

RESEARCH ARTICLE

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Hong Thi Xuan Le & Corey Gonzales

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This paper examines two types of gestures that are used with speech in



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speaker is holding something concrete. The act of pointing is a deictic gesture, but any part of the body can be used to do this, not just a hand or finger. Finally, gestures made with the hands resembling the beating of time or rhythm are known as beats.

There have been different viewpoints on the relationship between gestures and speech in everyday conversations. For McNeill (1992), gesture and thought work together to form speech: "the speaker's minimal idea unit... can develop into a full utterance together with

a gesture" (p. 220). Kita, on the other hand, argued that gesture and speech do not derive from a common source, but rather from "two independent (but often tightly coupled) processes" (p. 171). Rather than studying gestures as existing separately from speech, Goodwin (2000, 2003) used the term "embodiment" to refer to gestures as actions occurring within situated interaction. Goodwin (2007) presented embodied participation frameworks as shown in Fig. 1.

ered Type 1 gesture because they match the word being said, *map*.

In Excerpt 2, the teacher is moving towards the students while telling them that she

is going to collect their envelopes. To make the word *envelope* more comprehensible, the teacher produces a gesture that represents the meaning of the word.

Excerpt 2: "Envelope" – Gesture by the teacher [00:53 to 00:58]

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1 T: ... a:nd I would like to collect your [beau:tiful envelopes  
2 (0.7) right, for today we >created an< envelope,  
3 ~~~~~|*****
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Figure 3. T: ">create an< envelope" (Excerpt 2, line 2)

In line 3, as the teacher produces "created an envelope," she is holding her hands laterally in front of her chest. The middle, ring, and little fingers of her both hands are curved slightly. Her thumbs and index fingers are outstretched and widely splayed with palms down. When she says "created," she moves

4 you put a match > toward it< and you're (xxxx) BOOM.
5 but sometimes (0.7) zzzzl (0.6) 'it

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16      ****|*****|
17      he's not really American,
18      |*****|
19      he's not really uhm (0.8) Chinese
20      |~~~*****|
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Figure 5.

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In summary, this paper employs a microanalysis to examine gestures and their relationship with the verbal discourse in classroom talk. We focused on two types of gestures used by the teacher and learners in a content-based less

- Lazaraton, A. (2004). Gesture and Speech in the vocabulary explanations of one ESL teacher: A microanalytic Inquiry. *Language Learning*, 54(1), 79-117.
- Liu, E (1999). *The accidental Asian: Notes of a native s*

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Students' Gestures in Classroom Talk

No.	Type 1 Gestures	Type 2 Gestures
1	"No"	"grow up"
2	"looking a map"	"from the beginning to"
3		"between two nations"
4		"he's not really American, he's not really uhm Chinese"
5		"Scatter"
6		"a (x) of pieces"
7		"like (x) like yellowish"

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Teacher's Gestures in Classroom Talk

No.	Type 1 Gestures	Type 2 Gestures
1	"pass these forward"	"a lot of good ideas"
2	"who can tell me"	

56	"he's a dud"
57	"on both sides"
58	"a little bit positive"
59	"a little bit negative"
60	"a little bit in support of something"
61	"you're a little bit against something"
62	"which side he's on"
63	"don't be so wishy-washy"
64	"say in the middle of the road"
65	"don't be ambivalent"
66	"this trip"
67	"give you an overview"
68	"twenty one"
69	"search to know"
70	"a description"
71	

119	"have met as they were students studying abroad"
120	"look exactly"
121	"Bearing"
122	"Ideas"
123	"to diaspeirein"
124	"Feeling"
125	"makes people think they should come back"
126	"Live"
127	"feel no matter where they live"
128	"that Chinese diaspora"
129	"may be"
130	"do you want to say about that"
131	"feel than the sense of commitment"
132	"a connection for him"
133	"born in Chinese"
134	"I am Chinese"
135	"especially because I have these things"
136	"the first one (XX)"
137	"how to pronounce it"
138	"Ok"
139	"out there"
140	"do you want to add"
141	"to that"
142	"Asia"
143	"like (X)"
144	"that should be important for him"
145	

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NSs' Gesture in Ordinary Talk

No.	Gestures matching the meaning of words being spoken	Gestures adding meaning of the words being spoken
1		"Fifteen"
2		"stretch it"
3		"oh yea"
4		"this stuff here say like a"
5		"next door"
6		"around the corner"
7		"here's (XX) you go around the rock other set (X) the same tch"
8		"I (XXX) and met you"
9		"oh and this is ok I actually got the (X) password"
10		"it won't happen again this fall semester"
11		"the green green turns red"
12		"more longer"
13		"here than she can there"
14		"the sign right up the door out of here"
15		"well this is the same place"
16		"in here"
17		"oh that I don't know because it's o05 s1 cs 00 0 sc q 0.24 0 t

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.	falling intonation
?	rising intonation
,	slightly rising intonation
	rising pitch in the next phrase
	pitch rises and falls within the next word
:	lengthened speech
=	latching
xxx-	cut off word
<u>underlined</u>	stressed syllable
superscript zero'	beginning and end of softer speech
(x)	inaudible word
[beginning of overlap of speech, or speech and non-verbal
action	
> <	sped up speech
< >	slowed speech
(number)	duration of silence in seconds
(())	nonverbal actions
	a feature of interest to the analyst
~	preparation of a gesture phrase