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I HAVE A DREAM: SPEECH ANALYSIS

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On August 28, 1963, Martin Luther King delivered his most fiery speech “*I have a dream*”. In this abstract we are trying to find out what exactly makes his speech so unique and special.

When people remember the “*I Have a Dream*” speech they recall King’s message about civil rights. But perhaps the reason it is so memorable is because King was a master of literary and rhetorical devices. His word choice matched the strength of his message.

The most important thing in his speech is the way he expresses his thoughts. He addresses them literally to everyone. Having watched the recording of the speech, one cannot but emphasize the pauses, intonation of the voice and gestures, which helps to keep in touch with the audience. The performance is very eloquent. King speaks at a colloquial level, with simple phrases that have the deepest meaning, every phrase of the speaker comes from the heart.

By using a classic American President’s speech and a famous African-American spiritual as bookends to the speech, he is demonstrating the equivalent worth of both cultures. The speech begins with “*Five score years ago ...*”, a reference to the Gettysburg Address and ends with the “*words of the old Negro spiritual, ‘Free at last! Free at last! Thank God Almighty, we are free at last!’*”

Another example of allusion is reference to the Bible. “*But there is something that I must say to my people ...*” Here he appeals

to African Americans referring to a spiritual phrase “*And the LORD spake unto Moses, Go unto Pharaoh, and say unto him, Thus saith the LORD, Let my people go, that they may serve me*” (Exodus 8:1). This is a direct reference to the church sermon which is used here as a word of peace for rebellious people. In addition, he wants to give people the feeling that they have returned home to their small, peaceful church where they are safe and sound.

The author uses all kinds of allegories, which give more beauty and accessibility of speech. “*This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice... It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned... We must forever conduct our struggle on the high plane of dignity and discipline.*”

Martin Luther, speaking of African American people shows how important they are for him, using each time different words. Firstly, he says: *Negro*, then: *citizens of color*, finally: *dignity and discipline*. It is one of the polemic methods of oratory.

Anaphora is used to describe the most famous part of the speech: King’s repetition of “*I have a dream*” (9 times) and “*one hundred years later*” (4times).

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. *One hundred years later* The repetition “*one hundred years later*” shows us that nothing has changed in the US being the country of progress – the Negro is still not free.

Repetition as a strong stylistic device is profoundly used by Martin Luther King: *Now is the time* (used 5 times), *we can never*

be satisfied (used 5 times). He uses repetitions to draw attention of his opponents to the urgent society problems.

The usage of parallelism not only makes King's speech memorable but also demonstrates the equality of people fighting together: *Go back to Mississippi, go back to Alabama, go back to South Carolina go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.* He sends people all over America as disciples who have heard the sermon to tell everyone these words of peace: *Let us not wallow in the valley of despair.* Here Martin Luther refers to the Psalm 23: *Though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me.* King compares the valley of despair to the shadow of death. In other words, he calls on the people not to live in hell but in peace. The speaker doesn't use the word "*hell*" assuming that the very hint would be enough for people to understand his message.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow. I still have a dream. It is a dream deeply rooted in the American dream. According to the social myth of the American dream, everyone can be successful person. In this paragraph, Martin Luther likens his dream to the American dream implying that if my dream is unreal, the American one costs nothing.

I have a dream... This is our hope, says King. Here he uses the possessive pronoun *our* to show that Afro-Americans, the white people, and Martin Luther himself are the one nation.

The speech is particularly noteworthy in the fact that Martin Luther King used quotes from the Bible, the Declaration of Independence of the United States, the Manifesto for the Liberation of Slaves and the US Constitution.

Striking emotionality, communication with the audience, appropriate way of using pauses in speech, argumentation and conviction, simple manner of presentation, a huge number of stylistic devices made King's speech one of the most striking in history.

References

1. <https://blog.flocabulary.com/i-have-a-dream-speech-analysis-lesson-plan/>

HOW TO MAKE A ROLE PLAY SUCCESSFUL?

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The goal of teaching English is to develop communicative competence. According to the Common European Framework, school-leavers obtain level B1+ and should understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure; deal with most situations likely to arise while travelling in an area where the language is spoken; can produce simple connected text on topics, which are familiar, or of personal interest; describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans [3, p. 5].

But learning English has always been seen as a challenge for secondary school learners in the absence of natural language environment. Plenty of exercises and tasks don't necessarily lead to

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