Adapting to Contexts and Audiences

Focus on Context-specific/Task-specific/Genre-specific Language

Aims

- To raise students' awareness of language features typical of context/task/genre
- To enable students to get feedback on language features typical of context/task/genre

Requirements

- Models of task (e.g. academic presentation, idea/business pitch, persuasive speech, spoken reflection, etc.)
- List of language features typical of the context/task/genre (based on previous course input).
- Students' own drafts OR pairs' in-class writing drafts

Steps

Review: Using models of the task, pairs identify common language features (based on previous course input.)

Students then compare this with a list provided by the teacher.

(OR: students could ask GenAI tool for 5-6 language features of specific genre.)

Students first evaluate their own drafts and discuss their use of these features with a partner.

> *Which of the language features typical of _____ do you feel you have used most successfully?*
>
> *Which of the language features do you feel you may need to include more of?*

(OR: students could do peer feedback.)

Students then paste in their own drafts with prompt request for feedback.

> *You are a writing tutor. I am going to give you a draft of my _____. The audience is _____. I would like feedback on the use of these language features: _____. Which of these do I use successfully?   Which do I need to use more of?*

After class:

Students decide on how to edit their writing. The next lesson could start with students reporting to others on a few of their choices and what motivated these.

(OR: Students redraft their work, making annotations on their changes in which they explain the reason for the change.)

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General Highlighting of Importance of Context and Audience

Aims

- To raise students' awareness of differences in language use across different contexts and for different audiences

Requirements

- A script of a spoken genre
- Examples of other spoken genres (can also be elicited from students)

Steps

Share a script typical of a specific genre (e.g. TV/YouTube advertisement) with students and ask them to identify the purpose, the audience, and features of language that are typical of the genre.

Show a list of other spoken genres/elicit other types from students. Each pair picks one of the genres.

Pairs paste script from Step 1 into GenAI tool and ask it to rewrite this to make it suitable for the genre they chose in Step 2.

> *I am going to give you a script of a TV advertisement. Rewrite this so that it sounds like a _____.*

Students then identify the types of language changes made and identify features.

OPTIONAL:

> *Explain what specific changes you made to language and why.*

Students report to groups/class on the differences they noted.