Transforming registers: context and pupil writing at English 7
Abstract

The aim of this essay was to investigate whether pupils with higher grades based on formative assessment were more successful at adapting informal texts into formal texts. Six pupils in English 7 were asked to write an informal blog entry about their favorite hobby/pastime and a formal entry also about their favorite hobby/pastime intended for an English encyclopedia. The pupils that were selected were assessed as having formative grades A-E. The ability to transform informal into formal texts was assessed quantitatively by counting a number of lexical and grammatical features. The results showed that pupils with a higher formative grade did not experience significant difficulties in adapting their language and switching from informal to formal language. The results also showed that the usage of slang and contractions among the pupils with lower grades was maximized.

Keywords: register, formality, formative assessment, BICS, CALP
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1 Introduction

Today Swedish teenagers are exposed to a huge variety of English both inside and outside of school. In school they are exposed to course books and course book packages where they learn one type of English language, while outside of school they encounter rap lyrics, movies, talk shows and social media that contribute to a different type of English language exposure. In Sweden, English is the second most used language; we are being exposed to it mostly through different kinds of social media whether it is through television programmes, subtitled movies or news podcasts and music. Teenagers often code-switch between Swedish and English when speaking or writing, both inside and outside of school.

According to the Swedish school syllabus for English 7 at upper secondary school level, English teaching should aim to develop pupils' language and knowledge about the world around us, so that they have the confidence to use English in different situations and for different purposes (National Agency of Education [www]). Further, the syllabus says that pupils should be given opportunities to develop all-round communicative skills by using language in functional and meaningful contexts. These skills include not only reception which refers to understanding the spoken language and written texts but also production and interaction which refers to the pupils being able to express themselves and interact with others both in speech and writing. Pupils should also be able to adapt their language to different situations, purpose and recipients (National Agency of Education, [www]).

As a teacher one has to expose the pupils to different English registers since they encounter numerous varieties of English in school and outside of school. What some pupils do not realize is that there is a difference between the English they learn in school and the English they hear on television, movies or even read on the Internet. Pupils are often used to using abbreviations for example contracted verb forms such as gonna, shoulda, woulda etc, which are not appropriate in formal written language. What teachers at school should strive towards is ensuring that the pupils are aware of what variety of English they can use when writing a formal essay and when speaking to close acquaintances informally.
Pupils have to be prepared for the outside world when leaving school. They have to be aware that using slang when applying for a job is inappropriate but when speaking to friends or writing text messages slang and colloquial language may be more accepted. As a teacher one has to make sure that the pupils are aware of the fact that words that are the same can have different meanings depending on the context.

The hypothesis for this essay is that pupils with a higher grade are more successful at adapting informal texts to formal texts. The aim of this essay is to investigate whether pupils with higher grades on the basis of formal and informal formative assessment are more successful at adapting informal texts to formal texts. Pupils were asked to write one formal writing assignment containing 250 words and one informal text also containing 250 words. A comparison between the formal and informal texts by counts of linguistic features forms the basis of the results and discussion section.

Informal learning refers to pupils learning without teaching in school and without explicitly stated learning outcomes and goals. Students’ learning outside of school is often called implicit learning which means that one learns unconsciously (Lundahl 2009:38). Formal learning is on the other hand mandatory, organized and operating under a universal service obligation. The organization is based on certain political, economic and cultural conditions and includes age-divided groups and teachers teaching in the classroom based on schedules, on the basis of nationally and locally agreed targets and learning outcomes. In school, teaching is to a large extent explicit, i.e. it is made visible through the goals, tasks, homework, reports and assessment forms.

Informal learning is primarily connected with spoken everyday language, but in school teaching is built on reading and writing. There are several crucial differences between colloquial English and English that is taught in school. The rationale for using language in everyday English is to communicate while the syllabus for English provides the framework for the pupils to demonstrate knowledge and understanding. When it comes to register, which is how people adapt the language depending on the context and recipient, the use of slang and colloquialisms is frequent in everyday English while the syllabus for English advocates that formal language is essential (Lundahl ibid:43-44).
The distinction between everyday English and school English is described most clearly in Cummins (1984). Cummins distinguished between two types of communication: 

Basic Interpersonal Communication Skills (henceforth BICS) and Cognitive Academic Learning Proficiency, henceforth CALP. BICS describes what is required in everyday life when communication is instantaneous and takes place through words, body language and facial expressions. CALP on the other hand refers to the use of language being distinct from the surrounding context, i.e. when one reflects on the language and how it is used in school (Lundahl ibid:44-45). These points will be described in more detail in the theoretical background below.
2. Theoretical background

2.1 Register

Halliday and Hasan (1985:41) quoted in Thompson (1997:36) define the term register as variation according to use. One can use the term register to describe how people adapt the language depending on the context and participants. Whether writing or speaking, it is important to be able to use an acceptable form of language depending on the situation. We adapt our choice of words and our tone of voice depending on who we talk to, for example a little child, our friend or an authority. The term register characterizes the distinction between formal and informal language. Informal language is readily identified through slang and colloquialism, i.e. everyday expressions. Formal language is used for example in official and formal situations in speech and writing. Regarding the choice of lexical items the differences in register are usually explained as follows: formal, neutral and informal. One example that can be used is when talking about someone who has had too much to drink. When using formal language one uses the word intoxicated; in neutral language one often uses the word drunk and in informal language one uses merry ((Lundahl 2009: 220-221).

Historically, the relationship between culture, context and language was first investigated by Malinowski (Hewings and Hewings 2005:26). Malinowski observed that one cannot understand other cultures without understanding the context of the situation in which they express themselves (ibid). Writing in the early 1920s, Malinowski claimed that the meaning of every word is dependent on its context, and becomes comprehensible when it is put within its context of situation. Ten years later Malinowski broadened the notion of context to what he calls context of culture, which refers to the definition of a word consisting partially of placing it within its cultural context. The context of culture refers to the language being considered as a system; lexical items and grammatical categories should be related to their cultural context while the instances of language, texts and their elements should be related to their context of situation (Halliday 1999:4).

Firth (1957) cited in Halliday (1999) was also interested in language but he was instead interested in the "typical", which he referred to as "typical texts in their contexts of situation" (Halliday 1999:4). Firth was concerned by the typical "which people enacted their day-to-day interpersonal relationships and constructed a social identity for
themselves and the people around them" (Halliday 1999:5). Firth explained that all linguistic analysis was a study of meaning, explained as ‘function in context’. To be able to study meaning each of the traditional divisions of linguistic theory - phonetic, morphological, phonological, syntactic, and lexical - were treated as a kind of context and the situation was included as just another linguistic level. The context was however seen as specific for the overall work since it enabled the text as a whole to be contextualized (Halliday 1999:5).

Halliday studied which of the aspects of context influence the usage of language. The social context, argues Halliday:

> consists of those general properties of the situation which collectively function as the determinants of the text, in that they specify the semantic configurations that the speaker will typically fashion in contexts of the given type (Hewings and Hewings 2005:28).

Halliday states that the general properties can be divided into three contextual variables which are called the field, tenor and mode. These contextual variables will be presented in 2.2 below.

### 2.2 Field, Tenor and Mode

Eggins argues that "register theory describes the impact of dimensions of the immediate context of situation of a language event on the way the language is used" (Eggins 1994:9). Halliday states that the general properties can be divided into three contextual variables which are called the field, tenor and mode. Field refers to what one uses the language to talk about. Tenor refers to the relationship between the people that are interacting. Mode is defined within the context of systematic functional linguistic and refers to the way the language is used in the situation, whether it is written or spoken (Hewings and Hewings 2005:28).

When speaking about the context of situation Eggins (1994) presents a good example. The examples that are given are written in three texts about crying babies, where text one is about the interaction between an infant and the parents. An example from the text shows how the interaction is being acted out (Eggins 1994:3).
Text 1.1. 1. A baby who won't stop crying can drive anyone to despair. 2. You feed him, you change him, you nurse him, you try to settle him, but the minute you put him down, he starts to howl. 3. Why? 4. The most common reason baby cries is hunger. 5. Even if he was just recently fed he might still be adapting to the pattern until his tummy is full and feeling satisfied until it empties again....(Eggins 1994:3).

Since the infant obviously cannot communicate with words, it communicates by crying. The purpose of text 1.1 is presumably to educate parents. The writer of the text has presented 26 sentences that explain why babies cry and what can be done about it (Eggins 1994:4-5).

The second text 1.2 is also about crying babies and shares some similarities with text 1.1 but also differs from the first text because it is intended for a different audience, possibly nurses in training.

Text 1.2 The compelling sound of an infant's cry makes it an effective distress signal and appropriate to the human infant's prolonged dependence on a caregiver. 2. However, cries are discomforting and may be alarming to parents, many of whom find it very difficult to listen to their infant's crying for even short periods of time. 3. Many reasons for crying are obvious, like hunger and discomfort due to heat, cold, illness and laying position....(Eggins 1994:5).

Text 1.3 is also about babies crying but in contrast to text 1.1 and 1.2 it seems to be a dialogue because the speakers take turns talking:

S. 1. Did your kids used to cry a lot? 2. When they were little? 3. Yea
C. 4. Well = = ( = indicates overlap) what did you do? 5. = = still do

The difference between these three texts is that they are intended for different audiences and when reading them, the reader notices the differences in the vocabulary that is being used (Eggins 1994:3-7). Regarding the field for all three texts, they deal with the same content area: what to do with infants crying all night.
All three texts are similar regarding the field but text 2 stands apart from the other two texts considering mode and tenor. It is very formal and written to an unknown reader. Text three shows that it is a face-to-face dialogue between two friends (Eggins 1994:324-325).

This section has described work on the linguistic treatment of register and the relationship between context and linguistic variables. These relationships are further explored from the perspective of the L2 classroom and more specifically Cummins’ distinction between BICS and CALP in section 2.3 below.

2.3 BICS and CALP
As mentioned in Cummins (1984) cited in Ellis (2008) there are two types of communication, BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Learning Proficiency). Cummins described these two types of communication as: "(1) the ability to participate in context-embedded as opposed to context-reduced communication and (2) the extent to which the communication involved is cognitively demanding or undemanding" (Ellis 2008:649). CALP deals with the proficiency that is needed for the pupils to engage in context-reduced and cognitively demanding tasks that are frequent in school while BICS refers to the skills that are needed for oral fluency and for one to use an appropriate language that is used in face-to-face interactions (Ellis 2008:649). Cummins presents four quadrants that exemplify how different activities can be context-embedded or reduced, cognitively demanding or undemanding.
It is possible to envisage a number of examples of BICS and CALP activities for the L2 classroom. Examples of BICS would be the teacher planning a role-play where the pupils are supposed to order a meal at a restaurant in a way or go grocery shopping. Teachers can provide opportunities for practising grocery shopping encounters and transactions by having some of the pupils handling the cash-register and others being the customer. Pupils can then have a conversation about food and money and how much an item costs. Both activities would be informal since the pupils know each other. Another example can be pupils asking their classmates questions about their daily routines, for example:

*When do you wake up in the morning?*

*What did you have for breakfast this morning?*

*How often do you use your smartphone everyday?*

This kind of activity gives the pupils the chance to tell their classmates about their daily routines by asking each other questions and would be considered as more informal since the pupils obviously know each other. All of these activities are considered as BICS and being cognitively undemanding, involving a certain amount of non-linguistic context, shared background knowledge, with equal power relations between the interactants.
Examples of CALP also include a teacher proposing a role play where the pupils act as lawyers and clients; they would be asked to formally defend their client. This would be considered a CALP activity. The pupils need to make the chain of events explicit because there is no shared knowledge and the interactants do not know each other which makes it more important for the pupils to emphasize the content. Another example of a CALP activity might be to let the pupils read a book in pairs and later on take out the important key events and make a computer presentation in Powerpoint and present it for their classmates and this would be informal.

3. Method and material

3.1 Quantitative approaches

For this essay a qualitative approach was adopted. Six linguistic features were counted as indicators of formality/informality in order to see how easily pupils can move between different levels of formality.

The study for this essay was made in an English 7 class that consisted of approximately 30 pupils. Since the hypothesis is that pupils with a higher grade are more successful at adapting informal texts to formal texts, it was considered wise to carry out a preliminary investigation prior to the main study into how well pupils can adapt their language and their success in switching from writing informally to writing formally. The author consulted a teacher at an upper secondary school in southern Sweden to produce a list of pupils that had been given the grades A to E on the basis of formative assessment throughout the academic year. The grades had been a formative assessment of the pupils throughout the school year but they were not the pupils' final grades. Afterwards two A pupils, one B pupil, one C pupil and two E pupils were selected randomly by the teacher. The teacher did not know what the study was about until after choosing the pupils. Ideally the author would have wanted to have two pupils in all the categories but for practical reasons it was not possible.

After the selection had been made, pupils received information about what tasks they would be asked to perform for the purpose of the study. Firstly they were asked to write a blog entry containing 250 words about their favorite pastime/hobby intended for an reader audience of family and friends, which would mean that the language would be
informal. Afterwards they were asked to write again about their favorite pastime/hobby but this time it was supposed to be written as if they wrote an entry for the English encyclopedia entry and the language was supposed to be formal. After gathering the papers one could clearly see differences and similarities between each paper, but the focus was on different grammatical and lexical aspects. The focus in each paper was how often the pupils used the first, second - and third person personal pronoun and the passive, how frequently they use high level lexis and slang, if they could differentiate between the usage of orthographic features such as the capital letter I when speaking about oneself and the regular letter i and also whether they used contractions repeatedly. The result was later presented in two tables.

The reference work that was used for looking up all the grammatical aspects was Estling Vannestål (2007). The counting of these features was influenced by the work of Biber (1988) who used advanced statistical measures of grammatical features to investigate the continuum between speech and writing. In addition to grammatical features, lexical complexity needed to be taken into consideration. High level lexis refers to more formal, less frequent lexical items for example abominated and substance; the source of frequency information was the Collins Cobuild Dictionary (henceforth CCD, 2011), compiled on the basis of the Cobuild Bank of English corpus. The CCD stars words in terms of their frequency which made it relatively easy to differentiate between higher and lower levels of lexis.

The reason why these features were chosen is because the usage of personal pronouns makes texts more informal, the usage of passive removes the agent and focuses on the process which makes a text formal. High level lexis are words that are infrequent and often used in formal text which was the reason why it was chosen, slang, i/I and contractions are used in informal texts which can be seen more frequently in the informal texts which the pupils wrote.

A pilot study was made at the beginning to gain an overall picture about the pupils' sensitivity to different formalities and investigate the awareness among upper secondary school pupils of the difference in formality. Six pupils were chosen randomly from a class of 30 students at the level of English 6. The pupils were given instructions and to make it easier for them to understand, the instructions were given in Swedish. They
were asked to mark each text from 1-4 with regards to formality, where 1 was rated most formal and 4 most informal. 2 and 3 were intermediate ratings between less formal and less informal. Afterwards the author sat down with each pupil to ask them some questions about why they categorized each text the way they did. Before the interview an interview guide was made with relatively short questions which the pupils would answer after reading the texts. The four texts were taken from different sources such as US Magazine, Facebook, The Washington Post and a medical journal. The purpose of the task was for the pupils to rank texts on the basis of formality. Unfortunately the material for the pilot study could not be used because the lack of result.

3.2 Problems and limitations
According to Repstad reliability refers to whether the study would give the same results no matter who would perform it (Repstad 2007:151). Validity is referring to whether the results correspond with the purpose of the essay, and whether the study has succeeded in measuring what it was supposed to measure.

If one was to apply these terms to this study one could say that it might be both reliable and valid. The study measures pupils' ability to adapt their language depending on the context and if others were to perform the same study they would plausibly obtain the same results. One could not expect an E student to write the same way as an A student; they are at different levels regarding the vocabulary and the usage of different grammatical aspects such as word order, subject-verb agreement, knowledge of orthography and writing conventions, the usage of the capital letter I and also the usage of slang and contractions. However it is difficult to make an assumption whether the same results would be obtained if the study was to be made by someone else.

4. Results and discussion
In this section of the essay the results are presented on the basis of frequency counts of linguistic features as indicators of levels of formality and analyzed and bound to the theoretical background.

Examples from the pupils’ texts show how the different features are being used.
[1] ...makes you see the world that the characters live in.
[2] Reading can be done in any place.
[5] Omg, Rebecca & Fionas new album ”Beauty is pain” is sooooo fuckin awesome!!
[6] i’ve hated soccer my whole life
[7] I couldn’t believe my eyes!!

In example [1] the pupil uses a personal pronoun which is often used when writing informally and when writing texts where the writer and the reader are somewhat familiar with each other. [2] is an example of the passive where the focus lies on the process and not on the agent, the focus lies on "can be done" and not who the reader is. The passive is often used in formal writing in contrast to the personal pronoun which is used in informal writing. Example [3] is a main clause which one can see in informal texts where the usage of main clauses is frequent. Main clauses could be found in the texts written by the pupils with the lower grades. [4] is a sentence where the words abominated and substance are assumed to be high level lexis. What is considered as high level lexis can be discussed since words that are considered being high level lexis in informal texts may not be considered the same way in formal texts which is why the CCD was used for certainty. In example [5] one can see how the pupil is using slang influenced computer-mediated acronyms such as omg and profanities such as sooooo fuckin awesome!" This kind of writing is often seen in informal texts especially in blogs or in Facebook statuses. This kind of genre is often seen in everyday conversations between for example two friends who share the same kind of interest. In example [6] one can see how the pupil spells the personal pronoun I incorrectly. This type of error is often seen in informal text where the writer does not know or does not care that the personal pronoun I is always spelt with a capital letter. The last example [7] shows the usage of a contraction which is seen in informal writing as well. Texts are categorized as formal or informal depending on how pupils use the aforementioned when writing. In the following section counts of linguistic features are displayed in the tables below. The tables show how frequently each pupil uses different linguistic features. The difference between the two tables below is that Table 1 counts the usage of linguistic features in informal texts while Table 2 counts the usage of linguistic features in formal texts.
Counting linguistic features enables the author and the reader to decide which text is formal and informal.

**Table 1 Counts of linguistic features in informal texts**

<table>
<thead>
<tr>
<th>Pupils' grades</th>
<th>Personal pronoun/possessive</th>
<th>Passive</th>
<th>Main clause/dep. clause</th>
<th>High level lexis</th>
<th>Slang</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>14</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>A2</td>
<td>23</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>13</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>11</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>E1</td>
<td>18</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>E2</td>
<td>15</td>
<td>-</td>
<td>8</td>
<td>-</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

**Table 2 Counts of linguistic features in formal texts**

<table>
<thead>
<tr>
<th>Pupils' grades</th>
<th>Personal pronoun/possessive</th>
<th>Passive</th>
<th>Main clause/dep. clause</th>
<th>High level lexis</th>
<th>Slang</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>A2</td>
<td>30</td>
<td>-</td>
<td>6</td>
<td>15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>18</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td>24</td>
<td>-</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E1</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>E2</td>
<td>18</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

The results showed that when it came to writing informally, pupils with higher grades A and B were able to adapt their language depending on the formality. There was a difference between pupil A1 and A2 that could be seen regarding the formal texts. Pupil A1 focused more on the grammatical aspects while pupil A2 used high lexis words such as *abominated* and *substance*. One could also see in all of the texts that the usage of personal pronouns in the formal texts was very frequent, which can be seen in both Table 1 and Table 2.

When reading the texts one can see that pupil A2 did not have trouble adapting the language when switching from the informal blog entry to the formal entry for the English encyclopedia. Pupil A1 did have trouble adapting the language but surprisingly
not in the same way as pupil E1 and E2. Pupil A1 had trouble writing the blog entry using informal language which can be seen in Table 1 where the pupil did not use any slang or contractions. The language was the same in both the informal and the formal text except for the pupil using some high frequency lexical words in the formal text. Regarding the B pupil, the usage of slang and contractions was minimized when switching from informal language to formal which shows that this pupil did not have any difficulty in adapting his/her language to the context.

Halliday (2005:28) spoke of three contextual variables of field, tenor and mode. When looking at the pupils' texts one can instantly see that the field is the same in all of the texts whether they are written in formal language or informal. The field in all of the texts is the pupils' favorite hobby or pastime. Tenor is as mentioned above the relationship between the people that are interacting. Regarding the informal texts the relationship is close as in familiar and friendly which makes it appropriate to write informally by using slang and contractions and addressing the reader by using you. The tenor in the formal texts is very different from the tenor in the informal texts given that the relationship is distant seeing as they are writing for the English encyclopedia entry. This makes it inappropriate to address the readers as you since one does not know the readers personally.

Concerning the last contextual variable which is mode, one can see in all of the texts that the language differs both regarding formality. In the informal texts everyday language is used, the usage of slang and contractions is maximized. The pupils automatically feel more secure using everyday language given the fact that they know that the readers are people whom they have a personal relationship with. The language in the formal texts is more appropriate without excessive usage of slang words and contractions. One can see a difference with regards to the language in the A-C texts, but in E1 and E2 it is more difficult to see the difference since the pupils have difficulties adapting their language to the context despite attempt.

The pupils have all tried to adapt their language to each particular context. Some did not have any problem while some despite their effort did have a hard time changing their way of writing and adapting it to the context which can be seen in each text, especially the E1 and E2 which can be seen in table 1 and 2. The language is almost identical in
both the formal and informal texts with the usage of slang and contractions, yet some high lexis words in the formal texts. Looking at both tables the usage of personal/possessive pronouns can be seen in all texts whether they are formal or informal which is believed to be a habit that the pupils have not omitted yet in English.

7. An assumption can also be made in particular regarding the usage of you in the formal texts. A parallel can be drawn between the usage of you and the fact that the pupils live in Sweden where teachers are addressed by their forename instead of being addressed Mr., Mrs. or Ms etc. You is quite often used when addressing people from higher "classes" as well here in Sweden.

Cummins (1984) cited in Ellis (2008) wrote about two types of communication, BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Learning Proficiency). The pupils' informal texts can be seen as BICS, an undemanding activity but also context-reduced (Figure 1 - C) which means that the pupils do not have any additional visual or oral cues other than their own language. BICS are activities that contain everyday informal language such as face-to-face conversations, notes on the fridge, blog entries, oral presentations, telephone conversations etc, and it can clearly be seen that the pupils use an informal language in their blog entries. The pupils' formal texts can be seen as examples of CALP. The pupils are writing entries for the English encyclopedia which demands a more formal language than when writing blog entries for one's personal blog. The pupils' texts are a demanding activity and context-reduced activity (Figure 1 - D) since they once again do not have any additional visual or oral cues other than their own language. The formal texts require pupils to make meanings more explicit for readers who do not share the same context or level of background knowledge.

5. Conclusion

The aim of this essay was to investigate whether pupils with higher grades on the basis of formal and informal formative assessment are more successful at adapting informal texts to formal texts. The hypothesis for this essay was that pupils with a higher grade are more successful at adapting informal texts to formal texts. The results show that the hypothesis was confirmed and that pupils with a higher grade experienced fewer difficulties in adapting their language when switching from informal to formal texts.
To help the pupils improve their formal skills the teacher can provide opportunities for pupils to practice writing different formal and informal texts as characterized by different register variables and positions on the BICS /CALP continuum. As a teacher one needs to expose the pupils to a range of different registers and genres, covering textual sources from Twitter and Facebook to more formal context-reduced forms of writing. To be able to help the pupils expand their ways of writing one has to bring in new areas of writing. Even though one is aware of the pupils' familiarity with for example Facebook and Twitter one should absolutely not neglect this kind of social media since we live in a digital age. One can as a teacher give the pupils formal texts and let them change the texts into a Facebook status or a Tweet or vice versa. The pupils need to be exposed to and become familiar with different writing contexts. As teachers one should focus on CALP-writing since Swedish learners often obtain good levels of informal spoken proficiency but lack knowledge of grammatical skills.

If this study was to be further expanded one could investigate whether the counts of the linguistic features between these groups are statistically significant or not. It would also be interesting to perform statistical tests for significance in the difference one notices. One example is the ANOVA test which is used to analyze the differences between groups or variation between and among these groups.
6. References


7. Appendix - Empirical material
A1:

Books

My favourite pastime that has been also some sort of an escape for me is reading. It is a pastime that once you start reading a book from the beginning it pulls you in, makes you see the world that the characters live in, you can picture the characters as if they have become your friends and family, and sometimes as if they are a part of you. Reading takes me to a world sometimes full of magic or a world that is so like the one I am living in right now or could live in and once you are there it is as if that is all that exists and nothing around you is happening or taking place. And it doesn’t matter what kind of book it is just as long as I am enjoying the book. These are all the reasons why I love reading and escaping into that world.

Grammatical

personal pronoun / possessive - 14

Passive - none

Main clause/ dependent clause - 4

Lexical

High lexis - none

Slang - none

Orthographical

i/I - none

Contractions - 1
Reading can be seen by many as a pastime that is used to disappear into a world that takes you away from your own world, but also as a way to help people to find enjoyment in something that they love. To read and to start seeing this world that the author is wishing for you to see, the characters that the author is describing is for many a way of daydreaming and escaping the world. Main clause - Reading can be done in any place, at any time and if there is no wish to continue reading the same book there is a choice to pick a book that is different from the one that was read before, it can be a romantic book, a novel, a poetry book, a biography, a history book and even non-fiction book there are many choices and it is all up to you to choose what you read.

Grammatical

personal pronoun / possessive - 5

Lexical

High lexis - 3

Slang - none

Passive - 3

main clauses and dependant clauses - 3

Orthographical

i/I - none

Contractions - none

A2:
Soccer
Heey y'all-guys!!

Sorry that I've been so busy lately, but I've been doing sooo many sick stuff that I haven't had time to write to y'all. I've been busy with playing SOCCER, SOCCER, ME! Can u imagine it? I've hated soccer my whole life and thought that it is the stupidest and such a weird sport, running around like headless chickens chasing and kicking a little round thing, YUCK! But now everything changed. I watched a soccer game with my closest homies and I REAAAALLY enjoyed it, it was so sick to see all the big stars play. I couldn't believe my eyes!! After that game I decided that I wanted to lift my ass up from the chair and do something in my life, so I decided to start playing football. IT'S INSANSE! I won't be able to write to y'all for some time cause of the soccer, it's eating up my time atm! -.-

SEE ya!

Grammatical

personal pronoun / possessive - 23

Lexical

High lexis - 2

Slang - 17

Passive - 1

main clauses and dependant clauses - 8

Orthographical

i/I - 4

Contractions - 12

Soccer

Hi, I am writing to finally inform you that I have decided to settle my life and decided to do something unusual out of it. However, this is the main reason for being detached
from my PC. Although I might be in lack of motivation, I have found myself in a comfortable position in life. I have found love for a certain substance. A substance that I abominated a while ago. This substance is called Soccer. Despite my efforts of trying to convince my friends not to watch a soccer game, I still managed to survive throughout the entire ninety minutes. However, this particular day changed my entire view of soccer. I started practicing it myself. I made it my hobby. I made it to something that I greatly admire. I made it to be more than merely passion. I made it my lifestyle. My conclusion of this is that even though you have your expectations of something, do not remain in the same seat in your life. Chase your dreams. Fulfill them, just as I have fulfilled mine. Soccer.

Grammatical

personal pronoun / possessive - 30

Lexical

High lexis - 15

Slang - none

Passive - none

main clauses and dependant clauses - 6

Orthographical

i/I - none

Contractions - none

B:

Games

Time for another blast from the past! Today I powered up my banging old school
Super Nintendo and started playing Super Mario World. Still a very good game but nothing compared to the new ones. Some of the things have so bad graphics it's so fun xD. I don't even know how it can still run when it's been in my granny's room where she keeps God knows what! Have you guys played any of your old games? Vote in the poll below what games you like from the old consoles. I also tried some of the new games on the Iphone and they were so damn boring I just deleted them immediately. Do you guys have any recommendations for Iphone games? When you've got time to kill and sitting in a bus or something? Write in the comments section! That's it for this time! What games do you want me to try next? Tell me about them and I'll pick for the next time!

Grammatical

personal pronoun / possessive - 13

Lexical

High lexis - 3

Slang - 4

Passive - none

main clauses and dependant clauses - 6

Orthographical

i/I - 1

Contractions - 6

Games

Have you ever wanted to lose yourself for hours and find yourself in a different world? Maybe you had a bad day, and just want to experience something different. By
playing games you combine aforementioned things and just enjoy yourself. There are so many different games that you can play and that give you different types of enjoyment. Did your football team just lose? Start up FIFA, pick your team and just go berserk and win against all teams just for making it a tad bit better. You can go on adventures of a lifetime in your room, meet characters and learn of cultures that are non-existent in the real world but make so much sense in the world of gaming. Games can also be used to teach children different languages. I remember as a kid playing games for hours a day, and when it was time for English exams I passed it with flying colours, teachers used to ask me how is your English so well-advanced for your young age, and I replied confidently - Games.

Grammatical
personal pronoun / possessive - 18
Lexical
High lexis - 7
Slang - 2
Passive - 1
main clauses and dependant clauses - 3
Orthographical
i/I - none
Contractions - none

C:
Champions League
The best soccer team ever is Real Madrid. Now we’re in the final against Atlético Madrid. We’re so gonna slaaaaughter them. Still, my favourite soccer player ever is Zidane, and he was the reason to why I started to love Real Madrid. But the team isn’t as good as they were with Beckham and Figo. They really suck now, or, it isn’t the same feeling watching them now as before. It’s all about money and shit now. Enough said.

It’s sick. I miss playing soccer sometimes, it was a while ago now. I really loved to play in the midfield, just like Z. It was so powerful to play against other teams, and it was so fun to just play around with other friends too. Even if I don’t play soccer like before it’s still a big part of my life and will forever be that.

**Grammatical**

personal pronoun / possessive - 11

**Lexical**

*High lexis* - none

**Slang** - 7

Passive - none?

main clauses and dependant clauses - 4

**Orthographical**

i/I - none

Contractions - 8

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**Soccer**

My favorite hobby is soccer. I have played soccer since I was a little child. There was something about it that fulfilled my life. I was always happy when I played soccer, whether it was a match day or just in the garden with my siblings. Sometimes me and
my friends used to gather in our neighborhood, we split up in two teams and played for a whole day. It was really fun, we were both boys and girls and the boys really hated it when one of us girls dribbled them.

The reason for me playing soccer has to do with a former soccer player, Zinedine Zidane. He was the magician of soccer of all times and still is, for me. It was something about his way of playing and controlling the ball, the first time I saw him on television, I thought of wanting to play like him one day. Even if I did not become a professional soccer player, he will always be my hero.

Grammatical
personal pronoun / possessive - 24
Lexical
High lexis - 2
Slang - none
Passive - none?
main clauses and dependant clauses - 3
Orthographical
i/I - none
Contractions - none

E1:

Beauty is pain
Omg, Rebecca & Fionas new album ”Beauty is pain” is sooooo fuckin awesome!!
Love all of the songs, best ever. Looking forward to Lana Del Reys upcoming album in June, it’s gonna be amazing as hell. When I’m thinking of it, shit my music style is
really big, from house to pop and what so ever. I really love listening to music, I do that all the time, when I wake up, during the day, when I’m studying, when I’m gonna sleep. haha. Music saves all of my day, it makes me really happy. I can’t wait until I’m 18, cause then I’m gonna see every artist I love. I hate being so young sometimes. But whatever, I have really been listening to R&F’s album since they released it, and I can’t stop either haha. Now I’m gonna go out and hang with friends, over and out.

Grammatical
personal pronoun / possessive - 18

Lexical

High lexis - 1

Slang - 15

Passive - none

main clauses and dependant clauses - 3

Orthographical

i/I - none

Contractions - 9

Music for me

Music is something I listen to everyday, it is a part of my life even if I don’t sing or play instruments. My favourite artists are Rebecca & Fiona, they really do great house music. House music makes me happy and forget about everything. I love their new album, they released it in April. I have been waiting for it a really long time now. My favourite song in the album is ‘Heavy’ cause it’s a party song. I like listening to
everything, not only house music, I like other artists like Lana Del Rey and Miley Cyrus. They also do good music, more pop style and songs that makes me relax. This kind of music I prefer to listen to before I’m going to sleep. Over all, music is something I have been listening to since I was little and it lies deep in my heart.

Grammatical
personal pronoun / possessive - 20

Lexical
High lexis - 3
Slang - none
Passive - 2
main clauses and dependant clauses - 5

Orthographical
i/I - none
Contractions - 3

E2:

Victoria Secret Fashion show

Omg, did you guys see the VSFS that went on the TV last night. God those models are so thin, I like watching it but they’re just bones, it’s just bones and no fat. The underwear is pretty and looks good though. Fashion is my favorite hobby, I like to watch fashion shows and I like clothes and bikinis and so on. Seriously guys my dream
is to become a fashion designer and have my own clothes in different stores. 

back to VSFS, I have some favourite models, I loved when Tyra Banks was on the runway, she was beautiful and fierce and she had curves as well. 

Anyways I'm babbling now, what do you guys think? What are your favourite models from VS?

Leave a comment.

**Grammatical**

personal pronoun / possessive - 15

**Lexical**

High lexis - none

Slang - 8

Passive - none

main clauses and dependant clauses - 8

**Orthographical**

i/I - none

Contractions - 3

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**Victoria Secret Fashion Show**

Have you ever thought of the models in the VSFS? How they look. I mean I like watching it but they only have skinny models, why don't they have models with curves and a little more fat on, like Marilyn Monroe, she was an icon with feminine curves. I think that VS is sending out wrong messages to young girls, so young girls think that they have to look like them, skinny and tall. Anyways, my favourite hobby is fashion and I like wearing clothes that are trendy now, I don't like wearing stuff that
people had on last year. I often look at fashion catalogues like Elle magazine etc just to be inspired. I hope that I'll become a fashion designer some day and design my own clothes. Well anyways I enjoy watching VSFS.

Grammatical
personal pronoun / possessive - 18

Lexical
High lexis - 2
Slang - 4
Passive - none
main clauses and dependant clauses - 5

Orthographical
i/I - none
Contractions - 3