

Research Conclusions: Teacher Immediacy

1. **Verbal teacher immediacy increases student cognitive learning.**
(Christophel, 1990; Gorham, 1988; Gorham & Christophel, 1990; Kelly & Gorham, 1988; Richmond, McCroskey, Kearney & Plax, 1985; Sanders & Wiseman, 1990; Beebe and Butland, 1992a).
2. **Verbal teacher immediacy increases student affective and behavioral learning.**
(Christophel, 1990; Gorham, 1988; Gorham & Christophel, 1990, Sanders & Wiseman, 1990; Butland and Beebe, 1992; Beebe and Butland, 1992a).
3. **Nonverbal teacher immediacy increases student cognitive learning and information recall.**
(Christophel, 1990, Gorham, 1988; Gorham & Christophel, 1990; Kelly & Gorham, 1988; Richmond, 1990; Sanders & Wiseman, 1990; Butland and Beebe, 1992a).
4. **Nonverbal teacher immediacy increases affective learning.**
(Andersen, 1978, 1979; Christophel, 1990; Gorham, 1988; Gorham & Christophel, 1990; Butland and Beebe, 1992a).
5. **Nonverbal teacher immediacy increases students' perceptions of teacher effectiveness.**
(Andersen, Norton & Nussbaum, 1981; Collier & Powell, 1989; Sorensen, 1989).
6. **Verbal and nonverbal teacher immediacy is related to perceptions of teacher clarity.**
(Powell & Harville, 1990).
7. **Teacher immediacy produces a reciprocal liking among teacher and student.**
(Kearney, Plax, Smith & Sorensen, 1988; Plax, Kearney, McCroskey & Richmond, 1986).

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Immediacy Behavior Items

Verbal items:

1. Uses personal examples or talks about experiences she/he has had outside of class.
2. Asks questions or encourages students to talk.
3. Gets into discussions based on something a student brings up even when this doesn't seem to be part of his/her lecture plan.
4. Uses humor in class.
5. Addresses students by name.
6. Addresses me by name.
7. Gets into conversations with individual students before or after class.
8. Has initiated conversations with me before, after or outside of class.
9. refers to class as "my" class or what "I" am doing.*
10. Refers to class as "our" class or what "we" are doing.
11. Provides feedback on my individual work through comments on papers, oral discussions, etc.
12. Calls on students to answer questions even if they have not indicated that they want to talk.
13. Asks how students feel about an assignment, due date or discussion topic.
14. Invites students to telephone or meet with him/her outside of class if they have questions or want to discuss something.
15. Asks questions that have specific, correct answers.*
16. Asks questions that solicit viewpoints or opinions.
17. Praises students' work, actions or comments.
18. Criticizes or points out faults in students' work, actions or comments.*
19. Will have discussions about things unrelated to class with individual students or with the class as a whole.
20. Is addressed by his/her first name by the students.

Nonverbal items:

21. Sits behind desk while teaching.*
22. Gestures while talking to class.
23. Uses monotone/dull voice when talking to class.*
24. Looks at class while talking.
25. Smiles at the class as a whole, not just individual students.
26. Has a very tense body position while talking to the class.*
27. Touches students in the class.
28. Moves around the classroom while teaching.
29. Sits on a desk or in a chair while teaching.
30. Looks at the board or notes while talking to the class.*
31. Stands behind podium or desk while teaching.*
32. Has a very relaxed body position while talking to the class.
33. Smiles at individual students in the class.
34. Uses a variety of vocal expressions while talking to the class.

*Assumed to be non-immediate behaviors

Immediacy/Nonimmediacy Behavior Chart

<i>Category</i>	<i>Immediacy Behaviors</i>	<i>Nonimmediacy Behaviors</i>
Verbal immediacy	Pronouns like we, us. Talk with others. Statements that infer liking (e.g., I like your dress). I really like that. You are right.	Use of you, you and I, I. Talk to/at others. Guarded statements of liking (Your dress is OK). That's dumb. that's a stupid idea.
Appearance	Attractive; Clean, Neat; Informal clothing; but not sloppy; Appropriate hairstyle.	Unattractive; Dirty; Unkept; Formal clothing; Inappropriate; unusual hairstyle.
Gesture and body movement	Leaning toward another; Open body position; More gestures; More positive affect displays; Relaxed body position; Clam movements; Positive head movements.	Lean away from another; Closed body position; Less gestures; More negative affect displays. Tense body position; Nervous movements; Negative head movements.
Face and eye	Eye contact and mutual gaze; Facial expressions that show pleasure; Smile a lot.	Limited eye contact; Avert eye gaze; Facial expressions that show displeasure; Frown a lot.
Voice	Short pauses; Few silences; Positive vocal inflections; Vocal variety; Relaxed tones (calm); Sounds confident; Dynamic; Animated; Interested; Friendly vocal cues.	Lengthy pauses/silences; Sarcasm; Monotonous; Dull; Irritated tones; Nasal; Harsh sounding; Sneering sounds; Bored; Unfriendly vocal cues.
Space	Move closer to a person; Stand closer to a person. Sit closer; Orient more directly; Lean forward while seated.	Lean away from a person; Sit farther away; Lean away/back while seated; Stand farther away; Indirect body orientation.
Touch	Touch on head, hand, forearm, shoulder, back; Pat; Squeeze; Friendly handshake; Frequent touch; Stroking; Hugging.	Avoid or withdraw from touch; Clammy/distant handshake; Seldom touches; Slaps; Hitting; Striking another.
Environment	Warm, secure, pleasant environments; Soft colors; Movable chairs; Moderate to soft illumination.	Cold, distant, ugly environments; Bright illumination; Fixed seating; Ugly rooms; Ugly colors.
Scent	Pleasant, inoffensive scents; Familiar scents; Scents of one's own culture.	Unpleasant, offensive scents; Unfamiliar scents; Scents from other cultures.
Time	Short latency of response; Promptness; Spending more time with another; Spending time with another when they choose.	Long latency of response; Delinquent about being on time; Spending little time with another; Often glances at watch/clock.

Source: Richmond/McCroskey/Payne, *Nonverbal Behavior in Interpersonal Relations*, © 1987, pp. 199-201.