
**Key words:** ESL, literacy, multimodal/multiliteracies pedagogy, visual aids in teaching, semiotics, textbooks.

As the student population in the US becomes more and more diverse, so do the means students have access to in order to construct and understand the different possibilities of meanings. Such means as a category are considered multimodal texts, and they include the Internet, videogames, visual images, graphics and layouts. The purpose of this study is to determine which kinds of literacy practices and learning strategies that students learning English as a second language (ESL) acquire through the use of multimodal texts. Three other research questions posed by the author are: 1) How does the use of signs mediate message representation? 2) How is the choice of a specific sign for representation shaped by the identity of the sign maker? and 3) How does the integration of verbal texts and visual images change the shape of knowledge and learning practices in the classroom? The participants in this study were eighteen Hispanic junior high school ESL students. The data collected consisted of the students’ annotated drawings, their classroom oral explanation of their drawings, whole-class discussions about the artifacts, and interviews conducted with the participants. As a preteaching activity, the students were shown some cellular phone advertisement in which images displaces language, and they were asked why they needed cellular phones. Later students were led to discuss how the
interpretation of visual images were important in arriving at decisions about whether to purchase a particular bland of cellular phone. Finally, each student was asked to make a drawing to represent his or her interpretation of the advertisement, and write approximately five sentences to explain the drawing. Through analyses of the students’ drawings the author concludes that the students demonstrated that the use of multimodal resources, particularly visual resources, had the potential to enhance language and literacy learning, and that teachers should consider challenging the used of approved textbooks as sole materials for teaching, and adopting multimodal texts, which are a powerful tool for teaching language and critical thinking.


**Key words:** Total physical response (TPR), motor learning, language skills, foreign language.

As described by Asher, the total physical response technique involves having students listen to a command in a foreign language and immediately respond with the appropriate physical action. Making reference to a previous study of his, Asher described the process of teaching Japanese using TPR. Asher claims that with the use of TPR children and adults were able to learn Japanese at an increased speed and without the presence of language anxiety. The training described began with brief one-word utterances, but within thirty minutes, the morphological and syntactical complexity of the commands was considerably increased. After that study with Japanese, Asher conducted 24 experiments in which TPR was used to accelerate the comprehension of Russian. The subjects were college students between the ages of 18 and 21. TPR proved to be an effective technique to accelerate the comprehension of a foreign language and Asher theorized that it would be a very good complement to the audio-lingual
approach. The author suggests that, given that school curricula for foreign languages tend to be very ambitious and have unrealistic expectations, during the first stage of learning, only one of the four language skills be selected. The skill Asher recommends is listening fluency, as it seems to have positive transfer to the other language skills, particularly that of speaking.


**Key words:** Gesture, interaction between L1 and L2, gesture analysis, speech analysis, language transference.

Research on bilingualism has found that in bilingual individual L1 influences L2. This study examines the reverse case. Linguistic systems within an individual learner might interact. Utilizing the framework of cross-linguistic influence the authors explore whether and to what extent influence between an emerging and an existing language is bidirectional and whether analysis of gesture reveal more than analysis of speech alone. The authors conclude that bidirectional interaction between languages can occur even with low or intermediate proficiency in the L2 and that gesture analysis can demonstrate such interactions when used in conjunction with speech analysis.

The aim of this study was to investigate whether advanced L2 speakers of Korean and English retain L1 (TFS) or shift towards L2 (TFS) patterns when they narrate a series of motion events in their L2. The participants were two native speakers of English whose L2 is Korean, two native speakers of Korean whose L2 is English, and five Korean monolingual speakers. Each participant was shown an animated cartoon story twice: once in their native language and a second time in their L2. Immediately after the showings participants were asked to narrate the story. The researchers found that each bilingual participant tended to narrate the story in their native language and with a defined set of manner gestures, and that they showed evidence of TFS in their native language. They found little evidence that a shift in TFS is possible in the case of path of motion.


The authors investigated the effect of non-verbal interactions (gestures, gazes and prosodic elements) as initiators of a learning sequence in the L2 classroom, with the aim to determine whether non-verbal cues are beneficial to learning a second language. Amongst the positive effects of gesture it was found that gaze and body posture can be used as a meta-linguistic tool that can work by itself or in the company of a verbal form. As a negative effect of gesture, the researchers found that the lack of eye contact hindered learning. The authors
conclude that in classroom discourse, gesture does not seem to be substantial in the development of a learning sequence or in the negotiation of meaning when the focus is on a linguistic form. However, if the focus is on interaction, non-verbal behavior and gaze seem to play an important role in the negotiation of meaning.


**Key words:**  Second Language Acquisition, gestures, language transference, French, Dutch.

Comparing two groups of speakers and their use of verbs in their native languages, French and Dutch, the author claims that gestures are not only informative about language development as precursors to speech, but they open a window onto current linguistic knowledge. The author concludes that in the domain of placement verbs, gestures show that children construct meaning gradually, and that adult L2 learners transfer L1 meanings, but that they are also able to re-construct meanings gradually.


**Key words:**  ESL, pronunciation, technology, language teaching, voice training, drama.
This paper proposes a sequence of specific techniques and examples for implementing theatre voice training and technology in teaching ESL/EFL oral skills. A layered approach is proposed based on information processing theory in which the focus of learner attention is shifted in stages from the physiological to the linguistic and then to the discourse level of speech where the components of a speech event are integrated. Objectives move from awareness to practice for improvement of voice quality, fluency, and intelligibility. Learner responses move from choral to individual to interactive. Techniques address expansion of vowel space, breathing linked to rhythm and pausing, voice projection and flow, enhancement of pitch range, shadowing and mirroring, monologue and dialogue. Technology is incorporated through visual pitch displays that provide informative learner feedback, and a Web-based tool that provides integration of video with the associated pitch contour and allows annotations for feedback on various elements (e.g., gestures) of a speech event. Techniques draw from drama pedagogy emphasizing contextualized meaningful communication. This work addresses two gaps in the literature it analyzed: 1) a sequence of specific techniques applicable to a variety of classroom situations including the use of technology, and, 2) a rationale for these techniques. The drama-oriented language course usually emphasizes speech over accuracy, a principle that characterizes the development of oral skills in communicative language teaching. This approach propose the teaching of eight techniques: 1) relaxation, 2) breathing, 3) voice projection and communication, 4) flow of the voice, 5) song: melody and lyrics, 6) shadowing and mirroring, 7) dramatic monologue, and, 8) dramatic dialogue. The authors conclude that training of the voice is a valuable component in the teaching of oral communication to L2 learners, and that even teachers without a substantial amount of class time to devote to the full sequence of techniques can incorporate some of these elements into their classrooms. They argue that the ultimate goal of
foreign language teaching, the development of automaticity in the acquisition of these techniques and their context –appropriate use in spontaneous speech, can be attained through the systematic teaching of the techniques.


**Key words:** Language learning strategies, signs, gestures, ESL.

This mixed-methods study aimed at investigating the use of learning strategies of students of a public university in Malaysia, following the Oxford’s (1990) classification of language learning strategies, and to determine the relationship between the use of such strategies and the gender, the year of study, the level of proficiency and the culture of the students. The participants were 94 male and female students enrolled in the English Literature Program at the Universiti Kebangsaan Malaysia. Oxford (1990) classifies language learning strategies into six categories: 1) metacognitive strategies, 2) affective strategies, 3) social strategies, 4) cognitive strategies, 5) memory strategies, and 5) compensation strategies. Different learners use different strategies. Strategies may also be linked to culture, and affected by gender, year of study, level of proficiency, and learner’s beliefs and age. The participants were administered a questionnaire, and they also participated in a series of interviews with the researchers. The final analysis showed that the participants were medium users of memory, cognitive, compensation and affective strategies, and high users of meta-cognitive and social strategies. As far as compensation strategies. The model that emerged for compensation strategies showed that if participants wanted to express things they could not exactly express in English, they would
compensate by using signs (visual aids), gestures, or their first language. Some of the students also asked for their friends’ assistance to solve their learning problems.


**Key words:** Gesture, speech, utterance, language.

Kendon argues that in examining examples of utterances in which speech and gesture are employed together, we have seen how the gesture phrases commence in advance of the words to which their stokes appear to be connected semantically, and he believes that the conjunction of the stroke with the spoken phrase is something that the speaker achieves. In creating an utterance that uses both modes of expression, the speaker creates an ensemble in which gesture and speech are employed together as partners. Through the analyses of a series of examples which illustrate some of the different ways in which gesture and speech may be organized in relation to one another when they are used together in the same utterance, Kendon concludes that the observation of these examples suggest that the gestural component of the utterance is under the control of the speaker in the same way as the verbal component, and that it is produces, as spoken phrases are produced, as part of the speaker’s final product. These examples suggest that gestures should be considered as full components of the finished utterance, produced as an integral part of the ‘object’ that is created when an utterance is produced. Gestures are deployed by speakers in different ways for different purposes, and what is created through gesturing can differ from one occasion to the next but, in each case, gestures are deployed and produced as they are because, in some way, they make it possible for the speaker to accomplish a more complete expression.

**Key words:** Multimedia instruction, EFL, vocabulary teaching/learning, technology-based education.

Kim & Kim (2012) point at how it is common for smaller children to watch movies in portable devices, such as an iPad, or even an iPod. Older children often view their favorite digital content (e.g. movies, TV shows, news, books) on computers, iPods, e-book readers or cell phones. In this visual era, students spend hours reading emails, blogs, text messages, news and reports. They even use various digital devices to complete school projects. The fact that currently visual texts and graphics are popular tools in education, the researchers decided to investigate the effects of three different screen sizes (small, medium and large) and two types of multimedia instruction (text only and text with pictorial annotation) on vocabulary learning. The participants were one hundred and thirty-five middles schools students of English as a foreign language. the participants were randomly arranged into six groups and they were given a pretest, a self-study multimedia instruction, a posttest, and a retention test online. The pretest, posttest and retention test were identical and they included 30 vocabulary questions. Results show that the larger screen multimedia instruction helped students learn English vocabulary more effectively than the small screen instruction. The researchers found that the small screen may create obstacles in cognitive processes for users who are used to learning on a bigger computer screen, and they claim that, if one assumes that vocabulary learning is a tool-mediated activity, then the screen size may not only affect language learning but also thinking processes and reasoning in language learning. However, the researchers found little difference in vocabulary learning between the text-only and the text-with-pictorial annotations instructions. In spite of the
limitation of the study, the authors claim that, even though, many researcher have found positive students attitudes towards vocabulary learning using small devices, the findings in this study indicate that a small screen size can create a high cognitive load regardless of different representation modes. They conclude that the screen size should be considered in order to increase the effectiveness of multimedia instruction.


**Key words:** Total physical response (TPR), foreign language teaching, language input, comprehensible input.

The author claims that, according to current theory, TPR works because it is a very effective technique for providing students with comprehensible input, as the teacher’s movements provide the background knowledge that make words (usually commands) more comprehensible. Krashen claims that in some earlier versions of TPR, each activity was focused in a particular grammatical point, and that this aspect may have made such activities less interesting. However, based on his own input hypothesis, Krashen states that if enough comprehensible input is available, all the grammar rules that the acquirer is ready to acquire will be present in the input itself. Consequently, activities do not need to be done in a certain sequence and not all the activities in a collection need to be done, as long as they provide interesting and comprehensible input. From this perspective, all activities that utilize body movement can be considered as TPR, and some examples of them are: learning a dance step, learning a martial arts technique, receiving cooking instructions, and practically, following instructions for carrying out any activity. As TPR is not a fit-all technique, Krashen proposes using it in conjunction with other language teaching techniques that provide comprehensible
input. Some of those techniques are the use of background knowledge and the use of pictures in storytelling.


**Key words:** Language teaching and learning, non-verbal communication, kinesic behaviors, gesture.

This study provides an overview of 27 studies of non-verbal communication on language education. Being gesture is an integral part of language its study may bring about crucial information about learner communication. The author explains that the study of gesture in language education falls into three categories: 1) culture, 2) pedagogy, and 3) mediation and strategy. Gestures have been strongly linked with culture, and they have been regarded as a communicative competence component. In the field of pedagogy, the author explores the role the teacher’s gestures in the classroom. As for the role of gesture in mediation and strategy, the author points at how gestures work as a communicative strategy in compensation for limited command of a language.


**Key words:** ESL, gesture, language learning
This article presents the analysis of the speech and gestures used by single ESL teacher, and it highlights the importance of considering non-vocal activities as effective teaching techniques. Abundant research suggests that non-verbal modes of communication are intimately linked to culture. However, as the author point out, there have been some studies that maintain that non-verbal language is universal. The focus of this study is at the intersection of two areas in SLA: non-verbal communication and unplanned vocabulary explanations. A Japanese teacher of ESL and her class of 23 students were videotaped in several occasions. The classes took place in a large Midwestern university. Nearly half of the students were from Korea. The audio portion of the videotapes was transcribed using conversation analysis. The author states that the data that was analyzed reinforce the claim that there is a fundamental relationship between speech and gesture in face-to-face interaction. The author suggests that non-verbal behavior appears to be a means by which comprehensible input can be provided to L2 learners. As for the limitations of the study, Lazaraton highlights the fact that her work is a case study of one teacher. This fact does not make it possible for the study to be extrapolated to other teachers or to other subjects. The author concludes that microanalysis is a means of providing unique insights into the complexity of ESL classrooms.


**Key words:** Gesture, zone of proximal development, second language teaching and learning.

This study investigated the role of gesture alone and of gesture and speech in creating zones of proximal development in second language learning. The author states that learning a
new language and culture in a country where that new language is dominant is a transformational process that moves an individual from an interpersonal to an intrapersonal plane of development. Originally, the study involved five ESL students attending an American university. The student would interact outside of the classroom with an ESL instructor and these interactions were videotaped. After the 8th week, all but one of the participants dropped. The remaining participant was an intermediate level ESL student from Taiwan. A total of 15 conversation sessions between the student and the ESL instructor were recorded. Through the analysis of the video recordings, the author was able to observe that the participants established a series of gestures they both would use to represent lexical items. The author describes this process as an example of a zone of proximal development in relation to language learning. With the consistent use of the same gestures, the participants scaffolded each other in the process of constructing meaning and understanding the other party. During the interactions, there were cases of mimicry or imitation, which is regarded by Vygotsky as a key aspect of learning. The author concludes that L2 students exposed to naturalistic contexts (living in an environment where the L2 is predominant), might benefit of becoming aware of the use of gesture as part of the overall process of making meaning on the L2.


Key words: ESL, EFL, gestures, foreign language teaching, interactions.

The aim of this article is to determine the level of comprehension attained by a group of primary school Spanish children learning English as a foreign language when they listened to a
linguistically-adjusted story, as opposed to the level of comprehension reached when this text was accompanied by repetitions, comprehension checks and gestures. The participants were 60 ten year-old Spanish students who had studied EFL for two years. Two groups were formed in order to carry out the study. The procedure consisted of an EFL teacher telling two different stories to the two groups of children in two different classroom situations, which were: 1) with linguistic adjustments, and 2) with both linguistic and interactional adjustments. The second situation included the use of gestures. Two tales were selected and adapted to the linguistic level of the students: The long Nose and The Princess and the Pea, and two version of each tale was prepared. The first version contained linguistic simplifications and short utterances, whereas the second version contained repetitions of short utterances, comprehension checks and gestures to accompany many of the utterances. The teacher told the first story to each group of students and the students took a comprehension test in Spanish afterwards. After an hour, the teacher read the second tale and, once again, after having heard the tale, the students took a comprehension test in their native language. A quantitative analysis of the student’s answers to the comprehension tests shows that when the students listened to the tale with repetitions, comprehension checks, and gestures, they performed significantly better in the comprehension tests than when they listened to the tale without these interactional adjustments. It is important to mention that at no point were the students shown images of the tales. Thus, their comprehension was measured based on the presence of the interactional adjustments and the gestures. The authors conclude that while the modification of teacher input from a linguistic point of view is very important, comprehensible input in foreign language teaching will not be enhanced if it is not accompanied by some form of interactive adjustment.

**Key words:** EFL, learning strategies, gesture.

This study reports on the frequency of the strategies used by 184 first year EFL students of the Southwest University of Political Science and Law in China. The students self-reported their use of learning strategies by answering a five-point Likert scale questionnaire written in Chinese. The results indicate that successful students were more aware of language learning strategies and their importance in EFL learning than their unsuccessful peers. Successful students reported to use memory, cognitive and meta-cognitive strategies significantly more often than those who were unsuccessful. However, unsuccessful students reported to use compensation strategies significantly more frequently than their unsuccessful counterparts. Unsuccessful students reported using gestures to help express ideas much more frequently than successful students. This fact may suggest that they had fewer language resources at their disposal, and had to resort to using this compensation strategy. Unsuccessful students reported having to “act out” English words. This study offers some insight on gestures as language learning compensation strategies.


**Key words:** Second Language Acquisition (SLA), gestures, students’ perceptions, foreign language class.
This study provides evidence that learners attribute cognitive functions to certain speech-related gestures from teachers’ classroom discourse, and they find such gestures to be relevant depending on their own definition of the social context in which the events occur. The author’s finding suggest that learners in classrooms focus on those gestural events of teachers that express properties of the referent that are ambiguous in speech or of which they are not certain, due to their linguistic level. Students tend to develop learning strategies that allow them to follow the interaction by using both channels of communication, verbal and non-verbal. When the same teacher’s gesture was selected by different learners, interpretations were mostly similar in terms of gestural functions and meaning. Some of the strategies that learners use in interpreting teachers’ gestures, emerging from the explanations participant learners gave, are as follows: making the analogy with the meaning of the gesture outside the class; relating the meaning of the gesture to the speech context in which the gesture occurs; or using prior situations in which the gesture occurred as a reference for interpretation. From a pedagogical perspective, this may mean that learners many benefit from explicit training in learning to use teachers’ gestures to comprehend their messages or to get more accustomed to the target culture. The findings also have implications for teacher training as teachers may reconsider their class behavior and think of ways of enhancing the communicative potential of their gestural communication.


Key words: Second Language Acquisition (SLA), gestures, foreign language class.
This study considers that the success of an individual in acquiring another language is influenced by a number of factors: the learner’s age, sex, aptitude, motivation for learning the language, personality (which includes the learner’s attitude toward taking risks as well as the learner’s self-confidence and self-esteem), and degree of comfort with the learning environment and culture. In addition, it is influenced by the opportunities the learner has for communication and the linguistic input available. Gestures reveal information about second language acquisition that speech alone does not. This study sought answers to three questions: 1) how path is expressed linguistically and gesturally in the L1 and L2 narrations of Spanish learners of English; 2) how the expression of path in the L22 narrations of the learners compares with the expression of path in the narrations of native English speakers; and, 3) what gestures reveal that speech alone does not. The author concludes that face-to-face interaction involves both verbal and nonverbal communication. Speakers express themselves not only through speech, but also through gesture. Listeners see the gestures, hear the speech, and take the totality of the moment-to-moment communication into account in their interaction with speakers. Learners’ gestures reveal not only what they are thinking but how they are thinking. Looking at learners’ gestures and speech can give us a clearer picture of their proficiency in their L2 than looking at speech alone.


**Key words:** EFL, language learning strategies, multiple intelligences, students’ self-perceptions.
This case study took place in Iran, in the Islamic Azad University of Rasht. The participants were 90 BA junior students of the university who were majoring in Teaching English. The participants’ mean age was 22.3. there were 26 six males and 64 females. Because of the significant prevalence of females, gender was not considered as a moderator variable. The instruments utilized to collect the data were Oxford’s (1990) Strategy Inventory for Language Learning (SILL) and Armstrong’s (1993) Multiple Intelligences (MI) Survey. The checklist was translated into Persian, so the participants would be able to self-evaluate themselves in their native language. Oxford’s (1990) Strategy Inventory for Language Learning (SILL), was also translated into Persian. In order to guarantee a rigorous translation, both documents were translated by three different professors. After analyzing the data, the researchers concluded that the Iranian EFL students who participated in the study were ‘medium’ strategy users. This means that they sometimes use LLSs. It was also concluded It was also found that students with verbal linguistic type are higher in terms of their strategy use and visual-spatial students are the lowest strategy users. It was also found that the participants of various intelligence types were different in terms of their individual strategy use. As for cognitive strategies, verbal-linguistic type was the highest category whereas verbal linguistic, bodily-kinesthetic, interpersonal, intrapersonal and naturalist were higher than logical-mathematical, visual-spatial and musical-rhythmic types in terms of metacognitive strategy use. The researchers point at this fact as indicative of the necessity of paying further attention to various intelligence types in language students in order to enrich the class content with language strategy training directed to different intelligence types.

**Key words:** Racial stereotypes, EFL, EFL textbooks, images

The purpose of this study was to examine how students and teachers explored issues of race, class, or gender in their English language texts when asked to consider the images in their EFL textbooks. The study took place in Brazil. The idea that teachers and students can or should question race, class and gender imbalances of power by asking who benefits from the way things are has its roots in Brazil, in the theories of Paulo Freire. There were 15 participants in the study: 11 students and 4 teachers. All of the eleven students belonged to the wealthiest social class in Brazil. The four teacher participants work in private language schools and give private language lessons in Sao Paolo. The date collection took place in a series of two to three individual interviews. Amongst the issues brought back by the students who participated in the interviews were the privilege of being white, black represented as powerless and whites represented as powerful, the land of the successful elite, and all of these concepts were related to stereotypical images. The results suggest that, while teacher may not always be able to choose the materials for their lessons, it is important for the teachers to consider the images present in English language textbooks prior to entering the classroom. The author suggests that teachers draw attention to the content of the images, and that teacher initiate discussions about the issues that the images may imply.


**Key words:** Second language acquisition, teaching gestures, children, memorization, multimodal memory storage, Paivio’s Dual Coding Theory.

In this work Tellier examines the impact of gesture on second language memorization in teaching very young children. The subjects of the study were twenty-five French children with a mean age of 5.5. The children had to learn eight words in English. The children were divided into two groups. One of the groups had to learn the words with the aid of pictures, while the second group was taught the words with the aid of gestures. The children in this group had to reproduce the gestures while they repeated the words. The words were: ‘house’, ‘swim’, ‘cry’, ‘snake’, ‘book’, ‘rabbit’, ‘scissors’ and ‘finger’. These words are very common words in French, and five-year-old children are familiar with them. The words were also selected because they were easy to illustrate with both pictures and gestures. Two experimental videos were developed with the presentation of the words and their visual equivalent. One video showed the words only with gestures and the other only with pictures. In each video the lexical items were pronounced clearly and were followed by a blank of two seconds to let the children repeat the words. The study lasted 4 weeks with one session per week during which the children watched the videos according to their group (picture or gesture). The findings were consistent with theories on multimodal storage in memory. The study showed that gesturing enabled children to memorize vocabulary better in the L2, as they got physically involved in the learning process. The findings support Paivio’s Dual Coding Theory, which argues that a verbal and a visual modality reinforce memorization. When reproduced, gestures not only act as a visual modality but also as a motor modality and thus leave a richer trace in memory.
Head Start is a federal program that promotes the school readiness children ages birth to five from low-income families. Educators have witnessed a dramatic increase in the number of low-income children who are learning English as a second language, and have experienced great challenges while trying to serve such children and their families. This phenomenological study aimed at examining how Head Start teachers address the special needs of those children who are ESL learners, and it was guided by three research questions: 1) What challenges are teachers currently facing while working with children who are learners of ESL?; 2) What strategies for teaching and coping are being used by the teachers?; and, 3) What resources are available for Head Start teachers? The participants were nine teachers and teacher assistants of the Head Start program, and all of them were part of a series of focus groups that occurred over the span of four months. The themes that emerged from the analysis of the transcripts of the focus groups were organized based on the three research questions. In terms of challenges, teachers identified two interrelated challenges they faced while working with children learners of ESL: communication with the children and with their families, and lack of bilingual staff. In respect to strategies, teacher identified verbal and non-verbal they used in the classroom, as well as strategies they used to communicate with the families of the children. Amongst the non-verbal strategies used in the classrooms, teachers cited gestures and the use of visual aids. The gestures could be facial expressions, reaching for or giving an object, or pointing. As far as visual aids,
most of the teachers stated they used a picture maker software program such as Boardmaker to create pictures they could use to communicate with the children and their families. The main verbal strategy reported by the teachers was using the first language of the children who were learning English when possible. As far as resources, the teachers reported not having enough bilingual staff and having to use bilingual children in the classroom as interpreters. The study concludes acknowledging the need to provide teachers with the necessary training to deal with the challenges they are encountering in their diverse classrooms.


**Key words:** gesture, second language learners, discourse, information structure.

This study investigates the frequency of gestural marking of pre-introduced referents in discourse by Dutch learners of Japanese with native data as baseline. The results reveal that even when the target language does not have an active use of pronouns, learners overtly specify referents in two modalities. In order to construct intelligible discourse, it is essential that the identities of referents are made clear at all times. To achieve this, speakers can use a range of referring expressions. Speakers tend to use these expressions strategically so that the information represented by referents is conveyed to the listener efficiently. Data for this study consist of 15 L1 Japanese, 12 L1 Dutch and 15 L2 Japanese narratives. All L2 speakers had the same number of hours of instruction and length of residence in the country where the target language is spoken. The task used for the data elicitation was retelling a story contained in a (wordless) picture book, “Frog, where are you” (Mayer, 1969). The story was selected because it provides
ample opportunities for narrators to identify different referents. The results of this exploratory work reveal the intricate nature of the relationship between gesture and the characteristics of the language spoken. Some limitations of the study are recognized: the generalizability of the findings may be limited until further investigations with various types of stories are conducted.


**Key words:** ESL, speech and gestures, vocabulary explanations, Anne Lazeraton.

This paper reviews the microanalytic perspective on the speech and gestures used by one teacher of ESL in an intensive English program classroom. The researcher reviews previous research conducted by Anne Lazeraton, and uses videotaped excerpts from the EFL teacher intermediate-level grammar course, which were transcribed to represent the speech, gesture and other non-verbal behavior that accompanied unplanned explanations of vocabulary. The gesture classification system of McNeill (1992), which delineates different types of hand movements (iconics, metaphors, deictics, beats), was used to understand the role the gestures played in these explanations. Results suggest that gestures and other non-verbal behavior are forms of input to classroom second language learners that must be considered a salient factor in classroom-based SLA (Second Language Acquisition) research. The objective of this review was to explore teacher non-verbal behavior in classroom discourse by analyzing the gestures, speech and other non-verbal behavior. The research question that guided the study is: What role do teacher gestures play in the vocabulary explanation sequences in the L2 classroom? The author states that non-verbal behavior is certainly a fundamental aspect of L2 teaching and appears to be
a means by which comprehensible input can be provided to L2 learners. Although the relative efficacy of verbal accommodations has been studied extensively, the author claims that more research is needed to understand the parameters of non-verbal behavior in the L2 classroom, its status as input, and its role in learner output and uptake of L2, because, as Lazeraton states, the contribution of non-verbal behavior to the language acquisition process remains unspecified. In China the significance of non-verbal behavior study of SLA has been recognized to some extent in recent years. Nevertheless, Zhang claims that empirical studies in this area are still to be expected.


**Key words:** Gestures, metaphors, English as a Second Language, English for Academic purposes, writing, expository discourse.

This article analyzes metaphorical expressions and gestures of four ESL composition instructors in an attempt to observe how instructor’s metaphorical expressions and co-speech gestures in the classroom expository discourse represent the way they conceptualize EAP writing. Four ESL composition classes in an American university were observed and videotaped during one semester. Classroom expository discourse is viewed as a special language which aims at helping ESL students comprehend and conceptualize new knowledge. The analysis of a few selected patterns points out that verbal and manual metaphors are used by instructors as a mediation tool. However, verbal metaphors alone would not achieve the same mediation goal were they not accompanied by the co-speech gesture. Unlike speech, gestures are usually not planned, but produced at the moment of speaking. Teachers tend to use gestures more often
when they are unprepared for certain topics in class. In this way, gestures help them organize
their own thoughts and their own linguistic production.