PERSUASIVE LANGUAGE TECHNIQUES

AN INTRODUCTION TO SOCIOLINGUISTICS – SESSION 4

THE STRUCTURE OF EACH TECHNIQUE

1. DEFINITION

2. "EXAMPLE"

3. THE EFFECT THIS HAS ON THE READER

ALLITERATION

1. REPETITIONS OF SOUNDS

2. *"BIG. BEEFY. BLISS."*

3. DRAWS ATTENTION.
   NICE TO READ AND LISTEN TO

ANECDOTE

1. PERSONAL, EMOTIONAL, STORY

2. *"HE'S GIVEN ME THE CONFIDENCE TO DO ANYTHING I SET MY MIND TO DO!" (IVANKA*

3. IT ENCOURAGES THE READER TO SHOW EMO AND SEE THE TOPIC AS MORE RELATED TO

APPEAL TO AUTHORITY

1. WORDS FROM EXPERTS

2. *"#1 BRAND RECOMMENDED BY DENTISTS"*

3. POSITIONS THE AUDIENCE AS A LEARNER, WITH SOMEONE KNOWLEDGEABLE EXPLAINING THINGS

APPEAL TO COMMON SENSE

1. REFERS TO THINGS EVERYBODY WOULD AGREE TO

2. *"TERRORISM IS LIKE AN ANGRY DOG, IF YOU POKE A DOG IT WILL BITE."*

3. MAKES A COMPLEX ARGUMENT SEEM SIMPLE AND EASY TO DECIDE ON, USUALLY BY COMPARING IT TO SOMETHING MORE SIMPLE
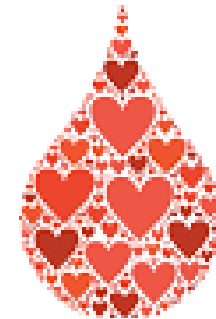
ALLUSIONS TO TIME

1. CREATES A SENSE OF URGENCY

2. "*DONATE BLOOD NOW*"

3. ENCOURAGING THE READER TO PRIORITIZE THA
   ISSUE OVER OTHER ISSUES, IT REQUIRES IMMED
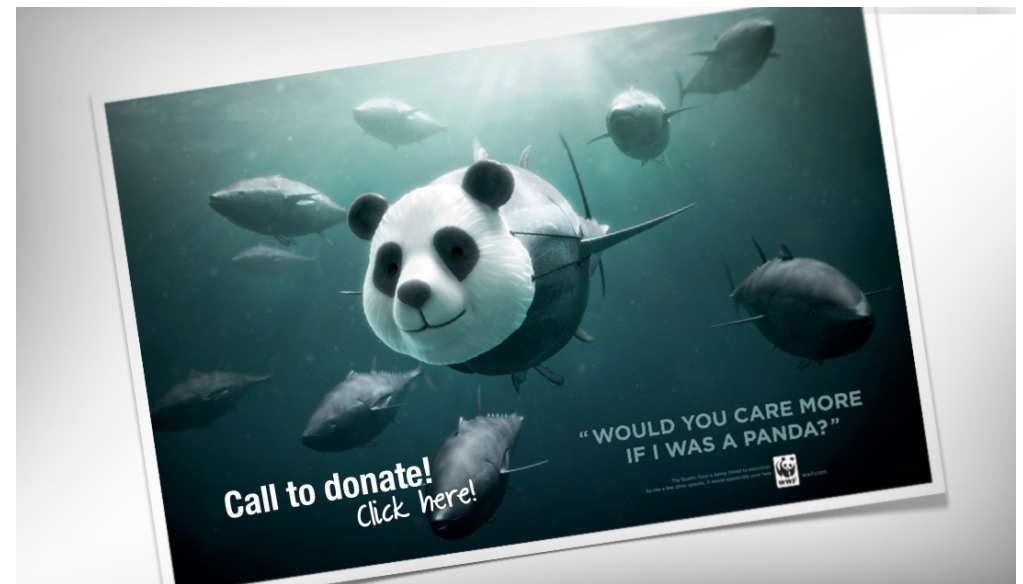   ACTION

Lapu-Lapu/Cordova Chapter

DONATE
BLOOD
NOW

CALL/TEXT
495-2402 : 0932-875-8918

CALL TO ACTION

1. A REQUEST OR DEMAND FOR THE READER TO TAKE ACTION

2. *"CALL TO DONATE"*

3. ALTERING THE READER'S BEHAVIOUR – THE READER FEELS EMPOWERED

COLLOQUIAL LANGUAGE

1. INFORMAL LANGUAGE – IT CREATES A CASUAL

2. *"O.M.G.!"*

3. CREATES A BOND BETWEEN THE READER AND W
   WRITER BRINGS HIM/HERSELF DOWN TO THE SA
   LEVEL AS THE READER

EMOTIVE LANGUAGE

1. WORDS/PHRASES THAT CHANGE THE FEEL OF A SENTENCE

2. *"MY MOM REALLY IS GOING TO KILL ME."*

3. DECREASES THE READER'S RATIONAL RESP[O...] ENCOURAGES READERS TO REACT INSTINCT[...]

EUPHEMISMS

1. POLITE OR SOFTENING PHRASES USED IN REPLACEMENT OF UNPLEASANT/HARSH WORDS

2. *"GENTLEMEN'S CLUB"*

3. TO MAKE AN IDEA SEEM KINDER THAN IT ACT IS, E.G. DIE = PASS AWAY

GRAPHS

1. DEMONSTRATES WRITER CREDIBILIT

2. "*US UNEMPLOYMENT RATE*"

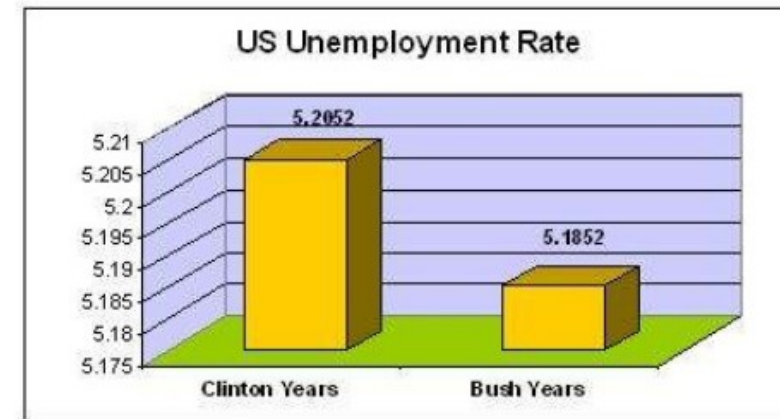3. CAN PERSUADE READERS OF THE WRITER'S POINT OF VIEW

Image Source: http://thinkingmeat.net

LISTING

1. A LIST OF THE BENEFITS OR DETRIMENTS

2. *"RIDING YOUR BIKE TO WORK HAS MANY BENEFITS FOR THE INDIVIDUAL AND THE COMMUNITY: IT REDUCES TRAFFIC, IMPROVES YOUR HEALTH AND PROTECTS THE ENVIRONMENT."*

3. THE WRITER PROVIDES MULTIPLE ARGUMENTS TO SWAY THE READER

COMPARISON

1. SIMILE – SENTENCES WITH "LIKE" OR "AS…AS"

2. *"…SKIN CREAM…FOR SKIN AS SMOOTH AS A PEACH*

3. GIVES THE READER A SENSE OF WHAT SOMETHING IS EVEN IF IT IS FOREIGN TO THEM

REPETITION

1. REPETITION OF WORDS OR PHRASES AND IDEAS

2. "SALE, SALE, SALE"
   "IT HURTS THE INDIVIDUAL, IT HURTHS THE ECONOMY HURTS THE COUNTRY AS A WHOLE"

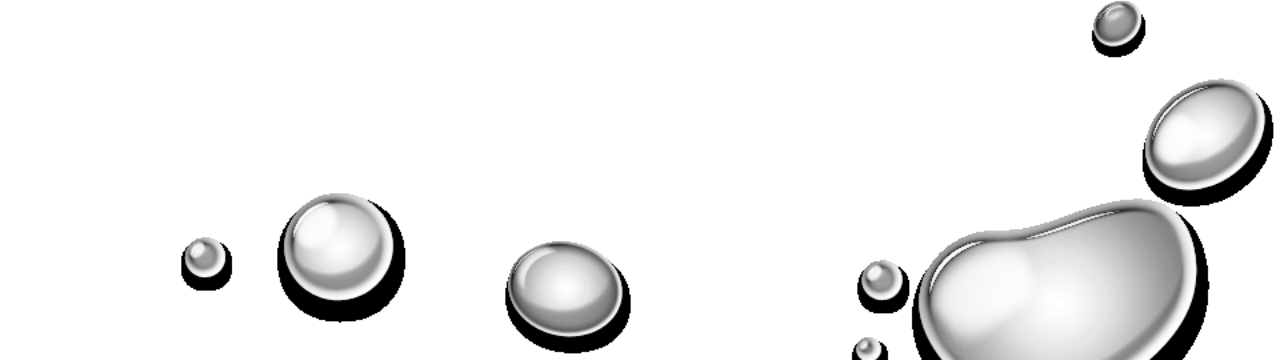3. CREATES EMPHASIS AND IS MEMORABLE

RHETORICAL QUESTION

1. STATEMENTS WITH QUESTION MARKS – THE ANSWER IS IMPLIED BY WHAT IS BEING ASKED

2. "*WHY LOVE ONE BUT EAT THE OTHER?*"

3. MAKES THE READER VIEW AN ALTERNATIVE ANSWER TO THE ISSUE APPEAR ILLOGICAL AGAINST COMMON SENSE
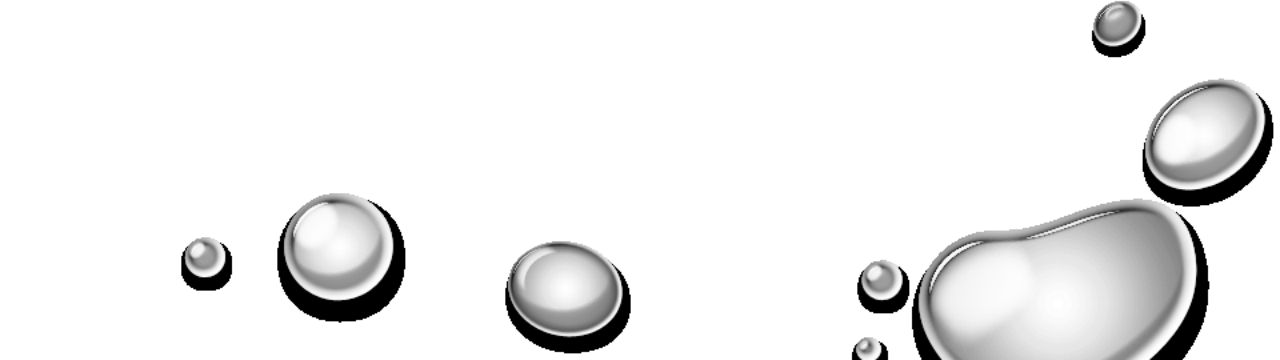
SENTENCE STRUCTURE

1. SHORT, SHARP SENTENCES

2. *"WHEN THE FACTORIES CLOSE DOWN, WHEN THE WORKERS GO BACK HOME TO THEIR FAMILIES WITHOUT A PAYSLIP IN THEIR POCKETS, WHEN THE PRICE OF LIVING GOES UP AND THE QUALITY OF LIFE GOES DOWN, WHERE WILL THE GOVERNMENT BE TO HELP?* **NOWHERE. JUST LIKE ALWAYS***."*

3. PARTICULARLY SHORT SENTENCES CAN BE USED BY THE WRITER TO DRAW EMPHASIS TO WHAT IS BEING SAID BECAUSE OF THE CHANGE IN RHYTHM THAT THEY CREATE
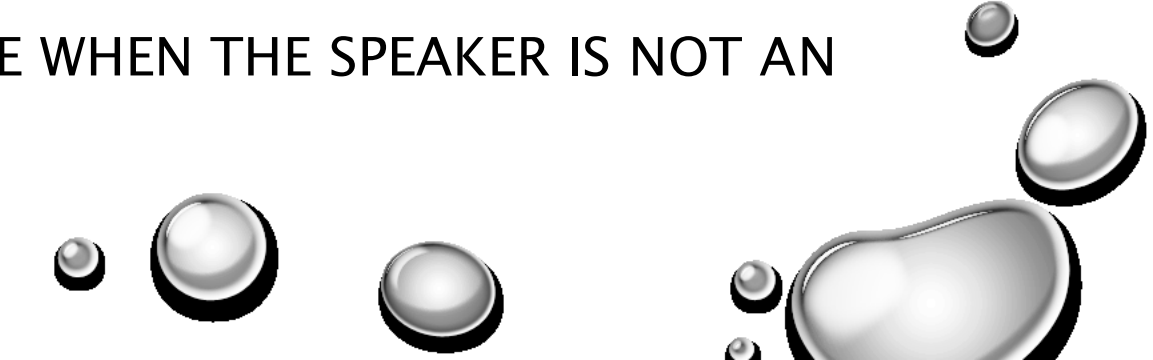
SIGNPOSTING

1. SIGNPOSTING IS A WAY THAT A WRITER OR SPEAKER OUTLINES THEIR ARGUMENTS.

2. *"THE THREE MAIN ARGUMENTS FOR VEGETARIANISM ARE THE HUMAN HEALTH BENEFITS, ENVIRONMENTAL SUSTAINABILITY, AND MORAL STANDARDS IN RELATION TO HOW WE TREAT ANIMALS."*

3. THIS CAN MAKE THE STYLE OF A PIECE APPEAR MORE LOGICAL AND ASSIST THE READER IN FOLLOWING THE LINE OF ARGUMENTATION.

QUOTES

1. QUOTES AND REFERENCES TO AUTHORITIES ARE OFTEN USED IN CONJUNCTION WITH STATISTICS, BECAUSE THEY HAVE THE SAME OVERALL EFFECTS.

2. *"THE MINISTER FOR TERTIARY EDUCATION WAS EARLIER QUOTED SAYING "INVESTMENT IN OUR UNIVERSITIES AND TAFES SHOULD BE IN THE TOP THREE CURRENT NATIONAL PRIORITIES". "*

3. THE SOURCE OF THE QUOTE IS PARTICULARLY IMPORTANT - AS A READER IS LESS LIKELY TO BE PERSUADED BY A QUOTE WHEN THE SPEAKER IS NOT AN EXPERT
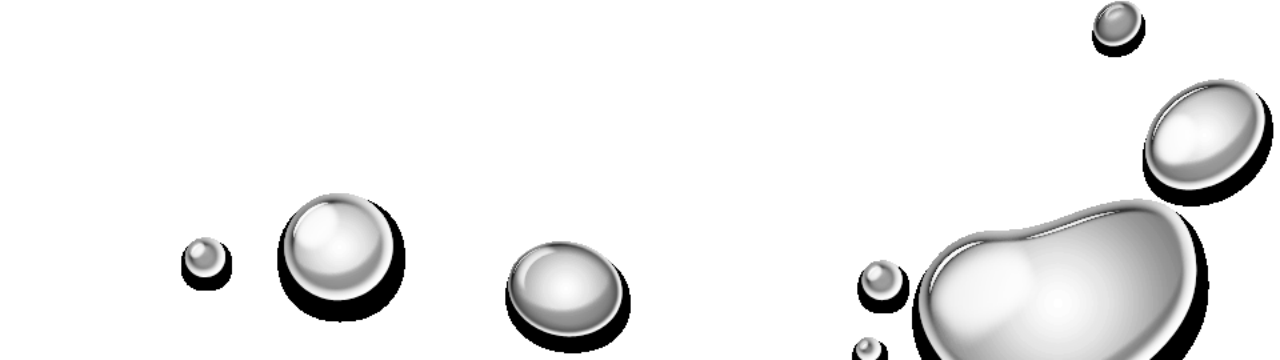
METAPHOR

1. A COMPARISON THAT DESCRIBES ONE THING IN TERMS OF ANOTHER.

2. "*LIGHT BEER*"

3. THIS TECHNIQUE CAN BE USED TO REINFORCE A POINT WITH REPETITION AND THE IMAGERY CREATED CAN OFTEN REALLY IN A READER'S HEAD.
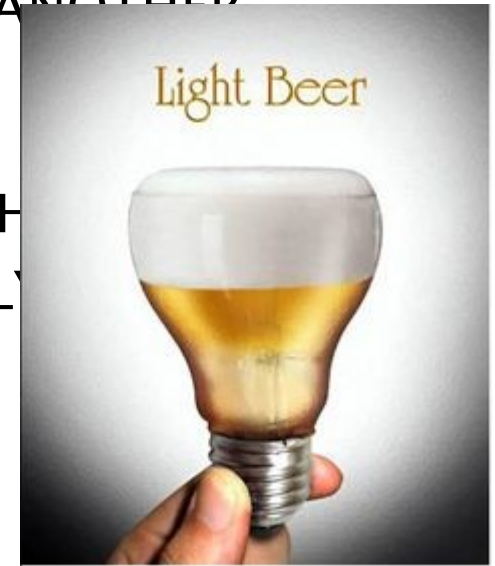
INCLUSIVE LANGUAGE

1. TERMS SUCH AS 'OUR', 'US', AND 'WE' ARE USED

2. "*WE ALL HAVE TO PITCH IN TO HELP OUR BROTHERS IN QUEENSLAND RECOVER FROM THIS HORRIFIC TRAGEDY.*"

3. MAKES THE READER FEEL LIKE PART OF A GROUP OR INSPIRED TO TAKE COLLECTIVE ACTION

PERSUASIVE TECHNIQUES

HTTP://WIKI.ENGAGEEDUCATION.ORG.AU/ENGLISH/LANGUAGE-ANALYSIS/PERSUASIVE-TECHNIQUES-2/