



## THE PRAGMATICS METHODOLOGY AND LANGUAGE INSTRUCTING AND LEARNING

Polat Soner

Lecturer, Mersin University, Turkey

### ABSTRACT

This review examines the connection of the Unknown dialect Instructing with the Semiotic Methodology that acquires significance as of late and attempts to clarify how this idea has been utilized as Semiotic Methodology in Unknown dialect Educating and Learning and educator student jobs, solid powerless sides, kinds of exercises, and so on have been taken care of.

**KEYWORDS:** - Semiotics, approach, Ethnolinguistics, Paralanguage, English Language Educating (ELT ), Unknown dialect Instructing (FLT )

### INTRODUCTION

The Semiotic Methodology traces all the way back to the hour of the thinkers like Aristotle, Plato, Socrat, Sextus, Heraclitus, who by and large idea 'the language is the sign arrangement of our psyches'. Their way to deal with show the images of what is at the top of the priority list shed light on the exploration of numerous anthropologists.

So, the Semiotic Methodology, which was essentially examined by Levi Strauss, Geertz and Michael Silverstein, who by and large asserted that culture was an arrangement of signs, has significant commitments to English language educating. Verbal, nonverbal, and visual correspondences, which lead to a viable educating/learning process in English classes, are managed and the spot of the

Semiotic Way to deal with English language instructing is underscored. In other words, this is a method of showing language and culture utilizing signs, images, symbols, and a few semiotic components. Nonetheless, the way that the Semiotic Methodology doesn't work assuming an instructor doesn't have social data about the objective language of his/her students.

### Related Regions

The Semiotic Methodology is according to semiotics which concentrates on the communication through signing to give the exchange of messages while conveying. Semiotics underlines the elements of signs which we use to impart verbally, non-verbally and outwardly. 'Semiotic cycles set up the future speakers for entrance into importance and



connotation (the representative)'. Semiotic arrangements with the signs and their capacities in daily existence. The signs are seen in three sorts. The first is image. The images in which the signifier doesn't look like the connoted are made in a self-assertive way.

The subsequent one is a symbol where the signifier looks like the meant. For instance, a representation, an animation, a scale-model, sound to word imitation, for example, 'buzz', a honey bee, sensible sounds in program music, audio cues in a radio show, imitative signals, and so forth. The last kind is list in which the signifier isn't discretionary yet is straightforwardly associated somehow or another to the connoted. Instances of regular signs are 'smoke as a sign of fire', or thunder, impressions, reverberations), clinical side effects (beat rate), estimating instruments (thermometer, clock), flags (a thump on an entryway, a telephone ringing), pointers (a pointing forefinger, a directional sign), accounts (a photo, a movie, video or TV), individual brand names (penmanship).

Ethnolinguistics is additionally identified with the Semiotic Methodology in ELT. It concentrates on the dialects of ethnic gatherings, for example, American individuals, Turks, and so on. Instructors of English should have some familiarity with about these connected regions to introduce the social upsides of the subsequent language. The responses of the local speakers in the second language to specific social activities show us the social standards to them, and their consequences for the subsequent language assume significant parts to comprehend the objective language plainly. Subsequently, ethnolinguistics empowers instructors of English to comprehend the relations among societies, language, society and ethnic gatherings, which maintains a strategic distance from any breakdown in correspondence in the objective language.

Language learning is a sign learning in all viewpoints. Language is the signs, images, signals, and so forth utilized for showing thoughts or sentiments. For instance, you are showing the normal peculiarity "downpour". You show the mists to the understudies and say 'it will rain', or you can utilize an umbrella to clarify the significance. Here, the mists or the umbrella went about as an indication of downpour.

- Signs address something significant. There are a few sorts of signs. Symbols will be images that include likeness to the referent. For instance, the greater part of the traffic signs are notorious. Or then again we for the most part concoct famous indications of latrines in theaters or films a few words are notable: crash, blast, sprinkle, cuckoo. Images include customary relationship with the referent. The contrast between a sign and an image is that an image represents something since we consent to it, or have made up a relationship. Through images we coordinate our social connections and our worth frameworks. For instance, when an individual consumes the Turkish banner, we respond as though our nation has been attacked.

### Student and Instructor Jobs

Instructors of English with the information on semiotics can without much of a stretch use signs in their study hall exercises. Particularly in the Informative Methodology, instructors can utilize the signs to give models while utilizing verbal, non-verbal and visual correspondence in English language classes. The images, for example, accentuation marks, traffic signals, or public banners are genuine guides to show complex, the importance of 'right' and 'left', or the names of countries. Besides, the symbol is vital while showing the onomatopoeic words, for example,



'buzz', a honey bee in English.

In addition, educators can likewise utilize pictures, non-verbal communication to make the exercises significant in English language classes. The educator is an administrator of the study hall exercises in the Semiotic Methodology. He viably utilizes verbal, non-verbal, and visual correspondence, and empowers students of English to see the social contrasts between the principal language and the subsequent language. The educator likewise furnishes the students with informative exercises like discoursed, or pretends by giving genuine circumstances.

Besides, educators in the Semiotic Methodology have a decent homeroom the board with non-verbal communication in study hall exercises. For instance, educators of English can give headings while showing inflection designs by utilizing eye to eye connection. They can raise their eyebrow to demonstrate the essential pressure in the sentence. In addition, they can give input or any bearings by utilizing head developments, looks, and eye to eye connection. Also, understudies can gain proficiency with the elements of the second language simultaneously; they can zero in on the illustration. For example, the educator can salute an understudy who responds to an inquiry in the manner a local speaker does; he can shake his hands by the assistance of sensation aspect, stances, emulates, and motions. Educator can grab understudies' eye by utilizing non-verbal communication, accordingly he can have command over the class. Also, understudies are roused to become familiar with the objective language and store what they realize into their drawn out recollections when the instructor makes me of such signs.

This cycle can be performed using the valid materials, yet in addition the visuals. For example, the understudies can be gotten some information

about an image of a couple finding a seat at a table. Understudies can be posed inquiries, for example, 'Would they say they are hitched, cheerful, for sure do you think they are discussing?'. They can be gotten some information about the image and afterward read it to urge them to utilize the objective language. The understudies learn by noticing the signs (pictures, maps, tables, diagrams, outlines etc...) and signals (motion, act, body development, look etc...) just as by playing out the activities properly. The understudies are urged to utilize their feeling of feeling, seeing, hearing, and contacting in homeroom exercises. Educators in the Semiotic Methodology stand out for the learners by utilizing non-verbal communication and persuade them to utilize the objective language by giving the subjects maps, pictures, diagrams, graphs. Also, they are approached to take part in exercises, for example, pretends, discoursed to offer them chances to utilize their forms of non-verbal communication dialects, which empower them to store what they realize into their drawn out recollections.

### **Solid Sides of the Semiotic Methodology**

The Semiotic Methodology gives an exceptionally powerful educating/learning process through verbal, non-verbal, and visual correspondence in the objective language. For instance, in the mimmem technique, educators can show discoursed addressing the genuine circumstances. To begin with, they make students of English recurrent the exchange and afterward retain it part by part. At last, understudies act it out. Moreover, educators can be more effective in showing jargon, pitch examples, or elements of the second language by utilizing non-verbal communication.

Non-verbal correspondence gets consideration in English language classes as one of the powerful methods of educating/learning process. By signals,



pantomimes, eye to eye connection or material correspondence, instructors of English furnish understudies with significant learning, yet additionally social upsides of the subsequent language. For instance, the instructor utilizing motions makes jargon learning simpler for understudies, or while recounting a story, he can make his arms open actually like holding a child to show a dozing child, which spurs the understudies to become familiar with the subsequent language. Furthermore, while showing the word 'bum a ride', the educator can raise his thumb to demonstrate the word and cause understudies to comprehend it unmistakably by bringing his thumb up in request to bum a ride which has been broadly utilized in American culture, and is presently utilized in our way of life.

### Powerless Sides of the Semiotic Methodology

Albeit the Semiotic Methodology enjoys many benefits in English language instructing, its keeping away from phonetic adjustment in English language classes stays as the powerless side of the Semiotic Methodology. Instructors utilizing verbal, non-verbal, and visual correspondence to give a powerful educating/learning process don't pay much a Semiotic Approach avoids linguistic correction in English language Teaching. Although both of them effectively use the authentic materials such as TV broadcast, or a live radio broadcast in classroom activities, they do not emphasize the linguistic knowledge of English language. Both of the approaches aim at developing the four skills of the learners of English to enable them to communicate easily in the target language; however, students get difficulty in communication as the linguistic correction is ignored in English language classes. Finally, students face with the problem of being accustomed to mispronouncing of certain words in English, which cause a breakdown in communication in the target language.

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