



Nonverbal communication in EFL teaching

Lucía Bellés-Calvera
lucia.belles@uji.es

I. Abstract

In recent years a number of researchers have stressed the importance of nonverbal communication – especially Kinesics – in the teaching and learning of languages (Bernsen, 2002; Jung, 2003; González, 2004; Querol-Julián and Belles-Fortuño, 2010; Surkamp, 2014). This paper aims to investigate the importance of gestures in the communication process and how the appropriate use of nonverbal communication enhances classroom interaction and contributes to conveying meaning. EFL language teaching can benefited from nonverbal communication when this is used in an effective way. The paper examines a small corpus of two videos taken from *YouTube* in which EFL teachers' discourse and co-speech gestures (McNeill, 1992) were analysed. Results suggest that teachers used primarily iconic hand movements, which in turn enhanced students' acquisition of the target language (TL). Finally, a section of pedagogical implications will focus on the appropriate use of gestures in a number of interactive activities.

Keywords: Teaching and learning languages, English as a Foreign Language (EFL), nonverbal communication, teaching gestures.

II. Introduction

Communication, whether verbal or nonverbal, plays an important role in our daily life, more specifically, in the field of EFL teaching and learning. A seminal study carried out by Mehrabian and Worton (1967) concluded that only 7% of communication is verbal. These findings suggest that 93% of listeners' comprehension does not have to do with words but with the speaker's body language and voice. Of course, nonverbal cues were mainly employed when communicating emotions and attitudes.

Therefore, it should come as no surprise that the analyses of spoken academic genres and listening comprehension have raised the interest of a number of researchers in our increasingly multilingual society. Bernsen (2002: 98) elaborated a taxonomy of unimodal output which included a number of properties, such as *linguistic/non-linguistic*, *analogue/non-analogue*, *arbitrary/non-arbitrary* and *static–dynamic*. Hence, differences between verbal and nonverbal communication were established.

Likewise, some other scholars have dealt with the study of pragmatic markers (González, 2004; Querol-Julián and Belles-Fortuño, 2010). González (2004) analysed pragmatic markers found in English and Catalan narratives and accounted for their similarities and differences in the communicative event. Querol-Julián and





Bellés-Fortuño (2010) found that participants moved back and forth, avoided eye-contact and looked at the screen, among other features, when using pragmatic markers. These findings may indicate that speakers were not comfortable talking in front of an audience, which may have resulted in hearers needing other nonverbal cues to understand the oral text properly.

Even though early research only focused on verbal aspects, in the last decades some studies on kinesics¹ and paralinguistics² have highlighted the importance of co-speech gestures in the teaching and learning of second or foreign languages. As for McNeill (1992), Goldwin-Meadow (2003) and Kendon (2004), they claimed that speech and gestures form a single system of meaning, which may occasionally overlap. In this sense, both speech and gestures should be studied as a combined system when introducing new information so that the message can be understood easily.

Nonetheless, it seems that nonverbal communication has not been given sufficient attention in the teaching of foreign languages (Huang, 2011; Azaoui, 2013; Eßer 2007; Knabe 2007). As a matter of fact, most foreign language teachers did not have the opportunity to learn about nonverbal communication and were not provided with teaching materials that guide them to do so effectively.

Some recent publications in the domain of foreign language teaching have encouraged the incorporation of gestures in FL lessons as they improve the quality of instruction. It is widely known that all kinds of students, from beginner to proficient, may have difficulties when decoding the output of a FL teacher (Hyon, 1997; Young, 1994). In this respect, EFL learners normally recall their background knowledge to convey meaning, but they may fail to identify the main ideas of a lecture because of the use of abstract concepts or unknown terms. To overcome this obstacle, ample evidence suggests that nonverbal cues are key for EFL learners' success in the learning process given that they enhance learners' comprehension of the lesson content (Sime, 2008; Tellier and Stam, 2010).

Along with Sime's (2008), Tellier's and Stam's (2010) findings concerning how body language can facilitate the teaching of a target language, Jung (2003) found out that learners can make the most of lessons with gestures. Overall, they promote better acquisition and retention of new lexical and grammatical structures in contrast to those lessons without gestures.

These have provided support for the beneficial effects of nonverbal cues on FL communication, both for educators and students (Tellier, 2008b; Surkamp, 2014). Certainly, teachers may

¹ Kinesics is the area of nonverbal communication that deals with the study of body movements, including facial expression, eye movement, gestures or posture.

² Paralinguistics stands for those nonverbal features that accompany speech, such as vocal quality, tone, rhythm, silences and pauses.

vary their communicative behaviours in EFL classrooms depending on several factors, such as making the classroom more dynamic, capturing students' attention, assessing students or giving instruction to EFL learners of different levels (Tellier, 2008b). Similarly, foreign language learners are exposed to relevant cultural aspects that may have an impact on speaking (Surkamp, 2014).

Bearing all these studies in mind, the aim of the present paper is to investigate the importance of kinesics in the communication process and how the appropriate use of nonverbal communication enhances classroom interaction and contributes to convey meaning. To achieve this purpose, a small corpus of two videos taken from *YouTube* is analysed and compared when it comes to the co-occurrence of gestures with teachers' discourse in order to determine the relevance of nonverbal communication cues as a pedagogical tool in EFL environments.



III. Classification of gestures

When analysing kinesics in educational settings, the most important aspect that needs to be considered throughout this paper is the interaction between speech and hand movements to create meaningful messages. Hand movements can be used to convey meaning in the communication process. Even though a wide range of researchers have classified co-speech gestures in different schemes (McNeill, 1992; Efron, 1972; Erkman and Friesen, 1969; Krauss, Chen and Gottesman, 2000), in this paper the main co-speech gestures will be analysed following McNeill's classification (1992: 74-105):

- *Iconic gestures* stand for hand movements closely related to the semantic content of speech that are used to describe specific things. For example, a child tracing a circle in the air could be describing a ball.
- *Metaphoric gestures* relate to abstract concepts. For instance, a student who moves his hands when solving a Math problem.
- *Beat gestures* can be regarded as hand movements which are related to the rhythm of speech. They are used to stress relevant words within the discourse.
- *Deictic gestures* are used to point at people, objects or abstract entities that may refer to a nonspecific time or location. In other words, giving someone directions would illustrate how deictic gestures support the speaker's explanation.

- *Emblems* can substitute words and are used to transmit a message, such as a thumbs-up gesture (e.g. okay), or a wave (e.g. hello or good-bye).



IV. Methodology

The instrument used to determine the types of gestures as well as the frequency of gestures teachers use in real EFL classrooms has to do with McNeil's classification, previously mentioned. Thus, to develop this study, two video-recordings taken from *YouTube* were analysed by taking into consideration the following aspects:

a) Participants

First video.³ The subjects examined in this study are EFL Chinese students ranging from 15 to 16 years as well as a British teacher, who were recorded in a school classroom while giving and receiving instruction. In the light of evidence that gestures enhance listeners' comprehension of speech, teaching gestures will be analysed since they are used to reinforce instruction.

Second video.⁴ The participants recorded in the video were second language (L2) learners and a teacher of English as a Second Language (ESL). Taking into account that the camera does not focus on L2 students, the subject that will be analysed is a male ESL teacher between the ages of 30 and 35.

b) Materials

The data for this study were drawn from a set of two video-recorded English lessons that were taken from *YouTube* and examined in depth. On the one hand, the first video-recording, which was uploaded to *YouTube* on March 19th, 2013, is an excerpt of a thirteen-minute Teaching English as a Foreign Language (TEFL) lesson in China. Conversely, the second video-recording, which was uploaded to *YouTube* on July, 28th 2012, consists of a 10-minute intermediate ESL lesson.

c) Procedure

To identify and determine the type of gestures and their frequency, participants' speech was manually transcribed. After focusing on teachers' performance, the video corpus was hand-

³ <http://www.youtube.com/watch?v=GKYYpLtZtOs> (Last access: 13 January 2017)

⁴ <http://www.youtube.com/watch?v=b2zyMs2ShNU> (Last access: 13 January 2017)

edited to note down the paralinguistic features to be analysed –such as the pace and tone of their voice–, and all of the observable hand movements that teachers produced along with their speech since they could be of interest for the data analyses. Finally, teaching gestures were incorporated into the transcript. These gestures were classified into five categories, those being *iconics*, *metaphorics*, *beats*, *deictics* and *emblems* respectively (McNeill, 1992: 74–105).



V. Results and discussion

Results suggest that teachers may vary the number of hand gestures over the course of the lesson to reinforce the explanations they were giving to students so that language learners could understand them properly. Taking into account that two different lessons were analysed in terms of language level and kinesics, the aforementioned co-speech gestures defined by McNeill (1992) – *iconics*, *deictics*, *metaphorics*, *beats* and *emblems*– were given special attention to determine how the comprehension ability of learners affected their frequency of use.

Table 1. Results from the video analyses

	Deictics	Beats	Iconics	Metaphorics	Emblems	Total
V1: TEFL Beginners	36	13	11	6	8	74
V2: ESL Intermediate	25	7	4	5	2	43
Global	61	20	15	11	10	

As can be seen in *Table 1*, teachers used *deictics* more frequently, followed closely by *beats*, then *iconics*, *metaphorics* and *emblems*. Valuable evidence will be provided by means of two transcribed samples from both video-recordings.

- 1. Deictics.** Teachers used deictic gestures to point at concrete objects –e.g. the blackboard, the pictures, and the students– as well as abstract concepts –e.g. nonspecific time or locations– (See Appendix I: Table 12 and Table 13).

Table 2. Deictic gestures

Minute	Transcription TEFL lesson
00:01	T: I'm Sara. I <u>am</u> your new English teacher and I'm very pleased to <u>meet you</u> . <She points at herself and then moves her hands to point at her students>
07:15	So I live with my <u>father</u> , my <u>mother</u> and my <u>dog</u> . <She points out the pictures she has already drawn on the blackboard>

Table 3. Deictic gestures

Minute	Transcription ESL lesson
00:16	T: What is <u>her</u> question here? <She points out the blackboard picture>
01:31	T: Who wants to come up and <u>write the answer</u> in present perfect progressive? <First the teacher addresses to students and then he points out the blackboard>

2. Beats. These co-speech gestures occurred when teachers raised the tone of their voice while moving their hands to emphasize a concept, stress keywords or mark the rhythm of their speech (see Appendix I: Table 14 and Table 15).

Table 4. Beat gestures

Minute	Transcription ESL lesson
01:20	T: In England schools are very different to schools in China.
09:10	T: <u>They really, really like...</u> <raising tone>

Table 5. Beat gestures

Minute	Transcription ESL lesson
04:01	T: So <u>it depends</u> on the context.
04:25	T: <u>Well, the emphasis</u> is on duration <emphasising tone>

3. Iconics. Iconics depicted visually what the teacher was saying (see Appendix I: Table 16 and Table 17).

Table 6. Iconic gestures

Minute	Transcription TEFL lesson
05:57	T: In England at 5.30 a.m. I am sleeping. <She represents herself sleeping>
11:00	T: I like reading books. <she represents a book with her hands>

Table 7. Iconic gestures

Minute	Transcription ESL lesson
04:48	T: Let's say, for example, you make a <u>phone call</u> and on the other line, they say: Please, hold. And you wait, you wait, you wait. <u>Anyway...</u> <He uses his right hand to depict a mobile phone and then points at his wrist. This latter is a gesture that stands for a watch>
05:45	T [starts jogging]: How long have you been jogging? <u>Oh! I'm jogging 45 seconds.</u> Very tired! <He puts his hand on his forehead to exemplify that he was tired>

4. Metaphorics. These gestures are used to represent abstract ideas (see Appendix: Table 18 and Table 19).

Table 8. Metaphoric gestures

Minute	Transcription TEFL lesson
02:00	T: In England class starts at 9 a.m. and finishes at 3 p.m. <u>Very short</u> day. <She represents number 9 and number 3; then uses her thumb and her index fingers to represent the shortness of the day>
10:40	T: I have <u>many</u> hobbies <She opens her arms on the sides>



Table 9. Metaphoric gestures

Minute	Transcription ESL lesson
04:33	When we're talking about <u>duration</u> , this is a very good verb tense to use. <He moves his hands from left to right>
05:30	So if you're <u>confused</u> about it, if it's in the moment use the progressive. <He moves his hand around his head to show confusion>

5. Emblems. The teacher indicates negation by sweeping his hands (see Appendix: Table 20 and Table 21).

Table 10. Emblems

Minute	Transcription EFL
04:25	T: <u>Good!</u> <thumbs-up sign>
10:25	T: I like playing computer games, but <u>I don't like</u> playing football. <u>No...</u> <She moves her hands to indicate no>

Table 11. Emblems

Minute	Transcription ESL
03:54	T: <u>It doesn't mean</u> there's <u>no</u> interruption in the action. <moves his hand to say no>
05:39	T: <u>If it's not in the moment</u> , you really have a choice. <moves his hands to say no>

In figure 1 below, an increasing trend may be observed in that foreign language teachers increase or reduce the frequency of their hand movements depending on the language proficiency level of their students. That is to say, the timing of gestures and speech is related to the familiarity of lexical items. Thus, whereas the teacher who addresses to EFL Chinese beginners uses a large number of gestures, it can be observed that the amount of gestures used by an ESL teacher decreases considerably in an intermediate English lesson.

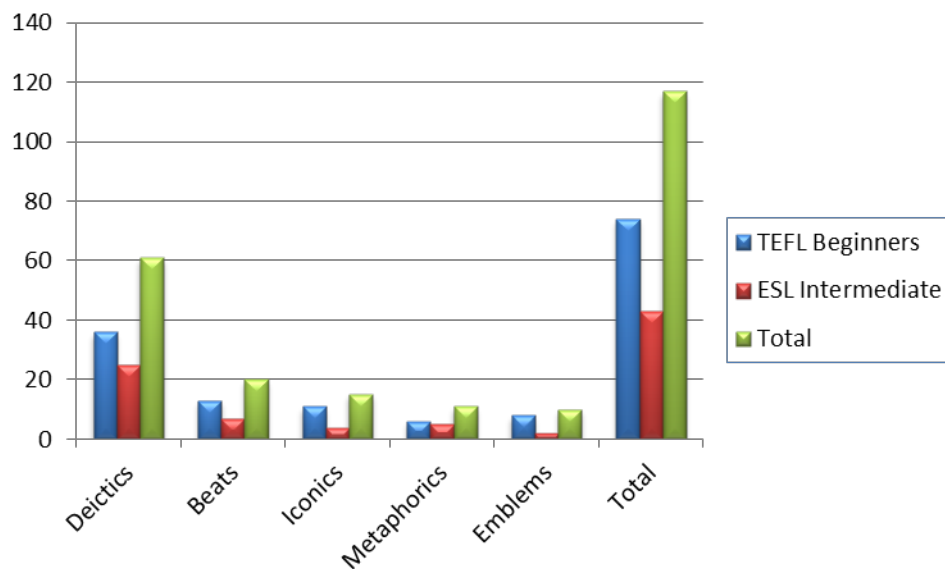


Figure 1. Results from the video analyses

Once these results have been obtained, we could hypothesize that EFL learners will be provided with a greater number of teaching gestures in elementary English levels. On the contrary, teachers will reduce the number of hand movements when addressing those intermediate and advanced learners, since they can easily understand what they are being told.

VI. Limitations

Limitations of this paper must be acknowledged. The study only focused on two English lessons taught in two different countries by two teachers, including a TEFL teacher and an ESL teacher. As the cameras did not film learners, only teachers' performance was examined. Thus, even though some studies have shown the importance of gestures in language teaching, it remains unclear whether learners actually understood most part of teachers' speeches.

Not only differences in content and number of students differ from one lesson to another, but also cultural differences may appear. Cultures can affect teachers' nonverbal behaviour, since although members of different cultures use similar signs, these may bear different meanings within different cultures. In this vein, a study carried out by Graham and Argyle (1975) argued that English speakers paid less attention to gestures in contrast to Italian speakers. Teachers, therefore, should take into account the culture of their students when giving instruction and use gestures consciously so that students do not misinterpret them.

VII. Pedagogical Implications

As for the pedagogical implications of nonverbal behaviour, it could be stated that gestures can have functions other than instruction. Indeed, nonverbal cues may serve to show students' knowledge and attitudes towards the learning, such as interest or boredom (Miller, 2005).

Since gestures can enhance language acquisition, they could be applied as a pedagogical tool in EFL environments. Thus, to make EFL classrooms more interactive and accessible to students, gestures can be incorporated in several activities in which both verbal and nonverbal communications are combined. In this way, some good activities would include watching films adapted to the classroom language level as well as representing scenes of some plays and songs nonverbally.



VIII. Conclusions and further research

All in all, nonverbal communication plays an important role in the classroom, more specifically, in the interaction between teachers and students. The purpose of this study was to analyse and examine how kinesics –particularly, hand movements– complemented teachers' speech in language lessons from a multimodal perspective, thus facilitating EFL learners' comprehension and considering it as a pedagogical tool. The results obtained conclude that co-speech gestures may vary depending on EFL learners' language level, so that they can benefit from a better understanding and therefore a more successful learning process.

Further research is needed in the teaching and learning of foreign languages to determine the effectiveness of kinesics in learners of all ages when learning different skills (e.g. listening, reading, writing, and speaking), and recommend teachers the most effective ways to use gestures in EFL classrooms.

IX. References

- Azaoui, Brahim. 2013. «One Teacher, Two Instructional Contexts. Same Teaching Gestures?» In *Proceedings TiGeR: Tilburg Gesture research meeting, June 2013*, 1-5. Tilburg, Netherlands.
- Bernsen, Niels. O. 2002. «Multimodality in Language and Speech Systems – from Theory to Design Support Tool». In *Multimodality in Language and Speech Systems*, edited by Björn

- Granström, David House and Inger Karlsson, 93-148. Dordrecht: Kluwer.
- Efron, David. 1972[1941]. *Gesture, race and culture*. The Hague: Mouton.
- Ekman, Paul, and Wallace V. Friesen. 1969. «The repertoire of nonverbal behavioral categories: Origins, usage, and coding». *Semiotica* 1: 49-98.
- Eßer, Ruth. 2007. «Körpersprache in Babylon». In *Bausteine für Babylon. Sprache, Kultur, Unterricht*, edited by Ruth Eßer and Hans-Jürgen Krumm, 320-332. 320-332: iudicum.
- Goldwin-Meadow, Susan. 2003. *Hearing gesture: How our hands help us think*. Cambridge, MA: Harvard University Press.
- González, Montserrat. 2005. *Pragmatic markers in oral narrative: The case of English and Catalan*. Amsterdam, Philadelphia: John Benjamins.
- Graham, Jean A., and Michael Argyle. 1975. «A cross-cultural study of the communication of extra-verbal meaning by gestures». *International Journal of Psychology* 10: 57-67.
- Huang, Lianguang. 2011. «Nonverbal Communication in College English Classroom Teaching». *Journal of Language Teaching & Research* 2 (4): 903.
- Hyon, Sunny. 1997. *Models of lecture discourse: Applications for academic listening and future research directions*. Orlando, FL: TESOL Convention.
- Jung, Euen H. 2003. «The role of discourse signaling cues in second language listening comprehension». *The Modern Language Journal* 87 (4): 562-577. doi: 10.1111/1540-4781.00208.
- Kendon, Adam. 2004. *Gesture: Visible Action as Utterance*. Cambridge, UK: Cambridge University Press.
- Knabe, Kristin. 2007. *Fremdsprachen effektiver lernen mit Gestik. Zur Theorie und Praxis von Gestik in der Fremdsprachendidaktik*. Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien: Europäische Hochschulschriften.
- M., Krauss Robert, Yihsiu Chen, and Rebecca Gottesman. 2000. «Lexical gestures and lexical access: a process model». In *Language and Gesture*, edited by David McNeill, 261-283. Cambridge, UK: Cambridge University Press.
- McNeill, David. 1992. «What gestures reveal about thought». In *Hand and Mind*, edited by David McNeill, 74-105. Chicago, London: The University of Chicago Press.
- Mehrabian, Albert, and Wiener Morton. 1967. «Decoding of Inconsistent Communications». *Journal of Personality and Social Psychology* 6 (1): 109-114.



- Querol-Julián, Mercedes, and Begoña Bellés-Fortuño. 2010. «The Use of the Pragmatic Discourse Markers and, so and okay in Academic Conference Presentations». *Language Forum* 36 (1-2): 81-94.
- Sime, Daniela. 2008. «Because of her gesture, it's easy to understand — Learners' perception of teachers' gestures in the foreign language class». In *Gesture: second language acquisition and classroom research*, edited by Steven G. McCafferty and Gale Stam, 259-279. New York: Routledge.
- Surkamp, Carola. 2014. «Non-Verbal Communication: Why We Need It in Foreign Language Teaching and How We Can Foster It with Drama Activities». *Scenario* 8 (2).
- Tellier, Marion. 2008. «The effect of gestures on second language memorisation by young children». *Gesture* 8 (2): 219-235.
- Tellier, Marion, and Gale Stam. 2010. «Découvrir le pouvoir de ses mains: La gestuelle des futurs enseignants de langue». In *Actes du Colloque: Spécificités et diversité des interactions didactiques: disciplines, finalités, contextes*. Lyon.
- Young, Lynne. 1994. «University lectures—Macro-structure and micro-features». In *Academic listening: Research perspectives*, edited by John Flowerdew, 159-176. New York: Cambridge University Press.

Appendix I

1. Deictics:

Table 12. Deictic gestures

Minute	Transcription TEFL lesson
00:01	T: I'm Sara. <u>I</u> am your new English teacher and I'm very pleased to <u>meet you</u> . <points at herself and then moves her hands to point at her students>
00:16	T: I would like to start by telling <u>you all</u> a little bit about myself and <u>where I</u> come from. <points at her students, then points at herself and opens her arms>
00:30	T: I come from a little island called the United Kingdom. <points at herself>
00:41	T: <u>My</u> country is England. Do <u>you all</u> know where <u>England</u> is? <points at herself, then points at students, and at the end of her speech, she points at herself again>
01:12	T: So <u>England</u> and <u>China</u> are very different. <with her left hand refers to China and with her right hand refers to England>
01:33	T: In English schools there are only 25 students in <u>one</u> class. <points at students and with her right hand represents the number one>
01:47	T: In <u>your</u> class, 80 students! Oh, very big! Very different. <points at students>
02:22	T: What time do <u>you</u> start school? <points at students>
02:41	T: Do <u>you</u> start school at 7 a.m.? <points at her students> S: Yes! No! T: <u>Yes?</u> <u>No?</u> <moves her left hand to indicate yes and her right hand to indicate no>
03:01	T: Do <u>you</u> start school at 6 a.m.? <points at students> T: <u>Yes.</u> <u>No.</u> <moves her right hand to indicate yes and her left hand to indicate no> S: No. Yes. No. T: <u>No.</u> <u>Yes.</u> <moves her hand to the left side of the classroom to point at those students who said no and moves her hand to the right side to point at those students who said yes>
03:18	T: Do <u>you</u> start school at 5.30 a.m.? <points at students and moves her hands along her speech> S: Yes!
03:58	T: So <u>I</u> start school at 5.30 a.m. <points at every single word of the sentence written on the blackboard> T: <u>Let's do it together!</u> OK? <points at students by sweeping her hands> T: So, <u>I</u> start school at 5.30 a.m. <points at her students and then points at every single word of the sentence written on the blackboard>
04:13	T: <u>Again!</u> <raises her arms so that students repeat the sentence> T and S: I start school at 5.30 a.m. <points at every single word of the sentence written on the blackboard>





04:27	T: What time do <u>you</u> finish school? <points at students and moves her hands along her speech to mark rhythm>
04:37	T: Do <u>you</u> finish school at 8 p.m.? <points at students>
04:58	T: Do <u>you</u> finish school at 10 p.m.? <points at students>
05:08	T: <u>I</u> finish school at 10 p.m. <points at herself>
05:25	T: Do it together! <sweeps her hands so that students repeat the sentence> T and S: I finish school at 10 p.m. <points at every single word of the sentence written on the blackboard>
05:30	T: And again! <raises her arms so that students repeat the sentence> S: I finish school at 10 p.m.
From 05:36 to 05:53	S: I start school at 5.30p.m. <points at the sentence written on the top of the blackboard> S: I finish school at 10 p.m. <points at the sentence written at the bottom of the blackboard>
05:57	T: In England at <u>5.30</u> a.m. <u>I</u> am sleeping. <points at the blackboard and then points at herself>
06:10	T: In England at <u>10</u> p.m. <u>I</u> am sleeping again. <points at the blackboard and then points at herself>
06:20	T: In England <u>I</u> live with my father, my mother and my dog. <points at herself>
06:37	T: Do <u>you</u> know dog? <points at students> S: Yes!
07:15	So I live with my father, my mother and my dog. <points at the pictures she has already drawn on the blackboard>
07:30	T: I live with my... <points at the pictures of her father and her mother> S: Parents. T: Yes!
07:40	T: I live with my parents. <points at herself and the word written on the blackboard>
07:43	T: I live with my parents. <opens and raises her arms so that students repeat the sentence> T: Again! T and S: I live with my parents. <points at the sentence>
07:50	T: I live with my... S: father, mother and... <points at the pictures>
08:00	T: I live with my <u>parents</u> and my <u>dog</u> . <points at the words parents and dog written on the blackboard>
08:10	T: <u>I</u> also have 3 older brothers <points at herself>
08:40	T: Three older brothers. <points at the pictures drawn on the blackboard>
08:45	They... They like <makes circles around the picture and draws a TV on the blackboard> T: They like... S: watching TV
09:23	T: They like playing computer games.

	<points at the pictures>
10:10	T: They like playing <u>computer games</u> and <u>football</u> . <points at the pictures>
10:25	T: I like playing computer games, but I don't like playing football. <points at herself and then points at the pictures>

Table 13. Deictic gestures

Minute	Transcription ESL lesson
00:12	T: Let's use the question: How long...? <sweeps his hands to indicate time>
00:16	T: What is <u>her</u> question here? <points at the blackboard picture>
00:53	T: So <u>look!</u> The verb is drink, right? <points at the blackboard picture which represents a man who is drinking>
01:02	T: Now, <u>is</u> he doing the action right now? <points at the blackboard picture which represents a man who is drinking> S: Yes T: Yes! <u>The action is in progress</u> , OK? <points to the ground several times to indicate continuity in the present> T: It's in <u>progress</u> . It's progressive. <points at the blackboard>
01:31	T: <u>Who</u> wants to come up and <u>write</u> the answer in present perfect progressive? <First the teacher addresses to students and then he points at the blackboard>
02:16	T: I've been drinking for three hours. <points at the sentence written on the blackboard>
02:20	T: Or as <u>George</u> says: I've been beer for three hours. <points at the student>
02:30	T: So, <u>he</u> started in the past and his action is still on progress, right? <moves his left hand backwards and then moves his right hand to indicate that the action is still on progress>
02:42	T: The action started in the <u>past</u> , three hours ago and <u>it continues</u> to happen in this moment. <first the teacher takes a step backward, points at the blackboard, and then points to the ground several times to indicate continuity>
03:13	T: <u>In this example it is</u> . <points at the blackboard>
03:20	T: <u>But an example yesterday</u> . His back was hurt. <points at students>
03:25	T: Maybe it doesn't hurt 24 hours a day. Maybe it hurts in the <u>morning</u> ; in the <u>afternoon</u> is OK. <moves his hand to his left and then moves his hand to his right> T: But usually, <u>everyday at some time</u> , his back hurts. <sweeps his hand to indicate time>
03:42	T: So <u>you</u> could say, how long has your back been hurting? <points at students>
04:04	You might be at <u>home</u> . <points to his right as if the home was located next to him>
04:18	T: You can still use the present perfect progressive <points at the blackboard>
04:22	T: <u>So why</u> do we use the present perfect progressive? <points at students>
04:33	T: When we're talking about duration, <u>this is a very good verb tense to use</u> . <points at the sentence written on the blackboard>



05:01	T: Finally, somebody comes on the line, and you say: I've been holding for twenty minutes. <moves his hand forwards to indicate time>
05:11	T: In that situation you use <u>present perfect progressive</u> , not the present perfect. <points at the blackboard>
05:30	T: So if you're confused about it, if it's <u>in the moment</u> use the <u>progressive</u> , <before talking, the teacher points at students and then points at the blackboard>
06:03	T: Alright, now <u>she</u> has a different question. <points at the picture> S: Oh my God! T: <u>Who</u> can come up and <u>write</u> the question she is asking now? <points at students and then points at the blackboard>
06:15	T: What's the <u>verb</u> ? <points at the picture>
07:10	T: Check my spelling <points at the blackboard>
07:49	T: <u>This is correct</u> . This <u>no</u> is for this <u>morning</u> . So it's correct. <points at the sentence written on the blackboard. Then he moves his hand from one sentence below to the sentence which is written at the top of the blackboard>
08:12	T: This is a yes /no question, right? <points at the sentence written on the blackboard> T: So first, he says yes or no, and then he clarifies. <takes a step backward and points at the sentence written on the blackboard>

2. Beats:

Table 14. Beat gestures

Minute	Transcription TEFL lesson
00:01	T: I'm Sara. I <u>am</u> your new English teacher and I'm very pleased to <u>meet you</u> .
01:20	T: In England schools are very different to schools in China.
01:33	T: In English schools there are only <u>25 students</u> in <u>one class</u> .
02:00	T: In <u>England</u> class <u>starts</u> at <u>9 a.m.</u> and <u>finishes</u> at <u>3 p.m.</u> <u>Very short day</u> .
02:22	T: What time do <u>you</u> start school?
02:41	T: Do <u>you</u> start school at 7 a.m.?
03:01	T: Do <u>you</u> start school at 6 a.m.?
03:18	T: Do <u>you</u> start school at 5.30 a.m.? S: Yes! T: OK! So I start school at <u>5.30 a.m.</u>
04:27	T: What <u>time</u> do you finish school?
04:58	T: Do you <u>finish school</u> at 10 p.m.?
05:08	T: I finish <u>school</u> at 10 p.m.
06:20	T: In <u>England</u> I live with my father, my mother and my dog.
09:10	T: <u>They really</u> , really like...

Table 15. Beat gestures

Minute	Transcription ESL lesson
00:41	T: How long have you <u>been</u> drinking?



00:45	T: So, it's <u>have</u> or <u>has plus been</u> plus the <u>base verb plus ing</u> .
00:59	T: The <u>action</u> is drink.
03:42	T: So you could say, <u>how long has your back been hurting?</u>
04:01	T: So it depends on the context.
04:25	T: <u>Well</u> , the <u>emphasis</u> is on duration
08:24	T: He could say: No, I haven't. <u>Period</u> . <u>I have been vomiting for fifteen minutes</u> .

3. Iconics:

Table 16. Iconic gestures

Minute	Transcription TEFL lesson
00:16	T: I would like to start by telling you all <u>a little bit</u> about myself and where I come from. <uses her thumb and her index fingers>
01:00	T: England is a <u>very small</u> country. China is a very big country. <uses her thumb and her index fingers to represent the extension of her country>
02:00	T: In England class starts at <u>9</u> a.m. and finishes at <u>3</u> p.m. Very short day. <with her hands she represents number 9 and number 3>
02:30	T: What <u>time</u> do you start school? <points at her wrist representing a watch>
05:57	T: In England at 5.30 a.m. <u>I am sleeping</u> . <represents herself sleeping>
06:10	T: In England at 10 p.m. <u>I am sleeping</u> again. <represents herself sleeping>
08:10	T: I also have <u>three</u> older brothers. <represents the number 3 with her fingers>
11:00	T: I like reading <u>books</u> . <with her hands she represents a book>
11:10	T: I like riding my <u>bike</u> . <with her hands she represents a bike>
11:17	T: And I like <u>sewing</u> . <draws on the blackboard>
11:48	T: Sewing. <moves her hands to represent what sewing is>

Table 17. Iconic gestures

Minute	Transcription ESL lesson
03:20	T: His <u>back</u> was hurt. <touches his back>
04:48	T: Let's say, for example, you make a <u>phone call</u> and on the other line, they say: Please, hold. And you wait, you wait, you wait. <u>Anyway...</u> <uses his hand to represent a phone and then points at his wrist to symbolise a watch>
05:45	T: [starts jogging] How long have you been jogging? <u>Oh! I'm jogging 45 seconds</u> . <u>Very tired!</u> <puts his hand on his forehead as if he was tired>
08:24	He could say: No I haven't. <u>Period</u> . <represents a period on the air with his pen>

4. Metaphorics:

Table 18. Metaphoric gestures

Minute	Transcription TEFL lesson
00:41	T: Yes? <u>Good!</u> <opens her arms>
01:47	T: In your class, 80 students! Oh, <u>very big!</u> Very different. <opens her arms>
02:00	T: In England class starts at 9 a.m. and finishes at 3 p.m. <u>Very short day.</u> <represents number 9 and number 3; then uses her thumb and her index fingers to represent the shortness of the day>
04:37	T: Do you <u>finish</u> school at 8 p.m.? <moves her hand perpendicular to the ground>
04:58	T: Do you finish school at 10 p.m.? S: Yes! T: <u>Yes.</u> OK! <raises her arms to indicate yes>
10:40	T: I have <u>many</u> hobbies <opens her arms>

Table 19. Metaphoric gestures

Minute	Transcription ESL lesson
04:33	When we're talking about <u>duration</u> , this is a very good verb tense to use. <moves his hands from left to right>
05:30	So if you're <u>confused</u> about it, if it's in the moment use the progressive. <moves his hand around his head to show confusion>
06:12	Ok George wants to <u>change</u> the question. <moves his hands>
06:36	And we have <u>other</u> expressions as well. <moves his hands in circles>
08:30	<u>That's a too far longer answer.</u> <raises and separates his arms>

5. Emblems:

Table 20. Emblems

Minute	Transcription EFL
04:25	T: <u>Good!</u> <thumbs-up sign>
04:37	T: Do you finish school at 8 p.m.? S: No. T: No. <moves her hand to indicate no>
05:54	T: <u>Good!</u> <thumbs-up sign>
06:42	T: <u>Good!</u> <thumbs-up sign>
07:43	T: <u>Good!</u> <thumbs-up sign>

07:59	T: <u>Good!</u> <thumbs-up sign>
09:05	T: <u>Good!</u> <thumbs-up sign>
10:25	T: I like playing computer games, but I <u>don't</u> like playing football. <u>No...</u> <moves her hands to indicate no>

Table 21. Emblems

Minute	Transcription ESL
03:54	T: It <u>doesn't mean</u> there's <u>no</u> interruption in the action. <moves his hand to say no>
05:39	T: <u>If it's not in the moment,</u> you really have a choice. <moves his hands to say no>

