CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses about all of related review of the study. There are two main points that will be discussed, those are: gestures and instruction. In addition, some previous studies related to this field also will be revealed.

A. Gestures in ELT Classroom

In the field of foreign language teaching, a *teaching gesture* is different from everyday communicative gesture. The reason is that, in ordinary communication, gestures and words work together, and one relies on the other to have meaning; in short, they are complementary. In usual communication, where all the participants have the same level of fluency in the vernacular language, speakers produce gestures rather unconsciously to help them structure their thought and organize their discourse. But this is not the case in foreign language teaching, because the participants do not share the same level of fluency in the target language. We have the teacher who has great command of the language, and on the other hand we have learners who understand more or less what is being said. When the learners are beginners and/or children, the linguistic relationship is highly asymmetric. Thus, gestures are what the learners rely on to understand what the teacher says. This means that the gestures need to convey enough meaning to be understood alone (without verbal language), and have to help one to infer the meaning of the words they are associated with. Therefore, Marion believed that teaching gestures are produced more consciously than usual communicative gestures and that they are specifically addressed to the learners to accompany teacher talk[28].

Surkamp stated that the language classes have traditionally emphasized verbal communication, but communicative competence cannot consist solely of the verbal language.[29] This means that we cannot leave out the non verbal

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[28]Tellier Marion, "*How do teacher's gestures help young children in second language acquisition?"*, Vol. 253, 122.
[29] Carola Surkamp, *Non-Verbal Communication* ….. 12.

dimension of the communication in foreign language teaching because students may not learn to coordinate language and gesture in the reception and the production of foreign language. Furthermore, gesture can help students to understand the foreign language and to express themselves in it because gesture can mediate the communicative intention that they cannot utter verbally. Thus, the combination of verbal language and gesture in foreign language classroom can make students easier to understand and communicate with the foreign language.

There are different types of teaching gestures which appear in class that serve various functions. Sime stated that there are three main roles for teaching gestures[30]: organizational functions (to start/end an activity, divide group work, control speech turn, etc.), emotional functions (to encourage, congratulate, provide feedbacks etc.), and cognitive functions (give indication on syntax, underline specific prosody, explain new vocabulary, etc.). In this study, we are particularly interested in the gestures which occur in the process of giving instruction that mostly serve the organizational functions. They appear in various types: adapters, symbolic gestures and conversational gestures.

Initially, adapters are hand movements that tend not to be considered as gestures. They only consist of manipulations either of the person (scratching, fidgeting, rubbing, tapping, and touching) or of some objects (clothing, pencil, eyeglasses).[31] They are not perceived to be meaningfully related to the speech they accompany although they may serve as the basis for dispositional inferences (the speaker is nervous, unconfortable, bored, etc). It has been suggested that adapters may reveal thoughts and feelings that the speaker is consciously trying to conceal. According to Pease, there are several gestures that are commonly classified as adapter[32], such as:

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[30] Daniela Sime, *What do learners make* ..... 217.
[31] Robert M. Krauss, Yishiu Chen, and Purnima Chawla, *"Nonverbal Behavior and Nonverbal communication: What do conversational hand gestures tell us?"*. Journal of Experimental Social Psychology, Vol. 28, 1996, p.392.
[32] Allan and Barbara Pease, *The Definitive Book of Body Language* (Queensland: Pease International, 2004), 93.

a. *Crossed-Arms-on-Chest Gesture*

Both arms are folded together across the chest as an attempt to put a barrier between the person and someone or something they dislike or when someone feel uncertain.[33]

Picture 2.1 Crossed-Arms-on-Chest Gesture

b. *Partial-Arm-Cross Gesture*

Partial arm barriers are often seen when someone is lacking in self-confidence. Any woman taking this position in a tense situation will usually claim she is just being 'comfortable'.[34]

Picture 2.2 Partial-Arm-Cross Gesture

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[33] Allan and Barbara Pease, *The Definitive Book* ....93.
[34] Allan and Barbara Pease, *The Definitive Book* ....99.

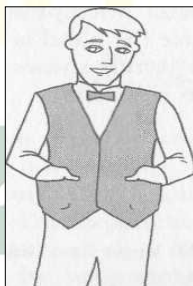c. *The Cuff-Link-Adjust Gesture*

When someone touches or holds on to a bracelet, watch,' shirt cuff or object on or near their other arm, it means he is nervous.[35]

Picture 2.3 The Cuff-Link-Adjust Gesture

d. *The Coat Pocket Thruster Gesture*

When someone puts his hands on his coat pockets, it means he tries to conceal his nervousness.[36]

Picture 2.4 The Coat Pocket Thruster Gesture

e. *The Hand Clenched Gesture*

The Hands Clenched gesture shows an anxious or negative attitude. The Hands Clenched gesture has three main positions: hands clenched in front of the face; hands

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[35] Allan and Barbara Pease, *The Definitive Book* ....101.
[36] Allan and Barbara Pease, *The Definitive Book* ....138.

clenched resting on he desk or on the lap; and, when standing, hands clenched in front of the crotch. There is a correlation between the height at which the hands are held and the degree of the person's frustration. The higher the position, the more frustrated the person.[37]

Picture 2.5 The High, Middle and Low Hand Clenched Gesture

f. *The Hand-Gripping-Wrist Gesture*

The *Hand-Gripping-Wrist* gesture communicates a different emotion to Palm-in-Palm behind the back. It's a signal of frustration and an attempt at self-control. One hand grips the other wrist or arm tightly behind the back, as if in an attempt by one arm to prevent the other from striking out. The higher up one hand grips the opposite arm, the more frustrated or angry the person is likely to be.[38]

Picture 2.6 The Lower, Middle, and Upper Hand-Gripping-Wrist Gesture

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[37] Allan and Barbara Pease, *The Definitive Book* ....131-132.
[38] Allan and Barbara Pease, *The Definitive Book* ....136-137.

g. *The Neck Scratch Gesture*

This gesture reveals a signal of doubt or uncertainty and is characteristic of the person who says, 'I'm not sure I agree.'[39]

Picture 2.7 The Neck Scratch Gesture

h. *Evaluation Gesture*

A closed hand resting on the chin or cheek, often with the index finger pointing upwards indicates someone begins to lose interest and feels bored.[40]
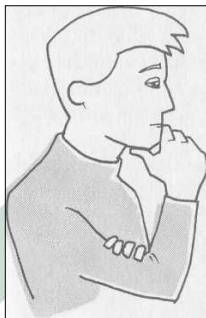

Picture 2.8 Evaluation Gesture

i. *The Chin Stroking Gesture*

The Chin Stroking gesture is the signal that someone is going through the decision-making process.[41]

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[39] Allan and Barbara Pease, *The Definitive Book* ....153.
[40] Allan and Barbara Pease, *The Definitive Book* ....156.
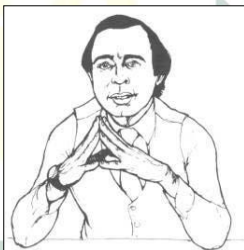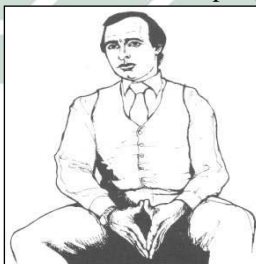[41] Allan and Barbara Pease, *The Definitive Book* .... 158-159.

Picture 2.9 The Chin Stroking Gesture

j.   *Steepling Gesture*

Steepling, which is either the process of interlocking one's fingers or merely placing the fingertips of opposing hands together, is a demonstration of confidence.[42]

Picture 2.10 The Raised Steepling Gesture

Picture 2.11 The Lowered Steepling Gesture

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[42] Allan and Barbara Pease, *The Definitive Book* .... 132-134.

k.   *Shrugging Gesture*

Shrugging of the shoulders is a common expression of lacking sufficient knowledge and confident.[43]

Picture 2.12 Shrugging Gesture

Adaptor can also be classified into three categories based on the object of the gesture. They are:

a.   Self Adapter

Self adapter is done by teacher to their own part of body. Teacher, for example, scratches their hand because they are confused about something.

b.   Alter Adapter

This gesture is done to someone else. Teachers, for example, touch their students back with their hand to show that their students have finished the task well.

c.   Object Adapter

Object adapter is gesture that aims a specific object. Teacher, for example, touches the whiteboard to indicate that students need to pay attention to the teacher.

This gesture actually depicted *iconic* gestures which are intentionally done to the speaker's own self, but if it is done to the others, it aims to create interaction and communication. Furthermore, hand configurations and movements with specific, conventionalized meaning are symbolic gestures.[44] Familiar symbolic gestures include the "raised fist", "bye-bye", thumbs up", and the extende middle finger sometimes called "flipping the bird".

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[43] Allan and Barbara Pease, *The Definitive Book* ....20.
[44] Robert M. Krauss, Yishiu Chen, and Purnima Chawla, *"Nonverbal Behavior ......* .393.

In contrast to adapters, symbolic gestures are used intentionally and serve a clear communicative function. Every culture has a set of symbolic gestures that are familiar to most of its members. Very similar gestures may have different meanings in different cultures. Subcultural and occupational groups may also have special symbolic gestures which are not widely known by people outside the group. Although symbolic gestures are often used in the absence of speech, they occasionally accompany speech, either echoing a spoken word or phrase or substituting for something that was not said.

B. Conversational Hand Gestures

All hand gestures are hand movements, but not all hand movements are gestures, and it is useful to draw some distinctions among the types of hand movements that people make. Conversational hand gestures are hand movements that accompany speech and seem related to the speech they accompany.[45] This apparent relatedness is manifest in three ways. First, unlike symbolic gestures, conversational gestures do not occur in the absence of speech, and in conversation they are made only by the person who is speaking. Second, conversational gestures are temporally coordinated with speech. Third, unlike adapters, at least some conversational gestures seem related in form to the semantic content of the speech they accompany. McNeill described four types of conversational gestures that co express meaning with speech that are relevant for this study[46]:

1. Iconics

Iconic gestures depict the content of speech, both objects and actions, in term of their physical characteristics. In other words, they are closely linked to the semantic content (i.e., the lexical components) of the talk. Teacher's hands, for example, show a picking action when speaking about picking fruit from a tree.

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[45]Robert M. Krauss, Yishiu Chen, and Purnima Chawla, *"Nonverbal Behavior ..... 394.*
[46] David McNeill, *"Gesture and Thought"* (Chicago: The University of Chicago Press, 2005), p.5.

2. Metaphorics

Metaphoric gestures present images of abstract ideas or entities. Teacher's hand, for example, looks like holding a container when referring to a theory or explaining difficult words and instructions.

3. Deictics

Deictic gestures are pointing movements that indicate physical, available objects, as well as physically unavailable ones at the time of gesturing. Teacher, for example, points to a painting when speaking about it. Another example is when teacher points to empty space to refer to a city rather than the physical space as he is asking to the student where he came from.

4. Beats

Beat gestures are vertical the hand moves with a rhythmical pulse that lines up with the stress peaks of speech. A typical beat gesture is a simple flick of the hand or fingers up and down, or back and forth that can serve to highlight portions of an utterance. Beats were divided into two forms; discrete and continuous. Beat gestures in discrete form were produced when a syllable, word or clause was stressed and disappeared right after the utterance. Beat gestures in continuous form were produced throughout speech (word, clause, and sentence). They often occurred in a series of a particular hand movement. Circular, continuous movement of hand could be an example for a beat gesture in continuous form.

C. Functions of Conversational Hand Gestures

Despite the vast number of hand movements that qualify as gestures, all gestures can be grouped into the following major functions[47]:

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[47] Toastmasters International, "*Getures: Your Body Speaks*" (California: Toastmasters International, 2011), 9.

1. **Cognitive Function**

The students' cognitive attributions to the teacher' gestures are organized around the key moments of the language learning. These refer to instances when gestures are seen to clarify the meanings expressed verbally, elicit or give clues, create conditions for learning through facilitating mental processes like attention and retention, or acknowledge students' contribution.

2. **Emotional Function**

The gestures serve the function to underscore what is being said by the teacher. They indicate emotional states such as earnestness, conviction, and enthusiasm. For example, a teacher points at students with her palm open when hearing a good answer. Similarly, teacher places hand firmly or decisively on the desk in front of a student to indicate the student to stop talking or to answer a question.

3. **Organizational Function**

Teacher's gestures are perceived by students in the idea of influencing classroom organization. In doing so, students will react and follow the instruction. The gestures are used, for example, to control speech turn, to select group or to monitor class. This may also be used to to help evoke a desired response from the students. If teacher wants students to raise their hands, applaud, or perform some specific action, the teacher enhances the response by doing it himself or herself as an example. This function is commonly implemented by using the conversational hand gestures.

D. **Instruction**

Hanh stated that instruction is the purposeful guidance of learning process. [48] According to Cambridge Advance Learner's Dictionary, instruction is defined as something that someone tells

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[48] Nguyen Thi Hien Hanh, "*A Study of Instructions for group Work in 2nd Year Non English Major Classroom at Thai Nguyen University*" (Vietnam, Hanoi University of Languages and International Studies Faculty of Post Graduate Studies, 2010), 6.

you to do. Instruction in this study is the directions delivered by student teachers to the students about what to do during the lesson in the English classroom. Delivering instruction is a critical moment in any lesson because if students get them wrong, they can cause problem that ripple through the following activity and the rest of the lesson. Considering this issue, Harmer argued that there are certain rules for delivering instruction[49]:

1. **Simple**

   Instruction becomes unclear and misleading because they are too long and too complex. [50] This situation makes students difficult to understand the meaning and the point of the instruction. The instruction should be brief, concise, and to the point. Furthermore, teacher should use accessible and standardized vocabulary, and deliver it in step-by-step manner. [51] This means that teacher needs to deliver one piece of information at a time. Similarly, McLeod, Fisher, and Hoover explained that a simple instruction makes students work easily on the assignments. [52] Moreover, if teacher mediates the simple instruction with conversational hand gestures, this can aid comprehension by providing visual support because students can see teacher's gestures as they speak.

2. **Logical**

   Teacher has to give instructions in logical way. Every instruction should have certain purpose on the classroom activity. The instruction should be plain and rational.

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[49] Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 2007), 37.
[50] Jim Scrivener, *Classroom Management* ..... 128.
[51] Carol Ann Tomlinson-Marcia B Imbeau, *Leading and Managing a Differentiated Classroom* (Alexandria:ASCD, 2010), 123.
[52] Joyce McLeod, et.al., *The Key Elements of Classroom Management, Managing Time, and Space* (Alexandria: Association for Supervision and Curriculum Development, 2003), 168.

E. Gestures in Giving Instruction

In delivering the effective instructions, the teacher has to notice some ways. Orlich, Harder, Callahan, Trevisan, and Brown indicate that the teacher can use some gestures to effective instructions for being applied to the classroom. Teachers need to give several steps when they give instruction to the students. It is very important that teachers follow the steps in order to make students understand their instructions better. Those steps are[53]:

1. Get the students' attention

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 scaffolding[54]. The results showed that iconic and deictic were the most efficient types of hand movements that elicited more responses from the students, maintained their focus of attention on the task for a longer period of time, and resulted in a higher rate of success in accomplishing the task. The role of gestural modality as an "attention getter" was described in Goldin-Meadow, Kim, & Singer's study. According to their findings, children were more likely to repeat the teacher's correct problem-solving strategy when the teacher matched his speech with the gesture than when his speech was not accompanied by an appropriate gesture.[55] The study concluded that such matching gestures increased students' attention to the teacher's speech. Beats are also recognized as one of gestures that can be used as attention getter such as clapping hand.

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[53] Donald C Orlich. et.al., *Teaching Strategies: A Guide to Effective Instruction* (Boston, Wadsworth Cengage Learning, 2010), 201.

[54] Xiao-Lei Wang, Ronan bernas, and Philippe Eberhard, "*Engaging ADHD students in tasks with hand gestures: a pedagogical possibility for teachers",* Educational Studies, Vol. 30(3), September 2004, p. 217.

[55] 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), Dec 1999, p.723.

2. Deliver the directions in brief steps

Students will be confused if teacher deliver many directions of the instruction at the same time. Teachers are supposed to tell the directions simply and briefly. Carol states that the directions of the instructions should be brief, use accessible vocabulary, proceed in a step-by-step manner, and not skip any steps.[56] Students will understand easily the instruction if the teacher gives it in simple way and running step-by-step. In addition, the instruction should use appropriate language and vocabulary to the students to avoid missing information. The use of language also should be communicative way. In doing so, teacher is perceived to use mostly standardized moves such as deictic to control speech turn or to divide group work.

3. Explain expectation

Expectation of the instruction is about what students do about the class activity. Orlich also stated that explaining expectations is about what and when the students will produce from the activity.[57] In order to facilitate the students' understanding on the instruction, delivering the final aim of the activity can be very beneficial. 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. Teacher, for example, uses the iconic gestures to mediate the meaning of the lexical items inside the expectation. Similarly, teacher construct the gesture space of the utterance by using deictic gestures. Teacher may also use metaphoric gesture to elaborate the meaning of abstract action of the expectation.

4. Restate the instruction

In this step, teacher needs to check whether students have fully understood the instruction. Smith and Laslett explained that checking is needed by the teacher that

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[56] Carol Ann Tomlinson-Marcia B Imbeau, *Leading and Managing a Differentiated Classroom* (Alexandria:ASCD, 2010), 123.
[57] Donald C Orlich. Al., *Teaching Strategies ......* 201.

instructions have been grasped by questioning one of the students to reiterate them[58]. Restating the instructions delivered by the teacher can help the students to understand the instructions, whether the instructions are clear or unclear. This step may result teacher and students mimic each other gestures. It indicates that students have internalize the meaning of the instruction along with the gestures when the teacher utters it verbally. This step may employ various types of gestures based on the specific functions that it may serve.

5. **Follow up the directions**

After providing the students with the directions, teachers still need to closely monitor the students in order to know that the directions are being applied. Teacher places themselves in a position to observe and be observed. Orlich stated that if your students know you are watching how they behave and interact, you will prevent many problems.[59] Walking around your classroom allows you to check on those students who may be having difficulty with the small group or individual seat-work and deter misbehaviour by proximity to students contemplating mischief. It is important to catch problems early on in the lesson and correct student misunderstanding.

F. **Previous Studies**

Several researches regarding to this issue have been widely conducted. In Ukraine, Tetyana Smotrova and James P. Lantolf have conducted the research entitled *The Function of Gesture in Lexically Focused L2 Instructional Conversations.* The study investigated The study investigated the mediational function of the gesture-speech interface in the instructional conversation that emerged as teachers attempted to explain the meaning of English words to their students in two EFL classrooms in the Ukraine. Its analytical framework is provided by Vygotsky's

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[58] Colin J Smith and Robert Lasslett, *Effective Classroom Management* (London: Routledge, 1993), 31.

[59] Donald C Orlich. Al., *Teaching Strategies* ...... 202.

sociocultural psychology and McNeill's theory of gesture–speech synchronization, in particular his notion of *catchment*—recurrent gestural features that perform a cohesive function. Although the interactions between teachers and students were brief, lasting a mere one minute and fourteen seconds, they were pedagogically rich and remarkably informative regarding the role of gesture in classroom instructional conversations. The analyses suggest that the gesture–speech interface is a potent mediational tool through which students imagistically display details of their understandings of L2 word meanings that do not always emerge through the verbal medium alone. For their part, the teachers integrated gesture into their instructional talk as a way of remediating and improving student understandings. Finally, students signaled their modified understandings by appropriating and using the teachers' gestures in their own expressive moves.[60]

Another similar research is done by Daniela Sime entitled *What do learners make of teachers' gestures in the language classroom?* This study explored the gesture performance in EFL classroom, viewed mainly from the language learners' perspective[61]. Findings indicate that learners generally believed that gestures and other non-verbal play a key role in language learning process. Learners identified three types of functions that gestures play in EFL classroom interaction: (i) cognitive, i.e., gestures which work as enhancers of the learning processes, (ii) emotional, i.e., gestures that function as reliable communicative devices of teachers' emotions and attitudes and (iii) organisational, i.e., gestures which serve as tools of classroom management. The findings suggest that learners interpret teachers' gestures in a functional manner and use these and other non-verbal messages and cues in their learning and social interaction with the teacher.

The third study is done by Susan Goldin-Meadow entitled *Beyond Words: The Importance of Gesture to Researchers and Learners*.[62] The study investigated that gesture might contribute to change through two mechanisms which are not mutually exclusive: (1) indirectly, by communicating unspoken aspects of the learners'

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[60] Tetyana Smotrova and James P. Lantolf, *The Function of Gesture* ..... 397.

[61] Daniela Sime, *What do learners make* ..... 212.

[62] Susan Goldin-Meadow, "Beyond Words: The Importance of Gesture to Researchers and Learners". *Child Development Journal*, Vol.71 No.1, February 2000, 231.

cognitive state to potential agents of change (parents, teachers, siblings, and friends); and (2) directly, by offering the learner a simpler way to express and explore ideas that may be difficult to think through in a verbal format, thus easing the learners' cognitive burden. As a result, the next decade may well offer evidence of gesture's dual potential as an illuminating tool for researchers and as a facilitator of cognitive growth for learners themselves.

The next research is done by Melda Coskun and Cengiz Acartürk entitled *Gesture Production under Instructional Context: The Role of Mode of Instruction.*[63] The study aims at examining how communication mode influences the production of gestures under specific contextual environments. Twenty-four participants were asked to present a topic of their choice under three instructional settings: a blackboard, paper-and-pencil, and a tablet. Participants' gestures were investigated in three groups: deictic gestures that point to entities, representational gestures that present picturable aspects of semantic content, and beat gestures that are speech-related rhythmic hand movements. The results indicated that gesture production of the participants was influenced by the mode of instruction (i.e., board, paper-and-pencil, tablet).

The fifth study was done by Autumn B. Hostetter and Martha W. Alibali entitled *Visible Embodiment: Gestures as Simulated Action*.[64] The findings depicted gestures from an embodied perspective for two valuable reasons. First, for researchers interested in gesture's roles in communication and cognition, the embodied approach can inform thinking about how gestures arise and how they represent the speaker's active thoughts at the moment of speaking. Second, for researchers who wish to use gestures as evidence that thinking is embodied, their claims will be strengthened by an account of how gestures actually arise from embodied thinking. The GSA framework offers an account of how gestures make embodiment visible.

The next study comes from Khoirun Nisa Pesesa entitled Student *Teachers' Ability in Giving Instruction during Teaching Learning Process of Practice Teaching at UIN Sunan Ampel*

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[63] Melda Coskun and Cengiz Acartürk, *Gesture Production under Instructional Context: The Role of Mode of Instruction* (Ankara: Middle East Technical University, 2015), 459.

[64] Autumn B. Hostetter and Martha W. Alibaba, "Visible Embodiment: Gestures as Simulated Action". *Psychonomic Bulletin and Review,* Vol. 15 No.3, 2008, 495.

Surabaya[65]. This study focused on analyzing student teachers' ability in giving instruction and identifying the problem when they gave instruction. The result of the study showed that there are five steps used by student teacher in giving instruction. The steps are getting attention (step 1), delivering instruction in brief step (step 2), explaining expectation (step 3), restarting instruction (step 4) and following instruction (step 5). Besides, there are difference ways in applying those steps: type 1 (student teachers apply step 1, 2, 3, 4 and 5), type 2 (student teachers apply step 1, 2, 3 and 5) and type 3 (student teachers apply step 1, 2 and 3). Based on analysis result, 17% of student teachers used type 1 which applied step 1, 2, 3, 4 and 5, 37% of them used type 2 which applied step 1, 2, 3 and 5 and 46% of them used type 3 which applied step 1, 2 and 3. Then, student teachers' problems in giving instruction are; 59% of student teachers stated that they got problem in getting student attention, then 41% stated that their problem faced in delivering instruction in brief step. Here, it can be concluded that not all student teachers applied the complete steps in giving instruction. Therefore, student teachers should improve their ability in giving well instruction through applying those steps.

The last study is from Ni'matul Illiyyun under the title *Teacher's Instructions Elements in English Outdoor Class at MA Bilingual Krian.*[66] This study examined the English teacher's instructions elements applied in activities especially in students' working English outdoor class and the problems faced by English teacher in delivering the instructions in English outdoor class at MA Bilingual Krian. There are four problems faced by the teacher in delivering the instructions which are totally caused by the outdoor class condition. First, some students do not care of their teacher's instruction but they look around the outdoor class. Second, the teacher is sometimes disturbed by the noise and the activities around the outdoor class. Third, teacher has to give the instructions loudly. The last, teacher spends much time to give the instruction in English outdoor class.

In general, the first and second previous researches commonly focused on the students' view about the teacher's

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[65] Khoirun Nisa Pesesa, Undergraduate Thesis: *"Student Teacher's Ability* .... Viii.
[66] Ni'matul Illiyyun, Undergraduate Thesis: "*Teacher's Instructions .....* vi.

gestures. The third study focuses on how Gestures influence other aspects beyond it such as researchers and learners. The next study investigates how communication mode influences the production of gestures under specific contextual environments. The fifth study tries to see gestures from specific perspective. While the sixth and the last studies focused on the instructions without addressing gestures as the mediational strategies. Therefore, this research will investigate how gestures mediate teachers' instructions. This research will not only discuss about students' perspective but teachers' perspective of the gesture mediated instructions in classroom environments. This study is taken under consideration that the subjects of this research need to prepare their teaching skills before the real classroom practice.