



ALFRED NOBEL UNIVERSITY

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COMMUNICATIVE STRATEGIES OF COMMUNICATION IN ENGLISH IN THE ASPECT OF APPLIED LINGUISTICS

The Notes of Lectures



ALFRED NOBEL UNIVERSITY

THE DEPARTMENT OF APPLIED LINGUISTICS AND METHODS OF
FOREIGN LANGUAGE TEACHING

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Lecture 1. International languages of communication and the role of English as a planetary language of communication

1. International languages of business communication

The modern world where different countries and nations, sometimes located very far away from each other, are tightly knit together by the global network of economic, business, political, cultural, social and personal ties absolutely need a common language for communication. Actually, without such a common language, the world simply cannot exist. It is especially true of business communication because any more or less large business cannot, in the conditions of today, develop in its national borders only – without finding foreign partners and foreign markets. So a businessperson just cannot be successful in their efforts without being able to use fluently some common international language of business communication.

For decades already English has been a universally accepted language of all kinds of international communication. It is used for communication not only by non-native speakers of English with the native speakers of it (the Americans, the British, the Australians, etc.) but also, and mostly, for the communication among themselves of non-native speakers of English belonging to different nations. There are even a growing number of cases when English is used as a means of communication among non-native speakers who belong to one and the same nation and share one and the same mother tongue – a good instance are the universities in European countries, such as the Netherlands, where courses are often taught in English and not Dutch by Dutch professors to Dutch students.

But all that does not mean that English is the only language of international communication. First, it is not the first language in the world as to the numbers of speakers of it – both native and non-native. For instance, there are much more speakers of Chinese the world over than there are speakers of English. Second, different parts of the world have other international languages of communication – on the territory of the former USSR Russian is used as the international language of communication between different independent countries and their representatives; the same concerns French when used for communication between France and its former colonies or those former colonies between themselves; the same is true of German when used for communication between citizens of Germany, Austria and Switzerland. Moreover, due to the development of Latin America and its importance for the global economy Spanish is rapidly spreading as the language of international communication, second only to English in its use as the means of such international communication. Third, English, which has until recently been practically the sole language of the Internet as one of the most important means of international communication, is gradually losing its universally dominant position in that field now giving way to national and international Internet networks that use national and international languages others than English (51.3% of the World Wide Web in English in the year 2000 and only 32% in 2005).

But all these facts do not change the situation that when a Chinese needs to communicate with a Swede or a Ukrainian with a Frenchman, in the overwhelming majority of cases they can use only English as their language of international communication. This can be illustrated by the data supplied by the World Tourism Organisation. Those data show that in the world of tourism 74% of all international contacts between non-native speakers of English with other non-native speakers of that language are in English only. The same holds true of international communication in business.

2. The role of English as a planetary (global) language of business communication

What was said above about the use of English as an international language in the field of tourism (and those data can safely be spread to all other areas of international communication, especially international business communication) shows that English is not just one of the international languages like Spanish, French, German or Russian. Its use for international contacts is not limited to definite regions of the world like it is with Spanish, French or German. Neither it is limited to definite social strata as it happened to international languages of the past times like in the 18th century Europe when French was the international language but of the aristocracy only or the medieval Europe where the role of international language was played by Latin but only for the clergy and scholars.

Unlike those, English as the language of international communication is used by all the nations of the planet with no exceptions and by all strata of society within every nation.

This is the reason why a massive increase in the number of people learning English has already begun, and is likely to reach a peak of around 2 billion in the next 10–15 years. This trend is especially noticeable in the world's student population due to the globalization of universities and in the population engaged in business due to the globalization of world business.

English has started to permeate practically every cell in all developed societies where the first language is not English and that expansionist trend of the language is spreading wider and wider to the less developed countries and societies – threatening to engulf everything and everybody (which, by the way, causes greater and greater apprehensions as to whether English and English-speaking cultures may not 'kill' or, at least, absorb national languages and cultures).

The causes of such world-wide spread of English are various and can be classified into: historical, economic, political, technological, cultural and others.

Everything said above leads to the conclusion that today calling English an international language is an oversimplification and underestimation. It is a **global** or **planetary** language embracing the whole world, all nations and all spheres of human activities. Without it, living in today's 'global village' is impossible. And most certainly, it is impossible to do business in that global village without English.

Lecture 2. World Englishes and varieties of English in the inner circle

1. World Englishes

With the increase of the numbers of learners of English the community of English teaching professionals is faced with the question what variety of English is to be taught to students.

About a century ago there was no such question because it was universally recognized that British English was the only acceptable variety to be taught as a foreign language and the only target standard for learners since it was considered to be the most 'correct' one. The situation has begun rapidly changing with the growth of the political and economic role played in the world by the USA so that American English is now considered as in no way an inferior variety as a standard for teaching English as a foreign language to British English. Moreover, in some parts of the world (like South-East Asia) it is considered a superior variety and the only one which is rational to teach for purposes of business communication.

However, the British and American varieties of the English language are not the only varieties that can be taught. Braj B. Kachru was the first to speak about World Englishes, i.e. about numerous varieties of English that exist in the modern world and can be used as standards for teaching that language as a foreign one. He divided all the varieties of English into three circles: *the inner circle*, *the outer circle* and *the expanding circle*.

2. Varieties of English in the inner circle. Outer Circle Englishes

All native speaker varieties belong to the inner circle (British English, American English, Canadian English, Australian English, Englishes of New Zealand and of the Irish Republic). The outer circle includes Englishes of the countries where English is the second official language and has become nativized (India, Nigeria, other former colonies of the British Empire, etc.). Finally, the expanding circle includes Englishes of the countries where the English language has no official status but is learned by a great part of the population for international communication.

Lecture 3. Differences between English as an international language and English as a lingua franca

Even now all varieties of English belonging to the inner and the outer circles are considered as equally worthy of teaching and learning because they represent types of languages having their own cultures (including literatures) developed on their basis. But with the further spread of English as the global or planetary language it is impossible to exclude the possibility of having new internationally recognized varieties of English developed in the expanding circle countries, like Swedish English or Dutch English, etc. This makes it even more difficult to find a correct answer to the question which variety of English to teach as a foreign language so as to have one standard of English to be taught for global communication.

Most researchers believe that the right answer can be found if we teach none of the above varieties but, instead of them, start teaching *International English* or *English as a Lingua Franca*.

1. International English

The idea of teaching International English is based on the belief that it is not really important to choose a definite variety of English to teach to students. What is important is to teach and learn the language that is equally and easily comprehensible to the speakers (both native and non-native) of *all varieties* of it and in such a way that students will be able to understand the speakers of all such varieties without problems or difficulties. That is not so hard to do since at the present moment the varieties of English have not as yet drifted so far apart as to become mutually incomprehensible. The important thing is *not* to teach and learn those language and communication phenomena that are specific to only one variety of English and may be understood with difficulty or totally misunderstood by the speakers of other varieties. Instead of such variety-specific phenomena some neutral language facts have to be taught and learned – those that are comprehensible to speakers of all varieties.

For full practical implementation of the International English teaching approach one thing is lacking. It is the international codification of what has and what does not have to be taught and learned so that the students really acquire the internationally recognized variety of the language and not one of its national varieties. As soon as such a codification is achieved, the universal teaching and learning of International English may start.

2. English as a Lingua Franca

The proponents of *English as a Lingua Franca* approach went further than the proponents of the *International English* approach. Lingua franca has no native speaker varieties, and by extension, no native speaker targets for learners to aspire to. English as a lingua franca is a specific (mostly artificially developed) variety of

the English language which, having no native speakers, is designed solely for purposes of international communication and is a simplified version of the language – simplified in order to make it easier to be learned and used by speakers of all languages others than English.

Thus, if English is taught as a lingua franca, lots of things are disregarded in comparison with teaching one of the national varieties of English. For instance, students' heavily accented speech, grammar errors, etc. are not regarded as drawbacks as long as they do not impede the intelligibility of their speech. In this way, 'dropping' the third person present tense *-s* (like "*He work at school*"), 'confusing' the relative pronouns *who* and *which*, 'dropping' articles in some cases, etc. are not even considered as errors since they do not prevent comprehension.

Teaching English as a lingua franca seems to be a very promising idea, in particular when the language is taught for international business communication only. What is in the way of its broad introduction into teaching/learning English as a foreign language is the same as for International English – lack of internationally recognized codification of what is to be taught and how.

Lecture 4. British and American English in international communication

1. British and American Business English in teaching English for international communication

The solution (in the present situation) of the problem indicated at the end of the last lecture lies in choosing both the British and the American varieties of Business English to teach to students English. The rationality of just such a solution is due to the following:

1. British and American English are two the most widely recognized and internationally accepted varieties of English. If English (including Business English) is taught as a foreign language, it is either the British or the American variety – British English is mostly taught in Europe and Africa, the American variety is more spread as the language to be taught in many countries of Asia and all countries of Latin America. Therefore, a person who is able to understand and to speak and write fluently in both varieties will have no problems in communicating not only with the British or the Americans but also with practically all non-native speakers who learned English as a foreign language either in their own countries or in English-speaking countries – they most certainly were learning one of these two varieties. That person will also hardly have any problems in communicating with the speakers of other native-speakers' varieties of English because, for instance, Canadian English is quite close to the American variety, Australian English to the British one, etc.
2. It is practically only British and American English varieties that are the most widely recognized and internationally accepted as the international language of communication. Again British English is more widely spread as the international language of communication in Europe and Africa, the American variety is more spread in business communication in many countries of Asia and all countries of Latin America. Therefore, the person who knows the peculiarities of both varieties of English will be able to participate easily in whatever communication conducted in English in whatever part of the world without misunderstanding their partners or being misunderstood themselves.
3. British and American varieties of the English language are not so wide apart as to make it impossible or even very difficult to learn both of them in the framework of one and the same course of. It is simply the matter of pinpointing the differences to students and trying to make them acquire both the British and the American alternatives. Another important factor is not to give both varieties of the language to students from the very beginning since that may cause confusion. A more rational procedure would be teaching, for instance, British English only in the first year of study, switch to American English mostly in the second year pinpointing the differences with the already known British English and make students encounter samples of both varieties in equal proportion in the third year.

2. Differences of the British and American varieties of English

To teach and learn both varieties of the English language (the British and the American ones) both the teacher and the students should clearly realize the differences of those varieties. They may be summarized as:

1. *Pronunciation differences* like the American 'nasal twang' not characteristic of British English.
2. *Vocabulary differences* which are the most numerous and should be paid the greatest attention to in the teaching/learning process both on the level of General English (like *trousers* – Br., *pants* – Am.; a *truck* – Am., a *lorry* – Br.) and, especially, on the level of Business English (like a *Managing Director* – Br., a *Senior Vice-President* – Am.).
3. *Grammar differences* which are not numerous and mostly involve alternatives possible in one of the varieties and considered as incorrect in the other one (like *I like swimming* or *I like to swim* with both alternatives possible in the British English while only the first one is considered correct in American English).
4. *Spelling differences* like *-our* in words in British English (*favour, behavior*) and *-or* in American English (*favor, behavior*), suffix *-ize* as the only possible one in American spelling which is often replaced with *-ise* in British spelling (*organize – organise, mobilize – mobilise*).
5. *Punctuation differences* like *serial comma* characteristic of American punctuation and not characteristic of the British one.
6. *Differences in formatting and ways of expression in business documents* like using *Yours sincerely* at the end of formal British letters and *Sincerely yours* in American ones and others.

All this second part of the lecture is devoted to giving and discussing numerous examples of such differences, and the students are supposed to find other examples when preparing for their seminar on the topic.

Lecture 5. Business negotiations in English in intercultural contexts

1. Business negotiations

Business negotiations in English are all kinds of business talks conducted in English (in intercultural contexts in all cases considered in this course) with the aim of achieving negotiators' goals through reaching a consensus between them.

Good negotiators are those who pursue their own interests while maintaining good human relationships with people whose interests conflict with theirs. This is attained through collaborative negotiation techniques which, first of all, presuppose avoiding confrontation, finding points of common interest and agreement, ability to compromise and concede without causing considerable damage to your interests.

The themes of business negotiations can be very diverse, varied and numerous but most often businesspeople negotiate about:

- 1) buying some products, equipment or services;
- 2) selling some products, equipment or services;
- 3) organizing some different joint ventures or doing some joint projects as partners in them;
- 4) borrowing or lending some funds;
- 5) exchanging some business information;
- 6) merging businesses.

Success in business negotiations to a large extent depends on keeping by the language and behavioral etiquette. If negotiations are conducted in English in intercultural contexts, the language etiquette, as it has been pointed out in the preceding lectures, is mostly Anglo-American (though observing different levels of formality in negotiations is required depending on the specific cultural affiliation of a person or persons with whom you are dealing). But behavioral etiquette, as has also been pointed out, depends on the cultural affiliation of interlocutors to a much greater extent than the language etiquette and is much more varied in accordance with the specific cultures to which they belong.

2. Stages and functions in business negotiations in English

The stages of business negotiations are usually as follows:

1. Relationship building.
2. Agreement on the procedure of talks.
3. Exchanging information.
4. Questioning.
5. Suggesting options.
6. Bidding.
7. Bargaining.
8. Settling and concluding.

Each of the stages is discussed in the lecture with examples of language and behavioral etiquette to follow at every stage.

The functions appropriate for negotiating include:

1. Challenge.
2. Criticise.
3. Defend.
4. Reassure.
5. Emphasize.
6. Propose.
7. Insist.
8. Counter-propose.

Each of the functions is discussed in the lecture with examples.

Lecture 6. Business presentations in English in intercultural contexts

1. Business presentations

An ability to do business presentations in English is one of the most important skills that a businessperson engaged in international business activities has to acquire. No business talks, no development of a joint project or venture can do without business presentations that actual or potential partners do for the benefit of each other to familiarize each other with their activities, results, give and substantiate suggestions, etc. Promoting your products and services is impossible without presentations. Actually, nearly all relationships in business begin with presentations that give your counterpart(s) an idea of what you are, what you try to achieve and what can be expected of you. That is why good presentation skills are one of the prerequisites for success in international business.

When learning presentation skills for intercultural contexts where communication is held in English, Anglo-American presentation patterns should be followed. It should be so not only because students mostly learn the British and American varieties of the English language (see notes on Lecture 4) but mainly because just those patterns are most widely recognized and accepted in international business.

The first question to be answered is what exactly business presentation are used for. Businesses commonly use presentations to improve their prospects and profile with clients or customers. For example, in the hotel industry, presentations are used for promotion of conference packages to potential corporate guests. Marketing and sales managers present their hotels as suitable venues for meeting facilities and overnight stay along with ideal entertainment. They offer special rates and benefits to persuade companies to hold their conferences at their hotels. Brand managers propose ideas to management and explain new product lines to the sales force. Department heads and supervisors brief superiors on recent developments and subordinates on new company policies. Accountants give financial reports to their superiors and explain paperwork requirements to everyone else. You are also delivering a presentation when you teach the office staff how to use the new phone system.

Most people who work in organizations eventually find that their effectiveness and success depend on their ability to organize their ideas and present them effectively. A speaker's knowledge, enthusiasm, and apparent confidence can influence people to accept or reject an idea in a way that a written document cannot.

Realizing that effective speakers carry their message to the public in ways that print and electronic media cannot match, companies send representatives to communities to deliver speeches in a wide variety of settings. For example, over 90 percent of the 2,200 talks General Motors employees give each year are delivered by middle managers.

Organizations realize the need to help their employees learn to give presentations. Some of the world's biggest corporations sponsor training.

Toastmasters International, a group dedicated to helping business people present their ideas effectively, now has 1,700 members around the world. Research confirms that speakers can become more effective with training.

2. Types of presentations in business

Business presentations can be categorized according to their purpose. The purpose helps determine content and style.

General Purpose	Type of presentation	Characteristics of the presentation	The goal of the presentation
<i>To inform</i>	Informative	<ul style="list-style-type: none"> ▪ Emphasis falls on informative content about the subject. ▪ The speaker analyses the audience to determine how much they know already about the topic. ▪ The speaker seeks to make the subject interesting to listeners. 	The goal of an informative presentation is either to expand your listeners' knowledge or to help them acquire a specific skill.
<i>To persuade</i>	Persuasive	<ul style="list-style-type: none"> ▪ The speaker takes a definite point of view concerning the subject and presents information needed to get that point across. ▪ The speaker selects and arranges the material to appeal to the particular opinions of listeners. 	Persuasion focuses on trying to change what the audience thinks or does.
<i>To inspire</i>	Inspirational	<ul style="list-style-type: none"> ▪ Remarks are centered on a public event that is taken place or has recently occurred. ▪ The speaker organizes remarks to express accepted values that are represented by the event. 	When our aim is inspirational, we build upon the existing knowledge and attitudes of listeners. We strive to deepen an existing appreciation for particular ideas, persons, or events.

3. The key elements of speech making

Public speaking may be described as a process involving five key elements: (1) the speaker as a person, (2) the speaker's intention, (3) the audience's need for communication, (4) the situation or occasion of the speech, and (5) the structure of the message.

The speaker. The individual characteristics of the speaker have much to do with the outcome of a speech. When analyzing yourself as a speaker, be sure to consider several factors. Those factors are:

1. Your knowledge. It is best to speak on a subject about which you have considerable knowledge.
2. Your feelings about the topic. When you are excited about the topic, your delivery improves, your voice becomes more expressive, your movements are more natural, and your face reflects your enthusiasm.

Defining a purpose (the speaker's intention) is the first step in planning any presentation.

There are two kinds of purposes to consider: general and specific.

A general purpose is a broad indication of what you are trying to accomplish.

A specific purpose tells you what you will accomplish when you have finished your presentation. A good specific-purpose statement usually answers three questions:

Whom do I want to influence? What do I want them to do? How, When, and Where do I want them to do it?

Here is an example of a good purpose statement:

"I want the people who haven't been participating in *International Tourism Management Simulation Course* to sign up."

The audience's needs. You should think about another basic element of your presentation: the audience. Asking yourself a number of questions about your listeners will shape the way you adapt your material to fit their interests, needs and backgrounds:

What are their positions?

What are their personal preferences? Some audiences appreciate humor, while others are straitlaced.

What demographic characteristics are significant?

These characteristics are *sex, age, cultural background* and *economic status*.

What size is the group?

Why is the audience there?

What does the audience know?

What are the listener's attitudes? You need to consider two sets of attitudes when planning your presentation. The first is your audience's attitude toward you as a *speaker* and the audience's attitude to *your topic*.

The speech situation. You also need to adapt your remarks to fit the circumstances of your presentation. Several factors contribute to the occasion:

Facilities. Will you be speaking in a large or small room? Will there be enough seating for all the listeners?

Time. There are two considerations here. The first is the time of the day when you are going to speak. A straightforward, factual speech that would work well with an alert, rested audience at 10 a.m. might need to be more entertaining or emphatic to hold everyone's attention in the evening when people are tired. You also have to consider the length of time you are going to speak for. Most business presentations are brief.

Context. Events surrounding your presentation also influence what you say or how you say it. For example, if others are speaking as part of your program, you need to take them into account. ("I had originally planned to discuss the technical aspects of our new express delivery system, but I think Carol has covered them pretty thoroughly. Let me just bring your attention to two things.")

The structure of the message. How you put together your remarks –how you structure them –determines whether you will succeed in merging your needs with those of the listeners. Three elements of your speech – the ideas or thesis, the language, and the arrangement of points – have a bearing on its ability to convince the audience:

Thesis statement – sometimes called the central idea or key idea – is a single sentence that summarizes your message. The thesis is so important that you should repeat it several times during your presentation. The thesis gives the listeners the main idea of what you are trying to tell them:

For example, "*We are behind schedule for reasons beyond our control, but we can catch up and finish the job on time.*"

"Demand for low-calories, high-quality frozen foods will increase because of basic social and economic trends."

Notice that a thesis is positive and directly related to the audience's interests.

Outline of the message. With a well-crafted main idea to guide you, you can begin to outline the speech or presentation. No matter what its subject or the goal is, most effective presentations follow a well-known pattern: In outline form, the format looks like this:

Introduction

1. Attention-getter
2. Thesis

Body

- 1.
2. No more than five main points
- 3.

Conclusion

1. Review
2. Closing statement

Question-and-answer period

4. Organizing ideas in a business presentation

If your speech is to make sense to the audience and be easily followed, it must be logically organized. You must clearly identify the key point of your subject for the audience and then lead them logically toward this point. An effective speech is organized into an opening or introduction, a body and a conclusion or ending.

THE INTRODUCTION

The introduction to your speech is designed to catch immediate attention. Your introduction should take between 10-15 percent of the speaking time. During this short time your listeners form their initial impression of you and your topic. That impression, favorable or not, will affect how they react to the rest of your remarks. To be most effective, an introduction should accomplish several purposes:

1. to win attention;
2. to promote good will and credibility;
3. to give a thesis statement and to give a preview of the whole speech.

1. to win attention

The ways to promote favorable attention include:

- Using a startling statement
- Referring to something that is in people's mind
- Quoting an apt saying or anecdote (BUT avoid jokes and personal anecdotes if you are discussing serious problem)
- Asking for a response.

2. to promote good will and credibility

An introduction is an occasion in which the audience pays special attention to you as a person.

The ways to enhance your credibility:

- Demonstrate your competence
 - Discuss your personal experience
 - Demonstrate your knowledge of the subject
 - Make your credentials known
 - Demonstrate your ability
- Be honest and impartial
- Emphasize your similarity to the audience (establish common ground between you as a speaker and the audience)

3. to give a thesis statement and to give a preview of the whole speech

In most cases, you need to state your main idea clearly at the beginning of your remarks so that your listeners know exactly what you are trying to say. In addition to your thesis statement, a preview of your main points tells your listeners where you are headed. Your introduction should summarize your main idea, identify the supporting points and indicate the order in which those points will be developed.

THE BODY

The bulk of your speech or presentation should be devoted to a discussion of three or four main points in your outline. In the body the following factors should be taken into account:

- *Emphasizing structure*

Figure out what key points best support your thesis and help you to achieve your purpose.

To show how the ideas are related in an oral presentation, you must rely more on words. For the small links between sentences and paragraphs, one or two transitional words are enough: *therefore, because, in addition, in contrast, moreover, for example, consequently, nevertheless, finally*.

You might also want to call attention to the transitions by using gestures, changing your tone of voice, or introducing a visual aid.

➤ *Holding the audience attention*

Throughout a presentation, you must continue trying to maintain the audience's interest. Here are a few helpful tips for creating memorable speeches:

- Relate your subject to the audience's needs;
- Use clear, vivid language;
- Explain the relationship between your subject and familiar ideas.

THE CONCLUSION

The conclusion should be even shorter than the introduction: not more than 5 percent of your total speaking time. Within those few moments, you must make a review and outline the next steps.

Your review should contain a restatement of your thesis and a summary of your main points.

Some speeches and presentations require the audience to reach a decision or to take a specific action. If you expect any action to occur, you must explain *Who* is responsible for doing *What*. You want everyone to have a realistic attitude and be prepared to handle whatever arises. So use the final summary to point up pitfalls; alert people to potential difficulties.

THE ENDING

Your final remarks should be enthusiastic and memorable. Even if parts of your speech or presentation have been downbeat, you should try to close on a positive note.

An alternative is to end with a question or with a statement that will leave your audience thinking.

A strong closing statement will help your listeners remember you favorably.

Let's look at several varieties of ending techniques:

Ending techniques

To end your speech and to refresh the listeners' memory you may:

Ask a question

Tell a story

Give quotation

Make a startling statement

Refer to the audience

Refer to the occasion

Use humor

Return to the theme of your opening statement

Appeal for action

End with a challenge

THE QUESTION-AND-ANSWER PERIOD

In addition to having an introduction, a body, a final summary and ending, your speech or presentation should include an opportunity for questions and answers. Regardless of when you respond to questions, remember that they are one of the most important parts of your presentation.

5. Delivering a business presentation

TYPES OF DELIVERY

There are four ways to deliver a presentation.

➤ *Manuscript presentation*

In manuscript presentations, speakers read their remarks word for word from a prepared statement. Manuscript speaking is common at annual companywide meetings, conventions, and press conferences. In legal or legislative testimony, diplomatic speeches, or other situations in which a slight misstatement could have serious consequences, manuscript speaking may be your best means of delivery.

➤ *Memorized presentations*

The biggest problem of a memorized presentation is that it sounds memorized. Sometimes it's necessary to memorize parts of a presentation since referring to notes at a critical moment can diminish your credibility.

➤ *Extemporaneous presentations*

An extemporaneous presentation is planned and rehearsed, but not word for word. If you prepare carefully and practice your presentation several times with a friend, a family member, or even a group of co-workers, you have a good chance of delivering an extemporaneous talk that seems spontaneous and even effortless. The speaker uses notes for reminders of the order and content of ideas. Whatever form you use, speaking notes should be brief, legible, and unobtrusive.

➤ *Impromptu presentations*

Impromptu presentation is an unexpected talk. Your impromptu presentations will be most effective if you follow these guidelines:

- Predict when you may be asked to speak.
- Accept the invitation with assurance.
- Try to look confident
- Present a definite viewpoint early.
- Let the audience know your thesis at the outset.
- Present reasons, logic or facts to support your viewpoint.
- Don't apologize.
- Don't ramble on.

KEY ELEMENTS FOR DELIVERY

Choosing the best method of delivery will help make your presentations effective, but it is no guarantee of total effectiveness. Your speech will be better if you also consider the visual and vocal elements of delivery: how you look, what words you use, and how you sound.

➤ *Visual elements*

A major part of good delivery is how a speaker looks. You can improve your visual effectiveness following several guidelines.

- Dress effectively.
- Step up to speak with confidence and authority.
- Get set before speaking.
- Establish and maintain eye contact.
- Begin without looking at your notes.
- Stand and move effectively.
- Don't pack up early.
- Move out confidently when finished.

➤ *Verbal elements*

The words you choose are an important part of your delivery. As you practice your presentation, *use an oral speaking style*. Spoken ideas differ in structure and content from written messages. When addressing your audience, your speech will sound normal and pleasing if it follows some simple guidelines:

- Keep most sentences short.
- Use personal pronouns freely.
- Use the active voice.
- Use contractions often.
- Address your listeners directly.
- Don't emphasize mistakes.
- Use proper vocabulary, enunciation, and pronunciation.

➤ *Vocal Elements*

Speakers' voices are especially effective at communicating their attitudes about themselves, their topics, and their listeners: enthusiasm or disinterest, confidence or nervousness, friendliness or hostility, respect or disdain. The following guidelines are important elements in effective communication:

- Speak with enthusiasm and sincerity.
- Speak loudly enough to be heard.

When delivering a business presentation, always make your speech accompanied with a PowerPoint presentation summarizing on the screen your main points and, if possible, showing some images (like photographs) for the audience to see. It is also a good idea to supply listeners with handouts that they can take with them.

Lecture 7. Business telephoning in English in intercultural contexts

Business telephoning in English is no less, if not more, important than business negotiations or business presentations and it is one of the most frequently used activities in international business contacts. Just like with business presentations in English, Anglo-American telephoning patterns should be followed – not only because students mostly learn the British and American varieties of the English language (see notes on Lecture 4) but mostly because in this case those patterns are also most widely recognized and accepted in international business.

Learning telephoning skills in English is simpler than learning how to negotiate and make presentations in this language. It is only the question of keeping by certain rules of telephoning and of learning a number of telephoning clichés (everything following below is borrowed from Bob Dingen (2001). “*Down to Business*”. *English for the Telephone*. Falcon Press SDN BHD)

1. Rules of telephoning

Always

plan the call thoroughly. Have clear objectives.
 send an e-mail before you call when necessary.
 anticipate what the other person will say. Prepare your responses.
 have all necessary information to hand.
 e-mail ahead to allow the person time to prepare.
 smile when you phone. Be polite and agreeable.
 check that your respondent is free to talk.
 be efficient. You are representing your company.
 use questions to identify key issues.
 be concise. Time is money.
 listen actively. Confirm regularly that you understand.
 stand up. It gives you more authority.
 speak clearly and slowly.
 allow people to finish what they are saying.
 handle complaints politely.
 avoid complex language.
 check the other person understands.

Never

call if you are unprepared..
 assume your respondent is available to talk when you call
 lose control if someone becomes aggressive.
 forget that you represent the company on the phone.
 waste time.
 pretend to understand.
 assume the person has understood everything.
 interrupt.
 rely on your memory for important details.
 forget to write down important details.
 put the handset down too quickly. It can seem rude.
 forget about cultural aspects.

Cultural aspects

Small talk is expected at the beginning and end of calls in certain countries.
 Repeat important information to guarantee understanding.
 Be patient if there is silence. People need time to remember words.

take notes during a call. Write them up after.
 send a follow-up e-mail to confirm.
 finish with a positive phrase.

Clarify if you are not sure.
 Cultures have different rules for the use of first and surnames. Last names are safer.
 Some people mistake friendliness for unprofessionalism.
 Idiomatic language is more difficult to understand. Keep it simple.
 Silence means different things: agreement to some; indifference, non-understanding to others.
 Punctuality can be very important.
 Respect expectations.
 Directness can be seen as rude.
 Humour is often very personal and culturally specific. Use with caution

What makes a good call:

Before the call

Prepare well before you call
 Plan what you want to say.
 Prepare answers to possible questions.
 Send an e-mail before the call, if necessary.
 Have all information available.

Beginning the call

Make a greeting and identify yourself clearly.
 Ask for connection to the person you want to speak to.
 After connection, greet the person.

Small talk

Give a reason for the call.

During the call

Create a positive atmosphere.
 Communicate your objective clearly.
 Listen – make sure you understand.
 Check – make sure the other person understands you.

Ending the call

Confirm the result of the call. End politely and positively.

2. Telephoning clichés and phrases

1. Switchboard speaking

Identifying your company / department

2. Opening a call

Making the call - identifying yourself

Good morning. Macrohard
Technology. Personnel
Department.

Asking about the purpose

How can I help you? What is it
in connection with? Could you
tell me what it's about? Who
would you like to speak to? Can
I help?

Identifying the caller

I'm sorry, could I take / have your name
(again), please

Who's calling, please?

And your name is?

Connecting

Hold the line, please.

I'll check that he's in his office.

Apologies

I'm afraid

- the line is busy / engaged.

- he's in a meeting (at the moment).

- she's out of the office

today, -he's on vacation.

- she's off sick.

He'll be back soon / later this
afternoon She won't be back
until this afternoon.

No connection

Do you want to hold?

Can I pass you to his colleague?

Can I take a message?

Would you like to leave a message?

Shall I ask him to call you back?

Has she got your number?

Making the connection

Just a moment. I'm putting you
through, now. I'll connect you now.

Answering a call - identifying yourself

Good morning. Bob Adams
(speaking). Yes, speaking!

4. Communication difficulties

Hello, this is.... My name is.... This
is... speaking. Hi, Bob. It's John here.

Asking for connection

I'd like to speak to

Could /Can /May I speak to

Could you put me through to

Extension 361, please.

Could I speak to her secretary?

Giving more details

It's in connection with It's about....

Checking after connection

Is that Maria /the Personnel Department?

Are you the person responsible for...?

Reason for calling

I'm calling to

The reason I called is to

3. Structuring a call

The purpose

I'm phoning about....

Peter asked me to call you to organize

....

I would like to discuss....

We need to organize

We have to arrange

Structure

There are three things I would like to
talk about.

Firstly, I want to discuss....

Secondly,

Finally....

Another thing is....

Check

Is that OK with you?

Is this a good time to talk about this?

Do you have time right now?

Deciding

OK. Then we have decided to

Right. Then I will

I will leave this to you.

So, you're going to handle this. OK?

Shall I deal with the logistics?

Deflecting

Problems*General*

Just a minute. Let me get a pen.

The line is busy.

There's no answer. I can't contact / get hold of

Technical

The number is unobtainable.

We were cut off.

Sound

You are very faint. Can you speak up? It's very noisy here. Can you speak up a little, please?

It's a terrible / bad line. Can you hear me?

Mobiles

My battery is nearly out.

You're breaking up. I'm going into a tunnel.

There are some problems with the net.

Wrong numbers

I'm sorry, I think you've got the wrong number. I think I have the wrong number.

Is that 01904 556778?

I'm afraid you've come through to sales.

I'll try and transfer you back to the switchboard

6. Making appointments*Arranging a meeting*

Can we fix a meeting?

Can we have a meeting next month?

Would you like to meet for lunch?

Let me check my calendar.

Agreeing a time

Could you manage sometime next week?

When would suit you?

When is good for you?

Are you free on ... ?

Can we deal with that another time?

I'll have to get back to you about....

Further action

Could you send me an e-mail to confirm that?

Would you inform Peter?

Final check

Is there anything else?

Is that everything?

5. Calling back*Opening*

Mr Bild telephoned this morning.

I wasn't available and he asked me to call him back

I'm returning your call.

My secretary said you called.

I got your message.

Thanks for calling earlier.

Thanking

Thanks for calling back.

Thanks for getting back so soon.

Reason for call

The reason I called earlier was that....

What I wanted to talk about was....

I called earlier to

Timing

Is this a good time to talk?

Do you have time now to

Have you got the information with you?

Can we go over the figures now?

Do you have five minutes to talk about this now?

Excuses

Actually, I'm in a meeting right now.

I'm afraid I have a caller on the other line. I was just on my way to a meeting.

Call back

I'll call you back.

Let me call you back.

Can I call you back in five minutes?

Close

Speak to you soon/again.

I'm free on Tuesday. Is that convenient for you?

How would Tuesday suit you?

Shall we say 2 o'clock?

Cancelling

Can we rearrange our appointment?

Something has come up. I have to

Could we reschedule / rearrange it for Friday?

Could we make it Friday instead?

Could we postpone it to Saturday?

Could we bring it forward to Monday?

Saying 'Yes'

Yes, I can make Tuesday.

OK. Tuesday would be fine.

Great. Tuesday would suit me.

Saying 'No'

I'm afraid I have a meeting.

Actually, I'm busy on Tuesday.

That's not ideal, I'm afraid. I can't manage Tuesday, sorry.

Place

Where shall we have the meeting?

Your office or mine? I'll come to your office if you like.

Confirming

OK. So, I will expect you at my office at 10, then.

OK, I'll see you on Tuesday at 10 o'clock in my office.

I'll confirm that by e-mail.

Organization

Someone will meet you at the airport.

John will pick you up at your hotel and bring you to the office.

If you're driving, there's a car park in front of the main building.

Just ask for me at reception.

Calling back - restarting

This is Peter returning your call.

Hello again. It's Peter again.

Is the line any better?

Can you hear me alright now?

Back to the subject

The reason I called was....

OK. Where were we?

As I was saying,....

7. Closing a call

Confirmation

So, just to confirm that....

Let me just go over that again.

So, that's 2 on Friday then.

Promised action

OK. I will (I'll)

send/post/organize/phone .

Closing signals

Anyway/Right/OK....

OK. I think that's everything.

Is there anything else?

OK. Well, let's leave it there for the moment.

OK. I'm sorry but I'll have to go. The other line is ringing.

Thanking

Thanks for calling (back).

Thank you for your help/patience.

I'm very grateful for your assistance.

Looking forward - positive close

I'll get back to you next week.

I look forward to seeing / meeting / hearing from you next week.

Nice talking to you.

(Response: Me too! / Same here! / Should be good!)

Have a good weekend / journey / holiday.

Goodbyes

Bye!

Goodbye!

Speak to you again soon!
See you on Monday!

Lecture 8. The interdependence of language and culture

The contemporary culture-related approach to foreign language teaching in general and to teaching English as a foreign/second language in particular is based on the assumption that a language has to be taught not only as a means of communication but also as means of penetration into the culture of the target language community. The chief idea is that teaching a foreign language as such is not enough, it must be combined with teaching the culture of the people who are native speakers of that language because national differences in communication are conditioned not so much linguistically but mostly socially and culturally. This idea was first broadly realized after R.Lado had published in 1957 his famous book *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. Since that time teaching culture has become an indispensable part of foreign language instruction on whatever level and in whatever kind of educational establishments it is done. Moreover, one can say that in the last few decades we have been witnessing an incredible growth of attention to teaching culture and to taking into account the socio-cultural influences on communication – this growth being manifested both in practical language teaching and in all the research done on relevant issues.

The recent growth of interest to cultural studies and teaching culture within the framework of language teaching is inevitable and understandable. It is due to the realization of the fact that "there is the cultural barrier looming large behind the language barrier" (S. Ter-Minasova, 1998, p. 36).

Speaking about research done on culture-related foreign/second language teaching in what was once the USSR, one should first of all mention the book by Е.М Верецагин and В.Г Костомаров (1990) that has become a real landmark. But the set of ideas that were most thoroughly theoretically grounded in their book had been current in the countries in question long before its publishing. They were discussed in numerous articles (a series of articles by Г.Д. Томахин, 1980, 1981 can be given as a good example) and broadly introduced into practical teaching. As to the Western countries, it is simply impossible even to list the works published on culture-related aspects of foreign/second language teaching. Only several comparatively recent examples can be given as an illustration. They are represented in books and articles on relevant issues by C.Aptekin (1993), M.Byram (1989), U.Connor (1996), L.M.Crawford-Lange and D.L Lange (1981), L.Damen (1987), H.Fox (1994), C.Kramersch (1993), R.Spack (1996), and by numerous other authors and researchers.

But it is not the purpose of this lecture to analyze and compare all the theoretical research data and practical experience concerning teaching culture in foreign language learning and instruction – all the more so that teaching culture is a many-sided phenomenon. It is because culture itself is such a phenomenon. It includes literature, art, history of the people, the standard forms of behavior accepted in a given socio-cultural community – the list can be continued to infinity. But the question of the greatest interest to us is what specific aspect or aspects of culture has the most direct influence on language communication. The answer can be found in

the already mentioned book by Robert Lado (1957) who, investigating the relation between language and culture and being interested only in those aspects of culture that directly influence communication in a given language, wrote that culture is a **PATTERNED BEHAVIOR**. Therefore, comparing two cultures is comparing two types of patterned behavior.

This view is shared in the recent article by J. Corbett who wrote (1999, p.2) that,

'culture' is first of all a mental phenomenon: its basis is a variable set of normative beliefs, values and attitudes which are shared by certain groups. This socially-shared set of beliefs and values generates certain types of behavior - including all sorts of linguistic behavior Linguistic behavior is ... partly an act of affiliation to, or rejection of, a cultural group, and partly a way of directly or indirectly sustaining or questioning the beliefs of the community. Culture permeates every aspect of communication.

It may be concluded from these ideas of R. Lado and J. Corbett that teaching culture for purposes of gaining full command and ability of efficient communication in a foreign language means **gaining command of standard (normative) patterned behavior characteristic of native speakers of the target language in different communicative situations**. Such command is absolutely indispensable because, as J. Corbett (1999, p.2) states it,

Communicative competence does not consist entirely in bridging the information gap using language appropriate to the situation; it consists in performing linguistic 'acts of identity' which show that the individual is affiliating to or disaffiliating from the values of the group within which s/he is communicating.

Teaching patterned behavior characteristic of the target language culture certainly does not mean full affiliation to that culture and losing one's own national cultural identity. It is just an effective means of what D. Killick (1999) calls "crossing the cultural divide". It develops what the same author calls the cross-cultural capability which is *"a widening and deepening of capabilities for interpersonal interaction. ... learning to see, to recognise and critically evaluate difference or otherness from an objective standpoint. These depend upon self-awareness, of myself as a cultural being ... "* (D. Killick, 1999, p.5).

But it should be said that just the behavioral aspect of culture is the one least practically taught not only in courses of foreign languages for students who do not learn them professionally, but even in courses for students of higher linguistic schools. This latter category of learners has extensive courses in the target language literature and history of the countries where that language is spoken; they study the political system, economy, customs and traditions of those countries but often know very little about the patterned behavior in communication distinguishing the native speakers of their target language. It is not surprising that such things were not taught before – when Ukraine was behind the "iron curtain" – since there were very few personal contacts between the citizens of this country and foreigners. But in the absolutely different situation existing now any neglect as to teaching patterned communication behavior to students of foreign languages is hardly admissible.

But such neglect is not only the result of past stereotypes. It is also the result of mass-consciousness influence. The matter is that for any learner(s) of a foreign language (sometimes even for the teacher of it if that teacher has never been "immersed" into the target language cultural community) only its purely linguistic differences from the mother tongue are clearly visible. The cultural differences in communication on the patterned behavior level remain hidden. These cultural differences are perceived only in the areas of what is traditionally included into culture (literature, art, customs, etc.). But in what concerns daily behavior, especially communicative behavior, learners (and sometimes teachers too) may be inclined to believe that native speakers of the target language behave in much the same way as they do: hence the impression of having the opportunity of understanding the communicative behavior characteristic of a different culture without any special knowledge.

The impression is absolutely incorrect and even dangerous because it is not so much language errors but errors in communicative behavior that mostly impede successful communication. Native speakers readily forgive a foreigner's language errors – whether they are errors in grammar, vocabulary, or pronunciation. In the worst of cases such errors can be met with an ironic and condescending smile. But behavioral errors (both verbal and non-verbal) may cause very strong negative reactions if they break some accepted etiquette norms of interpersonal communication.

It should be noted that learners of English in Ukraine often know very much about the Culture (with a big “C”) of English-speaking nations (literature, art, customs, etc.). Sometimes, they even know more about it than many native speakers. On the other hand, they are usually absolutely ignorant about much simpler but much more vital issues concerning everyday cultural behavior in the countries whose language they are learning (culture with a small “c”). And just this ignorance of culture with a small “c” is the cause of their numerous problems and even cultural shock when they come to English-speaking countries. But in fact, culture with a small “c” is simply culturally and socially specific communicative etiquette of a given nation – language etiquette and behavioral etiquette.

Lecture 9. Language etiquette in intercultural communication conducted in English

1. Etiquette in communication

It has already been made clear in the last lecture in the preceding semester that culture with a small “c” directly influencing communication in a given language, is a PATTERNED BEHAVIOR. Therefore, comparing two cultures is comparing two types of patterned behavior.

In this way, teaching culture for purposes of gaining full command and ability of efficient communication in a foreign language means **gaining command of standard (normative) patterned behavior characteristic of native speakers of the target language in different communicative situations.**

Therefore, teaching communication in any foreign language forcibly requires teaching communicative etiquette. Mastering such etiquette norms is no less important than mastering the structure of the language being learnt. But before speaking about teaching etiquette, its definition should be given from the point of view of foreign language instruction. In this case, it is better to speak not just of etiquette but of **communicative etiquette behavior**. It should be emphasized that in whatever human community the communicative etiquette behavior (just as any other forms of norm-regulated behavior and speech) has been developed mainly for standard communicative situations, i.e., for situations often met and recurrent in the life of this or that community.

Just like any behavior that follows certain socially, culturally, and traditionally established norms, communicative etiquette behavior is the behavior that is structured according to certain models or patterns. This patterned nature of communicative etiquette behavior gives an opportunity of calling separate patterns according to which such behavior is structured **communicative behavioral patterns.**

Everything said above leads to the general definition of communicative etiquette behavior. It is **the behavior that follows socially, culturally, historically, and traditionally established communicative patterns of behavior in standard situations of human communication and interaction.**

If communicative etiquette behavior is the behavior following some communicative behavioral patterns, it should be taken into account that every such pattern can comprise two types of components. There may be some verbal components – such as certain speech formulas, clichés, definite choice of vocabulary units (words and set phrases), definite choice of grammatical structures, definite requirements to intonation, etc. There may also be some non-verbal (paralinguistic) components such as gesticulation, acceptable and unacceptable gestures and certain limitations on using some of them, mimics and facial expressions (including limitations in using some forms of mimics and some facial expressions), implicit rules of physical contacts between communication participants and of distance between them, general rules of behavior in specific situations of communication and

some others. Such components include everything related to non-verbal behavior in human communication and interaction. So, it is possible to speak about **verbal** and **non-verbal** components in communicative behavioral patterns. In some of them there may be only verbal or only non-verbal components while the others may comprise both. But all communicative behavioral patterns may be classified according to their dominant components – verbal or non-verbal.

From everything said above, it must be clear that **teaching the norms of communication characteristic of native speakers of the target language means developing students' command of a definite set of communicative behavioral patterns – verbal and non-verbal.**

2. Verbal communicative behavioral patterns (language etiquette)

As it has been said, all the communicative behavioral patterns may be divided into **verbal and non-verbal types**. Since verbal communicative behavioral patterns are inextricably connected with language and its use, they may all be given a cover name of **language etiquette**. On the other hand, non-verbal communicative behavioral patterns connected with language only indirectly but regulating the actual human behavior (in the everyday sense of the word) in human contacts can be given the cover name of **behavioral etiquette**. This lecture analyzes the language etiquette only.

This etiquette can be demonstrated by a simple example. The two following questions: *Fancy anything to drink?* and *Would you like anything to drink?* are absolutely identical from the point of view of their informational contents, communicative purpose, and motivational background. But the first question, quite admissible if it is addressed to one's friend, family member, or any other person in close and intimate relationship to the speaker, would be considered rude if it was addressed to a new acquaintance or any interlocutor whom one is not intimate with. In the latter case, to meet the existing social requirements the second form should be chosen.

Another example is the way people from different cultures answer the standard question of "*How are you?*" when meeting their friends or acquaintances. In our home culture a wide range of alternatives is possible from "*OK*" or "*Fine*" to "*Could be better*", "*So-so*" or even "*Nothing to boast of*", "*Bad*", etc. In the optimistic American culture practically the only possible answer is "*Fine, thank you*" or something to that tune because anything else might annoy and estrange the interlocutor.

A host of other examples of a similar kind can be given – for instance, different ways of saying *hello* or *goodbye* depending on a social situation. In general, all cases of choosing different vocabulary (even grammar and intonation) depending on whom you are talking to, in what situation, and for what a purpose belong to this category. The category in question embraces **all cases of having alternative linguistic ways of expressing one and the same meaning when the choice between two (or more) alternatives is regulated not by purely language norms,**

but by the norms of social etiquette in communication. Patterns of communication created by these norms reflect the accepted manners of social behavior – though the patterns themselves are purely verbal (language etiquette).

Everything said above directly relates to verbal business communication which follows very strict rules as to what language forms can be used and which forms are inadmissible.

In what concerns the business communication in English (even if it is between non-native speakers of the language), it naturally mostly follows the language norms imposed by the language systems of British and/or American English as the internationally accepted language of intercultural business communication.

However, different cultures require different levels of language **formality** in business communication in English, and that formality may sometimes be greater than required in business intercourse with native speakers of English.

The remaining part of the lecture is devoted to giving and discussing examples of different levels of language formality in business communication in English when such communication takes place between representatives of different cultures. Students are supposed to find other examples when preparing for their seminar on the topic.

Lecture 10. Behavioral etiquette in intercultural communication conducted in English

1. *Behavioural etiquette in communication*

As it was clear from the preceding lecture, we refer to **behavioural etiquette** in communication those communicative behavioural patterns that are mostly **non-verbal** in nature.

Explaining what is meant by these patterns requires a number of examples. In Anglo-American, Scandinavian, and other Northern cultures the normal speaking distance between interlocutors is about an arm's length or even a little longer. In Southern cultures (like Italy) this distance is closer. So, when an Italian is talking to an Englishman, he will unconsciously try to move closer while the Englishman will, equally unconsciously, try to step back. As a result, the Italian may think the Englishman haughty while the Englishman may feel his interlocutor to be rather intrusive. Another example is a little closer home. When two men from Ukraine or Russia who know each other meet, they usually exchange a handshake, and sometimes do it again, after having a talk, when saying goodbye. It is often done even if people meet every day. The British exchange a handshake only when getting introduced to each other, and hardly ever at later meetings and encounters. So, if a person from Ukraine studying or working at a British university stretches his hand for a handshake every time he meets his British fellow-students or colleagues, they may be quite surprised or even a little annoyed.

Examples of a different kind may also be considered. In the American culture smiling is an important part of communicative etiquette behaviour. People are used to regard a smile as an indispensable tool of socializing. A person who does not smile frequently in the process of communication may be thought of as gloomy or even hostile. When you are walking along the street and meet the eyes of quite a strange person, she or he may often smile at you showing her or his friendliness and good intentions. The situation is different in other cultures – for instance, in ours. Our compatriots smile much less frequently than the Americans do since a smile in our communicative etiquette behaviour is not thought to be so important for establishing contacts. That is why Americans communicating with Ukrainians or Russians often believe them to be rather gloomy people. An instance of a similar kind of cultural differences may be observed in different patterns of meeting the eyes of your interlocutor when conversing. In the Western cultures, as well as in our culture, talking to a person mostly requires looking her or him in the eyes. If an interlocutor avoids the eye contact she or he may be thought of as a deceitful person not to be trusted (*"He never looks you straight in the eyes when he is talking to you!"*). But the pattern is absolutely opposite in the Japanese culture. There it is considered a great impoliteness and a serious breach of etiquette to look your interlocutor straight in the eyes when speaking to him or her.

A lot of other communicative behavioural patterns of the kinds described above may be discussed. What unites them all is that they are non-verbal, i.e., **the**

non-verbal communicative behavioural patterns delivering socially and culturally determined messages by purely non-verbal means.

Again speaking about the purely non-verbal nature of communicative behavioural patterns of this category does not mean the absence of verbal constituents in them. Such components can and often are present. Let us take as an example the already mentioned instance of smiling to a stranger when you meet her or his eyes in the street. In this case an American may not only smile but also say "Hello!" or "Hi!". But it is not the words that bear the social and cultural message, they are optional – it is the smile that matters. That is why this particular communicative behavioural pattern should be included into the non-verbal category.

It should be noted that communicative behavioural patterns bearing *the same* communicative socio-cultural message may be included into either verbal or non-verbal category depending on their structure. A good example is greetings. In the preceding lecture they were included into the category of verbal communicative behavioural patterns, but some greetings may be purely non-verbal though they bear the same message – for instance, when you see your acquaintance at a distance and just wave your hand and smile in passing without approaching and stopping to greet her or him verbally and talk. It is a good illustration of the fact that communicative behavioural patterns of identical meaning may pass from one category to the other in accordance with the change of their dominant constituents.

It should also be noted that acquiring the non-verbal communicative behavioural patterns of the kind described above is quite essential for successful communication because, if you follow them, people you contact perceive you as "one of their set" (an insider) while if you do not, they at once classify you as a stranger (an outsider). But the problem is that just these patterns are not adequately taught in courses of English. Peculiarities of non-verbal behavioural patterns in oral communication are rarely even mentioned, and that is quite natural because the majority of Ukrainian teachers of English often do not suspect the differences in such patterns in home and target language cultures.

2. Behavioural etiquette (non-verbal communicative behavioural patterns) in business communication

Everything said above has direct bearing on business communication. Successful business communication in English requires strict keeping by the accepted non-verbal communicative behavioural patterns. But here there is one difficulty as compared with the language etiquette (verbal communicative behavioural patterns). If, as it was said in the preceding lecture, we mostly follow the language etiquette characteristic of Anglo-American cultures when communicating in English with representatives of other cultures (the specificity may be limited only to the degree of linguistic formality required by representatives of every particular culture with whom we deal), in what concerns the behavioural etiquette the approach cannot be so simple.

For instance, when dealing with American or British businesspeople, starting to talk with them, you may proceed to business at once. Dealing with representatives of other cultures (especially the Eastern ones), you first have to be engaged in small talk with your partner (which is often quite lengthy) and only after that inconspicuously pass on to the principal issue or issues. Otherwise, your behaviour may be considered as impolite or downright rude. In the lecture other examples of cultural differences in behavioural etiquette are given and students are supposed to find new examples when preparing for their seminar on the topic.

All this means that for students of Business English learning behavioural etiquette characteristic of English-speaking nations only is not sufficient. They need to learn the behavioural etiquette patterns characteristic of different cultures, first of all those the representatives of which, with the greatest probability, they will have to contact in their business relations.

Fortunately, such a cultural diversity of behavioural etiquette patterns to be learned primarily concerns international oral business communication in English. International written business communication in English (business letters and e-mails, reports, etc.) mostly follows the Anglo-American standards in what concerns the non-verbal aspects such as formatting (e.g., business letters). The remaining part of the lecture gives examples of such formatting and students are supposed to find their own examples when preparing for their seminar on the topic.

Lecture 11. Lifestyle communicative behavioral patterns and their use when living in English speaking countries

1. The definition of lifestyle communicative behavioral patterns

There is quite a specific category of social communicative contacts. They are those in which an individual contacts representatives of a whole social institution as an outsider – user of services of this institution. For this person the officials of the institution with whom he or she is in contact represent the institution as a whole – and are hardly viewed as individuals. Examples of this kind may be communication of a customer and a shop assistant, of a client and a teller at the bank, of a taxi driver and a passenger. Such kinds of communicative contacts embrace practically everything that the economists refer to as the tertiary sector – all kinds of services, health care, leisure, tourism, and so on. Here the institutional component in communicative behavioral pattern is at its peak because in the relationships of a user of services of a social institution (customer) and a representative of that institution there is hardly anything personal as a rule (of course, there may be exceptions – situations of conflicts, etc.). That is why communication in such situations – whether verbal or non-verbal – and behavior in them are most highly standardized, and communicative behavioral patterns in such situations are probably the most standardized of all the patterns.

It should be strongly emphasized that social communicative contacts of the kind described above is something that happens to us every day – and many times a day. People use public transport, shop, make different payments, eat at public places of eating every day. They often go to theaters, cinemas, or museums, make tourist trips, fly from city to city by planes or go by trains and buses, they stop at hotels and rent apartments, they use public pay-phones and send letters by mail, they consult doctors and use beauty parlors and laundries – and do an enormous lot of other things requiring the services of special institutions specifically designed for rendering such services. It may be said that ways of doing these things determine people's **lifestyle** outside the sphere of their purely personal and professional life. That is why the specific communicative behavioral patterns employed for doing those daily things should best be called **lifestyle communicative behavioral patterns**.

Lifestyle communicative behavioral patterns may be defined as standardized patterns used by individuals to obtain specific services from social institutions designed for rendering such services in communication with either human or mechanical representatives of these institutions. It seems to be of importance to emphasize that a representative of a service-rendering institution need not necessarily be a human being. When a customer at a bank is using an ATM (an automatic teller machine) to withdraw money, she or he communicates with the machine entering specific information into it, i.e., giving a message to obtain the service required and using for it a totally standardized communicative behavioral pattern – though there is no human but only a machine to receive the message.

2. The importance of learning lifestyle communicative behavioral patterns and using them correctly when living in English speaking countries

˘ Lifestyle communicative behavioral patterns are really "survival" patterns, and not knowing them not infrequently leads to serious trouble. That is the most important, reason why such patterns should be paid special attention to in foreign language teaching/learning. To prove that not knowing lifestyle communicative behavioral patterns may become a source of major problems, some examples should be given.

Americans stand in line in quite a different way than it is done in this country. We tend to stand very close to each other – almost touching the person in front – and to be as close as possible to the counter, ticket desk, or whatever place we are lining to. The Americans (or the British) line in practically the opposite manner. They do not step to the one in front of them in line closer than at two arms' lengths and never approach the counter, ticket desk, etc. until the person who is there at the moment has left it. If you do not observe these rules, you will not only be looked at with suspicion. You may be even approached by a policeman or a security man and be either reprimanded or have to explain your behavior.

When this example has been read, one objection may arise. What has been described is undoubtedly a lifestyle behavioral pattern, and an important one to know. But what relation does it have to communication, why is it called communicative? To explain it, it is necessary to remind that anything imparting meaning, supplying meaningful information from one human being to other human beings (even indirectly, e.g. via mechanical means, by employing some machines and devices - see the next example) belongs to the domain of communication. That is why the behavioral pattern above is a communicative though non-verbal one since standing in line in a customary, prescribed way, you are sending to the people around you the message that you are a law-abiding citizen who means nothing wrong and can be trusted. But if you stand in line in America in the way we do it here, the message you communicate will be quite opposite. So, people around will view you as a source of potential trouble - with all the ensuing consequences.

Other examples of this kind are given in the lecture.

The remaining six lectures in the course discuss practical lifestyle communicative behavioral patterns used in everyday life in English-speaking countries. Since these patterns are purely practical (there is no theory), below in the notes on each of the six lectures such patterns are only listed while in the lectures themselves they are practically demonstrated.

Lecture 12. Lifestyle communicative behavioral patterns in financial matters when living in English speaking countries

1. Using cash;
2. Opening a bank account;
3. Using cards (debit/check cards);
4. Using traveler's checks.

Lecture 13. Lifestyle communicative behavioral patterns in using public transport when living in English speaking countries

1. Using taxis
2. Using buses
3. Using underground/subway/Metro rail

Lecture 14. Lifestyle communicative behavioral patterns in housing when living in English speaking countries

1. Staying at hotels, apartment hotels, B&Bs, and hostels
2. Living in student dormitories
3. Renting accommodation

Topic 15. Lifestyle communicative behavioural patterns in eating out when living in English speaking countries

1. Eating out at fast food restaurants, diners, pubs, and cafes
2. Eating out at medium-priced restaurants
3. Eating out at expensive luxury restaurants

Topic 16. Lifestyle communicative behavioural patterns in shopping when living in English speaking countries

1. Shopping at corner stores and convenience stores
2. Shopping at supermarkets
3. Shopping at malls
4. Shopping at boutiques
5. Shopping at pharmacies

Topic 17. Lifestyle communicative behavioural patterns when traveling around English speaking countries

1. Air travel
2. Traveling by train
3. Traveling by coach/intercity bus

Literature for preparation for seminars

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В АСПЕКТІ ПРИКЛАДНОЇ ЛІНГВІСТИКИ**

Для першого курсу магістратури
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