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the program, Marvin used technical terms, such as "reentry felons" (paroled ex-felons who return from prison to their communities) and "recidivism" (committing a crime again). He also used police slang, such as "deal with perps" and "guys on the job." At one point, he contrasted Operation Ceasefire to how police traditionally handle...

vocabulary of police: 337 12_FRA_2394_ch12_336_367.indd 337 09/10/13 3:08 PM 338 chap t e r 1 2 Language and Style slang, as well as use of legal jargon, while others found his language impenetrable. Several audience members resented his use of "guys on the job" for "police officers," and some found the phrase "certain neighborhoods" insensitive because it seemed to be a veiled reference to socioeconomic or race. Audience members reacted differently to the word "protection," with some reminding of the heroic efforts and sacrifice of police officers featured in the news, and others thinking of recent reports of excessive police violence and corruption. Clearly, Marvin failed to get his message across to many in his audience—in large part because of his word choice. Word choice, or diction, requires consideration of audience, occasion, and nature of one's message when choosing language for a speech. If Marvin had used the same language when talking to an audience of police officers, he might well have had more success, but his classmates consisted of diverse students with very different perspectives on law enforcement than those of police officers—and who used very different language. Marvin failed because he didn't adapt his word choice to his listeners' expectations. When it comes to giving speeches, word choice can matter far more than you might think. Similarly, word choice factors heavily in Martin Luther King Jr.'s "I Have a Dream" speech, which we discuss in Chapter 2. When King presented this address on August 28, 1963, at the March on Washington, he didn't give it an official title. Only later did people start calling it the "I Have a Dream" speech. Why has this phrase endured in people's memories? It was an exceptionally powerful expression that encapsulated King's vision of a time and place free from prejudice and discrimination. More than forty-five years after his death, people still experience profound emotion when they recall this expression. If King had calmly used the words "I hope" instead of "I have a dream," he would have had much less impact. Used thoughtlessly, they may confuse, offend, bore, or annoy your listeners, preventing them from absorbing your message. In this chapter, we examine the importance of choosing the right words for your speeches, and the difference between oral and written language. Then we explain how to use language to present your message clearly, express your ideas effectively, and demonstrate respect for your audience. THE IMPORTANCE OF LANGUAGE AND WORD CHOICE Even if you don't think of yourself as much of a reader or a "word" person, you still make thousands of word choices every day: when talking with friends and family, taking notes in class, writing e-mails, making phone calls, and sending text messages. You probably try to choose your words carefully in each of these situations; after all, you know that your words have a lot of power. They can inform, inspire, 12_FRA_2394_ch12_336_367.indd 339 09/10/13 3:08 PM 340 chap t e r 1 2 Language and Style and uplift others. But they can also confuse people (for example, if you've used jargon or slang that others might not understand), and they can hurt others (for instance, if you've used biased language). Your word choice defines you as a speaker. In earlier chapters, we introduced the concept of a speaker's ethos, or personal credibility, and explained how ethos can influence an audience's perception of the presenter's message. Your words and phrases convey your ethos to your listeners because they say something about you as a person. How do you use words in ways that clarify your message and enhance your credibility? Along with using appropriate and considerate language, you can explain technical terms and use helpful presentation aids (for clarity), thus effectively incorporating such terms into your speech to enhance credibility. A student speaker named Gillian applied these practices while delivering an informative presentation about armor plating used during the Ottoman Empire. Gillian showed photographs depicting the armor worn by soldiers and their horses. She also used technical terms in explaining these terms through devices such as analogy ("like the helmet a soldier might wear"), she made her message accessible without coming across as condescending to her listeners. 12_FRA_2394_ch12_336_367.indd 340 09/10/13 3:08 PM Differences between Oral and Written Language 341 DIFFERENCES BETWEEN ORAL AND WRITTEN LANGUAGE You may have noticed that words and sentences can come across quite differently when you hear them spoken aloud, as opposed to when you read them to yourself. In a public speaking context, the difference between spoken and written language can be even more pronounced. To help you craft better language for your speeches, you should consider three key differences between oral and written language: • Oral language is more adaptive. Writers seldom know exactly who will read their words, or in what context; the best they can do is to take educated guesses and make language choices accordingly. When you speak before a live audience, however, you can get immediate feedback, which would be virtually impossible for a writer. Thus, you can observe your audience members during your presentation, interact with them, and respond to the way they are receiving your message. Because a speech is a live, physical interaction 12_FRA_2394_ch12_336_367.indd 341 11/6/13 2:19 PM 342 chap t e r 1 2 Language and Style that generates instantaneous audience feedback, you can adapt to the situation, such as by extending or simplifying an explanation if listeners seem confused or by choosing clearer or simpler language. • Oral language tends to be less formal. Because writers have the luxury of getting their words down on paper (or on screen) and then going back to make changes, they typically use precise word choice and follow the formal rules of syntax and grammar. In most speech situations, however, language choice tends toward a somewhat less formal style. Because listeners lack the chance to go back and reread what you've written, you should use simpler and less technically precise than in speaking language. Thus, consider incorporating appropriate colloquialisms, a conversational tone, and even sentence fragments into your speeches. • Oral language incorporates repetition. Most writing teachers and coaches advise their students to avoid repeating themselves or being redundant by covering the same ground more than once. But in speaking situations, repetition can be an especially effective tool because your listeners can't go back and revisit your points—your words are there and then are suddenly gone. Because most audience members won't take notes (especially outside a classroom setting), there is nothing for listeners to rely on except their own memory of your words. You can help your listeners remember your message by intentionally repeating keywords and phrases throughout your presentation. If they hear certain words often enough, they will remember them. DENOTATIVE AND CONNOTATIVE MEANING In addition to using words to express your message clearly and to enhance your credibility, you need to be aware that words can have two very different kinds of meanings. By understanding these differences, you can select your language more strategically to exert the impact you want. In the sections that follow, we take a close look at this notion of two meanings: denotative meaning and connotative meaning. Denotative Meaning The denotative meaning of a word is its exact, literal dictionary definition. When you use a word that has one dictionary definition (and 12_FRA_2394_ch12_336_367.indd 343 09/10/13 3:08 PM 344 chap t e r 1 2 Language and Style that is not overly technical), you can usually expect that your audience will understand what you mean. But many words have several dictionary definitions. In these cases, you may need to take steps to avoid confusion. Consider the word run. According to Merriam-Webster's Collegiate Dictionary, run has numerous definitions. It can be a verb meaning "to go faster than a walk," a noun meaning "an unbroken course of performance," and a verb meaning "to run like a race." If you use the word run in a speech, you must clarify its meaning. For example, if you say "I've been running a business for ten years," you should clarify that you mean "I've been operating a business for ten years." CONNOTATIVE MEANING Many words may also have at least one connotative meaning—an association that comes to mind when people hear or read the word. A word's connotative meanings may bear little or no resemblance to its denotative meanings. For example, when used as a noun in a statement about stocks, the word dog may connote a poor investment opportunity—yet the literal meaning of the noun dog is a specific type of canine. By using words in your speeches deliberately for their connotative meanings, you can make a powerful impression on your audience. For example, a student named Betty made the following statement in her presentation on the history of hairstyles in the 12_FRA_2394_ch12_336_367.indd 344 09/10/13 3:08 PM Denotative and Connotative Meaning 345 twentieth century: "In the roaring twenties, the short 'bob,' or 'flapper' haircut, exploded onto the scene through the rise of silent film star Louise Brooks." When Betty used the verb exploded, she triggered the strong, fiery association that most people have with the word. This savvy use of the connotations of exploded helped Betty make her point far more forcefully than if she had merely said that the bob "became very popular." On the other hand, careless use of a word that has very different denotative and connotative meanings can backfire and confuse your audience. Consider Albert, a student who made the following statement about a school district's refusal to lower the student/teacher ratio for his size in elementary schools: "The kind of racism you really demand some bigotry by the school board. The word bigotry literally means the state of mind of a person who is intolerantly devoted to, or for personal opinions or prejudices, a meaning that Albert intended in his comment. Unfortunately, many people will associate the word bigotry with the kind of racism that we all abhor. Albert's choice of the word bigotry had unintended consequences. He had intended to convey that the school board was being stubborn and unwilling to change its view about the ratio of students to teachers, but he had also conveyed that the school board stubbornly refused to change its view about class sizes remaining higher. 12_FRA_2394_ch12_336_367.indd 345 09/10/13 3:08 PM 346 chap t e r 1 2 Language and Style PRESENTING YOUR MESSAGE CLEARLY You can't get your message across to your audience unless you present it clearly. To make your message as clear as possible, use language that's understandable, concrete, proper, and concise. Understandable Language Understandable language consists of words your listeners find recognizable. In most situations, the best way to ensure that you're using understandable language is to choose words that reflect your audience's language skills, avoiding technical terms beyond their comprehension. For example, if a cell biologist gave a talk to a roomful of English majors, she would quickly confuse her listeners with terms such as ribosomal DNA and anaerobic cellular metabolism. Yet those terms could be appropriate in a speech delivered to a group of experts or insiders—for example, when presenting a paper to scientists at a biology conference. 12_FRA_2394_ch12_336_367.indd 346 09/10/13 3:08 PM Presenting Your Message Clearly 347 Thus, you need to analyze your audience to determine what language your listeners will recognize. Audience members' educational background can suggest their general vocabulary level. Meanwhile, demographic information and stories about listeners' lives can help you predict the language they will understand. For example, in using jargon or specialized terms to refer to people, speakers should take care to use terms that all people can understand. For example, if you're speaking to a group of people who are familiar with the Internet, you might use the term cloud (virtual server platform) rather than the more general term server. In fact, in some situations clearly call for a more general language. For instance, if you're speaking to a group of people who are in the state of evolution, the latter example is one such case. 2 Here are two simple guidelines for deciding whether to include a particular instance of jargon in a speech: • If you can say something in plain language, do so. Unless you see a pressing reason to use jargon—such as to clarify an important point or to bolster your credibility—use widely accessible words. • If you do use jargon, explain it. By clarifying your use of jargon, you can gain whatever advantages it offers while still ensuring your audience's understanding. For example, a student named Patrick was making a presentation in his public speaking class on safe horseback-riding practices. 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