

Gesti di tempo nella classe di italiano L2

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Abstract

This paper illustrates the results of a research on temporal gestures used by teachers in classes of Italian as a foreign language. Through a multimodal analysis of 90 videorecorded and transcribed units of classroom interaction (of 5 minutes each), the Authors have isolated the cases in which verbal and/or non verbal references to time are present in the interaction, in order to investigate frequency, type and functions of temporal gestures, as relevant factors both for students' comprehension and language acquisition and for teachers' growing awareness in using co-speech gestures.