

Jing (Amy) Zhou (PhD) Faculty of Design & Creative Technologies

Gestures are widely utilized in language teaching and learning, with notable influences on students' memory and learning efficiency (Gullberg, 2006; Tellier, 2008). Despite previous studies recognizing the impact of gesturing, the feelings of students towards teachers' various gestures and their effect on learning and memorization remain unexplored. In this presentation, I will first compare the use of different types of gestures in naturalistic English foreign language classroom teaching. Study 1 analyzed teachers' tendencies to beat and point when conveying difficult or significant information and identified distinct gestures, such as interactive and emblematic gestures, produced in various situations within second language (L2) teaching. In Study 2, I will introduce a questionnaire developed to test students' perceptions of teachers' gesturing in vocabulary teaching and an online quick test to ascertain whether teachers' gesturing influences students' memory and learning efficiency. The hypothesis, guided by Chui et al.'s brain-gesturing study (2018), posits that iconic gesturing has positive implications, while self-adaptors have negative influences. The audience can expect insights into how these specific gestures, differing in types and frequencies, influence students' assessments of teachers and teaching quality, and the actual impact on learning outcomes. Furthermore, this research aims to offer an in-depth understanding that may serve as a foundation for theoretical and applied investigations, including the development of education and training programmes to raise educators' awareness of the pedagogical importance of gestures for high-quality verbal input.

Keywords

Gestures; EFL; students' evaluations

References

- Chui, K., Lee, C. Y., Yeh, K., & Chao, P. C. (2018). Semantic processing of self-adaptors, emblems, and iconic gestures: An ERP study. *Journal of Neurolinguistics, 47*, 105-122.
- Gullberg, M. (2006). Some reasons for studying gesture and second language acquisition (Homage à Adam Kendon). *International Review of Applied Linguistics in Language Teaching, 44*(2), 103-124.
- Tellier, M. (2008). The effect of gestures on second language memorization by young children. *Gesture, 8*(2), 219-235