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CARRERA DE IDIOMAS

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THEME:

**LANGUAGE REGISTER AND THE WRITING SKILLS IN ENGLISH AS
A FOREIGN LANGUAGE CONTEXTS**

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TO:

My beloved mom, the one who has taught me that to go through life is necessary to be a persistent, resilient, and courageous person no matter the mistakes or adverse situations that can appear. Without her love and support, I would not be the woman that I am.

Then, to my brother Andres, a sweet boy who has stayed with me during long midnights. He has motivated me during struggles and helped me with everything he could do,

To my charming friends who never failed to support me through this journey. Each moment that I have shared with them during our college years is treasured in my heart

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Genny

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Topic: “Language Register and the writing skills in English as a foreign language Contexts”

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Date: November 23th, 2018

ABSTRACT

Every day people consciously or subconsciously choose a language variety in order to interact in different social contexts in which they ought to determine situational factors to make an appropriate usage of language during interactions. For this reason, the main objective of the current investigation was to determine how language registers influence the development of writing skills among students of ninth semester of English Language Major from Universidad Técnica de Ambato. This investigation had a qualitative-quantitative approach and the methodology developed consisted on the application of two pre-test writings, later five sessions of experimentation were conducted about formal and informal register, and finally two post-test writings were applied. In this way, students developed different pieces of writing in which they demonstrated their understanding about this subject. In order to evidence the level of effectiveness of language registers in the development of writings skills, the T-test statistical tool was used. The findings revealed that there is a bond between language registers and the development of writing skills, this is due to the fact that adequate knowledge and distinction of social contexts permitted to students accomplished the creation of well-written texts demonstrating a thoughtful use of the formal and informal registers and facilitating the usage of appropriate written language. It was also found that, even though students most of the time would rather take an unencumbered and more informal approach, they considered that it is essential to write according to the diverse social contexts and to recognize the level of acquaintance with people in order to use formal or informal language with appropriateness.

Keywords: language register, writing skills, social contexts, formal register, informal register.

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Tema: “Los Registros Lingüísticos y la destreza escrita en contextos del idioma Inglés como lengua extranjera

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Fecha: 23 de Noviembre de 2018

RESUMEN EJECUTIVO

Cada día, las personas consciente o inconscientemente escogen un estilo de lenguaje a fin de interactuar en diferentes contextos sociales en los cuales deben determinar factores situacionales para usar el lenguaje de una manera apropiada. Por esta razón, el objetivo principal de la presente investigación fue determinar cómo los registros lingüísticos influyen la destreza escrita entre los estudiantes de noveno semestre de la Carrera de Idiomas de la Universidad Técnica de Ambato. Esta investigación tuvo un enfoque cualitativo y cuantitativo y como parte de la metodología, se aplicaron dos escritos preliminares, seguidos de cinco sesiones de experimentación sobre los registros lingüísticos y finalmente dos pruebas finales sobre escritos empleando el registro lingüístico informal y formal. De esta manera, los estudiantes escribieron diferentes textos en los cuales demostraron su entendimiento sobre el tema investigado. A fin de evidenciar el nivel de efectividad de los registros lingüísticos en el desarrollo de la destreza escrita, se usó la herramienta estadística T de student. A través de los resultados se concluyó que existe un vínculo entre los registros lingüísticos y la destreza escrita ya que, el adecuado aprendizaje y distinción de los contextos sociales permitió que los estudiantes crearan textos apropiados demostrando el uso propicio de registro lingüístico informal y formal. Además, se determinó que aunque en la mayoría de ocasiones los estudiantes prefieren escribir de una manera informal, reconocieron que es esencial escribir de acuerdo a los contextos y niveles de relaciones sociales con las personas para emplear los registros lingüísticos con propiedad.

Palabras claves: registro lingüístico, destreza escrita, contextos sociales, registro formal, registro informal.

INTRODUCTION

One of the main skills that students of English as a foreign language need to be competent is writing skills. For that reason, even though it is crucial to write making an accurate use of grammar, semantics, and syntax; it is also important to write appropriately according to different social situations. In this way, the current research project titled **LANGUAGE REGISTER AND THE WRITING SKILL IN ENGLISH AS A FOREIGN LANGUAGE CONTEXTS**, aims to determine how language registers influence the development of writing skills among students of ninth semester of the Language Teaching Training Program at Universidad Técnica de Ambato.

This investigation is divided into the following 5 chapters:

CHAPTER I. THE PROBLEM. The topic of the research study is detailed in the problem statement, contextualization (macro, meso and micro). The problem schematic describes causes and effects of the research topic. Furthermore, it contains the critical analysis and prognosis. Additionally, it includes the directing questions, delimitation of the research object, justification, general and specific objectives.

CHAPTER II. THEORETICAL FRAMEWORK. The backgrounds of the investigation are delimited in this chapter; at the same time, the philosophical and legal foundations are presented. Likewise, the key categories, which focus on the conceptualization of the two variables and the hypothesis with its respective nodding of variables are displayed.

CHAPTER III. METHODOLOGY. This section focuses on the basic modality, level or type of research, also the population and its sample are detailed. Simultaneously, the independent and dependent variables operationalization. Lastly, the processing plan and problem analysis.

CHAPTER IV. ANALYSIS AND INTERPRETATION OF RESULTS. The analysis and interpretation of data are developed in this section, presenting charts that demonstrating the percentages and averages obtained from the grades of the pre-test and post-Test writings developed by students of the ninth semester. Later on, the testing of the hypothesis with the statistical tool Student T-Test can be found.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS. This section shows accurate information which comprises conclusions and recommendations about the current research project.

ANNEXES. This section contains the material used to develop this investigation. Additionally, there is the academic paper.

CHAPTER 1.

THE PROBLEM

1.1 Theme

LANGUAGE REGISTER AND THE WRITING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE CONTEXTS.

1.2 Problem statement

1.2.1 Contextualization

Language cannot be separated from the society (Foyewa, Adebajo, & Ogudenpo, 2016) in fact, worldwide it is a unifying instrument that allows a person to be in contact with others in a community. Every day people consciously or subconsciously choose a language variety in order to interact in different social contexts in which they ought to determine situational factors such as the participants and their grade of acquaintance, locations or physical settings, purpose of communications, and the mode or channel of linguistic expression (Fischer, 2010). All of these factors are part of the speech situation and assist people to make appropriate usage of language during interactions.

In the study, “Accounting for the role of situation in language use in a cognitive semantic representation of sentence mood”, Fischer Kerstin (2010) stated that the concept of situation is used as a technical term to mean the situation which serves as an appropriate environment for a given piece of language. Therefore, to be suitable in a communicative act it is imperative to handle the factors of speech situation and variations of language. Particularly, on the subject of sociolinguistics, most of social interactions are based on situational factors; consequently, different speech situations influence the writer or speaker choices of a language variety (ELLO, 2018).

In this way, the core of any speech situation and the selection in language variation is “register”, which is a linguistic variety that is deemed appropriate for use in a particular

type of speech situation (Finegan, 2004). Certainly, there are many spoken and written registers, however they are allocated between formal and informal registers. The speaker or writer could differentiate the level of formality in a text studying the linguistic features that belong to a specific register. For example, a person may be able to distinguish a spontaneous speech, a personal letter or an academic journal, analysing linguistic features like lexical, phonological, grammatical, or semantic elements (ELLO, 2018) in a text. As register influences manner of expressions, a speaker or writer usually switches between formal and informal speech forms in order to adapt to different linguistic contexts basically for the purpose of linguistic appropriateness of the situation (Obins, 2014). About appropriateness, Fisher wrote that “there are ways of using language which are appropriate to one situation than others. People feel embarrassed when language is used inappropriately” (Fischer, 2010).

Indeed, speaking and writing skills are bonded in their role of productive skills however, time could be scarce to analyse elements from a formal to informal speech when someone is speaking. Oral interactions imply the use of other linguistic markers to convey meaning according to the language variety and appropriateness such as making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding (Golkovaa & Hubackova, 2014). Nevertheless, writing involves several subskills, some of these related to accuracy; that is to say, using correct forms of language (Aguilera, 2012). With written skills there is another aspect that supports the production of written texts, that there is plenty of time to examine the sort of register that ruled such text. Therefore, every writer is expected to consider the relationship between themselves and their readers. Also, the understanding of the situation in which they find themselves before selecting the most suitable lexical items according to register that is required.

In Ecuador, learning the English language has been a specific requirement for thousands of people either for studies or work. Furthermore, the learning of this language, as in others, implies achieving an acceptable proficiency level in areas like grammar, discourse, and sociolinguistic competence (Canale & Swain, 2002). All of these, are part of the communicative competence which is most important in order to interact with others in a community. In fact, learners of a foreign language; in this case English, are asked not only to learn vocabulary, numbers, greetings, or phrases; also they should learn how to use all the language devices in the right moment, circumstance, or communicative

situation. They ought to learn the importance of formality and informality in language through the role of register in speech situations. The application of register is part of understanding the situational setting in which language is used.

When foreign language students are learning English, they are taught different types of vocabulary, grammar and certain sorts of expressions, however between learning the language and how to use it, they do not have the space to deal with variation of language or register. Learners tend to think they should speak and write the same way under different circumstances. This is natural because since they have not mastered the foreign language yet, there is no need to venture with new expressions or terminology, consequently, they just use what they know.

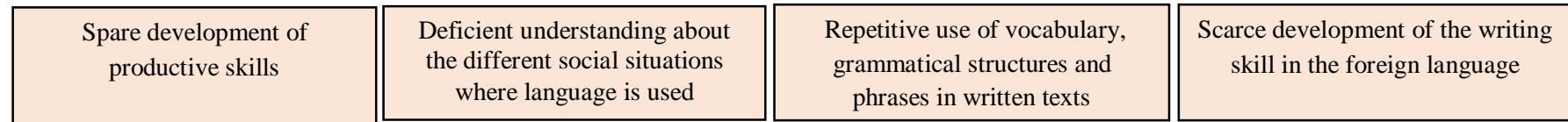
This is the reason why when they are asked to write, they use the same tense, same grammar, same vocabulary, same structures, and same lexical items without taking into account the speech situation or context. However, as previously stated, the communicative acts are not always the same and these are where students should show their linguistic competence.

In Ambato at English Language Major from Facultad de Ciencias Humanas y la Educación at Universidad Técnica de Ambato students learn English following the curriculum previously established in which principles, structures and lexical items of this language are taught. Their lessons are focused on learning the language, but barely how to use it in context. Lessons are mainly based on the textbook, however the lack of opportunities to practice cause them to continue using the same written structures ignoring the situation. Although, textbooks have sections that teach how to understand variation in language and specifically register, learners continue using the same lexical items to communicate.

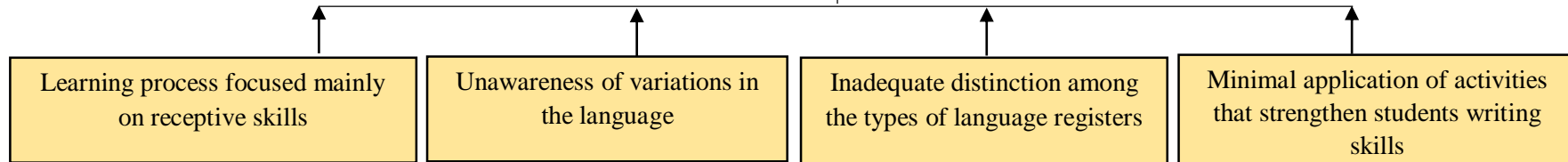
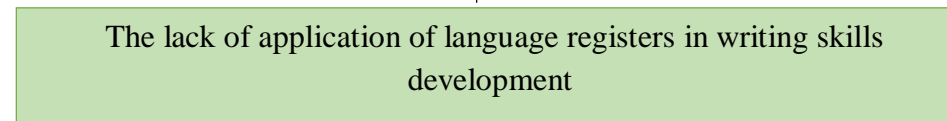
Even though, they know the most relevant aspects about the language and their teachers give them time to practice what they learn in oral and written exercises, they always use the same structures and expressions to communicate. They cannot differentiate whether the situation is formal or informal and therefore how to use language in such a way.

1.2.2 Critical analysis

Effects



Problem



Causes

Figure 1: Problem diagram
Author: Nazareno, G. (2018)

Certainly, students of English as a foreign language should prove they acquired a linguistic proficiency competence in order to communicate. However, despite the fact students of the English Language Major Career consider it relevant to write according to social context, there is a lack of knowledge related to variation of the language in different social backgrounds where language is used. Besides, teachers are mainly concerned about teaching vocabulary, grammar, semantic, and syntax rules during the integral parts of learning processes. In this way, students have a deficient understanding about the different social situations where language is used.

Furthermore, inside the classroom there is a minimal application of activities that strengthens writing skills. Students are asked to write only in few subjects like Integrated Skills or Advanced English. In these subjects learners develop specific written tasks according to the topics and grammar of each unit, however; these activities are limited and do not encourage them to write in an extensive way under different speech situations that shift between formal or informal register. All of these facts, force students to write always in the same way. Therefore, neither their writings nor linguistic competence evolve, generating a scarce development of the writing skills in the foreign language.

Far ahead, like in the first language context, learning English as a foreign language demands to understand the variation in degrees of formality that should be displayed in order to communicate effectively in a written way. Most of the students settle on the fact they should not write the same way to family members, friends, authorities or people they have not met before; yet the inadequate distinction among the types of linguistic registers, cause that students use repetitive vocabulary, grammatical structures and phrases in their written texts.

Even though, there are many people that call out that the most essential part of learning a language is developing an acceptable speaking skill level, it is imperative as well not to merely write eloquently and clearly, but also know how to write according to different social situations where the level of formality changes. Nevertheless, at English Language Major the learning process focuses mainly on receptive skills, which means students are able to comprehend what they listen or read, but if students and teachers only concentrate on receptive skills, they would obtain a spare development of productive skills and consequently, they will keep on writing in the same way no matter the situation or levels of formality.

1.2.3 Prognosis

Despite the fact that students learn the English language in a setting which offers several speech situations and that they interact not only with friends and classmates, but also with teachers and authorities, there is a lack of application of language registers in their writing skills development. Therefore, if students do not learn how to apply language registers, they will keep on writing in the same way under different social contexts and they will continue using the same written lexical items. Accordingly, they are going to deal with embarrassing situations just because language was not used appropriately.

Indeed, learning and applying language registers will assure that their writing skill will evolve because it is not enough to write correctly from a grammatical point of view, it is significant to express the language regarding the levels of appropriateness. In this way, their future communicative interactions are going to be eloquent.

1.2.4 Formulation of the problem

How do language registers influence writing skills among students from ninth semester of English Language Major?

1.2.5 Research questions

How are language registers taught to students?

What levels of language registers are there?

How helpful are language registers to improve students' written expression?

How efficient are language registers in the writing skill development?

1.2.6 Delimitation of the research object

Field: Educational

Area: English

Aspect: Language register and writing skills

Spatial delimitation: English Language Major (Carrera de Idiomas),

Temporal delimitation: March- August 2018.

1.3 Justification

This study is **significant** because it intends to demonstrate that part of learning a language is not only to use vocabulary, lexical and grammatical items separately, it is also necessary to encompass all of these devices to communicate in an adequate manner in different social contexts. After all, people learn the English language with specific purposes that will link them with others in the community. Therefore, it is imperative that students know how to write properly according to social situations. The data will make teachers aware of the level of development that students have in order to improve this productive skill as well.

At English Language Major Career, many studies about writing skill have been made, however none of these are related to the development of this skill and language registers, consequently this document is an **original** research. All the information and data exposed in this study will be a helpful source of information. Apart from this, students will be encouraged to continue researching more aspects of registers and their role in the development of productive skills.

The **interest** of this investigation is to comprehend how language registers influence the writing competence. It will be captivating to know how students understand the degrees of formality in social interactions and incorporate this knowledge in their written process. As matter of fact, writing is a productive skill in which there are several steps that cannot be omitted or skipped, in this case students will not only learn to write but also how use suitable lexical items and expressions to communicate better from a written approach.

The **beneficiaries** of this study are the students and teachers from the English Language Major at Universidad Técnica de Ambato as well as the community. Students will be conscious about how language bonds every member of a community and how people should use language registers appropriately to exchange ideas with others in the right manner in a written way. Teachers will be motivated to teach students the variations of language according to different social contexts as well.

As a final point, the current research is **feasible** due to the availability of human, economic and bibliographic resources. In fact, there are plenty of papers, books and bibliographical materials about language registers that exposed their main role in productive skills among students. Later on, the implementation of this work is possible because of the proximity of the researcher to the community to be researched, and their background.

1.4 Objectives

1.4.1 General

- To determine how language registers influence the development of writing skills

1.4.2 Specific

- To analyse how language registers are taught to students.
- To identify the level of development of writing skills among students.
- To detect the effectiveness of language registers in the development of writing skill of English language.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Investigative background (preliminary investigations, state of the art)

After going over scientific articles and papers in the digital repository from Facultad de Ciencias Humanas y de la Educación at Universidad Técnica de Ambato, it was determined that there are not documents related to the current investigation. However, other sources like linguistic journals and published reports have provided specialized information about language registers and writing skills.

First of all, Figueiredo (2010) presented the study 'Context, register and genre: Implications for language education'. The main objective of this work was to explore, from a systemic functional linguistics perspective, the role of categories like 'context', 'register' 'genre' in language skills teaching. In order to develop this research, the author made her students examine letters that were published in Newsweek magazine. Through the parameters of context of the situation, semantics, and lexico-grammar items her students had to evaluate the systematic link between contextual and linguistic elements in the usage of written language. The key findings of that work exposed that students are not aware of the "sociocultural features of the text-type that is being used and what linguistic choices are more likely to be made into textualization" (Figueiredo, 2010).

In like manner, Obins (2014) featured the study 'Register and Style as Distinct and 'Functional' Varieties of Language' which objective was to evaluate the relationship between register and style, and how both are responsible for sociolinguistic context understanding. The methodology followed in this work was to expose and contrast several theories regarding registers and stylistics aspects of language, from renowned linguists like Halliday or Crystal. In this way, the author settled that even though register is one of the major constituents of sociolinguistic context and determine how language users should employ linguistic features to communicate appropriately with the audience, people that learn English as a second language occasionally have a lack of understanding related to modes of expression in diverse social context (Obins, 2014).

Referring to the role of language register in communicative interactions and specifically in writing text, in the paper 'Improving the Writing Skills of College Students' presented by Kellogg (Kellogg, 2013, págs. 16-19), it is stated that "effective writing skills are central in both higher education and in the world of work that follows", in this way to write accurately it is not enough to handle factors like vocabulary, grammar, semantics or syntax rules. Also, it is necessary to take into consideration the variation of context, the grade of acquaintance with the audience and levels of appropriateness in language (Kellogg, 2013). Kellogg carried out a research during ten weeks in which he tested writing skills of students of Saint Louis University. After analysing 31 pre-tests and 31 post-tests pieces of writing the author determined that students found difficulties at the moment to write according to a variety of a language and shift the degrees of formality in this skill.

Furthermore, in the study 'Language and Situation: An examination of the English Language in Nigeria' made by Foyewa, Adebajo and Ogundepo (2016, págs. 26-27); it is stated that "the choice of lexical items used in communication is determined by certain factors in situational context". To develop this research the authors acquired several written texts and recorded conversations from students of the College of Education Emmanuel Alayande in Nigeria. Through this, the authors examined language and situations with particular reference to the English language in Nigerian context. The authors conclude that, speakers and writers did not have a good comprehension of language registers, fact that limit the understanding and mutual assurance in the communicate process among the interlocutors (Foyewa, Adebajo, & Ogundenpo, 2016).

As can be seen, the main findings and conclusions of these researches demonstrate that students manage general aspects of the English language, however there is a lack of awareness about the role of language registers in written communication and most of the time is difficult for them to notice the variations in language according to the different contexts or speech situation. In this manner, every day most of the communicative situations are in an oral way but also, people communicate through distinct written texts, like emails, text messages, letters, personal documents. Therefore, it is crucial to teach students that written communicative situations involve elements grade of acquaintance, locations or physical settings, the purpose of communications, and the mode of linguistic expression.

2.2 Philosophical foundations

The following research is oriented on the Constructivism paradigm which suggests that “knowledge is not passively received but actively built up by the cognizing subject; and the function of cognition is adaptive and serves the organization of the experiential world, not the discovery of ontological reality” (Husen & Postlethwaite, 1986, págs. 74-76). In this way, students construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

During the development of this investigation, the constructivist view of learning permitted to apply a set of activities to encourage students to learn in an active way the role of language registers in writing skills. Therefore, they can expand their knowledge about writing skills, and at the same time, make them reflect on the importance of appropriate written text that respects the situations and context.

On the other hand, through the Constructivism paradigm, this investigation tries to brush off some students' pre-existing conceptions about ways to write according to the different variations of the language. According to Taber (2018, págs. 35-37) “constructivism focuses on the individual learner as a meaning maker, and considers that learning is a process of interpreting experience using prior learning as the basis for new learning”. For this reason, the learning process must be iterative, interpretative, and incremental in order for students to acquire the new knowledge.

2.3 Legal basis

The legal basis of this research is endorsed by the principles established in the Constitution of the Republic of Ecuador (2008). In a specific manner, the first section of Title VII which refers to education, settles the role of the Ecuadorian state administrating resources in order to make students develop their skills and capacities to learn and generate knowledge. In this way, article 343 states that “The national education system shall be aimed at developing the population’s individual and collective capabilities and potential, enabling learning and the generation and use of knowledge, techniques, wisdom, arts and culture (Constitution of the Republic of Ecuador, Quito, 20 de Octubre de 2008).

At the same time, article 350 points out that “The higher education system shall be aimed at academic and professional training with a scientific and humanistic vision; scientific and technological research; innovation, promotion, development and dissemination of wisdom and cultures; building solutions for the country’s problems” (Constitution of the Republic of Ecuador, Quito, 20 de Octubre de 2008). Therefore, students have not only learn to fulfil their academic and professional purposes. They also should be prepared to serve society to resolve different issues related to their academic field

Furthermore, in section five of Title II, regarding rights of education, article 27 indicates that the educational process in university as well as in school and high school, should lead to a holistic development in which students use their competence and skills for a better way of good living, consequently, “education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane...” (Constitution of the Republic of Ecuador, Quito, 20 de Octubre de 2008).

On the other hand, according to “Ley Orgánica de Educación” Superior (LOES) this investigation is based on the principles that established that students should access to higher education of excellence with a humanistic, cultural, and scientific dimension. In this way, article 8 indicates that education at college must “promote the development of universal thinking, deployment of the scientific production and furtherance of transferences and technological advance, and reinforce, among students, the reflexive spirit oriented to achieve personal autonomy, in a frame of freedom of thought, and ideological pluralism” as well (Ley Orgánica de Educación Superior, Quito, 17 de mayo de 2011).

Then, this law points out the significant importance of research and its role in society. Therefore, article 12 specifies that the education system “will be ruled by the principles of responsible autonomy, co-government, equality of opportunities, quality, relevance, integrity, self-determination for the production of thinking and knowledge framed in scientific production and global technology” (Ley Orgánica de Educación Superior, Quito, 17 de mayo de 2011).

In the same manner, according to “Reglamento de régimen académico”, students of higher education should demonstrate “proficiency in the management of a foreign

language at least in a B2 level” since they are learning a foreign language in order to fulfil international standards like the Common European Framework (Reglamento de régimen académico Consejo de Educación Superior, Quito, 25 de enero de 2017)

2.4 Key categories

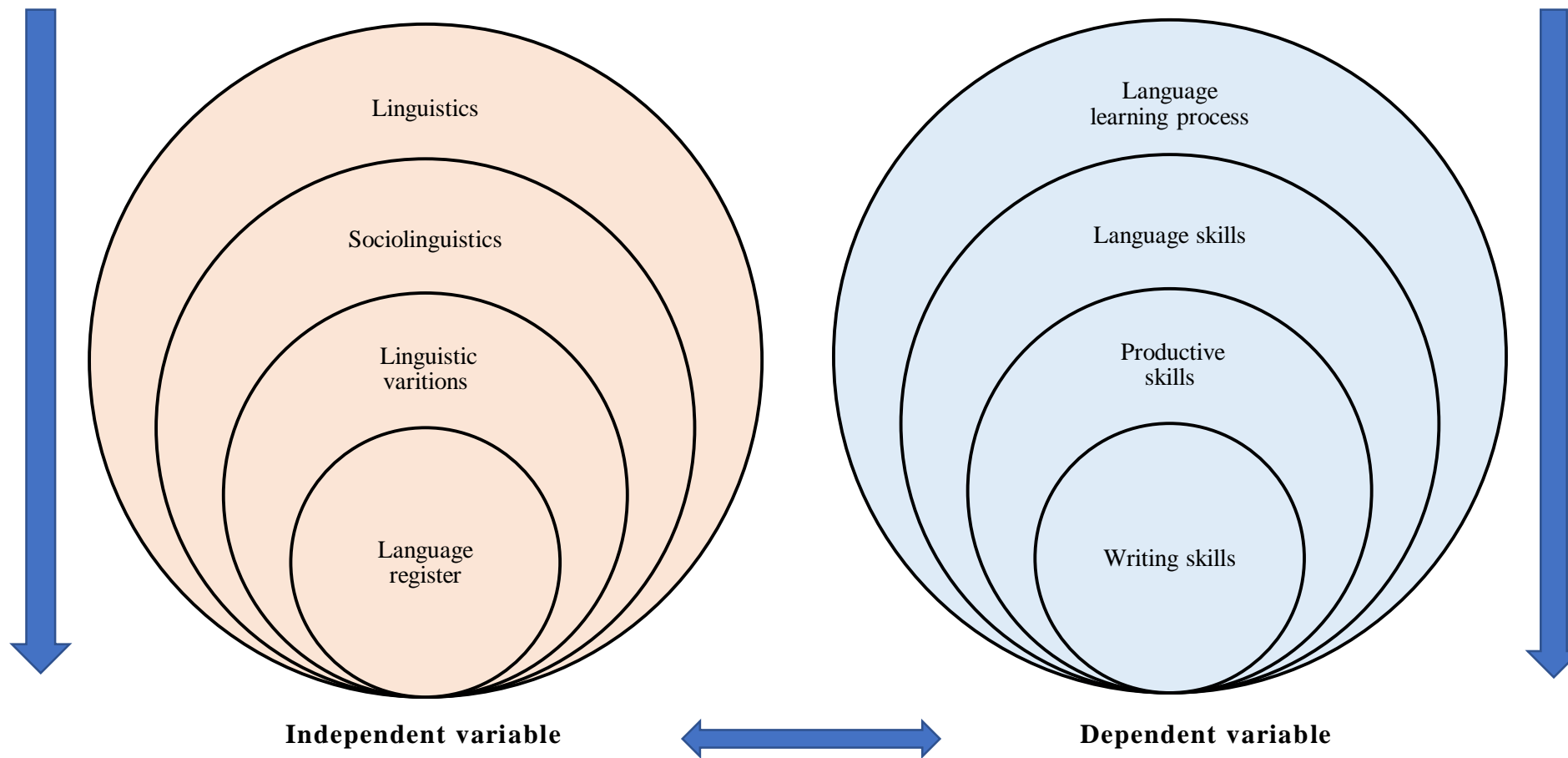


Figure 2: Main categories
Author: Nazareno, G. (2018)

FUNDAMENTAL CATEGORIES FROM INDEPENDENT VARIABLE: LANGUAGE REGISTER

LINGUISTICS

Language is essential for each culture all over the world and it is materialised in a spoken and written form. Through language, people can express their thoughts, ideas, and feelings. However, even though each person uses language, few understand how language functions. Therefore, the science that studies language is Linguistics. According to Varga (2010) “Linguistics seeks explicit knowledge about language, by submitting it to systematic and objective study”. At the same time, Chomsky (1965) stated that Linguistics is concerned with the nature of language and communication. This science has to deal with many aspects of the use of language like particularities of each language, common properties of language, and the nature of language variation.

Some authors consider that Linguistics is more a descriptive discipline rather than a prescriptive science because more than explaining certain rules, linguists analysed how those rules are internalized and employed according to users, as Yule pointed out;

We can concentrate on language as used at a certain point of time e.g. in 1989; this is called synchronic linguistics. Alternatively, we can look at language from a diachronic point of view, which involves analysing the development of a language during a certain period of time e.g. during Middle English, or in the 1950s etc. (Yule, 2006).

On the other hand, Linguistics can be studied from a theoretical and applied way. In first place, Finnegan (2004) considers that a theoretical perspective of Linguistics concerned with constructing models of knowledge in order to develop a linguistic theory. The core of Theoretical Linguistics are phonology, morphology, syntax and semantics. One characteristic of this branch is the interest in finding out exactly how questions are formed in English (Kortmann, 2005).

Meanwhile, undoubtedly since its appearance Linguistics has grown as a science and increasingly has had an important impact on other fields as diverse as psychology, philosophy, education, language teaching, and sociology given origin to applied linguistics. Yule (2006, págs. 39-40) considered that “this is an interdisciplinary field of linguistics which identifies, investigates, and offers solutions to language-related real-life problems”. To understand better what applied linguistics is, the example of language

teaching can be taken into consideration, thereby training teachers and pupils to learn the language more effectively (Kortmann, 2005).

Branches of linguistics

Crystal (1980) stated Linguistics as the study of language. However, this author considers that knowledge of Linguistics, is different from knowledge of a language. In this way, to know the language it is necessary to comprehend how Linguistics is divided and the role of each area:

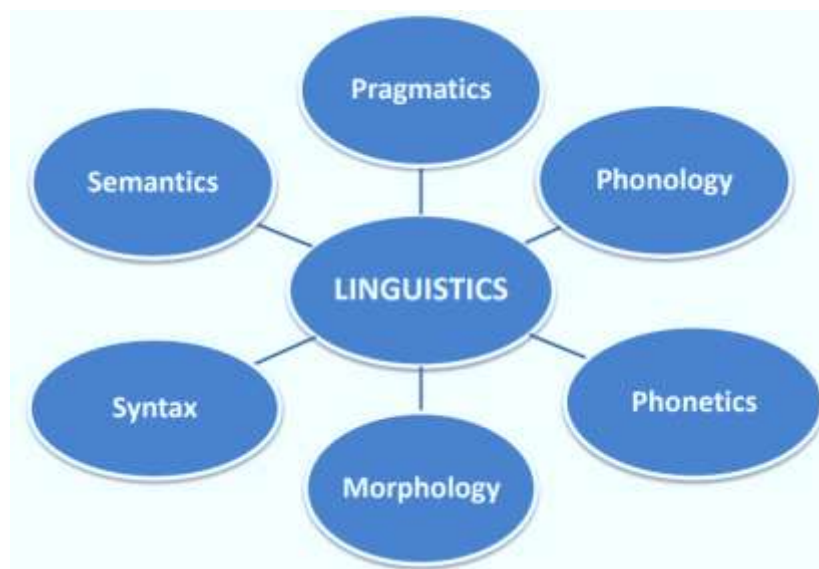


Figure 1: Branch of linguistic
Source: Karavas (2015)

- **Phonetics:** is the study of the sounds of language and their physical properties.
- **Phonology:** involves analysing how sounds function in a given language or dialect.
- **Morphology:** is the study of the structure of words. Morphologists study minimal units of meaning, called morphemes.
- **Syntax:** is the study of the structure of sentences. It describes how words combine into phrases and clauses and how these combine to form sentences.
- **Semantics:** is the study of meaning in language. The goal of semantic study is to explain how sequences of language are matched with their proper meanings and placed in certain environments by speakers of the language (Crystal, 1980, págs. 45-57).

On the other hand, Karavas (2015) pointed out that Linguistics is related with other sciences in a subarea called Interdisciplinary Linguistics. The most common interdisciplinary branches of Linguistics are:

- **Sociolinguistics:** Sociolinguistics is the study of language as a social and cultural phenomenon.
- **Psycholinguistics:** Psycholinguistics is the study of the relationship between linguistic and psychological behaviour. Psycholinguists study first and second language acquisition and how humans store and retrieve linguistic information, referred to as "verbal processing".
- **Historical linguistics:** Historical linguists study the history of specific languages as well as general characteristics of language change. The study of language change is also referred to as **diachronic linguistics** that is the study of how one particular language has changed over time. While **synchronic linguistics** that is the comparative study of more than one language at a given moment in time without regard to previous stages.
- **Anthropological linguistics:** The objective of describing languages is often to uncover cultural knowledge about communities. The use of anthropological methods of investigation on linguistic sources lead to the discovery of certain cultural traits among a speech community through its linguistic features.
- **Computational linguistics:** Computational linguistics is the study of linguistic issues in a way that is computationally responsible. Computational linguists also work on computer language and software development.
- **Neurolinguistics:** Neurolinguistics is the study of the structures in the human brain that underlie grammar and communication. Researchers are drawn to the field from a variety of backgrounds, bringing along a variety of experimental techniques as well as widely varying theoretical perspective (Karavas, 2015, págs. 22-26)

SOCIOLINGUISTICS

In previous lines it was stated that language is part of the society in fact "it cannot be separated from the society because it is the unifying instrument among the members of any given society" (Foyewa, Adebajo, & Ogudenpo, 2016). For this reason, is pretty

common that social factors influence language giving origin to the term Sociolinguistics. Krabbe (2012) point out that;

Sociolinguistics is the study of variation in speaker groups and variation in language use. **Social factors (variables)** and their influence on language use are at the core of sociolinguistic research. When connecting the study of Sociolinguistics to that of language change, an influence of social factors on languages' structures may also be traced (Krabbe, 2012, págs. 45-47).

At the same time, Fromkin, & Rodman, (2011) considered that Sociolinguistics focuses on language as a social phenomenon. Additionally, these authors stated that speakers of a language can interact with each other and pretty much understand each other. But, not two of us speak exactly alike due to some differences like age, sex, social situation, and where and when the language was learned. According to Krabbe (2012) "these differences are reflected in word choices, the pronunciation of words, and grammatical rules". About this McMahon (2002) stated that:

If we take a closer look at the use of language within society, we find that, characteristically, speakers can be distinguished from each other and distinguish themselves from other speakers by their different use of language. Thus, while two speakers may use the same language they usually do not show the same linguistic behaviour (MacMahon, 2002, págs. 125-126)

On the other hand, Varga (2010) added that Sociolinguistics is an interdisciplinary branch of study relevant to both linguistics and sociology, studying the different varieties of a language used by different geographical and socio-cultural subsections of a community, or varieties used by the same group of speakers in different social situations. According to Karavas (2015) the major divisions within the field of Sociolinguistics are described below:

- **Pragmatics:** looks at how context affects meaning. As a function of context, the intended meaning of an utterance is often different from its literal meaning.
- **Discourse:** examines the way in which sentences relate in larger linguistic units, such as conversational exchanges or written texts.
- **Ethnography** of communication uses the tools of anthropology to study verbal interaction in its social setting.
- **Language attitudes.** The attitudes people hold toward different language varieties and the people who speak them are important to sociolinguists.

LINGUISTIC VARIATIONS

Part of the analysis of the language is to understand changes inflicted by its use, and even though there is a standard language. The use of language for people of different regions, social background, socioeconomic status, age or ethnicity make that language differ stylistically, regionally, and socially. About this ELLO (2018) point out that “linguistic variation is based on their individual communicative competence, speakers can vary their language systematically with respect to the communicative demands of the speech situation”.

Linguistic variation or simply variation generally occurs on all levels of language. MacMahon (2002) indicates that “variations may also be causally attributed to a variant host of factors determining variation” (pág. 22). In this way, some have been named before, such as social factors like age, gender, and class. Additionally, “speakers’ regional or professional backgrounds do of course matter as well and maybe just as influential as social factors”. About this, Trask (2007) notes that variation, far from being peripheral and inconsequential, is a vital part of ordinary linguistic behaviour. The term variation refers to regional, social, or contextual differences in the ways that a particular language is used.

With sociolinguistic variation, speakers can choose between elements in the same linguistic context and, hence the alternation is probabilistic. Furthermore, the probability of one form being chosen over another is also affected in a probabilistic way by a range of extra-linguistic factors like the degree of (in) formality of the topic under discussion, the social status of the speaker and of the interlocutor, the setting in which communication takes place (Mougeon, 2010, págs. 54-56).

At the same time, Crystal (1980) describes language variation as the relationship between the use of linguistic forms and factors such as geography, social class, ethnic group, age, sex, occupation, function, or style. “The combination of these various factors results in an individual's “idiolect”, that is, their particular and idiosyncratic manner of speech”.

Types of variations

Formally, sociolinguists distinguish a set of types of variation that covers most factors for language variation, these are idiolects, sociolects, dialects, and register or style. In figure 2, Fromkin, Rodman, and Hyams (2011) demonstrate the implication of each of these categories:

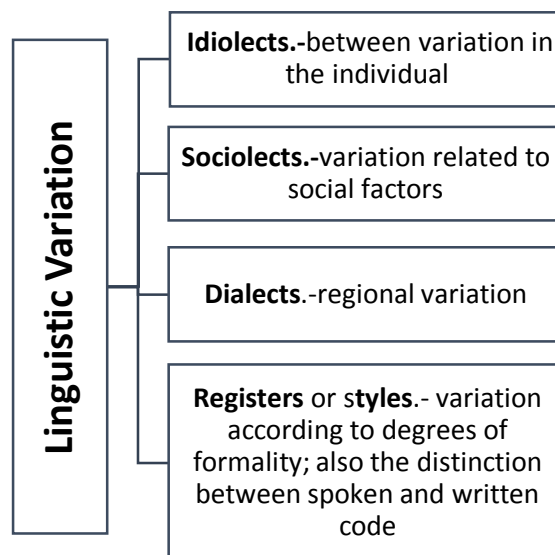


Figure 2: Linguistic variation
Source: Fromkin, Rodman, and Hyams (2011)

On the contrary, Millward and Hayes (2012) emphasise the role of dialect. In agreement with these sociolinguistics:

When a variety of language is shared by a group of speakers, it is known as a "dialect," A dialect, whether standard or nonstandard, includes the full range of elements used to produce speech: pronunciation, grammar, and interactive features. In this respect, dialect should be distinguished from accent, which usually refers only to pronunciation (Millward & Hayes, 2012, págs. 102-106)

Additionally, Kortmann (2005) considered that linguistic variations are divided in the following way and providing practical examples to understand them.

- **Occupational dialects:** the word bugs means something quite different to a computer programmer and an exterminator,
- **Sexual dialects:** women are far more likely than men to call a new house adorable,
- **Educational dialects:** the more education people have, the less likely they are to use double negatives,
- **Dialects of age:** teenagers have their own slang, and even the phonology of older speakers is likely to differ from that of young speakers in the same geographical region,
- **Dialects of social context:** we do not talk the same way to our intimate friends as we do to new acquaintances, to the paperboy, or to our employer.

Speech situation

According to Finegan (2004), a speech situation is the social context of interaction. It is determined by different situational factors, the elements of a speech situation that include, the participants speaker(s)/ addressee(s) and their social relation or grade of familiarity, factor that defines their social roles in the communicative situation; the purpose of the communication; the topic or what is being talked about; the mode or channel of linguistic expression: spoken or written language.

Additionally, Finnegan (2004) added that based on the aspects of the speech situation, the participants consciously or subconsciously choose a language variety which they deem appropriate for a certain linguistic situation.

LANGUAGE REGISTER

Most of people speak or write in a different way with family members, friends, and work colleagues or in class. All of these contexts create situational variation that is called register (Fromkin, Rodman, & Hyams, 2011). According to Oxford Dictionary (2018), language register is a variety of a language or a level of usage, as determined by a degree of formality and choice of vocabulary, pronunciation, and syntax, according to the communicative purpose, social context, and standing of the user. Therefore, language registers act as functional varieties in different types of speech situations and regarding the appropriate use of language, its level of formality in a particular speech situation or social setting. Fromkin, Rodman, and Hyams (2011) add the following idea about language registers:

It is common for speakers to have competence in several styles, ranging between the two extremes of formal and informal. The use of registers is often a means of identification with a particular group (e.g., family, gang, church, team), or a means of excluding groups believed to be hostile or undesirable (cops, teachers, parents). Social situations affect the details of language usage, but the core grammar remains intact, with a few superficial variations that lend a particular flavour to the speech (Fromkin, Rodman, & Hyams, 2011, pág. 469).

Meanwhile Agha and Frog (2007) consider that language register as the standard in sociohistorical language. In this way “registers are sociohistorical formations that invariably undergo changes in form and significance through the practices in which they are deployed, all registers are to some degree of social exchange” (pág. 8).

In the same manner Solano (2011) believes that language register occurs when both social situation and degrees of everyday situations are linked. “Language register can be defined as the configuration of semantic resources that the member of a culture typically associates with a situation type. It is the meaning potential that is accessible in a given social context” (pág. 26). However this author considers that early stages of learning a language can be difficult for speakers or writers have difficulty in recognizing the semantic options in a social exchange

It is possible not to notice the shift of language registers with long discourses, however, Figure 3 shows the differences ranging from very formal to casual register in salutations.

| Very formal | Formal | Neutral | Informal | Very informal, casual |
|---------------|--------|---------|----------|-----------------------|
| How do you do | Hello | Hello | Hi | What's up! / Hey! |

Figure 3: Language Registers in salutations
Source: Lund (2018)

Register and style

It may be considered that register and style are the same, however there is a terminological distinction between these. Both are associated with a specific speech situation but register often refers to the specific vocabulary chosen and expected in connection with a particular speech situation, but style includes grammatical variation (Golkovaa & Hubackova, 2014, págs. 22-31).

Slang and jargon

On the elements that mark differences between formal and informal register are the use of slang and jargon. Their use can be part of very well defined situations in which there is no need to be totally appropriate. In the first place, slang is an informal nonstandard vocabulary composed characteristically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech (Merriam-Webster Online Dictionary, 2018).

According to Marousek (2015), “jargon is a language, which describes and defines the world in which its user lives and works. The motivation to use jargon differs from the position and experience of its user” (pág. 23). Meanwhile, the same author considers that “slang is typically used by people outside established higher-status groups. Slang

normally relates to a group of people who define themselves as part of a certain social group with particular values and beliefs”.

On the other hand, Fromkin, Rodman, and Hyams (2011) considered that term slang is “metaphorical, playful, elliptical, vivid, and shorter-lived” (pág. 39) due to this category is able to introduce many new words into the spoken and written language by recombining old words into new meanings. In this way, slang is shared by a group of people that share a common context and which register makes normal the use of playful slang.

Secondly, jargon is totally different than slang; jargon is nearer to formal register due to jargon is about specialized terminology used in sciences, professions, trade, and occupations. The Merriam –Webster dictionary (2018) defines jargon; as the technical terminology or characteristic idiom of a special activity or group. For example, linguistics jargon, educational jargon or sports jargon. Due to, the fact that jargon is closer to sciences and specialized activities, it is easy to find its use in formal registers.

Types of register

Familiar

In words of Montano-Harmon (2014) familiar register can be defined as the colloquial register, is normally used between people who know each other well. “Features of this register show a lack of grammar, spelling, and punctuation and usually contains slang and jargon” (pág. 47). Meanwhile, Eaton (2013) ponders familiar register as the “language used between persons who share a close relationship or bond. This register would take into account certain terms of endearment, slangs or expressions whose meaning is shared with a small subset of persons” (págs. 14-16)

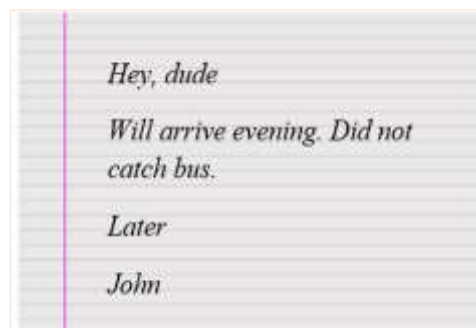


Figure 4: Message/Familiar register
Source: Lund (2018)

Informal

Fromkin, Rodman, and Hyams (2011) consider that informal writing is more casual and spontaneous. It is used when communicating with friends or family either in writing or in conversation. It is used when writing personal emails, text messages and in some business correspondence. The tone of informal language also known as casual register, is more personal than formal language.

Eaton (2013) believes it is most appropriate named this register like casual register. This variation in language “has a conversational in tone. It is the language used among and between friends. Words are general, rather than technical. This register may include more slang and colloquialisms” (págs. 12-18).

Lund (2018) points out that this type of register is occasionally used in journalism. On the other hand, to use an informal register, there is a close relationship between the writer, audience, and topic with a degree of casualness. The informal register is not the same as familiar register and is more careful with grammar. However, the tone of this is conversational, using colloquial language, contractions and some slangs.

For Budiarsa (2015) informal register is used between friends. “It is often very relaxed and focused on just getting the information out” (pág. 19) as it shown in figure 5:

| |
|--|
| Dear Phil, |
| How has your summer been? Not too hot I hope. Did you get to visit your grandparents? Did you go on your trip to Toronto as you had hoped? They say Toronto is a beautiful city. |
| This is my second season at Camp Bellaire. I just passed my swimming test. Now I can swim out to the raft and also use the boats. To pass I had to jump into the water with my clothes on (as if I had just fallen out of a boat). Then I had to take them off down to my trunks, even my shoes and socks, and finally swim back to shore. It was tough, but I did it! |
| I'm looking forward to seeing you soon. There is lots of news to catch up on! |

Figure 5: Personal email/Informal register
Source: British Council (2018)

Formal

Kortman (2005) thinks formal register is neither colloquial nor personal and is the register that is mostly used in academic writing. This register distance from Informal registers due

to it is less personal. It is used to express professional or academic thoughts. MacMahon (2002, págs. 125-126) states that, in formal register strong opinions can be expressed objectively, it does not break any of the rules of written grammar and often has a set of rules of what not to do when using this register.

At the same time, Lund (2018) expresses that “this style is impersonal and often follows a prescriptive format. The speaker uses complete sentences, avoids slang and may use technical or academic vocabulary”. Therefore in formal register, it is likely that the writer will use fewer contractions, but opts instead for complete words.

Formal writing includes: essays, reports, professional emails, and letters of complaint. Some rules that formal writing implies are: avoid contractions and abbreviations, spell out numbers less than one hundred, write in third person point of view, avoid using too much passive voice, avoid using slang, idioms, exaggeration and clichés.

September 1, 2018

Mr. John Doe
A.T. Kiley 222
West Dover Street
Chicago, IL 60606

Dear Mr. Doe:

I had the opportunity to work closely with Jane Smith, an A.T. Kiley consultant in the Higher Education Practice, as a member of XYZ University's Presidential Search Committee. This was my first exposure to the consulting profession, and it was a perfect match for someone with my academic record, communication and leadership skills, and drive to succeed.

I have shown initiative, creativity in problem solving, and a commitment to building consensus and excellence throughout our college community during the last four years. As an intern in the Office of the U.S. Deputy Secretary of Education, I worked with the Senior Advising team to provide accurate, effective, and concise statistical and anecdotal data to a variety of constituents in order to support legislative proposals. I combined the written and oral skills I have gained from courses in American Studies and Government with quantitative and analytical training in a high intensity environment.

Figure 6: Professional letter/ formal register
Source: My College scout (2018)

Ceremonial

Ceremonial register is rarely use in modern academic writing. Lund (2018) considers that sometimes, this register may be applied when reading transcripts of speeches or historical documents. “Often, it is confused with formal registers because of the use of vocabulary. After reading several academic texts it is possible to become more familiar with the

ceremonial register. Ceremonial writings are speeches, discourses and oration. This register also requires spotless grammar” (Montano-Harmon, 2014, págs. 16-19).

On the other hand, Budiarsa (2015) expresses that “ceremonial register belongs to fixed and relatively static language”. For example; the national pledge, anthem, school creeds, speeches, and The Lord's Prayer are examples of ceremonial register.

“We the people, in order to form a more perfect union.”

Two hundred and twenty one years ago, in a hall that still stands across the street, a group of men gathered and, with these simple words, launched America’s improbable experiment in democracy. Farmers and scholars; statesmen and patriots who had traveled across an ocean to escape tyranny and persecution finally made real their declaration of independence at a Philadelphia convention that lasted through the spring of 1787.

The document they produced was eventually signed but ultimately unfinished. It was stained by this nation’s original sin of slavery, a question that divided the colonies and brought the convention to a stalemate until the founders chose to allow the slave trade to continue for at least twenty more years, and to leave any final resolution to future generations.

Figure 7: Speech/ Ceremonial register
Source: The Wall Street Journal (2008)

Neutral

Lund states neutral or frozen language register assists to deliver non-emotional topics and information. Additionally, in neutral writing is not necessarily formal or informal language. At the same time, it is not usually positive or negative side. A neutral register helps to communicate facts and some writings are written in a neutral register. This means they are not specifically formal or informal (Lund, 2018).

Meanwhile, Yule (2006) claims “at this level, language is literally “frozen” in time and form. It does not change. This type of language is often learned and repeated by rote. In essence it is language that does not require any feedback” (Yule, 2006, págs. 345-346)

On the other hand, Kortmann (2005, págs. 40-42) states that “speakers or writers use the neutral language register with non-emotional topics and information”. Some writings are written in a neutral register. This means they are not specifically formal or informal. Writings in the neutral register include reviews, articles, some essays, and technical writings.

Human beings are great travelers and traders and colonizers. The mythical tales of nearly all cultures tell of the trials and tribulations of travel and exploration, such as those of Odysseus (Ulysses) in Homer's *Odyssey*. Surely one of the tribulations of ranging outward from your home is that sooner or later you will encounter people who do not speak your language, nor you theirs. In some parts of the world, for example in bilingual communities, you may not have to travel very far at all to find the language disconnect, and in other parts you may have to cross an ocean. Because this situation is so common in human history and society, several solutions for bridging this communication gap have arisen.

Figure 8: Essay/ neutral register

Source: Fromkin, Rodman, and Hyams (2011)

FUNDAMENTAL CATEGORIES FROM DEPENDENT VARIABLE: WRITING SKILLS

LEARNING LANGUAGE PROCESS

Certainly, only humans are capable of acquiring and comprehending language, producing words and forming sentences to communicate. According to Friederici (2011), “language acquisition is one of the quintessential human traits” due to it permits a person to communicate with other members of the society. However, even though this process seems to be a natural task, learning a language is a long progression that starts in early stages of life such as childhood and involves the understanding of structures, rules, and representation of the language.

Flinkera and Dronkers (2015), mention that the capacity of language is represented in the brain, specifically, the area of Broca in the brain is critically connected with the production of language. In fact, it is responsible for the understanding and processing of phonological representations of syllables, articulation of phonemes, speech production and the recognizing of written words. In this way, one essential part of the process of language learning is language itself, which according to Foyewa (2012), it is classified into the following:

| | |
|---|---|
| | First language (L1): This is the language the child is first exposed to at infant. Most children have their Mother Tongue (MT) as their first language. The mother tongue is also known as indigenous language. The rudiments of other languages are acquired right from the L1. Language acquisition takes place unconsciously here. |
| Classification of Human Language | Second language (L2): The second language is the language the child is exposed to after the Mother Tongue (MT) or first language (L1). It is usually a language of better/greater value. The child is conscious of the time he is being exposed to the language here. Learning therefore takes place here consciously. |
| | Foreign language: All other languages other than first and second language are foreign languages. However, a foreign language in a situation can be a second or first language in another situation. |

Figure 9: Classification of human language

Source: Foyewa, Adebajo, and Ogudempo (2012)

In figure 9 it is shown the classification of language, therefore it can be implied that according to this division the process of learning is quite different among first, second, and foreign language.

First language acquisition

The acquisition of a language occurs when learners do not need explicit instructions to study the language, learning is implicit, the process is passive and unconscious as well as. In this way, first language acquisition is considered to start when children say their first words as naturally as they learn to roll over, crawl or walk (Johnston, 2015).

However, Kosur (2012) underlines that “acquisition of a language depends on receiving the linguistic input during critical period” which occurs since birth until twelve years old. During this time children must receive input including phonology, semantics, grammar, pragmatics, and prosody in order to acquire their first language or languages.

At the same time, Palmer (2009) considers that besides these tools, the person that learns a language should achieve recursion or infinite number of lexical instances, speech perception and speech production.

Second language learning

Kosur (2012) states that “all humans have the ability to learn additional languages although, just as with other areas of study like math or science, some people are better at learning second languages than others”. Therefore, a person learns a second language because it is learning after the critical period and learning occurs actively and consciously through explicit instruction and education.

Krashen (2003) in his theories prefers to talk about second language acquisition since “learners subconsciously pick up the target language similarly to acquiring their mother tongue in informal situations. In fact, this is totally different from formal learning where it is thought to be dominated by error alteration and the appearance of the grammatical rules” (Krashen, 2003, págs. 34-37). Accordingly, to be fluid in the second language or L2, learners must be immersed in an authentic linguistic environment of the target language. There, they receive not only the instruction to use the language but also, the real input from people who have that language as a native language.

On the other hand, Oliveri (2018) describes second language acquisition “as a learning continuum because the person learning a new language “progresses from no knowledge of the new language to a level of competency closely resembling that of a native speaker” (Oliveri, 2018). This author consider that there are five main stages in second language learning acquisition, these stages are showcased in figure

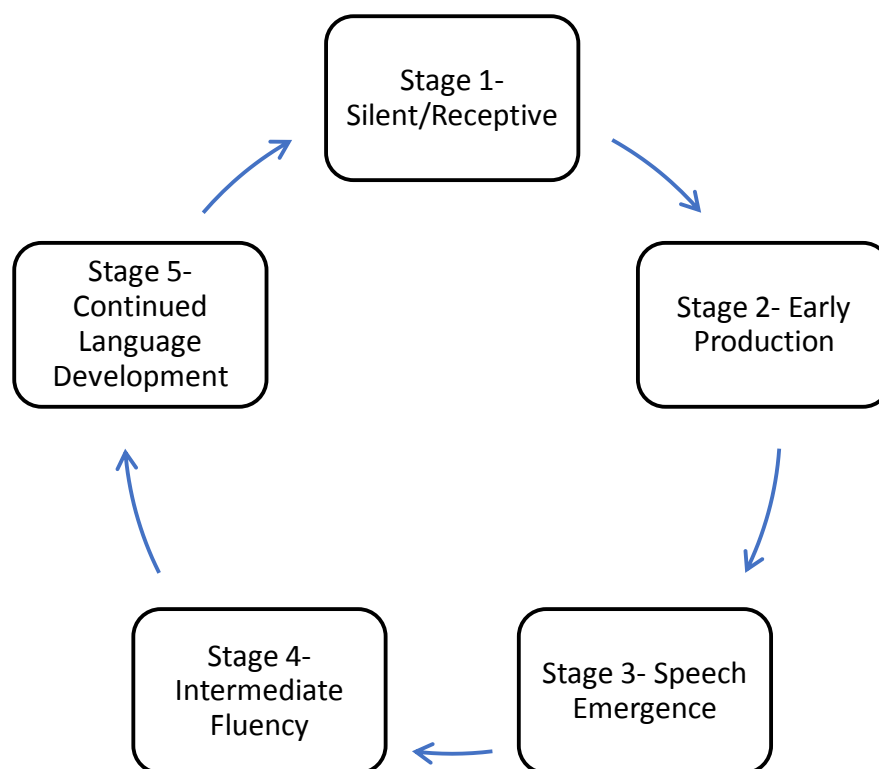


Figure 10: Stages of second language development
Source: How do we learn a second language blog (2018)

Foreign language learning

The distinction between foreign language learning and second language learning implies that in the second case learners live in an environment where the acquired language is spoken. Meanwhile, in the words of Moeller and Catalano (2015) “foreign language learning refers to the teaching or learning of a non-native language outside of the environment where it is commonly spoken”.

However, Stern (2001) considers that this particular difference between foreign language learning and second language learning is due to geographical and environmental settings. For this author the distinction is less important and instead of emphasize those

terminologies is necessary to focused on the strategies to learn and teach a language in the classroom.

Generally, it is considered that children are better over adults learning a foreign language however authors believe that adult students are better at foreign language learning than child students. “It is because adults have pre-existing knowledge of how grammar works, and a superior ability of memorizing vocabulary” (Johnston, 2015).

LANGUAGE SKILLS

All learners of a foreign language have a basic necessity, that is to communicate making use of the target language, in this way, “the four necessities in language or commonly known as the four skills reading, writing, listening and speaking play a vital role in any language learning process (Krabbe, 2012). In order to be competent in a language it is necessary to manage these language skills. The four skills are the pinnacle of language and will take any learner further in the learning. Additionally these skills are separated yet bounded together with an inseparable bond.

On the other hand, Finnegan (2004) states that the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively. However, the mastery of these skills is a gradual process, therefore, teacher should expose learners to challenging tasks and material. Meanwhile Canale and Swain (2002) emphasize that language is absolutely central to learning. It is needed to develop language skills, and specifically, academic English, in order to:

| | |
|--------------------------------------|---|
| Language skills relevance | understand and make the most effective use of your study materials |
| | develop the specialised language and vocabulary relevant to your subject |
| | interpret assignment questions and select relevant and appropriate material for your response |
| | write well-structured and coherently presented assignments, without plagiarism |
| | communicate your needs to your tutors |
| | work productively with other students |

Figure 11: Language skills relevance
Source: (Canale & Swain, 2002)

Listening skills

Certainly, listening skill is a vital component of the oral communication, or the interactive process in which learners take the roles of speakers and listeners through a verbal and non-verbal interaction. Field (2003) adds that “listening meant comprehension. While this is no doubt an important skill, it is not the only one required to achieve understanding. Supporting the subskill of comprehension is that of understanding a stream of sound and converting the speech signal into sounds, words and sentences”. Listening skill process is similar in nature to readers decoding written text in order to understand its meaning. Additionally, Miller (2010) considers that “Listening is the ability to identify and understand what the speaker is saying through understanding accent, pronunciation, grammar, vocabulary and grasping his meaning”. To deal with listening skills there are some components that should be mastered:

- Discriminating between sounds and recognizing words.
- Identifying stressed words and grouping of words and functions (such as apologizing) in conversations
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning.
- Using background knowledge and context to predict and then to confirm meaning.
- Recalling important words, topics and ideas. - Giving appropriate feed back to the speaker.
- Reformulate what the speaker has said (Miller, 2010).

Listening subskills

Listening at itself is a macro skill and is divided in three sub skills according to the purpose at the moment to practice this skill inside the classroom. Figure 11 demonstrate this division:

Listening subskills

Listening for gist. This is when we listen to something to get a general idea of what it's about, of what's being said. We don't want or need to understand every word. Example: listening to a summary of the day's news on the radio.

Listening for specific information. This is when we listen to something because we want to discover a particular piece of information. We know in advance what we're hoping to find out. We can ignore other information which doesn't interest us. Example: listening to a weather report to find out about the weather in your part of the country.

Listening for detail. This is when we listen we listen very closely, paying attention to all the words and trying to understand as much information as possible. Example: a member of a jury listening to a statement from a witness.

Figure 12: Listening subskills
Source: (Miller, 2010)

Reading skills

In everyday life people read different kinds of written material with different purposes. In this way, reading is a complex activity that involves both perception and thought (Kozak, 2014). At the moment of reading, learners should deal with two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text; in that way reading is an important skill due to it provides most of the input for a Foreign Language Learner. However, to be an efficient reader learner should train reading different text in diverse ways. Lham (2006) think that reading skills is a hard skill to assess, both in class and in the test situation. Although is it often described as a 'passive' skill, it is nothing of the sort: reading often involves multiple processes in which the reader is actively engaged. When someone reads aloud most of the text is read in chunks. On the other hand, when a person read silently, save the time spent on articulating words and one word at a time.

Some of the reason to read can encompass several activities like looking for specific information, pass an exam, pass time, and know details of something, having an overall idea, or having a general idea. Moreover, characteristics such as enable a reader to get a message, recognize written words, getting the meaning, learn pronunciation and grasp information from text implies to handle reading skills with an appropriate level of comprehension and perception according to the diverse types of readings.

Types of reading

The former distinction in Reading is between intensive and extensive reading. MacLeod (2009) adds that:

Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself. Extensive reading on the other hand, involves reading of large quantities of material, directly and fluently. It is treated as a means to an end (MacLeod, 2009, pág. 30)

Intensive reading

Intensive reading is also called Narrow Reading. This may involve learners reading selections by the same author or several texts about the same topic. When intensive

reading occurs, content and grammatical structures are repeated in order for students to have many opportunities to understand the meanings of the text.

One of the characteristics of intensive reading such as classroom-based activities, is that the reader is intensely involved in looking inside the text, focus on linguistic or semantic details of a reading, emphasis on surface structure details such as grammar and discourse markers, and identify key vocabulary provides learners with a base to develop a greater control of language.

Extensive reading

Extensive reading occurs when students read large amounts of high interest material, usually out of class, concentrating on meaning, reading for gist and skipping unknown words (Long, 2001).

Some of the characteristics of Extensive Reading are students can read as much as possible, a variety of materials on a range of topics should be available, students can select what they want to read, the purpose of reading are usually related to pleasure, information and general understanding, and reading is its own reward (MacLeod, 2009). Additionally, Extensive Reading is divided in techniques like skimming, scanning, understanding text and distinguishing text style.

- **Reading for gist or Skimming:** In real life, students read a variety of materials in the languages they are learning. Some materials like course books are read with close attention to detail as it is needed to use the information in examinations.
- **Reading for specific information or Scanning:** Another important sub-skill of reading that all efficient readers use as a strategy is called scanning, or looking for specific information.
- **Understanding text and distinguishing text style:** The texts learners read do not deal with their topic in the same style, and do not all present information in a uniform, step-by-step manner. An efficient reader is one who can recognise the style of paragraphs in a prose text and know whether it deals with a main idea, a supporting detail, illustrations, a detour or digression (Moeller & Catalano, 2015).

Speaking skills

Speaking is an interactive process of constructing meaning that involves producing, receiving, processing information (Golkovaa & Hubackova, 2014, pág. 30). Speaking is

a productive skill, like writing. It involves using speech to express other meanings to other people. Interaction is two-way communication that involves using language and body language to keep the listener involved in what we are saying and to check that they understand the meaning.

In order to be a good speaker learners should manage their interaction with fluency which means speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. In addition, oral interaction should have accuracy in this way, learners use the correct forms of grammar, vocabulary and pronunciation. Therefore speaking skill should be taught in a very natural way following drills that awake a smooth development of it. In figure 12 the task type to teach speaking in the classroom can be seen.

Types of speaking tasks

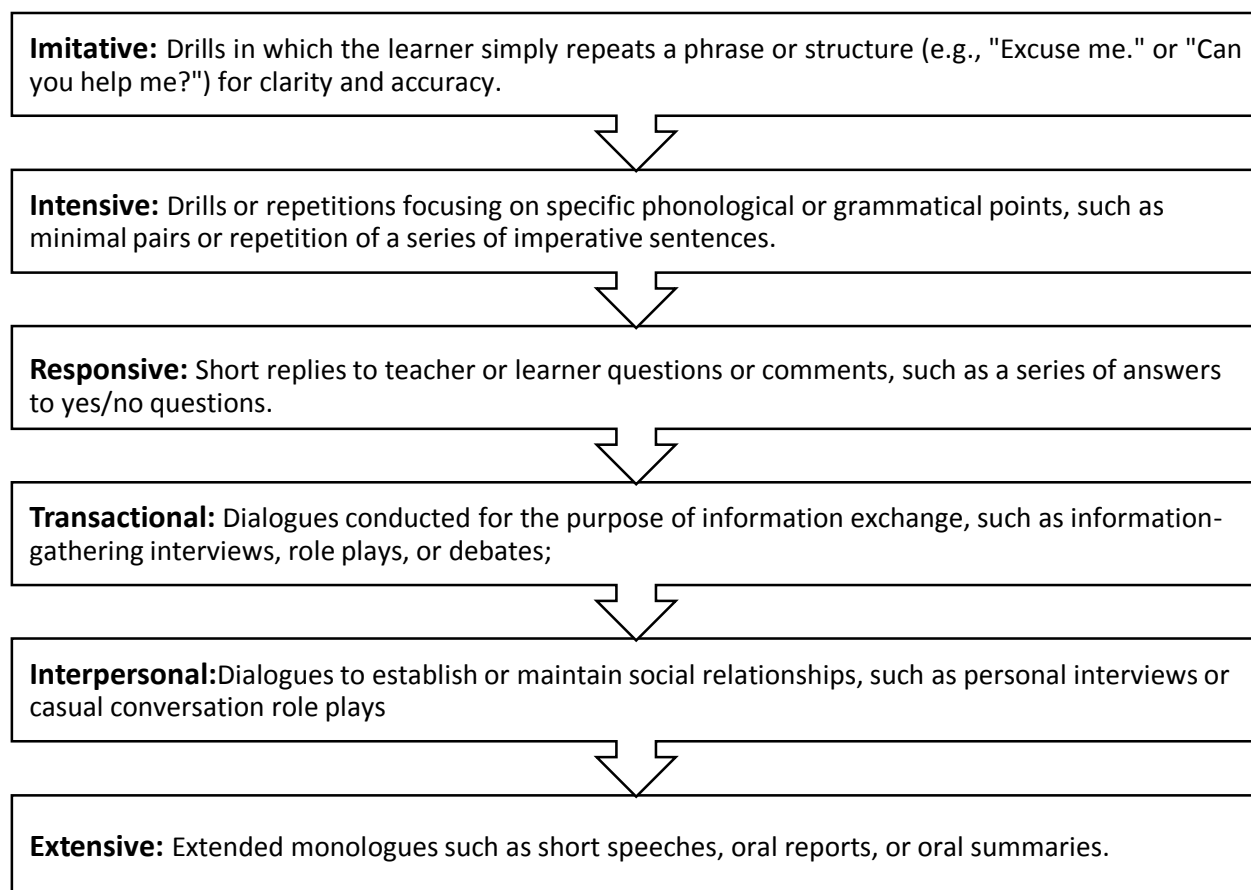


Figure 13: Types of reading tasks
Source: What is speaking? (2013)

Writing skills

Writing implies being able to express a message through the formation of words, phrases, and sentences in which the correct use of language is necessary. It is essential to choose a good vocabulary, use the chart correctly and use the correct punctuation at the moment to write. Furthermore, the ideas should be organized using an appropriate style and a combination of basic and complex grammatical structures. About this Graham and Herbert (2016) add that “writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools” (págs. 25-27).

On the other hand, writing skills allow learners to write journals, letters, stories and reports. They allow to include a variety of structures to write clearly and increase the vocabulary. In addition, writing skills are a good way to express opinions and comments based on personal knowledge. Kellogg (2013) adds this productive skills allow learners to experiment with the language and build up their confidence. Therefore, teachers need to guide their students to practice with the language through interactive activities such as debates, discussions, roleplays, dialogues, drills, information gap and questions and answers.

PRODUCTIVE SKILLS

Golkova and Hubackova (2014) express that productive skills are also called active skills that allow people to transmit information in spoken or written form. It means that speaking and writing are considered productive skills while listening and reading are considered receptive skills. Furthermore, the productive skills help people to interact and share their ideas, feelings and beliefs. They need to plan, organize and produce a clear and understandable message at the moment to express their ideas.

According to Peacock (2017) the productive skills are important because they allow learners to feel confident at the moment of interaction. Besides, they have the opportunity to meet people and know different cultures and customs. However, according to Sharma (2015) the productive skills play an important role because they allow learners to communicate and improve their language acquisition process within the classroom. Therefore, speaking skill allows learners to use the language and keep the listener

involved in which they need to speak with fluency and use the correct forms of vocabulary, grammar and pronunciation.

In the use of productive skills, the practice of the English language is essential to achieve the results and objectives at the end of the class. It implies being able to use the English language appropriately. Speaking is a productive skill that promotes the development of communicative skills through interactive activities and tasks. Therefore, teachers should use different types of creative methods and activities in the learning process. Besides, it helps learners to interact with other people through the use of language and body language. It involves using a correct fluency and accuracy. Writing is also a productive skill that helps learners to communicate a clear message where they will be able to write letters, essays or emails. Also, it gives learners the opportunity to be creative at the moment of writing.

WRITING SKILLS

Canale and Swain, (2002) express that writing is one of the four language skills that involves learning, comprehension and synthesis. It involves reflection, creative inspiration and problem-solving at the moment of writing. However, Friederici (2011) states that writing is a productive skill that allows people to convey meaning and communicate a message. Furthermore, we need to be able to write clear sentences that link together and form words and letters to communicate our ideas.

To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message. Writing involves several subskills. Some of these related to accuracy, that is to say, using correct forms of language. Writing accurately means spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly (Graham & Herbert, 2016, págs. 25-27)

Writing has a great importance because it gives learners the opportunity to process language and become active learners. It helps learners to practice with language that they have been studying. Besides, it is useful to motivate learners to think about why they are writing and express their feeling and thoughts (Montano-Harmon, 2014, págs. 54-56)

Kozak (2014), states that, “writing activities help learners to improve and reinforce their writing where they will be able to write e-mails, letters and reports. These activities will help them to practice accuracy in writing and to practice their communication” (pág. 34). There are many activities such as sentence transformation, story completion, and gap filling, and jumbled picture stories. Finally, learners will be able to express clearly with logical organization and coherence at the moment to write essays. Besides, they need to reinforce grammatical and lexical features, use appropriate language, different layouts and range of vocabulary.

Types of writing

Narrative:

Narrative writing consists in telling a story or describing an imaginary or real situation. Narrative story needs to have some characters, scenes and setting. It needs to have a beginning, middle and an end. Narrative writing is frequently used in Literature therefore, register informs the style of narration. About this, Hiller (2015) considers that “a narrator can take a distanced stance and sound very formal and objective. However, when a character speaks, his or her register can depend on what defines him or her, such as gender, social class, or cultural background” (pág. 41).



Figure 14: Examples of narrative writing

Expository

Expository writing is used to describe or explain important facts including supporting ideas. This sort of writing is commonly used for academic purposes. Hiller (2015) states expository writing requires a formal register applying “polished speech, complex sentences, and precise vocabulary” (pág. 24). In this manner, it is necessary to organize the ideas and understand the topic before to start writing. Furthermore, it is important to add some examples to support writing skill.

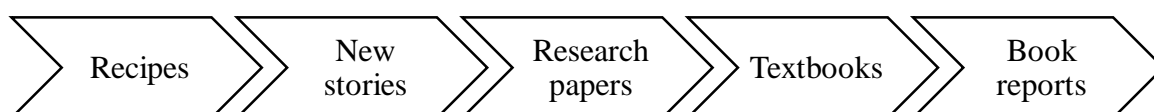


Figure 15: Examples of expository writing

Descriptive

Aguilera (2012) express that descriptive writing refer to actions and feeling through the use of experience in which the writer can use a picture to describe objects, people and places. It is useful to order information and structure the writing. Besides, the writer can use similes and metaphor to give a clear description and engage readers. As narrative writing, descriptive writing is frequently used in Literature therefore the register will depend on “what defines the writer, such as gender, social class, or cultural background” (Hiller, 2015, pág. 24)



Figure 16: Examples of descriptive writing

Persuasive

Stern (2001) defines persuasive text as the writing in which the writer is trying to persuade the audience. It contains writer’s opinions and points of view. Furthermore, it involves important facts, arguments, examples, reasons and supporting ideas. It requires a clear conclusion that supports your opinion. Since the main reason of any sort of persuasive is to convinced, “the best way to determine whether a writing should have a formal register or informal is to consider the audience and the purpose” (Hiller, 2015, pág. 25). Frequently, many authors of persuasive writings opt for informal register.



Figure 17: Examples of persuasive writing

Approaches of writing

- **The controlled to free approach**

In 1960, the audio-lingual method emphasized that speech and writing should be learnt through mastering grammatical and syntactic forms. Perhaps, these principle was the origin of the Controlled to free approach to teach writing.

Raimes (1983) states that with the controlled to free approach “students are given sentence exercises, then paragraphs to copy or manipulate grammatically, these controlled compositions then followed by correction of errors, so that it can lead to the free composition. Overall, this approach focuses on accuracy rather than fluency” (pág. 164).

- **The Free Writing Approach**

According to Nordquist (2017) “freewriting is a discovery (or prewriting) strategy intended to encourage the development of ideas without concern for the conventional rules of writing”.

In this manner, this approach stresses writing quantity rather than quality. This focuses on fluency rather than accuracy. It is based on the principle that if once ideas are there, the organisation follows (Elbow, 1981).

- **The Paragraph Pattern Approach**

One of the main elements of paragraph is the sentence. About this Gugin (2014) considers the sentence as the ‘de facto’ unit of written discourse, the basic element of written communication. “The idea is that a certain degree of sentence-level mastery must be attained before the teacher, student, and class move on to the next, secondary unit of written discourse, the paragraph”.

Elbow (1981) adds this approach focuses on organisation by copying the paragraphs or model passages. It is based on the principle that in different culture or situations, people construct and organise communication with each other in different ways.

- **The Grammar-Syntax Organization Approach**

Gugin (2014) stresses on simultaneous work on more than one composition feature. In a way, it is inclusive here that writing cannot be seen as composed of separate skills which are learned sequentially. Therefore, students must be trained to pay attention to organization while they also work on the necessary grammar and syntax.

On the other hand, the British Council (2018) states that writing approach “treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself” (British Council , 2018). In this manner, MacLeod (2009) considers that writing approaches of the writing process are relevant to a writer’s process of communicating content where each writing stage plays an important function. On the other hand, the approaches of writing allow learners not only to write correctly according to their purpose, audience and message in which they will improve their writing but also teachers can move away from being a marker to a reader, responding to the content of student writing more than the form providing feedback. Accordingly, register is an important concept for composing and responding to a written text. It is a concept that refers to particular types of language that are used for particular purposes that should be stated in early stages of writing.

According to the British Council (2018) these are the main approaches in writing lessons:

- **Pre-writing:** The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. In this stage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much (if any) written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas.

Focusing ideas: During this stage, students write without much attention to the accuracy of their work or the organisation. The most important feature is meaning. Here, the teacher (or other students) should concentrate on the content of the writing. Is it coherent? Is there anything missing? Anything extra?

Evaluating, structuring and editing. Now the writing is adapted to a readership. Students should focus more on form and on producing a finished piece of work. The teacher can help with error correction and give organisational advice.

At the same time, Aguilera (2012) offers a complete view of the following stages of the writing process to write effectively:

- **Drafting:** It is the complete first version of a piece of writing in which the writer starts to organize and plan information. Furthermore, it is necessary to take notes and writing supporting ideas before to make the composition. It involves enough concentration to put your ideas into sentences and paragraphs.

- **Editing:** It means to check the content of the text which includes check spelling errors, grammar, capitalization, punctuation and sentence structure. Then, it is significant to edit and make sure that the composition has complete sentences and correct spelling. The goal of editing is to improve the piece of writing and recognize errors.

- **Proofreading:** This stage involves to check grammar mistakes in accuracy. Besides, it is useful to read the essay aloud in order to check common errors and make corrections. The essay needs to catch the reader's attention and it needs to be easy to read.

- **Re-drafting:** It is the final stage which consists of writing a final version of a composition before publishing. Therefore, it is important to read again and improve the writing. It gives learners the opportunity to gain experience and learn consciously where they will feel proud of their work (Aguilera, 2012, págs. 54-56)

2.5 Hypothesis

Language registers influence the development of writing skill of English language among students of ninth semester of English Teaching Training Program at Universidad Técnica de Ambato

2.6 Variable description

Independent variable: Language registers.

Dependent variable: Writing skills

CHAPTER 3

METHODOLOGY

3.1 Basic method of investigation

The present research was developed under the quantitative approach due to the application of pre-test and post-test writings among students of ninth semester of the English Language Major. It was possible to gather numerical data translated into grades after the development of these writings and determine the influence of language registers over the development of writing skills. Furthermore, the results were interpreted to know if the objectives were reached. According to this Cohen (2002) adds:

Quantitative research is defined as social research that employs empirical methods and empirical statements. An empirical statement is defined as a descriptive statement about what “is” the case in the “real world” rather than what “ought” to be the case. Typically, empirical statements are expressed in numerical terms (Cohen, 2002, págs. 20-21)

Moreover, Creswell (2000) has given a very concise definition of quantitative research stating it “as a type of research that is `explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)” (pág. 55).

3.1.1 Bibliographic-documentary research

About bibliographic-documentary research Jalil (2013) considers “bibliographic research may be defined as any research requiring information to be gathered from published materials. These materials may include more traditional resources such as books, magazines, journals, newspapers, and reports” (pág. 30). In this manner, the present investigation was bibliographical due to the project will showcase information related to research obtained through books, texts, modules, newspapers, magazines. Internet, as well as formal and reliable documents provided from sources such as educational journals and papers. This sort of material has been essential for all the information it collects on

the intention to understand the influence of language registers in the development of writing skills.

3.1.2 Field research

Cohen (2002) defines field research as a “qualitative method of data collection that aims to observe, interact and understand people while they are in a natural environment. Field research encompasses a diverse range of social research methods including direct observation, limited participation, analysis of documents and other information, informal interviews, surveys (pág. 33). Therefore the field research is carried out in the place where the problem occurs, at English Language Major of Universidad Tecnica de Ambato. Students from ninth semester were the main source of information to develop this investigation. In this way, the information was collected in the place where the events happen, so that, it could be analysed in context and be transformed into reality.

3.3 Level or type of research

Non experimental level

This investigation has a non-experimental design due to it does not compare one group with another but describes the relationship between an intervention (treatment) and its effects on the population of interest. According to Jalil (2013) this type of investigations may provide a rich understanding of the contexts, process, event, or situation and explain why results occurred, which may be essential for building result chains.

Descriptive level

Salaria (2012) claims that descriptive level tends to describe the situation with its causes and effects through a process of data collection. It explains each process in the investigation to obtain the possible conclusions and recommendations. In addition, the instruments and techniques for data collection are described.

Correlation level

According to Jalil (2013) correlational research describes the relationship between the independent variable and dependent variable. The purpose of this research is to analyse and evaluate the relationship between both variables to be investigated.

3.4 Population and sample

The present investigation was carried out with 20 students of the ninth semester of the English Language Major (Carrera de Idiomas) at Universidad Tecnica de Ambato.

3.5 Operationalization of variables

Independent variable: Language register

Table 1: Operationalization of the independent variable

| CONCEPTUALIZATION | DIMENSIONS | INDICATORS | BASIC ITEMS | TECHNIQUES AND INSTRUMENTS |
|---|--|--|---|--|
| <p>Language register is a variety of a language or a level of usage, as determined by degree of formality and choice of vocabulary, pronunciation, and syntax, according to the communicative purpose, social context, and standing of the user (Oxford, 2018).</p> | <p>Communicative purpose</p> <p>Social context</p> <p>Degrees of formality</p> | <p>Vocabulary Lexical items</p> <p>Grammar rules Semantics and syntax</p> <p>Participants and audience</p> | <p>Do English foreign language students use formal and informal language according to their social situations?</p> <p>Is it important to write according to social context?</p> <p>What is most important to know at the moment to write? Vocabulary, grammar syntax, semantics or how to use all of these according to the social situation?</p> | <p>Survey</p> <p>Pre-test</p> <p>Post-test</p> |

Table 1: Operationalization of the independent variable (Nazareno, G. 2018)

Dependent variable: writing

Table 2: Operationalization of the dependent variable

| CONCEPTUALIZATION | DIMENSIONS | INDICATORS | BASIC ITEMS | TECHNIQUES AND INSTRUMENTS |
|--|--|---|---|--|
| <p>Writing is a productive skill that allows people to convey meaning and communicate a message. Furthermore, it is necessary to be able to write clear sentences that link together words and letters to communicate ideas (Kortmann, 2005)</p> | <p>Meaning Message Ideas Communication</p> | <p>Conveying meaning Linking sentences</p> | <p>Do you write the same way to family members, relatives, authorities or to people you have not met before? How often do you write in a formal approach? How often do you write in an informal approach?</p> | <p>Survey Pre-test Post-test</p> |

Table 2: Operationalization of the dependent variable (Nazareno, G. 2018)

3.5 Data collection plan

A procedure of five stages was followed to collect the relevant information of this investigation. In this way, the following stages describe the procedure.

Stage 1: The experimental part of the present investigations initiated with the creation of a survey (Annex 2) in order to diagnose how formal and informal language registers were being used by ninth semester student of the English Language Major. The questionnaire was formed by six Likert type questions that were aligned with the main objectives of the investigation, which means that “respondents were asked whether they agree or disagree with each statement. Prior to the application of the survey among 20 students, it was necessary to validate this instrument (Annex 3 and 4). In this way, the survey was presented to two professors of the English Language Major with experience in teaching and investigations in this field. Through the assistance of a validation chart, they emitted a qualitative and critical analysis stating that the survey was adequate since the following elements were present: the format of the instrument, clarity in the writing of the items, relevance of the variable and indicators, relevance of the content, feasibility of its application, as well as correlation with the research objects. After the validation, it was also necessary ask for permission to apply the survey (Annex 1)

Since this survey was applied to have a diagnostic view, the information gathered in this instrument is not presented in a numerical format. Instead, this information has been included in the contextualization of this investigation.

Stage 2: Students were tested with two pieces of writing as a pre-test, one for informal register and another one for the formal register. For the informal register (Annex 5), students were asked to create a personal e-mail to be read by a friend stating the writer’s plans for the weekend. For the formal register (Annex 6) students had to write down a letter to the Dean of their school complaining about the closing of the library. They should write 200 words per piece of writing. The templates to develop the written texts were adapted from Longman Preparation Course for the TOEFL iBT Test (2015) writing section book. Far along, these pieces of writing were scored over ten points using a rubric for B2 level taken from the web page of Cambridge University (Annex 11).

Stage 3: During this stage, a power point presentation (Annex 10) about language registers was presented. In this way, students knew the meaning of register, types of

language registers, and its connection with the Sociolinguistics field as well as its importance and role in the development of appropriateness in writing skills. Several written examples of diverse language registers were presented, as well.

Stage 4: In this session, students spent most of their time practicing formal and informal writings (Annex 7). For example, they practiced when to use colloquial language, idioms, slang and omit some punctuation to make their writings more casual. At the same time, they drilled how to be appropriate with language writing letters of complaint and application. Students had to avoid using contractions and abbreviations, third-person point of view, passive voice, and slang.

Students, wrote individually as well as in couples. Later, a peer evaluation was made. In this way students realized the mistakes they committed and if they used the language according to the appropriate register.

Stage 5: In this stage students developed two pieces of writing as a post-test. For the informal register (Annex 8), students were required to write an email to a friend or family member sharing their experiences and feelings of an overseas trip. On the other hand, for the formal register (Annex 9), students had to write a letter of application expressing why they would be good candidates for a position as English teachers at the English Language Major

3.6 Information processing plan

In the first place, it was necessary to ask for permission to the English Teaching Training Program Coordination from Universidad Técnica de Ambato in order to collect the information and work with the selected group of students. After obtaining this consent, it was determined that this investigation should be developed with students of the ninth semester, during TOEFL and Sociolinguistics periods. Far along, the instruments to collect the information were determined according to the objectives of the investigation. Later on, a procedure of five stages that included pre-test writings, Power Point presentations, writing practice sessions and post-test writings were applied with the aim of determining the level of language register effectiveness in writing skills.

The present research has a quantitative – qualitative approach. Accordingly, the survey applied was the qualitative instrument to analyse how language registers are taught to

students Therefore, its results are not part of Chapter 4. Instead, the analysis of this data has been integrated in Chapter 1, Chapter 2 as well as in some interpretations of the post-test writings. On the other hand, the analysis and interpretation presented in the following chapter showcase the data collected from the pre-test writings and post-test writings; such information is presented through charts and their respective graphics.

CHAPTER 4.

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of the results

During the stage of experimentation, students from the ninth semester developed four pieces of writings divided in the pre-test and post-test, two for formal register and two for the informal register. Then these tests were graded out of 10 points using a rubric from Cambridge University. In this section, the results presented the average of the grades obtained with the support of their respective chart and graphic.

4.1.1 Comparison of the informal register writing and formal register writing in the pre-test.

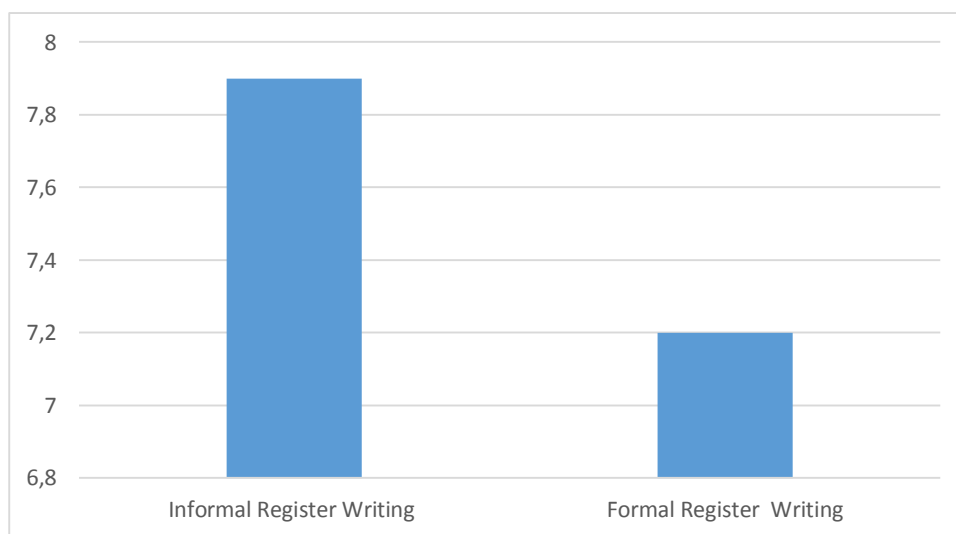
Table 3: Comparison of the informal register writing and formal register writing in the Pre-test.

| Pre-test | | |
|----------------------|---------------------------|-------------------------|
| | Informal register writing | Formal register writing |
| Average grade | 7,9 | 7,2 |

Source: Pre-test

Author: Nazareno, G. (2018)

Graphic 1: Comparison of the informal register writing and formal register writing in the pre-test.



Source: Pre-test

Author: Nazareno, G. (2018)

Analysis and interpretation

After the application of the two pieces of writing that corresponds to the pre-test, the average grades are 7, 9 for the informal register writing, and 7, 2 for the formal register writing. Far along, the average grade of the first writing surpasses the second writing by 0,7 decimal points demonstrating that students are more used to writing in an informal style than in a formal one. This fact confirmed that students most of the time manage language related with informal contexts. This is because they interact with friends, classmates and family members.

4.1.2 Comparison of the informal register writing and formal register writing in the post-test.

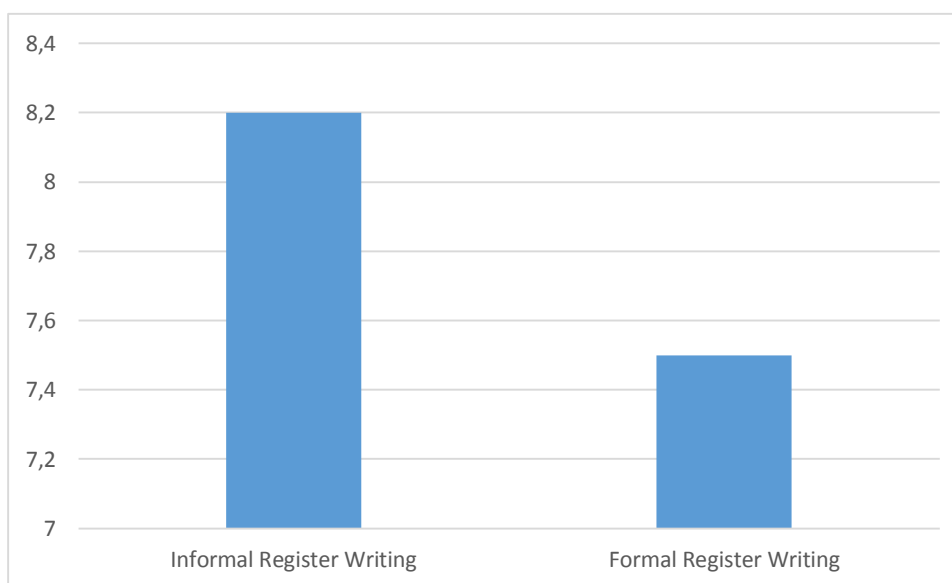
Table 4: Comparison of the informal register writing and formal register writing in the Post-test.

| Post-test | | |
|----------------------|---------------------------|-------------------------|
| | Informal register writing | Formal register writing |
| Average grade | 8,2 | 7,5 |

Source: Post-test

Author: Nazareno, G. (2018)

Graphic 2: Comparison of the informal register writing and formal register writing in the post-test.



Source: Pre-test

Author: Nazareno, G. (2018)

Analysis and interpretation

After the application of the two pieces of writing that correspond to the post-test, the average grades are 8, 2 for the informal register writing, and 7, 5 for the formal register writing. The average grade of the first writing surpasses the second writing by 0, 7 decimal points demonstrating once again, that students are more used to writing in an informal style than in a formal one. However, in relation with the development of the formal register writing in the pre-test, students improved in 0, 2 decimal points in the post-test. These results confirm that student's performance is better in writings related to informal speech situations. At the same time, there was a slight improvement in formal writings.

4.1.3 Comparison of the pre-test and post-test of informal register writing.

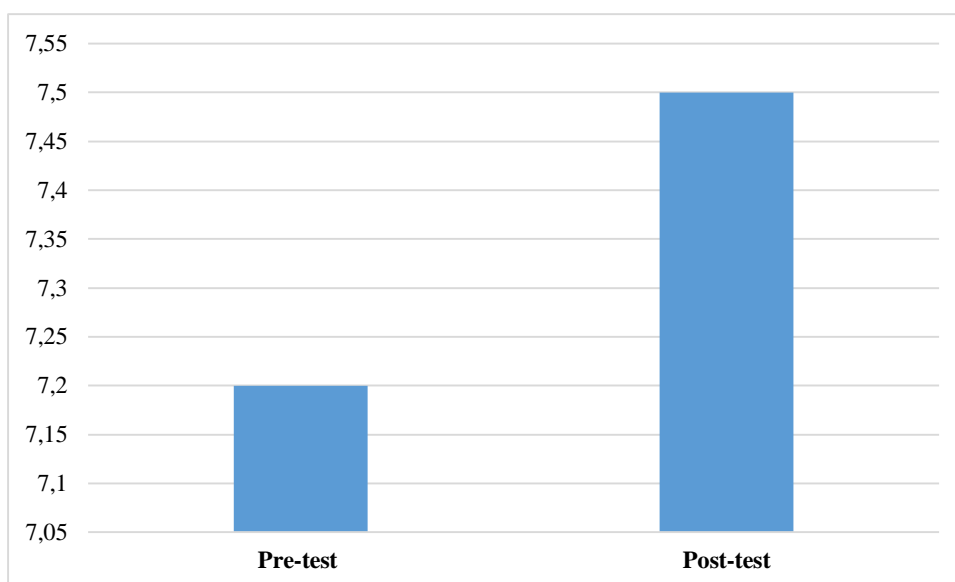
Table 5: Comparison of the pre-test and post-test of informal register writing.

| Informal register writing | | |
|---------------------------|----------|-----------|
| | Pre-test | Post-test |
| Average grade | 7,9 | 8,2 |

Table 3: Average grade informal register writing

Author: Nazareno, G. (2018)

Graphic 3: Comparison of the pre-test and post-test of Informal register writing.



Source: Pre-test/post-test

Author: Nazareno, G. (2018)

Analysis and interpretation:

Analysing the performance of the informal writings during the stages of the pre-test and post-test, it is evident that students improve their writings in this style. In this manner, in the pre-test as average grade students got 7, 9 while in the post-test they got 8, 2. Their improvement in these pieces of writing is due to students learning when it is appropriate to use this register. They understood the speech situations and used the suitable vocabulary, grammar structures, added slang and idioms and used casual language avoiding vulgar or rude expressions.

4.1.4 Comparison of the pre-test and post-test of formal register writing.

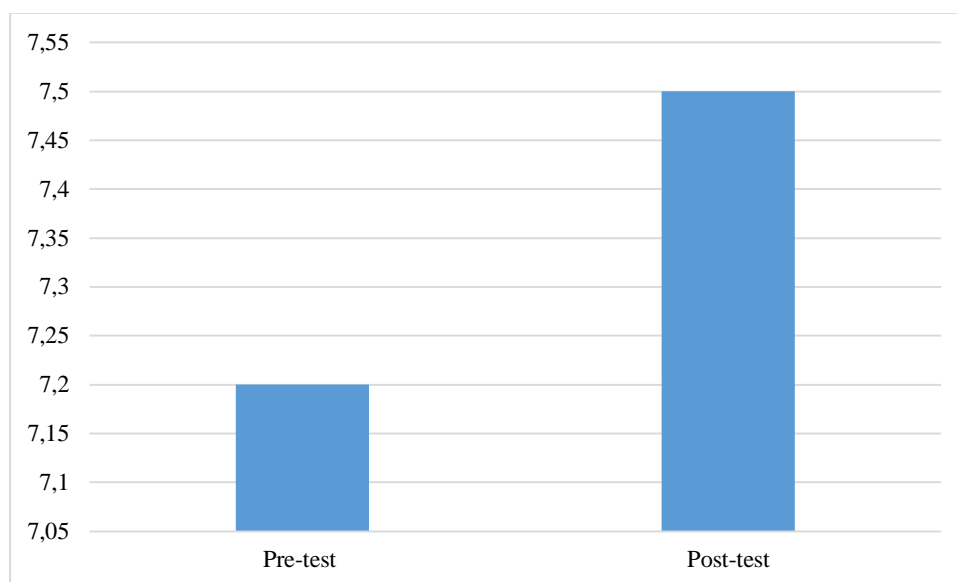
Table 6: Comparison of the pre-test and post-test of formal register writing

| Formal register writing | | |
|-------------------------|----------|-----------|
| | Pre-test | Post-test |
| Average grade | 7,2 | 7,5 |

Source: Pre-test/post-test

Author: Nazareno, G. (2018)

Graphic 4: Comparison of the pre-test and post-test of formal register writing.



Source: Pre-test/post-test

Author: Nazareno, G. (2018)

Analysis and interpretation:

Analysing the performance of the formal writings during the pre-test and post-test stages, contrary to informal register writings, the improvement was slightly better. The average grade in the pre-test is 7, 2 while in the post-test is 7, 5. Their improvement in this writing is due to students learning when to be appropriate with written language, both informal register writing and formal register writing required students to write letters of complaint and application, therefore some of them avoided contractions and abbreviations in their writings, they did not write in third person point of view, avoided using too much passive voice, evaded using slangs, idioms, exaggeration and clichés.

4.1.5 Comparison of the informal and formal post-test grades.

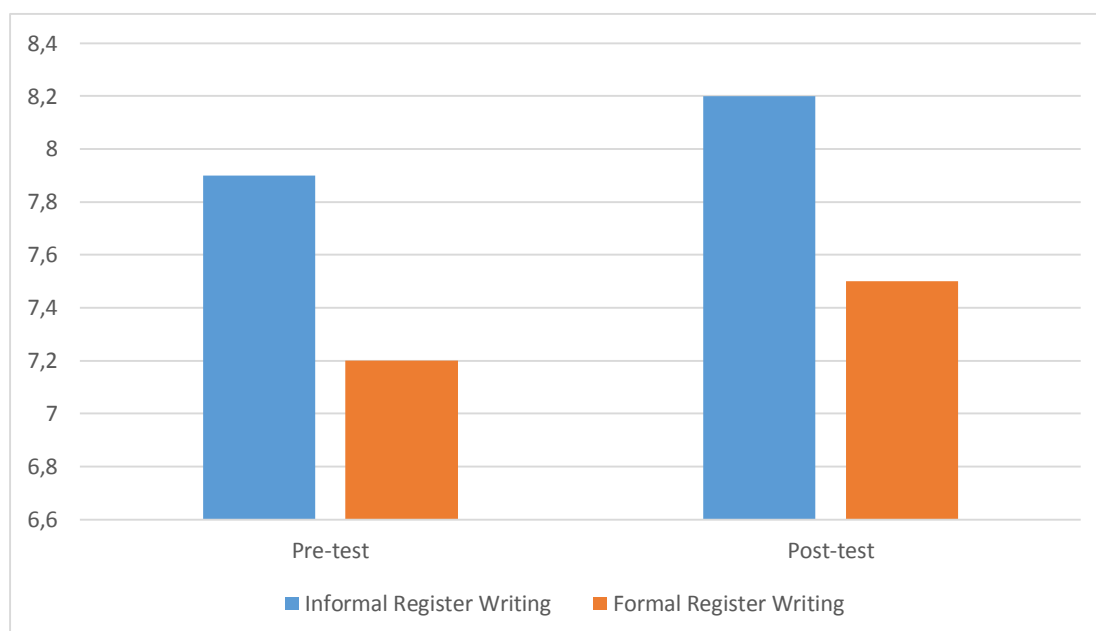
Table 7: Comparison of the informal and formal post-test grades.

| Pre-test and post-test grades comparison | | | |
|--|----------|-----------|---------------|
| | Pre-test | Post-test | Average grade |
| Informal register writing | 7,9 | 8,2 | 8,5 |
| Formal register writing | 7,2 | 7,5 | 7,3 |

Source: Pre-test/post-test

Author: Nazareno, G. (2018)

Graphic 5: Comparison of the informal and formal post-test grades



Source: Pre-test/post-test

Author: Nazareno, G. (2018)

Analysis and interpretation:

Analysing the performance of the informal register writing and formal register writing the average grade of the pre-test is 7,3 while the average of the post-test is 8,5. In this way the results of the post-test surpass the pre-test with 1, 3 decimal points. This percentage demonstrate there was a slight improvement in development in students writing skills using language registers.

4.2 Verification of hypothesis

The most important sources to collect information were the pre-test and post-test developed by the students of the ninth semester. These instruments provided the average grades needed in order to support the verification the hypothesis.

4.2.1 Hypothesis formulation

H1: Language registers enhance writing skills among students from ninth semester of English Teaching Training Program.

H0: Language registers do not enhance writing skills among students from ninth semester of English Teaching Training Program.

Table 8: T test for two samples related of a same group

| | T test for two samples related of a same group | | | | | | t | gl | Sig. (bilateral) |
|------------------------------|--|-------------------|--------------------------|--|--------|-------|----|------|---------------------|
| | Related differences | | | | | | | | |
| | Average grade | Typical deviation | Typ error of the average | 95% Confidence interval for the difference | | | | | |
| | | | Inferior | Superior | | | | | |
| Pre-test Formal/Informal | ,73500 | ,44162 | ,09875 | ,52832 | ,94168 | 7,443 | 19 | ,002 | |
| Post-test Formal/Informal | ,85200 | ,46555 | ,13410 | ,49212 | ,92788 | 6,820 | 19 | ,005 | |

Source: Pre-test/post-test.

Author: Nazareno, G. (2018)

Conclusion:

With 0, 05 points in the T test, the null hypothesis is rejected and the alternative hypothesis is accepted. In consequence, language registers enhance writing skills among students from ninth semester of English Language Major.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

After conducting the research the following conclusions were established:

- There is a bond between language registers and the development of writing skills, this is due to the fact that adequate knowledge and distinction of social contexts facilitate the usage of appropriate written language among students of ninth semester of English Teaching Training Program.
- Through the survey applied, students considered that it is essential to write according to the diverse social contexts and to recognize the level of acquaintance with people in order to use formal or informal language with appropriateness. Likewise, most of the respondents settled on the fact that, to write correctly, it is necessary to possess a suitable proficiency language level in order to manage grammar, syntax, semantics as well as the understanding of speech situations. Nevertheless, often when students are required to write formal texts, they would rather take an unencumbered and more informal approach.
- The results obtained in the pre-test writing revealed that, despite the fact that students are learning the English language in a formal atmosphere, they are not used to write in a formal way. In fact, in their pieces of writing there was lack of lexical items necessary to develop a formal text. Additionally, most of their work displayed a combination of formal, informal and familiar registers. Regarding their performance, it was spotted that even though they study the language at a high proficiency level, their writing skills are at best intermediate to the point of showcasing signs of anxiety and frustration at the moment of writing.

- The application of the T-test permitted to determine the level of effectiveness of language registers in the development of writing skills, taking into consideration the results obtained in the pre-test writing and post-test writing. Even though, according to the statistical results only a slight improvement in their pieces of writings was noticed. This way, a number of students accomplished the creation of well-written texts demonstrating a thoughtful use of the formal and informal registers, their relationship with participants during the given interaction and their level of acquaintance.

5.2 RECOMMENDATIONS

To contribute to the solution of the problem exposed in the current research it is recommended to:

- Strengthen the bond between language registers and the development of writing skills, through the learning and distinction of diverse speech situations in order to the written language with appropriateness.
- Expose students to all types of language registers in order to raise awareness of the diverse social contexts and speech situations they could face. At the same time, teachers have to select written materials that connect students with real contexts in which they would be able to understand the audience, the participants and their own level of acquaintance during a written interaction.
- Continue researches that inquire the importance of the development of writing skills according to diverse social situations among learners of English as a Foreign Language, taking into account the main findings of this investigation and student's needs.
- Gather activities and approaches that would change the perspective about writing skills will help students to get rid of anxiety or frustration and enjoy writing any kind of text under different circumstances and registers in a proficient level.

5.3 LIMITATIONS

- Even though students of the English Language Major are exposed to the language very timely and the syllabus career is designed to potentiate each of the skills, it was possible to observe that anxiety, frustration and discomfort limit them at the moment of writing.
- This investigation was developed during months prior to the end of the March-August 2018 semester, therefore, students should hand in portfolios and final assignments, for this reason, some of them were more concentrated in these duties rather than in the investigation. Consequently, the texts written by these students did not demonstrate an improvement.
- Another factor that limits this research was that at the beginning, some students were only partially a part of the ninth semester class. This means that they were taking just one or two subjects. Therefore, it was necessary to ask for the ninth semester student list in order to identify the actual members of this class and work with them.

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Annexes

Annex N°1

Ambato, 29 de junio de 2018

Doctora. PhD.

Verónica Elizabeth Chicaiza Redin.

COORDINADORA DE LA CARRERA DE IDIOMAS

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

Presente

De mi consideración:

Yo, **MARÍA GENNY NAZARENO MERCADO**, portadora de la C.I. 1804665667, ex estudiante de la Carrera de Idiomas, me dirijo a usted de la manera más comedida para solicitarle se me permita aplicar a los estudiantes de **NOVENO SEMESTRE** de la Carrera de Idiomas; los instrumentos de investigación concernientes a mi tesis de grado titulada: **LINGUISTIC REGISTER AND WRITING SKILL IN CONTEXT OF ENGLISH AS A FOREIGN LANGUAGE**, misma que es supervisada por la Lcda. Mg Ximena Calero.

Los instrumentos de investigación plateados en mi trabajo incluyen encuestas, exposiciones y la redacción de textos en inglés, elementos con los cuales busco determinar cómo los registros lingüísticos influyen en el desarrollo de la competencia escrita (writing).

Por la favorable atención que se sirva dar a mi pedido, reciba mi más sincero agradecimiento.

Atentamente


María Genny Nazareno Mercado

C.I. 1804665667

Telf. 032510110-0982358942

Dir. Cda Nueva Ambato y Río Yanayacu

*Autorizar el ingreso de
la señorita Nazareno
Agradecemos su colaboración!*
VERÓNICA




Annex N°2

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



STUDENTS SURVEY

OBJECTIVE: To diagnose how formal and informal language registers are being used by ninth semester students of English Language Major at Universidad Técnica de Ambato.

DIRECTIONS: Please mark an X in one option per each question.

DATE:

GENDER: Male () Female () **AGE**

1. - Do you think English Foreign Language students use formal and informal language according to their social situations?

| | |
|-------------------|-----|
| Strongly Agree | () |
| Agree | () |
| Undecided | () |
| Disagree | () |
| Strongly Disagree | () |

2. - Do you think it is important to write according to social contexts?

| | |
|-------------------|-----|
| Strongly Agree | () |
| Agree | () |
| Undecided | () |
| Disagree | () |
| Strongly Disagree | () |

3. - Do you write the same way to members of family, relatives, authorities or to people you have not met before?

| | |
|-------------------|-----|
| Strongly Agree | () |
| Agree | () |
| Undecided | () |
| Disagree | () |
| Strongly Disagree | () |

4. - Do you write in a formal approach?

| | |
|------------|-----|
| Always | () |
| Very often | () |
| Sometimes | () |
| Rarely | () |
| Never | () |

5. - Do you write in an informal approach?

| | |
|------------|-----|
| Always | () |
| Very often | () |
| Sometimes | () |
| Rarely | () |

6. - What do you consider is most important to know at the moment of writing?

| | |
|--|-----|
| Vocabulary | () |
| Grammar, syntax and semantics | () |
| Use all of these according to the social situation | () |

Annex N°3 Survey validation chart



VALIDATION OF QUESTIONNAIRE



INFORMATIVE DATA:

RESEARCH THEME: Language Register and the Writing Skills in English as a Foreign Language Contexts

AUTHOR: María Genny Nazareno Mercado

TUTOR: Lcda. Mg. Ximena Alexandra Calero Sánchez

The current validation is about a survey that will be applied to ninth semester students of English Language Major at Universidad Técnica de Ambato in order, to diagnose how formal and informal language registers are being used in writing skills.

| CRITERION | QUALITATIVE APPRECIATION | | | |
|---|--------------------------|-----------|------|-----------|
| | Excellent | Very Good | Good | Deficient |
| Presentation of the Instrument | / | | | |
| Clarity in the writing of the items | / | | | |
| Relevance of the variable with indicators | / | | | |
| Relevance of content | / | | | |
| Feasibility of the application | / | | | |
| Correlation with the research objectives | / | | | |

Observations:

| | |
|-------------------------------|--|
| Validated by: | <i>María Chumbo Cáceres</i> |
| Degree: | <i>Master's degree</i> |
| Workplace: | <i>Universidad Técnica de Ambato</i> |
| Educational Field: | <i>Tecnología de la Informática y Multimedia Educativa</i> |
| Place and date of validation: | <i>July 12th, 2018 at Universidad Técnica de Ambato</i> |
| Signature: | <i>[Signature]</i> |

Annex N°4 Survey validation chart



VALIDATION OF QUESTIONNAIRE



INFORMATIVE DATA:

RESEARCH THEME: Language Register and the Writing Skills in English as a Foreign Language Contexts

AUTHOR: María Genny Nazareno Mercado

TUTOR: Lcda. Mg. Ximena Alexandra Calero Sánchez

The current validation is about a survey that will be applied to ninth semester students of English Language Major at Universidad Técnica de Ambato in order, to diagnose how formal and informal language registers are being used in writing skills.

| CRITERION | QUALITATIVE APPRECIATION | | | |
|---|--------------------------|-----------|------|-----------|
| | Excellent | Very Good | Good | Deficient |
| Presentation of the Instrument | / | | | |
| Clarity in the writing of the items | / | | | |
| Relevance of the variable with indicators | / | | | |
| Relevance of content | / | | | |
| Feasibility of the application | / | | | |
| Correlation with the research objectives | / | | | |

Observations:

| | |
|-------------------------------|---|
| Validated by: | Wilma Silvia Macquera |
| Degree: | Licenciada en Ciencias de la Educación en la Especialidad de Inglés |
| Workplace: | Universidad Técnica de Ambato |
| Educational Field: | |
| Place and date of validation: | July 12 th , 2018 at Universidad Técnica de Ambato |
| Signature: | |

Annex N°5
Pre-test informal text



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



EN LINGÜÍSTICA REGISTRAR WRITING PRETEST

PRETEST.

Worksheet I: Write down a personal e-mail to a friend stating your plans for the weekend. (Please write 300 words)

Hi Moggi

How are you? I hope you will be find

I write this letter to tell you the plan that I have for this weekend. First I want to go to Baños for doing extreme sports and chill out in the pools. On Saturday I plan to go to Quito because I want to visit the museums, parks, churches etc. You know I love to know new places in my country. Also I think as my uncle lives there I can visit him. Maybe he will help me with this tour. Furthermore, I want to visit the Quince because one friend told me that there is a store where you can buy different things related to some series. So I will buy a doll of at least one of the main character of my favorite serie 'Game of Thrones' you know I love this serie.

Finally on Sunday, I have to return to my house because I have a soccer game I must to arrive on time because I need to win it. Then, with my friends I plan to go to the mall for eat something special and at night we want to go to the cinema for watching an interesting movie.

All are the plans that I want to do this week I hope that you can come on those days if you want.

Your best friend
Eduardo Alvarez

Annex N°6
Pre-test formal text



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



LANGUAGE REGISTERED TESTING PRACTICE

PRETEST.

Worksheet 2: Write down a letter to the Dean of your school complaining about the closing of the library. (Please write 300 words)

To
Mr. Galo Arango X — Dr. Victor Hernández. 65
10

Dear Sir,

I write this letter for greeting you and complaining about the problem with the library because it is close. As student of this university, I need to have access to this because I need to research for some information.

Additionally, the problem that I face ^{from now idea} does not affect just to me, it also is a complain of all of the students of my career. We need to make some research products and it is essential to us to go to the library. Also, the condition for ^{??} grade this activity is include information that need to be taken of some book of the library.

The problem that I mention before are so ^{important} for one of the element that have a high percent of the grade and I hope you can give us ^{me} one solution because we are so worried of this ~~to~~ consider that you have another things to do but please help us solving this ~~problem~~ ^{issue} and ~~we~~ will be grateful if you can take this complain as a call of the student of this prestigious university.

Sincerely,
Khalia Záratez

*Very informal
Use of first
Personal pronoun
Present
I do*

Annex N°7
Language register writing practice



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



LANGUAGE REGISTERS WRITING PRACTICE

POSTTEST.

Worksheet 2: You have read in the newspaper that there is a position available to work as an English teacher at an English Program. Write down a letter of application to Ph.D. Veronica Chicaiza, in which you show your interest for the job, mention your prior experience as an English teacher and explain why you would be a good candidate for this position. (Please write 200 words.)

7
10. Ambato, 13 de Julio de 2018

Dear Ph.D. Veronica Chicaiza


I am writing to apply for the position available as an English teacher advertised in FICHE (official newspaper page). I am enclosing a complete job application, my certification, my resume and my references at the end.

The opportunity presented in your faculty is very appealing to me. I am really interested for the job. I believe that my previous experiences as an English teacher will make me a very good candidate for this position.

I can be reached anytime via email at tymlight@gmail.com or my cell phone, 553 449 6277

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,


T.J.H.H.

Annex N°8
Post-test informal text



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



LANGUAGE REGISTERS WRITING PRACTICE

POSTTEST.

Worksheet 1: You have travelled to another country to strength your English language skills. Write down an informal letter to a friend or family member sharing your experiences and feelings during this trip. (Please write 200 words.)

75
10

Hi Monica,

I just arrived to Canada University at 09:00 am. It's an amazing place. I'm really excited to strength my English language here. I traveled so comfortable in Air Canada's plane. This is a really good airplane company. ~~Now~~ ^{Since} I arrived to the airport I felt excited. People here are really kind and friendly.

At Canada University, teachers as well as students treat me very well. I'm really happy cause I want to know about the language and culture too. I feel this experience in this country will be amazing and unforgettable.

I will keep you in touch with ~~write~~ you all the things I'm going to experience here.

Love
James

Annex N°9
Post-test formal text



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



LANGUAGE REGISTERS WRITING PRACTICE

POSTTEST.

Worksheet 2: You have read in the newspaper that there is a position available to work as an English teacher at an English Program. Write down a letter of application to PhD. Veronica Chicaiza, in which you show your interest for the job, mention your prior experience as an English teacher and explain why you would be a good candidate for this position. (Please write 200 words.)

8
10

Date ??

Dear Veronica Chicaiza PhD,

I am writing to inform you that I have read the newspaper announcement and to let you know that I am really interested in getting the job as an English teacher in your English Program.

I have worked as an English teacher for the past 10 years, 5 of them in a Primary School and the rest of the time in Highschool. I have plenty of experience dealing with all sorts of students and I have gotten excellent results. I have studied the current methodologies of teaching English nowadays, the new methodologies to have a communicative and inclusive class.

Best regards, wishing you the best in your functions and daily activities.

Respectfully, Ana Belén López.

~~LOPEZ~~ ~~LOPEZ~~

Ana Belén López 9th U.

Annex N°10

Power point presentation

LANGUAGE REGISTERS

The role of Language Register in the development of writing skill

What is a register?

- According to Oxford Dictionary a register is: A variety of a language or a level of usage, as determined by degree of formality and choice of vocabulary, pronunciation, and syntax, according to the communicative purpose, social context, and standing of the user (Oxford, 2011).
- The website of Lund University states that: Language register refers to the use of language for a particular purpose or in a particular social setting, that is, to the well-formalised (Lund, 2011)

In writing, the Language Register determines:

We use different language registers for different types of writing, just as we speak differently to different people.

| | | | | |
|----------------|--------|---------|----------|---------------|
| Very Formal | Formal | Neutral | Informal | Very Informal |
| How do you do? | Hi | Hi | Hi | What's up? |
| | | | | Yo! |

Types of Language Registers

The three most common language registers in writing are:

- Formal
- Informal
- Neutral

Formal Register

Formal writing is, probably the most difficult type of writing, it is impersonal, involving it is for letters for a specific purpose and it is written without emotion. Some kind of writing are always written in formal English.

Formal writing includes:

- Business Letters
- Letters of Complaint
- Some essays
- Reports
- Official speeches
- Announcements
- Professional emails

- Several stages of development have been distinguished in the first year of a child's life when it develops the skills necessary to produce a successful first word. According to Crystal (1997), primitive vocal sounds are displayed within the first two months with basic features of speech such as the ability to control air flow and produce rhythmic utterance. Sounds such as cooing, quieter sounds with a lower pitch and more musical develop between six and eight weeks of age. Cooing dies away around three and four months and then a period called vocal play develops, an experimental stage, where a baby has more control and experiments with vocal practice.

Formal Register

The formal register is the most common in writing, although they are common register in writing, formal register is used to know writing, something they are common register in writing, formal register is used to know writing, something they are common register in writing.

Examples:

- have an interview
- write an email
- read a newspaper
- use a mobile phone

1. Email not included in formal register
2. Writing in the past tense
3. Avoid using too much passive voice

• Several stages of development have been identified in the first year of a child's life when it develops the skills to produce a successful first word. According to Crystal (1997), primitive vocal sounds are displayed within the first two months with basic features of speech such as the ability to control air flow and produce rhythmic utterance. Sounds such as cooing, quaver sounds with a lower pitch and more musical develop between six and eight weeks of age, coming in a way around three and four months and then a period called vocal play, as cooing, an experimental stage, where a baby has more control and experiments with vocal practice.

7

Formal Register

The formal register is used in writing and speaking in formal situations.

Examples:

- In the workplace, particularly in formal situations
- When writing reports
- When writing letters
- When writing contracts
- When writing legal documents

8

1. Speak and interact like there are hundreds of people watching
2. Write in third person point of view
3. Avoid using first person pronouns
4. Avoid using contractions

9

1. Avoid using contractions, abbreviations, and clichés
2. Do not start sentences with and, but, or, so, for, because, etc.
3. Do not start sentences with I, me, my, we, us, they, him, her, his, hers, etc.

10

Informal Register

The informal register (also called casual or internet) is used in writing and speaking in informal situations when writing to friends and people you know well.

Informal writing includes:

- Personal e-mails
- Phone texts
- Short notes
- Friendly letters
- Most blogs
- Diaries and journals

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- While I was on my way to the Science Lab, a thought struck me that perhaps all that we think is possible, may not be. For example, a friend and I were contemplating the prospect of dumping our class assignments on to our favorite coffee machine. We found that the machine was broken and we had to go to the store to buy a new one. Does this mean that what we originally thought was possible, can't be as something will always intervene? How does this affect prediction and planning?

12

There are major rules to informal writing. With informal writing, you can include things such as:

- Slang and clichés
- Informal language
- Symbols and abbreviations
- Informal punctuation
- Short sentences
- First person, second person, and third person
- Paragraphs or no paragraphs
- Personal opinions
- Extra punctuation (exclamation marks)
- Future and evidence

13

TIME TO PRACTICE!!!

14

Annex N° 11 Writing rubric

Cambridge English

The Assessment Scales

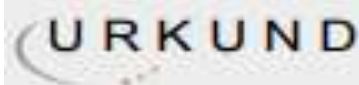
The B1 Assessment Scales are divided into six bands from 0 to 5, with 0 being the lowest and 5 the highest. Descriptors for each criterion are provided for bands 1, 3 and 5 and indicate what a candidate is expected to demonstrate at each band. The descriptors for band 3 and above generally indicate performance of at least B1 level.

| B1 | CONTENT | COMMUNICATIVE ACHIEVEMENT | ORGANISATION | LANGUAGE |
|----------|--|---|---|---|
| 5 | All content is relevant to the task. Target reader is fully informed. | Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas. | Text is generally well-organised and coherent, using a variety of linking words and cohesive devices. | Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| 4 | Performance shows features of Bands 3 and 5. | | | |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas. | Text is connected and coherent, using basic linking words and a limited number of cohesive devices. | Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined. |
| 2 | Performance shows features of Bands 1 and 3. | | | |
| 1 | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. | Produces text that communicates simple ideas in simple ways. | Text is connected using basic, high-frequency linking words. | Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times. |
| 0 | Content is totally irrelevant. Target reader is not informed. | Performance below Band 1. | | |

As you look through the scales, it may help to highlight words which make one band different from another.

For example, under the Language subscale, the descriptor at Band 1 (below B1 level) for grammar – *Uses **simple** grammatical forms with some degree of control* – is described in similar language to the Band 3 descriptor (B1 level), but with key differences. *Uses simple grammatical forms with a **good degree** of control*. So at B1 level, simple forms are expected, used with a good degree of control. At Band 5 (B2 level), a writer *Uses a range of simple and some complex grammatical forms with a good degree of control*.

Annex N° 12 Urkund analysis result



Urkund Analysis Result

| | |
|---------------------------|---|
| Analysed Document: | Nazareno Genny-Tesis Registros Linguisticos 14-11-2018 (1).docx (D44003841) |
| Submitted: | 11/14/2018 9:47:00 PM |
| Submitted By: | xcalero@uta.edu.ec |
| Significance: | 2 % |

Sources included in the report:

Tasgacho_Lorena_Blog..docx (D27448245)
https://en.wikipedia.org/wiki/Second-language_acquisition
https://en.wikipedia.org/wiki/Language_acquisition
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/secondlanguage/First-Language-Acquisition-and-Classroom-Language-Learning-Similarities-and-Differences.pdf>
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<http://www.educ.cam.ac.uk/people/staff/taber/constructivism/index.html>

Instances where selected sources appear:

37

PAPER

LANGUAGE REGISTER AND THE WRITING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE CONTEXTS

LOS REGISTROS LINGÜÍSTICOS Y LA DESTREZA ESCRITA EN CONTEXTO DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Nazareno-Mercado María Genny, Calero-Sánchez Ximena

| | | |
|--------|---|---|
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|--------|---|---|

ABSTRACT

Every day people consciously or subconsciously choose a language variety in order to interact in different social contexts in which they ought to determine situational factors to make appropriate usage of language during interactions. For this reason, the main objective of the current investigation was to determine how language registers influence the development of writing skills among students of ninth semester of English Teaching Training Program from Universidad Técnica de Ambato. This investigation has a qualitative-quantitative approach and the methodology developed consisted on the application of 20 pre-test writings, later, five sessions of experimentation were conducted about formal and informal register, and finally 20 post-test writings were applied in this way students developed different pieces of writing in which they demonstrated their understanding about this subject. In order to evidence the level of effectiveness of language registers in the development of writings skills, the T-test statistical tool was used. The findings revealed that there is a bond between language registers and the development of writing skills, this is due to the fact that adequate knowledge and distinction of social contexts facilitate the usage of appropriate written language. It was also found that students considered that it is essential to write according to the diverse social contexts and to recognize the level of acquaintance with people in order to use formal or informal language with appropriateness. Nevertheless, often when students are required to write formal texts, they would rather take an unencumbered and more informal approach.

Keywords: language register, writing skills, social contexts, formal register, informal register.

I. Introduction

Worldwide, language is a unifying instrument that allows a person to be in contact with others in a community. Every single interaction demands from a speaker or writer to choose a language variety in order to communicate in different social contexts in which it is necessary to determine situational factors such as the participants and their grade of acquaintance, locations or physical settings, purpose of communications, and the mode or channel of linguistic expression. All of these factors are part of the speech situation and assist people to make appropriate usage of language during interactions.

In the study, “Accounting for the role of situation in language use in a cognitive semantic representation of sentence mood”, Fischer (2010), stated that the concept of situation is used as a technical term to mean the situation which serves as an appropriate environment for a given piece of language. Therefore, to be suitable in a communicative act it is imperative to handle the factors of speech situation and variations of language. Particularly, on the subject of sociolinguistics, most of social interactions are based on situational factors consequently, different speech situations influence the writer or speaker choices of a language variety (ELLO, 2018).

In this way, the core of any speech situation and the selection in language variation is register, which is a linguistic variety that is deemed appropriate for use in a particular type of speech situation (Finegan, *Language: Its Structure and*

Use, 2004). The speaker or writer could differentiate the level of formality in a text studying the linguistic features that belong to a specific register. For example, a person may be able to distinguish a spontaneous speech, a personal letter or an academic journal, analysing linguistic features like lexical, phonological, grammatical, or semantic elements (ELLO, 2018) in a text. As register influences manner of expressions, a speaker or writer usually switches between formal and informal speech forms in order to adapt to different linguistic contexts basically for the purpose of linguistic appropriateness of the situation (Obins, 2014). About appropriateness Fisher wrote that “there are ways of using language which are appropriate to one situation than others. People feel embarrassed when language is used inappropriately” (Fischer, 2010).

Indeed, speaking and writing skill are bonded in their role of productive skills however, time could be scarce to analyse elements from a formal to informal speech when someone is speaking. Oral interactions imply the use of other linguistic markers to convey meaning according to the language variety and appropriateness such as making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding (Golkovaa & Hubackova, 2014) nevertheless, writing involves several subskills, some of these related to accuracy, that is to say, using correct forms of language (Aguilera, 2012). On the other hand, with written skills there is another advantage that support the production of written texts and that there is plenty of time to examine the sort of

register that ruled such text. Therefore, every writer is expected to consider the relationship between themselves and their readers before selecting the most suitable lexical items according to the register.

When foreign language students are learning English, they are taught different types of vocabulary, grammar and certain sorts of expression, however between learning the language and how to use it, they do not have the space to deal with variation of language or register. Most of them tend to think they should speak and write the same way under different circumstances. This is natural because since they have not mastered yet the foreign language, there is no need to venture with new expressions or vocabulary consequently they just use what they know.

This is the reason why when they are asked to write, they use the same tense, same grammar, same vocabulary, same structures, and same lexical items no matter the speech situation or context. However, as previously stated, the communicative acts are not always the same and this is where students should show their linguistic competence.

The major objectives of this research study include:

Determine how linguistic registers influence the development of writing skills.

Analyse how language registers are taught to students.

Identify the level of development of writing skills among students.

Detect the effectiveness of language registers in the writing skill of English language.

II. Literature review

LINGUISTICS

Language is essential for each culture all over the world and it is materialised in a spoken and written form. Through language, people can express their thoughts, ideas, and feelings. However, even each person use language, less of them understand how language function. Therefore, the science that study language is Linguistics. According to Varga (2010) Linguistics seeks explicit knowledge about language, by submitting it to systematic and objective study. At the same time, Chomsky (1965) stated that, Linguistics is concerned with the nature of language and communication. This science has to deal with many aspects of the use of language like particularities of each languages, common properties of language, and the nature of language variation.

Branches of linguistics

Crystal (1980) states Linguistics as the study of language. However, this author consider that knowledge of Linguistics, is different from knowledge of a language. In this way, to know the language is necessary to comprehend how it is divided and the role of each area:

- **Phonetics:** is the study of the sounds of language and their physical properties.
- **Phonology:** involves analysing how sounds function in a given language or dialect.
- **Morphology:** is the study of the structure of words.

Morphologists study minimal units of meaning, called morphemes.

- **Syntax:** is the study of the structure of sentences. It describes how words combine into phrases and clauses and how these combine to form sentences.
- **Semantics:** is the study of meaning in language. The goal of semantic study is to explain how sequences of language are matched with their proper meanings and placed in certain environments by speakers of the language (Crystal, 1977).

SOCIOLINGUISTICS

In previous lines it was stated that language is part of the society in fact “it cannot be separated from the society because it is the unifying instrument among the members of any given society” (Foyewa, Adebajo, & Ogudenpo, 2016). For this reason, is pretty common that social factors influence language giving origin to the term Sociolinguistics. Krabbe (2012) point out that “**Social factors (variables)** and their influence on language use are at the core of sociolinguistic research”.

The major divisions within the field of Sociolinguistics are:

Pragmatics looks at how context affects meaning. As a function of context, the intended meaning of an utterance is often different from its literal meaning.

Discourse analysis examines the way in which sentences relate in larger linguistic units, such as conversational exchanges or written texts.

Ethnography of communication uses the tools of anthropology to study verbal interaction in its social setting.

Language attitudes. The attitudes people hold toward different language varieties and the people who speak them are important to sociolinguists.

LINGUISTIC VARIATIONS

Part of the analysis of the language is to understand changes imposed by its use, and even though there is a standard language, in this case, there is a standard in the English language, the use of language for people of different regions, social background, socioeconomic status, age or ethnicity that make that language differ stylistically, regionally, and socially. Crystal (1980) describes language variation as the relationship between the use of linguistic forms and factors such as geography, social class, ethnic group, age, sex, occupation, function, or style. The types of variation that covers most factors for language are idiolects, sociolects, dialects, and register or style as is displayed in figure 1.

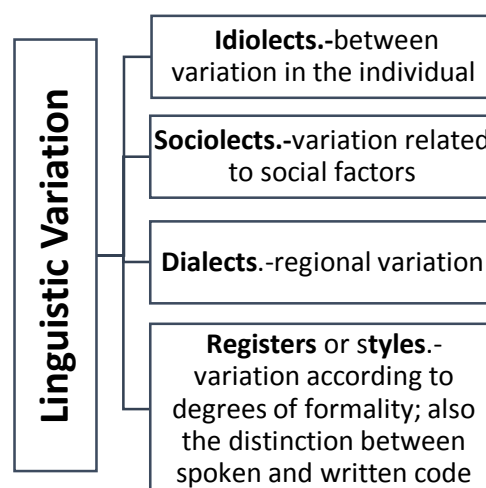


Figure 1: Linguistic variation

About speech situation Finegan (2004) considered that a speech situation is the social context of interaction. It is determined by different situational factors the elements of a speech situation that include: the participants and their social relation or grade of familiarity, factor that defines their social roles in the communicative situation; the purpose of the communication; the topic or what is being talked about; the mode or channel of linguistic expression: spoken or written language.

LANGUAGE REGISTER

Most of people speak or write in a different way with family members, friends, and work colleagues or in class. All of these contexts create situational variation that is called register (Fromkin, Rodman, & Hyams, 2011). According to Oxford Dictionary (2018), language register is a variety of a language or a level of usage, as determined by a degree of formality and choice of vocabulary, pronunciation, and syntax, according to the communicative purpose, social context, and standing of the user. Therefore, language registers act as functional varieties in different types of speech situations and regarding the appropriate use of language, its level of formality in a particular speech situation or social setting. Fromkin, Rodman, and Hyams state that: “The use of registers is often a means of identification with a particular group (e.g., family, gang, church, and team), or a means of excluding groups believed to be hostile or undesirable (cops, teachers, parents)

It is possible not to notice the shift of language registers with long discourses, however, Figure 2 shows the differences

ranging from very formal to casual register in salutations.

| | | | | |
|---------------|--------|---------|----------|-----------------------|
| Very formal | Formal | Neutral | Informal | Very informal, casual |
| How do you do | Hello | Hello | Hi | What's up! / Hey! |

Figure 2: Language registers in salutations

Register and style

It may be considered that register and style are the same, however there is a terminological distinction between these. Both are associated with a specific speech situation but register often refers to the specific vocabulary chosen and expected in connection with a particular speech situation, style also includes grammatical variation (Golkovaa & Hubackova, 2014).

Slang and jargon

Slang is an informal nonstandard vocabulary composed typically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech (Merriam-Webster Online Dictionary, 2018). In this way, slang is share be a group of people that share a common context and which register makes normal the use of playful slang.

Secondly, jargon is totally different than slang, jargon is nearer to formal register due to jargon is about specialized terminology used in sciences, professions, trade, and occupations. Due to, the fact that jargon is closer to sciences and specialized activities, it is easy to find its use in formal registers.

Types of register

Familiar

Familiar register, sometimes mentioned as colloquial register is normally used between people who know each other well. Features of this register show a lack of grammar, spelling, and punctuation and usually contains slang and jargon.

Informal

Fromkin, Rodman, and Hyams considered that informal writing is more casual and spontaneous. It is used when communicating with friends or family either in writing or in conversation. It is used when writing personal emails, text messages and in some business correspondence. The informal register is not the same as familiar register and is more careful with grammar however, the tone of this is conversational, using colloquial language, contractions and some slangs.

Formal

Formal register is neither colloquial nor personal and is the register that is mostly used in academic writing (Lund, 2018). This register distance from Informal registers due to is less personal. It is used to express professional or academic thoughts. MacMahon (2002) states that, formal register strong opinions can be expressed objectively, it does not break any of the rules of written grammar and often has a set of rules of what not to do when using this register. Formal writing include: essays, reports, professional emails, and letters of complaint.

Some rules that formal writing implies are: avoid contractions and abbreviations, spell out numbers less than one hundred, Write in third person point of view, avoid using too

much passive voice, avoid using slang, idioms, exaggeration and clichés.

Ceremonial

Modern academic writing rarely uses this register. Sometimes, it may be applied when reading transcripts of speeches or historical documents (Lund, 2018). Often, with formal registers because it is used new vocabulary.

Neutral

The neutral or frozen language register assistance to deliver non-emotional topics and information. At the same time, it is not usually positive or negative side. A neutral register helps to communicate facts and some writings are written in a neutral register. This means they are not specifically formal or informal (Lund, 2018). Writing in the neutral register include reviews, articles, some essays, and technical writings.

LEARNING LANGUAGE PROCESS

First language acquisition

The acquisition of a language occurs when learner do not need explicit instructions to study the language, learning is implicit as well as process is passive and unconscious. In this way, first language acquisition is considered to start in when children say their first words as naturally as they learn to roll over, crawl or walk (Johnston, 2015).

Second language learning

Kosur (2012) states that “all humans has the ability to learn an additional languages although, just as with other areas of study like math or science, some people are better at learning second

languages than others”. Therefore, a person learns a second language because is learning it after the critical period and learning occurs actively and consciously through explicit instruction and education.

Foreign language learning

The distinction between foreign language learning and second language learning implies that in the second case learners live in an environment where the acquired language is spoken. Meanwhile, in the words of Moeller and Catalano (2015) “foreign language learning refers to the teaching or learning of a non-native language outside of the environment where it is commonly spoken”.

LANGUAGE SKILLS

All learners of a foreign language learning have as a basic necessity that is to communicate making use of the target language, in this way, “the four necessities in language or commonly known as the four skills reading, writing, listening and speaking plays a vital role in any language learning process (Krabbe, 2012). In order to be competent in a language it is necessary to manage these language skills. The four skills are the pinnacle of language and will take any learner further in the learning. Additionally these skills are separated yet bounded together with an inseparable bond.

Listening skills: Certainly, Listening is a vital component of the oral communication, or the interactive process in which learners takes the roles of speakers and listeners through a verbal and non-verbal component. Field (2003)

adds that “listening is meant comprehension. While this is no doubt an important skill, it is not the only one required to achieve understanding. Underpinning the skill of comprehension is that of understanding a stream of sound and converting the speech signal into sounds, words and sentences”.

Reading skills: In everyday life people read different kinds of written material with different purposes. In this way, reading is a complex activity that involves both perception and thought (Kozak, 2014). At the moment of reading, learners should deal with two related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text; that is way reading is an important skill due to provide most of the input for a Foreign Language Learner.

Speaking skills: Speaking is an interactive process of constructing meaning that involves producing, receiving, processing information (Golkovaa & Hubackova, 2014). Speaking is a productive skill, like writing. It involves using speech to express other meanings to other people. Interaction is two ways communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand the meaning.

PRODUCTIVE SKILLS

Golkova and Hubackova (2014) express that productive skills are also called active skills that allow people to transmit

information in spoken or written form. It means that speaking and writing are considered productive skills while listening and reading are considered receptive skills. Furthermore, the productive skills help people to interact and share their ideas, feelings and beliefs. They need to plan, organize and produce a clear and understandable message at the moment to express their ideas.

WRITING SKILLS

Canale and Swain, (2002) express that writing is one of the four language skills that involves learning, comprehension and synthesis. It involves reflection, creative inspiration and problem-solving at the moment of writing. However, Friederici (2011) states that writing is a productive skill that allows people to convey meaning and communicate a message. Furthermore, we need to be able to write clear sentences that link together and form words and letters to communicate our ideas.

To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message. Writing involves several subskills. Some of these related to accuracy, that is to say, using correct forms of language. Writing accurately means spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly.

Stages of writing

According to Kellog (2013), the stages of the writing process are relevant to a writer's process of communicating content where each writing stage plays an important function. On the other hand, the stages of writing (Krabbe, 2012) allow learners to write correctly according to their purpose, audience and message in which they will improve their writing,

- **Brainstorming and making notes:** thinking of everything we can about the topic
- **Planning:** organising ideas
- **Writing a draft:** a piece of writing that is not yet finished, and may be changed
- **Editing:** correcting and improving the text
- **Proof-reading:** checking for mistakes in accuracy or editing again

III. METHODS

The present research was developed under a quantitative–qualitative approach. This is qualitative due to the use of a survey to collect prior or diagnostic information about the understanding of language register and writing skills. Apart from this, the research was quantitative because of application of a pre-test and post-test writings among students of ninth semester of English Teaching Training Program to determine the influence of language registers over the development of writing skill. Furthermore, the results will be interpreted to know if the objectives were reached.

This investigation has a non-experimental design due to it does not compare one group with another but describes the relationship between an intervention (treatment) and its effects on the population of interest. According to Jalil (2013) this type of investigations may provide a rich understanding of the contexts, process, event, or situation and explain why results occurred, which may be essential for building result chains.

IV.RESULTS

During the stage of experimentation, students from the ninth semester developed four writings divided in the pre-test and post-test, two for formal register and two for the informal register. Then these tests were graded out 10 points using a rubric from Cambridge University. In this section, the results presented the average of the grades obtained with the support of their respective chart and graphic.

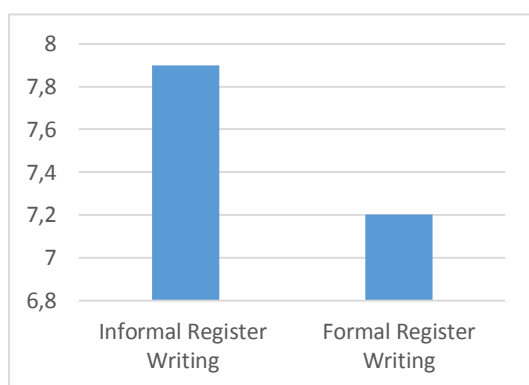


Figure 6: Comparison of the informal register writing and formal register writing in the pre-test.

After the application of the two pieces of writing that corresponds to the pre-test, the average grades are 7, 9 for the informal register writing, and 7, 2 for the

formal register writing. Far along, the average grade of the first writing surpasses the second writing with 0, 7 tenths demonstrating that students are used to writing in an informal style than in a formal.

Analysing the performance of the informal writings during the stages of the pre-test and post, is evident that students improve their writings in this style. In this manner, in the pre-test as average grade students got 7, 9 while in the post-test they got 8,2.

They improvement in this writing is due to students learn when is appropriated to use this register. They understand the speech situations and used the suitable vocabulary, grammar structures, added slang and idiom, used casual language avoiding vulgar or rude expressions.

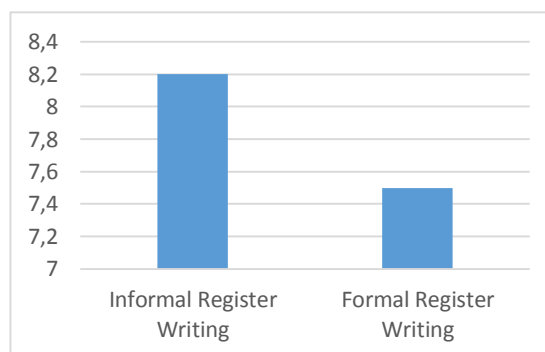


Figure 2: Comparison of the informal register writing and formal register writing in the post-test.

Analysing the performance of the informal writings during the stages of the pre-test and post, is evident that students improve their writings in this style. In this manner, in the pre-test as average grade students got 7, 9 while in the post-test they got 8,2.

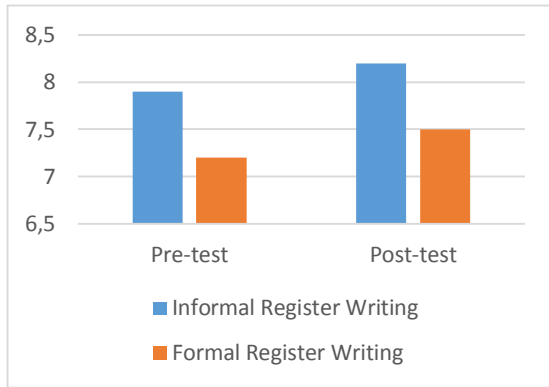


Figure 3: Comparison of the informal and formal post-test grades

One of the most important sources to collect information were the pre-test and post-test developed by the students of the ninth semester. This instruments the average grades obtained in these are the support to verify the hypotheses. With 0,05 amount in the T test, it is rejected the null hypothesis and accepted the alternative hypothesis that state that Language registers enhance writing skills among students from ninth semester of English Teaching Training Program. This is showcased in table 1

Table 1: T test for two samples related of a same group

| T test for two samples related of a same group | | | | | | |
|--|---------|-------|-------------------|------|------|------------|
| Related differences | | | | | | |
| Ave | Typic | Typ | 95% | | t | Sig. |
| rage | al | error | Confidence | | gl | (bila |
| grad | deviati | of | interval for | | | teral |
| e | on | the | the | | |) |
| | | aver | <u>difference</u> | | | |
| | | age | Infer | Sup | | |
| | | | ior | rior | | |
| Pre-test | ,735 | ,441 | ,098 | ,528 | ,941 | 7, 19 ,002 |
| Formal/I | 00 | 62 | 75 | 32 | 68 | 44 |
| nformal | | | | | | 3 |

| | | | | | | |
|-----------|------|------|------|------|------|------------|
| Post-test | ,852 | ,465 | ,134 | ,492 | ,927 | 6, 19 ,005 |
| Formal/I | 00 | 55 | 10 | 12 | 88 | 82 |
| nformal | | | | | | 0 |

V. Conclusion

Once the research has been completed it was possible to conclude that there is a bond between language registers and the development of writing skills, this is due to the fact that adequate knowledge and distinction of social contexts facilitate the usage of appropriate written language among students of ninth semester of English Teaching Training Program.

Through the survey applied, students considered that it is essential to write according to the diverse social contexts and to recognize the level of acquaintance with people in order to use formal or informal language with appropriateness. Likewise, most of the respondents settled on the fact that, to write correctly, it is necessary to possess a suitable proficiency language level in order to manage grammar, syntax, semantics as well as the understanding of speech situations. Nevertheless, often when students are required to write formal texts, they would rather take an unencumbered and more informal approach.

The results obtained in the pre-test writing revealed that, despite the fact that students are learning the English language in a formal atmosphere, they are not used to write in a formal way. In fact, in their pieces of writing there was a lack of lexical items necessary to develop a formal text. Additionally, most of their work displayed a combination of

formal, informal and familiar registers. Regarding their performance, it was spotted that even though they study the language at a high proficiency level, their writing skills are at best intermediate to the point of showcasing signs of anxiety and frustration at the moment of writing.

The application of the T-test permitted to determine the level of effectiveness of language registers in the development of writing skills, taking into consideration the results obtained in the pre-test writing and post-test writing. Even though, according to the statistical results only a slight improvement in their pieces of writings was noticed. This way, a number of students accomplished the creation of well-written texts demonstrating a thoughtful use of the formal and informal registers, their relationship with participants during the given interaction and their level of acquaintance.

The results obtained in the pre-test revealed that despite the fact, that students are learning the English language in a formal atmosphere, they are not used to write in a formal way, in fact, there was a lack of lexical items to develop a formal text, unlike the informal text. Additionally, most of their writings had a combination of registers like formal, informal, and familiar. About their performance, it was spotted that even though they study in advanced semester their writing skills are intermediate. As relevant data, it was spotted that at the moment of writing, students were quite anxious and frustrated.

The application of the t-test permitted to determine the level of effectiveness language registers in the development of writings skills during the conducting section and taking into consideration the results obtained in the pre-test and post-test applied. According to the results, it was noticed a slight improvement in their writings. Even though students understand key concepts of the register and how to apply it, most of them were not able to demonstrate this fact in their post-test writings. Furthermore, other students accomplished better writing texts demonstrating a thoughtful use of the formal and informal register, their relation with participants in the interaction and level of acquaintance.

VI. Further researches

This thesis studies the bond between language registers and the development of writing skills, through the learning and distinction of diverse speech situations in order to the written language with appropriateness. Nevertheless, it is suggested that future works find out about the exposition of students to all types of language registers in order to rise awareness of the diverse social contexts and speech situations they could face. Likewise it is possible to inquire about the role of written materials that connect students with real contexts in which they would be able to understand the audience, the participants and their own level of acquaintance during a written interaction.

At same time, another interesting field of further research are approaches that change the perspective about writing skills and help students to get rid of

anxiety or frustration at moment of writing.

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