| Lesson Seven | # Representations: Texts in Context |

Aims

The aims of this lesson are to enable you to

- understand the concept of synchronic variation and its relation to text type

- compare and contrast language use across various media

- analyse technological texts using linguistic frameworks, including lexis, semantics, grammar, pragmatics and discourse

Context

Lesson Seven will consider the context of a range of technological and media texts as an example of how texts may be grouped for contrast and comparison of representation of a particular theme. 'Older' technologies such as telephone conversations will be considered alongside elements of new media and general advertising and broadcast texts. Media and advertising will be revisited in Lesson Eight, when the links between language use and influential power will be explored.

Clayton: Language and texts learning review: AS Activity pp. 50-52.

Goddard, A. *Language and Technology*. Routledge, 2011.

Oxford Open Learning

Language in Context: Language and Technology

Advanced study of unseen texts requires a balanced discussion of linguistic features that form part of the discourse structure, alongside a consideration of pragmatics which incorporates an awareness of the contexts in which texts are produced and received.

In the previous lesson, **diachronic variation** or differences relating to the historical language contexts were introduced. In this lesson, you will begin to look at **synchronic variation.** For the purpose of this unit, the connecting feature is that all of the examples could be regarded as 'technological' texts. There are other ways of grouping texts and an examination may require you to make a comparison of the treatment of the same subject in two different media, or by two different groups. Before beginning to consider technological contexts, it is useful to have a brief reminder of some variations which may be present.

Variations of spoken forms: Dialect, Sociolect and Idiolect

Dialect is a form with distinctive lexis, grammar and pronunciation. It describes regional and ethnic forms of language.

Sociolect is the form associated with a particular social group, defined by age, ethnicity, occupation or lifestyle.

Idiolect is an individual's unique speech form.

One form of technology that we can overlook is the printed press.

Although now well established, it is a good example of how contexts of production can influence language use. In Lesson Six, the long 's' variation in older texts was revealed to have been a product of varieties in typeset to reflect pronunciation and likewise, the discourse structure and pragmatics of print journalism has been very much shaped by the initial constraints of the mechanical press, coupled with the pressure of writing to tight daily deadlines. Many generic language features have been sustained, even in an age of electronic publishing and constant updates from a range of participants through social media.

Investigative Newspaper reports

Linguistic features of reportage

There are significant differences between styles adopted by **tabloid** and **broadsheet** newspapers. The terms 'tabloid' and 'broadsheet' originally referred to the size of the newspaper sheets but came to represent a social divide – newspapers aimed at the masses like the *Sun* and the *Mirror* tended to use the smaller tabloid sheet while "serious" newspapers like the *Times* and *Guardian* used larger sheets. These days there is no longer a big distinction in paper-size but the terms survive as a quick way of distinguishing the "popular" press from the "serious" press.

When annotating texts, characteristic features can be commented upon and the significance of their contribution to the transmission of attitudes and values:

Use of simple and informal lexis

This is more associated with tabloid press but not exclusive to it:

- Journalese = clichéd language that occurs repeatedly in newspapers.
- Puns
- Ellipsis in headline – condensed grammar to convey key facts
- Noun phrases
- Present tense verbs to create immediacy
- Phonological devices e.g. alliteration
- Identifies eyewitnesses and their significance
- Use of analogy for effect
- Language to suggest scale of event
- Active verbs and continuous present, where possible

Purpose of journalism

Some common intentions of news articles are:

- To arouse interest
- To create drama or excitement
- To entertain/ provide humour
- To influence point-of-view

Lexical features

Tabloids favour direct and simple language, while broadsheets use more complex, polysyllabic lexis.

Tabloids tend towards the sensational through use of emotive language. Modifiers often have an emotional impact.

Pre- and post- modifiers often suggest the attitudes and values of a publication. They can have positive or negative connotations.

Broadsheets use them more sparingly, reflecting desire to present the text as factual and informative.

Bias will be present to a certain degree in all papers, whether political or moral.

Grammar

Headlines often use infinitive verbs, e.g. 'PM to vote NO to EU'.

Tabloids favour short sentences, using mostly simple or compound forms.

Complex sentences, with subordinate clauses clarifying and expanding issues, occur more frequently in broadsheets.

Likewise, tabloids use basic connectives such as 'and' and 'but' to create cohesion. Broadsheets use a wider range of connectives and conjunctions to suggest how elements of a story relate to each other.

Discourse structure

The opening paragraph summarises the key facts, outlining the 'who/ what/ why/where/when'.

Closing paragraphs either provide background or latest available information on a story.

Reportage and Investigative news reports

Reportage and investigative journalism are created to shed light on a specific issue or provide new information on existing concerns.

The writer often produces a polemical text which guides reader response and persuades them to adopt a particular stance. These texts have a defined job in the public domain.

Headlines

Headlines summarise the content of the story. Alongside the standfirst (the important first lines or lines), they should give an overview of the piece.

Traditionally, it was a common requirement to summarise the key information, known as the '5 Ws':

- WHO?
- WHAT?
- WHY?
- WHERE?
- WHEN?

E-communication

You may be asked to analyse language as presented in e-mails, chatroom posts or tweets, blogs and texts.

E-communication often presents itself as a hybrid of spoken and written features. An examination will require you to identify and differentiate between features of speech and writing in each text.

Activity 1	Initial Thoughts
	1. Why would someone send e-mails rather than phone or text?
	2. Which features of a typical e-mail resemble spontaneous conversation?
	3. Which features are similar to written conventions?

Examining discourse structure: e-mails

Consider the terms of address in an e-mail. While the salutations often resemble those used in a letter, shortenings or nicknames are accepted. It is useful to scan the text for indications of **topic shifts** – do these resemble spoken shifts, which at times may seem like *non-sequiturs* (not linked in a logical way), or are the discourse markers similar to formal letter writing?

Lexis and grammar in emails

E-mails can have a higher frequency of non-standard spellings and colloquial language, or slang. Some users may use phonetic spellings and 'initialisms' (e.g. AFK, LMAO). Is there a greater tendency for vague expressions? Grammatical constructions may employ a greater range of prosodic features.

Graphology is employed to suggest paralinguistic features. Conventions can include parentheses (brackets) to signify thoughts, capitals to denote emotional states, and non-standard punctuation, including multiple exclamations and emoticons.

Tweets and forum posts

Chatrooms involve several participants in written interactions. In many ways they have been superseded by Twitter, which enables users to comment on a wide range of issues using hashtags as a form of topic management.

Key contextual factors include the primacy of writing, although real-time users are using a QWERTY keyboard or virtual keyboard on a device to input contributions. Participants are not face to face and the interaction is public. It is not dialogic in that it is one-to-many rather than one-to-one.

Forums are less immediate in that responses can be posted over a longer timescale and are stored as 'threads' similar to archived chats. The discourse structure of forum chat more closely resembles written texts, with posts organised thematically and a site moderator operating as 'editor', managing information and excising anything which flouts rules or has remained without responses for a long period of time.

Texts such as these are known as asynchronous, in that contributions are not happening at the same time and there is no simultaneous feedback. Forums have featured regularly on recent language assessments, with data from sites with a group audience such as *TheStudentRoom* and *Mumsnet*.

The TMA for this module will include e-texts.

Text messages

The word 'text' also has a newer meaning. Text messages sent by phone (often, simply, 'texts') are sometimes described as 'written spoken language'.

Consider the following:

- Texts use a medium, the telephone, which is normally linked with speech.

- The discourse structure, of openings, closing and topic changes, mimics spontaneous conversation.

- It uses loose grammatical structures and informal lexis considered conventional to speech.

- But it has graphological features that are characteristic of writing.

- Texting is not face to face and there is no simultaneous feedback; again, a feature shared with writing. It is preserved in print and can be re-read (even when deleted, data can be accessed).

These messages were taken from the same phone.

Voicemail has 2 new messages. Please call 121.

Hope you are feeling btr. Let me know if you nd work setting tom. M x

Still in england hun. tomorrow my leaving do. will give you a bell when I get back to newry. Hope u're wellX.

A big thank you for the flowers…they're lovely! Hope you've driven loads since. If you need any help, just call. Thanks again Charlotte *:0)

Activity 2	Try filling in the following table to analyse this:

Aspects of voice	Examples and comments on these
Structural features Openings and closings? Variations on adjacency pairs? Topic shifts?	
Lexis? Informal/formal? Social? Colloquial? Taboo or slang?	
Graphology? Emoticons? Asterisks? Initialisms, e.g. lol?	
Spelling and grammar? Contractions? Non-standard punctuation?	

Hopefully you will have identified some patterns with the text messages. Regarding context and functions, texting fulfils a range of similar purposes, regardless of the age of sender/ receiver. These would seem to be:

- Maintaining personal relationships
- Making social arrangements
- Business or academic communications
- Block/ junk mails from service providers

Looking over your table you may have noticed that, even with texting, different participants can reveal their idiolects and potential identity through use of vocabulary and the formality of register. While it is a generalisation, the less formal the text is regarding punctuation, lexis and 'text-speak', the younger the sender. This is not always the case – a young texter can retain formal style if they wish to give a professional impression or have a distant relationship with the receiver.

Use of emoticons and sign-offs can also reveal something about the relationships between participants – as a rule, the more excessive they are, the closer the relationship, although there can be situations where a sender can use an inappropriate level of symbols.

Non-standard spelling and punctuation are generally accepted and understood. It is important to realise that text language has its own rules governing homophones ('nite' as acceptable for 'night) and acronyms (there seems to be a generation divide regarding 'lol' to mean either 'laugh out loud' or 'lots of love').

In an examination setting, it is not enough to simply identify and list features. You will need to try your best to dissect what the sender's language choices are telling us about the interaction. For example, the acceptance of the 'X' as a kiss symbol at the end of most texts has changed its meaning from purely romantic to an indicator of affection, a sign that we still find texting a limiting way of conveying or expressing our thoughts.

Task: Variations in electronic texts

Read the following texts, an extract from *Offside*, a UK-based blog covering football leagues globally and an entry from a parenting guide written by a medical practitioner.

Text A:

February 15th 2009
Almost to Monday

By: travis I 2 Comments

Not a lot to talk about today, doesn't surprise me when Arsenal doesn't have a fixture over the weekend. Tomorrow's match against Cardiff City doesn't exactly have me fired up, but it will be nice to have something to occupy my mind in the afternoon. Fortunately, there are a few rumors to dance around.

The annual Yaya Toure to join Arsenal rumor has started making the rounds, looking no different than in years past. Here's one that hopefully isn't a rumor: Theo Walcott is close to signing a new, four-year deal with Arsenal. That's most certainly good news in a season that lacks anything of that variety. Fingers crossed that this is true, although it is Goal.com reporting it, and you never know what their sources are.

Moving away from the rumor department, the next opponent in the FA Cup is set. If Arsenal can beat Cardiff tomorrow, it'll either be Sheffield United or Hull. At the Emirates. That is a draw that strikes no fear, but rather gives me confidence that Arsenal might just have a chance at grabbing silverware in this competition.

Eduardo is chomping at the bit to get back into Prem action. As you may recall, he made a sub appearance for Croatia on Wednesday. I wouldn't be surprised if he got 10-20 minutes at the end of the FA Cup match, assuming the result is secure. If it isn't, don't be shocked if he remains on the bench. They'll be no Arshavin either, which is a good thing – he needs time to get in shape. And quick.

I'll have a new thread up to comment for the FA Cup match. Til tomorrow.

Text B

Main / Newborn \ Infant \ Toddler \ Pre-school \ School Age \ Adolescent

keepkidshealthy.com
a Pediatrician's guide to your children's health and safety.

Main > Parenting Tips > Discipline Guide

Discipline Guide

Learning how to effectively discipline your child is an important skill that all parents need to learn. Discipline is not the same as punishment. Instead, discipline has to do more with **teaching**, and involves teaching your child right from wrong, how to respect the rights of others, which behaviors are acceptable and which are not, with a goal of helping to develop a child who feels secure and loved, is self-confident, self-disciplined and knows how to control his impulses, and who does not get overly frustrated with the normal stresses of everyday life.

If you are having difficulty disciplining your child, it is important to remember that you may not be doing anything wrong. All children are different and have different **temperaments** and developmental levels and a style of discipline that may work with other children may not work with yours.

Related Topics

Parenting Styles
Encouraging Good Behavior
Effective Discipline
Discipline Techniques
Time-Out
Reverse Psychology
Stopping Interruptions

You should understand that how you behave when disciplining your child will help to determine how your child is going to behave or misbehave in the future. If you give in after your child repeatedly argues, becomes violent or has a temper tantrum, then he will learn to repeat this behavior because he knows you may eventually give in (even if it is only once in a while that you do give in). If you are firm and consistent then he will learn that it doesn't pay to fight doing what he is eventually going to have to do anyway. Some children, however, will feel like they won if they put off doing something that they didn't want to do for even a few minutes.

Be consistent in your methods of discipline and how you punish your child. This applies to all caregivers. It is normal for children to test their limits, and if you are inconsistent in what these limits are, then you will be encouraging more misbehavior.

Activity 3	Compare and contrast how each of the texts above uses language to address its target audience? How does each text incorporate spoken and written modes?

Telephone conversations

When analysing transcripts of telephone conversations, a key element to take account of is the absence of face-to-face contact. Telephone calls begin with an identification and greeting, followed by initial enquiries which are usually phatic and involve the well-being of participants, before the first topic is introduced and normal conversational features and topic management are introduced.

Broadcast TV

While broadcasting presents itself as spontaneous speech, interactions between participants are planned to some degree. Whether it is a chat show host using a set formula each week, an interviewer devising prepared questions or post-production editing, there is a degree of planning and gatekeeping.

Depending on the text type, broadcast speech can have more in common with the scripted speech of television, radio and theatre-based drama.

Sports commentary

Sports commentary is a noticeable exception. Commentators are describing live events and actions. These are instantaneous and mainly unpredictable. In live events, these descriptions are delivered as monologues for a mass audience, with the assumption that there is a shared interest and knowledge of the sport. There has been some attempt

to use two or more presenters to create a dialogue or interaction, but the monologue is still the predominant format.

If asked to examine a radio commentary, there is the added difficulty of the commentator having to provide audio description, that is, they need to become the eyes of the listener as well as evaluate the relative performance of athletes and teams.

Live Speech: Situational Factors

Conventions for speech and conversation vary from one social situation to another. Each programme or broadcast has different conventions for turn-taking. Some programmes intended for younger audiences may seem loud and chaotic to older audiences. Conversely, the BBC flagship news and current affairs presentational style may seem too leisurely for younger viewers.

Task: Situational factors – Live 'Spontaneous' Speech

Politicians are given briefing papers which help them communicate party views on current issues. When participating in televised interviews, the MP will integrate or weave aspects of the briefing report into their spoken responses.

Genre –   How do we classify interview? Spoken and spontaneous or written and rehearsed.
Audience – Is the audience the reporter? The general public?
Purpose –   Immediate vs. propaganda/ persuade

In the extract below, Andrew Marr interviews David Cameron about his party's approach to social welfare. Read the transcript and then complete the language analysis grid on the table overleaf.

Andrew: Let's move on to welfare, which is your big announcement of the moment. Talk us through actually how this new plan to get people back to work is going to differ from what Labour are already doing.

David: I think we face a twin crisis in this country. We've got a debt crisis which I'm sure we'll talk about later, but we also have a very, very serious jobs crisis. We've now got two and a half million people unemployed, one in five of young people can't find a job, if you add up all the people on out of work benefits, it comes to something like five million people. And if you look across Europe, there isn't a country in Europe that has more children growing up in a household where nobody works than Britain. It's a very serious crisis.

What we are doing is making it the centrepiece of our Conference, a really massive, get Britain working program and at the heart of it is a very big change from what Labour, Labour are now the Party of unemployment, I want the new Conservative Party to be the Party of jobs and

opportunity and at the heart of it is a big, bold and radical scheme to get millions of people back to work.

Andrew: So what's the difference?

David: The difference is many more people, millions more people, will be included in our plans because we're looking at all the people who are currently on incapacity benefit as well as the unemployed.

Andrew: But Labour are already doing pilot schemes.

David: Hang on a second, they're not. They've had one pilot scheme. They are not going through those people so it's millions more people. We want to get the help to people more quickly. Labour aren't helping young unemployed people until ten months, we want to help them at six months, we want to help the people on incapacity benefit immediately. Much more aggressive about using the voluntary and private sectors, much more aggressive about payment by results, tearing up the Treasury rules so you can actually use the savings from getting people back to work to reward those who are putting people into work.

And this is very specific, one last point, very specific pledges about 200,000 extra apprenticeships, about 10,000 extra university places next year, vital because of the problems we face, 100,000 extra places for FE colleges. It is the big centrepiece of our Conference because we recognise the jobs crisis is one of the most serious things we face as a country. If we don't deal with it, it's not just bad for those people who are unemployed now, there's a danger that short term unemployment becomes long term unemployment and builds up massive problems for our families and for our country for the future.

Andrew: But I thought you were against the reflationary package, the money being put into the economy now which is sustaining and protecting so many jobs.

David: What we are against is that Labour's welfare schemes have been patchy, have been incomplete. They've got so many different schemes pulling in different directions and they've never really bitten the bullet of proper welfare reform where you've got to get the private and voluntary sectors involved, you've got to pay them by results so they get rewarded if they get people in work and keep them in work.

Andrew: So how much is this going to cost?

David: Well, we're taking all of Labour's programs, things like the New Deal and the failed Train To Gain schemes and using that money and there's also an upfront cost and we'll be very clear in our document that we release tomorrow exactly how we pay for it and where every last penny of the money comes from.

Andrew: What is the upfront cost now?

David: There's a £600 million upfront cost and we'll show the very tough and difficult choices we're going to make to meet that.

Activity 4	The Language of Televised Talk Complete the table below using examples from the Andrew Marr and David Cameron interview.

Feature	Examples	Effects upon Reader
Lexical choices (vocabulary)		
Register/ level of formality		
Choice of verbs/ tenses		
Sentence types		
Cohesion		
Discourse Structure		
Other prosodic features		

Advertising: Public Context and Target Audience

Attitudes and values

There is a degree of overlap between the terms 'attitudes', 'values' and 'ideas'. These concepts are key when analysing variations and representations in texts. One way of considering these terms is as follows:

Attitudes = Personal viewpoints or ideas. These are personal.
Values = Beliefs or a moral stance. These are cultural.
Ideas = Philosophical or spiritual responses. These combine elements of personal and cultural belief systems.

Lesson Eight will provide opportunities for further consideration of the ways in which advertising can use language to exert influential power over various groups in society. In this lesson, the situational or contextual factors of a worked example will be examined to highlight how language can represent both producer and target audience.

Advertisements: contexts of production and reception

Who is the advertiser?

The identity can be important – if commercial or private, they may be driven by profit or charitable motives, while government agencies may have a different agenda.

Who is the target audience?

Try to work out who they are addressing in terms of gender/ age group/ socio-economic status.

Worked Example: A linguistic analysis of a print advertisement

Below is the text from an advertising feature designed to encourage people to travel with Brittany Ferries. It is worth noting that there has been a steady increase in the number of advertisements which seem to be masquerading as travel writing or feature articles. In many women's magazines, these can be some pages long and are only distinguished from the other magazine articles by the label 'Promotional Feature'.

With Brittany Ferries the time you spend on board is as much part of a French holiday as buying a fresh-baked baguette. Your trip to France begins the moment you step aboard the ship and, while the cars may be travelling by ferry, the passengers are most surely on a cruise, relaxing in the comfortable lounges, the spacious bar, the stylish restaurant, with its superb French cuisine, enjoying the distractions on offer of live entertainment, video, cinemas, duty-free shops, boutiques, and above all, soaking up that unmistakable Gallic ambience.

'Spoilt for choice' is an expression which springs to mind as you consider where to go when you live the quayside at Caen. Here you are on the threshold of Normandy's most beautiful scenery, like the valley of the Auge, Swiss Normandy, Deauville and Honfleur, with the choice of Brittany Ferries' selection of French gites, British holiday homes, chambers d'hotes or selected hotels in which to stay. And with the special six-day-return fare for a car and driver from only 62 pounds, a week spent basking in the pleasures of rural Normandy becomes something of a bargain.

Surprisingly it's only just over 250 miles from England, using the Brittany Ferries route from Portsmouth to Caen, to the picturesque medieval harbour of La Rochelle and places like the

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beautiful Ile de Re, the peaceful meandering Charente and the fascinating Marais Poitevin, a green maze of tree-lined canals and rivers. If you've time, do stop for a while en-route to the Touraine, where magnificent chateaux like Chambord, Chinon, Chenonceaux and Blois wait to be explored.

It's an easy drive from Caen to Aquitaine, with the fabled vineyards of the Medic and St Emilion, the great forest of the Landes and the glorious Atlantic beaches of Arcachon and Biarritz. A short drive to the east leads you to the beautiful countryside of the Dordogne and to some of France's prettiest villages.

St Malo has a charm which will tempt you to stay, and nearby are some of the Brittany's finest beaches, but it's also the perfect start to a holiday in the western Loire, a comfortable drive away. There are magnificent chateaux, such as Angers and Saumur, the mysterious Pays de Retz, the pretty seaport of Pornic, the fine old resort of La Baule and, further south, the Vendee with the splendid beaches of St Jean-de-Monts and Les Sables d'Olonne.

You can discover the French land's end of Finistere, which is just an hour or so's motoring from Roscoff using the Brittany Ferries route from Plymouth. Here too is Morbihan, steeped in folklore, where you will discover places such as the intriguing reed-fringed marshes of the Grande Briere and villages like Ile de Fedrin and the grey-stone village of Rochefort-en-Terre.

Santander is the gateway to Asturias, Cantabria and Galicia where magnificent sandy beaches are within easy drive of the spectacular mountain scenery of the Picos de Europa, medieval villages like Santillana del Mar, the fjord-like rias of Galicia, the historic pilgrim city of Santiago de Compostela, and the secret countryside of northern Portugal.

Where to stay? Choice may be a problem here too; Brittany Ferries can offer 1000 self-catering British holiday homes throughout France from where you can buy mouth-watering produce in local markets and discover the delights of the local charcuterie and patisserie to take back and enjoy at your leisure. Or there are more than a thousand French gites to choose from, ranging from watermills to Breton cottages, poolside villas and lakeside retreats.

Alternatively, if touring is more to your taste, then the freedom of selected hotels and chamber d'hotes is the answer, either pre=booked or with vouchers for complete freedom of choice.

Throughout France and Spain, Brittany Ferries now offer more than 3000 carefully vetted properties and, with inclusive prices from as little as 252 pounds for a week's self-catering for a family, the sheer pleasure of travelling the quiet scenic roads of France and Spain has never been more affordable.

Who is the intended audience for the text?

> Examiners would expect comment to be made regarding the appeal to the audience's sense of style and luxury. This suggests these values are important to the intended audience.

What is the mode of address and register?

Quotes could be selected to highlight how the text seeks to flatter and offer the customer a high degree of choice and luxury. Although an appeal to luxury, the mode of address and register are informal and personal.

To examine discourse structure, divide the text into sections and look for any similarities and differences in terms of lexis, grammar and sentence structure.

Does the advertisement offer an aspirational approach?

Does it make use of abstract nouns? How are adjectives employed to persuade the reader? Are there any patterns in syntax or vocabulary?

The text's use of adjectives and superlatives reinforces a sense of the customer being in control as well as reassuring them they have a range of choices and will be pampered throughout.

The description of France's attractions evokes both traditional and modern traits. There is an emphasis on relaxation.

Some words are included to create a continental ambience and particular French flavour, such as 'baguette' and 'ambience' itself.

Lexis

An advertising text may include some of the following linguistic features. Take care in the examination to evaluate features rather than present a descriptive list as you 'spot' them.

- Brand names
- Slogans and catchphrases
- Pre-modifiers, comparatives, superlatives
- Unique selling point (USP)
- Conversational lexis
- Puns/ wordplay
- Field-specific lexis
- Non-standard lexis

Grammar

Ellipsis: Incomplete sentences serve both to give the text a conversational tone and make it concise and direct.

Second person: Text speaks directly to the reader.

Imperatives: Direct address to reader urging them to take action.

Interrogatives: Interaction which requires reader to mull on product.

First person plural: This makes a large or commercial organisation seem more personal.

Tone or attitude: This refers to the modes of address to reader.

When commenting on the above features, try not to simply 'feature spot' but evaluate how lexis and grammar combine to convey narrative voice.

Discourse Structure

Advertisements often present an **opening hook**. This can take the form of a question – language that grabs the reader's attention.

The **signature line** is final summary at the end of the advertisement.

When discussing structure with a multi-modal or visual text such as an advertisement, comments can be made on **graphology, typography and layout**.

Task: Textual Analysis – Print Advertisement

Activity 5	The text above is part of a leaflet advertising a Play Farm.
	Identify and describe the main mode characteristics of the texts.
	How does the producer use language to achieve his purposes and create meanings?
	You should consider:
	➢ how situation and channel affect the use of language ➢ how the creators use language to inform and persuade

Aim to write around 750-800 words.

Feedback to Activity One: Initial Thoughts

You may have commented on a range of audiences and purposes for e-mails. For example, you may have identified that particular professions or interactions would require a written record of communications, such as solicitors working with people trying to buy a house.

You may have related choice of communication with age, suggesting that younger groups may be more likely to e-mail or text rather than telephone. Conversely, you may have discussed why someone would prefer to use the telephone. This may be related to relationships, as when someone phones a relative who lives far away to wish them a happy birthday.

You could then comment on the hybrid nature of emails – they include spontaneous features such as ellipsis dots to show a pause for effect and emoticons such as smiley faces. Written formalities include opening salutations and conclusions – even informal communications contain some form of opening.

Feedback for Activity Three: Variations in electronic texts

In response to the first text, you may have commented on the colloquial nature of the writing ('Eduardo is chomping at the bit to get back into Prem action') and how this helps build a confidential relationship between reader and blogger. You may have identified examples of field-specific lexis and how this would appeal to a readership interested in football – the shared meanings of 'silverware' and 'on the bench' may have been explained.

You may have begun discussion of the second text by stating that it was also for a niche audience, in this case, parents. You may have commented on specific language features, such as the use of imperatives ('Be consistent') and repeated conditional 'if' to suggest the range of scenarios a parent may face when dealing with children and discipline. You may have discussed the expected features of instructional texts.

Lesson Review	In this lesson, we have considered the following objectives:
	- understand the concept of synchronic variation and its relation to text type - compare and contrast language use across various media - analyse technological texts using linguistic frameworks, including lexis, semantics, grammar, pragmatics and discourse