Topics include

- Context of culture
- Context of situation
- Text typology
- Experiential meanings

Language is a social process ... it takes place, not in a vacuum, but in a specific context of situation and also within a broader context of culture.

CONTEXT OF CULTURE

- refers to the cultural capital of the society in which the language unfolds
CULTURAL CAPITAL

- meanings that are institutionalised; ideologies
- often not visible unless we take a close look at our language (through text)

EGS OF CULTURAL CAPITAL

- class
- individual vs the collective
- ethnicity/nationality
- tradition
- religion
- gender

CULTURAL CAPITAL: VISIBILITY

"... in real life, more often than not, our sayings merge unremarked into the living of life: they do not draw attention to themselves, simply because, conforming largely to our expectations, they fail to surprise - which is surely one of the prime causes for the invisibility of language." (Hasan, 1999)

"So we need to ask how these shared expectations come about? Who are the sharers, what is the extent of their sharing?" (Hasan, 1999)

ILLUMINATING SHARED MEANINGS...

"The meaning making of a cultural group can best be described by the co-interpretation of 4 kinds of statement: statements of context; of semantics; of lexicogrammar; and, ultimately, of expression in either phonological or graphological substance. While each of these strata is meaning bearing (a point urged by Firth, to the incoherence of linguists of his era), an account of meaning depends, in particular, on the alignments between the systematic statements of context, semantics and lexicogrammar." (Butt, 2000)

"... it helps me to understand how we can change reality by getting busy on language." (Halliday, 1991)

ILLUMINATING CULTURAL CAPITAL (ACROSS CULTURES)...

THE TIMES OF INDIA, NOV 2003

LIBRA (September 23 - October 22): Others may insist that they won't even listen to flattery, which means kind words will have little influence on certain pivotal decisions. They insist that they're completely rational. Yet the more time you spend listening to their ideas, the more likely they are to feel comfortable discussing plans that, initially, they firmly rejected.

THE AUSTRALIAN WOMEN'S WEEKLY, NOV 2003

CAPRICORN (Dec 22 - Jan 20): Think carefully before you come into conflict with too many people this month. You could find it hard not to blurt out what is on your mind, but this month your power lies in the unspoken word. Once you express your criticisms, ultimatums or demands, you could soon wish you had the power to take them back. If you feel you are riddled with anxiety or physically keyed up, try to release any sexual, financial or family frustrations by sorting out your cupboards, cleaning up the bathroom or going for a long walk - this is no time to be confrontational. If you let any inequalities get to you, inner frustrations may encourage a major shopping or eating spree, so be wary.
authority and power ... some changes over time (phylogenesis)

wars: the enlisted

CONTEXT OF SITUATION
refers to the specific situation in which a text unfolds
enables us to predict the meanings of a text
every time we use language to make a text, we make selections from a big pot of possibilities (language)

our selections are guided by the particular context (of culture, of situation) and the function our language will fulfill within that context

we also recognize the function of a text by the language selections we identify in that text

within each of these functional slices of language, there are a number of situations that further guide our language selections & the meanings these selections make

each of these situation types can be described as a configuration of Field, Tenor & Mode

we can map the Field and Mode aspects on the Text typology wheel
### Construing experience: ideational metafunction

- **Logical mode** of construing experience: modelling our experience of the **flow of events** as sequences
- **Experiential mode** of construing experience: modelling our experience of the **flow of events** as **configurations**

> Translation shifts between logical and experiential modes

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**English:**

*Down the road from the gate they fled.*

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**Spanish:**

*Huyieron camino abajo y se alejaron de la puerta.*

*They fled way down and they moved away of the door.*

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**process**

---

**participants**

**process**
The system of PROCESS TYPE

- material
  - behavioral
    - Behave: conscious
  - internal
    - sensor: sensor/sensation
    - verbal
    - idea
  - relational
- conceptual

CONSTRUCTING EXPERIENCE...

The course started at 9:00. The course included basic parachute equipment information, free falling information, emergency procedures, parachute opening, canopy control, and finally landing information.
Then came the gear-up part! We put on our diving overalls, parachutes, altimeters which are used to watch the altitude during the skydive, helmets, gloves and goggles.

The next step was boarding the airplane. We used a twin otter double engine aircraft.

I was sitting between two jumpmasters (skydiving instructors) and in front of a cameraman.

At that moment, I started feeling extremely worried and excited. The jumpmasters were talking to me, asking questions about my feelings. During the plane's take off, all I could say was, “Wow!”

Then, I began watching my altimeter to see whether the altitude number was changing. The altimeter was working perfectly.

Only that fact was able to make me smile a little bit,
but I was also considering what I could do if my parachute didn't open!

Finally, all the altimeters were saying thirteen thousand feet. The jumpers opened the door.

I looked down and was able to see someone who had already jumped.

They told me to stand up and walk toward the exit door. As I approached the door, I felt colder and colder.

My cameraman was outside of the plane, and the jumpmasters were holding me tightly for a safe, very first skydive.

My jumpmasters and I did the exiting procedures
and finally let ourselves go out of the airplane.

Those were the most interesting and enjoyable seconds that I have ever experienced.

In this article, I'd like to describe to you my first jump in order to show you how much fun skydiving is.

On the jump day, I went to the skydiving centre at 8:30 in the morning. The course started at 9:00. The course included basic parachute equipment information, free falling information, emergency procedures, parachute opening, canopy control, and finally landing information. Then came the gear-up part. We put on our diving overall, parachutes, helmets, gloves and gogglers.

The next step was boarding the airplane. We used a twin double engine aircraft. We split between two jumpmasters (skydiving instructors) and in front of a camerman. At that moment, I started feeling extremely worried and excited. The jumpmasters were talking to me, asking questions about my feelings. During the plane's take-off, all 341 could say was, "Wow!" Then, I began watching my altimeter to see (whether the attitude number was changing.)

The altimeter was working perfectly. Only that fact was able to make me smile a little bit, but I was also considering what I could do if my parachute didn't open.

Finally, all the altimeters were saying thirteen thousand feet. The jumpers opened the door.

I looked down and was able to see someone who had already jumped. They told me to climb up and walk toward the exit door. As I approached the door, I felt colder and colder. My concentration was outside of the plane, and the jumpmasters were holding me tightly for safe, very first jump. My jumpmasters and I did the exiting procedures and finally let ourselves go out of the airplane. Those were the most interesting and enjoyable seconds that I have ever experienced.
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The next step was boarding the airplane. We used a twin engine plane. I was sitting between two jump masters (skydiving instructors) and in front of a cameraman.

At that moment, I started feeling extremely worried and excited. The jump masters were asking questions about my feelings. During the plane’s take off, all I could think was, “Will I? That I began watching my altimeter to see whether the altitude number was changing?”

The altimeter was working perfectly. Only then I was able to make me smile a little bit. But I was also considering what I could do if my parachute didn’t open.

Finally, all the altimeters were showing thousand feet. The jumpmasters opened the door. I looked down and was able to see someone [who had already jumped]. They held me to stand up and walk toward the exit door. As I approached the door, I felt colder and colder.

My cameraman was outside of the plane, and the jumpmasters were holding me tightly for a safer, very first skydive. My jumpmasters and I did the exiting procedures and finally let ourselves go out of the airplane. Those were the most interesting and enjoyable seconds.

Now it has been recorded!!

<table>
<thead>
<tr>
<th>Transitivity Structure</th>
<th>Attendant on</th>
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<td>involved in</td>
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- different process types have different participant types associated with them
- (NOT a headache! Just use the table provided!!)