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COMMUNICATION IN THE FOREIGN LANGUAGE CLASSROOM: VERBAL AND NON-VERBAL COMMUNICATION. EXTRALINGUISTIC STRATEGIES: NON-VERBAL REACTIONS TO MESSAGES IN DIFFERENT CONTEXTS

There has been a desire to differentiate between the study of modern languages and classical languages such as Greek or Latin from the beginning of foreign language teaching at the end of the 19th century. Undoubtedly the key point concerning this matter is the counterpoint between the study of grammar and communication. Since modern languages are fundamental for human beings, in order to learn to use them, most of us have to become involved in it as an experience. The best way to achieve this is definitely by using languages for real communication.

Although developing pupils’ ability to communicate at a very early stage was one of the primary aims of foreign language teaching since its beginnings, it has taken a great effort to define precisely what the nature and form of communication are, and to put into place a system of pedagogy that fits this trend. Therefore, the ability to communicate plays a decisive role in the foreign language teaching programmes of most European countries. However modern approaches insist on this communication not being only of an audiovisual experience, but a total one which must include gesture, behaviour, mime and other aspects occurring in first language communication traditionally neglected in the foreign language classroom. Concerning this, we might make use, for instance, of the Total Physical Response Method1, which puts stress out

1 TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. The secret is a unique "conversation" between the parent and infant. For example, the first conversation is a parent saying, "Look at daddy. Look at daddy." The infant's face turns in the direction of the voice and daddy exclaims, "She's looking at me! She's looking at me!" Dr. Asher calls this "a language-body conversation" because the parent speaks and the infant answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth.

Notice that these "conversations" continue for many many months before the child utters anything more intelligible than "mommy" or "daddy." Although the infant is not yet speaking, the child is imprinting a linguistic map of how the language works. Silently, the child is internalizing the patterns and sounds of the target language. When the child has decoded enough of the target language, speaking appears spontaneously. The infant's speech will not be perfect, but gradually, the child's utterances will approximate more and more that of a native speaker.
of the language learning experience by providing pupils with ways of showing their understanding of the task being undertaken without an overt linguistic response a technique we will deal with in this topic.

1. COMMUNICATION IN THE FOREIGN LANGUAGE CLASSROOM: VERBAL AND NON-VERBAL COMMUNICATION.

Communication in general is the process of sending and receiving messages that enables humans to share knowledge, attitudes, and skills. Although we usually identify communication with speech, communication is composed of two dimensions - verbal and non-verbal. Non-verbal communication has been defined as communication without words. It includes apparent behaviours such as facial expressions, eyes, touching, and tone of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people.

Everything communicates something, including material objects, physical space, and time systems. Although verbal output can be turned off, non-verbal cannot since even silence speaks.

Humans use non-verbal communication because:

1. Words have limitations: there are numerous areas where nonverbal communication is more effective than verbal (when explain the shape, directions, personalities are expressed non-verbally).

2. Non-verbal signal are powerful: non-verbal cues primary express inner feelings (verbal messages deal basically with outside world).

3. Non-verbal message are likely to be more genuine: because non-verbal behaviours cannot be controlled as easily as spoken words.

4. Non-verbal signals can express feelings inappropriate to state: social etiquette limits what can be said, but non-verbal cues can communicate thoughts.

5. A separate communication channel is necessary to help send complex messages: a speaker can add enormously to the complexity of the verbal message through simple non-verbal signals.

In fact, researches in communication suggest that many more feelings and intentions are sent and received nonverbally than verbally. It has been suggested that only 7% of message is sent through words, with remaining 93% sent nonverbal expressions although depending on author, verbal part goes up to 35%.

Once we have dealt with some general considerations on communication, we must go on to deal with this applied to the foreign language class. It is widely recognized that there is a great social demand

Children and adults experience the thrill of immediate understanding when you apply this powerful concept in your classroom.
for compulsory schooling to provide students communicative competence in a foreign language. This means that curricular aim of this area is not to teach a foreign language but to teach students to communicate in that foreign language. To this aim, it is necessary to develop a competence that includes various sub-competences:

- **Grammar competence:** the ability to put the linguistic units into practice according to the rules of use established in the linguistic system.

- **Discourse competence:** the ability to use different types of discourse and organize them according to the communicative situation and the speakers involved in it.

- **Sociolinguistic competence:** the ability to adapt the utterances to the specific context in accordance with the accepted usage of the particular linguistic community.

- **Strategic competence:** the ability to define, correct or make adjustments in the course of the communicative situation.

- **Socio-cultural competence:** this competence has to be understood as a certain awareness of the social and cultural context in which the foreign language is used.

But apart from these essential competences, we must also take into account, considering what was previously stated, that in order for communication to take place in the foreign language classroom, verbal and non-verbal strategies must be used.

Therefore communication must be considered as a unit that consists of two indivisible levels: the verbal and the non-verbal perspectives, which cannot be treated separately. The non-verbal perspective develops directly with the verbal one; that is why the communicative function of verbal language cannot be understood without integrating non-verbal factors. Non-verbal communication uses non-linguistic expressive resources (gestures, postures, pictures, etc.) in an attempt to understand and be understood when using a foreign language. The non-verbal formula has a number of interpretations. Generally speaking, when people speak of non-verbal behaviour, they are referring to signals that have to be assigned some given meaning. This includes non-linguistic elements that communicate something during an interaction. However, the notion of non-verbal communication is too wide, in other words, it includes all the non-linguistic elements that carry information which can affect communication, without being directly a part of it.

**Language is just one of the aspects of human communication.** All these aspects are the subject matter of
Semiotics. The linguist David CRYSTAL has designed the following table where language is related to other aspects of Semiotics.

### Semiotics

<table>
<thead>
<tr>
<th>AUDITORY-VOCAL</th>
<th>VISUAL</th>
<th>TACTILE</th>
<th>OLFATOR Y</th>
<th>GUSTATOR Y</th>
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<tr>
<td>2. Physiological reflexes (coughing)</td>
<td>2. Writing codes</td>
<td>2. Secret codes</td>
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<td>4. Voice qualities</td>
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Some of these aspects have a linguistic nature, such as speech, deaf and deaf-blind sign languages and written languages. **The communicative use of the visual and tactile modes in their non-linguistic aspects is referred as non-verbal communication or Body Language.** Olfactory and gustatory modes in human communication play a little active role. The communicative use of body odour, on the other hand seems to have a mainly sexual role in human society.

In the mastery of non-verbal perspective we should consider the **physical characteristics** of the participants, **the artifacts** and **the elements** in the setting in so far as all these factors help to form an impression on the interlocutors, an impression that can act indirectly on the development of the interaction.

### A) BODY MOVEMENT

Body movement characteristically includes gestures, movements of the body, limbs, hands, head, feet, facial expressions (smiling), eye behaviour (blinking, direction of sight), and also posture. It is interested in the interaction between movement and speech. All these elements express the level of tension, emotionality and personality in relation to discourse.

There are different types of non-verbal behaviour. Some non-verbal signals are very specific and others more general. Some are meant for communication, others are merely expressive. Some provide information about emotions; others disclose character traits or attitudes. Next we will develop a classification system for non-verbal behaviour:

1) **Emblems.** These are the non-verbal acts that admit a direct oral translation or a dictionary definition. All the members of a community or culture agree that the verbal transposition of these signals is

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2 **Semiotics** is the general theory of signs and symbolism. It is usually divided into Pragmatics (casual and other relation between words, expressions, and their uses), Semantics and Syntax.
possible. The gestures that mean OK or Peace are examples of very widespread emblems in our culture. There are emblems that transcend a particular culture for they express actions that are peculiar to the human race. For example the emblem for eating (bringing your hand to your mouth), for sleeping (tilting your head). Emblems are often expressed with one’s hand, but not always, e.g., wrinkling your nose to show disgust. Emblems are used very often when the verbal channels are blocked and are generally used to communicate. Contrary to verbal behaviour, emblems in general do not make up series like words do, although there are some exceptions. For instance, a person is on the telephone and someone arrives and is told: “wait a minute, come and sit down, please”. But the question is: Are all the emblems the same for different cultures?

2) Illustrators. There are non-verbal acts that are linked to speech acts or that occur along with them and serve to illustrate what is said verbally. These can be movements that emphasize a word or sentence, or point out an object. They aid in communication.

3) Tokens of affection: These are facial expressions that show emotional states. The face is the primary source of affection, and so is the body. For instance, a listless posture. Tokens of affection can repeat, increase, contradict or be unrelated to verbal affective manifestations. Normally, expressions of affection are not meant for communication, although they can be intentional.

4) Regulators. These are non-verbal acts that regulate communication between two or more persons. They tell the speaker to continue, repeat, hasten, brighten up his discourse or tell the interlocutor it is his turn to speak. The most common regulators are head movements and visual behaviour.

5) Adaptors. These non-verbal actions are probably the hardest to define. They are called adaptors because it is thought that they develop in childhood as adaptation efforts that serve to satisfy needs, perform actions, develop social contacts. There are three types of adaptors: self-directed, directed at objects and hetero-directed. Self-adaptors refer to the manipulation of one’s own body such as holding, rubbing, or pinching oneself. Hetero-adaptors are learned with one’s first interpersonal relations, i.e., giving to or taking from someone or protecting oneself. Adaptors aimed at objects imply the manipulation of objects or can result in the performance of an instrumental task such as writing with a pencil, smoking, etc.

B) PHYSICAL CHARACTERISTICS

This category remains unchanged during the interaction period. This deals with non-verbal signal that are not necessarily movement. It includes physical appearance, general allure, body scents, skin tone...
C) TACTILE CONDUCT

It is an important factor in the first development stages of childhood. The subcategories of tactile conduct can include caressing, hitting, guiding someone else’s movements.

D) PARALANGUAGE

Paralanguage refers to how something is said and not to what is actually said. It has to do with the range of non-verbal vocal signs surrounding speech. It is believed that paralanguage consisted of the following components:

1) Voice qualities. These include voice register, pitch control, rhythm, articulation control and resonance.

2) Vocalizations.

- Vocal characterizers: laughing, crying, sighing and yawning.
- Voice qualifiers: voice intensity, pitch range.
- Vocal segregations: these are for example: hum, ah, uh. This category includes tasks associated with pauses, interfering noises, errors in speech and latent states.

E) PROXEMICS

The term proxemics was introduced by anthropologist Edward T. Hall in 1966 to describe set measurable distances between people as they interact. Proxemics is the manner in which man uses space as a specific cultural product, the study of the use and perception of social and personal space. The physical setting is considered a social territory in which the individual determines his own space based on social and personal rules.

Body spacing and posture are unintentional reactions to sensory fluctuations or shifts, such as subtle changes in the sound and pitch of a person’s voice. Social distance between people is reliably correlated with physical distance, as are intimate and personal distance, according to the following delineations:

* Intimate distance for embracing, touching or whispering
  Close phase - less than 6 inches (15 cm)
  Far phase - 6 to 18 inches (15 - 45 cm)
* Personal distance for interactions among good friends
  Close phase - 1.5 to 2.5 feet (45 - 75 cm)
  Far phase - 2.5 to 4 feet (75 - 120 cm)
* Social distance for interactions among acquaintances
  Close phase - 4 to 7 feet (1.2 - 2.1 m)
  Far phase - 7 to 12 feet (2.1 - 3.6 m)
* Public distance used for public speaking
Different cultures maintain different standards of personal space. In Latin cultures, for instance, those relative distances are smaller, and people tend to be more comfortable standing close to each other; in Nordic cultures, the opposite is true. Realizing and recognizing these cultural differences improves cross-cultural understanding, and helps eliminate discomfort people may feel if the interpersonal distance is too large ("stand-offish") or too small (intrusive). Comfortable personal distances also depend on the culture, social situation, gender, and individual preference.

F) ARTIFACTS

These include the manipulation of objects with interacting persons that can act as non-verbal stimuli. These artifacts include perfume, clothing, lipstick and other objects.

G) SURROUNDING FACTORS

This category includes those elements that interfere in human relations but which are not a direct part of it. Surrounding factors include furniture, interior decoration, ... and other elements within which interaction takes place.

What’s the role of non-verbal communication?

In an informative sense, non-verbal communication is often judged as being superior to verbal communication. Studies have revealed that in a standard interaction 65% of the information comes from non-verbal communication. The information load of non-verbal elements is divided into five main functions:

a) Psychological function. Vocal aspect, miming denotes certain personality traits of the speaker (authoritarianism, shyness) and his emotional attitude (anger, surprise...). The non-verbal mode is the privileged communicative mode of emotions in an interaction.

b) Relational function. Non-verbal elements intervene as a regulating factor of communicative flow. A head movement or a gesture tells the subject the degree of attention that the hearer is giving to his discourse and tells him whether he should interrupt or move to another topic.

c) Interpretative function. A linguistic statement can be interpreted in different ways; in this context, non-verbal elements may be indispensable to establish the nature of completed communicative acts. In situations where the verbal message and the non-verbal message clash, there is a tendency to give more credibility to the non-verbal one since it is more spontaneous and, thus, less prone to manipulation.
d) **Identifying function.** Non-verbal factors convey many clues about the social nature of the speaker kinesics behaviour that can reveal the social origin of the speaker.

e) **Cultural function.** Do non-verbal elements contain cultural markers? Some authors support the thesis of cultural specificity: not all body moves or certain postures have the same meaning in all cultures. Other authors claim that there is certain degree of universality in non-verbal acts.

**Regarding all the above, we can say that every serious study on communication must integrate non-verbal conducts, which provide the listener with a lot of information.**

2. **EXTRALINGUISTIC STRATEGIES: NON-VERBAL REACTIONS TO MESSAGES IN DIFFERENT CONTEXTS.**

The places where we communicate are countless: on the bus, at home, in hotels, at the street, in cinemas, in the classroom, and so on. Once we perceive the medium we can incorporate our perceptions into the elaboration of the messages we send. The person receiving the message can also experience a change in his perception of the setting, i.e., we are influenced by our milieu and at the same time we have an influence on it.

We react emotionally to our setting and the nature of our reactions can be explained by the influence that the setting has on us. Every milieu consists of three main components:

- The natural setting.
- The presence or absence of other people.
- The architectural and designing features. Movable objects.

An aspect of non-verbal communication that is associated with teaching is the study of space in the classroom. It has been shown that the distribution of the space in the classroom can have a negative or positive effect on the learner and influence his reactions. Some of the factors that may cause this influence are the state of the classroom (the colour or its decoration).

Very often the participation of students in class depends partly on how the chair and desks are arranged since those students that are seated in such a way that they have better eye contact with the teacher participate more in class.

There are environments that produce a warm sensation, we feel relaxed and comfortable. This has to do with spaciousness, distribution and comfort. The colour of the room can also influence its occupants and produce particular reactions. Noise and light also influence interpersonal
reactions and academic achievement. The latter decreases if there is a high level of noise.

A different ambient can be created by re-arranging the objects in a classroom. Experiments have been done in which the teacher/student relationship changed when a desk was placed between them.

The seating rearrangement affects communication between individuals. The architecture helps to determine whom we have to locate and where.

Other aspects of non-verbal behaviour include the study of physical contact and the way of looking at one another according to the existing relationship, as well as the effect that body features have on others. These areas vary depending on the corresponding culture. In Japan, for instance, there is less body contact than in Western cultures.

The shape and size of the body also convey non-verbal messages to the individuals before whom we react. We draw conclusions regarding the temperament and traits of a person according to his physique. Attitudes tend to be quite drastic regarding hair. Older people have a loathing for long hair they automatically associate with hippies, with wretched people.

Body scent is another way of transmitting non-verbal messages, although the sense of smell is hardly acknowledged in the western culture. There are certain cultures, such as the Arabic culture, where it is polite to breathe into your friend’s face, because if you do not, it means that you are ashamed of something you are hiding. Consequently, when a European talks to an Arab and does not breathe into his face, the Arab will consider the European to be rude because he is transmitting a non-verbal message that says he is ashamed about something.

Therefore the foreign language teacher must be always aware of the importance of non-verbal messages in the study of languages and communication. He might teach the grammatical structures of the language perfectly but neglect the non-verbal messages that vary from one culture to another and can be very important.

3. TOTAL PHYSICAL RESPONSE (TPR)

Generally, when a child starts learning a language, he/she cannot use it to communicate but can, in its default, resort the gestures, odd words, moves to show he/she understands and so on. Therefore, gestural language is important from the first stages of learning. As students progress in the study of language gestures will always occur alongside speech for they complement each other. It is important to develop activities that elicit this gestural capacity in students. One of the most suitable activities is James ASHER’s Total Physical Response (TPR), tested in the United States.

In TPR, the student can encode language when the input he receives is based on orders he must carry out by moving his entire body, using gestures. The students must obey orders the teacher gives them in the second language. These orders are carried out moving around the classroom.
It is first linked to the **TRACE THEORY OF MEMORY** which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, will increase the probability of successful recall.

Normally TPR begins with simple orders, which gradually become more difficult by introducing all the elements learned in the previous classes and adding new elements. The student will not be able to produce until some time has gone by, which can range from one month in adults to one year in young children. Productions occur following a process that consists in:

- The teacher gives a list of orders.
- The children prepare sentences for their classmates; some will prepare easier sentences than others, but all the children should produce something.

This occurs in the beginning stage. At the elementary level, students can use odd words and also gestural language so as to make themselves be understood. The activities deal with topics that the child is familiarized with. The activities consist in asking questions according to a level of difficulty. The student will answer using gestures or odd words or yes/no.

At the intermediate level, more complex sentences can be used, but there will be still a difference between the students: some will be slower and will require more time and others will advance quickly. At this level TPR is still used. The importance of TPR is to help the students to grasp the general meaning of texts within a situation with the help of gestures and miming. If well combined, these non-verbal strategies can transmit simple messages that can clearly convey meaning.

The general objectives of TPR are to teach oral proficiency at a beginner’s level. The main aim is to teach basic speaking skills. Comprehension is means towards this end. Asher does not set specific instructional objective because this will depend largely on the needs of the learner. However these goals must be reachable by means of action-based drills in the imperative.

**Grammar is taught inductively** as TPR requires initial attention to meaning rather than to the form of the items. Grammatical features and lexical items are selected not according to their frequency of use in target language situations, but according to the classroom situations and the ease with which they can be learned. A fixed number of items (between 12 and 36) should be introduced in a period.

One important point is that, even if the course is designed around TPR principles, the syllabus may include other techniques, as variety is critical for maintaining pupils’ interest.

The major classroom activity in TPR response is obviously imperative drills. They are used to elicit physical actions on the part of our pupils.
Speaking (for the pupils) is delayed until after about 120 hours of instruction. Other class activities will include:

- Role-play
- Slide presentations

Role-play will centre on everyday situations. The pupils will be ordered to perform common actions in a particular setting: a supermarket, a surgery...

Slide presentations provide a visual backup to our narration.

Reading and writing activities may also be used to consolidate structures and vocabulary and/or as follow-ups to oral imperative drills. However, remedial work is not encouraged, if any item is not learned rapidly, this means that our pupils are not yet ready and should be dropped until a future time.

According to Asher, the teacher is the director of a stage play and the pupils are the actors. It is the teacher

- who decides what to teach.
- who models and presents the new materials.
- who selects the materials for the classroom.

The teacher is encouraged to be well prepared and organized (detailed lesson plans are recommended). Classroom interaction is teacher directed. However, our role as a teacher is not so much to teach as to provide opportunities for learning to take place.

Finally, Asher cautions teacher about the illusion of simplicity in language learning. It is such a complex task that correction should be used only when our pupils will really benefit from it. The following piece of advice can be put to good use in the classroom:

«You begin with a wide tolerance for student speech errors, as training progresses, the tolerance narrows... Remember that as a student progress in their training, more and more attention units are freed to process feedback from the instructor. In the beginning, almost no attention units are available to hear the instructor’s attempts to correct distortions in speech. All attention is directed to producing utterances. Therefore the student cannot attend efficiently to the instructor’s corrections».

Learners in TPR have the primary roles of listeners and performers. They listen attentively and respond physically to our commands. Learners have little influence over the content of learning. They monitor and evaluate their own progress and are encouraged to speak when they feel ready to speak.

A typical TPR lesson will have an introductory review:
Maria, scream.
Rita, pick up the pencil.

This will be followed by the introduction of new language, new commands and new items:

**Wash**
- your hands
- the cup
- your feet

**Brush**
- your teeth
- the table
- your shoes

Others items may be introduced:

**Pencil sharpener**
- Look for the pencil sharpener
- Give the pencil sharpener to Pedro

**Slowly**
- Slowly, stand up.
- Walk slowly to the window and open it

Then the instructor will ask simple questions which can be answered with a gesture such as pointing:

**Where is the pencil sharpener?**
**Where is the window?**

Next, there can be role reversal: pupils utter commands that manipulate the behaviour of the teacher and other pupils.

Finally, we can set some reading and writing activities. We write on the blackboard new vocabulary items and the sentences in their notebooks.

**Conclusions:** TPR has enjoyed some popularity because it has been supported by those who believe in the main role of comprehension in language learning. Krashen has also emphasized that the provision of comprehensible input and the lack of stress are essential ingredients for a successful methodology.

On the other hand the experimental support for its effectiveness is sketchy and it is only valid for beginners. But precisely this last characteristic makes it suitable for our primary lessons. To show how extra-linguistic strategies can be used effectively in an English lesson you can see a class plan based on TPR in the attached photocopies.
4. TYPICAL EXAMPLES OF CULTURAL DIFFERENCES CONCERNING NON-VERBAL LANGUAGE

- Showing the thumb held upwards in certain parts of the world means "everything's ok", while it is understood in some Islamic countries (as well as Sardinia and Greece) as a rude sexual sign. Additionally, the thumb is held up to signify "one" in France and certain other European countries, where the index finger is used to signify "one" in other cultures.

- "Everything ok" is shown in western European countries, especially between pilots and divers, with the sign of the thumb and forefinger forming an "O". This sign, especially when fingers are curled, means in Japan "now we may talk about money", in southern France the contrary ("nothing, without any value"), in Eastern Europe and Russia it is an indecent sexual sign. In Brazil, it is considered rude, especially if performed with the three extended figures shown horizontally to the floor while the other two fingers form an O.

- In the Americas as well as in Arabic countries the pauses between words are usually not too long, while in Japan pauses can give a contradictory sense to the spoken words. Enduring silence is perceived as comfortable in Japan, while in India, Europe and North America it may cause insecurity and embarrassment. Scandinavians, by the standards of other Western cultures, are more tolerant of silent breaks during conversations.

- Laughing is connoted in most countries with happiness – in Japan it is often a sign of confusion, insecurity and embarrassment.[citation needed]

- If invited to dinner, in some Asian countries it is well mannered to leave right after the dinner: the ones who don’t leave may indicate they have not eaten enough. In the Indian sub-continent, Europe, South America, and North American countries this is considered rude, indicating that the guest only wanted to eat but wouldn’t enjoy the company with the hosts.

  In Mediterranean European countries, Latin America, and Sub-Saharan Africa, it is normal, or at least widely tolerated, to arrive half an hour late for a dinner invitation, whereas in Germany and in the United States this would be considered very rude.

- In Africa, avoiding eye contact or looking at the ground when talking to one’s parents, an elder, or someone of higher social status is a sign of respect. In contrast, these same actions are signals of deception or shame (on the part of the doer) in North America and most of Europe.
• In African, South American and Mediterranean cultures, talking and laughing loudly in the streets and public places is widely accepted, whereas in some Asian cultures it is considered rude and may be seen as a mark of self-centeredness or attention-seeking.

• Different cultures are used to maintaining a different amount of personal space when conversing, and it is even noticeable that Northern Europeans leave each other more space than Southern Europeans. In this example a Northern European who understood the difference would not feel threatened by someone who got closer than usual, interpreting it correctly as normal to the person doing it rather than a deliberate act of aggression.

5. NON-VERBAL LANGUAGE IN GREAT BRITAIN AND THE UNITED STATES

We are dealing now with some items related to the non-verbal behaviour and communication in English speaking countries. The teaching of these aspects might be also introduced in our classes, comparing them with the Spanish ones, since they belong to the socio-cultural aspects of the target language.

GREAT BRITAIN and IRELAND

• To signal a waiter in a restaurant for the "bill", make a motion with both of your hands as if you were signing your name on a piece of paper.

• Loud talking and other forms of noisy behaviour should always be avoided.

• Try not to stare at anyone in public. Privacy is highly regarded in the United Kingdom.

• To wait in line in the United Kingdom is to "queue up". You must never "jump the queue" which would be to push your way into a line of other people.

• When drinking in a pub, pick up your change after you pay for your drink. If you leave it there, as you might in the United States, would imply that you are leaving a tip.

• An offensive gesture in England would be the V for victory sign done with your palm facing yourself.

UNITES STATES OF AMERICA

• A firm handshake, accompanied by direct eye contact, is the standard greeting in the United States.
• Occasionally, among very good friends who have not seen each other for long intervals, women may briefly hug other women, and men may quickly kiss the cheek of a woman. Males rarely hug one another, however, occasionally, men may shake hands with the left hand either covering the handshake or lightly gripping the forearm.

• Direct eye contact in both social and business situations is very important. Not doing so implies boredom or disinterest.

• Americans generally respect queues and will form lines in an orderly fashion. To shove one’s way into such a line will probably generate both anger and verbal complaints.

• Many Americans become uncomfortable with periods of silence. Therefore in business or social situations, if a gap occurs they will quickly try to fill in with conversation.

• Winking in America can signal diverse messages: flirtation, friendliness, amusement, or to signal ‘I am just kidding.’

• When driving, automobiles are equipped with flashing lights as turning signals. If these are not operating, or if cyclists wish to signal for a turn, the proper procedure is as follows: extending the left arm straight out of the driver’s window means ‘I plan to turn to the left,’ but if the arm is bent upward it signals ‘I plan to turn to the right.’

• To call a waiter, just raise one hand to head level or above. To signal that you want the check, make a writing motion with two hands (one hand representing the paper, the other making a writing motion).

• When dining, many Americans are taught to keep the left hand in their lap and eat with the right hand. It is permissible to sit at a table with both wrists resting lightly on the table.

• When engaged in deep, close conversation, two people might even lean forward, with elbows on the table, but strict practitioners of etiquette in America frown on this.