**CHAPTER 7**

**What Are the Different Ways to Communicate Nonverbally Across Cultures?**

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**Chapter 7 Learning Objectives**

As a result of reading Chapter 7, and participating in related class discussions and activities, you should be able to

1. Discuss the nature of nonverbal communication and describe how culture shapes the rules of when and how nonverbal behaviors are displayed.

2. Identify four functions of nonverbal communication (i.e., forming initial impressions, expressing emotions and attitudes, managing conversation, and reflecting identities) and explain how various forms of nonverbal communication (e.g., paralanguage, hand gestures, kinesics, touch, and more) impact these functions.

3. Describe the characteristics of spatial and temporal boundaries and how these vary among cultures to achieve environmental boundary effects, cross-cultural privacy boundaries, and to monitor and regulate time.

4. Use reflexive strategies to become more mindful of your own nonverbal behaviors and more flexible in interpreting and appreciating the nonverbal behaviors of people from other cultures.

**Chapter 7: Brief Outline**

1. **The Impact of Nonverbal Communication**

Introduction section:

* + 1. **Nonverbal communication**: use of nonlinguistic and paralinguistic cues that are consciously or unconsciously expressed (NOTE: This is a brief description; see textbook for complete definitions.)
    2. **Nonlinguistic**: facial expressions, gestures, also: spatial, time, context
    3. **Paralinguistic cues** or **vocalics**: vocal inflection, amplification
    4. **Multiple channels**: visual, auditory, tactile, kinesics (movements), proxemics (spatial), other devices
    5. About 65% of message is inferred via nonverbal channels; assumed to be more truthful than verbal message
  1. Comparisons of Verbal and Nonverbal Cues. Nonverbal cues relate to verbal:
     1. *Repeat* the verbal message
     2. *Contradict* the verbal message
     3. *Substitute*: no verbal message needed
     4. *Complement*: underscore the verbal message
     5. *Accent*: emphasize the verbal message
  2. Cross-Cultural Nonverbal Display Rules: Shaped by culture, how emotions should be expressed or suppressed and in what situations
  3. Nonverbal Display Preferences Across the Digital Divide
     1. Tech advances have changed cultural display rules
     2. Texting and emoticons can lead to misunderstandings, difficulty interpreting humor and sarcasm
  4. One Code, Countless Interpretations
     1. Same nonverbal cue can mean different things in different cultures
     2. Also, a variety of gestures can carry the same meaning in different cultures

1. **Functions and Forms of Nonverbal Communication:**

Intro: Nonverbal message have distinctive characteristics, including carrying continuous meanings, sent via multiple channels, both unintentionally and intentionally sent

Four functions:

* 1. Forming Initial Impressions and Attraction: Cultural values and norms influence perceptions of attractiveness. Face (smiling/not) and posture is involved.
  2. Expressing Emotions and Attitudes: Kinesics and Paralanguage
     1. Kinesics: facial, body and gestural movements
     2. SADFISH: relative universality in decoding facial emotions (Sadness, Anger, Disgust, Fear, Interest, Surprise, Happiness).
     3. Individualistic cultures: express range of positive and negative emotions. Collectivistic cultures: suppress extreme negative emotions, more difficulty in decoding negative facial emotions.
     4. Paralinguistics: vocal sounds, tones. Cultural differences may cause misunderstandings.
  3. Managing Conversation with Hand Gestures and More
     1. *Emblems*: hand gestures that hold specific meanings
     2. *Illustrators*: hand gestures that complement spoken words
     3. *Regulators*: vocalics, kinesics, oculesics (eye behavior) use to regular flow of conversation
     4. *Adaptor*: habits that fulfill psychological or physical need
  4. Reflecting Sociocultural Membership Identities
     1. Nonverbal cues serve as group identity badge
     2. Physical features (skin colors) artifacts (tattoos, clothing), body alterations assert or reflect identities
     3. Vocalics (accent, voice characteristics, vocalizations: uh-huh,) – reflect identity

1. **Regulating Spatial and Temporal Boundaries.**  Four broad themes:
   1. Asserting and Defending Spatial Boundaries: Proxemics and Haptics
      1. **Proxemics**: study of space between persons
      2. In the U. S., four spatial zones exist (Edward T. Hall):
         1. *Intimate* zone: 0–18 inches, for those closest to us
         2. *Personal* zone: 18–48 inches, for closer friends, some acquaintances
         3. *Social* zone: 48 inches to 12 feet, for larger events
         4. *Public* zone: 12 feet or more
      3. **Personal space**: unconscious protective territory that we carry around with us and deem sacred, nonviolable, and nonnegotiable.
      4. **Haptics**: study of perceptions and meanings of touch behavior
      5. *High-contact cultures*: direct eye contact, direct facing, touching, loud voices
      6. *Low-contact cultures*: indirect eye contact, little touching, softer voices
      7. *Moderate-contact cultures*: blend of both (includes U.S.)
   2. Environmental Boundary Effects
      1. Claimed sense of space; emotional attachment we share with others
      2. Neighborhood layout, home design, etc. influence how people behave
      3. Lewin (1936) formula: B = f (P,E) Behavior defined by persons & environment
   3. Cross-Cultural Psychological Boundaries
      1. **Intrapersonal space**: need for information privacy or psychological silence between the self and others
      2. Privacy regulation: important in individualistic cultures and not perceived as critical in collectivistic cultures
      3. Feng Shui: philosophy of combining elements to attain good energy in an area
   4. Monitoring and Regulating Time: Chronemics
      1. **Temporal regulation**: the attitudes we have about time
      2. **Chronemics**: how people structure, interpret and understand time
      3. Two patterns of time which are opposite and govern different cultures:
         1. **Monochronic-time schedule (MT)**: schedules, concentrate on one thing at a time; individualistic cultures tend to use this pattern
         2. **Polychronic-time schedule (PT)**: relational time prioritized over time schedules; collectivistic cultures tend to use this pattern
2. Intercultural Reality Check: Doables Nonverbal checkpoints to consider:
   1. Flexibly observe and identify nonverbal display rules
   2. Attempt a deeper than surface explanation for the behavior
   3. Monitor your own nonverbal behavior when expressing feelings
   4. Be sensitive to nonverbal display rules for emotions in a particular culture
   5. Be less judgmental and more tentative in interpreting others’ nonverbal signals

**Chapter 7: Chapter Checkup**

**Check out the following cultural literacy questions and self-assessment questions:**

[**QuikPoll**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickpoll-7-1?previousFilter=tag_chapter-07) **7.1**: Can you identify the country where these “laughing” examples come from? Take **QuikPoll 7.1** to find out. For the full quiz, check out QuikPoll 7.1 in the text.

**QuikChoice 7.1**: Click on [**QuikChoice 7.1**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-7-1?previousFilter=tag_chapter-07) to assess your interpersonal space orientation.Then see QuikChoice 7.1 in the text to do a full assessment of your interpersonal space orientation.

**QuikChoice 7.2**: Complete [**QuikChoice 7.2**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-7-2?previousFilter=tag_chapter-07) to assess your need for privacy or *intrapersonal space*. Check out QuikChoice 7.2 in the text to take a full poll of your privacy needs.

**QuikChoice 7.3**: Use [**QuikChoice7.3**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-7-3?previousFilter=tag_chapter-07) to learn about your monochronic and polychronic time tendencies. Then, see QuikChoice 7.3 in the text to take a full assessment of your time orientation tendencies.

**QuikTrendz 7.2:** Click on [**QuikTrendz 7.2**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quicktrendz-7-1?previousFilter=tag_chapter-07) to name the top three countries with the longest average work hours per week. To see the top five for each, check out **QuikTrendz 7.2** in the text.

**QuikChoice 7.4**: Complete [**QuikChoice 7.4**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-7-4?previousFilter=tag_chapter-07) to learn how MT and PT orientations affect lateness apologies. See **QuikChoice 7.4** and the discussion in the text for more assessments and information about lateness and apologies in U.S. culture. (It could save a relationship for you!)

**Chapter 7: Critical Incident Analysis**

Check out the following the[**Further Application Probe**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-chapter-7-further-application-probes?previousFilter=tag_chapter-07)for a quick intercultural quiz about nonverbal communication.

**Chapter 7: Glossary-Matching Quizzes**

Click here for[**Matching Quiz 7.1.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-glossary-matching-quiz-7-1?previousFilter=tag_chapter-07)

Click here for[**Matching Quiz 7.2.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-glossary-matching-quiz-7-2?previousFilter=tag_chapter-07)

**Chapter 7: Practice Quiz**

Take the [**Chapter 7 Review Practice Quiz.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-chapter-7-review-prep-quiz?previousFilter=tag_chapter-07) **Multiple Choice:**

**Chapter 7: Exercise Handouts**

Note: Your instructor may ask you to [**download**,](https://learninglink.oup.com/access/ting-toomey3e-student-resources#tag_chapter-07) print out, and/or e-mail the following class handouts for this chapter:

**Reflecting on Nonverbal Expectancy Violations: Proxemics, Haptics, and Chronemics\***

**What is “Normal”?**

**Interactive Probes for “Public Display of Affection?”**