

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên : TRẦN THỊ LIÊN
Giảng viên hướng dẫn: THS. PHẠM THỊ THÚY

HẢI PHÒNG - 2018

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

**THE EFFECTS OF NON-VERBAL COMMUNICATION ON
INTERPERSONAL COMMUNICATIONS**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH**

**Sinh viên : TRẦN THỊ LIÊN
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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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(Ký và ghi rõ họ tên)

THS. Phạm Thị Thúy

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Hai Phong , July 2018.

Tran Thi Lien

LIST OF ABBREVIATIONS

HPU: Haiphong Private University

NVC : Nonverbal communication

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PART I: INTRODUCTION

The current study begins with this introductory part, which describes the rationale to the study and presents the aims and the research questions. It also discusses the scope of the study, the method, the significance of the study and provides an overview of the study.

1. Rationale

Nowadays, with the development of the international relationship among countries, learning communication especially learning how to use nonverbal communication plays a more and more important role during speaking. People use nonverbal communication for discussion in many forums and in different aspects of life. In Vietnam, nonverbal communication is also very essential for study and work place. Thus, learning nonverbal communication has become more important than ever.

However, there are still some problems today about the teaching and learning nonverbal communication , particularly at Hai Phong Private University (HPU). In addition, the majority of the first year English majors are really passive in their nonverbal communication . Furthermore, they feel reluctant to get involved in the nonverbal communication activities in the lessons even they can understand and practice them. Therefore, their nonverbal communication skill is often low and very few of them can use nonverbal communication.

In order to help the students at HPU, especially the first year English majors at HPU improve their nonverbal communication skill, the author of the study carries on this study with the title: **“THE EFFECTS OF NON-VERBAL COMMUNICATION ON INTERPERSONAL COMMUNICATIONS”**. The study is expected to help the students of Foreign Languages Department at HPU, especially the first year English majors at HPU improve their nonverbal communication in order to get a better communicative skill.

2. Aims of the study

The aim of this study is applying techniques for students to improve their nonverbal communication. Besides, this is also a way to help both the teacher and students love nonverbal communication more and get higher effectiveness in communication. The author wants to change the students’ attitude on

nonverbal communication and let them find nonverbal communication more interesting.

The expectation is that the first year English majors at HPU can consider nonverbal communication as their favorite activity. To reach the aims set above, our research question for this study is as follow:

- *To what extent do the nonverbal communications help interpersonal communication?*

3. Scope of the study

The present study focuses on improving the first year English majors' nonverbal communication at HPU. In fact, there are lots of various techniques to study nonverbal communication. It requires much of time and effort. However, due to the limitation of time, resources and knowledge of mine as well as some other conditions, the researcher conducted an action plan with the application of techniques, which include some effective methods to help the English majors at HPU enrich their nonverbal communication. Thus, the result of study is limited only to those students participating in this study and these findings may impact the generalization to the larger population of all students and they can also be the references for anyone who wants to have a better nonverbal communication .

4. Methods of the study:

To complete this study, a variety of methods have been employed:

- Concerned materials including reference books on teaching methodology have been carefully studied and analyzed.
- A survey questionnaire was conducted to the first year English majors at HPU to gather information and evidence for the study.

All the comments, remarks, recommendations and conclusion provided in the study were based on the data analysis of the study.

5. Significance of the study

This study holds significance for several reasons. Initially, the study is undertaken to determine whether the applying nonverbal communication can have positive effect on students' communication skill. Secondly, the techniques also help students learn more about nonverbal communication and change students' attitudes toward nonverbal communication. Finally, the results of the

study provide evidence and necessity to implement the techniques in learning and teaching English at HPU.

6. Design of the study:

To describe the study clearly and understand it deeply about the effect of nonverbal communication on interpersonal communication especially hand gesture , my paper is performed by 3 parts:

Part one is an introduction which includes rationale, aims, scope, methods, significance and design of the study.

Part two is the development and also the most important part. Development part has three main chapters:

-Chapter 1 : In this chapter, the researcher introduces the theory of communication, verbal communication, nonverbal communication, interpersonal communications and gestures, the effect of non-verbal communication on interpersonal communications

- Chapter two: The study on the effect of non-verbal communication on interpersonal communications, the reality of learning and teaching English speaking skill at Hai Phong Private University: the teaching staff, the students, English teaching and learning condition at Hai Phong Private University ,the survey questionnaires, the design of the survey questionnaires, the data analysis, the result on students' learning time, the result on the students' attitude toward nonverbal communication, the result on the students' perceived importance of nonverbal communication, the result on students' frequency of using nonverbal communication in class time, the result on students' opinions on the effects of nonverbal communication on interpersonal communications, the result on students' frequency of using hand gestures , the result from students' opinions on the effects of using hand gestures during communicating, the result from students' expectations on the more nonverbal communication techniques

- Chapter 3 : Finding and discussion

Part three is the conclusion that summarizes the content of the paper

My graduation has been done in difficult condition so there must be unavoidable mistakes. However, I hope that it would appear to be necessary material to help students of English like me perfect the knowledge of nonverbal communication.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1 Communication:

Definitions of communication have been taken a lot of attention and concern from different researchers. There are several definitions on communications presented in language learning methodology. The communication consists in the transmission of a message through a channel (the air, cell phone, printed or audiovisual media), between an issuing entity and another receiver.

The key to effective communication is that the process is successful, that is, that the message is transmitted and understood clearly by the recipient, without misinterpretation or omission of information.

Language (verbal, written or gestural), in any of its forms, is the most common mechanism to transmit ideas between two or more people.

All communications, intentional or not, have some kind of repercussion in the receiver of the information. If the message is understood in its entirety, the effect is usually the desired one.

Communication is a complex process oriented towards the action of informing, generating the understanding in the counterpart and inducing some type of response on the part of the receiver.

Those versed in communication have a fairly broad perception of the subject, based on their experience. Five definitions of communication are presented by some experts in the field:

Alberto Martínez de Velasco and Abraham Nosnik

" Communication can be defined as a process by means of which a person is in contact with another through a message, and expects the latter of a response, be an opinion, activity or behavior "-Alberto Martínez.

" In other words, communication is a way to establish contact with others through ideas, facts, thoughts and behaviors, looking for a reaction to the statement that has been sent "- Abraham Nosnik.

According to both Mexican authors, the intention of the issuer is to modify or reinforce the behavior of the person receiving the communication. That is, the act of communicating is carried out to receive something in return.

Fernando González Rey

"It is a process of social interaction, through signs and sign systems, product of human activities. Men in the communication process express their needs, aspirations, criteria, emotions, etc."

María del Socorro Fonseca

" To communicate is to come to share something of ourselves. It is a specific rational and emotional quality of man that arises from the need to get in touch with others, exchanging ideas that acquire meaning or meaning according to common previous experiences"

It is very difficult to define the term 'Communication` in a simple way. Different scholars defined communication in different ways. The simplest definition of communication is "a process of sending and receiving a message between two parties." Actually, communication is the process of transferring information and understanding from one of more people one or more people. In the most clear from, communication means interaction between two parties.

Communication can occur via various processes and methods and depending on the channel used and the style of communication there can be various types of communication. Here, only based on the channels used for communicating, the process of communication can be broadly classified as verbal communication and nonverbal communication. Verbal communication includes written and oral communication whereas the non-verbal communication includes body language, facial expressions and visuals diagrams or pictures used for communication.

1.2 Verbal communication

1.2.1 What is verbal communication?

Verbal communication is the spoken or written conveyance of a message. Human language can be defined as a system of symbols (sometimes known as lexemes) and the grammars (rules) by which the symbols are manipulated. The word "language" also refers to common properties of languages. Language learning normally occurs most intensively during human childhood. Most of the thousands of human languages use patterns of sound or gesture for symbols that enable communication with others around them. Languages tend to share certain properties, although there are exceptions. There is no defined line between a language and a dialect. Constructed languages such as Esperanto, programming languages, and various mathematical formalism are not necessarily restricted to the properties shared by human languages.

As previously mentioned, language can be characterized as symbolic. Charles Ogden and I.A Richards developed The Triangle of Meaning model to explain the symbol (the relationship between a word), the referent (the thing it describes), and the meaning (the thought associated with the word and the thing)

The properties of language are governed by rules. Language follows phonological rules (sounds that appear in a language), syntactic rules (arrangement of words and punctuation in a sentence), semantic rules (the agreed upon meaning of words), and pragmatic rules (meaning derived upon context).

The meanings that are attached to words can be literal, or otherwise known as denotative; relating to the topic being discussed, or, the meanings take context and relationships into account, otherwise known as connotative; relating to the feelings, history, and power dynamics of the communicators.

1.2.2 Types of verbal

Verbal Communication is further divided into: Oral Communication and Written Communication

Oral Communication

In oral communication, Spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influence by pitch, volume, speed and clarity of speaking.

- Advantages of Oral communication are:

It brings quick feedback.

In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.

- Disadvantage of oral communication

In face-to-face discussion, user is unable to deeply think about what he is delivering, so this can be counted as a

Written Communication

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision and clarity of the language used.

Written Communication is most common form of communication being used in business. Therefore, it is considered core among business skills.

Memos, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used.

- Advantages of written communication includes:

Messages can be edited and revised many time before it is actually sent.

Written communication provide record for every message sent and can be saved for later study.

A written message enables receiver to fully understand it and send appropriate feedback.

- Disadvantages of written communication includes:

Unlike oral communication, Written communication doesn't bring instant feedback.

It takes more time in composing a written message as compared to word-of-mouth. In addition, number of people struggles for writing ability.

1.3 Nonverbal communication

1.3.1 What is nonverbal communication?

Nonverbal communication (NVC) between people is communication through sending and receiving wordless cues. It includes the use of visual cues such as body language (kinesics), distance (proxemics) and physical environments/appearance, of voice (paralanguage) and of touch (haptic).^[1] It can also include the use of eye contact and the actions of looking while talking and listening.

When we interact with others, we continuously give and receive wordless signals. All of our nonverbal behaviors—the gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make—send strong messages. These messages do not stop when you stop speaking either. Even when you are silent, you are still communicating nonverbally.

In many instances, what comes out of your mouth and what you communicate through your body language are two totally different things. When faced with these mixed signals, the listener has to choose whether to believe

your verbal or nonverbal message. Invariably, they are going to choose the nonverbal because it is a natural, unconscious language that broadcasts your true feelings and intentions.

The way you listen, look, move, and react tells the other person whether or not you care, if you are being truthful, and how well you are listening. When your nonverbal signals match up with the words you are saying, they increase trust, clarity, and rapport. When they do not, they can generate tension, mistrust, and confusion.

If you want to become a better communicator, it is important to become more sensitive not only to the body language and nonverbal cues of others, but also to your own.

1.3.2 Types of Nonverbal Communication

Nonverbal communication represents two-thirds of all communications. Nonverbal communication can portray a message both vocally and with the correct body signals or gestures. Body signals comprise physical features, conscious and unconscious gestures and signals, and the mediation of personal space. The wrong message can also be established if the body language conveyed does not match a verbal message. When the other person or group is absorbing the message, they are focused on the entire environment around them, meaning the other person uses all five senses in the interaction: 83% sight, 11% hearing, 3% smell, 2% touch and 1% taste.

In the book "Louder than Words: Non-Verbal Communication," author Alton Barbour states that only 7 % of communication is based on words. 38% is based on volume, pitch and tone of the voice and a full 55 % is based on facial expressions and other non-verbal communication. You can increase the likelihood that other people will understand you if you know how to use non-verbal communication effectively.

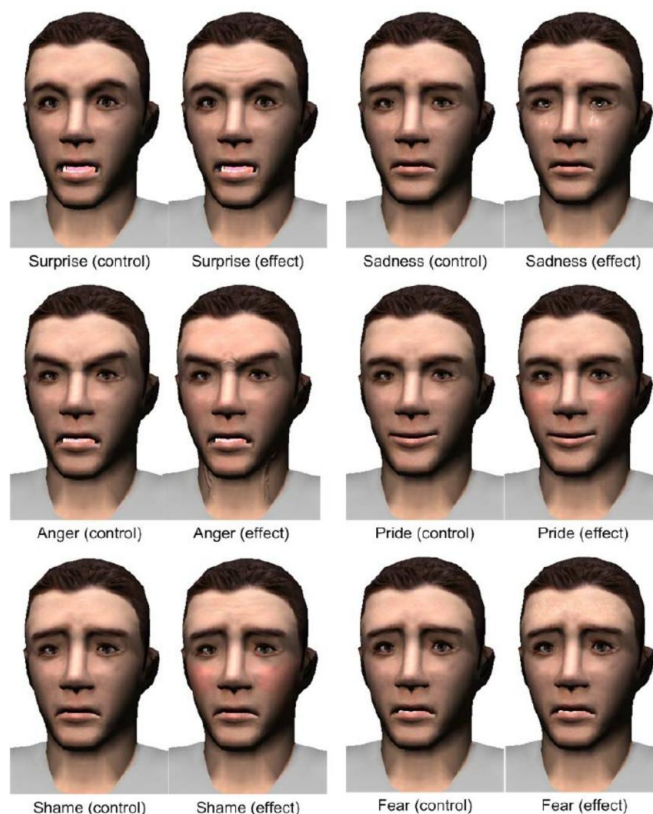
1.3.2.1 Facial Expressions

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. The look on a person's face is often the first thing we see, even before we hear what they have to say.

While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

Explaining that facial expression can communicate effectively because they are the same across all cultures. Anyone can recognize a smile or frown and gauge its meaning, regardless of where they come from or what language they speak. Vicki Ritts of St. Louis Community College and James R. Stein of Southern Illinois University explain that a pleasant smile can make you seem friendly and approachable to others.

Allow your face to reflect your feelings, but do not overdo it. Exaggerated expressions can seem insincere. You can also use your face to break tension by maintain a "soft" expression when a conversation is getting heated. Letting anger show can agitate the other person further, while a calm expression may help keep her calm too.



1.3.2.2 Gestures

Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to

culture. In courtroom settings, lawyers have been known to utilize different nonverbal signals to attempt to sway juror opinions. An attorney might glance at his watch to suggest that the opposing lawyer's argument is tedious or might even roll his eyes at the testimony offered by a witness in an attempt to undermine his or her credibility.

These nonverbal signals are seen as being so powerful and influential that some judges even place limits on what type of nonverbal behaviors are allowed in the courtroom.

1.3.2.3. Voice (Paralinguistic)

Paralinguistic refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.

Consider all the different ways simply changing your tone of voice might change the meaning of a sentence. A friend might ask you how you are doing, and you might respond with the standard "I'm fine," but how you actually say those words might reveal a tremendous amount of how you are really feeling. A cold tone of voice might suggest that you are actually not fine, but you do not wish to discuss it.

A bright, happy tone of voice will reveal that you are actually doing quite well. A somber, downcast tone would indicate that you are the opposite of fine and that perhaps your friend should inquire further.

1.3.2.4. Body movement and Posture

Posture and body movement can also convey a great deal on information. Research on body language has grown significantly since the 1970's, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing, especially after publishing Julius Fast's book *Body Language*. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive than previously believed.

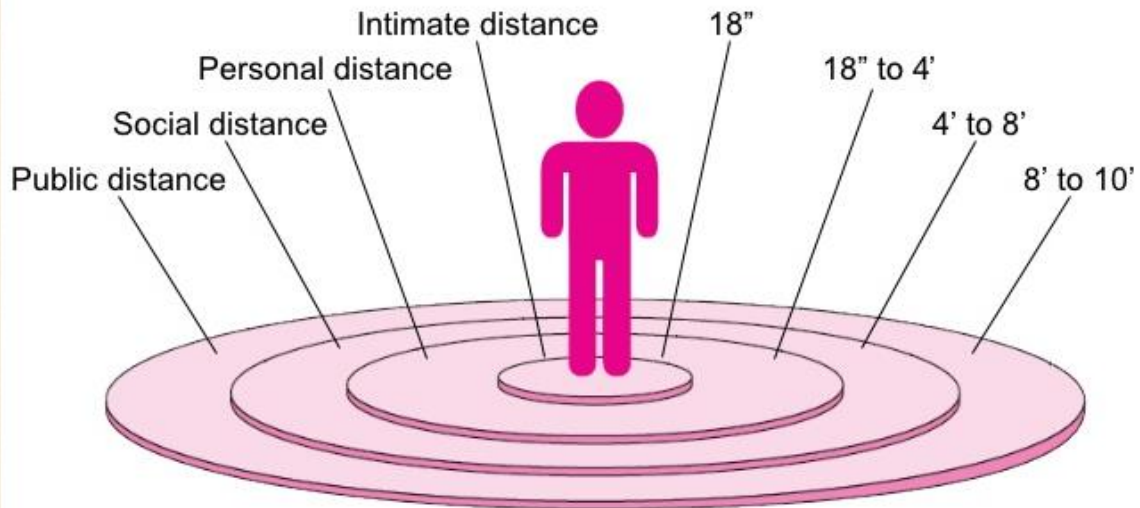
Touch can communicate effectively in a variety of circumstances. For example, the firmness of your handshake can show the other person you are self-confident when you are meeting for the first time. A gentle touch on the shoulder can show empathy when someone is getting emotional. A hug can be friendly, comforting or caring when used with someone you know well. Be careful of how you use touch with strangers and co-workers so it is not interpreted as inappropriate.

1.3.2.5. Space

People often refer to their need for "personal space," which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, cultural expectations, situational factors, personality characteristics, and level of familiarity. For example, the amount of personal space needed when having a casual conversation with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet.

You can help maintain the other person's comfort level and show respect if you maintain a proper amount of personal space. It is normal for people in some cultures to get very close to others, but Americans tend to value their space. The other person might feel intimidated or disrespected if you do not keep a proper distance.

Personal Space in the U.S.



Adapted from Figure 7-3: Personal Space Categories for Those in the United States

Intimate distance: This is about 15 to 45 cm's (6 to 18 inches). The Intimate Zone is the most important zone of all as it is only reserved for a select few of people, including parents, love partners, children, family and very close friends. The proximity chosen by people is also dependent on who the other person is. Only love partners or our children, for instance, would be allowed to engage in close physical proximity (15 cms or less) especially in the hip area as opposed to a distant family member. Anyone who is not meant to be in the Intimate Zone and enters it will cause physiological changes (such as increased heart rate) in our body as we will feel threatened.

Personal distance: This is about 45 cms to 1.2 meters (18 to 46 inches). This is the distance that we reserve for social gatherings such as parties, friendly interactions, etc.

Social distance: About 1.2 to 3.5 meters (4 to 12 feet) this zoning is reserved for strangers we just met, acquaintances and anyone we interact with that we have not established a relationship with.

Public distance: This is anything over 3.5 meters (12 feet) and is used to large group of people

1.3.2.6. Eye contact

The eyes play an important role in nonverbal communication and such things as looking, staring and blinking are important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions including hostility, interest, and attraction.

People also utilize eye gaze as a means to determine if someone is being honest. Normal, steady eye contact is often taken as a sign that a person is telling the truth and is trustworthy. Shifty eyes and an inability to maintain eye.

Maintain consistent eye contact to demonstrate interest and sincerity. Eye contact can show the other person that you are self-confident and a good listener. The Help Guide mental health website states that it also gives you a chance to read facial cues. Keep your eye contact natural. Drop it occasionally so the other person does not feel like you are staring.

A pair of researchers with Kyoto University has found a possible explanation for why people sometimes have trouble maintaining eye contact when talking with someone face-to-face. In their paper published in the journal *Cognition*, Shogo Kajimura and Michio Nomura describe experiments they carried out with volunteers to learn more about how the phenomenon works and then discuss their findings. Most everyone knows that maintaining eye contact with another person while speaking can sometimes be difficult—at times, the urge to look away becomes overwhelming. In some instances, it is clear that such breaks just seem natural to keep things from becoming awkward, or it signals that someone has grown bored with the conversation—but at other times, the researchers suggest, it is because we are trying to keep our brains from overloading.

To better understand what is going on in the brain during conversation, the researchers enlisted the assistance of 26 volunteers who were asked to participate in a common word-association game in which a person was shown a word (a noun) and was then asked to offer an immediate response (a verb), e.g. when given the word "ball," a reply might be the word "throw." In the lab, the volunteers interacted with a face on a computer (that sometimes looked away) as they played the game with different types of words that the researchers had

preselected—some were easy while others were more difficult—coming up with a verb for "sky," for example, can be difficult for some because of the lack of choices, while coming up with a response to a word like "leaf" may be difficult because it has so many options to choose from.

The researchers then compared responses to the words with how long it took a volunteer to respond and their tendency to break eye contact. They found that the volunteers were likely to take more time when responding to harder words, but not as much time if they broke eye contact. This, the research pair suggest, indicates that the dual task of maintaining eye contact (and the inherent intimate connection it involves) while also racking the brain for a word to meet the request is just too demanding—to save itself, the brain pushes for breaking eye contact so it can focus exclusively on finding a word that will fulfill the obligation.

Although eye contact and verbal processing appear independent, people frequently avert their eyes from interlocutors during conversation. This suggests that there is interference between these processes. We hypothesized that such interference occurs because both processes share cognitive resources of a domain-general system and explored the influence of eye contact on simultaneous verb generation processes (i.e., retrieval and selection). In the present experiment, viewing a movie of faces with eyes directed toward the viewer delayed verbal generation more than a movie of faces with averted eyes; however, this effect was only present when both retrieval and selection demands were high. The results support the hypothesis that eye contact shares domain-general cognitive resource with verb generation. This further indicates that a full understanding of functional and dysfunctional communication must consider the interaction and interference of verbal and non-verbal channels.

1.4 Interpersonal communication

1.4.1 Defining interpersonal communication



Interpersonal communication is the exchange of information between two or more people. This is also a field of study and research aimed at understanding how people use verbal and nonverbal cues to accomplish a number of personal and relational goals. In general, interpersonal communication research has contributed to at least six different types of queries: how people adjust and adapt to verbal and nonverbal communication in communication face-to-face, message production processes, behavior and information management strategies, fraudulent communication, dialectical dialectography, and mediated social interactions by technology.

1.4.2 The characteristics of interpersonal communication

A large number of scholars work together to define and use the term communication between individuals to describe their own work. However, these scholars also recognize that there is considerable variation in the way they and their colleagues perceive and define this field of study. In some cases, the structure of interpersonal communication resembles the phenomena it represents - that is, it is dynamic and changeable. Therefore, efforts to determine exactly what communication between individuals are or are not often frustrating and lack of consensus. In addition, many researchers and theorists of interpersonal communication do so from a variety of research models and theoretical traditions.

While there are many definitions available, interpersonal communication is often defined as communication that takes place between people who are interdependent and have some knowledge of each other. Interpersonal communication involves what happens between a son and a father, an employer and an employee, two sisters, a teacher and a student, two lovers, two friends, and yet still although largely natural, communication between individuals is often extended to include small intimate groups such as families. Interpersonal communication can take place in face-to-face settings, as well as through communication platforms, such as social media.

Communication research between individuals looks at many factors that contribute to the interpersonal communication experience. Both quantitative / social science and qualitative methods are used to explore interpersonal communication. In addition, a biological and physiological perspective on interpersonal communication is a growing field. In the study of interpersonal communication, a number of concepts have been explored: personality, knowledge structure and social interaction, language, nonverbal cues, emotional experiences and expressions, social networking and life of relationships, influences, conflicts, interpersonal computers, interpersonal communication in the workplace, intercultural perspectives on communication interpersonal, escalating and escalating romantic or pure relationships, interpersonal and medical communication, family relationships and communication throughout life.

1.5 The effect of nonverbal on interpersonal communication

There are four important functions of nonverbal communication. These functions can complement, regulate, substitute for, or accent a verbal message. In addition to the functions, there are many types of nonverbal communication. Those different types include paralanguage, body movement, facial expressions, eye messages, attractiveness, clothing, body adornment, space and distance, touch, time, smell and manner. There are cultural and co-cultural variations in each case of what are acceptable and unacceptable practice (Hybels & Weaver, 2007).

In describing the functions with complementing, one might use body language in an effort to support or add credibility to your words, and if that body language is seen as genuine then the overall message is strengthened (Hybels & Weaver, 2007). If the body language is perceived as fake or misleading, however, then it moves into the category of conflicting. In regulating, the body language serves the function of pacing and regulating communication (Hybels & Weaver, 2007). For instance, in a group of people, there are a number of non-verbal cues indicating when one person is finished speaking and it is another person's turn. The function of substituting uses body language to replace verbal communication (Hybels & Weaver, 2007). For example, if you are caught in a conversation with someone who just keeps talking and talking, it is difficult to come out and tell that person you are tired of the conversation. Instead, you might substitute body language such as glancing away or stepping away. The last function of accenting is a type of body language that emphasizes, accentuates, softens, or otherwise enhances your verbal communication (Hybels & Weaver, 2007). You might point your finger to direct attention to the subject of your words, or you might reach out and touch the hand of a child whom you are correcting or disciplining.

Paralanguage refers to the non-verbal elements of communication used to modify meaning and convey emotion. Paralanguage may be expressed consciously or unconsciously, and it includes the pitch, volume, rate, and the quality. Sometimes the definition is restricted to vocally produced sounds. The study of paralanguage is known as paralinguistic cues. Body movements or kinesics is referred to all forms of body movements are important part of non-verbal communication behavior. The transport of body movement has many specific meanings and the interpretations that may be a bound of culture. As many movements are carried out at an unawareness level, the body movements carry a risk of being misinterpreted in a different culture communications situation. Some related words for body movement may be emblems are substitute for words and phrases, illustrators accompany or reinforce verbal messages, display of feelings show emotion, regulators controls the flow and pace of communication, and adaptors release physical or emotional tension (Hybels & Weaver, 2007).

Facial expressions can show happiness, sadness, fear, and anger that are easily identifiable across cultures. In addition, facial expressions play an important role in closeness. Eye messages are messages given only with the eyes. In the American culture, eye contact is a sign of honesty, credibility, warmth, and involvement. Other cultures require eye contact. Conversations without eye contact represent disinterest, inattention, rudeness, shyness, or deception. Eye messages show connection to others, attentiveness, involvement, immediacy but prolonged stares show negative and intimidating expressions. Eye messages have a delightful and wondrous aspect in the rolling of the eyes because it is known for flirting (Hybels & Weaver, 2007).

The perception of nonverbal communication started during the first year of life, when we learned how to communicate without words as infants. Infants learned very early the difference between a scowl and a smile and they soon learn how to convey their own feelings through non-verbal communication. The way nonverbal cues are perceived and interpreted in relationships can make all the difference between a positive and a negative impression. Paralinguistic enforces the old adage; it is not what you say but how you say it. No matter the rate of speed, the faster the communicator speaks, the more competent they may appear. The speakers with a high and varied pitch come across as more competent; a constant low pitch voice is associated with strength and maturity, while a constant high pitch voice signals tenseness and nervousness. Those who speak loudly are generally seen as aggressive and domineering, and speakers with soft voices are perceived as timid and polite. How individuals perceive nonverbal communication is often based on how they see themselves. If an individual takes everything personally, they may take offense to some nonverbal cues that are being used, whether they are intentional or unintentional. To avoid miscommunication, it is essential that speakers become more aware of the nonverbal cues that are used (Hybels & Weaver, 2007).

In the workplace, effective communication can be used to improve performance and to produce desired results. There are many non-verbal cues that are used every day in the workplace, most of which are stronger than spoken language. Professionally speaking, a handshake can make a strong first impression, whether it is positive or negative. Men tend to have better

handshaking skills and etiquette than women do; handshakes should be inviting, strong but not overpowering. Workplace touching is often discouraged due to sending out mixed messages, but handshakes are usually accepted and encouraged in most cases. Eye contact is yet another important non-verbal cue that can be used both positively and negatively in the workplace. In the United States, eye contact conveys honesty and sincerity; making eye contact is often an invitation to open communication, and signifies the need for feedback. In contrast, avoiding eye contact signals distrust, suspicion, or lack of interest; similarly, prolonged eye contact or a stare signifies aggression or flirting (Henman, 2009). In the workplace, dressing professionally is something most employers require, it shows confidence in oneself. Dressing professionally includes clothes that are worn, personal hygiene and not overpowering cologne and perfume. American businesses value being on time and being conscientious of this is crucial in business. Paying attention to all these non-verbal types of communication can prove successful in almost every business.

Nonverbal communication has the ability to strengthen and develop existing relationships or it can destroy them. A relationship can be regulated by nonverbal communication because it can support or replace verbal communication. Some of the contributing factors are the sending and receiving ability and accuracy, perception of appropriate social roles, and cognitive desire for interpersonal involvement. If the communicators are unaware, of the types of messages they are sending and how the receiver is interpreting the messages difficulties can arise from nonverbal communication. If the perception of the receiver is not of the social norms for the particular situation could cause problems also. All the people involved must want the interaction to occur for reciprocal communication to be successful. Facial expressions can compel one to communicate interaction with another. Facial expressions can cause negative feelings if the other is evoked by them. Introduction and management rely on nonverbal communication in interpersonal relationships. Through research, interpersonal relationships have been successful through nonverbal clues (Dunn, 1999).

Nonverbal communication has an impact with gender and cultural differences. There are different views from society of males and females. Males

are portrayed as aggressive, controlling, and having a take-charge attitude. Women are seen as sensitive, emotional, and passive. There is a difference how males and females communicate verbally and nonverbally. Women are more expressive when they use non-verbal communication, they tend to smile more than men and use their hands more. Men are less likely to make eye contact than women are. Men also come off as more relaxed, while women seem tense. Men are more comfortable with close proximity to females, but women are more comfortable with close proximity with other females. In terms of interpreting non-verbal signals, women are better than men are

Culturally, there is a world of differences in nonverbal communication. In comparing the United States with Latin America, we can see many differences. The hand gesture we use to tell someone to come here is the hand palm up with the index finger extending out three or four times is different in Latin America. In Latin America, this hand gesture means you are romantically interested in a person and it is considered solicitation. To tell someone to come here in Latin America the palm is extended down and move all four fingers in and out together three or four times. When traveling on buses in Latin America the elders will hold their hand sideways with all four fingers extended to let one know there is a pickpocket nearby. In the United States, when visitors come to our country, we usually do not greet them personally. Latin Americans give hugs and the men greet the women with “besitos” meaning they touch the cheeks and make a kissing noise with lips

Some barriers to nonverbal communication include cultural differences, deceptive gestures, inappropriate touching, negative nonverbal communication, and perceptual filters. The different cultural differences are ethnocentrism, stereotyping, prejudice, and discrimination along with the hand gestures, touching, and facial expression. Ethnocentrism shows that one culture fill their group is superior to all other cultures. Stereotypes show the distorted or oversimplified views of different races of cultures. When a culture is prejudice towards another culture or group, a negative attitude is shown based on little or no experience. To avoid or exclude oneself from another culture or group discrimination is shown (Hybels & Weaver, 2007).

Different gestures often have vastly different meanings to people of different cultures. Nonverbal gestures can lead to misinterpretation. Touching can cause many problems in communicating if it is done incorrectly. A person may touch the other person during a conversation a lot and move close to them. Some people find touching as an invasion of their personal space. This is a barrier for all communication; people have a hard time communicating when they are uncomfortable. When a person displays negative nonverbal communication, it can also act as a barrier. For example, slouching, rolling of the eyes, moving quickly or slowly, or performing a variety of other negative physical behaviors, makes it difficult to communicate with them at all. This is because the person is creating a negative situation and when people feel uncomfortable they are unwilling to communicate. Facial expression can show frustration, anger, embarrassment, or uncertainty. They can contradict the verbal expression sending the real message that the speaker wants to send (Hybels & Weaver, 2007).

It is very important to learn how to improve nonverbal communication now that we have discovered that a communicator's nonverbal communication can influence another's perception of a message and that of the communicator. One must first monitor our own nonverbal communication skills. We should pay close attention when we are engaged in everyday routine conversations. It will help us to stay attuned to what we are doing and what kind of impression we are giving others. We need to ask ourselves these questions. Do we allow enough personal space so others are comfortable? Do we show our interest by making eye contact with others? Is our face expression appropriate for the conversation at hand? Is the voice tone appropriate for the situation? By being aware of these things we can improve our nonverbal communication skills.

In addition to those skills, we also must learn to be good discriminative listeners. It is relatively simple to hear a message, but we also need to be aware of nonverbal cues from others. We often get so preoccupied by what we are saying and what we are going to say as a response, that we are not sensitive to others needs. People often these express needs through their nonverbal communication, as opposed to what they are saying. Overcoming cultural barriers is another important step in communicating effectively. It is important

to understand all aspects of communication (Hybels & Weaver, 2007). “Successful communication between people across cultures requires not only an understanding of language but also of the nonverbal aspects of communication that are part of any speech community” (Ha, 2008). It is more important to understand the non-verbal aspects of communication when people do not speak the same language verbally.

In conclusion, communication is complex and multifaceted. Nonverbal communication is a strong factor in today’s society and is used in many cultures. It gives insight to others true emotions and feelings, as well as their truthfulness and sincerity. Nonverbal communication can come in many forms, it can add to, or replace verbal communication, establish relationships and boundaries, and reflect different cultural values. It is symbolic, can be intentional or unintentional and differs between genders and cultures. Effective nonverbal communication can benefit us in interpersonal relationships, our careers and across cultures. It is our responsibility as effective communicators to understand the dynamics of this form of communication, and learn to use it so it benefits everyone involved. By tearing down any personal barriers or biases, and recognize our strengths and weaknesses, we can ultimately communicate in ways that decrease the likelihood of misunderstanding and increase our nonverbal communication as well as verbally proficiency.

1.6 The effect of hand gestures on interpersonal communication

We are born to speak with your hands. Researchers have found that infants who use more hand gestures at 18 months old have greater language abilities later on. Hand gestures speak to great intelligence.

Hand gestures make people listen to you. Spencer Kelly, professor of psychology and neuroscience at Colgate University and co-director of the school’s Center for Language and Brain, found that gestures make people pay attention to the acoustics of speech. Kelly said, “Gestures are not merely additions to language – they may actually be a fundamental part of it.”

We cannot help it. Hand gestures come to us naturally. Spencer even found that blind people use hand gestures when speaking with other blind people.

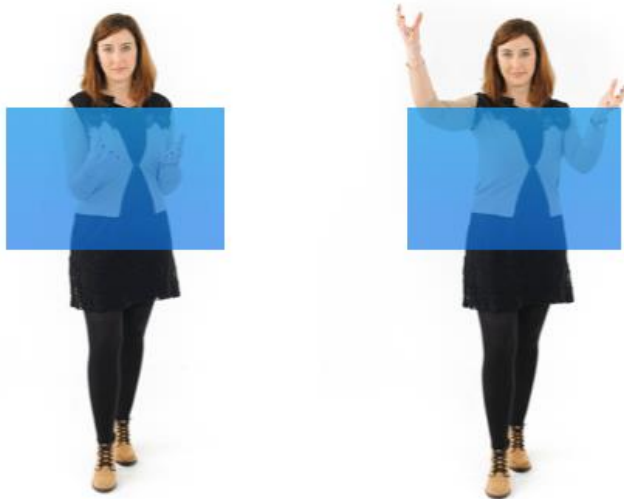
Gesturing helps you access memories. Using hand gestures while you speak not only helps others remember what you say, it also helps you speak more quickly and effectively!

Nonverbal explanations help you understand more. One study found that forcing children to gesture while they explained how to solve math problems actually helped them learn new problem-solving strategies.

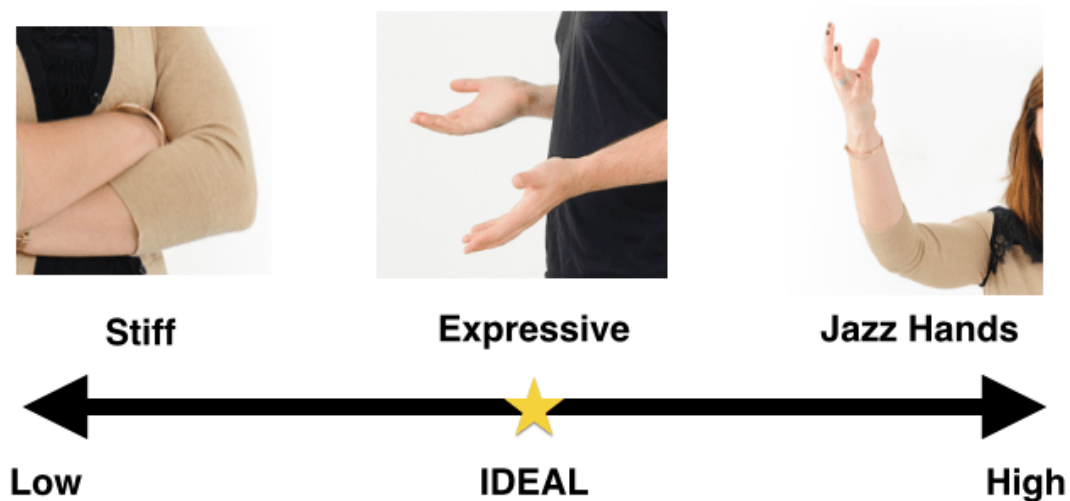
The development of communication throughout one's lifetime is crucial because it is required in almost every aspect of human life. Majority of language development happens during infancy and early childhood. It is very important that infants learn the principles of communication earlier on in their development. The following information can be used to adapt to the specific attributes in each level of development in order to effectively communicate with an individual of these ages. ^[26] The amount of communication and language development that happen in different stages of life, especially kid at 0-1 year.

During the period of infancy, an infant mainly uses non-verbal communication (mostly gestures) to effectively communicate with others. In the first period of a newborn's life crying is the only means of communication, which is used to demonstrate their needs and wants. Infants, 1-5 months old have different tones of crying that indicate their emotions. In addition, within the 1 to 5 month stage the newborn begins laughing. When the infants are 6-7 months old they begin to respond to their own name, yell and squeal, and distinguish emotions based on the tone of voice of the mother and father. Between 7 and 10 months, the infant starts putting words together, for example "mama" and "dada". These words are simply babbled by the infant, lacking meaning and significance. When the infant turns 12 months of age, they start to put meaning behind those once babbled words and can start imitate any sounds they hear, for example, animal sounds. Verbal communication begins to occur at the age of 10-12 months. It starts with the act of imitating adult language and slowly developing the words "mama" and "dada". The non-verbal communication of infants includes the use of gaze, head orientation and body positioning, this enables them to communicate without the use of language yet displays effectively what they are trying to convey to others. Gestures are also widely used as an act of communication. All these stages can be delayed if the parents do not communicate with their infant on a daily basis.

How to speak with hands , how to use hands appropriately when communication. Use your hand gestures responsively. Safe gesturing only please! Following the research of Ms. Vanessa Stay in the box.” I never want you to think in the box, but I do want you to gesture within the box. Appropriate hand speaking space is from the top of your chest to the bottom of your waist. If you go outside this box, it’s seen as distracting and out of control” Ms. Vanessa said . Here is the difference:



- **There is a spectrum.** Hand gestures are great up to a certain point. I call this the Jazz Hands Spectrum:



Make your gestures purposeful. Just like you create bullet points for a pitch or presentation, do the same with hand gestures. The best Ted Talkers used their hands purposefully to explain important points. Use the list below to guide you.

Know what you want to say. If you have a big speech coming up, prepare your words. Otherwise, you may use gestures to overcompensate. According

to Elena Nicoladis, an associate professor in the University of Alberta's psychology department who studies hand gestures, people who have trouble finding the right words are more likely to speak with their hands.

The smoother the better. We love fluid hand gestures. Jerky and robotic prepared moves are distracting. Practice speaking with your hands until it feels and looks natural.

Film yourself. Film yourself chatting with someone on the phone. You might be surprised what kinds of gestures you use and how many you use during the conversation. Then, film your speeches and elevator pitch. Have a friend give you feedback on your gestures.

Be careful cross-culturally. Not all hand gestures are created equal! Here is a fun video on the meaning of hand gestures around the world.

Hand gestures you should be using:

After observing some of the best speakers and speeches in the world, we have collected our favorites for you to try. Remember, think about your verbal content and match your hand gestures to what you are saying:

- **Listing**



The easiest and most basic hand gesture is numerical. ANY TIME you say a number, perform the corresponding gesture. This makes your number easier to remember for the listener, adds movement and warmth to your body language and serves as a nonverbal anchor in the conversation.

- **A Tiny Bit**

Any time you want to emphasize a small point, such as something they should not take too seriously or a small addition—show it! This is my favorite itty-bitty hand gesture:



- **Listen Up!**

This is a very strong gesture, so use it with caution. It is a “bottom line” hand gesture or “listen here” movement. The sound and motion draws attention and lets people know: “What I am about to say is important!”



- **Small, Medium, Large**

This is an easy one and can be used literally to show someone what level something is. You can use this to indicate how big, small something is, or where someone stands. For example, you can use the high version along with “It’s a pretty big deal” or the low version with “He’s low man on the totem pole.”



Alternative: You also can use this as an alternative to listing as you talk about different stages. For example, you could say, “We start with your vision” (low level), “then move on to your structure,” (medium level) and “we end, most importantly, with your finished product.”

Special Note: I have found that when I use this gesture, it centers and calms me. I have not found any research to back this up, but when I do this, it is almost as if I feel more centered and have an easier time taking deep breaths. It is similar to the prayer gesture. Anyone else experience this?

- **Let Me Tell You**

Pointing should be used with caution. We do not like to be pointed at because it can be seen as accusatory or invasive. However, you can point to get someone’s attention or literally to make a point. For example, this gesture goes along well with:

“You know, I just remembered something important.”

“This one’s important.”

“Let me tell you something.”



- **You**

Any time you gesture into someone else's space or personal area, you tie them to your words. I like to do this with the open hand or palm like in the picture below. Pointing is very aggressive. You can do the 'you' gesture to make someone feel included or highlight that something you are talking about applies to the person you are speaking with. It is a great attention-grabber if someone's mind is wandering.



Special Note: Be sure to do this purposefully. I once was standing next to a woman who was overweight, and the man we were speaking with was talking about fast food and kept gesturing at her. She started to back away! It was an incredibly subconscious (and offensive) gesture.

- **Me**

Any time we bring our hands in toward our heart or chest, we usually want to indicate to ourselves. I even have heard sneaky speaking coaches tell candidates to point toward themselves when talking about anything positive... use it carefully!



- **Come Together**

When you bring both of your hands together, it is a gesture of combining and is a great way to show two forces symbolically coming together as one. You even can mesh or fold your hands together to show complete togetherness.



- **I'm Not Hiding Anything**

When your hands are at a 45-degree angle with the palms facing up, you are showing openness and honesty. It is as if you are saying you are laying it all out on the table.

Alternative: When your palms face up with fingers spread, it means you need something.

- **You Listen to Me**

The palms down position show power and dominance—it's not very positive, but it is commanding. If you have a very strong directive or order, you can use it. Be careful not to use this gesture by default! Hands should be facing up, out, or vertical when speaking. Always having them in the down position is very dominant.

- **Stop**

When you flash your palm at someone, you want him or her to pause or stop. You can do this while anyone is speaking and they almost instantly will be quiet. (Use in emergencies only!) I was with a friend once, and he had the habit of doing it to his friends when he was done listening. It was horribly offensive.



1.7 The role of nonverbal on interpersonal communications

The role of interpersonal communication has been studied as a mediator for mass media effects. Since Katz and introduced their ‘filter hypothesis’, maintaining that personal communication mediates the influence of mass communication on individual voters, many studies have repeated this logic when combining personal and mass communication in effect studies on election campaigns (Schmitt-Beck, 2003). Although some research exists that examines the activities of social networking and the potential effects, both positive and negative, on its users, there is a gap in the empirical literature. Social networking relies on technology and is conducted over specific devices with no presence of face-to-face interaction, which results in an inability to access interpersonal behavior and signals to facilitate communication. (Drussel, 2012) As many positive advances we’ve seen come from the latest web innovations, can it be said that there are negative ones as well? Interpersonal communication is defined as what one uses with both spoken and written words as the basis to form and maintain personal relationships with others (Heil 2010). As technological advancements are made, the residual impact of social networking

on society's young generation is of valuable importance to researchers in the social work field. Left unattended, the lack of skills to effectively communicate and resolve conflicts in person may negatively affect behavior and impair the ability to develop and maintain relationships.

Technological side effects may not always be apparent to the individual user and, combined with millions of other users, may have large-scale implications. Therefore, each participant has a dual role—as an individual who may be affected by the social environment and as a participant who is interacting with others and co-constructing the same environment. Berson, Berson and Ferron (2002) believe that benefits of online interaction included learning relational skills, expressing thoughts and feelings in a healthy way, and practicing critical thinking skills. However, there are some problems with this because one important negative point of interpersonal communication through social network is that people who rely on social networking lose their ability to communicate with others face-to-face. On the other hand, positive and negative effects of using interpersonal communication vary and depend on individual point of view. In which case, it makes it challenging to give this question a specific answer.

Imagine, for a moment, interpersonal relations without nonverbal behavior. A first scenario might feature two immobile people who are conversing: no expressive movements. However, their frozen postures, clothing, and interpersonal distance would, nevertheless, be nonverbally communicative. To remove those cues, they could be placed in separate rooms, so that they communicate by phone only. However, their preverbal behavior (style of speaking, such as vocal intensity, tone, rhythm, and pitch; Tracer, 1958) would still convey messages beyond the content of the words they use. To expunge these preverbal cues, the two people would have to be restricted to typing out messages.¹ Although this sort of interpersonal interaction exists, and in fact is increasingly frequent with the advent of computer-mediated communication (e.g., email, texting, and social networking), all our other interpersonal interactions are information ally rich from a myriad of gesture, posture, glance, gaze, expression, distance, tone, clothing, and grooming cues. Face-to-face nonverbal communication consists of complex sequences in which a huge number of events are constantly occurring and recurring and therefore poses an

enormous challenge for behavioral scientists. Nonverbal communication is an essential part of interpersonal psychology, perhaps more essential than is generally recognized. Although the following estimates apply only to the expression of emotion or liking rather than all interpersonal communication, researchers have reported that nonverbal and preverbal messages are about 4 times more influential than verbal messages (Argyle et al., 1970; Hsee, Hatfield, & Carlson, & Chemtob, 1992), or that they account for 93% of inferred meaning (e.g., Mehrabian & Weiner, 1967). Even if these estimates are too high, nonverbal aspects of interpersonal communication clearly are crucial for. In fact, even in these typing-only circumstances, senders often use emoticons (symbolic smiles, frowns, winks, etc.) to increase the odds that receivers correctly understand their meaning. Nonverbal behavior communicates messages between persons. This communication includes dynamic movements, static appearance-related choices of clothing and grooming, and preverbal acts by senders and impressions of those actions and choices formed by receivers. The sender's messages may be intended or not, received or not, and interpreted as having been intended or not. They are sent via numerous channels, forcefully or subtly. Some nonverbal messages are universal, or nearly so, and others are specific to particular cultures, subcultures, or intimates. Nonverbal communication is a very complex, essential part of interpersonal relations, and it serves a number of important psychological functions.

However, a simple initial framework for thinking about it is depicted in the following diagram, which presents nonverbal communication as a special case of a classic communication model (Hovland & Janis, 1959), in which one person sends a message (intended or not) to another person via one medium or another (e.g., face-to-face or video), which stimulates a response from the receiver which reaches the sender, and the process continues

Studies of nonverbal communication in the interpersonal context typically have focused on liking or attraction, usually between strangers, to control for the influence of pre-existing interactions (e.g., Mehrabian & Weiner, 1971). Organizational contexts have often included job interviews (e.g., Gifford, Ng, & Wilkinson, 1985). Cultural studies have often investigated presumed similarities or universalities in the meaning of cues such as facial expressions (e.g., Ekman & Friesen, 1971) or the lack thereof. The qualities of the sender and receiver

typically include attractiveness, intelligence, personality, culture, race, formal status, relationship status, social class, and stigma.

The relations between nonverbal communication and interpersonal relations are

complex, and a complete description of them is not possible here; the interested reader is referred to Manusov and Patterson (2006). This part of the chapter offers sample findings for the influences of personality, gender, culture, decoding skill, and decidability.

Personality. An example of relatively straightforward encoding results comes from a study of interacting female dyads (Berry & Hansen, 2000). More agreeable women gestured more, used more open body postures, visually attended to their interaction partner more, used fewer visual dominance behaviors, and displayed fewer negative facial expressions than did less-agreeable women. Women who were more open to experience visually attended to their interaction partners more than those who were less open to experience. More extraverted persons seem to use more animated, expressive, and animated gestures, that is, faster and more energetic gestures using the hands farther from the body (Lippa, 1998) than more introverted persons. Children with more internal, rather than external, locus of control tendencies smile more and engage in fewer off-task activities (Carton & Carton, 1998). Individuals with avoidant attachment styles tend to choose larger interpersonal distance (Kaitz, Bar-Haim, Lehrer, & Grossman, 2004), as do those with greater trait anxiety (e.g., Patterson, 1973) and weaker affiliate tendencies (e.g., Mehrabian & Diamond, 1971).

Senders who speak in a tight-lipped manner or who turn their heads while speaking may be judged as —uptight, those who speak with a hand over their mouths or smile with a closed mouth as shy, and those who smile less as too serious (Ferrari & Winkles, 1996). The encoded nonverbal behaviors of conversing senders as a function of eight interpersonal circle dispositions (Wiggins, 1979) was reported by Gifford (1994a), and nonverbal behaviors clearly map onto the interpersonal circle (Gifford, 1991; Gifford & O'Connor, 1987).

Personality and gender, the next topic, often interact. For example, using most of one's body when gesturing validly signals extraversion for women, but not for men (Lippa, 1998).

Gender differences in nonverbal behavior for males and females are relatively small in magnitude, but they do exist and can have important consequences (Hall, 2006). On average, males generally choose larger interpersonal distances and females tend to orient themselves more directly to their interaction partner. Women usually are nonverbally more animated and warm, that is, they smile and laugh more, stand closer, look at and touch others more. These tendencies will vary or even reverse under different circumstances (Gifford, 2007). As one example, girls with depressive symptoms look less at their peers than boys with depressive symptoms (van Beek, van Dolderen, & Dubas, 2006).

Women both decode more accurately and are more decodable (legible) to others of both genders, on average. In a particularly unfortunate instance of what might be called male decoding deficit, several studies show that men are likely to misinterpret women's nonverbal encoding of friendliness as sexual interest, but new work suggests that men also misinterpret women's encoded sexual interest as friendliness (Farris, Treat, Viken, & McFall, 2008). Perhaps this is why at least 9-15-year old girls perceive more anger and negativity in facial expressions than boys (van Beek & Dubas, 2008). This is not always the case. When women and men are told that the task is incongruent with stereotypical goals, men were more accurate when they thought the task involved military interrogation, and women were more accurate when they thought the task involved social worker skills (Horgan & Smith, 2006).

Deception. Unfortunately (in most cases), people lie to one another (DePaulo et al., 1996). A long tradition in nonverbal communication research investigates this phenomenon, usually with the goal of distinguishing between instances of lying and truth-telling. In an illustration of usually faulty decoding, most police and parents think that they can distinguish the difference, but most people are poor at detecting lies (e.g., Bond & DePaulo, 2005). Part of the problem for decoders is that liars do not always use different nonverbal behavior than when they are telling the truth (Strömwall, Hartwig, & Granhag, 2006; Vrig, 2006).

When people do lie, one perspective asserts that it often is reflected in nonverbal behaviors associated with (a) fear, guilt, or delight emotions, (b) the complexity of the content, that is, having to think hard to create a story, and (c) attempts at behavior control, that is, controlling actions that liars believe might

reveal that they are indeed lying (Zuckerman, DePaulo, & Rosenthal, 1981). Others have suggested that truth-tellers sometimes are subject to these same influences (DePaulo et al., 2003), for example, when convincing others that something is very important. Thus, distinguishing between lying and truth-telling can be difficult, but the distinction may be apparent if the liar presents the story unconvincingly or too deliberately. Another perspective recognizes that liars are senders, but someone else is receiving the message, and that person influences the sender with his or her own actions (Buller & Burgoon, 1996) or knowledge. For example, knowing or thinking that a sender is lying influences what receivers perceive in the sender's behavior (Levine, Asada, & Park, 2006). As in any nonverbal interaction, one person's gazing, smiling, nodding, and posture may influence the others.

Obviously, then, particularly if receivers do not take this into account, they may influence the actions of the sender, and then begin to interpret the sender's lying or truth-telling in terms of some nonverbal pattern that they themselves influenced.

No single cue is an extremely valid cue to lying, but some are more reliable than others are. In a comprehensive meta-analysis, De Paulo et al. (2003) found the largest effect sizes for a lack of vocal and verbal immediacy and certainty, increased pupil dilation, less time spent talking, discrepant or ambivalent actions, and nervousness. Even larger effect sizes were found for number of foot movements, changes in pupil size, false smiles, and an indifferent or unconcerned appearance, but these effect sizes are based on a smaller number of studies and thus are less well established. Obviously, they deserve more research attention. Other studies report that fewer movements, for example of the hands, signals deception, at least among senders with higher levels of public self-consciousness (Vrij, Akehurst, & Morris, 1997).

Nonverbal communication clearly is a very important part of interpersonal interaction, yet pinning down the specific ways in which its behavioral dimensions are encoded and decoded, and how social judgment processes influence and are influenced by it, remain as challenges. These challenges are partially illuminated by the process model portrayed in Table 1 (Gifford, 2006), which is an expanded form of the simple model offered at the beginning of the chapter; it is intended to describe the research possibilities for communication in the nonverbal context. The model was adapted from Craik's (1968) framework

for understanding environmental perception, and it aims to present a comprehensive overview of the different kinds of senders, transmission media (e.g., face-to-face, telephone, computer, television), and types of judgments, criteria, receivers, and analyses that nonverbal communication research could include. This will be a step toward a fuller understanding of both social judgment and the delicate behavioral dance involved in nonverbal communication.

CHAPTER 2: THE STUDY ON THE EFFECT OF NON-VERBAL COMMUNICATION ON INTERPERSONAL COMMUNICATIONS

1. The reality of learning and teaching English-speaking skill at Hai Phong Private University

1.1. The teaching staff:

The teaching staff of HPU in general and the Foreign Language Department in particular have high professional level and high sense of responsibility. All the lecturers of Foreign Languages Department are not only well-qualified, responsible but also very enthusiastic. Furthermore, they have modern professional teaching style, they understand the students and they are very friendly. Talking to the students and sharing their experiences help both teachers and students understand one others deeply and enhance the quality of the lectures.

1.2 The researcher

The study was carried out by a student who has been the last year student at HPU. She is very interested in learning English and always tries to find out the most suitable learning method, which can help her to learn better. Therefore, the researcher here keeps thinking to make this study applicable to make learning more interesting.

1.3 The students

22 students in the class NA2101 who are in the first year of English Department at HPU are selected for this study. Some of the evidences are unfortunately showing that many of the students who have just finished high schools are passive in their learning process. They appear not to have the habit of using nonverbal communication.

Particularly, for English majors a big number of them are reluctant in their using nonverbal communication proven by the fact that they only focus on trying to understand words and contents during speaking. Consequently, a number of students cannot use nonverbal communication. Therefore, a question raised here is what we should do now to inspire in students the interests and motivation to improve their nonverbal communication.

Follows are the advantages and disadvantages of the first year English majors at HPU:

❖ *Advantages:*

- Students can receive constant help and support of the school and the lecturers in Foreign Language Department.
- They have chance to study in a modern studying environment, which have been equipped with modern facilities.
- They can practice directly with the foreigners in class.

❖ *Disadvantages:*

- The students' background knowledge is not uneven.
- A big number of students are not active.
- Students focus too much on using verbal communication and forget the importance of nonverbal communication.
- Some of them are so shy and lack of confidence and they try to avoid using nonverbal communication in front of the class.

1.4 English teaching and learning condition at Hai Phong Private University.

The students' classrooms have been equipped with projectors, camera, air - conditioners, computers with internet connection and wireless internet connection. The teachers often use projectors to make English lessons more interesting and effective.

In addition, there are many activities held by teachers and students for fostering English nonverbal communication learning and encouraging students to express their abilities. These useful activities often attract students to participate in such as :

e.g: English Olympic, Halloween's Day, Christmas's Day,....in which students can both play and exchange knowledge in English so they can learn more.

It can be said that the learning conditions at HPU are good enough and convenient for students to study English effectively.

2. The survey questionnaires

2.1. The design of the survey questionnaires

Nunan (1992) points out that "A questionnaire is an instrument for the collection of data, usually in written form, consisting of open and closed questions and other probes requiring a response from subjects". Questionnaire is an attractive

means of collecting data on phenomena, which are not easily observed, such as motivation, attitude, language learning strategy use, etc.

In this study, questionnaires are selected as the important data collection instrument because it provides the data and information about the nonverbal communication of the first year English majors at HPU. Its aim is to do research on students' attitudes and expectations about studying nonverbal communication. The questionnaires including 8 questions as follows:

2.2.3. The result on the students' perceived importance of nonverbal communication

The question 1 gives information on students' English learning time. The author wants to have further understanding about students' bonding time with English. Basing on this understanding, the author can get right information and give appropriate method to them.

The question 2 is about the students' attitude on learning nonverbal communication. Not every student learns nonverbal communication because of his/her love to it. By understanding, exactly how they love nonverbal communication the author can have some more methods to strengthen their passion on nonverbal communication.

Questions 4 and 5 are also, about how often they use nonverbal communication and their opinions on the effects of nonverbal communication on interpersonal communications. These can bring information that is more specific and help the author have a better look into students' habit of practicing nonverbal communication. As well as their ideas on the effect of nonverbal communication.

Question 6 is about how often they use hand gestures.. This can bring more specific information and help the study become more valid and realistic.

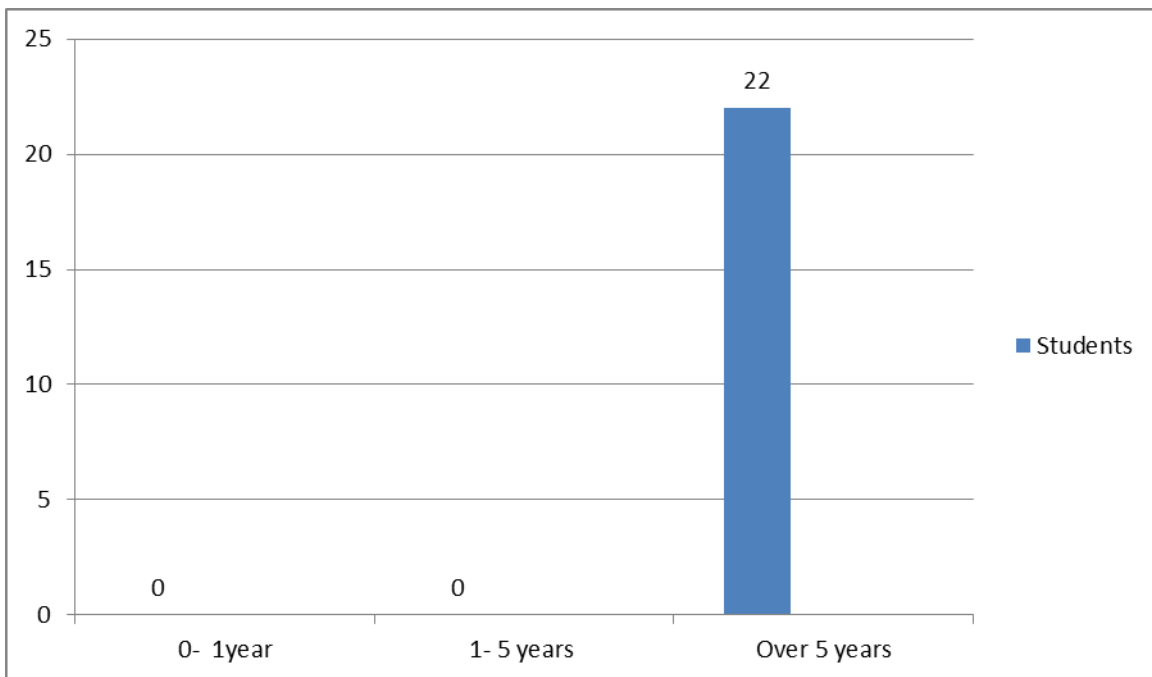
The questions 7 and 8 are about the students' opinions on the effects of using hand gestures during communicating and their expectations on the more nonverbal communication techniques which can help teachers to satisfy their

students' requirements and make them love speaking English more as well as enhance students' nonverbal communication.

2.2. The data analysis

2.2.1 The result on the students' English learning time

Chart1. The students' English learning time



For the question, 1: 100% students have studied English for more than 5 years. They started learning English when they were in grade 3. Up to now, many of them have studied English for 13 years which is not a short time.

2.2.2 Result on Students' attitude toward learning nonverbal communication skills

Chart 2: The students' attitude toward learning nonverbal communication skills

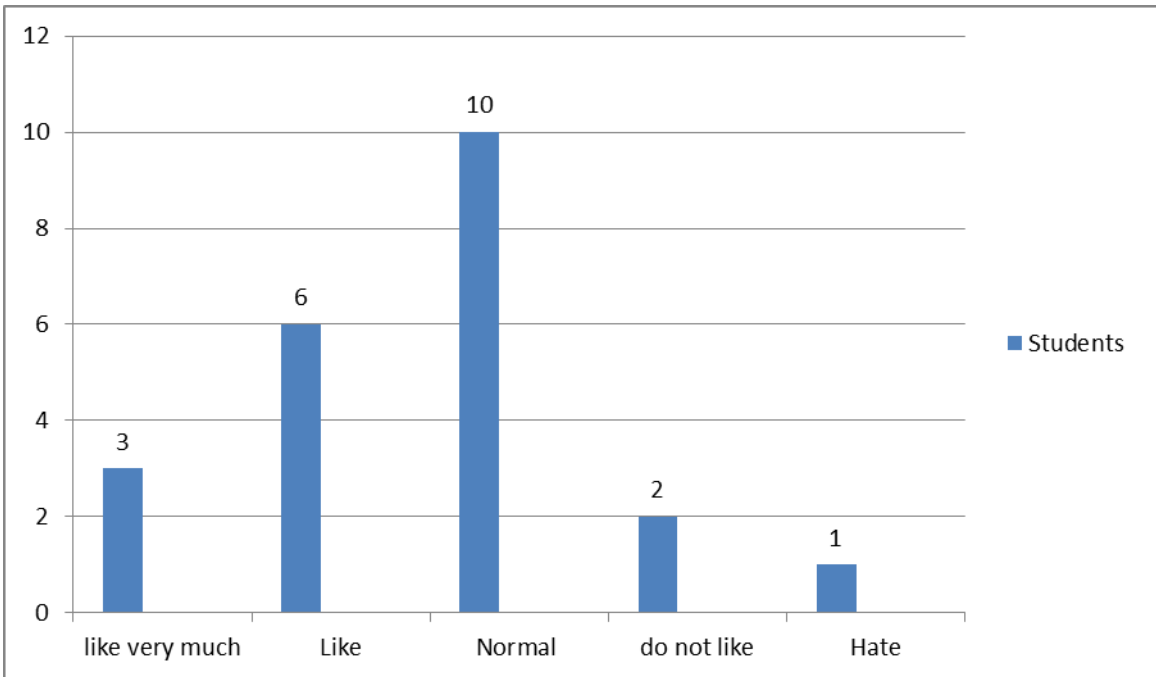


Chart 2 shown that the students' attitude toward learning nonverbal communication skills, 10 students feel normal and only 1 hate it, 6 students like and 3 students like very much , and 2 students do not like . For them , learning nonverbal communication might be neither interesting nor boring ort it depends on each other.

2.2.3 The result on the student perceived importance of nonverbal communication

Chart 3: the student perceived importance of nonverbal communication

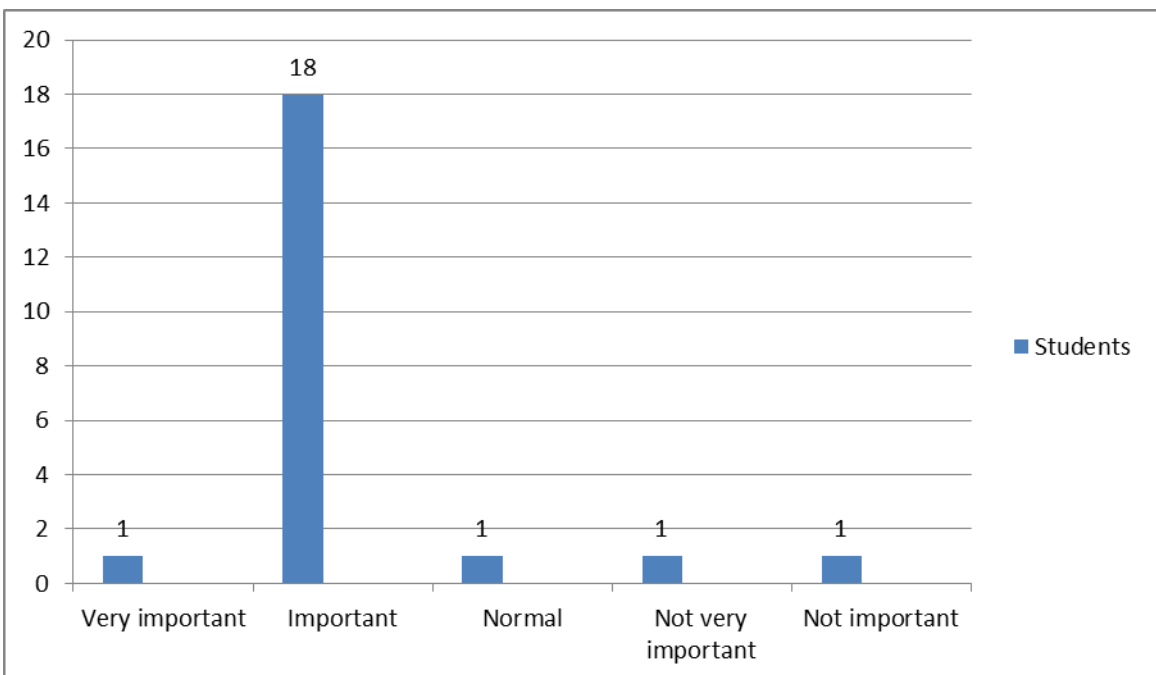
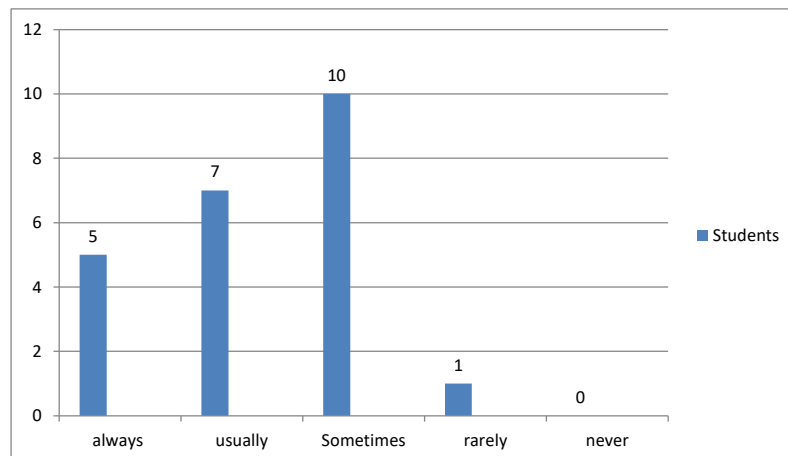


Chart 3 show that the student perceived importance of nonverbal communication. Almost students (18 students) agree that the nonverbal is important , very few of them think it is not important.

2.2.4 The result on the student' frequency of using nonverbal communication

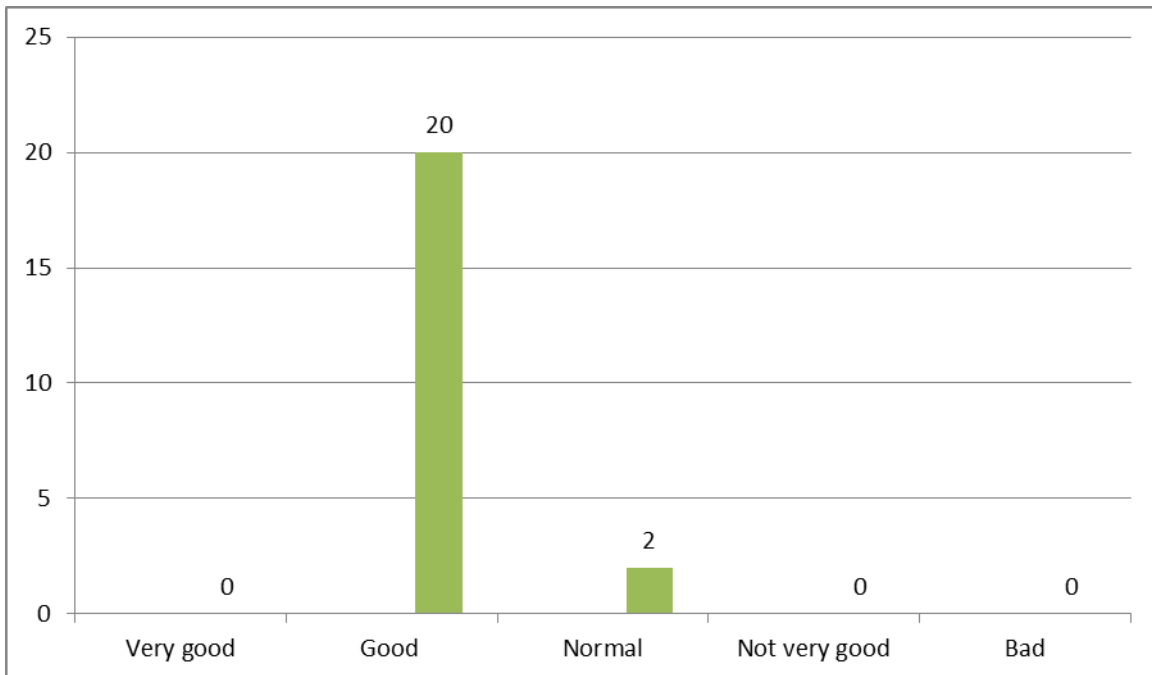
Chart 4. The students' frequency of using nonverbal communication



Statistics provide in chart 3 shows the frequency of using nonverbal communication. According to the collected data 10 students who sometimes and 7 students usually use nonverbal. In additions , 5 students always use and only rarely . To sum up , students sometimes use nonverbal when they communicate

2.2.5. The result from students' opinions on the effects of nonverbal communication on interpersonal communications

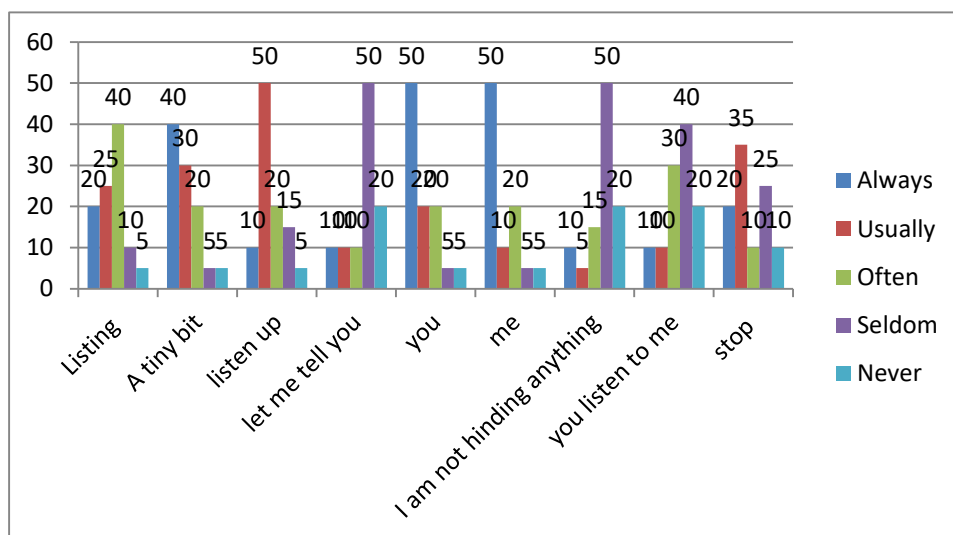
Chart5. The students' opinions on the effects of nonverbal communication on interpersonal communications



The chart shown the students' opinions on the effects of nonverbal communication on interpersonal communications. Almost of them (20 students) agree that the nonverbal have good effects on interpersonal communication 2 student think it is normal and no one say it is bad , very good or not very good. In conclusion, all of them realize the effects of nonverbal

2.2.6 The result on students' frequency of using hand gestures

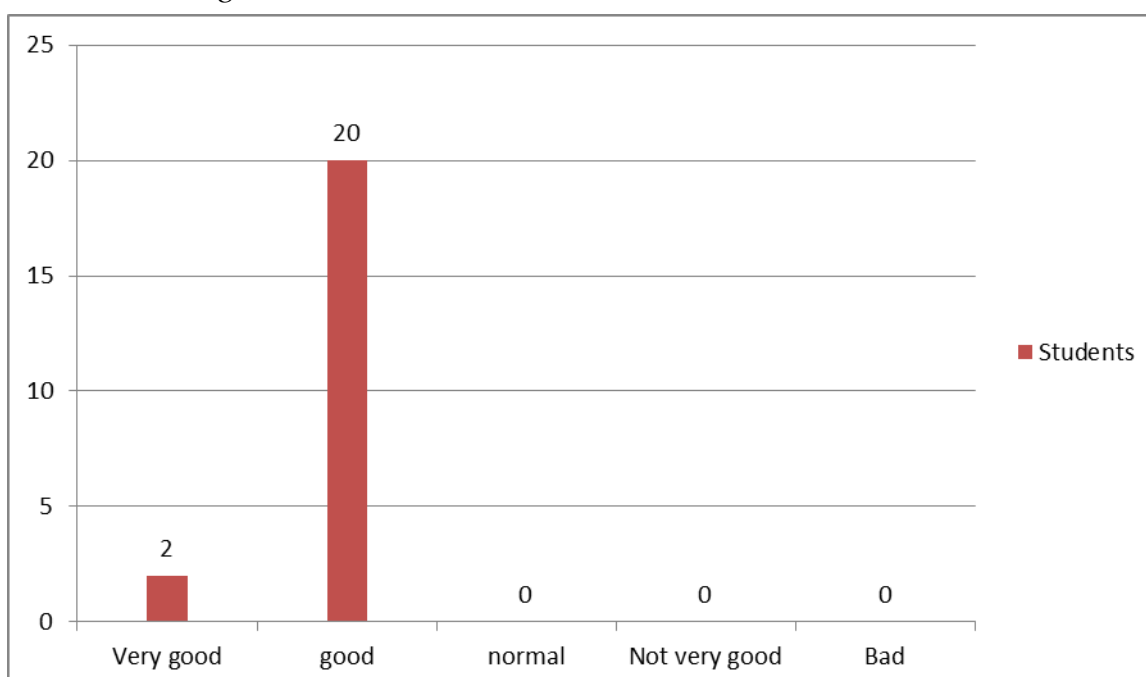
Chart 6. The students' frequency of using hand gestures



Statistics provide in chart 6 shows that almost students often use “listing” gestures, usually use ” listen up” , seldom use “ I am not hiding anything” and “ let me tell you” , other things they never or always use.

2.2.7. The result from students’ opinions on the effects of using hand gestures during communicating

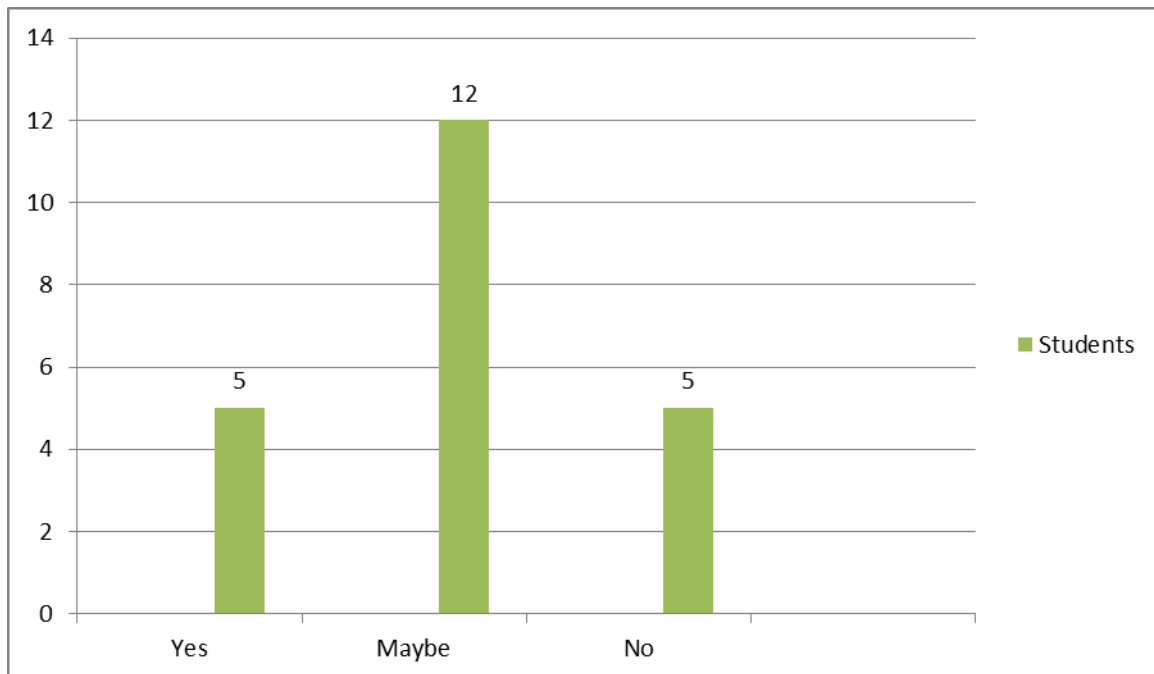
Chart7. The students’ opinions on the effects of using hand gestures during communicating



It is be seen clearly from the chart 7 , most of students agree that using hand gestures during communicating have good effects , others say it's very good . In conclusions, using hand gestures during communication is really necessary and it makes them understand more about each other.

2.2.8 The result from students' expectations on the more nonverbal communication techniques

Chart8: The students' expectations on the more nonverbal communication techniques



It is easy to see above chart that almost students are not sure that they want or not want more nonverbal communication techniques , 12 student say maybe , half of others say yes or no.

CHAPTER 3 : FINDING AND DISCUSSION

Basing on surveying the current teaching and learning English in HPU of the 1st year English major students , the author has already had a research on their attitudes toward learning nonverbal communication. During the process of completing this research paper, I expect to give some useful suggestions to support the 1st year English major students to make progress in learning nonverbal communication with the hope that this research paper will contribute some effective techniques to study nonverbal communication.

The survey is responded by 22 the 1st year English majors students at HPU, in which most of the participants agree that they like using nonverbal communication and have been learning English for many years. It means that teachers will have many advantages in teaching.

Moreover, they have a basic background to study English. 100% of them admitted that studying English speaking skill with nonverbal communication help them obtain the knowledge more rapidly and exciting. In addition, they can strengthen their friendship as well as cooperation.

In conclusion, teaching English speaking through nonverbal communication activities for the 1st year English major students is very important. Because when the classes atmosphere is more attractive and less tension, the teachers and students will love the lessons more even this can inspire their passion, creativeness and activeness.

PART 3: CONCLUSION

Students of HPU in particular and people in common should use non-verbal communication especially when they communicate with foreigners in English. In such a considerable situation, I decided to carry out this study.

At first, I used my experiences of four years' studying at HPU to understand and with the constant help and support of MA. Pham Thi Thuy, I made the outline gradually and step-by-step completed the study. The aims of the study is to study the effect of using nonverbal communication to help the first year English majors at HPU. In addition, I want both the teachers and students in Foreign Language Department of HPU love using nonverbal communication more. I want both the teachers and students feel more comfortable and relaxed in English speaking classes. Why not? When teaching and studying are more interesting, it can bring us higher effectiveness.

I also listened and shared ideas with other students because I want them to be braver to deal with their problems and make progress in studying. The written information in the study can help both teachers and students understand more about each other. Moreover, I gave some pieces of advice to make communications more interesting.

To sum up, the study is the author's sincere thanks to HPU and beloved teachers in Foreign Language Department here. All I want is to help the later English majors generations to have better communication in order to help them to gain success and a brighter future more easily.

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APPENDIX A: QUESTIONNAIRE FOR STUDENTS

Dear students,

The purpose of this questionnaire is to know about your attitude towards to your nonverbal communication. Its ultimate purpose is to improve your communication. Please do give your own opinions frankly!

Please, tick the answer that best described your ideas and add final comments at the bottom of the sheet if you wish .We need your frank opinions about the nonverbal communications to make them more interesting, as well as to meet your needs .We thank you for your cooperation!

1.How long have you been learning English?

- 0-1 year 2 - 5 years more than 5 years

2. Do you like using nonverbal communication, in general?

- Like very much Like Normal
 Do not like Hate

3. In your opinion, how important is nonverbal communication?

- Very important Important Normal
 Not very important Not important

4. How often do you use nonverbal communication in class time?

- Always Usually sometimes rarely never

5. What do you think about the effects of nonverbal communication on interpersonal communications?

- Very good good Normal
 Not very good bad

6. In speaking lesson, which of the following hand gestures do you often use?

Hand gestures	Frequency of using				
	Always	Usually	Often	Seldom	Never
Listing					
A tiny bit					
Listen up					
Let me tell you					
You					
Me					
I am not hiding anything					
You listen to me					
Stop					

7. What do you think about the effects of using hand gestures during communication?

- Very good good Normal
 Not very good bad

8. Do you want to have another nonverbal communications to learn English speaking more effectively?

- Yes May be No

Your comments:

Thank you for your co-operation!

BẢNG CÂU HỎI DÀNH CHO SINH VIÊN
(Phân viết bằng tiếng Việt)

Chào các bạn sinh viên thân mến,

Mục đích của những câu hỏi này là nhằm lấy ý kiến xác thực nhất về tình cảm, thái độ của các bạn đối với việc sử dụng giao tiếp phi ngôn ngữ. Mục đích sau cùng của nó chính là tìm ra những giải pháp mới nhằm giúp các bạn nâng cao kỹ năng giao tiếp của mình. Vì vậy, tôi mong rằng các bạn hãy trả lời những câu hỏi sau một cách thành thực nhất theo quan điểm của chính cá nhân các bạn.

Các bạn hãy tích vào những phương án trả lời mô tả đúng với suy nghĩ của bạn và sau cùng là bạn hãy đưa ra những ý kiến của bạn ở phần đề trống bên dưới. Tôi mong rằng các bạn hãy thành thực và thẳng thắn trả lời những câu hỏi này để chúng tôi có thể tìm ra biện pháp giúp các tiết học bộ môn nói tiếng Anh trở nên thú vị hơn. Và sau cùng chính là vì lợi ích của các bạn. Tôi xin trân trọng cảm ơn sự hợp tác của các bạn.

1. Bạn đã học tiếng Anh được bao lâu?

- 0-1 năm 2 - 5 năm Hơn 5 năm

2. Nhìn chung bạn có thích sử dụng giao tiếp phi ngôn ngữ ?

- Rất thích thích Bình thường
 Không thích ghét

3. Theo quan điểm của bạn, việc sử dụng giao tiếp phi ngôn ngữ có quan trọng không?

- Rất quan trọng quan trọng Bình thường
 Không quan trọng lắm Không quan trọng

4. Trong những giờ học nói tiếng Anh bạn có sử dụng giao tiếp phi ngôn ngữ ?

- Luôn luôn Thường xuyên thỉnh thoảng Gần như không
 Không bao giờ

5. Bạn nghĩ gì về ảnh hưởng của giao tiếp phi ngôn ngữ trong giao tiếp?

- Rất tốt Tốt Bình thường
 Không tốt kém

6. Trong tiết nói, tần suất sử dụng cử chỉ tay của bạn như thế nào?

Cử chỉ	Tần suất				
	Luôn luôn	Thường xuyên	Thỉnh thoảng	Hiếm khi	Không bao giờ
Lắng nghe					
Một chút					
Hãy lắng nghe					
Để tôi nói cho bạn					
Bạn					
Tôi					
Tôi không giấu bất cứ điều gì					
Hãy lắng nghe tôi					
Dừng lại					

7. Bạn nghĩ gì về ảnh hưởng của việc sử dụng cử chỉ tay trong giao tiếp?

Rất tốt Tốt Bình thường

Không tốt kém

8. Bạn có muốn có thêm các hoạt động giao tiếp phi ngôn ngữ khác nữa trong giờ học không?

Có Có thể Không

Ý kiến đóng góp của sinh viên: