THE USE OF GESTICULATION TO IMPROVE ESL LEARNER'S UNDERSTANDING OF CONTENT WORDS IN WRITING

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Abstract: The present study aims to evaluate the effects of gesticulation on English as Second Language (ESL) learners' understanding of content words in narrative writing. A mixed-method approach involving quantitative and qualitative data collection method was utilized in this study. Pre-test and post-test were used to collect quantitative data and interviews were used to collect qualitative data. This study was conducted among 40 Year Five students who struggled to write a narrative essay with suitable content words. They were chosen using convenience sampling and divided into twenty students in experimental and control groups respectively. Content words for three themes of narrative writing were taught using gesticulation for the experimental group, while the control group was taught content words using the traditional method of teaching. The pre-test and post-test data were analysed using an independent T-test whereas the interview data were analysed thematically. The findings showed that there are significant differences in the level of the learner's understanding of content words in narrative writing based on pre-test and post-test results of the experimental group. The learners' performance in narrative writing showed improvement in the post-test of experimental group. Moreover, the findings from the interview revealed that the learners have positive perceptions in using gesticulation to understand content words that helped them in narrative writing. The study implicates that the use of gesticulation can enhance the learners' understanding of content words that improve their narrative writing.

Keywords: content words, gesticulation, narrative writing

INTRODUCTION

Teaching of English aims at mastering four basic skills of language, which are listening, speaking, reading, and writing. In the early years of schooling, English as Second Language (ESL) learners are exposed to the vocabulary of English Language according to the level of the learners. In language learning, vocabulary acquisition is particularly important for language learners (Nur Fatima Wahida, Nor Ashikin & Noraziah, 2017). According to Gunday and Atmaca (2016), it is extremely important for learners to improve one's vocabulary learning techniques and to gain more vocabulary knowledge which will relatively help the learners to achieve more language proficiency in spoken and written form.

Writing a text in the primary level can be an easy task when the learners have acquired more words of the context that will help them to create a better text. Afaf Abdelrahim (2017) stated that in order for learners to produce good writing texts, they have to possess huge word power. In Primary School level, it is compulsory for the pupils to sit for the Primary School Evaluation Test, also known as '*Ujian Pencapaian Sekolah Rendah*' (UPSR) by the end of Year 6. Writing plays a major part in UPSR where there is a specific paper to access ESL learner's writing ability. In UPSR Writing Paper, find it difficult to write an essay in guided writing which carries the highest weightage of marks. The learner's overall marks for the Writing Paper will be affected if they score low marks in the Section C. Their narrative writing should be based on the given pictures which will be either one picture or a series of pictures. There are also some words given as a guide for the learners to do their narrative writing. Ministry of Education (MoE) and Malaysian Examination Syndicate (MES) had made a decision to use pictures as stimulus and guided words to help the learners to write the narrative essay effectively in Section C.

Despite all the good intentions from the MoE and MES to assist the learners, there are still many learners who are struggling to produce good narrative writing although they are given pictures and guided words. Firmansyah Akinwamide (as cited in Lim, Melor Md Yunus, Mohamed Amin Embi, 2017) stated that the major problems faced by students in writing essays are their lack of ability to generate ideas and struggle in selecting the words caused by lack of vocabulary issue. The problem arose when the learners could not understand the guided words given and their writing product becomes poor when they use the words without knowing the meaning of the words.

The learners faced difficulty in remembering some English content words that are related to the picture given. This made them write these words using their first language or completely abandoned the task. They could not understand the words given and could not recall any other suitable content words because they are not given any opportunity to experience or practice the vocabulary that they are learning. Melor Md Yunus and Chan (2016) claimed that a lack of chances to practice writing with the correct choice of words causes the students to face difficulty in choosing the words. Moreover, it is also difficult for the readers to understand the learners' narrative writing as the words chosen are not suitable to the context.

According to Anson (2017), content words that are related to the context of the questions play an important role in making the learners to understand their writing and to produce an excellent writing script. Kalinauskaitė (2018) stated that content words give a piece of detailed information about a text and it helps to make the text understandable by exposing the general idea of the text. In the Malaysian context, there are limited studies that focus on content words, also known as content vocabulary, instruction especially in primary school level. Most of the available research related to vocabulary focuses on vocabulary development as a whole and not on specific content vocabulary. Hairrell, Rupley, and Simmons (as cited in Gilford, 2016) stated that although the results and findings of existing research on vocabulary are credible and highly comprehensive, there is still a lack of information on content vocabulary. They further

explained that the importance of vocabulary learning and its connection to academic achievement is well researched in the philosophy of education but the study on specific content vocabulary is still insufficient. In other words, it can be said that the study on improving ESL learners' understanding of content words in Malaysian ESL Primary School is scant.

Besides that, the learners are also in need of a method to help them in understanding the content words better and to remember it. The use of gestures could be useful for the learners to learn by doing the gestures that could help them in understanding the words. According to Caselli, Stefanini and Volterra (2012), gesturing is a technique that can be used to teach vocabulary to the learners at the primary level as it supports children's word learning. Heidari (2015) stated that numerous studies have been conducted leading to different findings on vocabulary but there are some further areas that remain less discovered such as the use of gestures for the teaching of vocabulary. Even though there are many existing works of literature for the teaching of vocabulary, little research has been conducted on the teaching of vocabulary using gestures especially in Malaysia. To put it another way, studies on the use of gestures for the teaching of vocabulary for ESL learners in Malaysia Primary School are scarce.

In order to facilitate the vocabulary learning process, gesticulation was used to teach content words in this research. Gesticulation helps the learners to learn with kinesthetic energy and helps them to understand as well as to remember the words that are to be used in their narrative writing. O'Callaghan (2014) stated that gesture-plus-word combinations help to make it easier for children to grasp the meaning of certain words and phrases even during sign language. The focus of gesticulation is on the use of gestures and articulation that foster a better understanding of the context. Therefore, this study is conducted to address the following research objectives:

1. To identify the significant differences in the levels of ESL learners' understanding of content words in narrative writing.
2. To examine ESL learners' perceptions in using gesticulation to improve their understanding of content words in narrative writing.

BACKGROUND OF THE STUDY

Gesticulation

Several researchers had conducted studies on the implementation of gestures in enhancing the learners' understanding of vocabulary. However, there is only one research that had been conducted in recent years with the use of gesticulation not to teach vocabulary but for successful communication. Smith and Larry (2015) conducted research using gesticulation to find out the effect of gestures in communication and also seek to find out the other non-verbal communication features that contribute to the understanding of communication. The survey research was carried out for forty-three students and the result showed that gestures have a great positive effect in communication especially in delivering information and understanding a conversation. Moreover, it was also revealed that the other nonverbal communication features such as posture and attire boost the speakers' confidence in delivering the information.

Teaching of Vocabulary Using Gestures

In the context of learning vocabulary using gestures, Huang, Kim and Christianson (2019) had conducted the most recent study on the use of gestures for the second language (L2) vocabulary learning, which piqued the interest for this present study to be conducted. The authors carried

out a comparative study of low and high idiosyncratic gestures and to find out the impact of iconic gestures on (L2) vocabulary learning. Low idiosyncratic gestures are the gestures used for verb meaning whereas high idiosyncratic gestures refer to meaningless gestures that have no standardised form in connection to the verb. The authors found out that both types of gestures were very useful and helpful in vocabulary learning and they concluded that gestures are an effective tool in vocabulary teaching and learning.

Clark and Trofimovich (2016) carried out research for 21 adult learners from various language backgrounds to focus on the effect of student and teacher gestures on vocabulary learning. They developed four sets of themed activities, and it was implemented in a four-week course based on the activities. Their study also reflects current research as they focus on themed activities whereas this research focuses on themed writing. After carrying out weekly quizzes and final vocabulary tests, they found out that the use of gestures gave them a clue that was useful to understand and remember the words. It also helped the learners to enjoy the activity when they perform gestures.

In another study conducted by Van Compernolle and Smotrova (2017) on the importance of gestures to make meaning and making vocabulary explanation even easier. The authors did not make use of gestures alone but they incorporated speech together with gestures to facilitate vocabulary learning. The integration of speech and gestures is reflecting in this study as it also focuses on speech and gesture synchronization. Data was collected using video recording of classroom interaction of teaching vocabulary using gestures. The participants from various backgrounds were graded based on their homework task and the results revealed that the combination of speech and gestures showed a positive impact on the students' vocabulary learning as gestures provide the experience meaning whereas the speech provides the verbal form of the words. From the findings, it shows that the teacher's gesture and the synchronization with the speech made the meanings of unfamiliar words more transparent and clearer for the students.

Shahabi and Shahrokhi (2016) also explored on the effect of using gestures and facial expressions on the teaching and learning of concrete vocabulary. The experimental study was conducted for 60 female students in a language institute. T-test was carried out and it shows that the experimental group showed significantly higher scores than the control group. The author concluded that gestures and facial expressions play an important role in vocabulary teaching and it lifts positive energy in the classroom.

Khanukaeva (2014) conducted a research on the effect of teacher and students' gestures on the learning of vocabulary in a Norwegian primary school. The research focused on the effectiveness of gestures as well as evaluated on the advantages and challenges in using gestures for second language vocabulary instructions in the class. The experimental group was taught using gestures whereas the control group was taught using pictures. Based on the data collected from tests, it shows that gestures contributed more to improvement where the students were able to remember and recall the words better than pictures. Besides that, the findings from observation and interview data showed that the use of gestures were helpful for long-term word retention and the author concluded that gesture-based approach is an effective vocabulary teaching strategy as a whole.

Teaching of Content Words

There are also researchers who studied on the teaching of specific vocabulary to see their effect on students' vocabulary learning. In recent years, Uma Maheswari and Shahin Sultana (2019) carried out a study on the effective vocabulary teaching strategy and focused on improving content vocabulary. The authors created Vocabulary Learning Strategy (VLS) model specially to teach content words for the tertiary education students who are struggling because of limited

content area vocabulary knowledge especially in science and engineering discipline. The experimental study's result showed that the experimental group performed better than the control group. The author concluded that teaching of specific content vocabulary helps the students to understand their discipline and enables them to improve their vocabulary knowledge specific to their field of study.

Hoque (2017) conducted a research intending to find out the effective techniques used by secondary school teachers for the teaching of vocabulary. The author found out that there are many strategies used by the teachers to teach vocabulary such as translation, dictionary, synonym, antonym and so on. However, the results showed that the teaching of vocabulary using contextual meaning and specific content words were very effective compared to the other vocabulary teaching techniques as it also increases the motivation of the students when dealing with the context.

Besides the two researchers, there is also another research conducted by Yates, Cuthrell and Rose (2011) to study on the effectiveness of content words word wall. They developed content word walls all around the classroom to improve the students' understanding and retaining of content words. The vocabulary was chosen based on the students' curriculum specifically for their assessment. The students showed improvement in their annual state assessment in all areas including reading and writing. This shows that their understanding had improved which enhances their word retention.

Teaching of Content Words for Writing

The teaching of content words to improve writing has also been studied by some researchers. Viera (2017) carried out research on the importance of content vocabulary knowledge to produce a written text. The author focused on the teaching of vocabulary that will provide richer vocabulary in a written text based on the context. The study was conducted for elementary students where vocabulary tests had been carried out as pre and post-test. The findings from the experimental study revealed that the experimental group gained better scores and they were able to use more suitable vocabulary that made the written text lexically rich.

In another study, Solati-Dehkordi and Salehi (2016) also studied on the effectiveness of the explicit vocabulary teaching strategy and its impact on students' writing. Their purpose was on the teaching of vocabulary explicitly which is teaching the specific content words to improve writing skills. The study was conducted for upper-intermediate learners who were asked to write a composition as a pre and post-test. The post-test results showed that an improvement in students ' written text which shows that the explicit vocabulary teaching of content words is effective and it also improves the student's memory retention of the words and their writing skills.

From the past studies presented, it shows that there is only one study conducted for the use of gesticulation and few other studies for the teaching of vocabulary using gestures, the teaching of content words or content vocabulary and the teaching of content words to improve writing. These separate studies are combined together in the current research in order to facilitate vocabulary learning as well as to help the learners to understand content words using gesticulation which will eventually improve their narrative writing skills.

Gesticulation

McNeill (1985) was the first person that came up with an integrated system of gestures and speech or articulation that are used to convey meaning. There are many definitions given by researchers for the term 'gestures' but in this research, the term 'gestures' follows the definition given by McNeill (1985) who stated that gestures are the symbols and actions used by a person

while speaking that carry the meaning associated with the language units. Smith and Larry (2015) stated that gesticulation will take place when one individual communicates with another individual using gestures for a better understanding of the conversation. They describe gesticulation as a combination of gestures and hand movements that accompany verbal communication where gestures augment understanding beyond the words that are articulated.

Typically, the term gesticulation is used for communication purposes using physical gestures. Kendon (as cited in Muller, 2018) claimed that gesticulation is often aligned with 'speech units' and should be considered as an alternate representation of the mechanism. The main ideas are interpreted into patterns of behavior that can be easily grasped by the others. In this study, the term gesticulation was adapted for teaching of content words to improve learners' narrative writing skills.

Apart from McNeill, Kendon is another person who studied and wrote about gestures. In 1986, Kendon stated that gesture does not mean body movement alone but it refers to the combination of gestures and speech (Khanukaeva, 2014). Many researchers came up with various classification of gestures but in 1988, Kendon came up with an effective and meaningful classification of gestures which is known as Kendon's continuum.
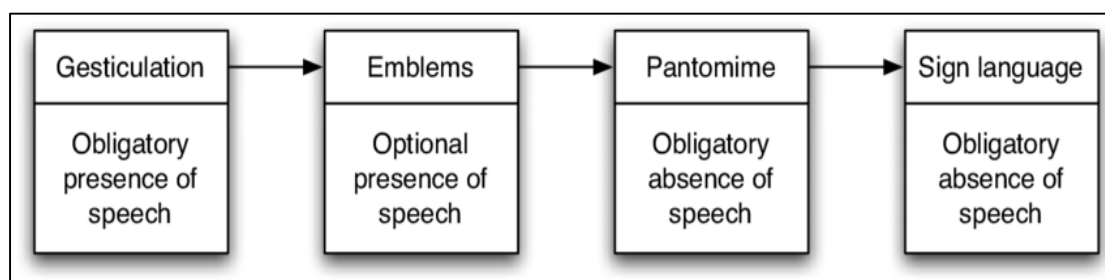

Figure 1.1. Kendon's Continuum. Adopted from Khanukaeva, 2014

This continuum illustrates the various types of gestures. McNeill (1992) elaborated on Kendon's continuum which was created based on the typology of gestures. McNeill explained that the continuum is the most practical classifications that show two extreme sides of using gestures known as gesticulation sign language. As shown in Figure 2.1, the first type is known as gesticulation where the gestures are accompanied by speech that promotes better understanding in every situation. The second type is emblems which refer to gestures that may or may not occur with speech. An emblem gesture portrays a specific meaning that sometimes may be accompanied by speech or can be fully understood without speech.

The next classification is known as pantomime, which can be related as a sequence of gestures that tells a story. McNeill (1992) refers to pantomime gestures as dumb show as it conveys the message through a storyline using gestures. Pantomime does not need speech as the gestures are enough to explain the plot of the story. The final classification is a sign language that has its own grammar and language pattern that is not accompanied by speech. Among four types of gestures proposed by Kendon and explained by McNeill, this research focused on the first type which is gesticulation which refers to the gestures that occur with speech. In this research, gesticulation was used as a strategy to help the learners in understanding content words according to themes of narrative writing. The gestures were predetermined and the articulation focused on the articulation of the word and a simple sentence to provide contextual meaning to the word as they perform the gestures.

METHODOLOGY

This research study employed an explanatory sequential mixed methods design with chronological data collection method of quantitative followed by a qualitative data collection method. The purpose of employing this design was to identify the effect of gesticulation on the learners' understanding of content words in narrative writing. This was done by obtaining the quantitative result from the pre-test and post-test. Aside from that, qualitative means of analysis was also conducted through a series of interview sessions to obtain detailed perceptions about the use of gesticulation.

The participants were non randomly selected using convenient sampling and grouped into two groups known as the experimental group and the control group. The independent variable is manipulated but the samples are not randomly assigned to the groups. The participants of this study were selected from Year Five class in a rural area school at Southern Perak. The 11 years old participants shared some homogenous elements that were very useful for this research. There were two classes for Year Five in the school and the students in both classes have the same level of proficiency. One of the classes had been chosen as the experimental group and the other as the control group. The classes also have an equal number of students where both control and experimental groups consist of 20 students each. Hence, the total number of 40 students were selected as participants for this study. Three themes namely 'Lost and Found', 'Holiday' and 'Snatch Thief' were selected to be taught for both groups. Twelve content words were taught for each theme using gesticulation for experimental group while the control group was taught content words using the traditional method of teaching.

Although there was only one group involved in the treatment implementation process, both groups were involved in one of the data collection procedures. The data of this research was collected using two data collection methods; pre-test post-test and interview. Pre-test and post-test were administered to the experimental and control group during an hour of English lesson before and after the implementation of gesticulation for the experimental group. The pre-test and post-test were the same test which was taken from UPSR 2017 Writing 014 Paper. Besides that, the theme for the narrative essay question was Holiday. A semi-structured interview was conducted to gain knowledge about the learners' perception on the use gesticulation to improve their understanding of content words in narrative writing. In the interview, five participants from the experimental group were selected on a voluntary basis and were addressed with six questions to get their opinion and perception towards the use of gesticulation to learn and understand content words and how it was useful for them.

FINDINGS AND DISCUSSION

The data from the pre-test and post-test results were analysed using an Independent T-Test in SPSS to identify the significant differences in the result of the implementation of gesticulation based on the participant's scores. The scores obtained by participants from the control and experimental group were statistically compared for pre-test and post-test.

Table 1: Independent T-Test Output for Pre-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test	Equal variances assumed	.770	.386	.881	38	.384	.850	.965	-1.103	2.803
	Equal variances not assumed			.881	37.472	.384	.850	.965	-1.104	2.804

Independent Samples Test

It can be seen from the pre-test results in Table 1.1, that there are no statistically significant difference in the scores for the control group (M=9.10, SD=2.864) and the experimental group (M=8.25, SD=3.226), t(38)= 0.881, P=0.384. The result from the independent T-test reveals that there was no difference between the scores of control and experimental group in the pre-test as the *p* value is more than 0.05. This indicates that the participants from both groups were almost at the same level in the writing and their scores for the pre-test were quite similar marks between the groups.

Table 2: Independent T-Test Output for Post-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test	Equal variances assumed	.999	.324	-4.390	38	.000	-5.050	1.150	-7.379	-2.721
	Equal variances not assumed			-4.390	36.275	.000	-5.050	1.150	-7.382	-2.718

Independent Samples Test

Based on the T-test analysis for the post-test in Table 1.2, it is clear that there are statistically significant differences between the scores of the participants from the control group (M=8.65, SD= 3.216) and experimental group (M=13.70, SD=4.014), t(38)=4.390, P=0. The differences can be seen clearly as the *p* value is lesser than 0.05. This result reveals that the participants from the experimental group who were exposed and taught using gesticulation showed tremendous improvement than the participants from the control group. It also shows that the use of gesticulation in understanding content words had given a great positive effect on the participant's performance in their post-test. The huge improvement in scores of the post-test of experimental group reflects the improvement in the experimental group participants' level of understanding of content words with the help of gesticulation. It indicates that the use of gesticulation is an effective strategy that improved the participants' learning and understanding of content words that eventually helped them to produce a well written narrative essay.

This finding indicates that the learning of content words using gesticulation is a powerful method that is able to help the learners to produce better narrative writing. Viera (2017) claimed that knowledge of content words is an essential element to perform well in writing. The learning of specific vocabulary based on themes was useful for the learners in writing the story using suitable words. Solati-Dehkordi and Salehi (2016) also stated that teaching vocabulary explicitly before teaching writing provides direct knowledge of words to be used in writing that can avoid confusion of words among the learners. This finding answers the first research question of the study; there is a significant improvement on the learner's narrative writing where they were able to understand content words better and consequently use these words in their narrative essays.

After analysing the interview transcriptions of the five respondents, several themes were derived that is able to answer the second research question of this research. The analysis of the responses revealed some interesting elements of gesticulation based on their perception. It also gave a better understanding on how the participants experienced the use of gesticulation to learn and understand content words and how it affects their writing.

Learners showed improvement in vocabulary learning

The findings from the interview showed that the participants learned more vocabulary and it became easy with the help of gesticulation. Huang, Kim and Christianson (2019) stated that gesturing is one of the effective techniques that promote lexical production as the movements can make the children think in the context of the words. The interview analysis also revealed that the performing of gestures together with the articulation helped the learners to better understand the words and motivated them to learn more words. Van Compernolle and Smotrova (2017) affirmed that gestures help in making meaning that can be easily understood even without explanation.

Learners showed a better understanding of content words

The interview data shows that the learners showed a better understanding of content words in their narrative writing. The teaching of vocabulary was narrowed down to the teaching of content words using gesticulation in this study. The findings of this study proved that the learning of content words promotes a better understanding of vocabulary for each theme. Uma Maheswari and Shahin Sultana (2019) pointed out that teaching specific vocabulary is more beneficial for the learners who have limited vocabulary than to teach vocabulary in general. The interview analysis showed that the learners learned better when the specific content words were associated with specific gesticulation that enhanced their understanding of the words. Hoque (2017) also claimed that the learning of content words provides more contextualized meaning that makes the learners to learn the words easily and quickly compared to other vocabulary teaching strategies. The findings also indicate that the learners able to understand better when the content words are taught based on the themes of Section C narrative writing. The learners will learn words better when the content words are chosen from the curriculum for examination and it is taught according to the topic (Yates, Cuthrell & Rose, 2011).

Learners were able to recall the words and choose the suitable content words

The use of gestures together with articulation was the technique used in this study to enhance learners' understanding of content words. The findings proved that the use of gesticulation had not only resulted in a better understanding of content words but it also helped the learners to remember and recall the words when they were writing the essay. The gestures that came

together with the articulation of words aided in enhancing the learners' retention of the words. Khanukaeva (2014) affirmed that the use of gestures in vocabulary teaching and learning promotes long-term memory retention of the word so it will remain in their mind as they perform the gestures and learn. They could remember the gesture that helped them to recall the words and aided them to think of suitable content words to be used in the essay. Clark and Trofimovich (2016) specified that gesturing is an easy yet effective technique in vocabulary learning as it serves as a clue that enhances the learners' memory retention of the word. Besides gestures, the specific content words also helped the learners to remember the suitable content words in narrative writing. Yates, Cuthrell and Rose (2011) stated that the development of vocabulary in a specific content area makes the learners to recall the words easily without any complication.

Learners had positive perceptions towards the use of gesticulation

After the implementation of gesticulation, the learners were interviewed to get their perception of the use of gesticulation to learn and understand content words. Based on the findings from the interview analysis, the learners shared more positive perceptions in using gesticulation in learning content words to improve their narrative writing skill. They became self-motivated to learn more content words for other themes when they were able to look at their own improvement in the post-test. Hoque (2017) stated that the teaching of specific content words can be an easy method that could motivate the learners to deal with more words in the context. The findings also showed that the use of gesticulation creates a stress-free environment. Shahabi and Shahrokhi (2016) the learners will have more fun and enjoyable moments while learning vocabulary with gestures that able to create positive energy. Gesticulation is also found to become a valuable source of encouragement for the learners to acquire more words through active participation in the lesson. Clark and Trofimovich (2016) claimed that gesture activity is an interesting activity that boosts up the energy during the lesson and it is a technique to avoid boredom in the classroom.

These findings show that various perceptions of the learners on the use of gesticulation to understand content words in narrative writing. It can be seen from the discussion that the learners benefitted in many ways with the implementation of gesticulation as it helped them to understand content words and write better narrative essays with suitable content words.

CONCLUSION AND RECOMMENDATION

The idea of this study was to help the less proficiency learners to score better marks in the UPSR English Writing Paper and it can be done when they can do their best in section C. Thus, this research aimed to examine the effect of using gesticulation to understand content words in narrative writing. It was designed to determine the impact of learning of vocabulary using gestures with articulation, the learning of specific content words and to make use of suitable content words in narrative writing.

From the findings and discussion from the pre-test and post-test data which was used to answer research question one, it can be seen that the participants from the experimental group showed tremendous improvement in the post-test. This can be seen in the independent T-test that revealed that there is a significant difference in the pre-test and post-test scores of the experimental group. This shows that the implementation of gesticulation enhances the learners' level in understanding of content words that eventually helped them to write better narrative essays. The teaching of specific content words had given a greater and positive impact on ESL

learner's narrative writing. The learners became more confident in writing a story when they are quite sure on the suitable words to be used in their narrative writing. This finding from this study is in line with the findings of Viera (2017) and Solati-Dehkordi and Salehi (2016).

Based on the interview data and the findings from the interview analysis which was used to answer research question two, it can be said that the learners had shown positive perceptions and shared their opinion favourably towards the use of gesticulation to understand content words in narrative writing. The use of gesticulation in the teaching of content words had shown improvement in the ESL learners' understanding of the content words. The learners displayed their apparent liking towards gestures that had played an important role that helped the learners to remember the words. This finding of this study is consistent with the findings of the five other studies on the use of gestures to enhance vocabulary learning (Huang, Kim & Christianson, 2019; Van Compernolle & Smotrova, 2017; Clark & Trofimovich, 2016; Shahabi & Shahrokhi, 2016; Khanukaeva, 2014).

In addition, the learning of specific content words was the vocabulary learning strategy that worked in this study. Apart from gestures, the learners showed their favouritism towards the learning of content words. The fundamental contribution of specific content words had given a positive impact on the learning of vocabulary and it gave a clearer view to the learners in choosing suitable content words. This finding is in line with the findings of three other studies (Uma Maheswari & Shahin Sultana, 2019; Hoque, 2017; Yates, Cuthrell & Rose, 2011). In a nutshell, it can be concluded that gesticulation is an effective vocabulary learning strategy that helps in understanding content words and in producing a good narrative writing. Therefore, it can be added to the findings of Smith and Larry (2015) that gesticulation is not only successful to enhance effective communication but it is also a successful and useful method for the teaching of content words to improve narrative writing skills as well.

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