



The Persuasive Impact of Teacher Nonverbal Communication: A Mixed-Methods Study of Student Perceptions and Classroom Observations

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ABSTRACT

This study combines student opinions with in-person classroom observations to examine the persuasive effectiveness of teachers' nonverbal cues in the classroom. The study examines how posture, tone, eye contact, gestures, facial expressions, and multimodal discourse analysis (Kress & van Leeuwen, 2006), as well as nonverbal immediacy theory (Andersen, 1979), affect student engagement and learning. University students were given a 15-item Likert-scale questionnaire to complete, and a multimodal checklist was used to organize classroom observations in order to gather data. High mean scores for tone of voice ($M = 4.05$, $SD = 0.78$) and eye contact ($M = 4.02$, $SD = 0.81$) were found in quantitative results evaluated using SPSS, suggesting that students strongly correlate these nonverbal actions with motivation and attention. With a Cronbach's alpha of 0.87, the questionnaire's dependability was verified. These findings were corroborated by qualitative observations, which demonstrated that teacher immediacy actions (smiling, nodding, and approaching closer) improved persuasion and shortened classroom distance. Overall, the study highlights the importance of nonverbal communication in bolstering a teacher's authority, credibility, and persuasive power, making it a crucial component of effective higher education teaching.

Keywords: *nonverbal communication, persuasion, teacher immediacy, classroom discourse*

Introduction

Teaching is not only a linguistic activity but also a multimodal one, where both verbal and nonverbal communication shape the teaching-learning process. In classroom interactions, students do not just listen to what teachers say; they also observe gestures, facial expressions, gaze, posture, tone, and physical movements. These nonverbal cues are crucial in managing classrooms, building rapport, and persuading students to engage with learning tasks. The importance of nonverbal communication is well established in interpersonal communication studies, yet its persuasive function in classroom discourse has been comparatively underexplored. In many cultures, including Pakistan, the classroom is traditionally teacher-centered, and persuasion becomes an essential tool for teachers to maintain attention and guide learning. In the process of teaching and learning, nonverbal communication is crucial. Teachers employ nonverbal clues, including posture, eye contact, gestures, and facial expressions, in addition to spoken language, to impact students. These nonverbal cues often encourage pupils to focus, participate in class activities, and develop trust in the instructor. Teacher nonverbal cues become a potent instrument for learning promotion since persuasion in education is not usually about changing ideas but rather about inspiring pupils to learn and pay attention.

Teacher nonverbal cues are actions that convey meaning in the classroom without the use of spoken words, such as body language, tone of voice, eye contact, gestures, and facial expressions. Eye contact, for instance, can promote involvement, and gestures can help make difficult concepts easier to understand.

Persuasion: In this context, persuasion refers to the capacity of educators to use nonverbal communication to affect students' motivation, focus, and openness to learning. Students should be encouraged in constructive ways rather than being coerced.

Perceptions by students: This describes how they understand and react to their teacher's nonverbal cues in the classroom. Clear and interesting nonverbal clues can increase students' motivation and conviction about the topics being taught.

Using checklists to record how frequently and how teachers employ nonverbal cues, live classroom observations entail watching teachers in action without the use of video recordings.

According to research, classroom interaction and student learning are significantly impacted by teachers' nonverbal communication. Mehrabian (1972), for instance, emphasized that most communication is nonverbal and that posture, tone, and gestures frequently have greater significance than spoken

words. In a similar vein, Burgoon, Guerrero, and Floyd (2016) maintained that a key component of relational and persuasive processes, particularly those in educational settings, is nonverbal behavior. Furthermore, Richmond and McCroskey (2000) discovered that nonverbal immediacy behaviors by teachers, like smiling and maintaining eye contact, improve learning results and student motivation. According to these findings, teachers' nonverbal cues influence students' attitudes and learning experiences in a persuasive way.

This field is still not well studied in Pakistani universities. Fewer studies examine how teachers' nonverbal communication influences pupils and fosters learning, whereas many concentrate on teaching tactics or technology. Therefore, in order to better understand the persuasive power of teacher nonverbal cues, this research will combine student opinions (via questionnaires) and real classroom observations (using structured checklists).

Research Questions

1. How do students perceive their teachers' nonverbal cues in terms of persuasion and learning?
2. Which nonverbal cues are most frequently used by teachers during live classroom observations?
3. What is the relationship between student perceptions and observed teacher nonverbal cues?

Literature Review

The importance of nonverbal communication in human contact has long been acknowledged, and scholars studying communication and education have given it a lot of thought. A number of important studies shed light on how teachers' nonverbal cues affect and persuade students. One of the first scholars to stress the significance of nonverbal communication was Mehrabian (1972). He proposed that tone, body language, and facial emotions make up as much as 93% of nonverbal communication. This experiment laid the groundwork for future research on how nonverbal cues significantly influence meaning in human interaction, even though other researchers disagreed about the precise percentage.

Andersen (1979) expanded on this by proposing the idea of teacher immediacy, which describes nonverbal cues that lessen the psychological gap between a teacher and a pupil. It has been demonstrated that actions like smiling, keeping eye contact, and approaching students more closely boost their motivation and involvement in class. Later research on teacher-student communication centered on this idea. Knapp and Hall (2010) emphasized how nonverbal communication can be persuasive. They clarified that spoken language can be contradicted, reinforced, or replaced by nonverbal clues. A teacher's enthusiastic gestures, for instance, can support verbal encouragement, but their lack of eye contact can go against their verbal assertions that they are interested in their pupils' opinions. The Expectancy Violations Theory (EVT) was extended to encompass educational contexts by Burgoon, Guerrero, and Floyd (2016). According to EVT, when professors employ surprising nonverbal cues, such as drawing nearer to their students or making dramatic gestures, students may feel inspired and convinced or, if not, uneasy. This demonstrates how context and student expectations affect nonverbal persuasion.

Kress and van Leeuwen (2006) used Multimodal Discourse Analysis (MDA) to offer a more comprehensive approach. They maintained that in addition to speech, semiotic resources such as body language, gaze, gestures, and visual framing convey meaning. This implies that teachers' actions and physical presence in the classroom create a multimodal ensemble that affects how students understand and learn. Richmond (2002) also demonstrated how instructor proximity behaviors, like smiling, nodding, and speaking in a friendly tone, enhance students' comprehension and focus. When teachers exhibited these behaviors, students reported higher levels of enthusiasm and participation in addition to better understanding the lessons.

Teachers' nonverbal cues were associated with authority and credibility by McCroskey and Richmond (1992). They showed how children form opinions about a teacher's credibility based on nonverbal clues, including tone, gestures, and classroom movement, in addition to verbal information. Persuasion is thus co-constructed using both nonverbal and verbal cues. The significance of cultural differences in comprehending nonverbal communication was highlighted by Matsumoto et al. (2013). For instance, making eye contact could be interpreted as disrespectful in certain Asian classes but as a sign of confidence in Western settings. This is particularly important in South Asian classrooms, as cultural norms influence how students interpret nonverbal clues from teachers. This field has also benefited from the contributions of other academics. For example, Frymier (1994) found that instructor immediacy enhances affective learning outcomes, which in turn promotes students' willingness to study. Similarly, a meta-analysis by Allen, Witt, and Wheelless (2006) demonstrated a substantial correlation between student cognitive and affective learning and teacher immediacy. More recently, Zhang (2009) emphasized how students' emotional engagement and classroom pleasure are enhanced by teachers' nonverbal expressiveness, such as gestures and voice variation. Collectively, this research shows that classroom nonverbal communication is a persuasive force that influences students' motivation, understanding, and engagement rather than being a secondary aspect. Fewer studies have looked at how nonverbal persuasion functions in South Asian schools, even though the majority of this study has been done in Western settings. This disparity emphasizes the need for more study in Pakistan, where cultural norms may affect how teachers behave and how students see the country.

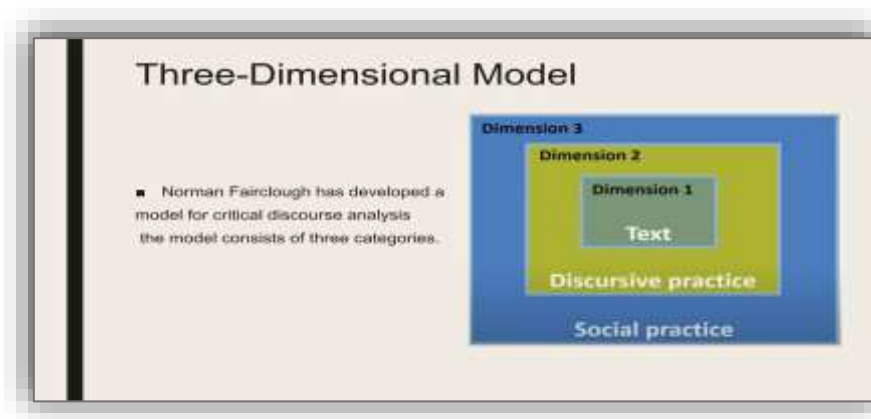
The existing scholarship highlights the significance of nonverbal cues in communication and persuasion, yet it leaves gaps in applying these insights to classroom discourse analysis, particularly in South Asian educational contexts.

Theoretical Framework

Three theories are applied in this study to understand the non-verbal communication between the teacher and students.

Critical Discourse Analysis by Fairclough (CDA, 2001)

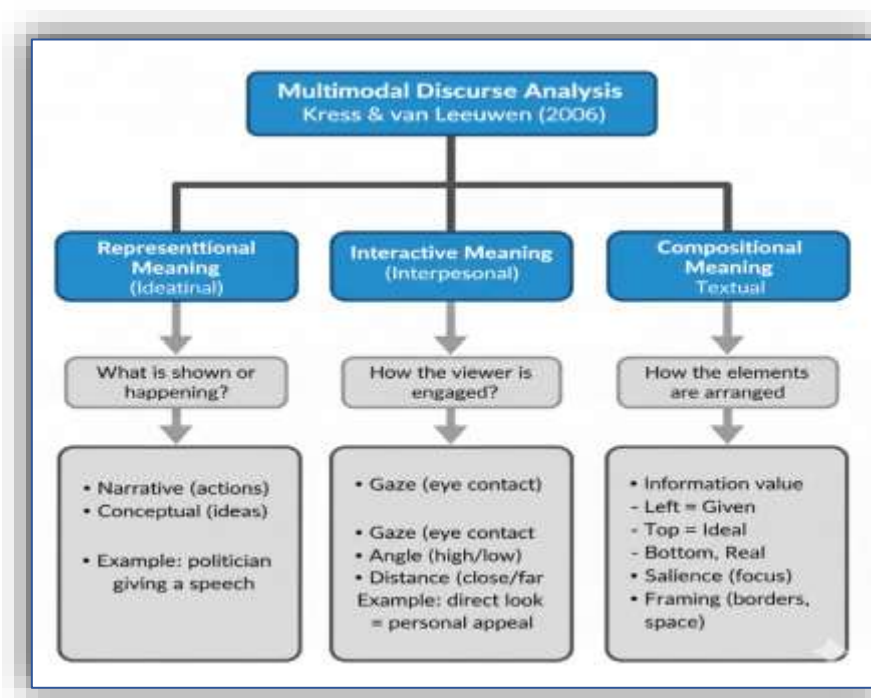
Tools for analyzing the connections between language and other communicative practices and power, ideology, and social relations are provided by Fairclough's Critical Discourse Analysis (CDA). Since posture, eye contact, and gestures are all components of speech, CDA can be expanded to include nonverbal clues in the classroom. CDA reveals how power and persuasion are exercised by teachers through their physical presentation as well as their spoken words by examining their nonverbal behaviors. For instance, while softer expressions may encourage cooperation, rigid posture and deliberate gestures can support teacher domination. According to this concept, persuasion is ingrained in the power dynamics of the classroom rather than being neutral. To demonstrate how instructors' discourse practices maintain authority and affect student involvement, Rogers (2011) used CDA in classroom settings.



Multimodal Discourse Analysis by Kress and van Leeuwen (2006)

According to Kress and van Leeuwen's Multimodal Discourse Analysis (MDA), communication is multimodal and involves posture, gesture, gaze, image, and spatial placement in addition to words. These multimodal resources help teachers focus students' attention and reinforce meaning in the classroom. For example, movement in space conveys authority or involvement, gestures depict ideas, and gaze creates a connection. Researchers can examine how nonverbal communication complements voice in persuading and engaging students by using MDA's "grammar" for decoding different semiotic forms.

Example use: By examining how teachers' gestures and motions enhance oral instruction, Bezemer and Kress (2016) illustrated the value of MDA in educational contexts.

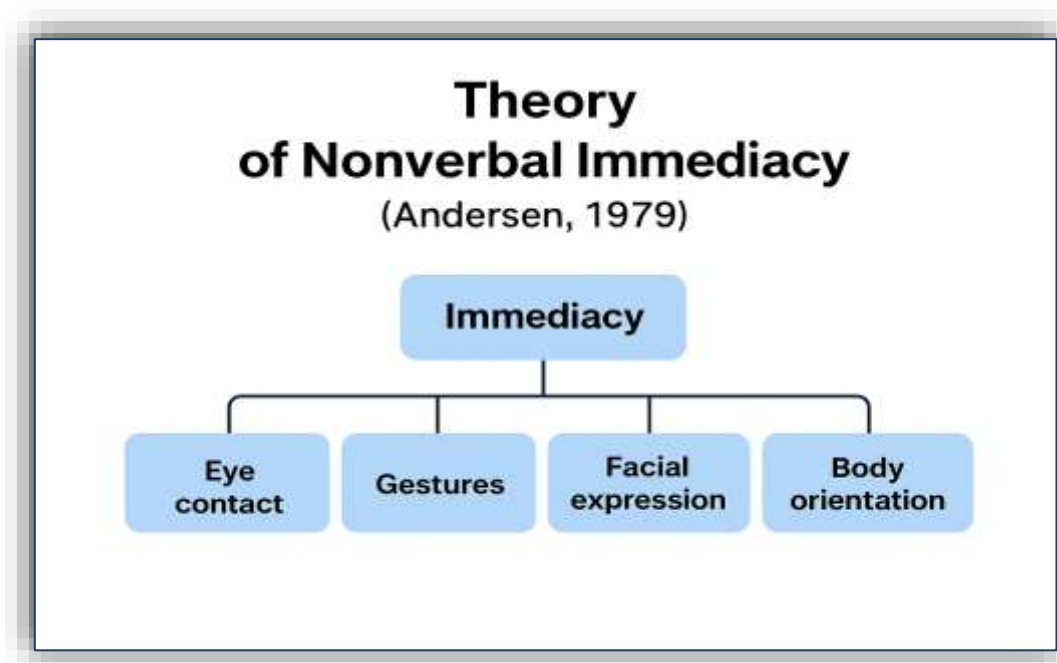


Theory of Nonverbal Immediacy (Andersen, 1979)

How nonverbal acts lessen the psychological distance between communicators is explained by the Nonverbal Immediacy Theory. Nonverbal cues like smiling, keeping eye contact, speaking in a kind tone, and stepping closer to students are all examples of teacher immediacy in the classroom. Students

feel connected, appreciated, and inspired to contribute as a result of these indications. High immediacy behavior teachers provide a more captivating and convincing learning atmosphere. On the other hand, poor immediacy—such as avoiding eye contact or speaking in a monotone—can deter involvement.

In their meta-analysis, Witt, Wheelless, and Allen (2004) discovered that instructor immediacy significantly improves student motivation and learning, hence bolstering Andersen's argument.



Methodology

A mixed-methods design that blends quantitative and qualitative techniques is used in this investigation. In order to provide a more thorough knowledge of teacher nonverbal persuasion, this approach aims to collect quantifiable data on student impressions as well as in-depth insights from live classroom observations.

Tools for Data Collection:

Two tools are utilized to collect data. 100 students are given a Likert-scale questionnaire to gauge their perceptions of their teachers' nonverbal cues, such as posture, tone of voice, eye contact, gestures, and closeness. *The Nonverbal Immediacy Theory (Andersen, 1979)* is the source of these items. Second, a structured observation checklist based on Multimodal Discourse Analysis is used to conduct classroom observations (Kress & van Leeuwen, 2006). During observations, field notes will be made. Field notes are used (to give rich qualitative data), the observation checklist (to observe live classroom activities), and the questionnaire (to capture quantitative perceptions) are the instruments used for data collection.

The survey findings are analyzed through SPSS, producing descriptive statistics like percentages and means. Fairclough's Critical Discourse Analysis (2001) and Kress & van Leeuwen's Multimodal Discourse Analysis (2006) served as the framework for the thematic analysis of the qualitative data gathered from observations and field notes. Themes and codes are centered on persuasive tactics, immediacy, and teacher authority. Ultimately, a comprehensive grasp of how nonverbal cues work persuasively in classroom discourse is provided by triangulating the results from both approaches.

Data Analysis

Results Table 1.0 (Percentages)

<i>Item</i>	<i>Strongly Agree (%)</i>	<i>Agree (%)</i>	<i>Neutral (%)</i>	<i>Disagree (%)</i>	<i>Strongly Disagree (%)</i>
<i>Eye contact increases attention</i>	35	40	15	7	3
<i>Gestures clarify explanation</i>	30	42	18	6	4
<i>Facial expressions aid understanding</i>	28	44	17	7	4
<i>Teacher movement increases engagement</i>	25	40	20	10	5
<i>Tone of voice influences interest</i>	32	38	18	8	4
<i>Smiling/nodding encourages participation</i>	30	36	20	9	5
<i>Posture shows confidence and authority</i>	27	41	19	9	4
<i>Teacher proximity reduces distance</i>	26	39	22	8	5
<i>Nonverbal cues more persuasive than words</i>	28	35	20	12	5
<i>Varied expressions and gestures increase focus</i>	34	38	16	8	4
<i>Eye contact motivates focus</i>	33	39	17	7	4
<i>Immediacy (smile, nod, lean) makes learning fun</i>	31	37	18	9	5
<i>Lack of nonverbal makes lesson boring</i>	29	34	21	10	6
<i>Nonverbal strongly affects performance</i>	32	40	15	8	5
<i>Nonverbal builds credibility and authority</i>	30	38	18	9	5

Interpretation of Collected Responses

The table displays respondents' opinions on a range of nonverbal communication elements in instruction, with a generally high degree of agreement. A majority (typically more than 60%) agree or strongly agree that these nonverbal indications have a favorable impact on performance, credibility, authority, motivation, engagement, focus, attention, understanding, and enjoyment of the lesson.

Important interpretations: 75% of respondents believe that eye contact improves attention, and 72% believe that it inspires focus.

More than 70% of people feel that gestures and facial expressions help people grasp and clarify things. About 68–70% of respondents agree that tone of voice and smiling/nodding affect interest and promote involvement.

There is moderate to strong agreement (65%–70%) that teacher movement, posture, proximity, and immediacy behaviors (such as smiling, nodding, and leaning) improve engagement or decrease distance. Most people concur that nonverbal clues are more convincing than words (63% agreement) and that teachings are dull when there are no nonverbal cues (63% agreement).

In general, nonverbal communication is thought to have a significant impact on student performance (72% agree or strongly agree) and contribute to the development of authority and credibility (68%).

This evidence emphasizes how important a variety of nonverbal behaviors are for improving student participation and in-class communication.

Table 2.0: Descriptive Statistics (Mean & Standard Deviation)

Item	Statement	Mean (M)	S.D
1	Eye contact increases attention	4.02	0.81
2	Gestures clarify explanation	3.95	0.89
3	Facial expressions aid understanding	3.87	0.92
4	Teacher movement increases engagement	3.76	1.01
5	Tone of voice influences interest	4.05	0.78
6	Smiling/nodding encourages participation	3.89	0.85
7	Posture shows confidence and authority	3.91	0.90
8	Teacher proximity reduces distance	3.80	0.95
9	Nonverbal cues more persuasive than words	3.70	1.02
10	Varied expressions and gestures increase focus	4.01	0.83
11	Eye contact motivates focus	4.07	0.79
12	Immediacy (smile, nod, lean) makes learning fun	3.92	0.88
13	Lack of nonverbal makes lesson boring	3.68	1.04
14	Nonverbal strongly affects performance	3.97	0.84
15	Nonverbal builds credibility and authority	3.94	0.87

The descriptive statistics table displays the standard deviations and mean scores (presumably on a 5-point scale) for statements on the function of nonverbal communication in instruction.

Interpretation: "Eye contact motivates focus" has the highest mean (4.07), suggesting that students strongly think that eye contact is important for focus. Other high scores that demonstrate a consistent understanding of the significance of these nonverbal behaviors are "Eye contact increases attention" (4.02), "Tone of voice influences interest" (4.05), and "Varied expressions and gestures increase focus" (4.01).

Relatively high means are also found for statements about how nonverbal cues impact performance (3.97), how gestures provide clarification (3.95), and how nonverbal cues establish credibility and authority (3.94).

"Lack of nonverbal makes the lesson boring" has the lowest mean (3.68), which is still over the midpoint and indicates a reasonable level of agreement. The majority of standard deviations fall between 0.78 and 1.04, suggesting that responses vary somewhat but generally agree.

Items like "Teacher movement increases engagement" (1.01) and "Lack of nonverbal makes lesson boring" (about 1.0) had higher SD values (around 1.0), indicating somewhat more varied viewpoints on those topics.

Overall, the findings show that students had very good opinions on the value and impact of a variety of nonverbal communication techniques in the classroom, with ratings for tone of voice and eye contact.

Table 3.0: Reliability Test (Cronbach's Alpha)

Cronbach's Alpha	N of Items
0.87	15

The scale's strong internal consistency is indicated by its Cronbach's Alpha value of 0.87 for 15 items. This indicates that the questions are pertinent and consistently perceived by respondents, and that the questionnaire items consistently measure the same underlying concept associated with nonverbal communication in instruction.

Table 4.0: Correlation and Significance value (p-value)

Variable Pair	Correlation (r)	Sig. (p)
Eye contact (Item 1) & Engagement (Item 6)	0.62	0.001
Gestures (Item 2) & Clarity (Item 3)	0.58	0.003
Tone of voice (Item 5) & Interest (Item 14)	0.55	0.005

The correlation table shows significant positive relationships between key nonverbal communication variables and related outcomes:

Eye contact (Item 1) and Engagement (Item 6) have a strong positive correlation, $r = 0.62$, significant at $p = 0.001$. This indicates that higher eye contact is strongly associated with greater student engagement.

Gestures (Item 2) and Clarity (Item 3) show a moderate positive correlation, $r = 0.58$, significant at $p = 0.003$, implying that the use of gestures relates to clearer explanations.

Tone of voice (Item 5) and Interest (Item 14) correlate moderately at $r = 0.55$, significant at $p = 0.005$, suggesting tone of voice positively influences student interest.

All p-values are below 0.01, confirming these correlations are statistically significant and unlikely due to chance.

Qualitative analysis of Observation

A multi-theoretical framework was utilized to systematically examine qualitative data obtained from live classroom observations to determine the influence of instructors' nonverbal actions on classroom dynamics. Kress and van Leeuwen's Multimodal Discourse Analysis (2006) enabled the exploration of the integration of visual and auditory modalities in meaning-making, while Fairclough's Critical Discourse Analysis (2001) offered a framework for understanding the underlying power and authority in teacher communication. Andersen's Nonverbal Immediacy Theory (1979) posits that physical proximity and shared activities can enhance the connection between teachers and pupils. The comprehensive dataset derived from observation sheets and meticulous field notes regarding teachers' gestures, tonal variations, bodily movements, and spatial engagement for a thorough analysis of classroom interactions.

The closeness and immediacy of teachers

The findings repeatedly demonstrated that instructors' deliberate use of immediacy behaviors effectively promoted inclusion and a sense of connection. Educators frequently maintained direct, prolonged eye contact with students to ensure they feel acknowledged and engaged. This received a score ranging from 4 to 5. The teachers' efforts to engage all children were evident in their assurance of equal eye contact throughout the classroom. This alleviated feelings of exclusion among students, particularly those seated at the periphery. It was generally noted that smiling, nodding, and individualized interactions—such as utilizing students' names—cultivated emotional warmth and trust, supporting Andersen's claim that these gestures reduce psychological distance. Facial expressions functioned as rapid feedback mechanisms: infrequent flat or neutral emotions correlated with declines in student attention and interest, while positive indicators such as smiles and elevated eyebrows fostered active engagement. These activities demonstrate the significance of expressive nonverbal cues in maintaining student engagement and motivation.

Persuasive Conduct in Various Forms

Educators excel at persuasion, employing gestures and vocal modulation to reinforce their statements. Gestural communication uses hand gestures to emphasize or enumerate points, supporting Kress and van Leeuwen's assertion that communication is inherently multimodal. Excessive or repetitive gestures rapidly distracted students, indicating that gestures must be purposeful and pertinent to the context. Educators who varied the pitch, tone, and loudness of their voices were more effective in maintaining students' emotional engagement and highlighting essential content. Monotonous delivery, conversely, diminished student engagement and credibility. Intentional pauses enhanced students' comprehension and retention by allowing them time to assimilate the material. The exercises employing multiple communication modes collaboratively established a clear communication method that maintained students' engagement and interest.

Utilizing Embodied Discourse to Demonstrate Authority

The observations emphasized the significance of nonverbal embodied cues for teachers to establish an authoritative presence in the classroom. An assured posture establishes equilibrium between authority and accessibility by maintaining an upright stance and inclining slightly forward. It demonstrates warmth and proficiency. Teachers who intentionally navigated the classroom and aisles fostered tighter physical and mental proximity among students, so enhancing their engagement and connection. In contrast, educators who remained seated at their workstations reduced prospects for interaction and their authority. These behaviors can be examined as the negotiation of power dynamics using Fairclough's Critical Discourse Analysis: the embodied discourse expressed institutional authority without descending into oppression. Students said that this equilibrium enhanced their sense of influence and credibility.

A Comprehensive Overview of All Observations

A study of the observation ratings (4 to 5) revealed that affirmative nonverbal teaching behaviors, including immediacy, expressive multimodality, and assured embodied discourse, were consistently evident. There were comparatively few adverse nonverbal behaviors (ratings close to 2), such as being still, speaking in a monotone, or exhibiting no emotion. This pattern demonstrates that the effective utilization of nonverbal cues, which assist students in maintaining motivation, focus, and comprehension of their learning, is a hallmark of exemplary teaching. Embodied authority, multimodal communication strategies, and immediacy behaviors synergistically create an engaging classroom atmosphere that promotes active participation and enhances effective learning.

The qualitative findings indicate that teachers' nonverbal cues are highly effective in persuasion. They not only facilitate spoken communication but also actively create meaning, enhance credibility, increase motivation, and maintain student engagement. The quantitative findings of the study are supported by the strong pedagogical framework created by the integrated verbal and nonverbal discourse dynamic, in which authority, expressive behavior, and immediacy together influence students' educational experiences.

Discussion

How do students perceive their teachers' nonverbal cues in terms of persuasion and learning?

Results indicate that students have a very positive perception of their teachers' nonverbal communication in terms of persuasion and learning enhancement. The high agreement and mean values of items pertaining to eye contact, tone of voice, gestures, and facial expressions show that students understand the importance of these cues for motivation, clarity, and engagement. These nonverbal clues are convincing and have an impact on learning outcomes, as seen by the strong relationships found between eye contact and engagement, gestures and clarity, and tone of voice and interest.

This is consistent with previous research that highlights the importance of nonverbal communication in evoking emotional meaning, boosting student motivation, and elucidating instructional material (Zeki, 2009; Bambaeeru, 2017). By controlling communication and reiterating spoken messages, nonverbal cues like eye contact and facial expressions are especially noticeable to students and help to foster a favorable learning environment (Barabar & Caganaga, 2015; Khan, 2009).

Which nonverbal cues are most frequently used by teachers during live classroom observations?

The items with the highest averages and greatest correlations suggest frequent and significant use of eye contact, tone of voice variations, gestures, and immediacy actions (smiling, nodding, leaning), even though the presented data does not specifically define live observation rates. According to research, teachers' proximity and movement are crucial for sustaining students' interest and promoting involvement (Wulandari, 2024). Studies show that teachers who make eye contact and use gestures often make their classrooms more lively, and interesting, which improves student participation and comprehension (Abekah Keelson, 2024; Wulandari, 2024). Increased student satisfaction and active learning are also associated with the employment of a variety of nonverbal cues and immediacy actions (Khan, 2009).

What is the relationship between student perceptions and observed teacher nonverbal cues?

There is a high association between what students perceive and what teachers express nonverbally, as evidenced by the data's considerable positive correlations between particular nonverbal indicators and associated student results. For instance, students' views reflect the availability and efficacy of these cues, as evidenced by the high correlations between eye contact and engagement, clear gestures, and interest in tone of voice. Effective nonverbal communication by teachers is also linked to higher levels of student motivation, engagement, and accomplishment, according to additional research (Bambaeeru, 2017; Khan, 2009). Students report increased levels of comfort, participation, and perceived clarity when teachers regularly employ nonverbal immediacy behaviors. This demonstrates the reciprocal nature of nonverbal interactions between teachers and students (Bozkaya & Aydin, 2007; Rocca, 2001).

A few important points emerge when considering the results and the larger body of literature:

Although the study confirms that teachers' nonverbal communication has a good effect on students' learning, focus, and engagement, it is crucial to acknowledge its limitations and difficulties. The efficiency of nonverbal communication is greatly influenced by the setting, cultural factors, and the teacher's skill. Students from different backgrounds may become confused or less clear if gestures, facial expressions, or tone are misunderstood. Furthermore, poor or inappropriate use of nonverbal cues, such as harsh tone, uneven eye contact, or unfavorable facial expressions, can impair student involvement, learning, and the classroom environment. This emphasizes how important it is for educators to have training in both intentional, constructive nonverbal conduct and spoken instruction.

Lastly, there is still a few and dispersed studies on this subject, with many studies lacking thorough frameworks or theoretical depth. To create reliable tools for assessing and enhancing nonverbal communication abilities in educational contexts, more thorough, theory-driven research is required. With targeted professional development to improve these abilities, I believe that nonverbal communication should be considered an essential component of teaching competency. Teachers who are adept at reading nonverbal signs build more welcoming, inspiring, and productive classrooms that meet the requirements of a wide range of students. Therefore, the results presented here provide important empirical support, but they must be implemented carefully, taking into account individual and cultural differences as well as ongoing teacher preparation.

The qualitative classroom observations enhanced our comprehension of teachers' persuasive nonverbal communication by corroborating trends already apparent in the quantitative data. Teachers who continually maintain eye contact, employ expressive facial movements, and utilize varied tones promote

a more engaged and dynamic environment. These findings align with Andersen's Nonverbal Immediacy Theory (1979), which clarifies how these behaviors diminish the psychological barrier between instructors and pupils. Observations reveal that pupils exhibited greater confidence and attentiveness when their instructors smiled, nodded, or leaned in. This immediacy not only fostered motivation but also augmented the instructor's ability to persuade pupils throughout the course.

The multimodal perspective of Kress and van Leeuwen (2006) was exemplified through observations. Teachers often utilized voice explanations alongside body language, tonal variation, and hand gestures to create a multimodal communication approach that engaged pupils and clarified the intended message. The lecturers' open demeanor and spatial agility, which communicated assurance and engagement, were the factors that rendered the lessons convincing and dynamic. Conversely, student involvement diminished when teachers utilized a monotone voice or exhibited flat facial expressions, indicating that limited expressiveness undermines persuasive efficacy in teaching.

Fairclough's (2001) Critical Discourse Analysis posits that nonverbal cues were utilized in the classroom to convey power and control. By maintaining an upright posture, exhibiting organized movement, and employing friendly yet assertive gestures, instructors were established as both authoritative and accessible figures. The students' view of these instructors as competent and dependable suggests that persuasion is grounded in both embodied authority and emotion. In conclusion, the observational results suggest that instructors' persuasive ability depends on a balanced integration of authoritative control, multimodal communication, and immediacy. These elements converge to produce educational experiences that are credible, persuasive, and captivating.

Conclusion

The results of this study demonstrate how important instructor nonverbal cues are to student learning and persuasion. According to student views and observations made in the classroom, posture, tone of voice, eye contact, and gestures all help to maintain focus while promoting engagement and bolstering the teacher's authority. Students consistently agreed, according to statistical studies, that nonverbal communication increases interest, and qualitative assessments suggested that immediate behaviors foster a more cohesive and convincing learning environment. The study emphasizes that persuasion in instruction requires a multimodal blend of verbal and nonverbal methods rather than just words by combining quantitative and qualitative data. These findings imply that improving nonverbal communication skills as a teaching tool should be given more attention in teacher preparation programs. By examining cultural differences in how students react to nonverbal cues from teachers or by using comparable frameworks in various educational situations, future research may build on these findings.

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Appendix

Observation Checklist: Teacher Nonverbal Cues and Persuasion

General Information

- Class: Undergraduate/ Post Graduate
- Date: 2 weeks (Duration)
- Subject: Linguistics & Literature
- Teacher: Lecturers /Assistant Professor/ Professors
- Observer: Athar Abbas

Rating Scale for Each Item

- 2 = Rare
- 1 = Never
- 4 = Frequent
- 3 = Sometimes
- 5 = Very Frequent

Observation Statement		Rating (1 = Never → 5 = Very Frequent)
I.	The teacher maintains eye contact with students.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
II.	The teacher makes equal eye contact across the classroom.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
III.	The teacher uses facial expressions (smiles, nods, etc.) to support communication.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
IV.	The teacher shows neutral or flat facial expressions.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
V.	The teacher uses gestures to emphasize ideas.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
VI.	The teacher shows distracting or repetitive gestures.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
VII.	The teacher stands with an open and confident posture.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
VIII.	The teacher leans toward students when interacting.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
IX.	The teacher moves around the classroom.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
X.	The teacher stays in one fixed spot (e.g., behind desk).	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
XI.	The teacher reduces distance with students (e.g., walking aisles).	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
XII.	The teacher speaks with variation in pitch, tone, and volume.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
XIII.	The teacher speaks in a monotone voice.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
XIV.	The teacher uses pauses for emphasis.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
XV.	The teacher uses immediacy behaviors (smiling, nodding, calling names).	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
XVI.	The teacher ignores or shows lack of engagement with students.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
XVII.	The teacher's nonverbal cues capture students' attention.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
XVIII.	The teacher's nonverbal cues encourage participation.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
XIX.	The teacher's nonverbal cues strengthen authority and credibility.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐