

Multimodal Foreigner Talk: An Exploratory Study in Classroom Interactions

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Structure

1. Introduction
2. Research objectives
3. Method
4. Results
5. Discussion

Introduction > Foreigner talk (FT)

- Specific type of **communicative adaptation** in which L1 speakers adapt their language use when interacting with L2 speakers
- **Verbal communication** > FT occurs at different **linguistic levels**
 - **Phonological** level
 - Longer **silence durations** between syllables, words and utterances (Osada 2003, Papousek & Hwang 1991).
 - **Morphological** and **syntactic** levels > strategies of **simplification**
 - Preference for the **canonical word order** (Dashti 2013, Woolridge 2001)
 - Choosing **coordinated** over subordinated **constructions** (Dashti 2013, Woolridge 2001)
 - **Pragmatic** level
 - NS produce **more polar questions** relative to WH-questions
 - More repetitions and paraphrases (Bortfeld & Brennan 1997, Seidlhofer 2009)
 - **Discourse** level
 - NS tend to more **explicitly express relations** between utterances or larger discourse structures (Smith et al. 1991; Gass 2003)
 - NS allow for more **abrupt topic-changes** (Smith et al. 1991; Gass 2003)

Introduction > Multimodal foreigner talk (MFT)

- **Multimodal** foreigner talk?

- // **FT simplification strategies** can also be found in hyperforms of bodily behaviour
 - Gesture and space provide powerful means for **disambiguation** (Gullberg 2011)
 - L1 speakers produce **more deictics** when interacting with L2 speakers (Adams, 1998)
 - **Increased gesture rate** and **different gesture types** in L1-L2 settings gesture size (Azaoui 2013)
 - L1 speakers produce **longer** and **larger gestures** and **more iconic gestures** when interacting with L2 speakers (Tellier & Stam 2012; Tellier, Stam & Ghio, 2021)
 - L1 speakers interacting with L2 speakers produce **larger gestures**, **faster gestures** and gestures that cover a **larger trajectory** (Prové, Perrez & Oben (2022)

=> More detailed description of FT features in non-verbal behaviour

Present study

- **Main objectives**

- Do L1 speakers adapt their bodily behaviour (hand gestures) when interacting with L2 speakers?
- Characteristics of MFT?

- **Focus**

- **Pilot study** in the context **classroom interactions**
 - Within design: 1 teacher in L1 & L2 classrooms (// Azaoui, 2013)

Present study > Method

- **Participants**

- Teacher: L1 French
- **Target group 1:** L2 French (course: French as a FL; course objective: A2 level)
 - 15 adult learners > different backgrounds
 - Evening classes
- **Target group 2:** L1 French (course: cultural affairs)

- **Sample**

- Target group 1: 1 class (approx. 2 hours), date: 01/04/2022
- Analyzed sample
 - 25'
 - Lexical proficiency task > idiomatic expressions

Present study > Method

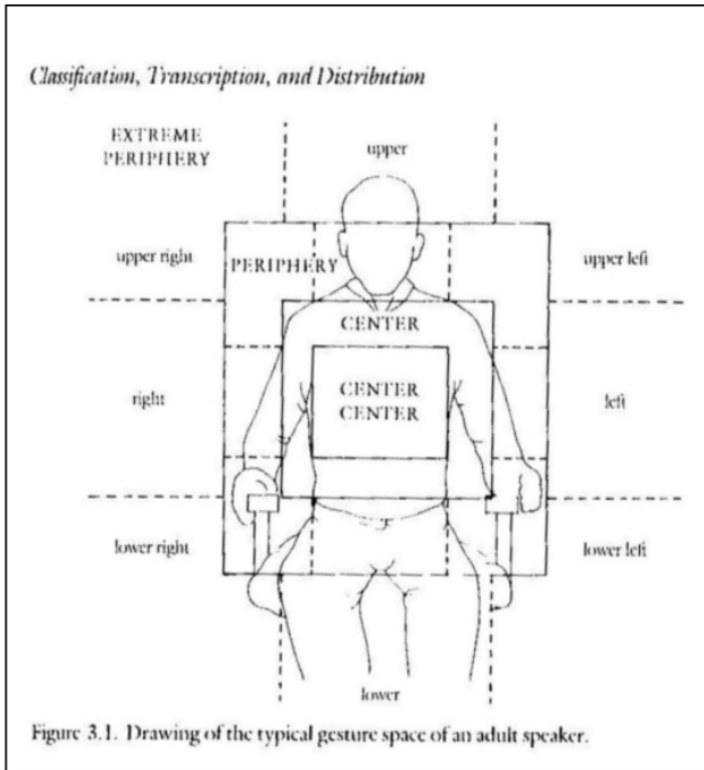
- **Coding**

- Based on Tellier & Stam (2019). *Gesture in teacher talk. Schema et guide d'annotation.*

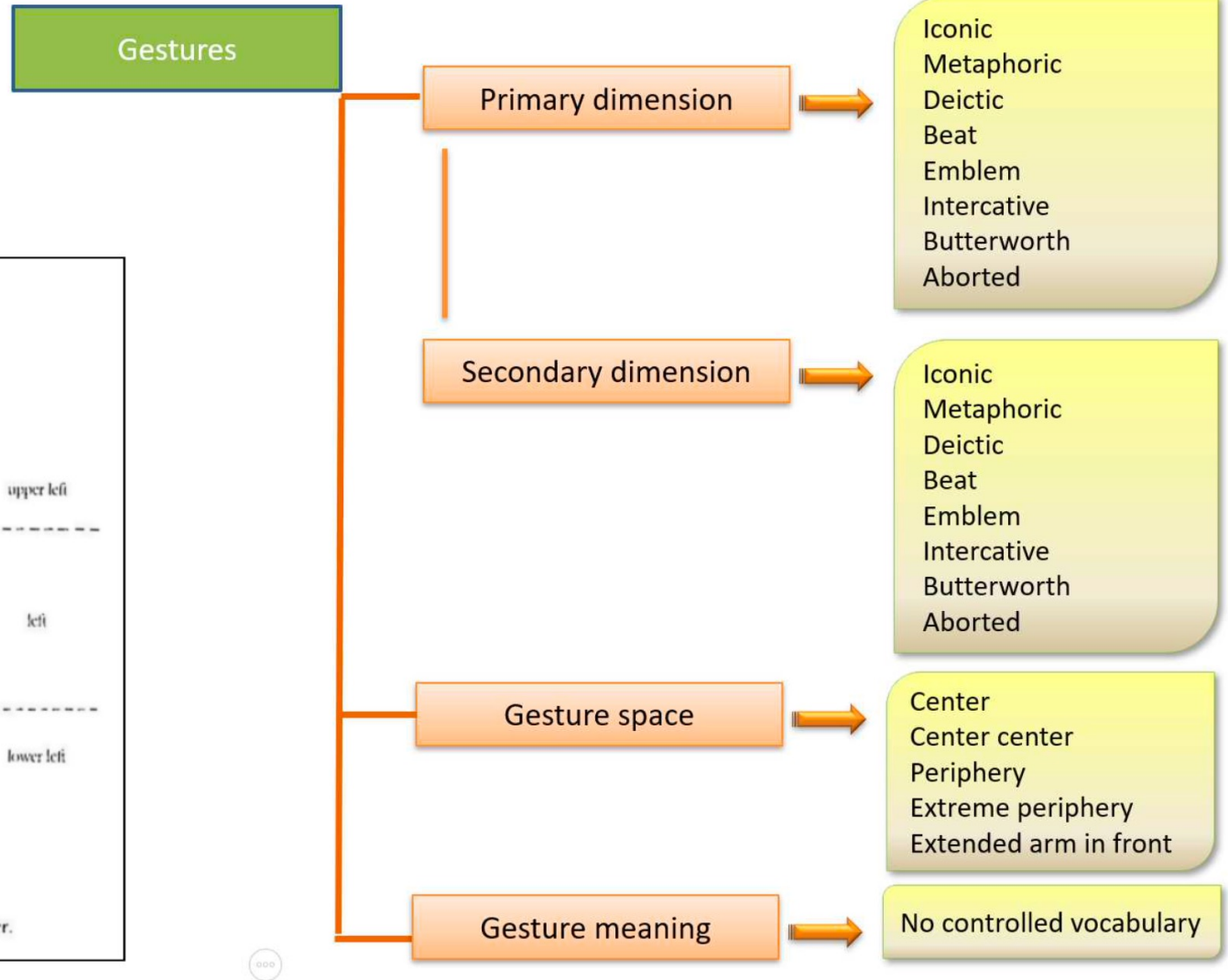
- **Verbal level**

- Teacher speech
- Verbal strategy (Definition, example, linguistic information...)
- Concept
- Type of interaction (1 student, several students, classroom)
- Teacher space (front center, front left, front right, close to student)

Gestural level



Source: McNeill (1992)

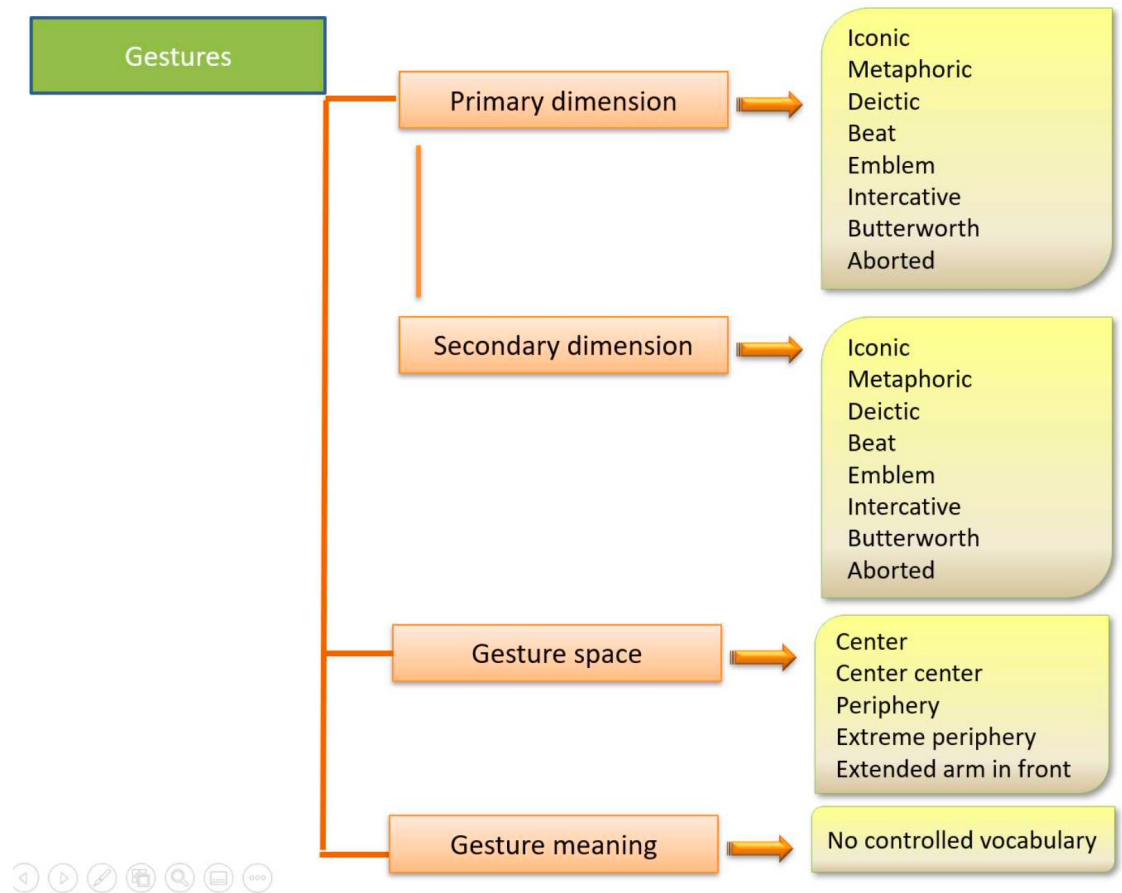


Source: Tellier & Stam (2019)

Gestural level

- **Gesture function**
 - Informing
 - Assessing
 - Managing
 - Other
- **Gesture function specifications**
 - Lexical information
 - Instructions
 - Support
 - Question...

• Gaze



Source: Tellier & Stam (2019)

Results

1. General tendencies
2. Gesture primary dimension
3. Gesture function
4. Interaction between gesture function and gesture dimension
5. Gesture space
6. Interaction between gesture space and gesture primary dimension

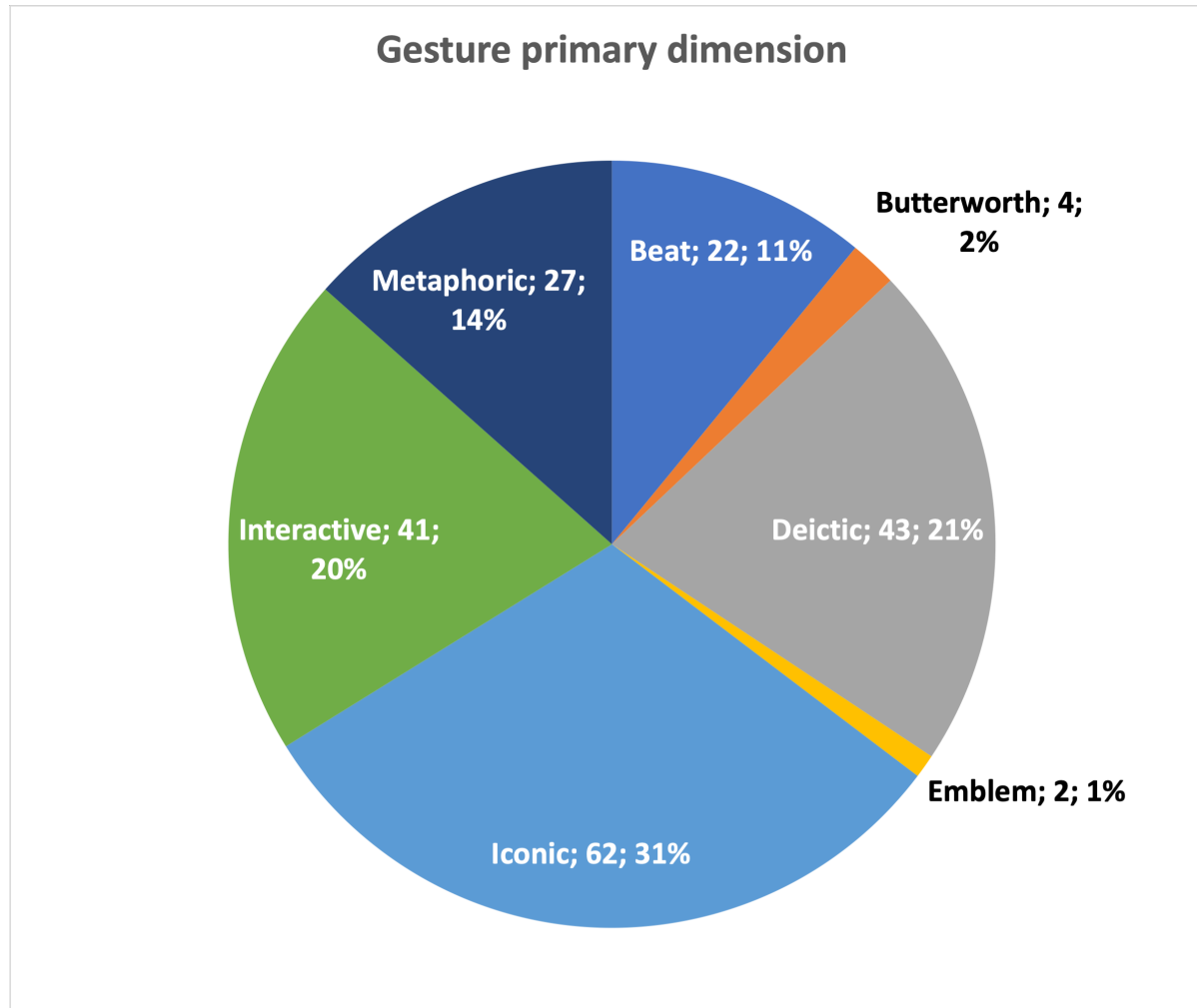
Results > General tendencies

Variables	Results
Number of gestures	206
Total duration	00:23:30 (hh:mm:ss)
Gesture rate#1 (N gesture per minute)	8.76 gesture per minute (to be nuanced)
Number of words	2.430
Gesture rate#2 (N gestures per word)	0.084 gesture per word
Average gesture duration	1.8037 sec.

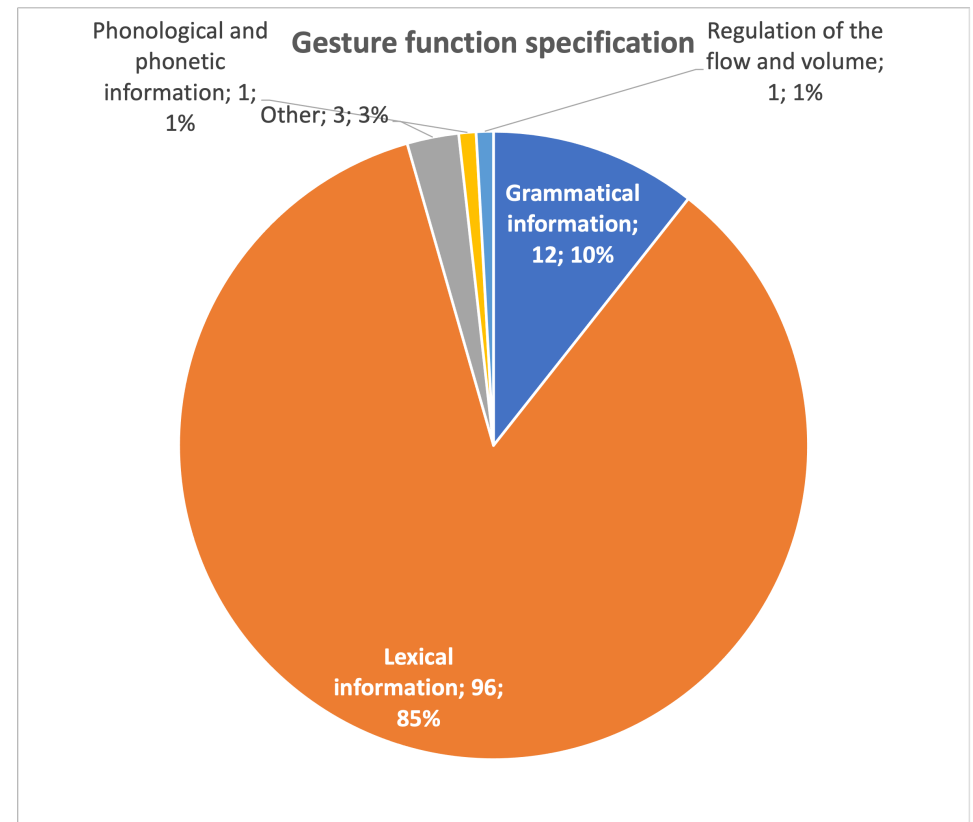
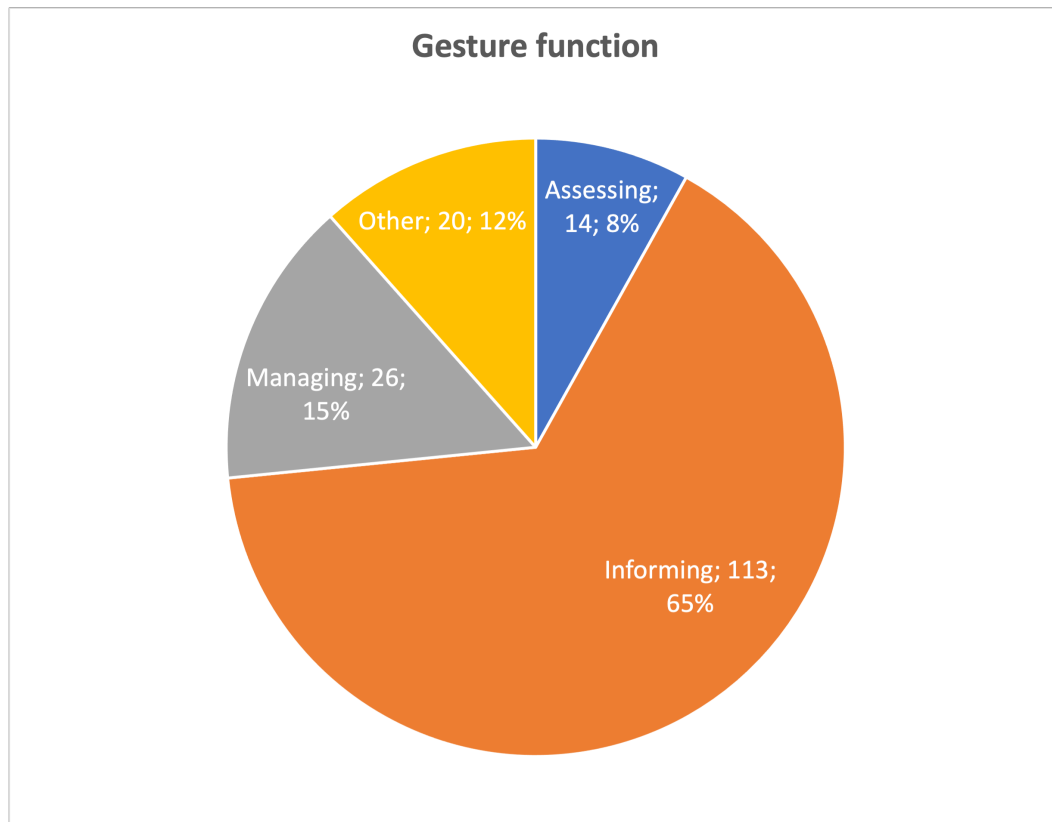
Results > General tendencies

Variables	PRESENT STUDY	AZAOUI (2013)	
		L1-L1 classroom interactions	L1-L2 classroom interactions
Number of gestures	206	412	783
Total duration	00:23:30		
Gesture rate#1 (N gesture per minute)	8.76		
Number of words	2.430	8.089	8.818
Gesture rate#2 (N gestures per word)	0.084	0.051	0.088
Average gesture duration	1.8037 sec.	1.5	1.6

Results > Gesture primary dimension

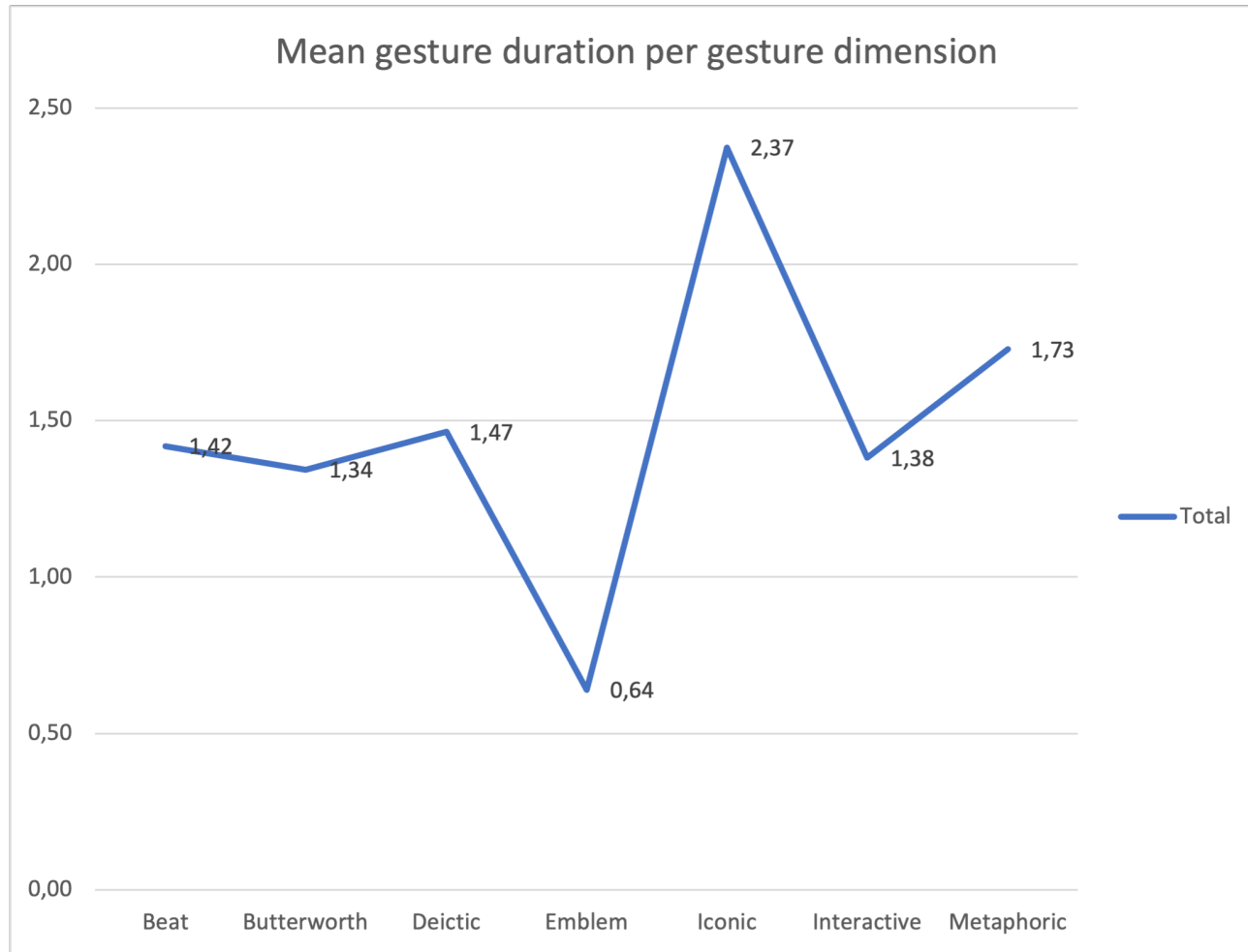


Results > Gesture function

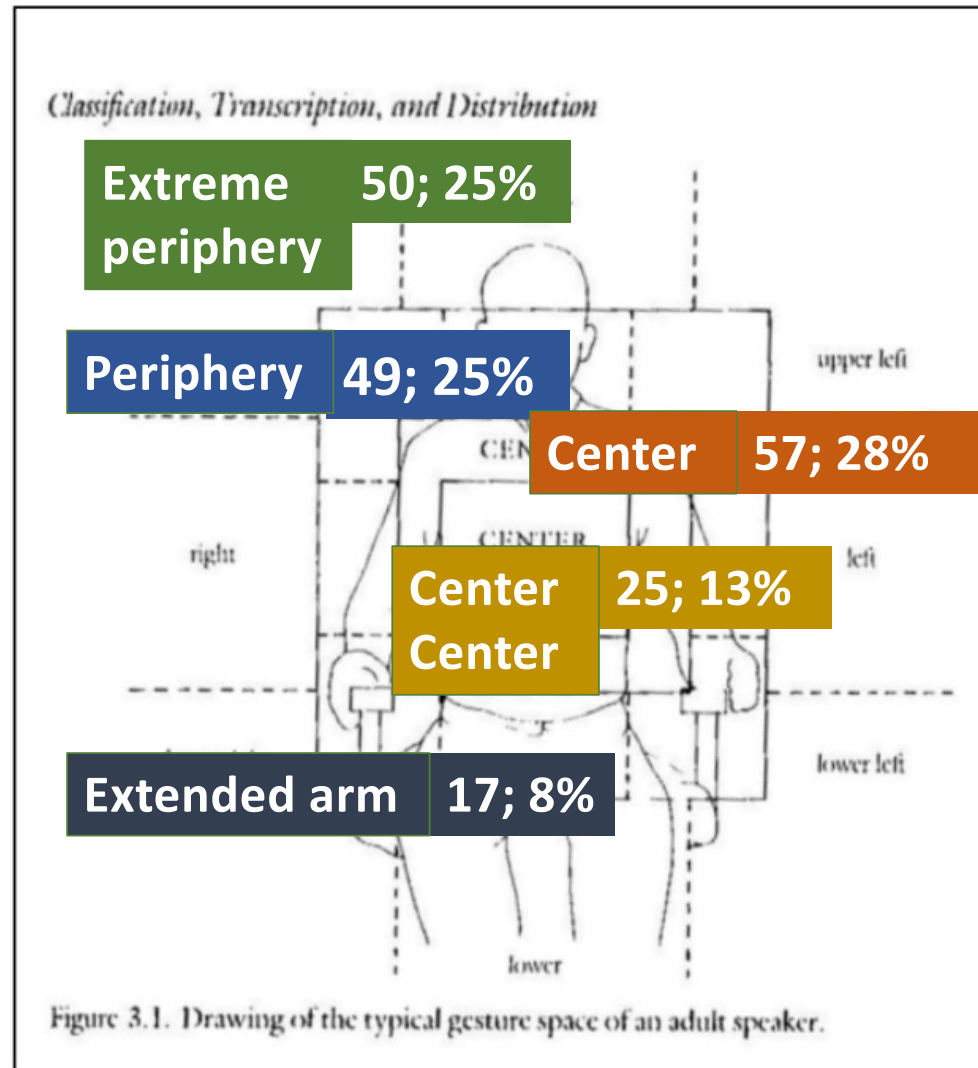


Results > Gesture duration & dimension

Av. gesture duration: 1.8 sec

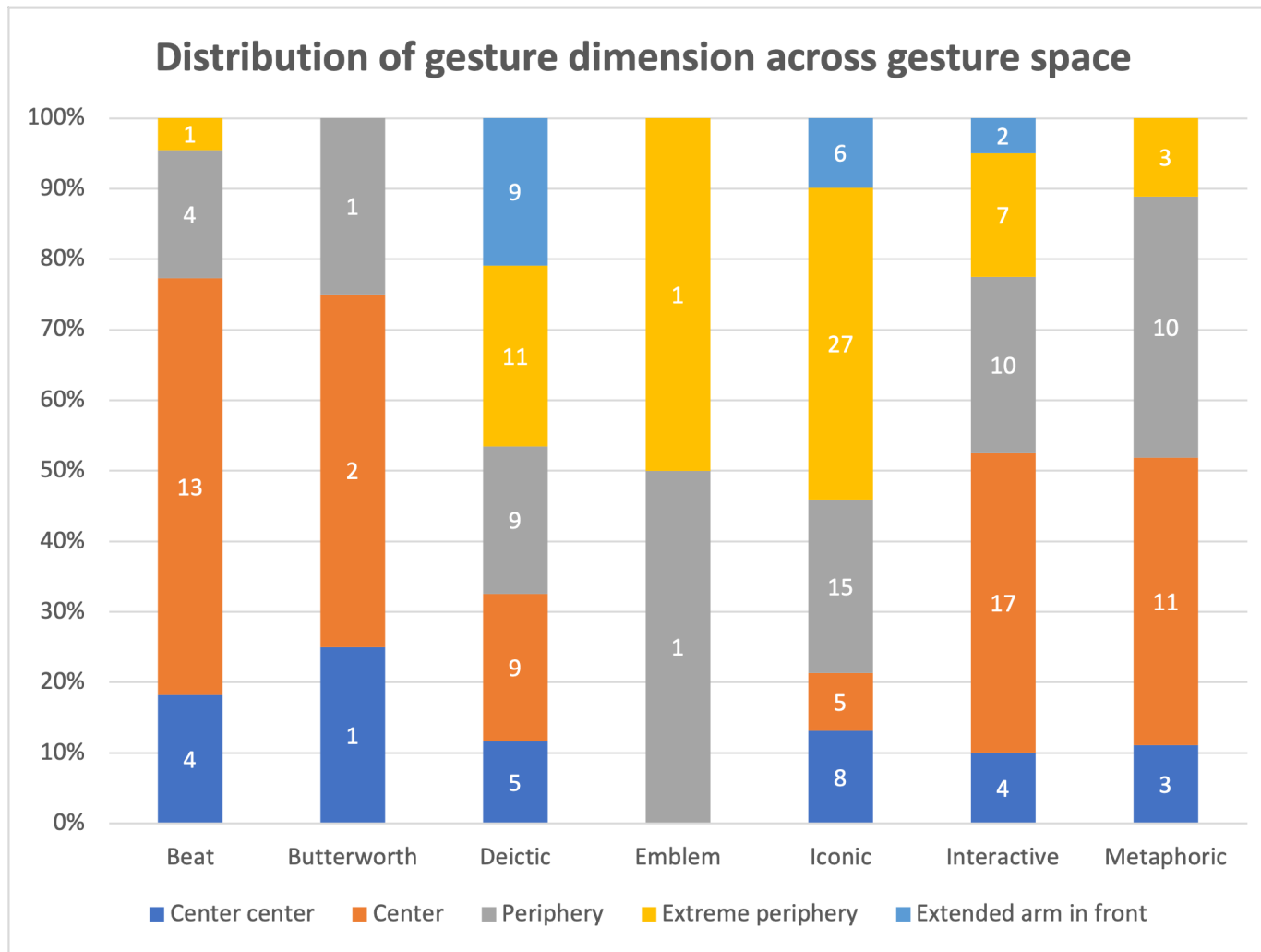


Gesture space



Source: McNeill (1992)

Results > Gesture space & dimension



Examples of iconic gestures

Example 1

[Example 1 – Gesture 73]

Context : the students have to explain this idiom.

Fr. « Décrocher la lune. »

En. “to take the stars out of the sky.” (in French: the moon)

[Example 2 – Gesture 28]

Context : the students have to explain this idiom.

Fr. « être lessivé. Si vous êtes dans une machine à laver et que elle tourne elle tourne elle tourne elle tourne, vous allez être comment après? »

En. “To be exhausted. If you're in a washing machine and it's spinning it's spinning it's spinning it's spinning, how are you going to be afterwards?” (être lessivé: to be washed (literally))

Examples of deictic gestures



[Gestures 20-23]

Context : a student has just defined an idiom and he has made a mistake. The teacher comes back on his mistake.

Fr. « Avec les infinitifs la négation vient devant donc ‘ne pas venir’ c'est pas ‘ne venir pas.’ »

En. “With infinitives the negation comes before so ‘ne pas venir’ it’s not ‘ne venir pas.’”

Discussion > Tentative results & further work

- Prominent use of **iconic gestures**
 - longer duration
 - Larger
 - // task
- Focus on the **interaction** between **formal characteristics** (gesture frequency, gesture size), **functional characteristics** (gesture dimension) but also **contextual characteristics** (nature of the task).
- **Further work**
 - Larger sample of L1-L2 interactions
 - Include L1-L1 interactions (control group) to determine potential features of multimedial foreigner talk

Discussion > Methodological aspects

Pragmatic gestures?

Example 1

[Example 1- Gesture 51]

Context : she is explaining the French idiom “fumer comme un pompier” and asks the students if there is a similar idiom in their language. An student says that in Italian, they say “fumare como un turco” (to smoke like a Turk). The teacher explains why it makes sense to say “to smoke like a fireman” but she does not know why in Italian it is “like a Turk”

Fr. « Le turc je sais pas si les turcs fument particulièrement beaucoup. »

En. « The Turk, I don't know if the Turks smoke particularly much.”

[Example 2 - Gesture 83]

Context: she is presenting an idea

Fr. “et de bonne humeur aussi”

En. « and in a good mood too”

Discussion > Methodological aspects

Enactment?

Example 1

[Example 1- Gesture 163]

Context : the students have to explain this idiom.

Fr. « Tu me casses les pieds. Non mais franchement, tu vas me poser la question combien de fois encore là? Parce que tu commences vraiment vraiment vraiment à me casser les pieds. Ça veut dire quoi casser les pieds? J'ai l'air contente ou pas? »

En. “You’re getting on my nerves. No but seriously, how many more times are you going to ask me that question? Because you really really really start to get on my nerves. What does “getting on my nerves” mean? Do I look happy or not?”

[Example 2 - Gesture 179]

Context: the teacher is giving an example to help the students find the meaning of “love at the first sight” (coup de foudre) and she starts with this sentence and body gesture.

Fr. « je m’promène dans la rue hop »

En. “I’m strolling in the street hop”

**Thank you very much for your
attention 😊**

Promotion for tomorrow's poster session ;-)

10:45 AM - 12:00 PM
Wintrust Hall

Poster Session 1

P-6: Motion in speech and gesture in a CLIL context

Christina Piot (University of Liège & University of Lille); Julien Perrez (University of Liège); Maarten Lemmens (University of Lille)

