Linguistic Principles and Theories:

- Texts can vary according to the larger-scale linguistic concepts of audience, purpose, genre, mode, tone, context and register.
- **Audience** – This can be defined by values and interests as well as by demographic factors such as age, gender, education, social class, occupation, national origin.
- **Purpose** – Some texts are exclusively informational while others are entirely social. Most will have elements of both.
- **Genre** – Texts can be grouped according to their types or genres. They can often belong to more than one genre.
- **Mode** – This refers to whether a text is spoken or written, with ordinary spontaneous conversation at one extreme and formal written documents at the other.
- **Tone or Level of Formality** – Texts can often be placed somewhere on a scale from informal to formal tone. The American linguist Martin Joos (1962) distinguished between five different levels of formality. This framework was designed to apply to spoken English, but it can be relevant to writing as well.
- **Context** – Texts may be more or less context-bound or more or less context-free.
- **Register** – A variety of language associated with a particular situation of use.
- **Audience address** – relates to the way a writer or a speaker addresses the people they are writing for or speaking to.
- **Audience positioning** – often used in mass media advertising. Many adverts try to position the reader or listener/viewer as someone who needs or wants the product being advertised.
- **Representation** – This is the portrayal of events, people and circumstances through language and other meaning-making resources (e.g., images and sound) to create a way of seeing the world.
- One useful idea in language study is **metalanguage**, or language about language. The pre-fix 'meta' comes from Greek meaning 'after' how in English it has come to mean 'after' or 'above'.
- A **text** is any passage spoken or written of whatever length that does form a unified whole according to the linguists M.A.K. Halliday and Ruqaiya Hasan (1976).
- Two frameworks often used for textual analysis are larger-scale linguistic concepts including: text meaning, genre, purposes, audience, mode and context, and smaller scale language features including features of discourse, lexis and semantics, pragmatics, grammar, phonetics/phonology/prosodics and graphology.
- Language features belong to particular **levels of language** that reflect the fact that it is possible to study discourse, lexis and semantics, pragmatics, grammar, phonetics/phonology/prosodics and graphology as distinct and separate subjects.
- **Language Level 1: Lexis and Semantics** – Lexis is the term that we use in language studies and linguistics to refer to vocabulary. One of the most obvious ways we can do this is by grouping words together on the basis of the particular roles and functions they play both in written and spoken modes of language. These groups are known as **word classes**. **Semantics** is the study of **meaning** in language.
- **Language Level 2: Grammar** – Grammar includes the study of two main elements: **morphology** (the study of word formation) and **syntax** (the study of how words form larger structures such as phrases, clauses and sentences. **Grammar** therefore, is the whole system and structure of the language.
- **Language Level 3: Phonetics, Phonology and Prosodics** – **Phonetics** and **phonology** both refer to areas of language study that focus on sound. **Phonology** is the area of study that refers to the abstract sound system. **Phonetics** is concerned with investigating how sounds are actually produced by language users. **Prosodics** is the study of how speakers can shape meanings through emphasising certain aspects of intonation, speed and volume.
- **Language Level 4: Graphology** – Many texts rely on the use of layout, space, images, colour and different font types to help convey their meaning. Often these can be used in very obvious ways to help support meaning; at other times, their use may be more subtle. In all cases, graphological features tend to combine with other language levels to help support interpretation.
- **Language Level 5: Pragmatics** – **Pragmatics** is the area of language study associated with how contextual factors influence meaning.
- **Language Level 6: Discourse** – **Discourse** is the level of language concerned with larger stretches of text including spoken, written and multi-modal.

- **Implied meaning** – where you have to read between the lines to get the underlying meaning or subtext of a text or transcript
- **Subtext** – the underlying or implied meaning of a text
- **Audience address** – relates to the way a writer or a speaker addresses the people they are writing for or speaking to
- **Audience positioning** – the assumptions made in a text about its readers' background knowledge and understanding, attitudes and values in order to guide them towards an interpretation
- **Synthetic personalisation** – making it seem as if text receivers are being addressed as individuals rather than as a mass
- **Grammatical patterning** – where the same or a similar grammatical structure is used two or three times, or even more
- **Discourse marker** – words, phrases or clauses that help to organise what we say or write (e.g. Ok, so, "as I was saying…")
- **Tag question** – a short question used at the end of a sentence, often inviting agreement with the speaker
- **Representation** – the portrayal of events, people and circumstances through language and other meaning-making resources (e.g., images and sound) to create a way of seeing the world
- **Nominalisation** – the process of forming nouns through other word classes – e.g., verbs and adjectives
- **Stereotype** – oversimplified representation of a person, group, institution or event
- **Hegemony** – how one social group can use language to get other people to accept its way of seeing the world as natural
- **Pejorative term** – a judgemental term that usually implies disapproval or criticism
- **Ideology** – a system of ideas
- **Linguistic relativity** – the idea that language we use to talk and write about things can determine the way we think about them
- **Stigmatise** – to mark something or someone out as disgraceful or shameful
- **Reappropriation** – reclaiming a word of phrase that has come to mean something insulting and using it as if it is normal or even complimentary