Semiotics and language teaching (teaching English to Kurd students)

Sirvan Zamani

Department of Linguistic, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran

E-mail address: Sirvan.zamani1@gmail.com

ABSTRACT

The world today calls a common language as a code to ease communication among different language speakers and almost this language is English which is being taught in four corners of world .For teaching languages there are many barriers of which the most important ones come to the structural and inherent differences, for several years teaching English to Kurd students it has been substantiated that in many cases the Kurd speaker encounters severe problems to understand what differences structural differences among languages exert. Some while these differences block the process of message transfer. Relying on semiotic iconic fragments many of these troublesome obstacles appear to be eliminated thoroughly it seems that there are shortages in quantity of structures to convey a message from a mind to one another: in order to understand what exactly the role of structures are I am going to illustrate the tense FUTURE which splits into (simple, progressive, perfect and perfect continuous in English) which are shown in one form in Kurdish thus a Kurd speaker would confront severe problems to think by those structures and consequently his or her perception of an English speaker using those structures might be challenged. Hence throughout this article it has been substantiated to get the significance of structure acquaintance known and likewise to imply how this trend could fruitfully push the Kurd learners to overwhelm the English structures grabbed and eventually will have them completely interact and interchange messages in English: knowing the structures and senses they have will dramatically enhance Kurd's perception and uttering quality in English

Keywords: Semiotics; language teaching; context; sign; symbol

1. INTRODUCTION

Semiotic is the science that mostly rummages the signs and the influence they have over interchanging idea of course it mainly deals with signs to form and using those signs to facilitate the interactions.it should even be said that there would be no language if signs were removed from that. Overall the nature of language is based on signs and with signs it could be taught and learned better and faster. The use of signs and symbols as aids could enhance the procedure of language teaching. Needless to say that the language has a semiotic nature which seems so tough and complex. we all know that students initially would like to transfer their concept and exchange what goes in their mind with whom they speak to.in any situation like this student or totally whoever trying to use the language would be using a form of semiotic, because naturally language uses a combination of signs and symbols to communicate. The same time both teacher and student use series of signs which some are iconic and some are symbolic .likely semiotic could be enumerated as a basic way to teach languages.one more efficient use of semiotic is for teaching visually. As we know cultural elements in semiotic and for vocabulary and structure teaching ,signs and symbols are used therefore language teachers are expected to acquaint semiotic professionally to fulfil better.one of the contributions of linguistics to language teaching is in the field semiotics according to Jacobson (1974: 32) the role of semiotics in linguistics is to provide the communication of any message whatever or the exchange of any message whatever and the system of signs which underlie them.(Seboek, 1985: 1) also Ferdinand de Saussure (1983: 15-6) says that a language is a social institution . A language is a system of signs expressing ideas and hence comparable to writing.in short using the semiotic signs including both iconic and symbolic ones would help teachers to do better.as it is clear utilizing this method it could be seen avoiding the cross cultural barriers.

The semiotic nature of language teaching is a complicated and an essential concept to study. In the language classroom, the primary role of the language learner is to transfer and exchange correct information with his/her audience. While doing this, the language learner makes use of the semiotic signs. Most of these signs are used unconsciously by the students and the teachers. Since semiotics is the combination of signs and symbols to communicate the information, the students and the teachers make use of a number of signs, some of which are iconic and some are symbolic. Thus, it can be said that, semiotics is a fundamental issue to be considered in language teaching pedagogy, because it helps the individual to develop his cognitive facilities at all levels of perception. Moreover, semiotics not only offers different models of teaching but also broadens the scope of language teaching by offering tools to consider for visual communication in a given context. To illustrate, non-verbal and visual communication, cultural elements in semiotics and for vocabulary teaching, signs and symbols are used actively in the language classrooms.

The language teachers should study many semiotic signs in the teaching process. To illustrate, while teaching a language, the teacher refers to his/her linguistic knowledge. "Linguistics then works in the borderland where the elements of sound and thought combine; their combination produces a form, not a substance." (Hodge and Kress, 1988: 24) In the lines above, Hodge and Kress state that linguistics, which is the study of language, has a careful role to perform in humanities related sciences. According to them, linguistics works at the borderland, because linguistics should provide every background and philosophical information to language teachers and learners to help them overcome their problems in

learning a foreign language. One of the contributions of linguistics to language teaching is in the field semiotics. According to Jacobson, (1974:32) the role of semiotics in linguistics is to provide "the communication of any messages whatever" or "the exchange of any messages whatever and the system of signs which underlie them." (Sebeok, 1985).

In this case, Jacobson and Sebeok's concerns include considerations of how messages are successively generated, encoded, transmitted and decoded in certain contexts. About the importance of semiotics in language, French Semiolog (He used the term semiology instead of semiotics) Ferdinand de Saussure (1983: 15-6) states that, "A language is a social institution. But it is in various respects distinct from political, judicial and other institutions. Is special nature emerges when we bring into consideration a different order of facts. A language is a system of signs expressing ideas, and hence comparable to writing, the deaf-and-dumb alphabet, symbolic rites, forms and politeness, military signals, and so on. It is simply the most important of such systems. It is therefore possible to conceive of a science which studies the role of signs as a part of social life. It would form part of a social psychology, and hence of general psychology.

We shall call 74 it semiology. (From the Greek semeion 'sign.'" In the lines above, Saussure puts forward the importance and the necessity of the existing semiotic signs and symbols in the language system. Thus, in language teaching, the teachers should make use of these semiotic signs (both iconic and symbolic) in the language teaching process to provide a better understanding in the target language, to gain acceleration and perhaps the most important, to avoid cross-cultural failure in the classroom while teaching a foreign language. As Hodge and Kress (1988: 26) claim, "Students of cross cultural communication know how often misunderstanding arises because of different assumptions in different cultural groups. Undoubtedly, it creates heavy demands to extend semiotics in this way, to include the description and analysis of the stock of cultural knowledge in a given society." Therefore, it can be said that semiotics not only helps learners to get the right message through semiotic signs to avoid cross-cultural failure, but also encourages the language teachers to play a critical role in the classroom.

2. THE SEMIOTIC NATURE OF LANGUAGE TEACHING METHODS

There can be no doubt that language teaching methods provide the language teacher the opportunity to cope with four skills more easily. People have approached language learning in many ways over the years. The self-directed language learner or the language teacher have always asked the same question: "What approach should I use?" However, the hot debates of the last fifty years showed that there is no ideal language teaching method which would meet all the needs of the language learner. Thus, in order to be successful in target language teaching, the teachers have to make some critical decisions about the course material, activities, content, etc, but these may not be enough. 75 There are semiotic signs which are actively used by the students and the teachers. Semiotic signs in language teaching help learners in a many respects.

They not only present visual feedback for the students but also accelerates the learning process as well. Most of the language learning methods have semiotic elements. These elements are presented through activities in many methods especially in direct method, audio-lingual method and in communicative method. 2.1. Situational Language Teaching Situational

language teaching is a term not commonly used today, but it is an approach developed by British applied linguists in the 1930s to the 1960s, which had an impact on language courses which survive in some still being used today. The theory of learning underlying the situational language teaching is behaviorism. It gives more importance to the process rather than the conditions of learning. According to Richards and Rodgers (1990:37) "Situational language teaching employs a situational approach to presenting new sentence patterns and a drill based manner of practicing them." For Richards and Rodgers, the situation refers to the manner of presenting and practicing the information (the structure of language) in the language classroom. "The situation will be controlled carefully to teach the new language material. . . . in such a way that there can be no doubt in the learner's mind of the meaning of what he hears. . . . almost all of the vocabulary and structures taught in the first four or five years and even later can be placed in situations in which the meaning is quite clear." (Pittman, 1964:155-6) Pittman used the term situation to refer to objects, pictures, and regalia, together with gestures to demonstrate the meanings of new language items. These objects and pictures are always used as semiotic signs to provide a better understanding in the target language.

The situational language teaching includes the following principles in general. • Language learning is a habit formation. • Students should avoid making mistakes. Teacher's immediate guidance is needed if they make mistakes. • Language skills are better and more effectively learned if they are presented orally first, then in written mode. • Analogy is better than analysis. • The meanings of the words can be learned more easily in a linguistic and cultural context. 76 • Accuracy in pronunciation and grammar is always appreciated. • Students' ability to respond quickly and accurately in speech situations is always welcome. • Students and teachers should have the auto-control over the structure of language use. • A situational presentation of new sentence patterns is a must. • Procedures move from controlled to freer practice of structures • Procedures move from oral use of sentence patterns to their automatic use in speech, reading and writing.

3. BACKGROUND OF VOCABULARY TEACHING

In the early decades of the 20th century, vocabulary teaching and research were respectable. The Grammar Translation Method and the Reading Approach were the leading language teaching methodologies at that time. Both of these approaches involved a great deal of direct vocabulary teaching and learning (Murcia 1991:296). The Grammar Translation Method aimed to provide the student with a detailed literary vocabulary which is learned through long lists of translated items and a bilingual dictionary and practiced through sentence translation with little opportunity to try out pronunciation (Rivers 1981: 28-30). The Reading Approach attached more importance to vocabulary than grammatical skills. The vocabulary of the early readings was strictly controlled. Since the acquisition of vocabulary was regarded more prominent than the mastery of grammatical skills, expanding vocabulary as fast as possible was of great importance (Celce-Murcia and Prator 1979: 3). The Reform Movement, which was set up as a reaction to the Grammar Translation Method, stressed the primacy of spoken language and the presentation of the written word only after the spoken form had been provided. It was emphasized that new vocabulary should only be met in sentences and meaningful contexts (Richards and Rodgers 2001: 10). The Direct Method, which grew out of the Reform Movement, made emphasis on interaction for language acquisition and acquiring

an acceptable pronunciation from the beginning. It introduced vocabulary through classroom objects, mime, drawings and explanations (Rivers 1981: 32-33), or even texts supplemented by pictures (Robin and Bergeaud, 1941).

The Oral Approach and Situational Language Teaching were British structuralist approaches to language teaching developed between the 1930's and the 1960's (Richards and Rodgers 2001: 39). In the Oral Approach, grammar and vocabulary was carefully chosen and graded. This ultimately led to the Vocabulary Control Movement and West's 'A General Service List of English Words' 1953, which had a permanent effect on the grading of vocabulary (Schmitt 2000: 15, Zimmerman 1997: 9). In Situational Language Teaching, the meaning of words was not to be given via explanation in either the mother tongue or the target language but was to be induced from the way the form was used in a situation. The learner was expected to deduce the meaning of a particular vocabulary item from the situation in which it was presented. The meaning of new words was not conveyed through translation. It was made clear visually with objects, pictures, action and mime (Richards and Rodgers 2001: 36-38).

The Audiolingual Method was shaped after the Second World War when the need for foreign language speakers was better appreciated. In this method, the amount of vocabulary presented was kept low (Thornbury 2002: 14) and was chosen for its simplicity (Schmitt 2000:13). It was assumed that, when grammatical fluency was present, exposure to the foreign language itself lead to vocabulary development (Coady 1993: 4). It was also stressed that knowing too much vocabulary would cause students to have a false sense of security (Zimmerman 1997: 11). The Cognitive Approach, which emerged as a reaction against the defects of the Audiolingual Approach and its behavioristic features at the end of the 1960s and beginning of the 1970s, took as its theoretical base the Transformational-Generative Grammar of Chomsky (Stern 1991: 169).

In this approach, the acquisition of an adequate vocabulary was crucial for successful second language use. Students could not use the structures and functions during the act of communication without having sufficient amount of vocabulary. In a cognitive class, the language teacher had to move 54 from competence to performance. To put it another way, he was expected to follow the presentation, practice and the application stages. To teach the meanings of the lexical items, techniques like contextualization, demonstrations, drawings, real objects, flashcards, OHP, etc. were used to a great extent. Moreover, synonyms, antonyms, hyponyms, collocations, cognates and semantic fields, etc. were also utilized by language teachers (Şenel 2002: 161).

The Communicative Approach is a renowned British Approach to language teaching the emergence of which dates back to the mid-1960s. Especially, British applied linguists like Henry Widdowson, M.A.K. Halliday, C. Brumfit, K. Johnson, and D.A. Wilkins leaded to this communicative movement, advocating that communicative proficiency and functions of language should be emphasized over the mastery of structures (Duman 1997: 22). Dell Hymes stressed the need to teach communicative competence (i.e. the ability to use the target linguistic system effectively and appropriately). Concepts like context, use, effective communication, communicative function, comprehensible pronunciation, etc. were given importance in this approach. Şenel (2002: 243-4) emphasized that new words were not presented in isolation, but in the context of a complete sentence, and in a meaningful situation. This way, the words acquired meaning when they appeared with a particular definition in a determined context.

Moreover, Thornbury (2002: 14) stated that course books began to incorporate communicative activities specifically targeting vocabulary since the meaning-giving role of lexis was recognized in this approach. The Lexical Approach was developed by Michael Lewis in 1993. This approach stresses the importance of vocabulary as being basic to communication. It is claimed that if learners do not recognize the meaning of keywords, they will be unable to participate in the conversation, even if they know the morphology and the syntax of the foreign language. However, Lewis states that the Lexical Approach is not simply a shift of emphasis from grammar to vocabulary teaching since 'language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks.' (Lewis 1997: 7). Hence, lexical Approach emphasizes language as prefabricated chunks that the learner can take and use to promote fluency: collocations, phrasal verbs, idioms, catchphrases, sayings, sentence frames, social formulae and discourse markers being the most significant chunks for the foreign language learner (Thornby 2002: 115).

This approach has influenced course books and dictionaries. It is simply due to this reason that many course books and dictionaries incorporate collocation exercises and information in our times. In recent years, Content-based Instruction has gained popularity in foreign language learning and teaching. This approach has been utilized in immersion 55 programs, teaching languages for specific purposes, and for teaching all levels of proficiency. In this approach, vocabulary is completely contextualized and courses which have carefully designed the scope and the spiraling sequence of the content manage to recycle both the content and the associated vocabulary. Many language programs also choose content to conform to the knowledge students already possess and texts may either be authentic or specially written (Stryker and Leaver 1997: 291). Techniques in Presenting New Vocabulary According to Ur 1996: 63, there are different ways of presenting new vocabulary. In the following , different techniques of presenting the meaning of new vocabulary are shown: • concise definition • detailed description (of appearance, qualities...) • examples (hyponyms) • illustration (picture, object) • demonstration (acting, mime) • context (story or sentence in which the item occurs) • synonym • opposite(s) (antonyms) • translation • associated ideas, collocations Murcia 1991: 301-302 lists different techniques used in presenting new vocabulary as follows: • Visual Aids (Pictures, Objects) • Word Relations (Synonyms, Antonyms) • Pictorial Schemata (Venn diagrams, grids, tree diagrams, or stepped scales) • Definition, Explanation, Examples, and Anecdotes • Context • Word Roots and Affixes.

Language Education

Rossi (1987), Cunningham (1985, 1992), Cunningham & Sugioka (1999), Danesi (2000, 2002, 2007), and Lier (2004) discuss semiotic aspects of language education. The goals and methods of first and second language pedagogy are evidently rather different, and their semiotic implications, too. While this section is restricted to the semiotics of first language education, semiotic aspects of foreign language learning and teaching are the topic of the next section.

First language teaching

Experience with introducing basic concepts of semiotics in language teaching classes is reported by Danesi (2002). The topics of the classes described in these papers are the nature of the verbal sign in relation to nonverbal and visual signs. Other semiotic studies in first

language teaching are on vocabulary development and words as symbols. Furthermore, semiotics contributes to the broadening of the scope of language teaching by offering analytic tools for the study of language in the context of nonverbal communication and the media.

Media semiotics

Semiotic aspects of the media in educational contexts have been discussed by Metz (1970), Schanze (1974), Martin (1982), and Suhor (1984). The didactic relevance of visual elements such as pictures Germain (1975), Jacquinot (1977), diagrams (cf. Mariet, 1978, Pointer 1990), the comics (Robin, 1974, Brown, 1977, Pforte, Ed., 1974, Vogel, 1975, Spillner, 1980), advertising, or film and television, see also Brög (Ed., 1977), Bernard (Ed., 1983), Bettetini (1986), and Sohet (1994). For the relevance of the semiotic space to didactics see Hammad (1979).

Semiotic didactics of literature

Several proposals for introducing elements of semiotics in language teaching classes are in the field of text semiotics, particularly in literary semiotics (cf. Homberger, 1972, Schuh, 1977, Mariani Ciampicacigli, 1980, p. 14-16, Zarcadoolas, 1983). The models adopted in these semiotic teaching projects range from text linguistics (Maurand, 1984, Golden, 1989) and social semiotics (Ventola, 1984, Lemke, 1987, 1989) to Greimas's discourse semantics (Landowski, 1980, Fontanille, Ed. 1984, Keller & Hafner, 1986, Hafner & Schwarz, Eds., 1991), semiotic aesthetics (Spinner ,1977), and Derrida's theory of deconstruction (Kiefer, 1982).

Second Language Learning and Teaching

There are three main areas of contact between semiotics and the theory of foreign language teaching: the methodology of vocabulary teaching nonverbal and visual communication, and cultural semiotics. A semiotic topic in the methodology of foreign language teaching which has been given much attention is the pragmatic dimension of foreign language teaching (cf. Neuner, Ed., 1979, Zarcadoolas, 1983, Baur & Grzybek, 1990, Robra, 1993). Semiotic aspects of teaching syntactics have only rarely been approached (but see Engels, 1978). For general reviews of the semiotics of foreign language teaching see the special issue on "Language Pedagogy and Semiotics" of Degrés 38 (1984), Baur & Grzybek (1990), Brown (1991), Danesi (2000, 2002), and Lier (2004).

Semiotic aspects of FL teaching methodology.

The methods of foreign language (FL) learning and teaching and their semiotic implications are topics studied by Baur & Grzybek (1990), Brown (1991), and Lier (2004). Applied to the semiotics of FL teaching, Peirce's thesis that "the most perfect of signs are those in which the iconic, indicative, and symbolic characters are blended as equally as possible" (CP 4.448, 1903), can be read as a plea for a pluralistic methodology and complementary methods of FL teaching: Iconic signs predominate when the techniques of the audiolingual method are applied, which encourage imitation and repetition of foreign language patterns. The audiovisual method, by contrast, with its emphasis on the situational context, combines iconic and indexical procedures in second language teaching. The visual cultural context, within which the foreign language item is placed, is presented as an icon.

Indices are used in the form of gestures of showing and other modes of situational and verbal contextualization of the verbal message. The teaching of a FL can only be successful it can be recalled in the future, and this is why the learning of words as symbols is indispensable, for only "the value of a symbol is that it serves to make thought and conduct rational and enables us to predict the future" (CP 4.448, 1903). The student's awareness of the differences between languages is nothing but an awareness of the symbolic nature of words.

In an elucidating passage on the process of learning new words in a FL, Peirce draws attention to the difference between the way a word is learned in its phonetic form and with respect to its meaning. The teacher introducing the new word can only do so if she or he introduces it first as a pure icon of the way it is be pronounced.

Nonverbal communication

Studies of nonverbal communication and its relevance to second language teaching are Hayes (1964), Reinert & Thiele (1977), Schofer (1977), Ward & Raffler-Engel (1980), Smith (1984), Hübler (1989), Calbris (1990), and Nöth (1990a). General aspects of the intercultural teaching of nonverbal behavior are discussed by Baur & Grzybek (1984). Pedagogical contributions to the study of specific gesture inventories are: English: Nöth (1995a), Hübler (1989), French: Brault (1962), Wylie (1977), Reimann (2000), Spanish and Latin American cultures: Green (1968), Saitz & Cervenka (1972), Rector & Trinta (1985), Russian: Eismann (1983), Arabic: Nasr (1984), German and American in contrast: Loof (1976, 1981).

Media semiotics

Much attention has been given to pictures and other visual context of words and texts in school books (cf. Germain, 1975, Golden & Gerber, 1990) and the audiovisual media in teaching. Semiotic aspects of the media in educational contexts are the topic of papers by Metz (1970), Schanze (1974), Jacquinot (1977), Martin (1982), and Suhor (1984). For the role of pictures in foreign language learning, see also Corder (1966), Germain (1975), Réthoré (1978), Brown (1984), and Bettetini (1986). The didactic relevance of visual elements such as pictures, graphics (cf. Mariet, 1978), the comics (Robin, 1974, Brown, 1977) and symbolic codes in second language teaching is investigated by Rivenc (1973) and Brown (1976, 1984, 1991) in the framework of his semiotic theory of "transcoding."

Semiotics of culture and intercultural competence

Foreign language learning and teaching must pursue the goal of providing the learner not only with a linguistic but also with an intercultural competence, "the ability to understand culturally molded actions and to perform them in such a manner that they are or can be understood and accepted by members of the target culture" (Baur & Grzybek, 1990, p. 199).

To attain this goal, the teaching of a second language must also be the teaching of another culture. The relevance of cultural semiotics to classroom work aiming at the teaching of the cultural framework of foreign languages has been demonstrated by Beaujour & Ehrmann (1967), Köhring & Schwerdtfeger (1976), Morain (1976), Melenk (1980), Ventola (1984), Kok-Escalle (1988), Baur & Grzybek (1990), Brown (1991), and Danesi (1994, 1999). The teaching objective associated with the learning of the differences on which cultures are based can be taken as a special instance of the pedagogical objective which semiotics, according to Morris (1946, p. 327), should also pursue in the teaching of the

differences existing between members of a single culture. In his words, "training in the flexible use of signs means gaining the ability to enter into fruitful interaction with persons whose signs differ from one's own, 'translating' their signs into one's own vocabulary and one's own signs into their vocabulary, adapting discourse to the unique problems of diverse individuals interacting in unique situations."

One might ask why educational theory has been so slow to embrace such a fully semiotic position, particularly given the volume of literature on education as communicative, discursive or sociocultural practice (as in the work of Jerome Bruner [1997], Gordon Wells [2008], Neil Mercer [2000] and many others including those of the post-Vygotskian school. After all, it has long been recognized in this literature that mind is not the property of autonomous rational souls but is rather a function, in some sense, of collective social and cultural practice. However, this literature falls short of the explicit claim that "living and learning (is) semiotic engagement" (Stables, 2005: title and elsewhere) and it remains firmly anthropocentric and thus raises few questions about either the increasingly salient question of the right relationships between the human and the non-human world (Bonnett, 2004) or the growth of the human as environmentally dependent and adaptive organism. One explanation for this can be found in an examination of the roots of modern semiotics, as there are in effect two semiotic traditions.

The first is Peircean and stresses the ubiquity of sign activity (or semiosis) and utlilises a triadic conception of the sign; the second is Saussurean and is grounded in linguistics and an initially dyadic, and subsequently unquantifiable conception of the sign. Peirce was fiercely anti-anthropocentric. Indeed, as a lifelong philosopher of science, who embraced an interest in "rhetoric" only late in life and very much on his own terms (Stables, 2010), his interests were in how human beings make sense of the world (through processes of induction, deduction and abduction: e.g. Peirce, 1958) and, relatedly, how the whole of the universe can be understood as, in effect, making its own sense in similar terms through the action of "interpretant" signs. Peirce defined the aim of speculative rhetoric (or "methodeutic") as "the science of the essential conditions under which a sign may determine an interpretant sign of itself and of whatever it signifies, or may, as a sign, bring about a physical result" (Peirce, 1904, p. 326). These are aspects of the relation between the meaning of the sign and its source. It is important to note that everything that happens in the world, according to Peirce, can be understood in terms of a triadic account: Representamen, Object and Interpretant. John Deely (1990) offers the example of a thermometer to illustrate this.

On Peirce's account, the signifier (or Representamen) thermometer relates to an Object (air) in a dyadic relationship but this relationship lacks meaning STABLES 24 without the sense that is made of it. Human meaning-making happens this way, but it is important to note, according to Peirce, that the action of the thermometer measuring the air temperature is not merely a human construction, albeit the thermometer is such a construction: the air really does have a temperature that can be measured. In fact, most of the semiosic activity in the world requires no human intervention whatever though it is subject to interpretation. Furthermore, the Interpretant may not have any obvious physical reality (as in the meaning that is drawn from reading the thermometer) but might yet have observable physical consequences (such as closing the window or switching on the air conditioning). Put simply, all things are what they come to mean, and this semiosic process is ubiquitous and inevitable, with all forms of human activity forming part of it.

Exactly how far Peirce saw non-human agents as capable of meaning-making is unclear, but even on the most humanistic reading, his account fully integrates human interpretation into the ongoing business of the universe.

4. METHODOLOGY

Teaching languages and semiotic

Semiotics helps the overall trend of class to be accelerated and specially improves the learning. Plus, methods of language learning mostly include semiotic ones which are generally elements like: direct, audio lingual and communicative. Pitman (1964: 155-6) in order to point to pictures and objects ,used situation and also he used them with gestures to demonstrate the meaning of new language item, the objects which are just the same as semiotic signs to get more proper perception in target language. Now since Kurdish has so limit numbers of structures, for teaching English to a Kurd speaker it would be so beneficial, relying on semiotic features: as it was mentioned above, for all different structures and forms of future tense in English, Kurdish uses just a unique form of verb. Hence it is necessary to fill up the gaps to get the same concept transferred.

Procedure

The students listen to the ingredients for the recipe. They complete the dialogue by making use of the pictures which appear as semiotic signs in the activity. These pictures also help and guide the students to better understand the purpose of the activity. 2.5. The Other Language Teaching Methods and Their Semiotic Nature 82 Besides the other language teaching methods as described above, there are others where semiotic symbols are actively used in lessons and activities. These methods are; the silent way, the total physical response (TPR) method. 2.5.1. The Silent Way The theoretical basis of Gattegno's Silent Way is the idea that teaching must be subordinated to learning and students should develop their own inner criteria for correctness. All four skills - reading, writing, speaking, and listening - are taught from the beginning. Students' errors are expected as a normal part of learning, the teacher's silence helps foster self-reliance and student initiative. The teacher is active in setting up situations, while the students do most of the talking and interacting. While setting up situations and the activities for the language learners the teacher uses a lot of thought provoking symbols. To illustrate, the teacher may show a number of traffic signs and may ask students to write or talk about the suggested behavior of a driver on the roads taking into consideration the traffic signs. Here by providing minimum input to the students the learners are encouraged to practice and participate more the classroom activities.

English …………………………**Kurdish**

1. I go …………………………….achm
2. I will go …………………….….achm
3. I will be going ………………….achm
4. I will have gone ………………….achm
5. I will have been going ……………achm

It is clear that the concept which is transferred in English by using different forms of structures could never be conveyed similarly hence I suggest to use words as signifiers to fulfill this duty. Thus by using adverbial phrases and constant words these gaps have been compensated as follow:

1. I go ……………achm
2. I will go………….achm + future adverb
3. I will be going ……….achm + from + future adverb
4. I will have gone……….achm + by + short term future adverb
5. I will have been going ………achm + by + long term future adverb

Relying on the semiotic method above I could infer to my students what the English sentences, bearing those structures are and how to simulate the very kind of sentence to communicate.

Total Physical Response Method Asher's approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. First of all the teacher gives a command and the students 83 demonstrate their comprehension by acting out commands issued by the teacher; teacher provides novel and often humorous variations of the commands quite quickly.

In this method, the teacher directs the students other than the volunteers. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include games and skits. In total physical response, the teacher and the students are the active participants of a dynamic course. In order to let students response physically, semiotic signs, symbols are frequently used in the activities.

This method is not only used in language teaching but also in other training courses as well, such as courses for drivers, courses for pilots, courses for sportsmen, etc. To illustrate, at a course offered for drivers, the teacher (in the car) can ask the trainee to act accordingly taken into consideration the traffic signs.

Here, the signs function as physical stimuli which gives way to the driver's behaviour. In a language teaching classroom, the teacher can show students the traffic signs and can ask students to write commands about each sign. Later, the students can write a response essay as a follow-up activity about the ideal driver's responsibility in the traffic.

5. CONCLUSION

Any language has its own structures and tenses that might not be just the same in others hence the speakers would encounter deep problems conveying what they want to the others in the target language. In order to eliminate this problem, to a great extent, relying on semiotic features to compensate the shortages or assimilate the structures could be so helpful. In this article I have done the same task between Kurdish and English. Ultimately students could transfer what they had in mind precisely to their English audience and understand what they say too.

Reference

[1]   Acobson, R. (1974). Main Trends in the Science of Language. New York: Harper and Row.

[2]   Brown, h. Douglas (2000). Principles of language learning and teaching. Englewood liffs: prentice hall.

[3]   Brown, J. W. (1976). Transcoding: A semiotic approach to the problems of transition from language to literature. *Canadian Journal of Research in Semiotics,* 3(1), 51-60.

[4]   Brown, J. W. (1977). Comics in the foreign language classroom: Pedagogical perspectives. *Foreign Language Annals,* 10(1), 18-25. NÖTH 14

[5]   Brown, J. W. (1984). Semiotics and foreign language pedagogy. Degrés, 38, a1-a20.

[6]   Brown, J. W. (1991). Semiotics and second language pedagogy. New York: Lang.

[7]   Cunningham, D. J. (1985). Semiosis and learning. In J. Deely (Ed.), Semiotics 1984 (pp. 427-434). Lanham: University Press of America.

[8]   Cunningham, D. J. (1992). Beyond educational psychology: Steps toward an educational semiotic. *Educational Psychology Review,* 4(2), 165-194.

[9]   Danesi, M. (2000). Semiotics in language education. Berlin: Mouton de Gruyter.

[10]   Danesi, M. (2002). Semiotics in education. Dresden: Thelem.

[11]   Danesi, M. (2007). The quest for meaning. Toronto, ON: Toronto University Press.

[12]   Harmer j. (2002). The practice of English language teaching .new York: personal ESL.

[13]   Hodge, R. and Kress, G. (1988). Social Semiotics. Cornwall: Polity Press.

[14]   Homberger, D. (1972). Darstellung einer allgemeinen Zeichentheorie im Hinblick auf Probleme des Literaturunterrichts. *Der Deutschunterricht,* 24, 97-116.

[15]   Hutchinson, T. and Sunderland, J. (1995). Hotline Elementary. Oxford: Oxford University Press.

[16]   Hymes, D. (1971). "Competence and Performance in Linguistic Theory." In R. Huxley and E. Ingram (eds.) Language Acquisition: Models and Method. London: Academic Press.

[17]   Ismail ERTON (2006). Semiotics nature of language teaching methods in foreign language learning and teaching.

[18]   Kleinschmidt, G. (1973). Welt durch Zeichen. *Praxis Deutsch,* 1(73), 17-20.

[19]   Lier, L. van. (2004). The ecology and semiotics of language learning: A sociocultural perspective. Boston: Kluwer.

[20]   Metz, C. (1970). Images et pédagogie. *Communications,* 15, 162-168.

[21]   Olcay Sert. (2006) semiotic approach and its contributions to English language learning and teaching. Hacettepe University Egitim.

[22]   Pittmann, G. (1963). Teaching Structural English. Brisbane: Jacaranda. 85

[23] Poole, D. (1992). "Language Socialisation in the Second Language Classroom." *Language Learning* No. 42. Vol. 4

[24] Richards, J. C. and Rodgers, T. S. (1990). Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge UP.

[25] Robinett, B. W. (1978). Teaching English to Speakers of Other Languages: Substance and Technique. Minneapolis: University of Minnesota Press.

[26] Rossi, R. (1987). Semiotics in the classroom. *American Journal of Semiotics,* 5, 303-313.

[27] Saussure, Ferdinand de. (1983). Course in General Linguistics. Trans. Roy Harris. London: Duckworth.

[28] Sebeok, T. A. (1985). Contributions to the Doctrine of Signs. Lanham: University Press of America.

[29] Swan, M. and Walter, C. (1992). The New Cambridge English Course: Student 2. Cambridge: Cambridge University Press.