

METALANGUAGE GLOSSARY

METALANGUAGE	EXAMPLES	POSSIBLE PURPOSES AND IMPACTS/EFFECTS
<b>adjective</b> describing word or phrase	'a stirring speech' 'her perplexing approach'	<ul style="list-style-type: none"> <li>adds detail to make text more interesting – provides description</li> <li>can imply something positive or negative</li> </ul>
<b>alliteration and assonance</b> repetition of initial consonant sounds (alliteration) and vowel sounds (assonance)	'Sydney's slippery slide' (alliteration) 'the elite meet-and-greet' (assonance)	<ul style="list-style-type: none"> <li>adds emphasis, reinforces meaning</li> <li>draws attention to key words or ideas</li> <li>can create an emotive image</li> <li>memorable</li> </ul>
<b>appeal</b> attempt to persuade through emotional manipulation; targeting particular interests or concerns	'long-range weapons don't discriminate; we are all a target' (appeal to security fears) 'Sadly, Aboriginal health and education are responsibilities we have still to address.' (appeal to a sense of social justice)	<ul style="list-style-type: none"> <li>triggers an emotional response</li> <li>evokes feelings of guilt, shame, concern, fear; or conversely of pride, honour, satisfaction, etc.</li> </ul>
<b>attack</b> means of criticising or opposing an individual or idea	'Her comments are little more than adolescent gibberish.' (mudslinging, ridicule) 'Teachers must be held accountable for these appalling literacy levels' (scapegoating)	<ul style="list-style-type: none"> <li>belittles opponent's arguments, may lend weight to author's arguments</li> <li>can help author argue from position of authority</li> <li>can offend or alienate audience if overdone</li> </ul>
<b>bias</b> overt preference or sympathy for a particular point of view	an advertisement for the federal Liberal Party announcing benefits of its changes to Australia's workplace legislation an opinion piece critiquing Australia's involvement in Iraq written by an aid volunteer	<ul style="list-style-type: none"> <li>can strengthen argument if bias seems relevant and within context, and if author has some authority</li> <li>can undermine argument if disproportionate to context</li> </ul>
<b>cliché</b> overused or hackneyed phrase or opinion that shows a lack of original thought	'a gold medal performance by the athletes' 'take a bow, West Coast Eagles' 'world-class city'	<ul style="list-style-type: none"> <li>can sway audience by appealing to something with which they are familiar</li> <li>may make audience feel informed</li> <li>may alienate sophisticated audience</li> </ul>
<b>colourful language</b> vulgar or rude language; particularly unusual or distinctive expressions	'they are certainly up the creek now' 'Who gives a toss about the Queen anyway?' 'The whole policy is a dog's breakfast.'	<ul style="list-style-type: none"> <li>can provide humour</li> <li>may offend a conservative audience</li> <li>establishes informal register (friendly, one of us, on the level)</li> </ul>
<b>connotation</b> positive/negative implications, pejorative phrases; 'loaded' language that evokes an idea or feeling, either positive or negative	'The children were slaughtered as they slept.' 'Her reckless behaviour was noted by all.' 'the Anzac legend'	<ul style="list-style-type: none"> <li>encourages audience (either subtly or overtly) to accept an implication</li> <li>seeks to persuade audience to share particular view of person or event</li> </ul>

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<b>design and structure</b> the appearance and layout of a text, including colour, font selection and page presentation	a letter from a principal on formal school letterhead paper a website's appearance; consideration of how presentation appeals to certain demographics	<ul style="list-style-type: none"> <li>persuades through association</li> <li>establishes genre and context</li> <li>can manipulate audience emotions</li> </ul>
<b>euphemism</b> mild or vague expression substituted for one considered to be too harsh or direct	'pass away' instead of 'die' 'let go' instead of 'fired'	<ul style="list-style-type: none"> <li>can 'soften the blow' of difficult information or ideas</li> <li>can alienate or confuse if overused or used cynically</li> </ul>
<b>evidence</b> material used in support of an argument: <ul style="list-style-type: none"> <li>facts and statistics</li> <li>expert testimony</li> <li>research findings</li> <li>anecdotal evidence</li> </ul>	'The city's 1.5 million households used over 500 billion litres of water.' (statistics) 'Wind power generates fewer pollutants than the burning of fossil fuels.' (fact)	<ul style="list-style-type: none"> <li>can lend argument weight and author credibility if employed responsibly</li> <li>can undermine argument if used inappropriately or overused</li> </ul>
<b>exaggeration and hyperbole</b> overstatement used to imply something is better, worse, more/less important, etc.; hyperbole is a deliberately extreme form of exaggeration used for dramatic effect or humour	'Every weekend the city is overrun by beggars.' 'We're all being brainwashed by mind-numbing reality television shows.'	<ul style="list-style-type: none"> <li>creates dramatic effect, often through imagery</li> <li>argues through employment of 'shock tactics'; appeals to fear</li> <li>can undermine argument if taken too far</li> </ul>
<b>formal and informal language</b> formal: more elaborate, precise, sophisticated; adhering to Standard Australian English informal: colloquial, everyday or slang terms	'Success can be facilitated only through the employment of sound educational principles in a supportive learning environment.' (formal) 'How do you like them apples?' (informal) 'She'll be right, mate' (informal)	<ul style="list-style-type: none"> <li>formal: creates sophisticated, authoritative style, can lend weight to argument or sound pretentious out of context</li> <li>informal: conversational, establishes a rapport with audience, humorous, appeals to sense of identity; can alienate if overused or used out of context</li> </ul>
<b>generalisation</b> broad statements inferred from specific cases	'This poor behaviour was modelled by the parents, and it is therefore ultimately a parental responsibility.' 'It is clear from the evidence at this school that all girls benefit from single-sex VCE classes.'	<ul style="list-style-type: none"> <li>seeks to validate a theory or contention, sometimes dubiously</li> <li>can be inferred to be evidence by a naive audience</li> <li>can detract from or undermine an argument if unrealistic or illogical</li> </ul>
<b>gesture and body language</b> use of the body and face to communicate meaning and positive or negative sentiments	an interviewee folding arms and crossing legs to indicate dissatisfaction a speaker pointing to an idea on a slide	<ul style="list-style-type: none"> <li>helps to convey arguments and moods</li> <li>can influence a subject by making them feel either welcome or intimidated</li> </ul>

