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**Context and Language**

Context is important in the determination of language used within a given group of people. For Mey (2001:43), *“the context determines what one can say and what one cannot say” .*It is among the terms that have no terse agreeable definition. Accordingly, Akman and Surav (1997) claim that:

*denotation of the word context has become murkier as its uses have been extended in many directions and deliver that now widespread opinion that context has become some sort of conceptual garbage can*(cited in Pamela, F. & Pizarro, Antonia San Martin 2012,p194)

Relative to this, context is an overcast notion that has no explicit depiction because of its multidimensional uses .Moreover, Akman and Surav(1997) mention that it is mostly referred to as a *garbage can* because it includes everything that concerns a discourse. It has been described by many researchers from diverse angles, but the most agreed upon notion is that context is the product of language use.

Context is perceived in terms of a situation in which any discourse is entrenched. Relatively, Fetzer (2002, 2004) identifies three types of macro context: cognitive context, linguistic context and social context.

The cognitive context is the mental host of inferences and reasoning. The elements that constitute it *“are mental representations, propositions, contextual assumptions and factual assumptions”* (Fetzer 2004: 35). The same concept is described by Auer (1995:6) as “*features of participants’ common background knowledge”*. Presupposed knowledge shared between communication agents is crucial in both choice of words and their interpretation in specific contexts.

The linguistic context is, by function, isomorphically related to the co-text (Brown and Yule 1983; Widdowson 2004; Odebunmi 2006). The linguistic context refers to “*the language that surrounds or accompanies the piece of discourse under analysis”* from the perspective of Nunan (1993:8). It refers to the surrounding features of language inside the text like phrases or sentences which are relevant to the interpretation of other linguistic elements .There is a linguistic context when the meaning of a text is constrained by its structural and lexical environment. This claims for the idea that the interpretation of any piece of discourse is dependent on cataphoric reference or anaphoric one to understand its situation. There are other elements that are part of context.

The social context consists in the talk participants, their physical locations and verbal or non-verbal actions. In the words of Fetzer (2004:36),

*“constituents of social context are... model users [speakers and hearers], the immediate concrete, physical surroundings, including time and location, and the macro contextual institutional and non-institutional domains”.*

Accordingly, the social context includes the participants, topic, aim, setting, time, and the kind of communication. Odebunmi (2012:32) comments that the location of the physical environment constrains how language is used and the time interaction occurs. For example; in the classroom, the teacher has his own position he owns during his course, and he may move throughout the class in contradistinction with a conference holder who has a central position in the room .In addition, learners may interrupt their teachers during the lesson whereas in a conference audience will take their turn at the end. Thus, each communication event has its own setting that determines the aspects of the language used that have in turn established goals.