

LINGUOPRAGMATIC FEATURES OF ENGLISH LANGUAGE VARIANTS IN DIFFERENT TYPES OF REGISTER

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ARTICLE INFO.

Key words: register, ESP, language, discourse, speech, types of register.

Abstract

the research deals with linguopragmatic features of English language variants in different types of register as an example British and American English. Depending on the context, the audience, and the goal of the text, we talk or write differently. Our language has undergone modifications in register and style. This article defines a register, discusses the five primary register kinds, and offers some advice on recognizing register. The discussion of writing styles is followed by an explanation of how it is our responsibility as speakers or writers to select the most appropriate register for the content.

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Introduction. Although formal attributes may be used to describe registers, we still do not have a comprehensive list of all the registers that make up a language. However, it is important to note that numerous attempts have been made and continue to be made to characterize the formal characteristics of numerous English registers and to provide course materials for teaching those registers.

The field of English for Specific Purposes, or ESP as it is more commonly known, is concerned with the issue of identifying the specific linguistic features of a register and of teaching these features to a specific group of students. For instance, English for Electrical Engineers, English for Doctors, and so forth.

The setting (where), occasion (why), and audience (who) are only a few examples of the several social aspects that influence the register we (consciously or unconsciously) employ when communicating [1.p, 34].

Let's look at some of the most common sorts of registers and when we could utilize them now that we have a basic understanding of what register implies.

Main part. Since language registers change depending on the circumstance or context in which it is employed, variations in register can be attributed to one or more of the following three characteristics of a scenario. One may say that each of the three characteristics represents a different component of the circumstance and the function of language in it [2.p, 74].

- a) Field of discourse: This refers to the subject matter or topic that is dealt with.
- b) Mode of discourse: This refers to the medium of communication, namely spoken or written.

c) Style of discourse: This refers to the relations among the participants of the discourse - the speaker(s) and the listener(s), or the writer and the reader(s).

The term "field of discourse" denotes the scope of the linguistic activity: Registers are categorized under this area based on their subject matter and can be either technical or non-technical. The registers of biology, chemistry, politics, law, and literature, as well as those of shopping, advertising, and sports, may all be discussed in this way. The term "mode of discourse" describes the way or medium through which language is used. A language can largely be divided into spoken and written forms, each of which has certain situational functions. Essays, technical articles, or a manual's set of instructions are clear examples of written mode registers, whereas sermons, radio lectures, academic discussions, and technical articles are examples of spoken mode registers. If you try to record and then write down a discussion, you will recognize the difference. Even within the same sector, such as literature, we may distinguish different registers within the register of literature by identifying several modes, such as the fictional or motive, dramatic, and poetic - which correspond to various genres.

The relationships between the participants are the subject of "style of discourse," which is the third component of register classification. With this, we can discriminate between formal and informational variants. Additional differences may include frozen, casual, and intimate kinds. In his book *The Five Clocks* (1967), American linguist M. Jaos proposed a hierarchy of styles of speech, or "keys," as they are commonly referred as. He made five distinctions [3.p, 45]:

FROZEN - Participants should remain seated throughout the ceremony. ...

FOIMML - Those taking part should be seated during the proceedings.

CONSULTATIVE - Would you please stay in your seats?

CASUAL - Don't get up.

INTIMATE - Sit tight.

Participant relationships can be as fleeting as those formed when individuals first meet at a party or on the train or as long-lasting as those formed between parents and children. Between these two extremes are other socially denned relationships like those between a teacher and student or management and labor. As we tip the scales in favor of a more personal approach, you'll notice that the sentences get shorter.

We constantly modify our language according to this scale of five styles, and we can also purposefully use a style out of context to irritate or offend someone or to produce a comedic effect, as in the case of a man using a frozen style with his wife or a worker using an intimate style with his boss.

Adult strangers first speak in a consultative manner, but after the first few face-to-face conversations, they may switch to a more informal or formal manner, depending on how they perceive one another. When we feel comfortable using a more informal or casual manner with someone, we refer to that individual as being "easy to get along with" or "easy to talk to".

The capacity to adjust communication strategies depending on the situation and the participants is one of the most challenging abilities to develop while learning a second language. Even though the consultative style is typically taught in second or foreign language classes, if students consistently employ it, they risk seeming stiff or unpleasant even if their grammar is on point. Therefore, we should include a diversity of styles in our instructional materials so that our students can recognize the distinctions between them.

As previously noted, there are three categorization aspects by which we attempt to identify a register: field, mode, and style of speech. These are neither absolute nor certain. There can be overlaps between them. Any particular language event's formal characteristics are established by the intersection of the relevant field, mode, and style. A guest lecture on literature will take the form of a formal (teacher to

student) academic lecture in the discipline of literature at the university where the guest speaker has been invited. The same speaker, however, may change topics after the lecture and engage in informal or even personal chat with his buddies while shopping.

Therefore, we may argue that every individual speaks in a variety of registers and can simply switch between them when he or she travels from one setting to another. That is to say, each individual has a repertoire of structural patterns and lexical objects at their disposal, and they choose the best set for each circumstance they find themselves in.

Conclusion. Knowing the many dialects of a language is necessary if we wish to learn it, utilize it for different tasks, or instruct pupils in it. There are two types of language varieties: dialect, which is differentiated by user, and register, which is differentiated by usage. Dialects can be social or regional, depending on the social class of the speaker and the place from which they originate. Lexical and grammatical distinctions can be used to describe registers, with lexical aspects being more prominent than grammatical ones. Because registers differ depending on the circumstance or context in which language is employed, changes in register may be described in terms of three characteristics of a situation: the field of discourse, the mode, and the style. The word "field" refers to the issue or topic being discussed; "mode" denotes the written or spoken medium of communication; and "style" refers to the relationships among the communicators. Different levels of formality or informality in participant relations lead to a variety of styles. Every individual employs a variety of registers within a language, effortlessly moving between them as she changes contexts. Samples of several registers should be included in language teaching materials so that students may understand how they differ.

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