

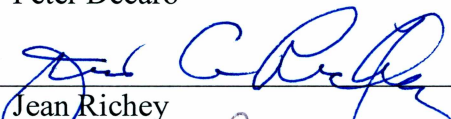
COMMUNICATING TO PERSUADE: THE EFFECTS OF LANGUAGE POWER
AND NONVERBAL IMMEDIACY ON THE EFFICACY OF PERSUASION

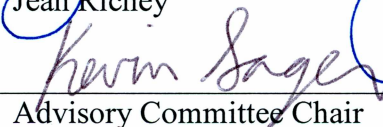
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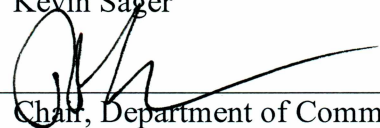
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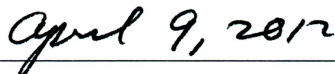

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COMMUNICATING TO PERSUADE: THE EFFECTS OF LANGUAGE POWER
AND NONVERBAL IMMEDIACY ON THE EFFICACY OF PERSUASION

A
THESIS

Presented to the Faculty
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MASTER OF ARTS

By
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Abstract

The purpose of this study was to examine the impact of powerful speech and nonverbal immediacy on the efficacy of persuasion in a hypothetical sales presentation. Language power and nonverbal immediacy were hypothesized to affect persuasiveness through the potentially powerful nature of both, and to have an interaction effect on persuasiveness. A sample of 211 undergraduate students at a Northwestern University voluntarily completed an online survey, which contained a video clip of a sales presentation. Each participant randomly viewed one of four video clips, which differed in terms of language power (high vs low) and nonverbal immediacy (high vs low). A two-way ANOVA indicated that language power had a main effect on the extent of persuasion. However, there was no main effect for nonverbal immediacy, and no interaction effect between language power and nonverbal immediacy. The findings of this study suggested that in a sales presentation, the power of language is an important factor for determining the persuasiveness of a salesperson.

Table of Contents

	Page
Signature Page	i
Title Page.....	ii
Abstract	iii
Table of Contents.....	iv
List of Figures.....	vii
List of Tables.....	vii
List of Appendices.	vii
Acknowledgments	viii
Chapter 1: Review of Past Research	1
1.1. Study Overview	1
1.2 Language Power	1
1.2.1 Powerful vs. Powerless Language	1
1.2.2 Language Power and Impression Formation	3
1.2.3 Language Power and Persuasion	4
1.3 Nonverbal Immediacy	6
1.3.1 The Construct of Immediacy	6
1.3.2 Nonverbal Immediacy and Compliance.....	6
1.3.3 Teacher Nonverbal Immediacy and Evaluation of Instruction	7
1.3.4 Teacher Nonverbal Immediacy and Students' Use of Power	8
1.3.5 Nonverbal Immediacy and Satisfaction	8

1.3.6 Nonverbal Immediacy and Self-Perceived Personal Qualities.....	9
1.3.7 Nonverbal Immediacy and Impression Formation	9
1.4 Hypotheses.....	10
14.1 Language Power and Persuasiveness.....	11
14.2 Nonverbal Immediacy and Persuasiveness.....	11
14.3 Interaction between Language Power and Nonverbal Immediacy..	12
Chapter 2: Research Methodology.	13
2.1 Methods.....	13
2.1.1 Participants.....	13
2.1.2 Study Design.....	13
2.1.3 Procedure	13
2.2 Independent Variables	14
2.2.1 Language Power.....	14
2.2.2 Nonverbal Immediacy	14
2.3 Dependent Variable	15
2.4 Manipulation Checks	15
Chapter 3: Results.....	16
3.1 Analysis.....	16
3.2 Manipulation Checks	16
3.3 Hypotheses.....	16
Chapter 4: Discussion.....	18
4.1 Rationale For the Model: Sources of a Speaker's Power	18

4.2 Summary of Study Objectives	18
4.3 Findings	19
4.4 Interpretation of Statistically Nonsignificant Findings.....	19
4.5 Theoretical Implications	21
4.6 Practical Implications	21
4.7 Limitations of Study.....	22
4.8 Suggestions for Future Research	22
References	24
Appendices	29

List of Figures

	Page
Figure 1: A Proposed Model of Persuasion.....	10

List of Tables

Table E 1: Two-way ANOVA Summary Table	40
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List of Appendices

Appendix A: IRB Approval Letter.	29
Appendix B: Informed Consent.	31
Appendix C: Scripts.	33
Appendix D: Survey Items.	37
Appendix E: Table 1: Two-way ANOVA Summary Table.	40

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I want to dedicate my thesis to the memory of my beloved father, Mahammad M. H., who instilled in me a value and appreciation for education in my formative years.

Chapter 1

Review of Past Research

1.1 Study overview

The present study investigated the effects of a speaker's way of communicating on his or her persuasiveness. Language power and nonverbal immediacy were theorized to increase the perceived power of the speaker, which, in turn, was theorized to increase the persuasive effects of a sales message. The study begins with a discussion of language power and its potential effects on audience members.

1.2 Language power

1.2.1 Powerful vs. powerless language. Research has shown that people vary in their use of linguistic styles in different verbal communication contexts (Berger & Calabrese, 1975). Linguistic styles have been assessed in terms of the power concept by many scholars (Lakoff, 1975; Bradac & Mulac, 1984). For example, Lakoff (1975) identified certain linguistic markers that characterize women's language and are associated with low social power. These linguistic markers include hedges, intensifiers, tag questions, hypercorrect grammar, polite forms, empty adjectives (e.g., "sweet," "adorable," "awesome,") and more expansive vocabulary items (e.g., a wider range of colors).

Subsequent research on language power and its effects on message and speaker evaluation have yielded different results. Conley, O'Barr, and Lind (1979) conducted a study to investigate the speaking styles utilized by actual court witnesses of both sexes and how these styles are perceived by the jury. For this purpose, all criminal trials were

recorded and transcribed. The analysis of the transcriptions revealed powerless and powerful speech patterns. The investigators defined a powerless style as the presence of words and phrases that conveyed uncertainty, such as the use of (a) hedges (e.g., “I am not sure,” “somewhat”), (b) vocal hesitations (e.g., “um,” “uh”), (c) verbal fillers (e.g., “like,” “you know”), (d) polite forms (e.g., frequent use of “sir” and “please”), (e) a rising tone in declarative sentences, and (f) intensifiers (e.g., “certainly,” “really”). In contrast, they defined a powerful style as lacking these elements. A review of the transcriptions also revealed that powerless speech was most frequently used by witnesses of low social status and by female witnesses. In a follow-up experiment, Conley et al., (1979) found that both female and male witnesses who used a powerful language style were perceived as more trustworthy, convincing, intelligent, and competent as than both male and female witnesses using a powerless style. Lakoff's (1975) and O'Barr's (1982) studies inspired scholars to investigate power-related speech styles further.

Bradac & Mulac (1984) investigated the effects of specific power-related linguistic markers on a speaker's effectiveness, perceived power, and on “judgments of likelihood of fulfilling perceived intentions” (p. 309). They found that intensifiers and deictic messages were also seen as relatively powerful and effective. However, hedges and tags were perceived as relatively powerless and less effective, and hesitations were perceived as the least effective and the most powerless of all the linguistic markers. Moreover, they discovered that listeners attributed certain motives to a speaker's use of powerless and powerful speech styles. In particular, the use of polite forms was perceived as an attempt to appear sociable, the use of powerful language was viewed as an attempt

to appear authoritative. Hedges, tag questions, and hesitations yielded no perceived motives. Taken together, the findings of this research suggest that some forms of powerless speech, such as the use of polite words and phrases, intensifiers, and deictic, can sometimes be perceived as powerful and effective depending on the context. Yet, certain types of powerless speech (i.e., tag questions, hedges, and hesitations) are almost always perceived as ineffective and powerless.

1.2.2 Language power and impression formation. Additional research has shown that language power influences audience members' impressions of a speaker (Burrell & Koper, 1998; e.g., Gibbons, Busch, & Bradac, 1991; Haleta, 1996). Gibbons et al., (1991) examined the effects of low and high power language style on the persuasiveness of a message and on impression formation. Based on the elaboration likelihood model (ELM) (Petty & Cacioppo, 1986) the authors predicted that argument strength would have an effect on impression formation and low and high power style would weaken or strengthen the argument under low and high relevancy conditions, respectively. According to Gibbons et al., (1991) low power style is characterized by the presence of hedges, tag questions, and vocal hesitations, whereas high power style is distinguished by the absence of these linguistic markers. Respondents were asked to read a transcript advocating for the implementation of comprehensive exams. The transcripts included combinations of weak and strong arguments and high and low power style. The participants were then asked to evaluate the speaker. The results showed that whereas argument strength had no significant effect on the perception of a speaker's competence, power style did have a significant effect. Correspondingly, whereas power style had no significant effect on the

persuasiveness of a message and no association with its relevance, argument strength did have a significant effect on persuasiveness and relevance. In short, the authors found that language power had an effect on impression formation, but no effect on persuasion.

In a subsequent study, Haleta (1996) investigated the effects of teachers' use of powerless/powerful language on impression formation and uncertainty reduction in the classroom. Based on the results of previous research in the field and on the fundamentals of uncertainty reduction theory (Berger & Calabrese, 1975), Haleta predicted that teachers who used powerless speech would be perceived less favorably and would generate more student uncertainty than teachers who used powerful speech. In Haleta's study, participants watched videos of teachers introducing themselves to classes. Haleta manipulated language power (high vs. low) in the videos. In the powerless language condition, the teacher exhibited from five to seven hesitations. The students were asked to rate the teacher on uncertainty and impression formation scales. The findings showed that the teachers who used powerful language were perceived as higher in dynamism, status, and credibility than the teachers who used powerless language. Also, the students who were exposed to powerless language reported higher levels of uncertainty than the students who were exposed to powerful language.

1.2.3 Language power and persuasion. Burrell and Koper (1998) investigated the effects of powerful and powerless language on persuasiveness and credibility of the message source. Based on the findings of the previous research done in this area, the authors developed the following research question: "To what degree are speakers using powerful linguistic features perceived as more persuasive/credible than speakers using

powerless features?” (p. 207). Their study consisted of a meta-analysis which reviewed 16 articles on powerful and powerless linguistic features. Their review of the relevant research indicated that powerful language was perceived as more persuasive and more credible than powerless language.

Subsequent research investigated the effects of language power and communication channel on the attitudes toward a speaker and his or her message (Areni & Sparks, 2005; Sparks & Areni, 2002; Sparks, Areni, & Cox, 1998). Sparks et al. (1998) revealed that the effects of language power vary depending on the communication modality. In particular, powerful speech induced more positive perceptions of a speaker than powerless language in audio and video format, but the effects did not vary when a message was presented in print version.

Similarly, Sparks and Areni (2002) found that the modality of communication can have a moderating effect on language power. For example, they determined that a message is perceived as more persuasive when a speaker uses a powerful language provided that the message is presented on audio as opposed to in print form.

Areni and Sparks (2005) explored the effects of powerless versus powerful speech styles in two different modalities, print and videotape. Based on fundamentals of ELM, the authors predicted that the presence of powerless speech markers both in a print and a video format would act as a negative peripheral cue and have a negative effect on the participants' attitudes toward the product and toward the speaker.

The participants in their printed experiment were given a verbatim transcript of a test ad and were asked to evaluate the message and communicator. In their videotape

experiment the participants were exposed to a 5-minute video of a test ad, and were also asked to rate the message and speaker. Areni and Sparks (2005) found that for both print and videotaped messages, speakers who used powerful language were viewed as more persuasive compared to speakers who used powerless speech. Both in the print and videotaped versions the power style influenced the attitude toward a product presented in a test ad. The respondents reported a more positive attitude toward a product when a speaker used powerful language than when the speaker used powerless language.

1.3 Nonverbal immediacy

1.3.1 The construct of immediacy. The construct of immediacy in the communication field was first used by Mehrabian (1967, 1969), who defined immediacy as a communication behavior that reinforces the perception of closeness in interpersonal relationships. Mehrabian (1969) classified nonverbal immediacy cues that were related to the positive evaluation of a communicator as follows: (a) touching, (b) distance, (c) forward lean, (d) eye contact, (e) orientation, (f) higher rates of gesturing, (g) positive head nods, (h) positive facial expression, (i) longer communication, (j) higher speech rate, (k) lower rate of hesitations, and (l) lower rate of halting (p. 206). Mehrabian's work led to an abundant stream of research on the immediacy construct in interpersonal relationships, predominantly in instructional communication (Burroughs, 2007; Golish & Olson, 2000; Kearney, Plax, Smith, & Sorensen, 1988; Moore, Masterson, Christophel, & Shea, 1996).

1.3.2 Nonverbal immediacy and compliance. Kearney et al., (1988) examined the relationships among teacher nonverbal immediacy, compliance-gaining strategy, and

student resistance to on-task compliance. The authors hypothesized that there would be a significant interaction between teacher immediacy and strategy use on students' resistance to comply with their teacher's request. The participants were randomly assigned to one of four written scenarios. The scenarios differed in terms of teacher immediacy (immediate vs. non-immediate) and compliance-gaining strategy (prosocial or antisocial). The students then completed surveys rating their willingness to comply with on-task demands. The results showed that the students resisted the immediate teachers who used prosocial techniques less than the immediate teachers who used antisocial techniques.

In a similar study, Burroughs (2007) investigated the relationship between nonverbal immediacy and compliance in the classroom setting. In particular, Burroughs examined the effects of a teacher's perceived nonverbal immediacy on students' willingness to comply. The 14-item Immediate Behavior Scale (Andersen, 1978; Richmond, Gorham, & McCroskey, 1987) was used to measure the teachers' perceived nonverbal immediacy. The findings revealed a significant positive correlation between compliance and nonverbal immediacy in the classroom. In other words, the students who perceived their teachers as more nonverbally immediate showed more willingness to comply.

1.3.3 Teacher nonverbal immediacy and evaluation of instruction. Moore et al., (1996) investigated perceptions of teacher nonverbal immediacy in relation to students' evaluation of instruction. They had students rate the teacher's nonverbal immediacy using the Immediacy Behavior Scale (Gorham, 1988) as well as the quality of instruction.

Moore et al. (1996) found that student ratings of teacher nonverbal immediacy were positively correlated with both student ratings of overall instructional quality and student ratings of the course.

1.3.4 Teacher nonverbal immediacy and students' use of power. Golish and Olson (2000) examined how a teacher's nonverbal immediacy related to students' use of power in the classroom. Their results showed a relationship between a teachers' nonverbal immediacy and the type of power used by students. Specifically, the students reported using more expert power with nonverbally immediate teachers than they did with nonimmediate teachers.

1.3.5 Nonverbal immediacy and satisfaction. The effects of nonverbal immediacy have also been examined in organizational contexts. For example, Teven (2006) examined the influence of supervisor power (antisocial vs. prosocial) and nonverbal immediacy (high vs. low) on subordinate satisfaction and liking for the supervisor. The author manipulated six types of nonverbal behavior: (a) eye-contact, (b) gestures, (c) body position, (d) movement, (e) smiling, and (f) vocal expressiveness to create the two levels of immediacy: high and low. The participants were randomly assigned to one of four written scenarios, which were descriptions of supervisors and varied in terms of the supervisor's nonverbal immediacy and power. With regard to satisfaction, Teven found that the subordinates were more satisfied with supervisors who used prosocial power than antisocial power. Similarly, Teven found that the subordinates were more satisfied with nonverbally immediate supervisors than they were with nonverbally nonimmediate supervisors. Furthermore, with regard to liking, Teven

discovered that the subordinates liked supervisors who used prosocial power more than the supervisors who used antisocial power. Lastly, it was found that the subordinates liked the supervisors who were nonverbally immediate more than the supervisors who were nonverbally nonimmediate.

1.3.6 Nonverbal immediacy and self-perceived personal qualities. In a study of pharmaceutical sales representatives, Teven and Winters (2007) explored the relationship between self-perceived nonverbal immediacy and self-evaluation of motivation, competence, and physical attractiveness. Based on impression management theory (Goffman, 1959; Tedeschi, 1981) the authors predicted that nonverbal immediacy would have a positive relationship with physical attractiveness, competence, and motivation. The participants received self-administered surveys by mail or in person and were asked to mail them back after completion. The surveys included only self-perceived measures of physical attractiveness, competence, motivation, nonverbal immediacy, and caring. Teven and Winters found that nonverbally immediate sales representatives perceived themselves to be more competent, physically attractive, and motivated than nonverbally non-immediate sales representatives.

1.3.7 Nonverbal immediacy and impression formation. Communication scholars have also focused on the relationship between nonverbal immediacy and impression formation. (e.g., Burgoon, Birk, & Pfau, 1990). Burgoon et al. studied the effects of kinesics, proxemics, and vocal immediacy on speaker credibility and persuasiveness. Based on previous research, the authors hypothesized that kinesic immediacy in the form of more eye contact, forward lean, and facial pleasantness, and also vocal variety would

increase speaker persuasiveness and sociability. The participants were students who were delivering persuasive speeches for a public speaking course. The audience members evaluated the speakers. In addition to this, two trained coders independently evaluated the first two minutes of a speech and a randomly sampled two minute portion from the middle of the speech. The results supported the authors' predictions that some nonverbal behaviors such as kinesic, proxemic, and vocal immediacy would have a significant positive impact on speaker's perceived sociability, credibility, and persuasiveness.

1.4 Hypotheses

Figure 1 illustrates how nonverbal immediacy and language power are predicted to influence the communicator's persuasiveness. The model advanced in this study links these two variables to persuasion through perceptions of the speaker's power.

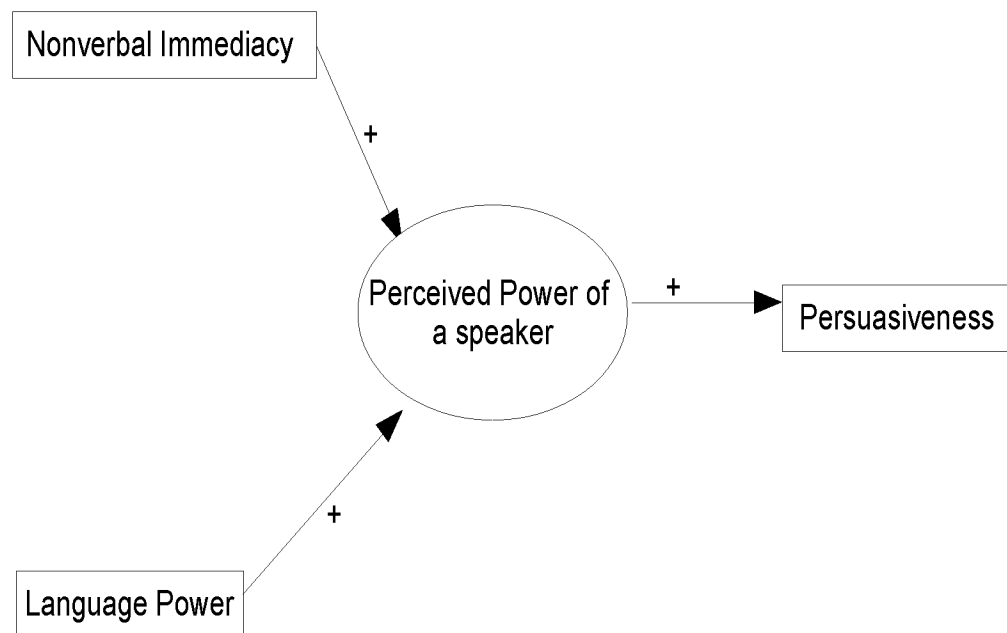


Figure 1: A proposed model of persuasion for how nonverbal immediacy and language

power affect persuasiveness of a speaker through the perceived power of speaker

1.4.1 Language power and persuasiveness. Considerable research has focused on language power and perceived persuasiveness of a communicator. Powerful/powerless language styles have been shown to impact perceptions of message and source persuadability (Conley et al., 1979; Burrell & Koper, 1998; Areni & Sparks, 2005). For example, Burrell and Koper (1998) suggested that powerful language was perceived as more persuasive than powerless language. Similarly, Conley et al. (1979) reported that witnesses using powerful language in the courtroom were perceived as more persuasive than witnesses using powerless language. These findings provide the basis for the following hypothesis:

H1: Participants exposed to powerful language will be persuaded more than participants exposed to powerless language.

1.4.2 Nonverbal immediacy and persuasiveness. According to Andersen & Andersen (2005), “the power and relational significance of nonverbal immediacy is, in part, the result of the multi-channelled nature of nonverbal communication” (p. 106). As nonverbal immediacy goes up, reliance on nonverbal cues increases, which renders messages more multichannelled in nature. As messages become more multichannelled, the messages are perceived as more powerful (Andersen, 1999). Similarly, Nikolaus, Thomas, and Thomas (2011) suggested that several nonverbal cues such as, as gestures and vocal expressiveness have potential to increase the perception of power. Therefore, it is reasonable to expect that as nonverbal immediacy goes up, the perceived power of the speaker goes up and as a consequence the speaker becomes more persuasive. On this

basis, I advance the following hypothesis:

H2: Participants exposed to a high level of nonverbal immediacy behaviors will be persuaded more than those who are exposed to a low level of nonverbal immediacy behaviors.

1.4.3 Interaction between language power and nonverbal immediacy. Both language power and nonverbal immediacy have been theorized to increase the perceived power of the speaker (e.g., Andersen, 1999; Lakoff, 1975). Therefore, it is plausible that powerful speech combined with a high level of nonverbal immediacy will generate a very high level of communicator power, which, in turn, will dramatically increase the persuasiveness of the speaker. On these grounds, I advance the following interaction hypothesis:

H3: The increase in persuasion that is due to language power is significantly greater for participants exposed to a high level of nonverbal immediacy than it is for participants exposed to a low level of nonverbal immediacy.

Chapter 2

Research Methodology

2.1 Methods

2.1.1 Participants. The participants in the study were 211 undergraduate students (100 females, 111 males) from different disciplines pursuing a bachelor's degree at the University of Alaska Fairbanks (UAF). The participants ranged in age from 18 to 56 ($M = 27.71$). The racial composition of the sample was as follows: of 70.1% White, 13.3% Alaska Native, 5.2% Multi-Racial, 4.3% Hispanic, 2.4% Asian, 1.9% African American, and 1.4% other races. Participation in the study was voluntary, extra credit points were offered as an incentive for participation in the study at the discretion of the instructor. In order to obtain permission to conduct the experiment, an application was submitted to the UAF Institutional Review Board (IRB). As soon as the IRB approval letter (Appendix A) was received, the experiment began and the data were gathered within a week. Participants read and completed the informed consent before completing the survey (Appendix B).

2.1.2 Study design. A 2 (powerful speech versus powerless speech) \times 2 (high nonverbal immediacy versus low nonverbal immediacy) factorial design was utilized to test the study's three hypotheses. Four videos were created to represent the four different conditions. The combined levels of the two independent variables differed in each condition.

2.1.3 Procedure. The online survey was administered by the www.surveymoz.com website, which was programmed to randomly display one of four

video to each respondent. The same speaker, a middle-aged Caucasian male, appeared in each of the four videos. In each video clip, the speaker introduced a fictitious new book entitled *Turn Your Ideas Into A Golden Parachute*, and sought to persuade participants to purchase the book. Participants received no further information about the speaker. The duration of each video clip (Appendix C) was approximately two minutes.

After viewing the video clip, participants completed the rest of the online survey items (Appendix D), which included a set of six, 7-point Likert-type items that measured their intent to buy the book, and two 7-point Likert-type manipulation check items that measured the perceptions of the speaker's power. In particular, the first manipulation check item measured perceptions of the speaker's power due to his powerful language, and the second one measured perceptions of his power due to nonverbal immediacy.

2.2 Independent variables

2.2.1 Language power. Language power varied across the four video clips.

Language power was defined by the presence or absence of linguistic markers characteristic of powerless speech. In the powerless conditions the language contained three speech markers; tag questions (e.g., "right?," "isn't it?," "ok"?), disclaimers (e.g., "I am not an expert, but"), nonverbal hesitations (e.g., "um," "uh"). Powerful language consisted of the absence of these indicators.

2.2.2 Nonverbal immediacy. Nonverbal immediacy was manipulated to create high and low nonverbal immediacy behavior conditions. The degree of nonverbal immediacy depended on the frequency of use of six types of nonverbal behaviors: (a) eye contact, (b) gestures, (c) smiling, (d) vocal expressiveness, (e) body position, and (f) body

movements (Andersen, 1979). In the high nonverbal immediacy conditions the speaker frequently displayed all six categories of nonverbal immediacy, while in low nonverbal immediacy conditions the speaker rarely displayed all six categories.

2.3 Dependent variable

On the basis that behavioral intention has been widely viewed as an important determinant of a behavior (Ajzen & Fishbein, 1980; Triandis, 1977), the dependent variable in the present study, the extent of persuasion, was operationalized as a participant's intention to buy the product. Behavioral intention was measured using six 7-point Likert-type items that ranged from (1 = Strongly Agree) to (7 = Strongly Disagree). In the present study, Cronbach's alpha was calculated to be .86. Therefore, this scale appeared to be a reliable measure of the extent of persuasion.

2.4 Manipulation checks

Manipulation checks were incorporated directly into the study design. To assure that the independent variables influenced the speaker's power as intended, perceptions of the speaker's power were assessed via two 7-point Likert-type items. The first item measured the speaker's level of perceived power as a result of his language power: "The speaker's Verbal Messages (i.e., choice of words) made him appear powerful." The second item measured the speaker's level of perceived power as a result of his nonverbal immediacy: "The speaker's Nonverbal Messages (i.e., way of speaking and body language) made him appear powerful."

Chapter 3

Results

3.1 Analysis

Manipulation checks were evaluated using two-tailed independent samples t-tests with alpha set at .05. A two-way ANOVA with language power (high vs. low) and nonverbal immediacy (high vs. low) as the independent variables and extent of persuasion as the dependent variable was employed to test the hypotheses.

3.2 Manipulation checks

Participants exposed to high power speech ($M = 3.71$, $SD = 1.72$) perceived the speaker's verbal messages (i.e., choice of words) to be significantly more powerful than participants exposed to low power speech ($M = 1.98$, $SD = 1.22$) as expected, $t(201.28) = -8.50$, $p < .001$. Similarly, participants exposed to high nonverbal immediacy behaviors ($M = 3.10$, $SD = 1.74$) perceived the speaker's nonverbal messages (i.e., way of speaking and body language) to be more powerful than participants exposed to low nonverbal immediacy behaviors ($M = 2.15$, $SD = 1.42$) as anticipated, $t(175.97) = -4.23$, $p < .001$. These results suggest that manipulations for power perceptions confirmed successful.

3.3 Hypotheses

H1 received an entire support. In particular, the two-way analysis of variance yielded a main effect for the powerful language, $F(1, 207) = 4.13$, $p = .044$, such that the average persuasive effect was significantly higher for participants exposed to high power speech ($M = 2.56$, $SD = 1.38$) than for participants exposed to low power speech ($M = 2.17$, $SD = 1.24$). Thus, regardless of the nonverbal immediacy levels of the speaker, the

participants reported higher levels of willingness to buy the product when the speaker used powerful as opposed to powerless speech.

However, no support was found for H2. There was no main effect for nonverbal immediacy, $F(1, 207) = 2.32, p = .130$. The mean persuasive effect was slightly weaker in the high nonverbal immediacy condition ($M = 2.21, SD = 1.21$) than in the low nonverbal immediacy condition ($M = 2.52, SD = 1.38$), but this difference was not statistically significant.

Lastly, no support was found for H3. The multivariate interaction effect attained no significance, indicating that the combination of powerful speech and high nonverbal immediacy had no synergistic effect on persuasiveness of the message, $F(1, 207) = .70, p = .403$. Further details of the ANOVA test appear in Table E 1 (see Appendix E).

Chapter 4

Discussion

4.1 Rationale for the model: Sources of a speaker's power

Within the area of instructional communication, researchers have investigated how nonverbal immediacy relates to different outcomes in the classroom (Burroughs, 2007; Golish & Olson, 2000; Kearney et al., 1988). However, very little research has been conducted to explore the relationship between nonverbal immediacy and persuasion in a sales context. Andersen (1999) theorized that nonverbal immediacy may increase the perceived power of a speaker.

Another source of a speaker's power is language power. Premised on past research that linked this particular type of power (i.e., language power) to persuasion (e.g., Areni & Sparks, 2005; Burrell & Koper, 1998; Conley et al., 1979), the model advanced in this study holds that as the perceived power of a speaker increases, his or her persuasiveness increases.

4.2 Summary of study objectives

Prior to the present study, no communication research has examined the interaction effect of nonverbal immediacy and language power in relation to message persuasiveness. The present study was designed to explore the individual and joint effects of nonverbal immediacy and language power on a speaker's persuasiveness. To test for such effects, participants viewed one of four video clips, which varied in terms of language power (powerful vs. powerless) and nonverbal immediacy (high vs. low). The data were subjected to a 2 x 2 ANOVA.

4.3 Findings

Support was found for H1. The average persuasive effect was significantly higher for participants exposed to powerful speech than it was for participants exposed to powerless speech. Put another way, regardless of the nonverbal immediacy levels of the speaker, the participants reported higher levels of willingness to buy the product when the speaker used powerful as opposed to powerless speech.

No support, however, was found for H2. Although the average persuasive effect was slightly weaker in the high nonverbal immediacy condition than in the low nonverbal immediacy condition, this difference was not statistically significant. Similarly, no support was found for H3. The multivariate interaction effect attained no significance, indicating that the combination of powerful speech and high nonverbal immediacy had no synergistic effect on persuasiveness of the message.

4.4 Interpretation of statistically nonsignificant findings

H2 posited that high nonverbal immediacy behaviors increase the persuasiveness efficacy of a message. This prediction was not supported, which can be interpreted in at least two ways. First, one interpretation can be found in previous research. Leigh and Summers (2002) investigated the effects of individual nonverbal cues on salesperson and sales presentation impressions. Interestingly, they found that neither eye-contact nor gesture or posture had any effect on such “task-oriented salesperson judgments as trustworthiness, dependability, capability, or professionalism” (p. 48). So, it could be the case that nonverbal immediacy behaviors did not have an effect on persuasion because the type of context (i.e., task-related) diminished their relevance and thus their effect on

persuasion.

Another reason why nonverbal immediacy did not have an effect on persuasion is that past research has shown nonverbal immediacy to be directly related to liking in interpersonal relationships (Andersen, 1978; Teven, 2006; Teven & Winters, 2007). Likeability of a communicator, in its turn, has been found to lead to successful sales (Brown, 1990; Jones, Moore, Stanland, & Wyatt, 1998). Previous research on nonverbal immediacy and liking has demonstrated that nonverbal immediacy contributes to liking of the speaker in such long-term communicative patterns as supervisor and subordinate, and teacher and student (Andersen, 1978; Teven, 2006). In different sales contexts, where there is some kind of long-term buyer-seller relationship, feelings of positive affect may develop and increase over time due to nonverbal immediacy and other factors, which, in turn, may lead to successful sales. However, in the present investigation, the short time participants were exposed to the salesperson and the inability to interact with him could have made it difficult for participants to determine whether they liked the speaker. A lack of a strong positive valence towards the salesperson may have lessened his persuasiveness.

It was also hypothesized that there would be a significant interaction effect for high nonverbal immediacy and language power on the participants' intentions to buy the product. This speculation was advanced by H3. However, no significant interaction effect was detected and the hypothesis received no support. Close examination of the manipulation check means suggested that both the presence of language power and nonverbal immediacy were perceived as significantly more powerful than their absence.

However, the magnitude of each variable's effect was noticeably different between the two conditions. In particular, the effect size was smaller for nonverbal immediacy than it was for language power. Consequently, the combination of language power and nonverbal immediacy may not have produced a high enough level of perceived power of the speaker to yield an interaction effect.

4.5 Theoretical implications

Whereas the results for the relationship between powerful speech and persuasion are similar to previous research findings, the results for nonverbal immediacy and persuasion appear in the opposite direction to that of past studies. Nonverbal immediacy was not observed to trigger any persuasive effects in participants. However, nonverbal immediacy behaviors were correlated with perceptions of power. This finding was a good addition to extant literature relating nonverbal immediacy to power. Although nonverbal immediacy may increase the perceived power of the speaker, the increase in power is not of sufficient magnitude to increase the persuasiveness of the speaker. Therefore, researchers should explain the indirect relationship between nonverbal immediacy and persuasion through variables other than perceived power of the speaker, such as source credibility (e.g., Burgoon et al., 1990) and likeability of the source (e.g., Brown, 1990).

4.6 Practical implications

The results of this study can be valuable aids for salespeople's communicative behavior. Salespeople who give sales presentations should consider organizing their sales pitch in a powerful manner avoiding powerless speech markers. Thus, in order to maximize persuasive efficacy, salespeople should refrain from using tag questions,

disclaimers, vocal and verbal hesitations during their sales presentations.

4.7. Limitations of study

The present study has several limitations. The first limitation is that actual behavioral evidence of persuasion (e.g., buying the book) was not observed. Instead, behavioral intent was measured. However, because moderating variables such as individual difference variables and past behavior may weaken the link between intention and behavior (e.g., Bentler & Speckart 1979; Howard & Sheth 1969; Zuckerman, Siegelbaum & Williams, 1977), intention to buy the book may not necessarily have led to actual buying behavior.

Another limitation is that the book dealt with ways to increase one's wealth. However, participant income was not measured in the survey. If an additional survey item that measured participant income had been included in the survey, then the potential influence of participant income on their willingness to buy the book could have been statistically removed.

Third, additional insight into the factors that affected participant intent to purchase the book could have been gained through the inclusion of open-ended, short answer questions that asked participants to explain reasons underlying their level of behavioral intent. Thus, a mixed-methods design could have enhanced the validity of the findings.

4.8 Suggestions for future research

Future research should attempt to measure a wide range of moderating variables that could potentially interact with nonverbal immediacy to influence behavioral intent to

purchase the book. These moderating variables could include various individual difference variables such as the salesperson's biological sex, gender, race, physical attractiveness, formality of dress, regional dialect, and fluency in English.

Replication of the study in different interaction contexts (e.g., face-to-face vs. video presentation) and with different types of products could shed light on whether communication channel and product moderate the impact of nonverbal immediacy on persuasion. Finally, the addition of survey measures of psychological proneness and resistance to persuasion to the present study could enhance researchers' understanding of person-situation interaction effects on persuasion.

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Appendix A

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Institutional Review Board

909 N Koyukuk Dr. Suite 212, P.O. Box 757270, Fairbanks, Alaska 99775-7270

February 29, 2012

To: Kevin Sager, B.S., M.S. Ed., Ph.D. Principal Investigator

From: University of Alaska Fairbanks IRB

Re: [311728-1] The effects of powerful speech and nonverbal immediacy on the efficacy of persuasion

Thank you for submitting the New Project referenced below. The submission was handled by Expedited Review under the requirements of 45 CFR 46.110, which identifies the categories of research eligible for expedited review.

Title: The effects of powerful speech and nonverbal immediacy on the efficacy of persuasion

Received: February 15, 2012

Expedited Category: 7

Action: APPROVED

Effective Date: February 29, 2012

Expiration Date: March 1, 2013

This action is included on the March 22, 2012 IRB Agenda.

No changes may be made to this project without the prior review and approval of the IRB. This includes, but is not limited to, changes in research scope, research tools, consent documents, personnel, or record storage location.

Appendix B

INFORMED CONSENT

OVERVIEW: This study involves gathering data through the use of an online survey. The data will be collected for statistical analysis and may be published in academic journals.

ELIGIBILITY: In order to participate in the study, you must be at least 18 years old and be a student at the University of Alaska Fairbanks.

PURPOSE: The purpose of this study is to better understand advertising processes.

VOLUNTARY: Completing the online survey is entirely voluntary. Your consent or refusal to participate in the study will not affect you adversely. You may refuse to answer any survey question or choose to withdraw from participation at any time. Extra credit points for participating in the study may be available to students at the discretion of their course instructors.

WHAT DO YOU DO? You have the opportunity to take an online survey. The survey addresses your responses to a short advertising video. The survey has 13 items and should take about 5 to 10 minutes to complete.

BENEFITS: The results of this study may further researchers' understanding of advertising processes.

RISKS: In their daily lives, individuals may reflect upon many of the topics addressed by the items in this survey. Consequently, this study does not involve any risks greater than those encountered in everyday life. The survey should take about 5 to 10 minutes to complete.

CONFIDENTIALITY: Towards the goal of maintaining complete confidentiality, the data collected in this study will be stored in a file to which only the Principal Investigator, Kevin L. Sager, Ph.D., and Master's candidate, Natavan Gadzhiyeva, will have access. In addition, your name will not be linked to your responses and will not appear in any published article that uses the data collected in this study. The data collected in this study will be reported only in aggregate form. This project has been approved by University of Alaska Fairbanks' Institutional Review Board. Approval of this project only signifies that the procedures adequately protect the rights and welfare of the participants. Please note that absolute confidentiality cannot be guaranteed due to the limited protections of Internet access.

RECORD KEEPING: All survey responses will be stored in a data file, which will be saved on Principal Investigator Kevin L. Sager's password-protected office computer. Kevin L. Sager will maintain records of all pertinent information related to the study, including, but not limited to, informed consent agreements and survey responses for a maximum period of three (3) years from the date of completion of the research. Upon completion of the research, the data file containing participants' survey responses will be deleted from Kevin L. Sager's office computer. If you have any questions regarding the study, please contact Kevin L. Sager, Ph.D. at (907)-474-5060, ksager2@alaska.edu. If you have questions regarding your rights as a participant in research, please feel free to call the Campus Institutional Review Board at (907)-474-7800. Kevin L. Sager, Ph.D. and Natavan Gadzhiyeva, B.A., M.A.

Appendix C

Script #1 (Powerful speech x high nonverbal immediacy)

The speaker will keep eye-contact, gesture, smile, and sound vocally expressive most of the time.

Hi! My name is Bill. I'd like to bring to your attention a new fascinating book "Turn your ideas into a golden parachute" by Brandon Mackowski. This is a practical, inspirational and real-world guide that helps to make your ideas profitable. We all want to become rich and to work less. This book will show you how to achieve that following simple steps. If you have marketable ideas such as simple product improvement, manufacturing change, or a procedure change that would be beneficial for companies, you can sell them and turn your ideas into cash. This book will work you through the steps from formulating ideas and bringing those ideas to market to all the way getting paid for ideas. Five simple steps will guide you along to getting your ideas to market. I am confident that these tips will work. Discover what makes your ideas valuable, how to protect your idea, how to present your idea, how to negotiate the deal and even how to research competition. If you have ideas that you think can make money, you should read this book. This book can be yours for a ridiculously low price 5.99. What are you waiting for? Think wide, dream big, and get paid for it!

Script #2 (Powerful speech x low nonverbal immediacy)

The speaker will keep limited eye-contact, will not gesture, not smile and will sound monotone most of the time.

Hi! My name is Bill. I'd like to bring to your attention a new fascinating book "Turn your

ideas into a golden parachute” by Brandon Mackowski. This is a practical, inspirational and real-world guide that helps to make your ideas profitable. We all want to become rich and to work less. This book will show you how to achieve that following simple steps. If you have marketable ideas such as simple product improvement, manufacturing change, or a procedure change that would be beneficial for companies, you can sell them and turn your ideas into cash. This book will work you through the steps from formulating ideas and bringing those ideas to market to all the way getting paid for ideas. Five simple steps will guide you along to getting your ideas to market. I am confident that these tips will work. Discover what makes your ideas valuable, how to protect your idea, how to present your idea, how to negotiate the deal and even how to research competition. If you have ideas that you think can make money, you should read this book. This book can be yours for a ridiculously low price 5.99. What are you waiting for? Think wide, dream big, and get paid for it!

Script #3 (Powerless speech x high nonverbal immediacy)

The speaker will keep eye-contact, gesture, smile, and sound vocally expressive most of the time.

Hi! My name is Bill. I'd like to bring to your attention a new fascinating book “Turn your ideas into a golden parachute” by Brandon Mackowski. (um (vocal filler)). This is a practical, inspirational and real-world guide that helps to make your ideas profitable (rising tone toward the end). We all want to become rich and to work less, (don't we? (tag question)). This book will show you how to achieve that following simple steps (ok? (Tag question)) If you have marketable ideas such as simple product improvement,

manufacturing change, or a procedure change that would be beneficial for companies, you can sell them and turn your ideas into cash. (um (vocal filler)). This book will work you through the steps from formulating ideas and bringing those ideas to market to all the way getting paid for ideas (rising tone toward the end). Five simple steps will guide you along to getting your ideas to market. (ok? Tag question)) Though I haven't personally given it a try yet (disclaimer), but I am confident that these tips will work. Discover what makes your ideas valuable, how to protect your idea, how to present your idea, how to negotiate the deal and even how to research competition. If you have ideas that you think can make money, you should read this book (you will read this book, won't you? Tag question)). This book can be yours for the ridiculously low price 5.99. What are you waiting for? Think wide, dream big, and get paid for it!

Script #4 (Powerless speech x low nonverbal immediacy)

The speaker will keep very limited any eye-contact, will not gesture, not smile and will sound monotone most of the time.

Hi! My name is Bill. I'd like to bring to your attention a new fascinating book "Turn your ideas into a golden parachute" by Brandon Mackowski. (um (vocal filler)). This is a practical, inspirational and real-world guide that helps to make your ideas profitable (rising tone toward the end). We all want to become rich and to work less, (don't we? (tag question)). This book will show you how to achieve that following simple steps (ok? (Tag question)) If you have marketable ideas such as simple product improvement, manufacturing change, or a procedure change that would be beneficial for companies, you can sell them and turn your ideas into cash. (um (vocal filler)). This

book will work you through the steps from formulating ideas and bringing those ideas to market to all the way getting paid for ideas (rising tone toward the end). Five simple steps will guide you along to getting your ideas to market. (ok? Tag question)) Though I haven't personally given it a try yet (disclaimer), but I am confident that these tips will work. Discover what makes your ideas valuable, how to protect your idea, how to present your idea, how to negotiate the deal and even how to research competition. If you have ideas that you think can make money, you should read this book (you will read this book, won't you? Tag question)). This book can be yours for the ridiculously low price 5.99. What are you waiting for? Think wide, dream big, and get paid for it!

Appendix D

SURVEY ITEMS

Please respond to the following question by clicking on one of the two buttons shown below.

1. Do you give your informed consent to participate in this study? *

Yes

No

Click on the Next button below to proceed to the next page. While completing this survey, click on the Next button at the bottom of each page to proceed to the next page.

2. Are you male or female?

Male

Female

3. From the following options, I consider myself to be:

Alaska Native

Black / African-American

Hispanic

White non-Hispanic / Caucasian

Asian

Pacific Islander

American Indian

Multi-Racial

Other

4. How old are you? Please type your age in the box. Be sure to type numbers, not words.

Instructions

Make sure that your computer speakers are turned on and that the volume setting is adequate to listen to an advertisement video. Click on the Play button in the center of the video screen below to watch the advertisement video, which lasts about two minutes. Be sure to watch the entire video because the remaining survey questions pertain to the video. After viewing the entire video, click on the Next button at the bottom of the page.

5. I intend to buy the book presented in the video.

STRONGLY AGREE 1 2 3 4 5 6 7 STRONGLY DISAGREE

6. After watching the video, I decided not to buy the book.

STRONGLY AGREE 1 2 3 4 5 6 7 STRONGLY DISAGREE

7. The speaker in the video convinced me to buy the book.

STRONGLY AGREE 1 2 3 4 5 6 7 STRONGLY DISAGREE

8. I plan to buy the book described in the video.

STRONGLY AGREE 1 2 3 4 5 6 7 STRONGLY DISAGREE

9. I am not interested in buying the book advertised in the video.

STRONGLY AGREE 1 2 3 4 5 6 7 STRONGLY DISAGREE

10. I do not want to buy the book shown in the video.

STRONGLY AGREE 1 2 3 4 5 6 7 STRONGLY DISAGREE

11. The speaker's verbal messages (i.e., choice of words) made him appear powerful.

STRONGLY AGREE 1 2 3 4 5 6 7 STRONGLY DISAGREE

12. The speaker's nonverbal messages (i.e., way of speaking and body language) made

STRONGLY AGREE 1 2 3 4 5 6 7 STRONGLY DISAGREE

To submit your survey responses, please be sure to click the Submit button below

Appendix E

Table E 1. Two-way ANOVA summary table for the effects of language power and nonverbal immediacy on extent of persuasion.

Source	SS	df	MS	F	p
Nonverbal Immediacy	3.91	1	3.91	2.32	.130
Language Power	6.97	1	6.97	4.13	.044
Nonverbal Immediacy X Language Power	1.19	1	1.19	.70	.403
Within	349.42	207	1.69		
Total	362.18	210			