

GESPIN 2017 Workshop

**Teaching Tool Codified Gestures - Can More Pupils Learn More?**  
**Codified gestures, theater and their potential for improving oral fluency**

**Instructor**



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**Workshop Content**

There is neurocognitive support for gestures being closely related to spoken language (Willems & Hagoort, 2007) and evidence that gestures support language learning, comprehension and memory (Macedonia & Klimesch, 2014) but how to best use them in diverse classrooms is up for debate. Teachers everywhere are challenged by the need to include children who have very different abilities. Codified classroom gestures may be especially helpful here.

This practical workshop explores using gestures in language teaching. It begins with a report on a theater project with refugee and grade six pupils and then using gestures as the primary teaching tool investigates a traditional story adapted for beginning learners of English.

**Participants** (max. 25 individuals)

The workshop is open for gesture researchers, teachers and students of education who are interested in multimodal foreign language learning and teaching.

**References**

- Macedonia, M., & Klimesch, W. (2014). Long-Term Effects of Gestures on Memory for Foreign Language Words Trained in the Classroom. *Mind, Brain, and Education*, 8(2), 74–88.
- Willems, R. M., & Hagoort, P. (2007). Neural evidence for the interplay between language, gesture, and action: A review. *Brain and Language*, 101(3), 278–289.  
<https://doi.org/10.1016/j.bandl.2007.03.004>