

Title: Language Register for Professional and Academic Purposes

Course: Language in Business

Key Language Elements: Language variety; register of language; contextual meaning; vocabulary strategies – cognates; writing skills.

Pedagogical Intentions:

- Raise students' awareness of the different registers in English, making specific links to French and other home languages.
- Illustrate how the use of different registers convey specific social meaning.

Objectives:

- Develop students' awareness of language registers and the situated purpose of writing.
- Develop students' ability in choosing vocabulary, expressions, and sentence structures to write in a formal register.

Learning Task:

- Rewrite an email inquiring about their eligibility for a university program using a formal register.

Form: Group work.

Context: In class (in a laboratory) or online for distance learning.

Pre-learning Activities: The teacher can ask students to write an email for a social purpose, e.g., congratulating a colleague on a new job/promotion; offering condolences for a colleague or friend's family member, etc.





Lesson 1

Lesson Description:

This lesson aims for the students to draw attention to levels of language and how/when to use them.

Key Language Elements:

Vocabulary strategies – cognates; register of language.



Time	Procedure													
10 min.	1. Ask 1 or 2 students to present their emails/letters for a social purpose.	 When a new concept is introduced,												
10 min.	2. Draw attention to usage and expressions that are often used in informal contexts.	always start with something students are more familiar with.												
10 min.	3. Introduce the levels of language:													
	a. Formal: Congratulations on your well-deserved achievement!													
	b. Neutral/Informal: Warmest congratulations! / Congratulations! So happy for you!	 When												
	c. Colloquial / Slang: This is sick! Way to go, girl!	introducing a concept,												
	4. Remind students that there is not a formula, and the choice of levels are dependent on the context, the relationship with the target reader, and the culture of the community, etc.	follow these steps to make it explicit: name the strategy, explain it, model it, and then engage students in guided practice before asking them to do it independently.												
15 min.	5. Highlight some key features in formal and informal English usage:													
	<table border="1"> <thead> <tr> <th data-bbox="331 751 500 804"></th> <th data-bbox="506 751 857 804">Formal</th> <th data-bbox="863 751 1153 804">Informal</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 812 500 1037">Vocabulary</td> <td data-bbox="506 812 857 1037">Greek/Latin-based word: <i>velocity</i> Low frequency words: <i>inquire</i> Full form: <i>I am</i></td> <td data-bbox="863 812 1153 1037">Anglo-saxon roots: <i>speed</i> phrasal verbs: <i>ask about</i> Contraction: <i>I'm</i></td> </tr> <tr> <td data-bbox="331 1045 500 1073">Punctuation</td> <td data-bbox="506 1045 857 1073">Proper use of punctuations</td> <td data-bbox="863 1045 1153 1073">Sentence fragments</td> </tr> <tr> <td data-bbox="331 1081 500 1155">Grammar</td> <td data-bbox="506 1081 857 1155">Complex sentence structures, e.g., subordinate clauses; use of passive voice, etc.</td> <td data-bbox="863 1081 1153 1155">Simple and active sentence structures</td> </tr> </tbody> </table>		Formal	Informal	Vocabulary	Greek/Latin-based word: <i>velocity</i> Low frequency words: <i>inquire</i> Full form: <i>I am</i>	Anglo-saxon roots: <i>speed</i> phrasal verbs: <i>ask about</i> Contraction: <i>I'm</i>	Punctuation	Proper use of punctuations	Sentence fragments	Grammar	Complex sentence structures, e.g., subordinate clauses; use of passive voice, etc.	Simple and active sentence structures	 Comparing languages helps raise students' metalinguistic awareness and mobilize their PL knowledge and experiences, which will make them proud.
	Formal	Informal												
Vocabulary	Greek/Latin-based word: <i>velocity</i> Low frequency words: <i>inquire</i> Full form: <i>I am</i>	Anglo-saxon roots: <i>speed</i> phrasal verbs: <i>ask about</i> Contraction: <i>I'm</i>												
Punctuation	Proper use of punctuations	Sentence fragments												
Grammar	Complex sentence structures, e.g., subordinate clauses; use of passive voice, etc.	Simple and active sentence structures												
10 min.	6. Invite students to share Latin-based root words (cognates) shared in English and French and other Romance languages:													
	e.g., tract – Latin-based word meaning “to pull”: <i>attract</i> , <i>distract</i> , <i>contract</i> (a disease), <i>traction</i> [French: <i>tracter</i> , <i>tracteur</i> , <i>décontracter</i> ; <i>contracter</i> , <i>traction</i> ; <i>tractable</i>]	 Cognate awareness- Promoting knowledge of cognates (i.e., root words) will improve word knowledge across languages that share similar roots.												
5 min.	7. Invite students to share examples of English expressions that are formal and informal:													
	e.g., <i>cos</i> – <i>because</i> ; <i>gonna</i> – <i>going to</i> ; <i>lemme</i> - <i>let me</i> ; <i>gotta</i> – <i>have got to</i>													

Lesson 2**Lesson Description:**

This lesson aims for the students to create an email inquiring about a university program to which they intend to apply using the right register of language.

Key Language Elements:

Language register for academic/professional purposes; writing skills.

Time	Procedure	
25 min.	<p>1. Introduce the next task: Informal to Formal</p> <ul style="list-style-type: none"> • Explain the task: students are to revise an email (shown below) to an English university inquiring about their eligibility for application to a program using the appropriate register. (Use Student – Language Register for Professional and Academic Purposes Lesson 2 – Worksheet) <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Dear mrs. Smith, I checked ur universaty website but there are some things I don't really get – I'm now finishing my program technique pretty soon & I wanna study business administration next fall, but my english is not good enough. So like how do u figure that out and also what course I have to take to be accepted in the program??? Is there a form to fill out on the internet (or something else J)? Oh & what's the later I can send it 2 u by? Could u lemmee no the answers to the questions cuz I really want to study at ur university. Thanks a lot. Josh Rigolot.</p> </div> <ul style="list-style-type: none"> • Brainstorm what level of language they should use and what kind of persona (e.g., somebody who is intelligent, eager, and ideal for the program) they should convey depending on the purpose (e.g., to be admitted in the right program) as they revise the email. • Remind students they should not just correct the grammar and spelling but most importantly revise the content and the register that goes with the intended message. • Ask students to work in groups to make the changes. Using an online platform (e.g., GoogleDoc or Word document on Teams) allows students to do the collaborative writing together. 	<p> Language is culture, so always help students to see what social function a particular structure, word or expression serves in a particular context.</p>
20 min.	<p>2. Invite groups to share their paragraphs. Teacher highlights specific word choices and sentence structures that pertain to appropriate use of language for this particular context. Having the groups share their paragraphs also allows students to see how an idea can be expressed in different ways with different shades of meaning and formality:</p> <p>e.g.,</p> <ol style="list-style-type: none"> a. <i>I visited your website, and I am interested in studying at your university.</i> b. <i>I looked at your website, and I found your university to be very interesting.</i> 	<p> Engaging students in collaborative writing allows them to participate in the writing process by making choices to revise and edit the text for more precise meaning.</p>

15 min.	<p><i>c. As I am finishing my technical program in Office Systems Technology very soon, I am looking forward to studying Business Administration next fall.</i></p> <p>Vocabulary strategies – cognates; register of language. e.g.,</p> <p><i>a. Unfortunately, my English level is not at its best.</i></p> <p><i>b. Before applying, I would like to know more about the program requirements. What is the level of English needed to get into the program?</i></p> <p><i>c. However, I would like to have more information about the admission criteria. What is the level of English required in order to apply to your university?</i></p> <p>3. Analyse with students the register and the different ways an idea or a question can be phrased and the kind of persona that such word and sentence choices project. Work with students to rewrite some parts in order to convey a persona who is eager, intelligent, and ideal for the program.</p>	
<p>Extension: Real applications: Invite students to work on an email to the Department Chair of a university program they would like to attend. Work in groups to help each other to improve its clarity, appropriateness of register, and the persona they would like to construct.</p>		



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