



Symposium title: *Perspectives on Gesture in Second Language Teaching and Learning*

Coordinator 1 (Gale, Stam, Psychology, National Louis University, USA):

Coordinator 2 (Laura, Morett, Educational Studies, University of Alabama, USA):

Symposium format:

- **ReN symposium (Gesture and Multimodality in Second Language Acquisition)**

Symposium mode:

- **Hybrid**

Sub-themes:

- LANGUAGE RESOURCES: multi-modality (including gesture), corpora, artifacts,
- LANGUAGE TEACHING AND LEARNING: teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods

Short abstract in English :

This symposium will discuss why it is important to examine gesture and multimodality in foreign/second (L2) learning and teaching. It will provide evidence from studies that examine gesture and multimodality within a Sociocultural Theory framework, in particular conceptual metaphors and the building of zones of proximal development (ZPDs); the social/pragmatic functions of teachers' gestures in an L2 classroom, the effectiveness of teachers' gestures according to a newly developed evaluation scale; and gesture as a feature of translanguaging in the context of pre-service language education.

Argument:

The importance of examining gesture and multimodality in second language (L2) learning and teaching has become more accepted in L2 research (see Stam & Tellier, 2022). This symposium discusses why it is important to examine gesture and provides a snapshot of some of the most current research in this area.

Gale Stam and Laura Morett will introduce the symposium and facilitate discussion.

The first two talks combine Sociocultural Theory (SCT) and gesture. In the first talk, Alessandro Rosborough examines how conceptual metaphors are used naturally in elementary dual language classrooms and how gestures contribute to meaning-making. The second talk by Kimberly Urbanski and Minh Nghia Nguyen explores how gestures contribute to building zones of proximal development (ZPDs) in literacy development in a multilingual L2 language environment even when the learners are silent. It emphasizes that it is necessary to look at both verbal and non-verbal elements in classroom interactions.



Research on the social/pragmatic functions of teachers' gestures in an L2 classroom has been fairly limited. Keiko Yoshioka in the third talk presents findings from a study that examined the physical traits of gestures, such as size, hand position (palm up/down) and the use of plane; the pedagogical functions of gestures in classroom discourse; gesture production in general; and embodied meaning in language use.

Language teachers are known to use a great deal of pedagogical gestures in the classroom. However, a way to effectively evaluate the efficiency of their gestures has been lacking. The fourth talk discusses an evaluation scale that Marion Tellier developed inspired by sign language coding to measure gesture effectiveness. The results of using this notation system to code a sample of gestures before and after teacher training will be discussed.

Translanguaging that leverages plurilingual affordances is of particular interest to researchers of multilingual pedagogical contexts. In the fifth talk, Keli Yerian looks closely at gesture as a feature of translanguaging in the context of pre-service language education. It considers (1) whether gesture functions differently when participants are speaking the shared first language (L1) or the novel L2, (2) when gesture is designed for the benefit of learners and/or is aiding the teacher's own processing or self-management, and (3) whether gesture mediates shifting among languages as well as interaction among participants.

Bibliography

Stam, G., & Tellier, M. (2022). Gesture helps second and foreign language learning and teaching. In A. Morgenstern & S. Goldin-Meadow (Eds.), *Gesture in language: Development across the lifespan* (pp. 336-363). De Gruyter Mouton; American Psychological Association.