Intimate

# Elements of Register: Tenor

Determined by closeness of interaction

Determined by perception of difficulty

Determined by application of pressure to achieve aim

Example

Can I ask a question?

May I ask a question?

Could I ask a question?

Might I ask a question?

Do you mind if I I ask a question?

Would you mind I asked a question?

# Elements of Register: Tenor

## **Formal language makes use of complex sentence structures**

In 2014, they signed the deal. This was good politically. Two countries united.

The agreement was signed in 2014, which resulted in a positive political move that united the two countries.

## **Formal language does not use contractions**

If you'd been more careful, it wouldn't have happened.

Had you been more attentive, the problem would not have arisen

# Elements of Register: Tenor

## **Formal language is objective**

I think the economy will be a big issue at the meeting.

There is little doubt that delegates will address the topic of the economy at the meeting.

## **Formal language does not use colloquialisms**

The President completely lost it when she saw the newspaper reports.

The President expressed extreme concern on viewing

# Elements of Register: Tenor

## **Formal language focuses more on vocabulary choice**

The assistant checked out the problem and got back to him the day after.

The assistant investigated the incident and reported to him the following day.

## **Formal language makes use of the discipline specific vocabulary**

New laws will help prison inmates.

Detainees will benefit from the adoption of new legislation.

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one one's own children.

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

**There's** many friends to whom one would hesitate to entrust one's own children

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's many friends to **who** one would hesitate to entrust one's own children.

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's many friends (who) one would hesitate to entrust one's own children **to**.

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's many friends (who) **you** would hesitate to entrust one's own children to.

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's many friends (who) you would hesitate to entrust **your** own children to.

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's many friends (who) you would hesitate to **trust** your own children **with**.

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's many friends (who) you would **not want** to trust your own children with.

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's many **mates** (who) you would not want to trust your own children with.

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's many mates (who) you would not want to trust your own **kids** with.

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's **a lot of** mates (who) you would not want to trust your own kids with

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's a lot of mates (who) you would not want to trust your own kids with.

'There are' (that maintains concordance with 'many friends') in place of 'there's'

'Whom' in the object form for 'who'

Preposition at end of sentence

Use of 'one' for 'you'

## Example of Formal/Informal Language

There are many friends to whom one would hesitate to entrust one's own children.

There's a lot of mates (who) you would not want to trust your own kids with.

Prefixed verb replaced with phrasal verb (entrust/trust with)

Specific verb replaced with generic verb (hesitate/not want to)

Neutral lexical items replaced with informal items (friends/mates, children/kids, many/a lot of)

## Written Assignments (Grammar)

- Distinguish, with examples, between the ideas of Prescriptive and Descriptive Grammar
- Describe and compare, with examples, ways to express Future Time in English
- Discuss, with examples, the use of Modal Verbs in English
- Illustrate, with examples, differences of Aspect, Mood and Voice in English
- Present, with examples, differences in Word Order in English, indicating why these differences might occur

## Written Assignments (Lexis)

- Outline the main standards of punctuation in modern English.  
Provide relevant examples.
- Illustrate, with examples, the origins and development of English Lexis
- Present and discuss examples of different Linguistic Devices in a text in English
- Discuss features of Register in a text in English