

# Language book chapters important for Exercise Science Physiology?

As I stated in my previous blog post I am a student who is studying [Exercise Science Physiology](#) (ES Physiology). I have chosen eight sections out of various chapters from the book [Language: A Reader for Writers.](#) by Gita DasBender to study how they may impact my major and career choice as a Physical Therapist.

What is [Words as Weapons.](#) by Susan Benesch.(P.245-252) all about? As I read I learned that the examples for different levels of how words can be used as weapons seemed drastic. The levels ranged from words that can be lost in translation to words that can cause confrontations between cultures resulting in fatalities. This was different from what I thought would be brought up in the section. I believed it would touch on how to grab a person's attention using a cuss word.

After reading *Words as Weapons* I believe that when talking to an audience of various backgrounds the writer should be careful and knowledgeable about the words they use and if they can be offensive to the audience. If the word or phrase can be taken as offensive then the writer should be prepared to defend their writing. In ES Physiology you need to use words as 'weapons' to get a patient to do something or not to do something for the betterment of their health but never with the intention to be offensive or hurtful.

In [Writing for an Audience.](#) by Linda S. Flower.(P.74-78) she talked about three things that are crucial for writing for an audience. The writer should know who their audience is, what

they want the audience to do and to prepare for an unwanted reaction. More specifically assuming what the audience knows about the given subject. What the audience should know so they can understand the subject. As well as how what is said may affect them and their view possibly causing conflict.

As a ES Physiology major this goes hand in hand with knowing your patient. When treating someone with a foot injury you wont give them a wrist brace. By knowing the patient it will help me direct a write-up/ therapy plan for their specific wants and needs.

 [\(Body language photo\)](#)

I initially assumed that the section *Body Language*. by Arika Okrent.(P.18-26) was about how a persons facial expressions, posture, and energy are Body language. As I read I found that the chapter touched on how hand moments in different cultures is used to show a meaning of what is being spoken. Okrent said that gestures should be viewed as 'a compliment to language'.

I still believe body language is a very important component of the ES Physiology field study. It should be used to fill holes that may occur in basic spoken communication.

*Words are wind*. by Adam Pulford. (P.52-57) basically agreed with my guess about the article meaning of actions speak louder than words. I did not expect this section to say that words can be influenced by different time periods. I found it interesting that the example of books and movies creating their own language to adapt to the need for a made up character or race specific to their needs.

I believe that when observing patients of the ES Physiology field their actions speak louder than their words. This will help when specific alterations to their treatment

is needed. Including the need to come up with new therapy treatments that do not exist yet.

When I read the title *I won't Hire People Who Use Poor Grammar. Here's Why.* by Kyle Wiens. (P.102-104) I believed the reason for using correct grammar was to build credibility. This assumption was confirmed to be true when I read the chapter section. I also learned a view that if a person is careless about their use of grammar who's to say that they will not be careless in other aspects of their job field.

I still believe that in ES Physiology the proper use of grammar is key to build credibility. With credibility more opportunity's to move up in the work field will arise.

# *there, their, they're*

## *What's the difference?*

- they're* = *they are*      They're coming to visit today.
- there* = *a position, not 'here'*      I've lived there 5 years.
- their* = *belonging to others*      It's their car, not ours.