

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion about the student teachers' conversational hand gestures in giving instructions at microteaching class. It is intended to answer the problems of the study. Furthermore, the analyzed data is categorized based on the types of gestures in discussion part. Finally, the common conversational hand gestures of student teachers are figured out based on the following findings and discussion.

A. Research Findings

The research was conducted through three times of direct observations on 17th, 18th and 24th May 2017. The data is gained from A, B, C and D class of microteaching. There are 2 video recordings from each class, so there will be 8 video recordings to analyze. But it is then only four videos to analyze as it meets the criteria of the direct observations checklist. Theories related to conversational hand gestures and instructions are used as the guidance in examining student teachers' hand gestures when they deliver instruction during their microteaching. The researcher explores the findings in detail by categorizing the types and functions of hand gestures in the instructions in the following tables. Furthermore, the brief explanation below the table is the researcher's analysis.

1. The Common Types of Conversational Hand Gestures in Microteaching Class

For the first research question about the frequency of each type of conversational hand gestures enacted by student teachers in giving instructions during their microteaching class, the data has been collected through classroom and video observation. The conversational hand gestures had been analyzed when the student teachers did every step of instruction in their teaching practice. There are five steps in giving instruction as described below:

Table 4.1 Steps in Giving Instruction

Steps in Giving Instruction	Description
Step 1	Getting students' attention
Step 2	Delivering directions
Step 3	Explaining expectation
Step 4	Restating directions and expectation
Step 5	Following up the instruction

Based on the data, there are certain hand gestures commonly used by student teachers in any step of giving the instruction mentioned in table 4.1. The result of that issue will be described as follow:

a. Gestures as an attention getter

Table 4.2 The Common Conversational Hand Gestures as Attention Getter

	Iconic	Metaphoric	Deictic	Beat
Student Teacher A				✓✓
Student Teacher B				✓
Student Teacher C	✓			✓
Student Teacher D				✓

Beat gestures are commonly enacted by all student teachers as the selected participants of this study. The beat gestures have been used for five times by all the selected participants. Both discrete and continuous beat gestures are chosen to attract the students' attention. First, student teachers used hand clapping gesture that make students directly turn their heads and see their

teacher because this gesture produces sound to attract the students to react rapidly. Second, the student teacher also used circular hand gesture to accompany the verbal instruction before starting any classroom activity. Third, the iconic gesture by student teacher C depicted how the game in the beginning of the lesson was played. But, in this step, both metaphoric and deictic gestures were not used by student teachers.

b. Gestures in delivering the directions of the instruction

Table 4.3 The Common Conversational Hand Gestures to Deliver the Directions in Brief Steps

	Iconic	Metaphoric	Deictic	Beat
Student Teacher A	✓		✓✓	
Student Teacher B			✓✓✓	✓
Student Teacher C			✓✓✓	
Student Teacher D	✓		✓✓✓✓	

For this matter, deictic gestures are the most commonly used by the student teachers. The gesture was used for twelve times. This pointing gestures help teacher control the speech turn whether the students are required to speak or to stop students after a long turn, organize group, individual or pair work, assign roles to particular students, indicate time for finishing the task, and any other function in order to mediate the direction of the instruction. Then, iconic gestures were enacted twice. Student teacher A used this gesture to explain the word 'memo' before explaining to the following activity related with the word. This circumstance also happened to student teacher D that employed iconic gesture to visualize the

word '*put*' inside of his verbal instruction. Furthermore, the student teacher B used beat gesture that was hand clapping gesture to be a part of his instruction. He would signal his students to change the speech turn if they listened him clapping his hands. Lastly, just like the previous step, metaphoric gesture was not used because there was no abstract ideas or entities used by student teachers in delivering the directions.

c. Gestures in mediating to explain the expectation of the instruction

When student teachers need to explain the expectation of what the students will do, three types of conversational hand gestures play an essential role. They are iconic, deictic and beat gestures. The frequency of the three gestures is quite equal. Firstly, iconic gestures were implemented five times to help visualize the lexical items in the instruction. Secondly, the deictic gestures were aimed to help students understand when and where they presented the activity of the lesson in the given context. These gestures were used three times. Thirdly, the beat gestures were used to emphasize the instruction twice. The gestures help students interpret the instruction holistically. But, once again, no metaphoric gesture was found in this step.

Table 4.4 The Common Conversational Hand Gestures to Explain Expectation

	Iconic	Metaphoric	Deictic	Beat
Student Teacher A			✓✓	✓
Student Teacher B	✓		✓	✓
Student Teacher C	✓✓			
Student Teacher D	✓✓			

d. Gestures in restating the direction and expectation

In restating the direction and the expectation of the instruction, student teachers chose quite vary gestures. All student teachers only implement this step once during their microteaching. There are only two student teachers that implement the same type of gestures, deictic. In this step, teacher and students often mimic each other gestures and end up gesturing synchronously. Iconic and beat gestures, on the other hand, were enacted only once. Another result showed that no metaphoric gesture in this step just like the previous step.

Table 4.5 The Common Conversational Hand Gestures to Restate Direction and Expectation

	Iconic	Metaphoric	Deictic	Beat
Student Teacher A			✓	
Student Teacher B	✓			
Student Teacher C				✓
Student Teacher D			✓	

e. Gestures in following up the instruction

Most student teachers used deictic gestures to follow up the direction of the instruction. These gestures were used by three student teachers in three different times. They monitored the students in order to know that the directions are being applied. They used the gesture to point the students' task to check the students' involvement and response, so the students were able to concentrate more to it or revise the things that were not matched with the instruction given by student teachers. Furthermore, the only beat gesture in this step was the hand clapping gesture by student teacher D to show how pleased he was to know that the students' implemented the instruction correctly.

Table 4.6 The Common Conversational Hand Gestures to follow up the instruction

	Iconic	Metaphoric	Deictic	Beat
Student Teacher A			✓	
Student Teacher B			✓	
Student Teacher C			✓	
Student Teacher D				✓

2. The Process of Conversational Hand Gestures Enactment in Microteaching Class

For the second research question about how conversational hand gestures are enacted by student teachers in giving instructions during their microteaching class, the data has been collected through classroom and video observation. The conversational hand gestures of student teachers have been analyzed based on every step of instruction on the table 4.1. The recordings were annotated and several excerpts were transcribed. The conversational hand gestures and details of a scene are indicated in bold in the transcripts. Transcriptions of vocal and non vocal action (conversational hand gestures) occurring simultaneously are aligned. T indicates teacher, and S stands for student(s). Therefore, the result of each step will be transcribed below:

a. Getting Students' Attention

Based on the previous findings, there are only beat and iconic gestures that are used by student teachers. Excerpt 1 is taken from Student Teacher A. The class was learning about short message (memo), but

teacher tried to attract the students' attention before starting the lesson.

EXCERPT 1

(RH=Right Hand; LH=Left hand; BH=Both Hands)

T: **BH clenched in front of her stomach**

T: Assalamualaikum Warahmatullahi
Wabarakatuh

S: (Just some students answer it.)

T: Let me greet one more time

T: Assalamualaikum Warahmatullahi
Wabarakatuh

{BH makes circular hand movement outward}



Picture 4.1 The Beat Gesture of Student Teacher A in Step 1

S: (They answer it in much louder voice and start to look at the teacher)

T: Ok Class. How are you today?

S: Hungry miss.

S: Just so so miss.

T: You have to keep your spirit because you will be excited with today's lesson **{BH claps}**



Picture 4.2 The Beat Gesture of Student Teacher A in Step 1

Student teacher A used two kinds of beat gestures to attract the students' attention at the beginning of the lesson before giving any instruction. Both circular hand movement and hand clapping gesture made the students' answer the teacher's question more actively with much louder voice and involve to the following activity.

Next, excerpt 2 is taken from student teacher B. His class was working on the procedure text. He also did hand clapping gestures like student teacher A in the beginning of the lesson before giving any instruction about the rest of the activities in the lesson.

EXCERPT 2

- S: (They are still busy talking about why T starts the class by saying that he forgot the way how to open a door)
- S: (They start guessing what today's lesson will be)
- T: **{BH Claps}** Ok guys. We will learn about procedure text today



Picture 4.3 The Beat Gesture of Student Teacher B in Step 1

S: Yes sir {raises head, gazes at T}

The hand clapping gesture made students enhance their attention after experiencing quite unique ice breaker to start the class. They immediately stopped chatting and laughing right after hearing the teacher clapped his hands.

Student teacher C used not only hand clapping gesture but also iconic gesture to attract students' attention. It was depicted in excerpt 3. Her students were learning how to express and ask opinions.

EXCERPT 3

T: Ok class. How are you today?

S: Sleepy and hungry miss.

(They search for their books in their bags)

T: **{BH Claps}** You have to be happy and be spirit because it is beautiful afternoon.



Picture 4.4 The Beat Gesture of Student Teacher C in Step 1

T: Ok, to make you happy, we are going to play a game, snowball game. **{RH forms an arc like holding a ball, then slightly move it forward}**



Picture 4.5 The Iconic Gesture of Student Teacher C in Step 1

S: (They start to smile and listen enthusiastically as it is about game)

When student teacher C used hand clapping gesture, the students' focus was not mainly to the teacher because they still prepared the stuff they

probably need during the lesson or chatted with their peers. The students started to smile brightly and enthusiastically when teacher mentioned about game. They were interested in listening the next instructions of the game. The iconic gesture then helped teacher to explain how the game would be played.

Lastly, excerpt 4 described how student teacher D use hand clapping gesture to attract his students' attention at the beginning of the lesson. His class was learning about descriptive text.

EXCERPT 4

(Class is very noisy after T asks Ss to throw rubbish they found in the class before starting the lesson.)

T: **{BH claps}** Ok class. How is your life?

S: (Nobody responds T) (Some put their hands on ear to indicate that they don't really get what T has said)

T: **{BH claps again}** How are you guys?



Picture 4.6 The Beat Gesture of Student Teacher D in Step 1

S: Ooh (they nod). We are good sir. What about you sir?

T: I'm fine, thanks. You finally listen to me.

The hand clapping gesture of student teacher D made the students respond his question after he said it for the second time because they busily talked to their friends.

All student teacher in this study used beat gesture to increase their students' attention. But, they also used adapter and symbolic gestures to solve this issue. Student teacher A, for example, made a fist gesture to emphasize her instructions that the lesson about memo would be very useful and interesting. Fist gesture is closely related with the enthusiasm because she really wanted to emphasize the instruction. That is the reason why teacher used this gesture as an attention getter.



Picture 4.7 The Symbolic Gesture of Student Teacher A in Step 1

Student teacher B, on the other hand, did adapter gestures twice to arouse his students' attention. First, he did chin stroking gesture. This gesture is the signal that someone is thinking or going through the decision-making process. Teacher enhanced students' attention by doing this gesture to start the lesson about procedure text. Teacher pretended that he forgot how to open a door. This gesture signaled the students that he

was thinking about that. It made the students help him to know the steps to open the door.



Picture 4.8 The Chin Stroking Gesture of Student Teacher B in Step 1

Second, he did cuff-link-adjust gesture. Teacher gestures like this after saying to students that he forgot how to open the door to introduce the lesson about procedure text. It sounded very funny, but some students thought it was ridiculous. Teacher touched his shirt cuff indicating he was nervous. He seemed worried that he might choose inappropriate ice breaker for the lesson.



Picture 4.9 The Cuff-Link-Adjust Gesture of Student Teacher B in Step 1

b. Delivering Directions in Brief Steps

Teacher made gestures to deliver direction about the activity or task the students would do. They gestured to nominate the next speaker in a discussion or presentation, to organize grouping whether it is individual, pair or group, to assign roles to particular students, and to indicate time for finishing the task. The conversational hand gesture would provide visual support to make the instruction simple, clear and understandable. Thus, students could understand what the teacher meant in the instruction.

Excerpt 5 depicted the way how student teacher A delivered the directions of her instruction during the microteaching class. The class was learning about short message (memo). She used conversational hand gestures three times in this step.

EXCERPT 5

T: We are going to learn how to write a memo.

S: What is memo miss?

T: Memo is a short message that we write to someone else. **{BH cupped, palm upward}**



Picture 4.10 The Iconic Gesture of Student Teacher A in Step 2

S: Is it like WhatsApp messages miss?

- T: Yes. But that is the modern example. So, everyone look at me. Here I have two examples of memo. **{LH holds a board marker, then slightly points the examples}{RH also points to the example}**



Picture 4.11 The First Deictic Gestures of Student Teacher A in Step 2

- T: Which one do you commonly use?
 S: The right one miss.
 T: (T divides the students in pairs to write their own memo based on the selected themes that T will give them)
 T: Ok guys. I want you to make a memo in pairs **(RH points to students who will be in one pair)**



Picture 4.12 The Second Deictic Gesture of Student Teacher A in Step 2

- T: Take this paper. That is the themes of your memo.

First gesture when student teacher A cupped both hands to describe the definition of memo to the students called iconic gesture. Memo is real entity, and student teacher A employed relevant gestures to visualize the contextual meaning of the word, which was followed by students' elaboration of teacher's gesture as assign of improved understanding.

Teacher gave further explanation about memo by pointing to the examples of memo which she put on the whiteboard. She mediated the deictic gesture with the board marker she used. The deictic gesture pointed the available example of memo on the whiteboard that assist the students to understand what memo might look like. She then continued to use deictic gesture to organize the grouping of the students. The gesture made the students aware about the person they would be paired with. This made group work go much faster because student teacher just pointed the students without mentioning their name or saying nothing.

Excerpt 6 would depict the way how student teacher B used several types of conversational hand gestures to deliver the directions of his instruction during the microteaching class. The class was learning about procedure text. He mediated the directions with deictic, iconic and beat gestures.

EXCERPT 6

T: Because we will learn about procedure text, who ever watched tutorial video in YouTube?

S: I ever watched tutorial about cooking.

T: Very good. Who else? **{RH makes a fist facing upward, then slightly use the thumb to point student who allows to speak}**



Picture 4.13 The First Deictic Gestures of Student Teacher B in Step 2

- T: (T takes an electric swatter and shows the steps how to use it to S.)
 T: Please all of you read the steps of using this electric swatter. **{He moves open LH forward, then points the steps on the projector}** Read it one by one.



Picture 4.14 The Second Deictic Gestures of Student Teacher B in Step 2

- S: (They read it one by one until the last step)
 T: Ok good. I want to make you into three groups. Three persons will be in a group. So,

you are group 1, 2, and 3 **{BH inward forms arc in front of several students}**



Picture 4.15 The Third Deictic Gesture of Student Teacher B in Step 2

- S: (Ss start to move their chair and sit based on their groups.)
- T: I only have one rule for you students. When I clap my hands **{BH claps}**, the next person should continue the demonstration. This means one person will demonstrate at a time.



Picture 4. 16 The Beat Gesture of Student Teacher B in Step 2

Student teacher B used three deictic gestures in sequence to deliver his directions of the instruction. First, the deictic gesture helped teacher to nominate the students to talk, so it would prevent chaos when students spoke at the same time. Then the second deictic gesture was used to indicate students about which step they should read in the projector related with the procedure text about the electric swatter. Furthermore, the third deictic gesture was used to group students into three groups which consist of three members each.

The conversational hand gestures purposefully help teacher to visualize the instruction. But student teacher B even used the beat gesture as the instruction itself. He used hand clapping gesture to give cue for students to move to the next speaker when they demonstrate the procedure text.

Excerpt 7 then described how the conversational hand gesture was enacted by student teacher C to deliver the directions of her instructions. In delivering the directions of her instruction to learn about the expressions of asking and giving opinions, student teacher C only used two types of the conversational hand gestures, deictic and iconic.

EXCERPT 7

(T starts the lesson with a game and its rule to play.)

T: When you play the game, you have to pass the ball to friend next to you. **{LH points to the schema of the game that she has been drawn on the whiteboard while RH holding papers, index finger points to S who will be the first player}**



Picture 4.17 The First Deictic Gestures of Student Teacher C in Step 2

- T: (T distributes a dialogue paper to S containing the expressions of asking and giving opinion)
- T: (T then asks Ss to underline the expressions of asking and giving opinion)
- T: I give you three minutes to do it.
- S: (they lower their head gazing at text)
- T: Are you finished?
- S: Yes miss.
- T: Let's discuss it together. We are going to start it from **{LH holds the paper while RH palm inward moves from right to left, then slightly points to S}**



Picture 4.18 The Second Deictic Gestures of Student Teacher C in Step 2

(T groups S into pairs to make a short dialogue by using asking and giving opinion expressions based on the picture they get from the teacher.)

T: I will divide you into pairs. {RH palm inward moves in front of S who will be paired up}



Picture 4. 19 The Third Deictic Gestures of Student Teacher C in Step 2

T: You have to make a simple dialogue about the picture I give you. Don't forget to use the expressions of asking and giving opinion. You are allowed to write your dialogue on your paper.

Student teacher C used the deictic gestures three times for two essential purposes of her instructions. They were aimed to nominate the student to speak or respond the given task and to group the students. First, she used the gesture in the game described previously to nominate the student to start the game as the first player. After knowing the one starting the game, the other students understand how the game would flow just like the schema on the whiteboard. Second, she used the gesture to assign student to give the response about the underlining task. This made the rest of the students remain silent because they were not chosen to answer. But they might correct it later on if the given answer was inappropriate. Third, she also used this gesture to group students. It made the grouping time go faster because it gave visual cues to students about who they would be paired with.

Excerpt 8 next illustrated how student teacher D performed the conversational hand gestures to deliver the directions of his instructions. He only used two types of conversational hand gestures, deictic and iconic, to deliver the instruction about the activities related with descriptive text lesson.

EXCERPT 8

- T: (T writes several vocabularies about today's lesson on the whiteboard.)
- T: (T then invites S to the front class to lead his friends to pronounce the vocabularies.)
- T: Please lead your friend to read these vocabularies. **{RH points to the rest of Ss, then moves to the whiteboard}**



Picture 4.20 The First Deictic Gestures of Student Teacher D in Step 2

- T: (T then asks Ss to mention things that have characteristic just like the vocabularies they have read.)
- T: Can you mention a thing that has a thin shape? **{LH index fingers makes underlining action under the word ‘thin’ on the whiteboard while holding the board marker. RH holds papers}**



Picture 4.21 The Second Deictic Gestures of Student Teacher D in Step 2

- S: Paper.
- T: Good. Now, I want you to take anything from your bag and put it on your table. **{RH half-cupped, then moves and forms an arc. LH holds paper and board marker.}**



Picture 4.22 The Iconic Gestures of Student Teacher D in Step 2

- T: Describe the things that you have put on the table. For example, this is my notebook. My notebook is thin. The color of my notebook is yellow. Any volunteer?
- S: (S raises RH)
- T: Ok {RH points to S while LH holds the yellow notebook}



Picture 4.23 The Third Deictic Gestures of Student Teacher D in Step 2

(After finishing that activity, T asks Ss to draw something on a piece of paper.)

T: Now give your drawing to your friend next to you, on your left side. **{RH moves left and right, then slightly touches his left arm.}**



Picture 4.24 The Fourth Deictic Gestures of Student Teacher D in Step 2

Student teacher D used the deictic gestures four times in delivering the directions of his instructions. First, the deictic gesture was directed to assign student to lead the class activity with the result that the other students would react and follow the activity. The hand gesture indicated the chosen students that his friends would follow how he pronounced the vocabularies as his hand moves from the students to the whiteboard. Second, teacher used the deictic gesture to emphasize the use of the given vocabularies according to its contextual meaning. It depicted the students' catchment in the previous activity that affected the following activity. Third, the teacher's gesture signaled to control speech turn. Pointing to the student after a question indicated that the student was allowed to answer. Fourth, the gesture allowed students to know which direction they should move their paper in order to let the other students describe the drawing on the paper.

Additionally, student teacher D used iconic gestures to deliver the directions of his instructions as well. He firstly used it to mediate students' understanding the meaning of the word 'put' in the given context. This gesture initiated students' response about where to put the thing they have taken from their bag.

In this step, two out of four student teachers also mediated their instruction with symbolic and adapter gestures. They were student teacher B and D. Student teacher B showed the lower hand-gripping-wrist gesture when he delivered the instructions related with the procedure text lesson. He gestured like this while showing the demonstration on how to use the electric swatter, and students read the steps on the projector screen. Students did not really notice this gesture. This gesture actually showed about someone's frustration or tension.⁷⁹ Student teacher B, on the other hand, was in a state of low frustration or tension because the position was in the lower part of the hand. In short, he seemed to enjoy demonstrating how to use the electric swatter because it gave the real example for the students about the lesson.



Picture 4.25 The Lower hand-Gripping Wrist Gesture of Student Teacher B in Step 2

⁷⁹ Allan and Barbara Pease, *The Definitive Book*136.

Student teacher D also showed the gestures beyond the conversational ones in giving the directions of his instructions. First, he demonstrated low hand clenched gesture in front of the crotch. Pease stated that there was correlation between the height at which the hands are held and the degree of the person's frustration or anxiety: that was, a person would be more difficult to deal with when the hands are held high, as in a centre position, than they would be in a lower position.⁸⁰ He did this gesture at the beginning of the lesson when he wanted to deliver his first instruction. He did not feel distracted even if students tried to tease him or interrupt his speech.



Picture 4.26 The Low Hand Clenched Gesture of Student Teacher D in Step 2

Furthermore, student teacher D also used symbolic gesture to deny the students' turn to speak by stopping them from interrupting his turn. He gestured as the emblem by extending both palms to the students' direction. The effect of the gesture made the students give up the turn without resistance.

⁸⁰ Allan and Barbara Pease, *The Definitive Book* 132.



Picture 4.27 The Symbolic Gesture of Student Teacher D in Step 2

c. Explaining Expectation

Student teachers then moved to the next step of the instruction by explaining the expectation about what students would produce in certain activity. This step provided further understanding to the students after they have been assigned to certain roles or they have been paired up with their classmates. Excerpt 9 demonstrated how student teacher A mediated to explain the expectation of her instruction.

EXCERPT 9

- T: (T then shows picture that Ss need to describe)
- T: Okay students. I want you to guess and tell about the pictures that I will show you.
- S: It is about book miss. That is in the library miss.
- T: What is he doing there with the book? **{RH points to particular part of the picture; LH still holds the other pictures behind the selected picture to describe}**



Picture 4.28 The First Deictic Gesture of Student Teacher A in Step 3

S: He wants to return the book back to the library.

T: (T groups S in pairs to make a dialogue about memo in the given context.)

T: Ok guys. I want you to make a memo in pairs. If you are done with the memo, you have to present it in front of the class. **{RH holding board marker points the front part of the class in front of the whiteboard with index finger and thumb. LH mimics the gesture, palm inward.}**



Picture 4.29 The Second Deictic Gesture of Student Teacher A in Step 3

- S: (The first pair is about to present their memo, but they just mumble to each other in a very low voice.)
- S: We can't hear what they say miss.
- T: Can you speak louder? **{BH half-cupped, moves back and forth in front of mouth.}**



Picture 4.30 The Beat Gesture of Student Teacher A in Step 3

The excerpt started with teacher asking students to describe the picture that she shows them. In this step, she employed the deictic gesture to emphasize the students' understanding about the instruction because she specifically pointed to the essential part of the picture. It gave further elaboration to students that the teacher expected them to respond it based on what she pointed. Furthermore, the next deictic gesture she used aimed to inform the students where they would present the memo they have made. The gesture played an important role to assign the position of the students in the spatial interaction.

Additionally, when students presented their memo in front of the class, teacher gestured to acknowledge the students with the appropriate way of presenting in front of the class. She mediated to explain the appropriate volume of voice in a presentation after saying '*can you speak louder?*' with beat gesture in this

circumstance. She synchronized that sentence by gesturing near her mouth repeatedly.

The following excerpt depicted how the hand gestures were enacted to explain the expectation of the instruction by student teacher B. The main instructional purpose of student teacher B in this step was to organize what the students would do with the procedure text given by the teacher.

EXCERPT 10

- T: (T groups S and asks them to discuss the procedure text he has given to them.)
 T: After you have finished discussing, you have to present and demonstrate it in front of the class. **{RH with open palm points the front part of the class}**



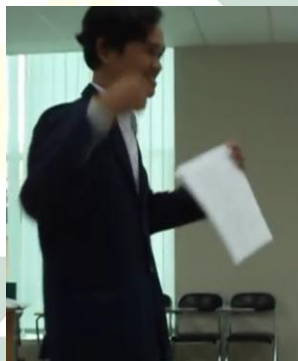
Picture 4.31 The Deictic Gesture of Student Teacher B in Step 3

- T: Please understand every step, every movement in that paper because you will do something related with the things on that paper. **{BH with palms upward makes beats by clapping it for several times.}**



Picture 4.32 The Beat Gesture of Student Teacher B in Step 3

T: One person will {RH clenches, LH holds paper, BH moves inward}



Picture 4.33 The Iconic Gestures of Student Teacher B in Step 3

S: Will what sir?
T: They will do the demonstration. But, When I clap my hands, the next person should continue the demonstration. This means one person will demonstrate at a time.

Student teacher B employed this step of instruction by telling the student that they needed to demonstrate the given text in front of the class. The deictic gesture he used gave clue to students where they would demonstrate it.

He then demonstrated the beat gesture in his following expectation. The beat gesture made the students aware that they needed to read the paper thoroughly and understood the steps in order to do well in the next activity.

When student teacher B moved his hands inward to show the students that they had to really demonstrate the procedure text they had discussed. The iconic gesture helped student teacher in delivering the instruction better. After seeing the gesture, students could understand what the student teacher meant.

Excerpt 11 then illustrated how student teacher C performed the conversational hand gestures to explain the expectation of her instructions. She only used one type of conversational hand gestures, iconic, to inform student about what they would produce during the activity related with the lesson of asking and giving opinions.

EXCERPT 11

- T: (T distributes a dialogue paper to S containing the expressions of asking and giving opinion)
- T: You have to read the dialogue and please underline the expressions of asking or giving opinion. **{LH holds the dialogue paper while RH index finger makes an underlining action in front of the paper.}**



Picture 4.34 The First Iconic Gesture of Student Teacher C in Step 3

T: (T distributes new paper with the expression of asking or giving opinion on it to each student after the previous activity is done.)

T: You have to put your paper into the right column, asking or giving opinion **{BH holds the paper and sticks it to the selected column on the whiteboard with glue tack}**



Picture 4.35 The Second Iconic Gesture of Student Teacher C in Step 3

Purposefully, student teacher C used iconic gestures in this step. She tried to explain about the underlining task by synchronizing her gesture on the paper when she said the word '*underline*'. It improved the students' understanding as the direction and gesture were done simultaneously. Furthermore, she used the iconic gesture to show much greater visualization to the students when she asked them to classify the opinion expressions on the whiteboard. When she gave the example of how to do about the task, her gesture created a spatial layout for the activity.

Lastly, student teacher D was like student teacher C because he only used iconic gestures in this step. The description of the gestures would be portrayed in the excerpt 12.

EXCERPT 12

T: I will show you something, and you just need to describe it in one sentence. **{BH palm inward clenched in front of chest}**



Picture 4.36 The First Iconic Gesture of Student Teacher D in Step 3

T: Each of you will have 5 seconds to describe the thing that I show you in a sentence.

T: (T gives paper to Ss.)

T: Your job is to draw something on that paper and give the name of the thing under your drawing. **{LH holds a paper while RH looks like holding pen midair, wiggling.}**



Picture 4.37 The Second Iconic Gesture of Student Teacher D in Step 3

S: (They gaze at the paper, draw and write)

Firstly, the iconic gesture was used to synchronize his speech, so the students could imagine the situation of the activity. This also gave clue to the students that teacher would hold the things with his hands, and then ask them to describe it. Furthermore, he used the iconic gesture to give clear visualization about what to do with the given paper. He used his hand to mimic the drawing action.

d. Restating Directions and Expectation

Restating directions and expectations allowed student teachers to recall the given instruction. Recalling might help them to check out whether the instruction was clear enough for students to comprehend. They restated the point of their instruction with the exact sentence and gesture or reconstruct it with new sentence and gesture. The following excerpt described how student teacher A used the conversational hand gestures in restating the instruction.

EXCERPT 13

- T: (T tells S to write a memo like one of the example she sticks on the whiteboard.)
- T: Ok guys. I want you to make a memo in pairs. If you are done with the memo, you have to present it in front of the class.

T: Which memo are you going write students?
This one or that one? **{LH index finger points the memo on the left side, then moves to the right side of the whiteboard.}**



Picture 4.38 The Deictic Gesture of Student Teacher A in Step 4

S: We will write like the one on the right miss.
{RH index fingers point the memo on the right side of the whiteboard.}



Picture 4.39 The Deictic Gestures of Students

The deictic gesture made the teacher aligned with the students by mimicking her gesture as she was speaking and the two ended up gesturing synchronously in their instructional interactions. This circumstance showed the expectation for students to write the memo, but teacher asked the clarification whether they still

remember which memo they would follow to write their own memos.

Next, excerpt 14 then portrayed the way how student teacher B used the hand gestures to restate the instruction. He used the iconic gesture to repeat his instruction in controlling speech turn when students demonstrate the procedure text of something they have chosen in the previous activity.

EXCERPT 14

T: You need to demonstrate it as you really want to wear the things.

T: I only have one rule for you students. When I clap my hand, the next person should continue the demonstration. This means one person will demonstrate at a time.

(The first group is about to demonstrate the thing that T has chosen for them)

T: So, the one who speaks is the one who demonstrates **{RH makes half-cupped shape, then moves outward in front of mouth}**. If you are not speaking, please remain silence. Ok.



Picture 4.40 The Iconic Gestures of Student Teacher B in Step 4

T: Got it? **{RH thumb and index finger touch to make an O-shape, the other three fingers are spread out.}**



Picture 4.41 The Symbolic Gesture ‘OK Sign’ of Student Teacher B in Step 4

S: (They nod.)

Student teacher B used the iconic gesture before the first group demonstrated the thing they have chosen as it is depicted in the last part of this excerpt. The student teacher B wanted to emphasize that the one allowed to demonstrate was the one speaking. He wanted to make sure whether the students understood the instruction well. Therefore, he synchronized the new form of the instruction with the same meaning by gesturing near his mouth.

Besides, student teacher B also employed a symbolic gesture to emphasize the restating step. He made the OK sign to indicate that the students fully understood the instruction and were ready to implement it.

The following excerpt visualized the way how student teacher C used the conversational hand gestures to restate the instruction. Student teacher C wanted her students to make a dialogue about asking and giving opinion. She always raised her hand to indicate that the students need to do the same thing to give the signal of turn request.

EXCERPT 15

T: Who wants to come forward first? **{She raises RH upward above head.}**



Picture 4.42 The Beat Gesture of Student Teacher C in Step 4

S: My group miss. **{She raises RH upward in the ear level.}**



Picture 4. 43 The Beat Gesture of Students

T: Ok. Come forward then.

This discrete beat gesture showed that students align with teacher's gesture to tell her that they wanted to come forward and presented their dialogue. The two

ended up gesturing synchronously for signaling the turn request to the teacher.

Lastly, student teacher D used deictic gesture to restate the instruction. He wanted the students to describe something that he showed them. Describing in this context was closely related with the physical appearance of the things. Yet, the students' response about this activity was not in line with the expectation he wanted. It made him repeat the expectation in the middle of the activity. The detail description would be presented in the following excerpt.

EXCERPT 16

- T: I will show you something, and you just need to describe it in one sentence.
 T: Each of you will have 5 seconds to describe the thing that I show you in a sentence.
 T: (T brings a water bottle.) **{The bottle is on the palm of LH while RH points to it.}**



Picture 4. 44 The Deictic Gesture of Student Teacher D in Step 4

- S: The bottle is short.
 S: It is from plastic.
 S: What is that sir?
 T: Just describe it. **{The bottle is on the palm of LH while RH points to it.}**
 S: It is tall.

This gesture showed to the students that they only needed to describe the bottle based on what they saw from the real condition of the bottle. When student teacher D pointed the bottle, it aimed to restate that the students needed to describe it related with the physical characteristic of the thing.

e. Following up The Instruction

Teachers monitored the students in order to follow up the instruction whether it was applied. As a part of monitoring activity of the instruction, teachers would often check the individuals' involvement in activities. Teacher walking around the class from group to group with maintained gestures indicated to the students that they were being monitored. This monitoring was done mainly non-verbally, but students appeared to be aware of being supervised. The following excerpt showed how student teacher A used the relevance gesture of monitoring action in such circumstances.

EXCERPT 17

- T: (T groups S in pairs to make a dialogue about memo in the given context.)
- T: Ok guys. I want you to make a memo in pairs. If you are done with the memo, you have to present it in front of the class.
- T: (T walks around the class, shifts from group to group.
- S: We make it like the example on the whiteboard miss.
- T: But, you use the theme in the paper, right? **{RH index finger extends and points to the given paper held by S.}**



Picture 4.45 The Deictic Gesture of Student Teacher A in Step 5

S: Yes.
T: Good.

The situation suggested that the students perceived the teacher's gestures holistically. It showed that students were being watched and made them concentrate more on the task. The teacher asked the students if they still needed a help about the task, teacher would be available to help them.

Additionally, student teacher A also employed a symbolic gesture while monitoring the class. She made the hand-gripping-wrist gesture behind her back while moving from group to group. The gesture seemed unnoticeable because the students focused more on the task. This gesture actually showed about someone's frustration or tension.⁸¹ Student teacher A, on the other hand, was in a state of low frustration or tension because the position was in the lower part of the hand. In short, she seemed to enjoy monitoring the students as she wanted to provide any further explanation for the students if it was needed.

⁸¹ Allan and Barbara Pease, *The Definitive Book*136.



Picture 4.46 The Lower Hand-Gripping-Wrist Gesture of Student Teacher A in Step 5

Next, excerpt 18 portrayed the way how student teacher B used the hand gestures to follow up the instruction. Just like the previous example of student teacher A, student teacher B also used the deictic gesture to monitor the students when they wanted to start the demonstration about the procedure text. The detail situation would be described as follow:

EXCERPT 18

- T: (T groups S and asks them to discuss the procedure text he has given to them.)
- T: After you have finished discussing, you have to present and demonstrate it in front of the class.
- T: Please understand every step, every movement in that paper because you will do something related with the things on that paper.
- T: I only have one rule for you students. When I clap my hands, the next person should continue the demonstration. This means one person will demonstrate at a time.
- S: (One group will demonstrate how to wear sarong. First speaker gives the sarong to the next one before T claps his hands.)

- T: No. No. You can't move the sarong to your friend before I clap my hands.
- S: Ok sir. Sorry.
- T: You can start it over. **{RH extends and points to the first speaker of the group, LH holds papers}**



Picture 4.47 The Deictic Gesture of Student Teacher B in Step 5

The deictic gesture helped teacher to correct the students if they did not apply the instruction appropriately. That was the way from the teacher to keep students in control and concentrate on the task. The gesture signaled the students to reapply the instruction given previously that they could not give the speech turn before teacher clapped his hands.

The following excerpt visualized the way how student teacher C used the conversational hand gestures to follow up the instruction. While monitoring students to do the task of underlining the expressions of asking and giving opinion in the given paper by the teacher, one student then asked her to help her with further explanation. The situation would be described as follow:

EXCERPT 19

- T: (T distributes a dialogue paper to S containing the expressions of asking and giving opinion)
- T: You have to read the dialogue and please underline the expressions of asking or giving opinion.
- T: (She monitors Ss one by one.)
- S: Like this miss? **{RH holds the pen and makes underlining gesture, LH rests on the table, gazes at T}**
- T: Yes. Very good. **{RH points S's paper, LH holds paper}**



Picture 4.48 The Deictic Gesture of Student Teacher C in Step 5

The deictic gesture helped students to know whether they had implemented the right instruction. When student gazed at the teacher to ask help about the task, the teacher made gesture to indicate that the student had implemented the instruction correctly as it was accompanied verbally with the phrase *'Very good'*.

Lastly, unlike the other student teachers, student teacher D was the only one to use the beat gesture to follow up the instruction. While monitoring

students to do the task of describing their friend drawing in three sentences, he clapped once after checking the students' task one by one. The situation would be described in the following excerpt.

EXCERPT 20

- T: (T gives paper to Ss.)
 T: Your job is to draw something on that paper and give the name of the thing under your drawing.
 S: (They gaze at the paper, draw and write)
 T: Now give your drawing to your friend next to you, on your left side.
 T: Describe it in three sentences.
 T: (T checks the students' work one by one.)
 S: Three sentences, right sir?
 T: Yes, very good. **{BH claps in front of the crotch.}**



Picture 4.49 The Beat Gesture of Student Teacher D in Step 5

This gesture indicated that teacher was pleased that the students have applied the instruction correctly. Teacher makes the beat gesture to acknowledge the students' correct respond because he did it after saying

'yes, very good'. Thus, it made the students recognize their respond for the given task was correct.

B. Discussion

The researcher has presented the result of the findings about the student teachers' conversational hand gestures in giving instructions in the microteaching class. In this section, the researcher will return to the research questions raised at the outset. First, the researcher discusses the frequency of each type of the conversational hand gestures to serve organizational functions in giving instructions. Next, the discussion addresses the way how conversational hand gestures are enacted in English instructional conversation that unfolds between teacher and students in microteaching class. Those discussions will be clarified as follow:

1. The Frequency of Common Conversational Hand Gestures in ELT Classroom Instruction

The first research question asked the commonly used conversational hand gestures of student teachers to serve organizational functions in giving instructions. The analysis suggested that the gestures are indeed powerful mediational tools that promote students' comprehension of the instructions.

The beat gestures facilitated to arouse students' attention through the hand clapping gesture. In this case, it helped to emphasize the students' involvement in the class activities. Student teachers used the gestures because it also created sound which indirectly initiated the students to turn their heads and face the teacher in order to know what the teacher would say. Rosenshine reviewed that there was a close relationship between students' attention and learning.⁸² Students will do better if they concentrate on the instruction to succeed in the following activity. He also added that one of

⁸² Barak Rosenshine, "Enthusiastic Teaching: A Research Review". *The School Review*. Vol.78 No.4, August 1970, 501.

the features to handle this issue is repetitive gestures. Therefore, beat gesture can be appropriately implemented to attract students' attention.

Used repetitively, the deictic gestures in the form of delivering directions of the instructions are found to make students perceive the teacher's intention to organize the class interaction. The deictic gestures serve several organizational functions in this case. This pointing gestures help teacher control the speech turn whether the students are required to speak or to stop students after a long turn, organize group, individual or pair work, and assign roles to particular students. Sime argued that deictic gestures are the standardized gestures mostly used by teachers to direct the class activity.⁸³ She added that when the teachers' gestures were directed at leading the class activity, students would react and follow the teacher's instructions. Thus, deictic gesture can be associated by students to support the directions holistically.

The iconic dimension of gesture mediated understanding of the action-related aspects of meaning in the verbal expectation through portrayal of the action. The iconic gestures not only provide gestural cues to what the expectation may seem but also initiate students' understanding about the expectation. According to Lozano and Tversky, gesture is superior to the verbal modality in communicating action-related information since it is able to convey perceptible support and action-based knowledge directly.⁸⁴ Hence, the deictic gestures are able to visualize and portray the expectation in order to make the students fully understand it.

The student teachers employed the deictic gestures in restating the instruction. In this step, teacher and students often mimic each other gestures and end up gesturing synchronously. The deictic gestures aims to prevent

⁸³ Daniela Sime, *What do learners make* 222.

⁸⁴ Sandra Lozano and Barbara Tversky, "Communicative Gestures Facilitate Problem Solving for Both Communicators and Recipients. *Journal of Memory and Language*. Vol.55, 2006, 50.

misunderstand the instruction. The ability of the gesture to highlight the possible misunderstanding if any aligns with Goldin Meadow et.al that stated the students did not mimic the teacher's gesture mindlessly, without understanding, but were able to convert into the instruction previously introduced by the teacher exclusively in gesture.⁸⁵

The deictic gestures are used to check the students' involvement and understanding of the class activity when teachers monitor the class. Teacher will walk around the class and move from group to group or student to student in order to know whether they apply the instruction correctly or have difficulty with the task. Sime stated that when students are being watched, they will concentrate more on the task.⁸⁶ Orlich added that if your students know you are watching how they behave and interact, you will prevent many problems.⁸⁷ Therefore, the gesture allows the class activities run smoothly as it is used to anticipate misunderstanding about the instruction.

Those gestures may serve several organizational functions in different steps of giving instructions. The underlying reason of this circumstance is that the gesture may initiate the desired result of the instructions and support the verbal aspects of the instruction holistically.

Based on the findings, there is only one type of gestures that is not used by student teachers in any step of giving instruction. It is metaphoric. It could happen because most instructions used by student teachers only try to convey the meanings of concrete entities not the abstract one. They mostly use the standardized instructional language that most students have already been introduced to it. They know the meaning, but they just miss the context. So, the student teachers think that it does not need any metaphorical elaboration through the gestures. But, Sime explained that teacher may still use metaphoric gestures to represent only

⁸⁵ Susan Goldin-Meadow, San Kim, and Melissa Singer, *What the teacher's hands....*723.

⁸⁶ Daniela Sime, *What do learners make* 223.

⁸⁷ Donald C Orlich. et.al., *Teaching Strategies* 202.

abstract objects or actions through concrete gestures.⁸⁸ Teacher, for example, introduces the word '*pick up*' in the instruction by producing action of catching an object in the air with her hand. It is like a physical movement, but it suggests a mental activity in the brain to catch an idea or concept. It makes the word less ambiguous. Therefore, it can be said that teacher can still use the metaphoric gestures to support their instruction with relevant function and situation.

2. Instruction Mediated by Conversational Hand Gestures in ELT Classroom

The second research question addressed the ways how conversational hand gestures are enacted to mediate instructions in English classroom interactions. The data suggested that the gestures were pervasively enacted by the participants in giving the instructions. McNeill argued that these recurrent gestures, synchronized with different verbal elements, served as a reference point to the given instructions.⁸⁹ The data further suggested that the selected student teachers have implemented the gestures to serve various functions such as attracting the students' attention, delivering directions of instruction, mediating the expectation of instruction, restating the direction and expectation, and following up the instruction.

a. Gestures as an attention getter

Being performed in a spatio-visual modality, gesture can act as an effective highlighter and attention-getter. Wang et al.'s looked at the specific types of gesture that appeared to be most effective in scaffolding⁹⁰. Sime also said that iconic and deictic were the most efficient types of hand movements that elicited more responses from the students, maintained their

⁸⁸ Daniela Sime, *What do learners make* 220.

⁸⁹ David McNeill, *Gesture and Thought*5.

⁹⁰ Xiao-Lei Wang, Ronan bernas, and Philippe Eberhard, *Engaging ADHD students* 217.

focus of attention on the task for a longer period of time, and resulted in a higher rate of success in accomplishing the task.⁹¹ Furthermore, student teacher C employed the iconic gesture to arouse the students' attention in the beginning of the instruction by introducing the game to play. She formed an arc with her right hand like holding a ball and slightly moved it forward away from body while saying '*we are going to play a game, snowball game*'. The students start to smile brightly and enthusiastically when teacher mentions about game. They are interested in listening the next instructions of the game. Therefore, the finding showed that the gesture makes the students concentrate more on the following steps of the instruction as the gestures convey the meaning of the teacher's intention to make the students' actively involved in the activities.

However, the new facts are found in the findings. All the student teachers used the beat gestures such as hand clapping gesture or circular hand movement to attract the students' attention. Firstly, student teacher A made a circular hand movement after greeting the students, but they answered it unenthusiastically. It indicated that they did not attached with the classroom interaction yet. After seeing the teacher's gesture, the students started to look at the teacher as they waited what would happen next. Moreover, that circumstance was supported with the second beat gesture used by the student teacher A. Her both hands clapped to excite the students as the teacher verbally instructed '*you have to keep your spirit because you will be excited with today's lesson*'.

Next, student teacher B also clapped both of his hands to make students pay attention to the instruction again. This happened because he started the class with quite funny and refreshing ice breaker which showed that he forgot how to open the door. Most students think it was very ridiculous, and made them laugh so hard at

⁹¹ Daniela Sime, *What do learners make* 222-223.

it. It made the class very noisy and uncontrolled. But, students started to remain silence after hearing the teacher clapped. It indicates that the students are ready to follow the next activity. This circumstance also happened to student teacher C. The beat gesture she used aimed to make students' enthusiastically follow the lesson. Before giving the gestural support to the instruction, the students' attention was scattered because they still prepared the stuff they probably needed during the lesson or were busy talking to their classmate. The gesture signals the students that they have to pay attention to the teacher right after seeing it.

Lastly, student teacher D started the class by asking students to throw the rubbishes they found in the class to the garbage plastic. After doing this, students became very noisy. He then clapped his hands to give clues to the students that the following activity was about to begin. Therefore, previously mentioned findings indicate that teachers' gestures are not merely an attention getter but an important source of information often because it allows students to get the messages from the teachers that they should be enthusiastically involved the activities. This in line with Smortova that stated when there was a conflict between the information conveyed in gesture and speech, the students went with gesture.⁹²

b. Gestures in delivering the direction of the instruction

When teacher used gestures to accompany the verbal elements of the instruction, students are able to uptake the information conveyed through the gestures.⁹³ Regarding the students' uptake of the teacher's gestures, the results showed that the instruction became much clearer as the speech were accompanied by a matching gesture. More importantly, teacher's gestures in this step

⁹² Tetyana Smotrova and James P. Lantolf, *The Function of Gesture* 397.

⁹³ Susan Goldin-Meadow, San Kim, and Melissa Singer, "What the teacher's hands tell the student's mind about math". *Journal of Educational Psychology*, Vol.91 (4), 1999, 724.

should serve the organizational functions such as controlling speech turn, selecting grouping, or assigning various roles to different students.

Initially, teacher's gestures in relation to the directions of instruction are to control speech turn. The students see the teacher's gestures as the signals to anticipate the teacher's intention of asking someone to speak or stopping them after along turn.⁹⁴ Pointing someone after a question signals them that they are required to answer. Besides, teachers will deliberately stop student after a long run by using beat and deictic gestures to make the students give up the turn without resistance.

The data further described that student teacher B used deictic gesture to organize the speech turn. He elicited the lesson about procedure text by asking the students whether they ever watched any tutorial video on YouTube. He extended his right hand thumb to nominate the students to speak, so it will prevent chaos when students speak at the same time. He would continue to the next speaker while saying '*who else ever watched video on YouTube?*' that signaled the selected students to answer it. Uniquely, he also used beat gesture to give cue for students to move to the next speaker when they demonstrate the procedure text by clapping his hands. This means that the gesture not only provides the visual support, but also become the instruction itself. Furthermore, student teacher C used the deictic gestures twice to serve the function of gesture to control speech turn. She used the gesture in the game as described in the excerpt 7 to nominate the student to start the game as the first player. The game required students to converse with each other, so it was closely related with speech turn. She then used the deictic gesture to assign student to give the response about the underlining task. This makes the rest of the students remain silent because they are not chosen to answer. But

⁹⁴ Daniela Sime, *What do learners make 222-223.*

they may correct it later on if the given answer is inappropriate. Lastly, student teacher D gestured to point student to speak after the student's signal of turn request by raising her hand had emerged. Thus, the identified instances of teacher's gestures in controlling speech turn will result the students to follow the instruction.

The other organizational function of teacher's gestures in delivering directions is to organize the grouping and particular role for students. Sime stated that teachers would often use deictic gesture to designate roles in interaction by selecting groups or pairs for the students or allocating various roles to different students.⁹⁵ The first instance came from student teacher A. She said *'I want you to make a memo in pairs'* and pointed with her right hand index finger to two students at a time to let them know whom they will be paired up. Then, student teacher B used both hand to form an arc in front of three students in order to signal them that they are in a group. This gesture used simultaneously with the verbal instruction of the teacher *'I want to make you into three groups. Three persons will be in a group. So, you are group 1, 2, and 3'*. Finally, student teacher D waved her right hand in front of students to pair them in creating the simple dialogue using the expressions of asking and giving opinion in the given context. Although student teacher D did not make any grouping throughout the lesson he conducted, but he used the deictic gesture to assign student will specific role. He pointed a student to lead the activity of pronouncing the written vocabularies on the whiteboard. Teacher said *'please lead your friend to read these vocabularies'* while pointing to the selected student. The instances indicate that deictic gesture makes the grouping time and role assigning go faster because it gives visual cues to students about who they will work with. But, teacher should take into account the catchment of students to

⁹⁵ Daniela Sime, *What do learners make 223.*

clearly see the gesture in order to prevent useless gestures.

Iconic and beat gestures are also used in this step. Student teacher D used iconic gestures to mediate students' understanding the meaning of the word '*put*' in the given context. This gesture initiated students' response about where to put the thing they have taken from their bag before describing it later on. Student teacher A, on the other hand, cupped both hands to describe the definition of memo to the students. She used relevant gestures to visualize the contextual meaning of the word, which is followed by students' elaboration of teacher's gesture as assign of improved understanding in order to succeed in the following activity.

This suggested that students are aware of the teacher's leading role in the interaction through the gestures that help to emphasize and clarify the message of the instruction in the context of concrete action.

c. Gestures in mediating to explain the expectation of the instruction

Orlich stated that explaining expectations is about what and when the students will produce from the activity.⁹⁶ Stating the final aims of the task on the instructions is helpful to facilitate the students' understanding on the instructions. Teacher is able to have expectation by eliciting. Teacher's gestures provide the cues to the students to involve in understanding what they will produce in the activity. The analysis of teachers' gestures in the data suggests that teachers use iconic gestures to mediate the expectation.

Firstly, the student responds to the teacher's gestures in elicitation of the expectation by involving in the verbal elements of the instruction. Student teacher B moved his hands inward while saying '*one person*

⁹⁶ Donald C Orlich. et.al., *Teaching Strategies* 201.

will...’ to provide the students with gestural cues about what they will produce from the activity. The iconic gesture initiates students’ respond that lead to the understand that they need to demonstrate the lesson in the given context. Student teacher c next used iconic gestures in this step by synchronizing her gesture on the paper when she said the word ‘*underline*’ to emphasize the meaning of the word in the instruction. She also used the iconic gesture to show much greater visualization to the students when she asked them to classify the opinion expressions on the whiteboard. The gesture visualized the word ‘*put*’ in the instruction ‘*you have to put your paper into the right column, asking or giving opinion*’. It made students understand the activity would require the physical movement in the spatial interaction. Lastly, student teacher D said ‘*you just need to describe it in one sentence*’ and clenched both hands in front of the chest. It initiated the students’ understanding to imagine the situation of the activity. He then used the iconic gesture to give clear visualization about what to do with the given paper after saying ‘*your job is to draw something on that paper*’. He used his hand to mimic the drawing action. The presented instances initiate the students’ response to understand the meaning of the expectation.

Student teachers also used deictic and beat gestures in mediating the expectation. In the excerpt 9, student teacher A asked students to describe the picture that she showed them. In this step, the deictic gesture aimed to emphasize the students’ understanding about the instruction because she specifically points to the essential part of the picture. It gives further elaboration to students that the teacher expects them to respond it based on what she has pointed. Furthermore, the next deictic gesture she used aimed to inform the students where they would present the memo they have made. The gesture synchronized with her verbal command ‘*you have to present it in front of the class*’. Student teacher B also employed the deictic gesture to serve the same

function by telling the student that they need to demonstrate the given text in front of the class.

Besides, student teacher A used beat gesture to emphasize her instruction when they presented the given task in front of the class. She mediated to explain the appropriate volume of voice in a presentation after saying '*can you speak louder?*' with beat gesture in this circumstance. She synchronized that verbal element of instruction by gesturing near her mouth repeatedly. It makes the students understand the instruction better. While student teacher B clapped for several times to make the students aware that they had to read the paper thoroughly and understand the steps in order to do well in the next activity. The instances in this step initiate the students to understand the desired understanding about the instruction with gestural cues.

d. Gestures in restating the direction and expectation

Check out one of the students until it is obvious that your instructions are understood and being applied. Smith and Laslett explain that checking is needed by the teacher that instructions have been grasped by questioning one of the students to reiterate them⁹⁷. Restating the instructions delivered by the teacher can help the students to understand the instructions, whether the instructions are clear or unclear. The findings showed that student teacher A used the deictic gesture to ask clarification whether they still remembered which memo they would follow to write their own memos. She said '*which memo are you going write students? This one or that one?*' and the students responded '*we will write like the one on the right miss*'. Both teacher and students pointed to the memo they talked about. The deictic gesture made the teacher aligned with the students by mimicking her gesture as she was speaking and the two ended up gesturing synchronously in their

⁹⁷ Colin J Smith and Robert Lasslett, *Effective Classroom Management* 31.

instructional interactions. Furthermore, student teacher D also used the deictic gesture to restate the instruction. He wants the students to describe something that he showed them. Describing in this context was closely related with the physical appearance of the things. Yet, the students' response about this activity was not in line with the expectation the teacher expected. It made him restate the expectation in the middle of the activity.

Additionally, Student teacher B used the iconic gesture to restate the instruction. He wanted to emphasize that the one allowed to demonstrate was the one speaking in the given task. He wanted to make sure whether the students fully understood the instruction well. Therefore, he synchronized the new form of the instruction with the same meaning by gesturing near his mouth.

Finally, student teacher C gave the direction if the students wanted to signal the speech turn, they had to raise their hand. The teacher restated it by showing the raising hand gesture frequently. It was clearly depicted in excerpt 15 when teacher said '*who wants to come forward first?*' and raised the right hand upward above head. It synchronized students with teacher's gesture to tell her that they wanted to come forward and presented their dialogue. The two end up gesturing synchronously for signaling the turn request to the teacher by repeating the previously stated instruction. Moreover, Smortova stated that students did not mimic the teacher's gesture mindlessly, without understanding, but were able to convert into speech the strategies previously introduced by the teacher exclusively in gesture.⁹⁸

e. Gestures in following up the instruction

Effective teachers monitor student behavior in the classroom.⁹⁹ They make each student responsible for

⁹⁸ Susan Goldin-Meadow, San Kim, and Melissa Singer, *What the teacher's hands* 723.

⁹⁹ Donald C Orlich. et.al., *Teaching Strategies* 201.

some work during the learning activity and then watch to see that it is actually accomplished. He then added that teachers have to closely monitor selected individuals until it is clear that the directions are understood and being applied. If the class or an individual student is having a problem, teachers need to point out a positive example as an alternative to the problem. Sime further suggested that teachers need to employ non-verbal cues in monitoring the class.¹⁰⁰

Student teacher A walked around the class to check the pair work of making short dialogue about a memo. She said 'good' while extending her right hand index finger to point the students work. It showed that the students had concentrated on the task, and if they still needed a help about the task, teacher would be available to help them. While student teacher B constantly observed the activity of the students, the students made inappropriate catchment of the instruction. The deictic gesture was used by teacher to correct the students in order to achieve the correct involvement in the activity. That is the way from the teacher to keep students in control and concentrate on the instruction. The gesture signals the students to reapply the instruction given previously. Finally, student teacher C implemented the deictic gesture while moving from one student to another in doing the given task. She pointed to the student's task when student gazed at the teacher to ask help about the task. The gesture allowed teacher to check on the student who might be having difficulty with the individual work in order to prevent problems and initiate the desired result of the activity. More importantly, it is essential to catch problems early on in the lesson and correct student misunderstanding.

Unlike the previous instances, student teacher D was the only one to use the beat gesture to follow up the instruction. While monitoring students to do the task of describing their friend drawing in three sentences, he

¹⁰⁰ Daniela Sime, *What do learners make 223.*

clapped once after checking the students' task one by one. This gesture indicated that teacher was pleased that the students applied the instruction correctly. Those findings suggest that teachers need to place themselves in a position to observe and be observed, accompanied with the synchronized gestures. Orlich also said that if the students know teacher is watching how they behave and interact, it will prevent many problems.¹⁰¹

Overall, the findings suggested that the teacher's gesture is a fundamental aspect of teacher-student interaction because gestures provide comprehensible input to foreign language students. Taleghani-Nikazm suggested that the shape of a gesture can be "recipient designed". In other words, speakers perform gestures in a manner to make them interpretable by their recipient.¹⁰² In the above-discussed data excerpts, teachers perform gestures elaborately to make them interpretable for their students. Although this data mentioned above cannot claim about the various aspects of teacher talk and gestures perceived by the students, it certainly provides relevant insights that we need to consider not only the verbal channel but also the visual channel to which they have access.

¹⁰¹ Donald C Orlich. et.al., *Teaching Strategies* 202.

¹⁰² Carmen Taleghani-Nikazm, "Gestures in Foreign Language Classrooms: An Empirical Analysis of Their Organization and Function". *Selected Proceedings of the 2007 Second Language Research Forum*, ed. Melissa Bowles, Rebecca Foote, Silvia Perpiñán, and Rakesh Bhatt. 2008, 236-237.