**QUESTION 7.**

*E-reading 5*

*Lecture notes 3 & 7*

All text whether written or spoken are situated within a **context of culture** and a **context of the situation.**

**The language we use is closely related to the context of culture and to the context of the situation**

1**. Context of culture**

Influences speakers and listeners in ways that include:

•appropriateness (what is considered appropriate to talk about, with whom and where).

•genre - the way in which certain social activities are negotiated.

These factors reflect what our culture has come to value (appropriateness, genre)

•Standard English, the language of public institutions - is only one of the many varieties of English that make up Australian English

•genres- what is valued in one culture is not valued in another culture (Maintown, Roadsville, Trackton)

Individuals will interpret and produce oral texts according to a multiple of influences:

•age, gender, religious beliefs, ethnicity, geographical location, personal experiences

Students need to become aware of these variable factors and become skilled in interpreting and constructing texts in different cultural contexts.

2. **Context of situation**

The purpose of an interaction will be a major influence on the language used.

Purpose demanded by school life includes: informing, instructing, entertaining, describing, persuading

Contextual factors, both cultural and situational are embedded in or realised through the linguistic structures and features of the spoken text (same as for written language)

•the structure of spoken texts.

•spoken text cohesion (way it hangs together).

•grammar and vocabulary choices, determined largely by the topic.

•spoken texts also rely on aspects of phonology and paralinguistic features.

To exchange meaning speakers and listeners also rely on:

sounds, intonation patterns, rhythm, pitch, pause, emphasis, stress,

body language

–gesture

–facial expression

–posture



