FUNDAMENTALS

OF HUMAN COMMUNICATION

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INTERNATIONAL ARRIVALS

Vocabulary

- ❖ **To constraine: ràng buộc**
- ❖ **Blunder (n,v): sai lầm**
- ❖ **Cultural barrier (n): rào cản văn hóa**
- ❖ **Dichotomy (n): sự phân đôi**
- ❖ **different guideline (n): hướng dẫn khác nhau**
- ❖ **neutral listener (n): người nghe trung gian**
- ❖ **Simultaneous (a): cùng lúc**
- ❖ **To nod: gật đầu**
- ❖ **To advocate: biện hộ, bào chữa**
- ❖ **Icebreaker (n): hoạt động làm quen**
- ❖ **To set up: cài đặt**
- ❖ **Ticket machine (n): máy/quầy bán vé tự động**
- ❖ **Randome (n,a): ngẫu nhiên**
- ❖ **Ethnocentrism (n) chủ nghĩa dân tộc**
- ❖ **To perceive: nhận thức**
- ❖ **Demographic change: thay đổi nhân khẩu học**
- ❖ **To handle: xử lý, giải quyết**
- ❖ **Nutshell (n): vỏ hạt dẻ, trái lại**
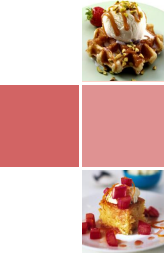- ❖ **Oppression (n): sự áp bức**

Vocabulary

❖ **time constraint (n): ràng buộc thời gian**

❖ **fixed-time (n): thời gian cố định**

❖ **to distract: làm mất tập trung, làm mất tập trung**

❖ **philosophical belief: niềm tin triết học**

❖ **Intrapersonal communication (n): giao tiếp nội bộ**

❖ **To erupts into conflict: bùng nổ thành xung đột**

❖ **Interdependent (a): quan hệ phụ thuộc**

❖ **To counsel: tư vấn**

- **Pair work: Answer and discuss with your partner the following questions:**

1. Have you ever spoken to a friend from another country in English?

2. Who did you communicate with more often in English, non-native-English-speaking people (e.g., Chinese, Thai, French,...) or native-English-speaking ones (e.g., American, Australian, Canadian, British)?

Telling a real experience:

❖ *When I travelled to Thailand on my last vacation, I met many friends from many countries around the world such as China, Indonesia, the Philippines, Thailand, Japan, Australia, and so on. When I took a car to a Japanese restaurant, I spoke English with a Thai driver. And when reaching the restaurant, I met two Japanese and talked with them in English as well. In fact, I had much more chances to communicate with non-native-English-speaking people than with native-English-speaking ones.*
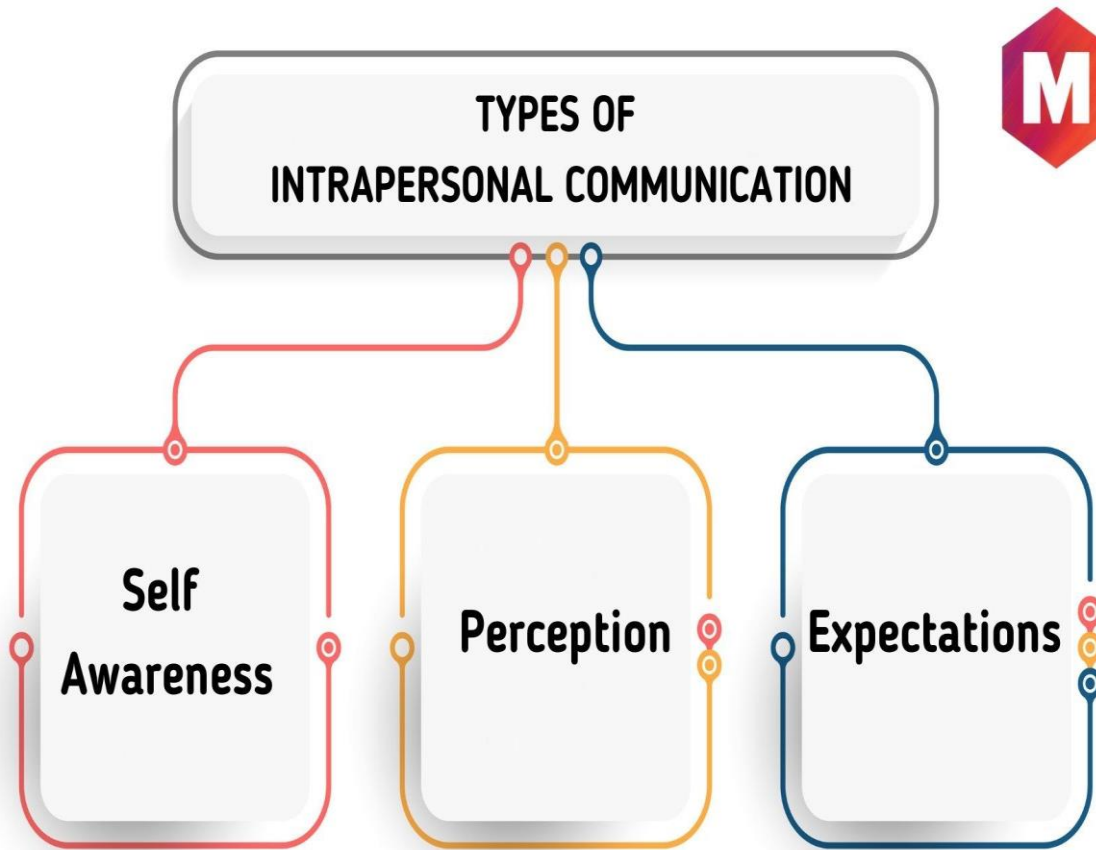
1. **The forms of human communication**

a. *Intrapersonal communication*

TYPES OF INTRAPERSONAL COMMUNICATION

Self Awareness

Perception

Expectations

I. THE NATURAL OF HUMAN COMMUNICATION

1. **The forms of human communication**

a. *Intrapersonal communication*

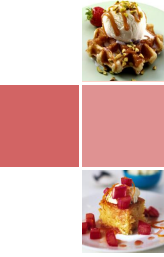b. *Interpersonal communication*

c. *Interviewing*

d. *Small group communication*

e. *Organizational communication*
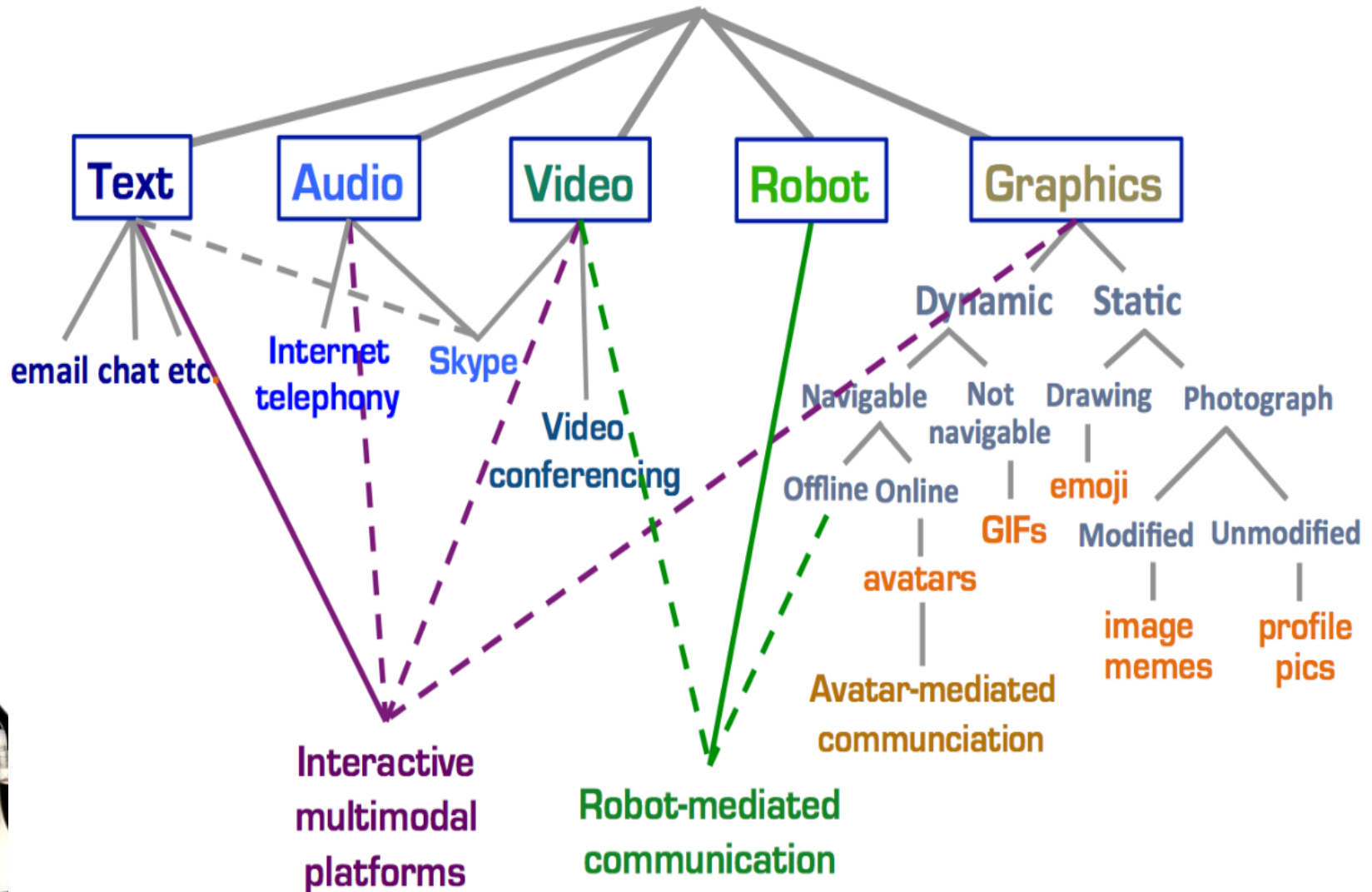
f. *Public speaking*

g. *Computer-mediated communication (CMC)*

h. *Mass communication*

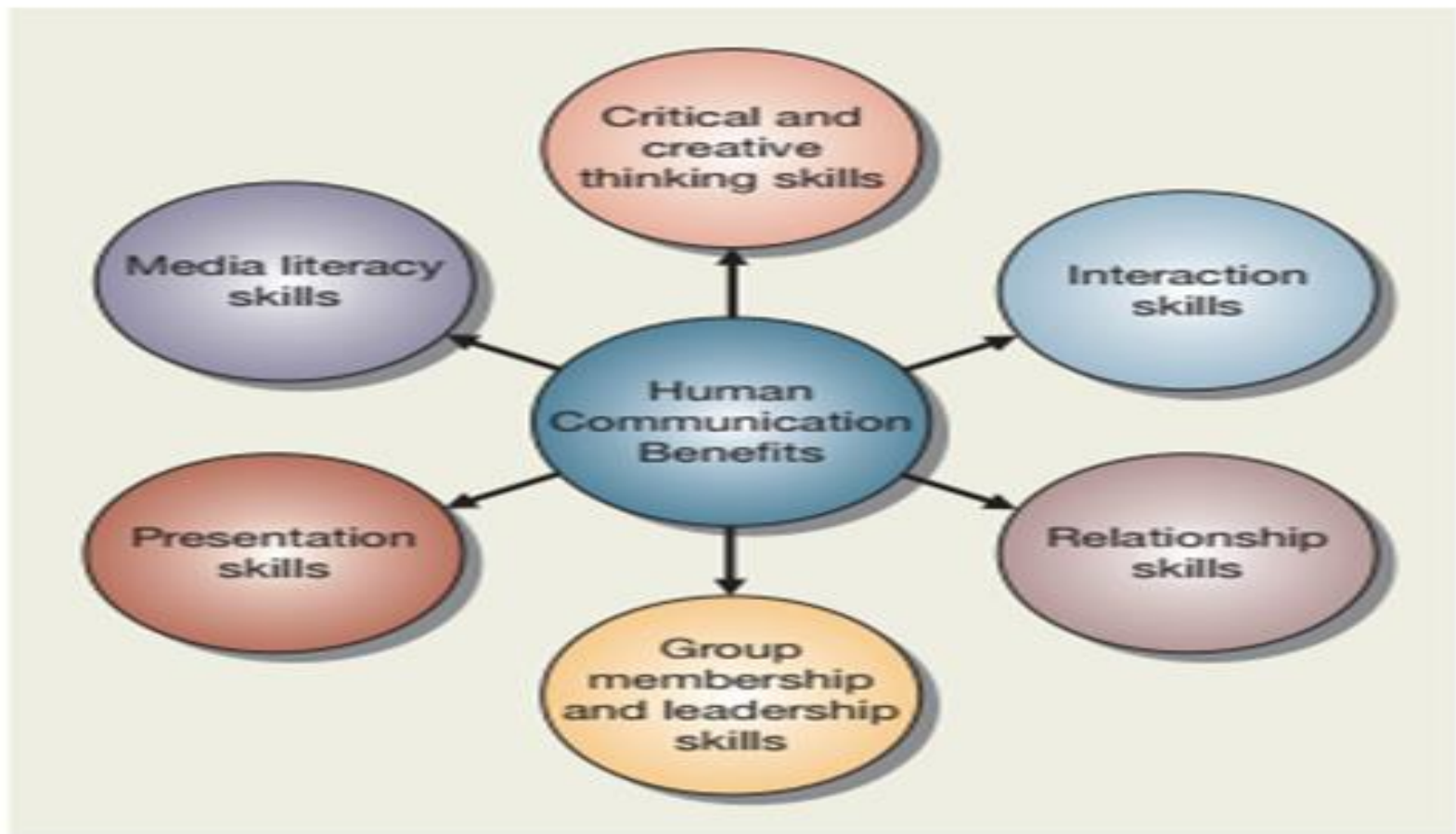# I. THE NATURAL OF HUMAN COMMUNICATION

Computer-Mediated Communication

2. The benefits of studying human communication

❖ *Critical and creative thinking skills; Presentation skills*

❖ *Media literacy skills; Interaction skills*

❖ *Relationship skills; Group membership and leadership skills*

Figure 1.1 The Benefits of Studying Human Communication

PRACTICE

❖ True/False statements: Which of the following statements do you believe are true, and which do you believe are false?

1. Good communicators are born, not made.

2. The more a couple communicates, the better their relationship will be.

3. When two people are in a close relationship for a long period of time, one person should not have to communicate his or her needs and wants; the other person should know what these are.

4. Complete openness should be the goal of any meaningful interpersonal relationship.

5. Interpersonal or group conflict is a reliable sign that the relationship or group is in trouble.

6. Like good communicators, leaders are born, not made.

7. Fear of speaking in public is detrimental and must be eliminated.

II. ELEMENTS OF HUMAN COMMUNICATION

1. Communication Contexts:

- The physical context

- The social psychological context

- The temporal (or time) context

- The cultural context

2. Source–Receiver

3. Messages

4. Channels

5. Noise

6. Effects

III. PRINCIPLES OF HUMAN COMMUNICATION

1. **Communication is purposeful**

❖ **to learn: to acquire knowledge of others, the world, and yourself**

❖ **to relate: to form relationships with others, to interact with others as individuals**

❖ **to help: to assist others by listening, offering solutions**

❖ **to influence: to strengthen or change the attitudes ro behaviors of others**

❖ **to play: to enjoy the experience of the moment**
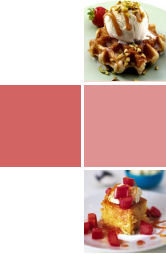
2. Communicationis transactional

Communication is transactional, which means that the elements in communication (1) are always changing, (2) are interdependent (each influences the other), (3) depend on the individual for their meaning and effect, and (4) result in each person in the communication act being both speaker and listener.

- Communication is an ever-changing process.

- Each element relates integrally to every other element.

- Communication is influenced by a multitude of factors.

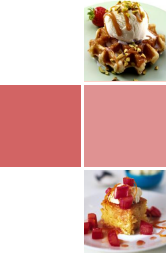- Each person in an interaction is both sender and receiver.

3. Communication is a package of signals

Communication behaviors, whether they involve verbal messages, gestures, or some combination thereof, usu- ally occur in "packages," an important principle originally articulated more than 60 years ago.

In many similar cases, the socially acceptable message is usually communicated verbally while the less socially acceptable message is communicated nonverbally.

4. Communication is a process of adjustment

Communication can take place only to the extent that the communicators use the same system of signals. You will only be able to communicate with another person to the extent that your language systems overlap.

Part of the art of communication is identifying the other person's signals, learning how they're used, and understanding what they mean. If you want to understand what another person means (by smiling, by saying "I love you," by making self-deprecating comments), you have to learn that person's system of signals.

5. Communication is punctuated

Communication events are continuous transactions. There is no clear-cut beginning and no clear-cut end. As par- ticipants in or observers of the communication act, you segment this continuous stream of communication into smaller pieces. You label some of these pieces *causes* or *stimuli* and others *effects* or *responses*.

6. Communication is inevitable, irreversible, and unrepeatable

Communication is a process that is inevitable, irreversible, and unrepeatable. Communication messages are always being sent, can't be reversed or uncommunicated, and are always unique and one-time occurrences.

Often communication is thought of as intentional, purposeful, and consciously motivated. In many instances it is. But in other instances communication takes place even though one of the individuals does not think he or she is communicating or does not want to communicate.

IV. THE COMPETENCE COMMUNICATOR

1. The characteristics of the competence communicator

2. The competence communicator makes reasoned choices

3. The competent communicator thinks critically and mindfully

4. The competent communicator is an effective code switcher

5. The competent communicator is ethical

6. The competent communicator is an effective listener

7. The competent communicator is media literate

CHOPSTICKS

Chopsticks are small, thin sticks that (1)............ for eating in countries such as China, Japan and Vietnam. They are usually made (2)............ wood or plastic. The food in these countries (3)............ usually chopped up into small pieces, then (4)............ is brought to the table in small bowls. This makes using chopsticks easier.

Chopsticks were first used (5)............ people in China about 5,000 years ago. It (6)............ that the use of chopsticks was encouraged by the great Chinese philosopher Confucius. He was a very peaceful man who (7)............ that knives are like weapons and that chopsticks suggest gentleness.

If you visit China, you (8)............ eat with chopsticks, but it is a good idea. You should only ask for a fork if you really can't manage (9)............ chopsticks. But remember, it's much more fun if you can use (10)............ and practice makes perfect!

|					
1	A	be used		C	are used
	B	use		D	is used
2	A	by	B at	C for	D of
3	A	are	B be	C is	D were
4	A	that	B there	C it	D what
5	A	with	B at	C of	D by
6	A	is thought		C	thought
	B	has thought		D	had thought
7	A	believed		C	is believed
	B	was believed		D	had believed
8	A	mustn't		C	don't have to
	B	shouldn't		D	can't
9	A	uses		C	use
	B	to use		D	is used
10	A	their		C	they
	B	theirs		D	them
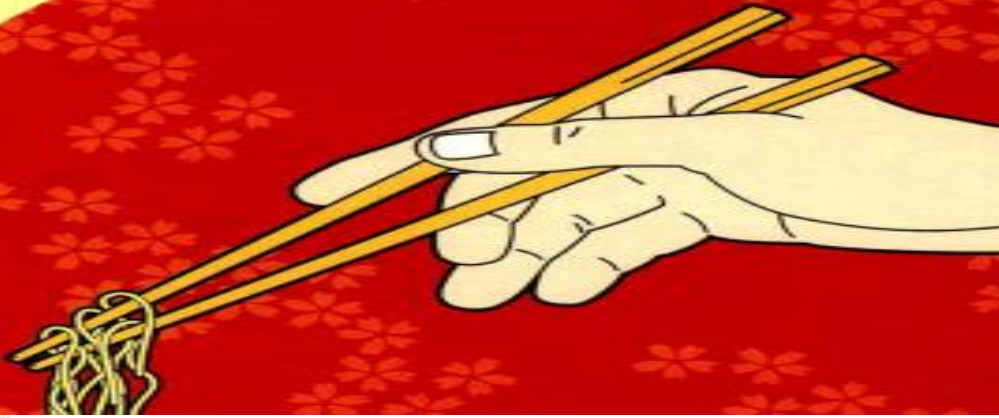
# Change our mind about the purpose and the way of learning English?
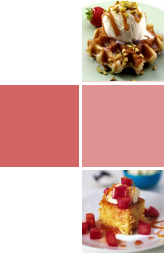
- With the growth of the internet, almost all of the world's documents are uploaded onto the internet to serve the needs of learners. So the English material is now countless, no shortage of any necessary materials for you.

- English approach has completely changed, before you only learn English through the board, paper, pen and books … then now you even learn English right on the phone screen.

- With a familiar phone, laptop or tablet, learning English online has never been so easy, you can study anywhere, at any time, no longer have to study at home. Learning English offline requires students to attend a fixed-time English center.

- You need to get rid of the right mindset in any way you like, like learning how to play and how to learn superficially. You need to set the time and force yourself to actually follow the English-language orientation you set yourself, limit use of Facebook, chat with Skype friends … instead,
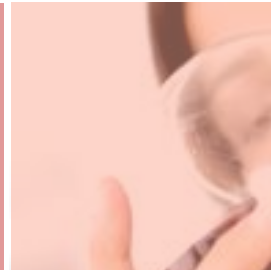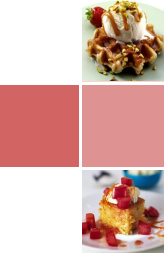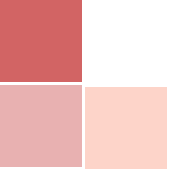
Thank You!
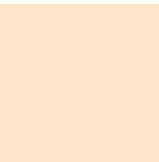
CHAPTER 2.

CULTURE AND COMMUNICATION

Vocabulary

- **Dichotomy (n): sự phân/chia đôi**
- **Manner (n): ứng xử, cư xử**
- **multilingual settings (n): bối cảnh đa ngôn ngữ**
- **Acculturation (n): sự hoà nhập**
- **Respect (n): tôn trọng**
- **Cause and consequence: nguyên nhân và hậu quả**
- **a focus of critical discussion: trọng tâm cuộc thảo luận**
- **global spread of something: sự phổ biến toàn cầu + Sth**
- **To get out of a break-up with s.o: kết thúc mối quan hệ với ai**
- **To get on with = have a good relationship**
- **To get together with = meet socially**
- **To get out of = avoid**
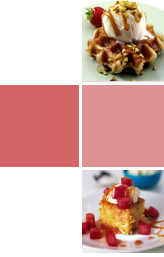- **To get over = recover from**
To take turn: đến lượt, lần lượt

Vocabulary

- Multilingual (a): đa ngôn ngữ
- To abandon: từ bỏ, giao phó
- outdated attitude: thái độ lạc hậu
- To embrace: ôm hôn, đón nhận
- multicultural background: nguồn gốc đa văn hoá
- sociolinguistic contexts: bối cảnh xã hội học
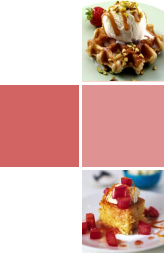- To vocalize: nói, trình bày
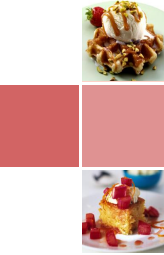
I. THE NATURAL OF CULTURE

1. **Culture**

❖ **Included in a social group's "culture" is everything that members of that group have produced and developed their values, beliefs, artifacts, and language; their ways of behaving and ways of thinking; their art, laws, religion, and, of course, communication theories, styles, and attitudes.**

❖ **Culture is passed on from one generation to the next through communication, not through genes. Thus, the term *culture* does not refer to color of skin or shape of eyes, as these are passed on through genes, not communication. But because members of a particular race or country are often taught similar beliefs, attitudes, and values, it's possible to speak of "Hispanic culture" or "African American culture." It's important to real- ize that within any large group especially a group based on race or nationality there will be enormous differences.**

2. The importance of culture in communication

❖**The current cultural emphasis in the field of communication are these:**

(1)demographic changes,

(2) increased sensitivity to cultural differences,

(3) economic interdependency,

(4) advances in communication technology,

(5) the renewed concern for politeness

(6) the fact that communication competence is specific to a culture.

I. THE NATURAL OF CULTURE

MAKING ETHICAL CHOICES

Culture and Ethics

Throughout history there have been cultural practices that today would be judged unethical. Sacrificing virgins to the gods, burning people who held different religious beliefs, and sending children to fight religious wars are obvious examples. But even today there are practices woven deep into the fabric of different cultures around the world that you might find unethical. As you read these examples of cultural practices with special relevance to communication, consider what U.S. cultural practices people in other cultures might judge as unethical.

- Only men can initiate divorce.
- Only men are allowed to drive.
- Espousing atheism is a crime with severe punishments.
- A woman must be subservient to her husband's will.
- Poking fun at political leaders is a crime with severe punishments.
- Women should not report spousal abuse because it will reflect negatively on the family.
- Sexual behavior between members of the same sex is punishable by imprisonment and even death.

ETHICAL CHOICE POINT

What ethical obligations do you have for communicating your beliefs about cultural practices you think are unethical when such topics come up in conversation or in class discussions? What are your ethical choices?
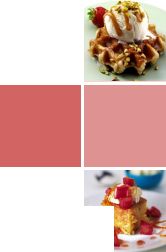
II. CULTURAL DIFFERENCES

1. Identify the seven cultural differences and explain how they affect human communication.

❖ As you'll see when you read this next section, these are not *either/or* preferences, but *more-or-less* preferences.

1. Success, to my way of thinking, is better measured by

 a. the extent to which I surpass others.

 b. my contribution to the group effort.

2. My heroes are generally

 a. people who stand out from the crowd.

 b. team players.

3. If I were a manager, I would likelya. reprimand a worker in public if the occasion warranted.b. always reprimand in private regardless of the situation.

4. In communicating, it's generally more important to be

 a. polite rather than accurate or direct.

 b. accurate and direct rather than polite.
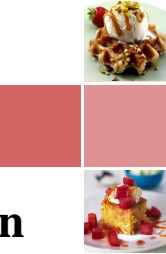
II. CULTURAL DIFFERENCES

5. As a student (and if I feel well informed), I feel

a. comfortable challenging a professor.

b. uncomfortable challenging a professor.

6. In choosing a life partner or even close friends, I feel more comfortablea. with just about anyone, not necessarily one from my own culture and class.

b. with those from my own culture and class.

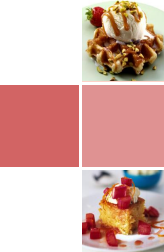7. In a conflict situation, I'd be more likely to

a. confront conflicts directly and seek to win.

b. confront conflicts with the aim of compromise.

8. If I were a manager of an organization I would stress

a. competition and aggressiveness.

b. worker satisfaction.

II. CULTURAL DIFFERENCES

9. As a student, I'm more comfortable with assignments in which

a. there is freedom for interpretation.

b. there are clearly defined instructions.

10. Generally, when approaching an undertaking with which I've had no experience, I feel

a. comfortable.

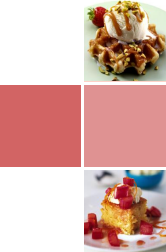b. uncomfortable.

11. Generally,

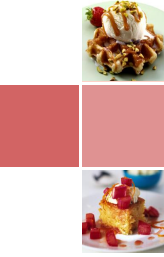a. I save money for the future.

b. I spend what I have.

12. My general belief about child-rearing is that

a. children should be cared for by their mothers.

b. children can be cared for by others.

13. For the most part, ….

   a. I believe I'm in control of my own life.

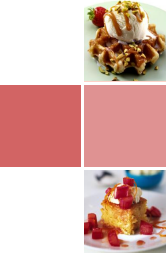   **b. I believe my life is largely determined by forces out of my control.**

14. In general, ….

   a. I have leisure time to do what I find fun.

   b. I have little leisure time.

II. CULTURAL DIFFERENCES

2. Individual and collective orientation

An individualist culture teaches members the importance of individual values such as power, achievement, hedonism, and stimulation. Examples include the cultures of the United States, Australia, United Kingdom, Netherlands, Canada, New Zealand, Italy, Belgium, Denmark, and Sweden.

A collectivist culture, on the other hand, teaches members the importance of group values such as benevolence, tradition, and conformity. Examples of such cultures include Guatemala, Ecuador, Panama, Venezuela, Colombia, Indonesia, Pakistan, China, Costa Rica, and Peru.

II. CULTURAL DIFFERENCES
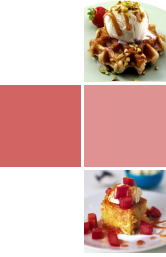
High-context cultures are also collectivist cultures (Gudykunst & Kim, 1992; Gudykunst, Ting-Toomey, & Chua, 1988). These cultures (Japanese, Arabic, Latin American, Thai, Korean, Apache, and Mexican are examples) place great em- phasis on personal relationships and oral agreements (Victor, 1992).

Low-context cultures are also individualist cultures. These cultures (German, Swedish, Norwegian, and American are examples) place less emphasis on personal relationships and more emphasis on verbalized, explicit explanation for example, on written contracts in business transactions.
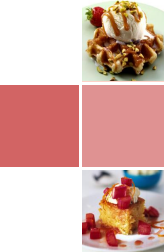
4. Masculine and feminine Cultures

The 10 countries with the highest masculinity score are (beginning with the highest) Japan, Austria, Venezuela, Italy, Switzerland, Mexico, Ireland, Jamaica, Great Britain, and Germany.

The 10 countries with the highest femininity score are (beginning with the high- est) Sweden, Norway, the Netherlands, Denmark, Costa Rica, Yugoslavia, Finland, Chile, Portugal, and Thailand. Of the 53 countries ranked, the United States ranks 15th most masculine.
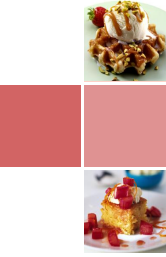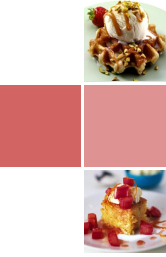
5. Long- and short-term orientation

Another interesting cultural distinction is that between long- and short-term orientation. Some cultures teach a long-term orientation, an orientation that promotes the importance of future rewards.

The most long-term-oriented countries are South Korea, Taiwan, Japan, China, Ukraine, Germany, Estonia, Belgium, Lithuania, and Russia. The United States ranks 69th out of 93 countries, making it less long-term than most countries. In long-term cultures, marriage is a practical arrangement rather than one based on sexual or emotional arousal, and living with extended family (for example, in- laws) is common and considered quite normal.

III. INTERCULTURAL COMMUNICATION

1. Define intercultural communication and identify the principles for improving intercultural communication

2. The Nature and forms of intercultural communication

* The following types of communication may all be considered "intercultural" and, more important, subject to the varied barriers and gateways to effective communica- tion identified in this chapter:

❖ **Communication between people of different national cultures.**

❖ **Communication between people of different races.**

❖**Communication between people of different ethnic groups.**

❖**Communication between people of different religions.**

❖**Communication between nations.**

❖**Communication between genders—between men and women.**

❖**Communication between smaller cultures existing within the larger culture.**

3. Improving intercultural communication

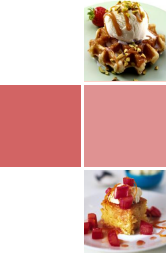*a.Prepare yourself*

b.Reduce your ethnocentrism

c.Confront your stereotypes

d.Increase mindfulness

e.Avoid overattribution

f.Recognize Differences
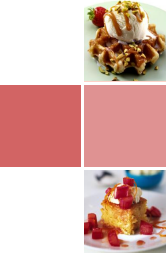
g.Differences in dialect and accent

Thank You !

L/O/G/O

CHAPTER 3.
VERBAL MESS

Contents

Vocabularies ....

Principle of Verbal .... messages

Using Verbal message .... effectively

Watching the videos ....

Problem-solving ....

Vocabularies

- **Facial expressions: thể hiện nét mặt**
- **Lack thereof: thiếu đi, thiếu nó**
- **To offend: xúc phạm**
- **Innate (a): bẩm sinh, thiên phú**
- **Behavioral psychology (n): tâm lý học hành vi**
- **a couple of something: một vài**
- **To slur: nói lảm nhảm, nói xấu ; (a): sỉ nhục, xấu hổ**
- **Generosity (n): độ lượng, hào phóng**
- **To underestimate: đánh giá thấp = to underrate**
- **To convey respect: thể hiện sự tôn trọng**
- **Traditional value: giá trị truyền thống**
- **Gentle bow: cúi chào nhẹ nhàng**
- **Proper response (n): phản ứng/đáp lại phù hợp**
- **To substitute: thay thế**
- **Posture: tư thế**
- **Legs crossed: vắt chéo chân**

Vocabularies

- **Mindful (a): lưu ý**
- **Notion (n): quan niệm**
- **To match up: ăn khớp, vừa**
- **Incongruent Behaviors: hành vi không cân xứng, hành vi ko phù hợp**
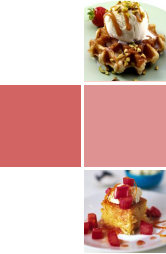- **Pay attention to inconsistencie: chú ý đến sự mâu thuẫn**

1. **Meanings are in people**

2. **Meanings are both denotative and connotative**

3. **Meanings depend on context**

    a. *The cultural context:*

         * The principle of cooperation

         * The   principle   of peaceful relations

         * The   principle   of self-denigration

    b. *The gender context*
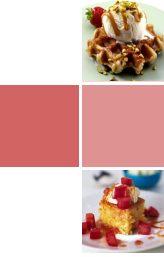
I. PRINCIPLE OF VERBAL MESSAGES

5. Messages vary in assertiveness

Before reading on, respond to the following questions, considering how true or false each is of your own everyday behavior:

1. I would express my opinion in a group even if it contra- dicted the opinions of others.

2. When asked to do something that I really don't want to do, I can say no without feeling guilty.
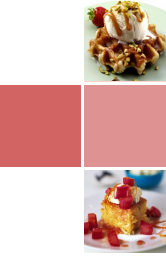
3. I can express my opinion to my superiors on the job.

4. I can start up a conversation with a stranger on a bus or at a business gathering without fear.

5. I voice objection to people's behavior if I feel it

6. Messages can decieve

Despite the identification of "lying behaviors," it is still very difficult to detect when a person is lying and when telling the truth. The hundreds of research studies conducted on this topic find that in most instances people judge lying accurately in less than 60 percent of the cases, only slightly better than chance (Knapp, 2008). One of the most

* Group work: Watch the video

Some important element of our verbal language are a form of communication that use words and sound to convey meaning in the video?

* Link:

https://www.youtube.com/watch?v=8-hGDlifwhg

1. Intensional orientation

2. Allness

3. Fact–Inference confusion

4. Static evaluation

5. Indiscrimination

6. Polarization

* Questions: Confirming, Rejecting, or Disconfirming

1. Carrie's boyfriend of 07 years left her and married another woman. Carrie confides this to Samantha, who responds

a. With confirmation

b. With rejection

c. With disconfirmation

2. Enrique receives this semester's grades in the mail; they're a lot better than previous semes- ters' grades but are still not great. After opening the letter, Enrique says, "I really tried hard to get my grades up this semester." Enrique's parents respond:

a. With disconfirmation

b. With rejection

c. With confirmation

3. Elizabeth, who has been out of work for the past several weeks, says, "I feel like such a failure; I just can't seem to find a job. I've been pounding the pavement for the past 5 weeks and still noth- ing." Elizabeth's friend responds

a. With disconfirmation

b. With rejection

c. With confirmation

4. Candi's colleague at work comes to her over- joyed and tells her that she was just promoted to vice president of marketing, skipping three steps in the hierarchy and tripling her salary. Candi responds:

a. With disconfirmation

Using Assertiveness Strategies. For any one of the following situations, compose (a) an aggressive, (b) a nonassertive, and (c) an assertive response.

a. You've just redecorated your apartment, making it exactly as you want it. A good friend of yours brings you a house gift—the ugliest poster you've ever seen and insists that you hang it over your fireplace, the focal point of your living room.

b. Your friend borrows $30 and promises to pay you back tomorrow. But tomorrow passes, as do 20 subsequent tomorrows. You know that your friend has not forgotten about the debt, and you also know that your friend has more than enough money to pay you back.
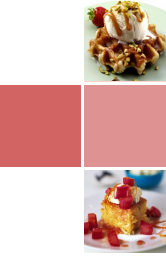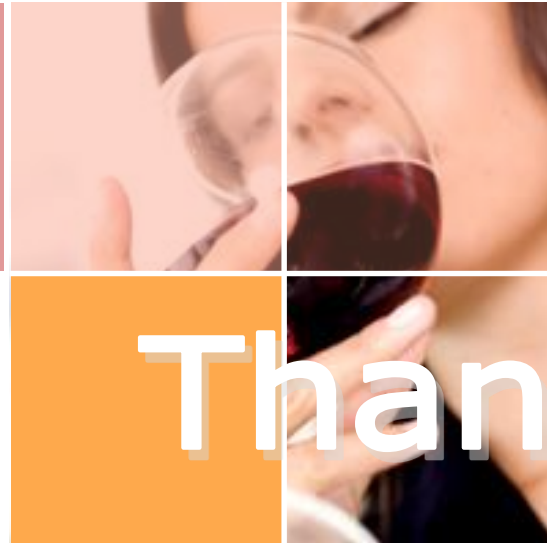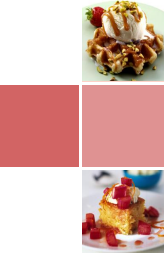
Thank You!

CHAPTER 3.

NON-VERBAL

MESSAGES

Contents

Vocabularies

Non Verbal

Nonverbal helps manage impressions

Relationships

Structure conversation

Vocabularies

- **Facial expressions: thể hiện nét mặt**
- **Lack there of: thiếu đi, thiếu nó**
- **To offend: xúc phạm**
- **Innate (a): bẩm sinh, thiên phú**
- **Behavioral psychology (n): tâm lý học hành vi**
- **a couple of something: một vài**
- **To slur: nói lảm nhảm, nói xấu ; (a): sỉ nhục, xấu hổ**
- **Generosity (n): độ lượng, hào phóng**
- **To underestimate: đánh giá thấp = to underrate**
- **To convey respect: thể hiện sự tôn trọng**
- **Traditional value: giá trị truyền thống**
- **Gentle bow: cúi chào nhẹ nhàng**

Vocabularies

- **Proper response (n): phản ứng/đáp lại phù hợp**
- **To substitute: thay thế**
- **Posture: tư thế**
- **Legs crossed: vắt chéo chân**
- **self-image (n): hình ảnh cá nhâ**

Warm-up: True/False statements

1. Nonverbal communication is the way that people can communicate without using language. It refers to gestures, facial expressions, tone of voice, eye contact, body language, posture...

2. All cultures have the same non-verbal communication in the world.

3. The many different types of nonverbal communication or body language include: Facial expressions, Body movement and posture, Gestures, Eye contact, Touch, Space, Voice, Pay attention to inconsistencies.

4. In many Asian cultures, avoiding eye contact is seen as a sign of respect. However, those in Latin and North America consider eye contact important for showing equality among individuals.

5. Winking is a facial expression which has different meanings. In Latin America, it is considered a romantic

"This concludes my lecture on non-verbal communication. Any comments or questions?"

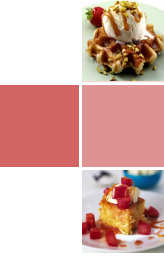*** Pair work: Watch the video and discuss with your partner the following question:**

What is the communication problem happening in the video?

* Link:

https://www.youtube.com/watch?v =6_WAmt3cMdk&list=PLAEKUX2eV4 jJEqwQn xJjXjlz09G7GGk7f

Group work

* Discuss the following questions

1. What is non-verbal communication?

2. Do all cultures have the same non-verbal communication?

3. Can you give some examples of non-verbal communication in the Vietnamese culture?

4. Can you give some examples of non-verbal communication in other cultures?

Task 1. Individual work

- **Watch the video titled Non-verbal Communication and answer the following questions**

- **Link: https://www.youtube.com/watch?v=VfDWQG47pAQ**

      1. How many percents of: **non-verbal:**

                                              verbal:

                                              tone:

                                              in human communication?

      2. Another word for non-verbal communication?

      3. Can you give three examples of non-verbal language?

      4. How can other people know how you care and understand?

      5. What are three forms of non-verbal communication that the first woman mention?

Task 2. Group work

1. What are the three areas of nonverbal communication?

2. How nonverbal communication is used around the world?

3. What do you think about the importance of non-verbal communication in international communication?

4. Have you met any problems with non-verbal communication in intercultural encounters?

5. How can you avoid misunderstandings by non-verbal communication in intercultural encounters?

Task 3. Pair work

- **Watch the video titled Gestures Around the World and answer the following questions:**

- **Link: https://www.youtube.com/watch?v=**

1. What does this gesture mean in differ

❖ **Britain:**

❖ **Brazil:**

❖ **Japan:**

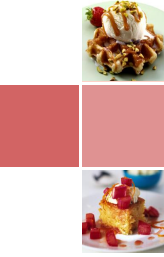❖ **Cultural reflection: - What does it mean in the Vietnamese culture?**

2. How do people in America, France and Russia act to show they want to drink alcohol?

❖ **Cultural reflection: - What do Vietnamese people do to show in that case?**

3. How do people in Bulgaria and South Korea do to mean Yes and No?

I. NONVERBAL MESSAGES WITH VERBAL MESSAGES

❖ **Verbal communication is using speech or spoken word to exchange information, emotions, and thoughts. Conversely, non-verbal communication is conveying and exchanging messages without the use of spoken words.**

❖ **Verbal and nonverbal messages interact with each other in six major ways: to accent, to complement, to contradict, to control, to repeat, and to substitute for each other.**

❖ **When you communicate electronically, of course, your message is communicated by means of typed letters without facial expressions or gestures that normally accompany face-to-face communication and without the changes in rate and volume that are a part of normal telephone communication. To compensate for this lack of nonverbal be- havior, the emoticon and, later, the emoji were created.**
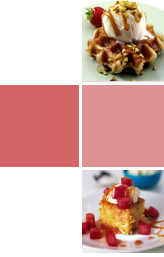
TYPES OF NONVERBAL COMMUNICATION
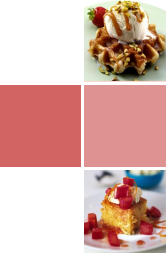
Forms of nonverbal communication can be categorized to better understand their place in everyday interactions:

☞Gestures include motion of the head or limbs.

☞ Posture refers to both the position of the body by itself and in relation to others.

☞ Body movements may include any motion of the body.

☞ Eye contact and movements are the direction and focus of a person's eyes.

☞ Tone of voice is the range of pitch in the voice that may communicate something other than the words being spoken.

☞ Facial expressions refer to any movement and changes of the facial composition.

Nonverbal communication is often used in conjunction with verbal communication to repeat, emphasize, support, or contradict a verbal message, or to serve in the place of a verbal message.
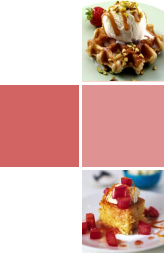
II. NONVERBAL HELPS MANAGE IMPRESSIONS

It is largely through the nonverbal communications of others that you form impressions of them. For example:

● To be liked you might smile, pat someone on the back, and shake hands warmly.

● To be believed you might use focused eye contact, a firm stance, and open gestures.

● To excuse failure you might look sad, cover your face with your hands, and shake your head.

● To secure help while indicating helplessness you might use open hand gestures, a puzzled look, and inept movements.

● To hide faults you might avoid self-adaptors.

● To be followed you might dress the part of a leader or put your diploma or awards where others can see them.

● To confirm self-image and to communicate it to others you might dress in certain ways or decorate your apartment with things that reflect your personality.

III. NONVERBAL MESSAGES HELPS FORM RELATIONSHIPS

It is largely through the nonverbal communications of others that you form impressions of them. For example:

• To be liked you might smile, pat someone on the back, and shake hands warmly.

• To be believed you might use focused eye contact, a firm stance, and open gestures.

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• To secure help while indicating helplessness you might use open hand gestures, a puzzled look, and inept movements.

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• To be followed you might dress the part of a leader or put your diploma or awards where others can see them.

• To confirm self-image and to communicate it to others you might dress in certain ways or decorate your apartment with things that reflect your personality.

COMMIT, CONNECT, EXIST, HAPPY, DEVELOP, FIND, INTIMATE, SIGN, REVOLVE, STABLE

Important in the areas of marriage and family. There is a global (1) _____ going on in how we think of ourselves and how we form ties and (2) with others.

What most people call the traditional family was in fact a transitional phase in family (3) _____ in the 1950s. By then the idea that romantic love was the best (4) _____ for marriage had replaced the concept of marriage as an economic contrast. The family has since changed further.

In the traditional family the married couple was only one part of the family system. Ties with children and other relatives were equally important in day-to-say (5) _____. Today the couple is at the core of what the family is. While statistically marriage is still the norm, for most people its (6) _____ has completely changed. although marriage promotes the (7) _____ of a relationship by making a public declaration of (8) _____, it is now the quality of the couple's relationship which is considered the most important element.

Post-task: Multiple choices

1. What is non-verbal communication?

a. communicating with someone by using gestures

b. Using your body language to convey something to someone else

c. Getting messages across with facial expressions

d. All of the above.

2. Which of these is NOT an example of a verbal communication skill?

a. The speed of our speech

b. Eye contact

c. Language used

d. Volume of speech

3. Why do we have to make sure we do not speak too fast when communicating with a customer?

a. They may not hear everything you've said like promotions or special products

b. The customer may speak fast also because you are

c. It may give the customer a migraine

Post-task: Problem-solving

❖ **Situation: A friend named Christina from Australia was talking with Linh from Vietnam for the first time. While speaking, Christina stood a bit far from Linh but Linh came closer as her natural behavior in communication. Christina did not say anything but stepped back to keep a space with Linh.**
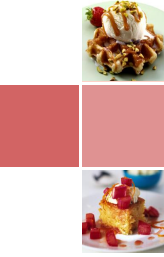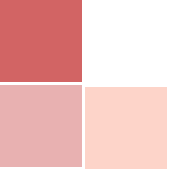
❖ **Can you explain behaviors of Christina and Linh above?**

❖ **If you were Linh, what would you feel**
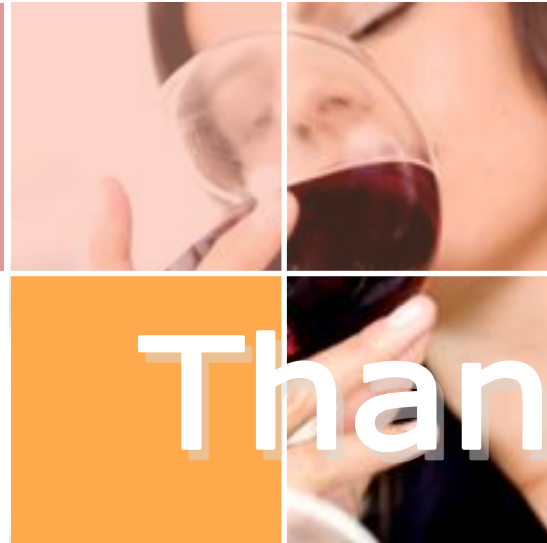
Thank You !

CHAPTER 5.

INTERPERSONAL COMMUNICATION AND CONVERSATION

Vocabulary

- Pandemic (a, n): đại dịch
- alternating turns (n): lượt luân phiên
- overlapping talk (n): nói chuyện chồng chéo, tranh/giành nói
- marriage proposal: lời cầu hôn
- To be interpreted: được hiểu
- To make up for something: bù đắp, bổ sung
- Interlocutor (n): người đối thoại
- politeness strategie (n): chiến lược lịch sự
- To jot down = to write down
- To keep up with s.o: theo kịp ai, đuổi kịp ai = keep pace with
- To fall behind with s.o: tụt lại sau ai đó
- Arduous (a) = difficult = triring
- Top-tier = prestigious = leading: top đầu, dần đầu, uy tín
- Live a very laid-back lifestyle: lối sống thoải mái

Vocabulary

- Short gap: khoảng cách ngắn
- culturally universal: văn hoá phổ quát
- minute-long pause: khoảng dừng một phút
- Convention (n): quy ước
- Refers to something: đề cập đến
- To boost: gia tang
- Jargon (n): biệt ngữ
- To denote: biểu thị, thể hiện
- To intimidate: doạ nạt, thị oai
- To hesitate: ngập ngừng, do dự
- To stir-up: khuấy động,
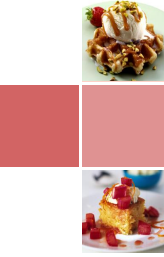
Warm-up: T/F statements
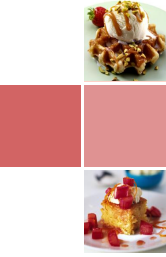
1. What is interpersonal communication and conversation?

Interpersonal communication is the process of exchange of information, ideas and feelings between two or more people through verbal or non-verbal methods. It often includes face-to-face exchange of information, in a form of voice, facial expressions, body language and gestures.

2. What are the 4 types of interpersonal communication?

Most interpersonal skills can be grouped under one of four main forms of communication: verbal, listening, written and non-verbal communication.

I. THE NATURE OF INTERPERSONAL COMMUNICATION AND CONVERSATION

1. **Definition of interpersonal communication**

    It is communication that occurs between two people who have a relationship with each other and who are thus influenced by each other's communication messages.
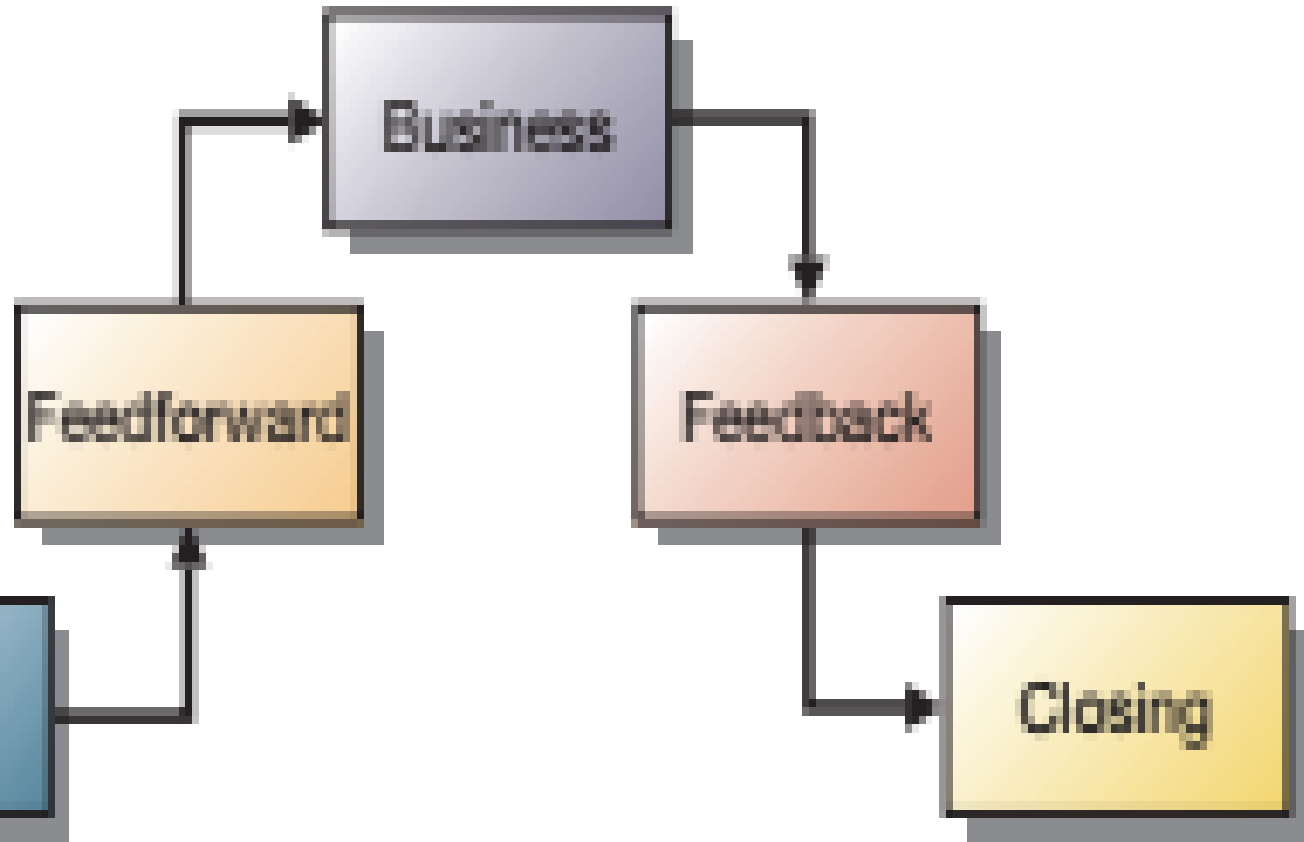
2. **The interpersonal continuum**

    * Social role versus personal information

    * *Social versus personal rules*

    * *Impersonal (social) versus personal messages*

3. **The stages of conversation**

    • **Opening**

    • **Feedforward**

    • **Business**

    • **Feedback**

    • **Closing**

1. The principle of turn-taking

Throughout the speaking–listening process, both speaker and listener exchange cues for what are called conversational turns (Burgoon, Guerrero, & Floyd, 2010).

a. Speaker cues

b. Turn-maintaining cues

c. Turn-yielding cues

d. Listener cues

e. Turn-requesting cues

f. Turn-denying cues

g. Backchanneling cues

h. Interruptions

2. The principle of dialogue

3. The principle of immediacy

Immediacy most clearly defines effective conversation. Immediacy is the creation of closeness, a sense of togetherness, of oneness, between speaker and listener.

4. The Principle of Flexibility

• Analyze the specific conversational situation

• Mindfully consider your available choices

• Estimate the potential advantages and disadvan- tages

• Competently communicate your choice

5. The principle of politeness

III. EVERYDAY CONVERSATIONS

1. Making small talk

     a. The topics and contexts of small talk

     b. Guidelines for effective small talk

- **Be positive.**

- **Be sensitive to leave-taking cues.**

- **Stress similarities rather than differences.**

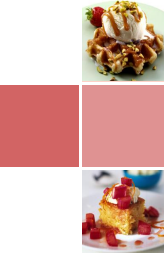- **Answer questions with sufficient elaboration.**

     c. Introducing people

2. Making Excuses

a. Types of excuses

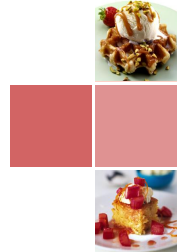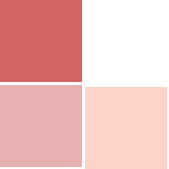**b. Good and bad excuses**

3. Apologizing

4. Giving and receiving compliments

Thank You!

CHAPTER 6.

THE ART OF

PUBLIC SPEAKING

Vocabulary

- familiar surrounding: môi trường thân thuộc
- reverse culture shock: sốc ngược văn hoá
- a couple of weeks: 2 tuần
- Euphoria (n): niềm hạnh phúc
- Adjustment: sự điều chỉnh
- (to) adjust and adapt to sth: điều chỉnh và thích nghi với cái gì đó
- physical and emotional discomfort: sự khó chịu về thể chất và tinh thần
- personal choice: sự lựa chọn mang tính ca nhân
- (to) seek out resources: tìm kiếm nguồn thông tin
- educational settings: môi trường giáo dục
- Refugee: người tỵ nạn
- Marginality: mặt trái
- To distract: bỏ lỡ
- Re-entry travel shock: sốc du lịch tái nhập cảnh
- Phenomenon (n): hiện tượng

Vocabulary

- **Overwhelmed (a): choáng ngợp**

- **Disgusted (a): ghê tởm**

- **Pickpocket: kẻ móc túi**

- **rude server: phục vụ thô lỗ**

- **wide-eyed tourist: du khách tròn xoe mắt**

- **Syndrome (n): hội chứng**

- **To make up: tạo nên, tạo ra**

- **To take up: nhặt lên, lấy lên**

- **To cut down on: cắt giảm**

- **To throw away: ném đi, vất đi**

- **To get + triệu chứng: get headache, get cold**

I. SPEAKING IN PUBLIC

1. **The power of public speaking**

* *Benefits of public speaking*

❖ **Securing a great promotion and open up numerous opportunities**

❖ **Boosting one self-confidence**

❖ **Developing one's communication skills and overall fluency.**

2. The traditional of public speaking

The formal study of public speaking began approximately 2,500 years ago in Greece and Rome to train citizens to participate in society.

* Aristotle (384-322 BCE), the most famous Greek Scholar, defined rhetoric as the "faculty of discovering the possible means of persuasion in reference to any subject whatever." He divided the "means of persuasion" into three parts logical reason (logos), human character (ethos), and emotional.

* Cicero (106-43 BCE), one of the most significant rhetoricians of all time, developed the five canons of rhetoric, a five-step process for developing a persuasive speech that we still use to teach public speaking today.

* Quintilian (c. 35-95 CE) argued that public speaking was inherently moral. He stated that the ideal orator is "a good man speaking well".

* American Revolution – The rhetorical studies of ancient Greece and Rome were resurrected as speakers and teachers looked to Cicero and others to inspire defense of the new republic. John Quincy Adams of Harvard advocated for the democratic advancement of the art of rhetoric.

* Throughout the 20th century, rhetoric developed as a concentrated field of study with the establishment of public speaking courses in high schools and universities.
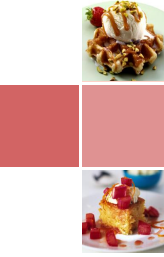
2. The traditional of public speaking

* History of public speaking

❖- The Classical Period (500 BCE – 400 BCE)

❖- The Romans: Cicero and Quintilian

❖- The Medieval Period (400 CE – 1400 CE)

❖- The Renaissance (1400-1600 CE)

❖- The Enlightenment (1600 – 1800 CE)

❖- New School — 1900s and 2000s through today

3. Similarities between public speaking and conversation
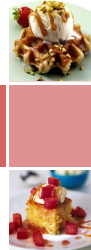
How much time do you spend each day talking to other people? The average adult spends about 30 percent of her or his waking hours in conversation. You may not realize it, but you already employ a wide range of skills when talking to people. These skills include the following:

❖- Organizing your thoughts logically.

❖- Tailoring your message to your audience.

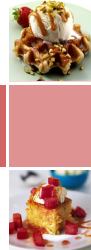❖- Telling a story for maximum impact.

❖- Adapting to listener feedback.

Three major differences between conversation and public speaking:

1.Public speaking is more highly structured. It usually imposes strict time limitations on the speaker. In most cases, the situation does not allow listeners to interrupt with questions or commentary. The speaker must accomplish her or his purpose in the speech itself. In preparing the speech, the speaker must anticipate questions that might arise in the minds of listeners and answer them. Consequently, public speaking demands much more detailed planning and preparation than ordinary conversation.

2.Public speaking requires more formal language. Slang, jargon, and bad grammar have little place in public speeches. Listeners usually react negatively to speakers who do not elevate and polish their language when addressing an audience.
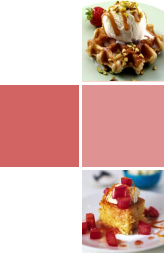
3. Public speaking requires a different method of delivery. When conversing informally, most people talk quietly, interject stock phrases such as "like" and "you know," adopt a casual posture, and use what are called vocalized pauses ("uh," "er," "um"). Effective public speakers, however, adjust their voices to be heard clearly throughout the audience. They assume a more erect posture. They avoid distracting mannerisms and verbal habits.
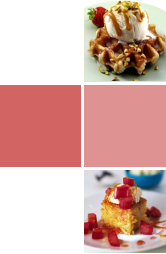
Nervousness is normal

Here are six time-tested ways you can turn your nervousness from a negative force into a positive one.

❖ - Acquire speaking experience

❖ - Prepare, prepare, prepare

❖ - Think positively

❖ - Use the power of visualization

❖ - Know that most nervousness is not visible

❖ - Don't expect perfection
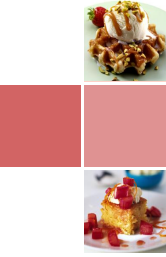
6. Public speaking and critical thinking

In the broadest sense, critical thinking is focused, organized thinking the ability to see clearly the relationships among ideas.

Organizing a speech is not just a matter of arranging the ideas you already have. Rather, it is an important part of shaping the ideas themselves. The skills you learn in your speech class can help you become a more effective thinker in a number of ways.

As you work on expressing your ideas in clear, accurate language, you will enhance your ability to think clearly and accurately. As you learn to listen critically to speeches in class, you will be better able to assess the ideas of speakers (and writers) in a variety of situations.
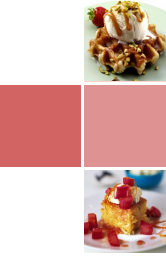
❖ **Preparing for a speech or presentation is an important step that can make you feel more confident in your delivery.**

• **Types of public-speaking events: seminar, conference, virtual event, award ceremony, special occasion.**

• **How to prepare for a public-speaking event: Know your audience, familiarize yourself with the environment, outline the main points, have someone review your speech, practice on your own, incorporate your hands, use a mirror, record yourself practicing, rehearse in front of someone, make use of the stage, anticipate questions and prepare answers, prepare your technology, set a practice limit.**

III. SPEECH PREPARATION: ORGANIZING AND OUTLINING

1. The first step in developing a strong sense of speech organization is to gain command of the three basic parts of a speech—introduction, body, and conclusion and the strategic role of each.

2. Number of main points

3. The main points are the central features of your speech. You should select them carefully, phrase them precisely, and arrange them strategically.

4. Written in outline form, the three main points might be:

5. Specific Purpose: To inform my audience of the basic steps in making topic.

6. Central Idea: There are main steps in making topic.

IV. PRESENTING THE SPEECH

1. **Using language accurately**

2. **Using language clearly**

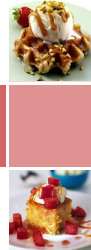*Use the familiar words*

Choose concrete words

Eliminate clutter

3. **Using language vividly**

Imagery

Metaphor

4. **Using language appropriately**

5. **A note on inclusive language**

L/O/G/O

Thank You!