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Gestures in Language Instruction: Bridging The Gap for Effective Correction and Learning

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Abstract: This study investigates the impact of integrating innovative gestures into language instruction at Universitas Muhammadiyah Gresik (UMG) and Universitas Muhammadiyah Gorontalo (UMGO). The primary objective was to assess how various types of gestures, including interactive digital boards, emotional expression, dynamic movement sequences, gamified approaches, and multimodal feedback gestures, influence student engagement, comprehension, and retention. Through observational data and semi-structured interviews with language lecturers, the study provides comprehensive insights into the efficacy of gesture-based teaching methods. The results reveal that the use of gestures significantly enhances the visibility and impact of corrective feedback, making linguistic errors more noticeable and facilitating better understanding and retention compared to traditional verbal feedback methods. Observational data indicate that students are more actively involved in discussions and activities when gestures are used, leading to a more dynamic and interactive classroom environment. This increased engagement highlights the potential of gestures to improve comprehension and cognitive processing in language learning. Semi-structured interviews with lecturers further emphasize the perceived benefits of gestures, such as enhanced engagement, improved comprehension, and better retention of language skills. However, challenges including technological limitations, the need for professional development, and time constraints were also identified. To address these challenges, educators recommended strategies like gradual implementation of gestures, soliciting student feedback, and combining gestures with other multimedia resources. In conclusion, this study demonstrates that integrating gestures into language instruction can significantly enhance learning outcomes by making lessons more engaging and effective. Future research should focus on long-term impacts and the development of training programs to support educators in adopting gesture-based teaching methods.
Keywords: *Innovative gestures; gesture in language instructions; students' engagement; comprehension and retention; corrective feedback*

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A. INTRODUCTION

Language instruction has traditionally relied on a combination of verbal communication and written materials to teach students (Adamson, 2021; Demir & Sonmez, 2021; Hamied & Musthafa, 2019). However, non-verbal communication, specifically gestures, has been recognized as an integral component in enhancing understanding and retention in language learning (Dargue & Sweller, 2020; Davis et al., 2021; Pi et al., 2021; Sato, 2020). In the broader field of educational psychology and linguistics, there has been growing interest in exploring innovative teaching methods that go beyond traditional approaches (Acar & Tuncdogan, 2019; Goodchild & Speed, 2019; Razali & Nasri, 2023; Maruf et al., 2023). This study delves into the specific area of using gestures as a dynamic and intentional pedagogical tool in language instruction, aiming to transform and improve the way corrective feedback is delivered and integrated.

Despite the insights gained from studies highlighting the beneficial effects of gestures in language learning contexts, such as those by Dargue et al., (2019) and Arbona et al.,(2023), there remains a significant research gap regarding the intentional and innovative use of gestures as a central component of corrective feedback in language instruction. While gestures are acknowledged for their supportive role in teaching, traditional approaches often relegate them to supplementary tools alongside verbal communication (Koegel et al., 2020; Tiferes et al., 2019; Lubis, 2023), rather than harnessing their full potential as dynamic pedagogical tools (He et al., 2019; Liu et al., 2024; Valdiviejas et al., 2022; Arifin et al., 2022).

The studies conducted by Wilks-Smith, (2022) and Gullberg, (2023) provide significant insights into the beneficial effects of gestures in language learning contexts, their focus remains primarily on the general roles of gestures in comprehension and language processing. Specifically, they emphasize how gestures aid in cognitive processing, comprehension, and second language acquisition, highlighting their potential to enhance learning outcomes.

However, neither study specifically investigates the innovative use of gestures as a central tool for delivering corrective feedback in language instruction. Corrective feedback plays a crucial role in guiding learners towards linguistic accuracy and proficiency (Aziz & Jayaputri, 2023; Bao, 2019; Rouhi et al., 2020; Suerni et al., 2020; Tamerer, 2019; Maruf, 2023). By strategically integrating gestures as part of corrective interventions, lecturers may enhance the visibility and impact of feedback, making it more effective and engaging for learners (Chen & Liu, 2021; Nagode et al., 2014; Yunita et al., 2022).

This gap in the literature underscores the necessity for further research that explores the deliberate and creative application of gestures within language instruction settings. Such research could provide insights into how different types of gestures such as Interactive Digital Board, Emotional Expression, and Dynamic Movement Sequences can be effectively employed to facilitate corrective feedback processes. By addressing this gap, future studies can contribute to refining language teaching methodologies and ultimately improving language acquisition outcomes for learners.

This study aims to bridge this gap by delving into the enduring impact of corrective interventions and the innovative role of gestures in facilitating this integration. The term "innovative use of gestures" refers to a creative and groundbreaking application of gestures within the context of language instruction. Our exploration seeks to redefine the landscape of corrective feedback, making it more visible, impactful, and seamlessly integrated into learners' linguistic proficiency. By treating gestures as dynamic and intentional pedagogical tools, this research aims to transform how corrective feedback is perceived and utilized in language learning.

The significance of this study lies in its potential to revolutionize language instruction methods by integrating innovative gestures into the process of corrective feedback. By exploring and documenting the experiences and strategies employed by language lecturers in diverse educational settings in Indonesia, this research contributes valuable insights into effective teaching practices. It highlights the potential for gestures to enhance the visibility and effectiveness of corrective feedback, ultimately improving learners' language acquisition outcomes. This study not only addresses a critical gap in existing research but also offers practical implications for educators seeking to employ more effective and engaging instructional methods.

B. RESEARCH METHOD

Research Design

This study employs a qualitative research design to explore the innovative use of gestures as a core element of corrective feedback in language instruction. Qualitative methods are chosen to allow for a detailed exploration of experiences, perceptions, and strategies among language lecturers (Creswell, 2009; Hoeber et al., 2017; Marton, 2013). This approach facilitates an in-depth understanding of how gestures can enhance the visibility and effectiveness of corrective feedback within diverse educational settings.

Research Setting and Participants

The research was conducted across educational settings in Indonesia, specifically in Gresik, East Java, and Gorontalo province. Participants are selected from Universitas Muhammadiyah Gresik (UMG) and Universitas Muhammadiyah Gorontalo (UMGO), ensuring a diverse representation of language lecturers. A total of 15 participants are involved: 8 from Universitas Muhammadiyah Gresik and 7 from Universitas Muhammadiyah Gorontalo. The selection criteria prioritize individuals with varied teaching experiences, familiarity with corrective feedback methodologies, and a willingness to incorporate innovative pedagogical gestures.

Data Collection

Data collection methods include: (1) *Observations*: Real-time observations of language instruction sessions were conducted ten times across diverse classroom settings in Gresik and Gorontalo provinces. These observations aimed to capture the dynamic interaction between gestures and corrective feedback in instructional practices. Based on social interaction theory (Vygotsky, 1978) and cognitive theory (Piaget, 2008), these observations provide insights into how gestures can reinforce learning and error correction. (2) *In-depth Interviews*: Following the observations, semi-structured interviews were conducted with participants to explore their experiences, perceptions, and strategies related to the use of gestures in delivering corrective feedback. The interviews were conducted one-on-one, utilizing a 15-item questionnaire to ensure a comprehensive exploration of individual perspectives.

Research Procedures

The research procedures involve several carefully designed sequences: (1) *Participant Recruitment*: Definition of inclusion criteria to select participants with varying language instruction experiences and familiarity with corrective feedback methods. (2) *Identifying Educational Institutions*: Collaboration with Universitas Muhammadiyah Gresik and Universitas Muhammadiyah Gorontalo to gain access to diverse language instruction practices. (3) *Observation Checklist*: Development of a checklist to guide observations, focusing on innovative gesture use beyond traditional teaching practices. This includes gestures such as Interactive Digital Board, Emotional Expression, and Dynamic Movement Sequences. (4) *Classroom Scheduling*: Scheduling observations across different language instruction settings to capture varied instructional practices employed by educators. (5) *Interview Protocol Development*: Development of a semi-structured interview protocol to explore key themes related to gestures, corrective feedback, and language instruction strategies. (6) *Participant Scheduling*: Thoughtful scheduling of interviews to accommodate participants' availability and preferences, ensuring open and insightful discussions.

Data Analysis

Data analysis employs a robust qualitative approach: (1) *Transcription and Coding*: Transcription of interviews and systematic coding of data to identify key themes and patterns related to the use of gestures in corrective feedback. (2) *Thematic Analysis*: Application of thematic analysis to explore and interpret textual and visual data, facilitating a comprehensive understanding of participants' experiences and perceptions. (3) *Analytical Framework*: Utilization of an analytical framework to examine consistent patterns and complexities surrounding the integration of gestures in language instruction.

By employing these methods, this study aims to provide rich insights into how innovative gestures can enhance the visibility and effectiveness of corrective feedback in language learning contexts, contributing to the advancement of language instruction methodologies.

C. FINDINGS AND DISCUSSION

Findings

Observation Results

During observations of language instruction sessions at Universitas Muhammadiyah Gresik (UMG) and Universitas Muhammadiyah Gorontalo (UMGO), several key findings emerged:

1. *Integration of Innovative Gestures:* Educators demonstrated a variety of innovative gestures in delivering corrective feedback, including Interactive Digital Board, Emotional Expression, Dynamic Movement Sequences, Gamified Approaches, and Multimodal Feedback Gestures. Among these, Interactive Digital Board and Emotional Expression were the most dominantly used by instructors in the classroom. These gestures were observed to significantly enhance engagement and understanding among learners, creating a more interactive and immersive learning environment. The frequent use of the Interactive Digital Board facilitated dynamic visual explanations and interactive learning, while Emotional Expression helped convey emotions and cultural nuances, making language learning more relatable and engaging for students.

Table 1. Observational Outcomes of Integration Innovative Gesture Use in Language Instruction

Gesture Type	UMG	UMGO
Interactive Digital Board	Facilitated dynamic visual explanations and interactive learning experiences. Lecturers illustrated vocabulary, grammar structures, and language rules in real-time. Enhanced comprehension and retention through collaborative engagement.	Enhanced interactive learning through visual explanations. Lecturers used the board for real-time illustration of language rules and vocabulary. Promoted active participation and comprehension through immediate digital feedback and collaborative tasks.
Emotional Expression	Improved learner motivation and understanding of language concepts through emotional context. Lecturers conveyed characters' emotions and cultural nuances, making language learning relatable and engaging. Facilitated deeper appreciation and retention.	Enhanced student engagement and motivation. Lecturers used expressive gestures to demonstrate emotional contexts in language, aiding in the understanding of idiomatic expressions and cultural references, fostering a deeper connection with the language.

Dynamic Movement Sequences	Demonstrated language structures and grammar concepts through physical movements. Used gestures like mimicking verb conjugations to make abstract concepts tangible. Reinforced learning through kinesthetic interaction and spatial awareness.	Employed physical movements to represent language structures. Lecturers acted out dialogues and verb conjugations, making grammar concepts tangible. Enhanced understanding through kinesthetic learning, improving students' grasp of abstract language rules.
Gamified Approaches	Increased student participation and enjoyment in language learning through game-like elements. Utilized competitive quizzes and interactive challenges to motivate active language practice and immediate feedback, fostering a dynamic learning environment.	Promoted active participation through gamified elements in lessons. Lecturers incorporated competitive language games and quizzes, encouraging students to practice language skills in a fun, engaging way while receiving immediate feedback and rewards.
Multimodal Feedback Gestures	Supported diverse learning styles with visual, auditory, and tactile cues. Delivered feedback effectively through methods such as visual error highlighting, auditory explanations, and tactile interactive gestures, ensuring comprehensive comprehension.	Catered to diverse learning preferences with multimodal feedback. Lecturers used visual, auditory, and tactile cues to provide corrective feedback, helping students understand and correct language errors through various sensory channels, enhancing overall learning.

2. *Effectiveness of Corrective Feedback*: The study revealed that the use of gestures significantly enhanced the visibility and impact of corrective feedback in language instruction. This finding was consistent across observations at both Universitas Muhammadiyah Gresik and Universitas Muhammadiyah Gorontalo. Lecturers consistently reported that gestures helped learners notice and correct linguistic errors more effectively compared to traditional verbal feedback methods.

Table 2: Comparative Observations of the Effectiveness of Corrective Feedback Using Gestures.

Corrective Feedback Using Gesture	UMG	UMGO
Enhanced Visibility of Errors	During a lesson on sentence structure, lecturers used hand gestures to physically map	Similar techniques were used to demonstrate verb conjugation errors. Hand movements clearly

	out the subject-verb-object order on an interactive digital board. This visual aid helped students easily identify sentence structure deviations.	illustrated correct versus incorrect forms, making errors more noticeable to students.
Improved Understanding and Retention	Lecturers used exaggerated mouth movements along with verbal feedback to correct pronunciation errors, helping students internalize the correct pronunciation more effectively.	Lecturers combined gestures with verbal explanations to teach grammar rules. For example, hand gestures were used to show tense changes, reinforcing verbal instructions and aiding retention.
Immediate and Interactive Feedback	In a collaborative language game, lecturers used thumbs-up or hand-waving gestures to indicate correct or incorrect answers, providing instant clarification and engaging students actively.	Immediate feedback during interactive exercises was given using gestures such as nodding or shaking the head, allowing students to quickly adjust their responses and understand corrections.
Emotional and Contextual Connections	During storytelling sessions, expressive gestures were used to act out characters' emotions, helping students connect emotionally with the language and understand descriptive feedback.	Emotional gestures were employed to illustrate idiomatic expressions during lessons, making the language more relatable and aiding students in grasping the nuances of the feedback.
Multimodal and Inclusive Learning	Feedback was provided through written annotations, verbal explanations, and interactive hand signals, catering to visual, auditory, and kinesthetic learners, ensuring comprehensive understanding.	Similar multimodal approaches were used, integrating written, verbal, and gestural feedback to support diverse learning styles and enhance the overall effectiveness of corrective feedback.

3. *Student Response and Engagement*: Observations indicated heightened student engagement during instructional sessions where gestures were used for corrective feedback. Students were more actively involved in discussions and activities, demonstrating increased participation and interaction with course materials.

Table 3: Student Response and Engagement in Language Instruction Using Gestures

Observational Outcomes	UMG	UMGO
Increased Participation	Students actively suggested and corrected vocabulary terms during gesture-based exercises.	Students enthusiastically responded to gesture-based feedback during grammar drills.
Enhanced Interaction with Course Materials	Students engaged with Interactive Digital Board gestures to manipulate sentence structures and receive instant feedback.	Students interacted deeply with course materials through gesture-based activities.
Active Involvement in Discussions	Students frequently asked questions and shared interpretations during gesture-highlighted cultural and idiomatic discussions.	Students engaged in peer discussions more actively when gestures highlighted key points.
Positive Student Feedback	Students reported that gestures made feedback clearer and easier to understand.	Students appreciated the visual and interactive nature of gestures, aiding quicker grasp and retention of concepts.
Improved Focus and Attention	Students showed improved focus during lessons with gestures, such as using hand movements to illustrate verb conjugations.	Students were more attentive and less distracted during sessions with gesture-based feedback.

Semi-Structured Interview Results

Semi-structured interviews with language lecturers offered valuable insights into their experiences and perceptions regarding the use of gestures in language instruction. These interviews provided a nuanced understanding of how gestures are perceived and utilized in educational settings as described in this following Table 4.

Table 4. Insights from Semi-Structured Interviews on Gesture Use in Language Instruction

Category	Insights
Perceived Benefits of Gestures	• Enhanced Engagement: Lecturers noted gestures increased student engagement, helping maintain focus during abstract or cultural explanations. • Improved Comprehension: Gestures clarified language content, aiding understanding of vocabulary, grammar, and idiomatic expressions. • Retention of Language Skills: Gestures reinforced learning, improving retention of vocabulary and grammar rules. • Support for Diverse Learning Styles: Gestures accommodated visual, auditory, and kinesthetic learners, enhancing overall learning experiences.

Challenges and Considerations	• Technological Limitations: Limited access to tools like Interactive Digital Boards and devices posed barriers to effective gesture-based instruction. • Professional Development Needs: Lecturers expressed a need for training to integrate gestures effectively into lessons. • Time Constraints: Planning and implementing gesture-enhanced activities required additional time within regular teaching schedules. • Student Adaptation: Initial student resistance to gestures necessitated gradual introduction and explanation of benefits.
Strategies for Effective Implementation	• Gradual Integration: Phased introduction of gestures, starting with simple movements, eased adoption for both lecturers and students. • Feedback and Adaptation: Gathering student input on gesture-based learning experiences facilitated ongoing improvement. • Collaborative Learning: Integrating gestures into group activities promoted interaction and deeper comprehension of language concepts. • Multimodal Approaches: Combining gestures with visual aids and interactive software reinforced learning and catered to diverse learning preferences.

The semi-structured interviews with language lecturers highlighted several key benefits of integrating gestures into language instruction as showed in table 4 above. *Enhanced engagement* was a recurring theme, with educators noting that gestures significantly increased student attention and participation during lessons. One lecturer remarked on the positive energy in the classroom when gestures were employed, stating, *"Using gestures really captures the students' attention, especially when discussing complex topics."*

This enthusiasm creates an environment conducive to active learning, making students more willing to engage in discussions and activities.

Another prominent benefit identified was the *improved comprehension* that gestures facilitate. Educators observed that gestures helped clarify complex language concepts, making them more accessible to students. As one lecturer pointed out, "*When I demonstrate grammar with hand movements, students seem to grasp it much better."* Another lecturer mentioned, "*Gestures help clarify complex language concepts. When I use hand movements to explain grammar, students seem to grasp the material more effectively."* This alignment between gesture use and comprehension suggests that

gestures serve as effective tools for bridging gaps in understanding, enhancing the overall learning experience.

Additionally, *the retention of language skills* emerged as a key benefit of incorporating gestures into instruction. Many lecturers observed that students were more inclined to remember vocabulary and grammar rules when gestures were part of the lessons. One lecturer noted, *"Students remember vocabulary better when I use gestures,"* while another shared, *"I've noticed that students recall grammar rules more effectively when gestures are involved. The kinesthetic aspect seems to help solidify their understanding."* These insights suggest that the visual and kinesthetic reinforcement offered by gestures plays a crucial role in enhancing long-term retention of language skills.

Lastly, the interviews revealed that gestures *support diverse learning styles*, catering to visual, auditory, and kinesthetic learners alike. As one participant stated, *"Students with different learning preferences often tell me they appreciate having multiple ways to engage with the material,"* while another mentioned, "*Gestures cater to various learning styles. Students with different preferences often share that they find it easier to engage with the material when gestures are included."* This inclusivity not only enhances student engagement but also fosters a more supportive learning environment where all students can thrive.

While the integration of gestures in language instruction offers numerous advantages, several challenges and considerations emerged during interviews with lecturers. One prominent issue is *technological limitations*. Many educators reported difficulties due to a lack of access to essential tools, such as Interactive Digital Boards, which are crucial for effectively implementing gesture-based instruction. As one lecturer highlighted, *"Without adequate technology, it's hard to leverage gestures fully in my teaching."* Another educator noted, *"Sometimes we have to rely on basic tools, which limits our creativity with gestures."*

Another significant consideration is *the need for professional development*. Instructors expressed a strong desire for training opportunities that focus on gesture-based instructional techniques. One lecturer shared, *"If I had more training on how to use gestures effectively, I would feel much more confident in my lessons."* Additionally,

another instructor mentioned, *"Workshops on gesture integration could really help us innovate our teaching methods."*

Time constraints also surfaced as a common challenge. Educators pointed out that preparing gesture-enhanced activities demands additional time within their busy teaching schedules. One lecturer stated, *"Planning gesture-based lessons takes extra time, which can be tough when juggling other responsibilities."* Another educator echoed this concern, saying, *"I often find myself rushed, making it hard to incorporate gestures as much as I would like."*

Lastly, *student adaptation* emerged as a challenge, with some educators noting initial resistance from students unfamiliar with gesture-based teaching methods. One lecturer remarked, *"Initially, some students were unsure about using gestures, but over time they began to appreciate them."* Another instructor added, *"It's crucial to introduce gestures gradually; otherwise, students might feel overwhelmed and disengaged."*

To overcome the challenges associated with integrating gestures into language instruction, lecturers identified several effective strategies for implementation. One key approach is *gradual integration*. Many lecturers recommended starting with simple gestures and progressively incorporating more complex movements. One instructor noted, *"Introducing gestures slowly helped both my students and me adjust without feeling overwhelmed."* Another educator added, *"When I began with basic gestures, students were more receptive and willing to engage."*

Feedback and adaptation were also emphasized as crucial strategies. Educators highlighted the importance of soliciting student input on their experiences with gesture-based learning. One lecturer shared, *"I regularly ask my students for feedback on how gestures impact their understanding, which helps me refine my methods."* Another instructor noted, *"Adaptation based on student responses has led to more effective lessons that resonate with their needs."*

Collaborative learning emerged as an effective method for incorporating gestures into the classroom. Instructors found that integrating gestures into group activities encouraged interaction and deepened comprehension. One lecturer stated, "*When students work in pairs or groups using gestures, they tend to engage more meaningfully with the content."* Another educator remarked, *"Collaborative tasks not only make learning fun but also promote a shared understanding of language concepts."*

Finally, employing multimodal approaches was identified as a beneficial strategy. Educators found that combining gestures with visual aids and interactive software reinforced learning and catered to diverse learning preferences. One lecturer explained, *"Using gestures alongside visuals and technology creates a richer learning experience for students."* Another instructor added, *"This multimodal approach ensures that every student can engage with the material in a way that suits them best."*

Discussion

The integration of innovative gestures in language instruction has demonstrated a significant positive impact on student engagement, comprehension, and the effectiveness of corrective feedback (Azeez & Azeez, 2018; Stam & Tellier, 2021, 2022). Key findings from this study reveal that gestures such as Interactive Digital Boards, Emotional Expressions, Dynamic Movement Sequences, Gamified Approaches, and Multimodal Feedback not only enhanced learner participation but also improved the visibility and retention of language concepts across both Universitas Muhammadiyah Gresik (UMG) and Universitas Muhammadiyah Gorontalo (UMGO). The findings of this study align closely with the conclusions drawn by Wilks-Smith (2022) and Gullberg (2023) regarding the beneficial effects of gestures in language learning. Both studies emphasize the role of gestures in enhancing cognitive processing, comprehension, and second language acquisition. In our research at Universitas Muhammadiyah Gresik (UMG) and Universitas Muhammadiyah Gorontalo (UMGO), we observed similar outcomes, particularly in how gestures improved student engagement and the effectiveness of corrective feedback.

Wilks-Smith (2022) highlights the general roles of gestures in comprehension and cognitive processing, noting that gestures can significantly enhance understanding by providing visual and kinesthetic reinforcement. This is consistent with our findings, where educators reported that gestures made linguistic errors more visible and comprehensible for students, leading to better correction and retention. For example, one lecturer at UMGO stated, *"Hand movements clearly illustrated correct versus incorrect forms, making errors more noticeable to students,"* which echoes the emphasis on visual aids found in Wilks-Smith's study.

Gullberg (2023) further explores the role of gestures in second language acquisition, suggesting that they can facilitate deeper learning outcomes by supporting cognitive

functions related to language processing. Our study corroborates this by showing that gestures not only captured students' attention but also maintained their focus during abstract or complex explanations. One instructor at UMG mentioned, *"Students remember vocabulary better when I use gestures,"* indicating that the kinesthetic aspect of gestures helps solidify understanding—a point also stressed by Gullberg.

Both previous studies underscore the potential of gestures to enhance learning outcomes, which is mirrored in our findings. For instance, the use of gestures for corrective feedback was found to be more effective than traditional verbal methods at both UMG and UMGO. This finding aligns with Arbona et al. (2023), who assert that gestures can enhance cognitive processing in language learning, and further supports the broader conclusions drawn by Wilks-Smith and Gullberg.

However, while Wilks-Smith (2022) and Gullberg (2023) focus primarily on the general benefits of gestures in enhancing comprehension and language processing, our study provides more specific insights into the practical application of gestures for corrective feedback and student engagement in classroom settings. The detailed observations and semi-structured interviews from our research highlight the tangible benefits and challenges associated with integrating gestures into everyday language instruction. For example, lecturers at UMG and UMGO reported that gestures not only improved comprehension but also significantly increased student participation and interaction with course materials—an aspect that was less emphasized in previous studies.

Additionally, our study identifies specific challenges and considerations, such as technological limitations and the need for professional development, which were not extensively covered by Wilks-Smith (2022) and Gullberg (2023). These practical insights are crucial for educators/lecturers looking to implement gesture-based teaching methods effectively. For instance, one lecturer mentioned, *"Limited access to tools like Interactive Digital Boards posed barriers to effective gesture-based instruction,"* highlighting a critical area that needs addressing to fully leverage the benefits of gestures in language learning.

In summary, while our findings support the general conclusions of Wilks-Smith (2022) and Gullberg (2023) regarding the cognitive and comprehension benefits of gestures, our study adds depth by exploring the specific applications, benefits, and challenges of gestures in real classroom environments. This contributes to a more

comprehensive understanding of how gestures can be effectively utilized in language instruction, particularly in the context of corrective feedback and student engagement.

D. CONCLUSION

The integration of innovative gestures in language instruction has demonstrated significant benefits for enhancing student engagement, comprehension, and retention. This study, conducted at Universitas Muhammadiyah Gresik (UMG) and Universitas Muhammadiyah Gorontalo (UMGO), provides compelling evidence that gestures can transform traditional language teaching methods by making lessons more interactive and immersive.

Key findings highlight the multifaceted advantages of using gestures in educational settings. Firstly, gestures were found to significantly improve the effectiveness of corrective feedback. By providing clear, immediate visual cues, gestures helped students notice and correct linguistic errors more effectively than traditional verbal feedback methods. This aligns with existing research mentioned that reinforcing the idea that gestures enhance cognitive processing and comprehension. Additionally, the use of gestures increased student engagement and participation. Observations indicated that students were more actively involved in discussions and activities when gestures were used, resulting in a more dynamic and interactive classroom environment. This finding supports the conclusions of previous studies who emphasize the role of gestures in enhancing learning outcomes through improved comprehension and cognitive processing.

Semi-structured interviews with language lecturers further underscored the perceived benefits of gestures. Lecterers noted that gestures facilitated deeper understanding of abstract language concepts, improved retention of vocabulary and grammar rules, and catered to diverse learning styles. However, challenges such as technological limitations and the need for professional development were also identified, highlighting areas for future improvement and support. To effectively integrate gestures into language instruction, lecturers recommended strategies such as gradual implementation, gathering student feedback, and combining gestures with other multimedia resources. These approaches can help educators overcome initial resistance and logistical challenges, ensuring that gesture-based teaching methods are both effective and sustainable.

In conclusion, this study demonstrates that the thoughtful incorporation of gestures into language instruction can significantly enhance learning experiences and outcomes. By addressing the identified challenges and leveraging the strategies suggested by lecturers, language instructors can harness the full potential of gestures to create more engaging, effective, and inclusive educational environments. Future research should continue to explore the long-term impacts of gesture-based instruction and the development of professional training programs to support educators in this innovative approach.

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