

**UNIVERSITY OF SOUTHAMPTON**

**THE ROLE OF GESTURE IN BRITISH ELT  
IN A UNIVERSITY SETTING**

**(Volume 2 of 2)**

**by**

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**FACULTY OF SOCIAL SCIENCES**

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## Contents of video data in Volume 2

### Teacher 1 : Male

Class Type: General English

Topic: Shopping and Advertising

Duration of extracts: 5m. 40

Students: 11 Japanese females

Level: Elementary

- 1.1 Eliciting vocabulary prior to a role play exercise (1m.48)
- 1.2 Eliciting information from students for cross-cultural comparison (1m.1)
- 1.3 Checking that a vocabulary item is understood (1m. 23)
- 1.4 Finding items on the handout as quickly as possible: a game (1m. 6)
- 1.5 Ending the lesson (0m. 22)

### Teacher 2: Female

Class Type : General English

Topic: Food and Drink

Duration of extracts: 7m. 02

Students: 12 Japanese females

Level: Elementary – Lower Intermediate

- 2a.1 Introducing the topic (0m. 32)
- 2a.2 Eliciting what students had for breakfast (0m.36 )
- 2a.3 Helping students to understand the difference between marmalade and jam (3m. 54)
- 2a.4 Conducting a question and answer exercise around the class (1m. 39)
- 2a.5 Explaining the meaning of an item of vocabulary (0m. 21 )

### Teacher 2 : Female

Class Type: General English

Topic: Food and drink

Duration of extracts: 7m. 18

Students: 6 (Mixed, multinational)

Level: Lower - Upper Intermediate

- 2b.1 Introductions at the beginning of the lesson (2m. 22)
- 2b.2 Recapping on answers given and moving on with new questions (1m. 35)
- 2b.3 Providing background information about fish and shellfish in Britain (1m. 28)
- 2b.4 Giving instructions for a new task (0m. 28)
- 2b.5 Moving around the class during pair work, giving help as required (1m. 25)

### Teacher 3 : Female

Class Type: General English

Topic: Shopping and Advertising

Duration of extracts: 7m. 37

Students: 14 Japanese females

Level: Intermediate

- 3a.1 Starting the lesson (1m. 38 )
- 3a.2 Requiring students to pay attention during class feedback (1m. 28 )
- 3a.3 Moving around the class giving help as needed during pair work (1m. 37)
- 3a.4 Giving instructions for the next task (2m. 27)
- 3a.5 Checking on the progress of students working in a group (0m.27)

**Teacher 3 : Female**

Class Type: General English

Topic: Grammar Elective

Duration of extracts: 5m. 52

Students: 6 (Mixed, multinational)

Level: Mixed

- 3b.1 Revising the previous day's work at the start of the lesson (0m. 43)
- 3b.2 Eliciting information during vocabulary work (0m. 53)
- 3b.3 Checking that students are familiar with past tense forms to be used in a set task (1m. 03)
- 3b.4 Explaining what students need to do for the next task (0 m. 42)
- 3b.5 Giving help and encouragement to students working in pairs (2m. 31)

**Teacher 4 : Male**

Class Type: English for Specific

Purposes (ESP)

Duration of extracts: 5m. 56

Topic: Business Travel

Students: 3 Italian males

Level: Mixed

- 4.1 Eliciting specific expressions which featured in a video on business travel (0 m.39)
- 4.2 Explaining the meaning of an item of vocabulary (0m.35 )
- 4.3 Helping a student to understand the meaning of the adverb 'almost' (2m.18)
- 4.4 Setting the scene for a new phase of the lesson (1m. 13)
- 4.5 An exercise in question formation (1m. 11)

**Teacher 5 : Male**

Class Type: General English

Topic: The Environment

Duration of extracts: 6m. 28

Students: 6 (Mixed, multinational)

Level: Lower - Upper Intermediate

- 5.1 Introducing the topic at the start of the lesson (1m. 57)
- 5.2 Cross-cultural comparison and further vocabulary explanation (0m.27)
- 5.3 Expanding upon a student's definition of a vocabulary item:(0m.57)
- 5.4 Providing extra details to inform a discussion around a set of pictures (2m. 40)
- 5.5 Summing up a stage in the discussion (0m.41)

**Teacher 6 : Female**

Class Type: C.P.E.

(Certificate of Proficiency in English)

Duration of extracts: 8m. 30

Topic: Exam practice

Students: 8 (Mixed, multinational)

Level: Upper Intermediate-Advanced

- 6.1 Moving around the class giving one-to-one help as needed (1m. 21)
- 6.2 Feedback: going through the answers to a set task (1m. 49)
- 6.3 Sympathising with students at the difficulty of an exercise when the end is reached (1m.10)
- 6.4 Returning briefly to last week's theme before introducing a new topic (2m.02)
- 6.5 Explaining a task and how it is to be done (2m. 08 )

**Teacher 7: Female**

Class Type: EAP

(English for Academic Purposes)

Duration of extracts: 6m. 59

Topic: Grammatical Cohesion

Students: - 4 Mixed multinational

Level: Advanced (+ 1 L. Intermediate)

- 7.1 Introducing the topic of the lesson (*1m. 21*)
- 7.2 Explaining why a student's suggested lexical substitution is unsuitable (*1m.09*)
- 7.3 Comparing a model version of an exercise with one just produced by a student (*1m. 39*)
- 7.4 Clarifying the meaning of an expression in a set task (*1m. 25*)
- 7.5 Explaining the meaning of an unfamiliar lexical item while recapping the difference between defining and non-defining relative clauses (*1m. 25*)