



**SEMIOTICS AWARENESS OF THE STUDENTS IN
TURKEY AND IRAQ**

**2023
MASTER THESIS
ENGLISH LANGUAGE AND LITERATURE**

Shuruq SHIHAB

**Thesis Advisor
Assoc. Prof. Dr. Irfan TOSUNCUOĞLU**

SEMIOTICS AWARENESS OF THE STUDENTS IN TURKEY AND IRAQ

Shuruq SHIHAB

Thesis Advisor

Assoc. Prof. Dr. İrfan TOSUNCUOĞLU

T.C.

Karabuk University

Institute of Graduate Programs

Department of English Language and Literature

Prepared as

Master Thesis

KARABUK

June 2023

TABLE OF CONTENTS

TABLE OF CONTENTS	1
THESIS APPROVAL PAGE	3
DECLARATION	4
DEDICATION	5
FOREWORD	6
ABSTRACT	7
ÖZ	8
ARCHIVE RECORD INFORMATION	9
ARŞIV KAYIT BİLGİLERİ (IN TURKISH)	10
ABBREVIATIONS	11
PROBLEM STATEMENT	12
OBJECTIVES OF THE STUDY	12
HYPOTHESIS	12
RESEARCH QUESTIONS	13
SCOPE	13
SIGNIFICANCE OF THE STUDY	13
METHOD	14
LIMITATIONS	14
1. REVIEW OF LITERATURE	15
1.1. Semiotics: Introduction	15
1.2. History of Semiotics	16
1.2.1. Ancient Semiotics	16
1.2.2. Modern Semiotics	18
1.3. Traditional Approach	23
1.4. The Semiotic Approach	25

1.5. Semiotics and Education.....	28
1.5.1. Meaning and Action as the Basis of Semiotics	29
1.5.2. Teaching Semiotics	32
1.5.3. Strong Sides of the Semiotic Approach.....	33
1.5.4. Contributions to Language Teaching and Learning	35
1.5.5. The Role of Semiotics in Language Learning and Teaching	37
1.5.6. The Semiotic Nature of Language Teaching Methods	38
1.5.7. The Semiotic Classroom.....	39
1.5.7.1. The Body.....	40
1.5.7.2. Clothing	41
1.6. Related Studies	43
2. METHODOLOGY	49
2.1. Introduction	49
2.2. Research Design	49
2.3. Data Collection	49
2.4. Data Analysis	50
3. FINDINGS AND DISCUSSIONS	52
3.1. Introduction	52
3.2. Primary Results (SPSS Analysis).....	52
3.3. Secondary Research	61
3.4. Research Discussion	65
CONCLUSION	69
LIST OF TABLES	76
LIST OF FIGURES	77
CURRICULUM VITAE.....	78

THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Shuruq SHIHAB entitled “SEMIOTICS AWARENESS OF THE STUDENTS IN TURKEY AND IRAQ” is fully adequate in scope and in quality as a thesis for the degree of Master of Arts in English language.

Assoc. Prof. Dr. İrfan TOSUNCUOĞLU

Thesis Advisor, Department of English Language and Literature.

This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and Literature as a Master’s thesis. 18/01/2023

<u>Examining Committee Members (Institutions)</u>	<u>Signature</u>
---	------------------

Chairman: Assoc. Prof. Dr. İrfan TOSUNCUOĞLU (KBU)
--	-------

Member: Assoc. Prof. Dr. Özkan KIRMIZI (KBU)
--	-------

Member: Assoc. Prof. Dr. Ali Sabah JAMEEL (UOANBAR)
---	-------

The degree of Master Degree by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Prof. Dr. Müslüm KUZU
-----------------------	-------

Director of the Institute of Graduate Programs

DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally. Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname: Shuruq SHIHAB

Signature:

DEDICATION

To my Family ... with Love

FOREWORD

I would like to express my deep gratitude and sincere thanks to my supervisor, Assoc. Prof. Dr İrfan TOSUNCUOĞLU, for his scholarly guidance and for his continuous support and advice.

I owe special debt of gratitude to my professors during the courses at the Faculty of Letters, Department of English Language and Literature

Great thanks are due to my instructors, classmates, friends, and relatives, who helped me in my academic life.

Finally, I owe my family a great debt of gratitude for their support throughout the course of my life.

ABSTRACT

Semiotics has been one of the key advancements in linguistics and teaching practices in different languages worldwide. The application of Semiotics has proved to be one of the most valuable practices for teaching and communication. There is still a lack of awareness among the students of different countries of semiotic applications throughout the world. The study aims to investigate the ways of application of semiotics in teaching practices and to show the semiotic awareness of the students in Turkey and Iraq. It also seeks to find the major factors that could affect students' awareness regarding semiotics and its uses in teaching practices in the educational institutes. The mixed methodology has been utilized to answer the questions of the objectives of the study. Data has been collected from both primary and secondary resources and has been analyzed using both descriptive and statistical tools. The study shows that though the semiotics awareness of the students in Turkey and Iraq is noticeable in the educational institutes, semiotic practices are absent. The thesis recommends proper ways to implement semiotics in Turkish and Iraqi educational institutes.

Keywords: Semiotics, Mixed Approach, SPSS, Questionnaire, Teaching Practice.

ÖZ

Göstergebilim, farklı büyük dünya ülkelerinde dilbilim ve öğretim uygulamalarında önemli ilerlemelerden biri olmuştur. Uygulama, öğretim ve iletişim uygulamaları için en değerli uygulamalardan biri olduğu kanıtlanmış olmasına rağmen, dünya çapında hala bir farkındalık eksikliği vardır. Araştırmanın temel amacı, göstergebilimin öğretim uygulamalarında uygulanma yollarını ve Türkiye ve Irak'taki öğrencilerde göstergebilim bilincini ortaya çıkarmaktır. Araştırma ayrıca, Türkiye ve Irak'ta faaliyet gösteren eğitim kurumlarında göstergebilime ilişkin öğrenci farkındalığını ve öğretim uygulamalarında kullanımını etkileyen başlıca faktörleri bulmaya çalışmaktadır. Araştırmayla ilgili ana araştırma sorusu, Türkiye ve Irak'taki öğrencilerde göstergebilimin etkisini ve farkındalığını bulmak için geliştirilmiştir. Araştırmanın amaçlarına ulaşmak için araştırma sorularını cevaplamak için araştırmada karma yöntem kullanılmıştır. Veriler hem birincil hem de ikincil kaynaklardan toplanmış ve hem tanımlayıcı hem de istatistiksel araçlar kullanılarak analiz edilmiştir. Toplanan ikincil veriler için betimsel analiz yapılmış ve edebi analiz yoluyla göstergebilimin öğretim ve eğitim endüstrisindeki rolünü oynadığı tespit edilmiştir. Eğitimde pratik göstergebilimin uygulama eksikliği olmasına rağmen, eğitim kurumları ve orada okuyan öğrenciler arasında farkındalık düzeyi çok iyi ve tatmin edicidir. SPSS'de birincil veri toplamada toplanan veriler üzerinde Betimsel İstatistik Testi uygulanmış ve sonuçları araştırmanın sorularıyla yüksek oranda örtüşmekte olup, Türkiye ve Irak'taki öğrencilerin göstergebilim farkındalık düzeylerinin çok yüksek olduğunu tespit etmiştir. Dolayısıyla Türkiye ve Irak'taki öğrencilerin göstergebilim bilincinin büyük olmasına rağmen, literatürde olduğu gibi eğitim kurumlarının dünya çapında uygulanabilirliğinin olmadığı tespit edilmiştir. Araştırma, göstergebilimin Türkiye ve Irak eğitim kurumlarında uygulanması için uygun bir uygulama planı önermektedir.

Anahtar Kelimeler: Göstergebilim, Karma Yaklaşım, SPSS, Anket, Edebiyat, Öğretmenlik Uygulaması

ARCHIVE RECORD INFORMATION

Title of the Thesis	Semiotics Awareness of the Students in Turkey and Iraq
Author of the Thesis	Shuruq SHIHAB
Supervisor of the Thesis	Assoc. Prof. Dr İrfan TOSUNCUOĞLU
Status of the Thesis	Master
Date of the Thesis	18/01/2023
Field of the Thesis	English Language and Literature
Place of the Thesis	UNIKA/IGP
Total Page Number	78
Keywords	Semiotics, Mixed Approach, SPSS, Questionnaire, Literature, Teaching Practice.

ARŞİV KAYIT BİLGİLERİ (IN TURKISH)

Tezin Adı	Türkiye ve Irak'ta Öğrencilerin Semiyotik Bilinçleri
Tezin Yazarı	Shuruq SHİHAB
Tezin Danışmanı	Doç. Dr. İrfan TOSUNCUOĞLU
Tezin Derecesi	Yüksek Lisans
Tezin Tarihi	18/01/2023
Tezin Alanı	İngiliz Dili ve Edebiyatı
Tezin Yeri	KBU/LEE
Tezin Sayfa Sayısı	78
Anahtar Kelimeler	Göstergebilim, Karma Yaklaşım, SPSS, Anket, Edebiyat, Öğretmenlik Uygulaması

ABBREVIATIONS

- SLA** : Second Language Acquisition
- L1** : First Language
- L2** : Second Language
- ESL** : English as Second Language
- EFL** : English as Foreign Language
- SPSS** : Statistical Package for Social Sciences
- VTL** : Validation and Transformation Language
- ELT** : English Language Analysis
- CF** : Corrective Feedback
- WCF** : Written Corrective Feedback

PROBLEM STATEMENT

Semiotics as an explicit subject of teaching is primarily a matter of classes, courses, and programs at educational institutions. It is taught as a course in programs of semiotics as well as in language, communications, and media studies, but it is also offered as an element of classes not only dedicated to semiotic topics in language, cultural and media studies. Introductions to semiotics have been written for purposes of orientation, giving a survey or in order to be used as course books (Semetsky, 2010, p. 10).

According to Peirce (1884), “nothing is a sign unless it is interpreted as a sign”. This interpretation process occurs by relating a sign to familiar systems of conventions and, hence, the sign becomes part of an organized collective of interpretations and cannot exist outside such a collective. Signs function as a code between individuals and they trigger or unlock previous experiences. (Tsotra et al., 2004, p. 4210)

Semiotics enables learners to make their meanings understandable with diverse views that are centered on their thinking patterns, for semiotics offers varied meanings, either implicit or explicit. Critical thinking participates highly in viewing the meaning in the symbols and signs allocated in the other sides of the text. The procedure of interpreting is a method vital to interact with the content since they are particularly connected while finding out concepts and relating with information rather than making into an inscribed form. The present research assesses the information related to “semiotics” in Iraq and Turkey.

OBJECTIVES OF THE STUDY

The main objectives of the thesis are:

- 1- To find out the effectiveness of semiotics in education.
- 2- To point out the semiotics awareness among school students in Turkey and Iraq.

HYPOTHESIS

It is hypothesized that:

- 1- There has been no semiotic awareness in education.

- 2- Turkish and Iraqi students are not aware of using semiotics.

RESEARCH QUESTIONS

- 1- What type of semiotics are used in education?
- 2- How can Turkish and Iraqi students improve their semiotic awareness?

SCOPE

By entering the world mentally and affectively prepared, human beings evolve in a hierarchical fashion that incorporates the education of thinking and art. Visual literacy, in particular, has gained popularity through modern learning methods that help emphasize the significance of using many stimuli, referring to the representation of different elements other than written text, such as pictures, colors, forms, and symbols. Both texts express a context and a message that involves a textual study that differs between the various hypotheses and methods. The present research intends to evaluate the efficiency of semiology in teaching and access students in Turkey and Iraq to semiology knowledge.

SIGNIFICANCE OF THE STUDY

The present study is intended to be valuable to:

- 1- Expose the value systems in human communication. The value system, the way they are produced, transferred or recognized in human mind absolutely require more than the study of linguistic features, the intrinsic and naturalistic messages they convey.
- 2- The researchers and experts in education and linguistics since it is an attempt to shed light on a fundamental concept which is semiotic awareness of students.
- 3- Language instructors, especially in EFL classes to familiarize students with the importance and role of signs in developing their skills.
- 4- EFL college students since it is a crucial communitive resource for them to enhance their innovation and creativity.

METHOD

This study is done through primary and secondary research, including primary data collection through the online survey, various studies, experimental research, etc.

LIMITATIONS

The study is limited to:

- 1- Turkish and Iraqi students from different institutions.
- 2- The use of semiotics in education.
- 3- the students' awareness of semiotics in particular.
- 4- The academic year 2021-2022.

1. REVIEW OF LITERATURE

1.1. Semiotics: Introduction

Semiotics is a vast and elusive term. It is mainly concerned with the study of signs. Yet, a lot of inquiries can be emanated from this concern as what is meant by signs? What kinds of signs? What is the nature of these signs? Signs could be found everywhere in everyday life as in roads, in neighborhoods, in stars etc. If art and photography are examined, it is easy to label paintings, drawings, colors as signs. Going deeper, words, sounds, symbols, facial language, and body language, can be read as signs. The Italian semiotician Umberto Eco (1932–2016) defines simply that “semiotics is concerned with everything that can be taken as a sign” (1976, p. 7). So, every written word and visual image that may suggest a meaning can be bound under the umbrella of semiotics. Semiotics is the investigation into how meaning is formed and communicated. It is the study of how symbols and signs (visual and linguistic) create meaning.

Semiotics is interdisciplinary. It is an academic field concentrating on the significance of language, and its affective dynamism in formulating meaning. It moves into the examination of the behavior of people whereas semiotics can clearly be connected with anthropology or psychology. It also develops an inquiry into society and culture whereas again connected with sociology and philosophy. It then becomes an examination of authentic products such as film, literature, art or critical theory, and more freshly indulges itself into an analysis of cultural products. Daniel Chandler states that semioticians are obviously interrelated with “linguists, philosophers, psychologists, sociologists, anthropologists, literary, aesthetic and media theorists, psychoanalysts, marketing researchers, and educationalists. Indeed, the impact of semiotics within existing disciplines could be argued to be its greatest contribution to the advancement of knowledge” (2017, p. 4-5). Again, Keir Elam stresses the interdisciplinary nature of semiotics. He elaborates:

The breadth of the enterprise is such that it cannot be considered simply as a ‘discipline’, while it is too multifaceted and heterogeneous to be reduced to a ‘method’. It is—ideally, at least—a multidisciplinary science whose precise methodological characteristics will necessarily vary from field to field but which is united by a common global concern, the better understanding of our own meaning-bearing behaviour. (1980, p.1).

Awareness of reality according to semiotics can be less likely taken for granted as something which is completely independent of interpretive systems. It can guide man to be more aware of the mediating role of semiotics and of the roles played by people in constructing social realities. Semiology, the alternative of semiotics, is basically a method to observe as well as describe the signs or symbols which are used for communication. It also includes all relevant systems that form individual and social discourses.

Becoming aware of the processes of mediation involved in constructing the realities of everyday life is both inherently fascinating and intellectually empowering. Exploring semiotic perspectives helps us to realize that information or meaning is not 'contained' in the world, or in books, computers, or other media. Meaning is not 'transmitted' to us – we actively interpret texts and the world according to a complex interplay of frames of reference. Semiotics helps us to take apart what is taken for granted, making our interpretive systems more explicit. (Daniel Chandler, 2017, p. 8).

1.2. History of Semiotics

Semiotics had a long history and appeared in different periods and eras. It expanded from the Greek time through the medieval ages, Renaissance period, Enlightenment era till the modern time. A lot of writings and works of philosophers and thinkers showed and adopted the uses and implications of semiotics directly and indirectly through ages. Till the modern time, studies and researches proved the essential importance of semiotics as an independent field. Modern philosophers adopted semiotics and clarified its general concepts and set its own theory.

1.2.1. Ancient Semiotics

Semiotics had a long history that started with Hippocrates, the ancient Greek philosopher (ca. 460-370 BC). He and other Greek philosophers adopted a lot of uses of semiotics and brought them into reality. St. Augustine (approx. 354-430) also had his views concerning semiotics. He dealt more deeply with the theory and meaning of semiotics. Since the falling of the Roman Empire, much of the past writings and works were buried in darkness in Europe and at the beginning of the Islamic Empire. Many different works were translated throughout the Islamic Empire (approximately 1000-1400 AD), but only after the Reconquista was rediscovered (CA 700-1492). Yet, the

philosophers during the Enlightenment era started their analyses depending on semiotics.

Both Charles W. Morris (1946) and later Tzvetan Todorov (1977) in his book *Theories of the Symbol* claim that the birth of semiotics was as ancient as history itself but was incorporated with other fields or four main traditions: semantics (including the philosophy of language), logic, rhetoric, and hermeneutics. (1946: 335; also 1977: 15-31). Here in this section, it is worthwhile to mention the thoughts of some well-known philosophers and thinkers.

Plato's writings and works were very rich with signs, symbols and as a result, with semiotics. More importantly is the inference done by Winfried Noth (1990) when he summarizes the central theses of Plato's semiotics in three main findings. Firstly, verbal signs, conventional or natural, do not completely represent the true nature of things. Secondly, since ideas are independent in their representation, so words do not reveal the true nature of things. Lastly, Plato sees Knowledge as indirect and inferior when it is mediated by signs and even if words are perfect likenesses, words tend to be inferior to the truth itself. (1990, p. 15). Language, according to Plato, lacks authenticity; it is not an adequately valid tool for fulfilment of knowledge of reality. Such knowledge necessitates a much more direct path, such as the recourse or the authentic source to things themselves. Language is a copy of the original copy which is there in the mind of man. However, Plato confirms that language can be considered as a perfect tool for the effective communication of human beings (Cobley, 2010, p. 17).

After Plato comes Aristotle with his own thought concerning signs where he adds new and promising philosophy of semiotics. His treatise encompasses four main aspects to make semiotics understandable. These four aspects come in chain to best define semiotics: firstly, Aristotle sees that written signs are symbols of oral sounds. Secondly, he sees that oral sounds are symbols of mental impressions and thirdly mental impressions are in correspondence with actual things. He lastly sees that mental events are the equal for all mankind. (Noth, 1990, p. 15). In Aristotle's view, the structures of sign systems depend more on the expression plane, not on the content plane in interpreting things. He argues that a name is a spoken sound recognizable by convention because no name could be a name naturally but only when it has become a symbol.

Aristotle believes that the theory of sign, specifically the non-verbal sign, completely different from the theory of language. The theory of sign in his thought likens rhetoric while the theory of language likens logic (Cobley, 2010, p. 18).

Aristotle sees that a symbol has a value. He relies upon Hippocrates's dealing with his patients. Hippocrates dealt with the symptoms of the disease by comparing his patient's look (symptoms) to another sound person. The bigger gap between the two proves his patient was closer to death; the sign(s) of illness is specifically associated with the sign of death. You may say it; if A, then B is real. Only the symbol and its context were in this dyad model. Hippocrates wrote the first graphic diagnostic guidelines using this tool. (Clarke, 1990, pp 53-54).

1.2.2. Modern Semiotics

There is a firm relation between semiotics and language, and by extension, semiotics and communication. Apparently, there is a continuation of the ancient semiotics represented by signs and symbols as inseparable part of communication and the contemporary line of cognitive semiotics. yet, more specialized theories make this continuation seems blurred and irrelevant.

At the end of the 19th century and the dawn of the 20th century, two prominent thinkers appeared to delineate the specialized lines of semiotics. They are Charles Sanders Peirce (1839-1914) and Ferdinand de Saussure (1857-1913). Although many of their predecessors tackled semiotic studies, these two philosophers presented several books about semiotics and semiotic analyses Saussure and Peirce were not remembered for their work until they passed away, and most of their works have been published posthumously. They both have various semi-origins but have had a permanent effect on the field of semiotics. (Innis R. E., 1985, pp. 1-2).

Charles Sanders Peirce (1839-1914) has been lately starred as "one of the great figures in the history of semiotics" and as "the founder of the modern theory of signs" (Weiss & Burks 1945: 383). He is a mathematician, linguist, and logician, as well as a philosopher from America. Rather, he concentrates on the universalities of epistemology and metaphysics. He has founded semiotic theory as an independent linguistic science. Firstly he defines semiotics as :

a sign, or representamen, is something which stands to somebody for something in some respect or capacity. It addresses somebody, that is, creates in the mind of that person an equivalent sign, or perhaps a more developed sign. That sign which it creates I call the interpretant of the first sign. The sign stands for something, its object. It stands for that object, not in all respects, but in reference to a sort of idea. (as cited in Noth, 1990, p. 42).

Peirce confirms that nothing could be a sign unless it is perceived as a sign because the sign imposes a cognitive effect on its interpreter. Peirce classifies signs into three main levels (three Trichotomies).

The first level (First Trichotomy) branches into three sections: *qualisigns*, *sinsigns*) and *legisigns*). A *Qualisign* is a quality which is a sign that cannot actually act as a sign until it is embodied. *sinsigns* are tokens, individual utterances or the word that suggest a replica. "A Legisign is a law that is a Sign. [. . .] Every conventional sign is a legisign. It is not a single object, but a general type which, it has been agreed, shall be significant." (quote in Noth, 1990, p. 44). Thus, the word 'the' will usually be repeated from ten to more than twenty times on a page. In all of these occurrences, it is the same word, the same *legisign*. (Noth, 1990, p. 42-44).

The second level (Second Trichotomy) includes three main terms: symbol, icon, index. A symbol is based on association which is essentially unmotivated and virtuously conventional so that it must be taken as granted and learned, for instance, alphabetical letters, punctuation marks, traffic lights, national flags, words, phrases, numbers, codes etc. An icon is based on apparent resemblance or imitation, including some similar quality such as sound, appearance, feeling, taste, or smell. Iconic example can be best found in a "portrait, a cartoon, onomatopoeia, metaphors, realistic sounds in 'programme music', sound effects in radio drama, a dubbed film soundtrack, imitative gestures" (as cited in Daniel, 2017, p.41). an index is based on direct connection (physical or causal). This connection can be detected or inferred. Instances are a lot as 'natural signs' (smoke, thunder, footprints, echoes), medical symptoms (pulse-rate, whey face, pain, a rash,), measuring instruments (weathercock, thermometer, clock, spirit-level), a signal (a knock on a door, a phone ringing), pointers (a pointing finger, a signpost for directional), recordings (a photograph, a film, video or television shot, an audio-recorded voice), personal 'trademarks' (handwriting, catchphrases) (as cited in Daniel, 2017, p.41).

The third level (Third Trichotomy) relies on the nature of the interpretant. Here Peirce again classifies a sign into three branches: a *rheme*, a *dicent*, or an *argument*. A rheme (word) is a "simple or substitutive sign." It is a "Sign of qualitative Possibility [.

. .] representing such a kind of possible Object". A *dicent* "is a sign of actual existence" it is an informational sign" but it does not assert. An argument is "a sign of law"; it is a truth or proof sign. (as cited in Daniel, 2017, p.41).

Ferdinand de Saussure (1857-1913) is founder of modern linguistics (Lyons, 1968, p. 38). Moreover, his theory of language and its principles have intensely influenced the progress of structuralism. Swiss linguist Ferdinand de Saussure (1857-1913) had deep effects on semiology. He coined the word "semiology," though there is no prominent difference with the alternative; semiotics. Saussure was a contemporary of Peirce. The sign is composed, according to Saussure, of two parts; the sign and the symbol both pieces are distinct but inseparable, like two sides of the coin. It was meant to refer to the idea the sign stood for, whereas in the mind of the spectator, the meaning applied to the memory of the entity (Sebeok, 2003, p. 79). Saussure is considered the real founder of semiotics (Prieto, 1968, p. 93). Saussure referred to the sign method a static language theory (Noth, 1990, p. 59).

The importance of Saussure's effort in the history of semiotics has received a varied evaluation. The essence of Saussure's participation in semiotics is his project for a universal theory of sign systems called *semiology*. A basic component of the theory is Saussure's *sign model*. He particularized his sign model only in order to analyze the "nature of the linguistic sign." In the semiological tradition following Saussure, this linguistic sign model was also transferred to nonlinguistic signs. the two-sided sign model includes three terms, the sign and its constituents *signifier* and *signified*. Saussure demarcated the linguistic sign as a "two-sided psychological entity" consisting of a *concept* for signifier and a *sound image* for signified. The terms also lead into the semiotic interpretation of semantics. Outwardly, these terms strictly correspond to the more basic semiotic concepts *meaning* and *content*. Saussure elaborates saying that "language is a system of interdependent terms in which the value of each term results solely from the simultaneous presence of the others. [. . .] Content is really fixed only by the concurrence of everything that exists outside it. Being part of a system, it is endowed not only with a signification but also and especially with a value." (as cited in Noth, 1990, p. 61).

After originating semiotics as an independent field in linguistics, a lot of Peirce and Saussure's successors appeared to deeply analyze and expand their views. The

phenomenological analysis of signals is carried out by Edmund Husserl (1859-1938). The empirical assume that sensory evidence is the basis of perception has been therefore dismissed. Husserl suggests that semiotics starts at the spontaneous stage between the object's immediate presence and the observer. Only the phenomenon of the sensory impression may be understood. The disparity between semiotics and non-semiotics was an issue of cognitive difference (Noth, 1990, p. 66).

The study of semiotics in the 1930s and 1940s was inspired by Charles William Morris (De Saussure, 1959, p. 31). He tracks Peirce's general measures with a three-dimensional explaining of semiotics but approaches the Medieval Syntactic, Semantic and Pragmatic Framework (Noth, 1990, p. 69). Although Peirce and Saussure concern themselves with human signals, Morris studies the signs biologically. He recommends semiotics to several diverse areas of science as interdisciplinary. Morris postulates that biological rather than cognitive necessities are responsible for interactions. It is a deviation from human contact applied to zoo semiotics the science of signs. These studies show modern sociological traditions with a broader spectrum than traditionally thought (Arik, 1998, p. 56),

The language or correspondence of beings other than man is studied by zoo semiotics. This involves honeybee language, primates, bird songs, as well as whale songs. Many contacts are verbal or audio, although another communication is kinetic or compartmental. For the complete sense of the correspondence, the language learned is often in a particular context. These studies review the biological roots and semi genesis of early human language production which several other leading thinkers preceded Morris by widening the sociological area. (Noth, 1990, p. 147)

A notable anthropological Claude Levi-Strauss (1908-2009) links indications and labels on the connection of kinship and family for Culture Codes. This semiotic method analyzes people's actions based on their established kinship or systems of relationships within the community. When the family evolves, so do their habits of behavior. These shifts in behavior, based on kinship signals, are described and expected. For instance, an elderly individual is not valued, but a grandfather will look at him. These kinship signs are cultural and indications by tradition, as is language. In anthropology, Levi-Strauss uses systemic semiotics as a cultural meaning instrument.

Some systemic anthropologists have followed this theory to explore other facets of human society, such as music (Noth, 1990)

Roman Jakobson (1896-1982) starts the "language" of music with the interdisciplinary debate between linguistics and musicologists. He looks at the link to sound and sign and the various interpretations of terms, sound sensations and the associations with other words and sounds (Innis R. E., 1985, p. 122). Songs still have significance when language was important, but Jakobson talks about musical semiology, culminating in the 1970s. The languages are always meaningful. The musical semiotic discussions explore the limitations of music, the exchange of sounds and the limits of language and music (Noth, 1990, p. 270)

The element of mass media was a new area of semiotics (Umberto, 1976). Mass contact semiotics encompasses several related areas. Semiotic technology is useful to decode industrial communications for particular classes. This applies only to communities that adopt mass media as a mode of communication. It often covers publicity, journals, TV, radio and even 18th-century handbills. All these genres have similar features defined by semiotic studies. This semiotic study of the sixties incorporates esthetic, psychological, sociological, anthropological and pedagogical viewpoints to explain the case of mass communication (Umberto, 1976). During that time, Umberto Eco analyzed the works of Peirce and Saussure in greater depth on mass communications and visual semiology.

Many of the previously described areas of visual semiotics are floating. Visual semiotics have different formalizations, from extremely formal writing to low-formalization ideograms. English is a highly officialized written script, whereas cave paintings are an ideogram that is not formalized. It also contains images and ethnic color schemes. A classic depiction is like a cross, while red means *pureté* illustrates cultural color in India. In brief, visual semiotics includes something visual. The explanations of visual semiotics were supported by most of the semiologists. Of interest, visual literacy becomes a part of the curriculum throughout the 1960s and 1970s.

Concerning The Silent Language, Edward T. Hall (1914-2009) elucidated the relevance and usefulness of nonverbal contact to people. This vital contact stresses that communicating is achieved not just through words but with several various signals. Hall clarifies that the signs of speech, body language, movements, as well as social position

express as much significance as a phrase. Hall also stresses that it is one of the most crucial considerations to ensure the level of meaning of the correspondence (Hall, 1959, p. 15). His vocabulary is only one aspect and not the most significant element in conversation. He researches cultural contact in semiology, linguistics and anthropological sciences.

There has been the very little redefinition of semiology since the beginning of the 20th century. Many books by prominent writers expressly use the techniques and definitions of Peirce or Saussure. Much of their works do not question Peirce or Saussure significantly but expand the scope to include multiple semiotic perspectives. Morris clarifies the symbol relationships between animals contributing to zoo semiotics. For Culture codes, Claude Levi-Strauss referred to kinship and family association's signals and names. In mass media, Umberto Eco learns semantics. For 1960s, several people whose contributions help develop visual literacy. Many of Edward T Hall's views in his book, *The Silent Language* 1959, exemplify human speech and linguistic relativism principles. Semiotics contains far more dimensions than the ones listed, but these are some of the most relevant areas for this thesis. What is significant is that the semiotics has referred to Peirce and Saussure to expand the area to include aspects that have not been taken into account previously. Many of the semi-sections are dependent on senses, such as visual communication.

1.3. Traditional Approach

Traditional approaches use "teacher-dominated engagement" as a common characteristic of conventional methodology. The lessons profoundly focus on the teachers. Traditional view of education was that teachers act as information supplies and students serve as passive recipients (Leeds-Hurwitz, 1993, p. 23). Traditional philosophy places the burden of teaching mostly upon the instructor without allowing students to take part in the process. The language as a medium of correspondence is not a traditional technique. Instead, this teaching method conceives 'English as a body of valuable and intellectually rigorous knowledge to be mastered (White, 1992, p. 142). The common method shows language only in terms of rules and focuses on grammar and vocabulary skills. The basis for understanding and talking about objective language was traditionally perceived when a student knows rules and vocabulary.

Broughton expresses the concepts of 'Grammar-Transmission Method' by saying that the grammatical approach to language provides a system of teaching, which with their exceptions chose and taught the main grammar rules in certain series (Broughton G. et al., 2002, p. 105) Richards states that this approach focuses on the conviction that grammar was taught through direct instruction and a technique that made extensive use of repeated practices and exercises (Richards, 2015). Broughton sets out "[his] laws, [his] cases, paradigms [...] and the corresponding exercises" as the most traditional features of the grammar-translation process. (Broughton G., et al., 2002, p. 125). This view is too reinforced by R. V. White's claim that "grammatic translation requires understanding and applying the rules of language translation" (White, 1992, p. 147). Richards gives details when he states that "an approach to grammar is deductive: students have grammar principles, and only they should practice using them" (Richards, 2015, p. 87). As we can see from these comments, grammar, grammatical rules, explanations and translations from English to the mother tongue were (and remain) the targets in our language courses and vice versa.

Concerning translating sentences and analyzing English texts, students are asked to memorize and practice the grammatical rules. An English teacher at Xi'an Foreign Studies University in China agrees that recalling syntactic rules and vocabulary is an essential part of routine procedures. He explains the key emphasis to commit words to memory, to translate phrases, to drill unusual verbs, to memorize, repeat and to apply grammatical rules later on, except for their words. Students should memorize verb paradigms and variations to the grammar rules (Xu, 1993). This view concurs with White's when saying that "awareness of the rule is considered more critical than implementation" (White, 1992, p. 151). As already stated, rules are applied by translating from one language into another.

Interpreting vocabulary skills are important in learning a language. Related to the question, vocabulary is acquired when individual elements and terms are merged by rules (White, 1992). Xu defines the manner of studying the modern and grammatical language by saying that the pupil has to use "vocabulary lists, written grammar laws and samples phrases" (Xu, 1993, p. 15). Clearly, grammar is demonstrated to students, lists of separated terms are sent to them, phrases are translated, and the correct types are developed.

"There is no oral work or pronunciation work since it teaches written language and stresses 'mental control' rather than the capacity to use the language effectively," (White, 1992, p. 160). "Technology frequently used includes conversation memorization, question and response practices, replacement exercises and different modes of speech and writing" (Richards, 2015, p. 32). Concerning studying a foreign language, standard methodologies give the written language a high priority. The attitude of students towards foreign language is considerably contradictory: writing skill is important and valued very much. Other skills of low priority.

1.4. The Semiotic Approach

The semiotic approach relates to semiology, which examines sign language in order to provide communication exchange. In semiology, the features of signals we use for verbal, non-verbal and visual communication are stressed. Semiotic system trains prospective speakers for meaning (symbolic). Semiotic addresses the signals of daily life and their purposes. The use of signs, images, logos and other seminal features was used to teach language and culture. However, if an instructor has no cultural knowledge regarding his/her target language, the semi-link would not function.

The semiotic method was as ancient as the periods of philosophers such as Aristotle, Plato, Socrates, Sextus and Heraclitus, who usually thought language is our mind's sign device. Their approach emphasized the importance of symbols and shed light on many anthropologists' studies. Sebeok has encouraged studies on Sign Languages by the International Association for Semitic Studies, its journal *Semiotica* and its editor. George Trager has concentrated on both super segmental and segmental indications. In comparison, Ray Bird Whist ell centered on the word 'kinesics,' the entire system of recognizable signals (Sebeok, 1994, p. 26)

The journal *Semiotica*, with his review papers and monographs such as semiotic progress, current trends in linguistics and Semiotic Approaches, has been received much attention together with the presence of Thomas A. Sebeok, who has also paid attention to sign language. The studies of sign language emerged in 1972 as half-yearly, usually reported in Ann Arbor, Michigan, in Bloomington, Indiana and published by Mouton in the Netherlands. In 1977, Scott Liddell studied the art of language description and attempted to clarify how linguistic and semiotic methods would cover the same terrain.

Liddell and Johnson examined the relation between phonology and semiotics in 1986 and still is an important method of implementing English as a teaching class. (Liddell, 1980, p. 34).

Briefly, Levy Strauss, Geertz, and Michael Silverstein, who generally believed that culture was a sign device, have added greatly to the teaching of English. The position of the Semiotic Approach to English language instruction is underlined by verbal, non-verbal and visual communication, which leads to a successful English language teaching/learning process. It is a way that signs, marks, logos and several semiotic components are effective factors in teaching the language and the community. Yet it depends on the instructor's cultural knowledge about the learners' target language. If the instructor has nothing, it means he/she is not fit in the Semiotic Approach.

Semiotics highlights the roles of signals that we use for written, nonverbal and visual communication. In real life, Semiotics discusses the signals and their purposes. There are three forms of signals: the signs, icon and index. The signs are symbols in which the indicator does not imitate the indicated and which are randomly generated. For instance, alpha letters, words, punctuation marks, phrases, sentences, numbers, Morse codes, traffic lights, and others are all symbols for all the world's languages. The second is an icon where the object described is similar to the meaning. A representation, an animation "scale-model" or "onomatopoeia" such as 'buzz' or 'bee' or 'buzz' or 'singing' voice, sounds in program music or radio drama, movements, etc. The last form is an index where the indicator is not random but is explicitly related to the indicated. Examples of natural indications include smoke as a fire indicator, thunder, footprints, echoes, medical (pulse rate) effects, measurement devices (thermometer, clock), signaling signals (door knock, phone ringing), indicators (finger index indicator), photographs (photograph, movie, video or television) and personal markings (handwriting). The use of semiotics, for example, shows graphics and the properties of other cultures or actual conversation, which can be drawn from the real-life of native speakers, to help the teachers see cultural variations. To research the semiotic method, the values must be taken into account. (Sebeok, 1994, p. 124)

The below are few general exhibition or review to show the firm connection between language and semiotics and by extension the semiotic approach:

1-Languages and signs are interrelated. It's a communication process. Language is certainly the best way to communicate. According to Winfried Noth, "language in all semi-biological systems is the most highly evolved and culturally significant language"(Noth, 1990, p. 158). The forms of contact are not just language, but signals and icons. It ensures the smoke serves as an instrument of contact whenever you see the fire brigade coming out of a building.

2- Language instruction is a symbol of learning. Signs, signals, movements, etc., are the words used to show thoughts or emotions. You teach the natural phenomena, for instance, rain. You show the students the clouds and suggest, "It will pour," or you may use an umbrella to clarify its purpose. The clouds or the umbrella are here a symbol or indicator of a storm.

3-Language instruction is a central method of learning signs, and signs here are the building blocks of messages. Leeds-Hurwitz says, "Language functions because their speakers exchange specific signs (words are signs) and share code (each language incorporates words into grammar structures) and share an interpretation of how these codes should be used to transmit meaning (usage standards in that particular language)" (Leeds-Hurwitz, 1993, p. 1). Any sign is inserted into bigger systems; they are chain components. A cross portrays Christianity, for instance, and Christianity expresses faith.

4- The classic signs and signs strengthen language learning. Letters are arbitrary symbols and are recorded or typed indications describing sounds and are used for the language. Writing is "a medium of visible signs of reconstitution of the script" (Noth, 1990, p. 256). Signs of language are the noticeable points. Without writing or messages, we cannot conceive about language training. Therefore, a language instructor uses literature, documents, and so on.

5- A symbol is a code of its own in each society. These codes include grammar and dictionaries. Community is made up of symbols and other signs, which are the foundation for social agents and are the medium by which people communicate significance. Each community has a collection of symbols and meaning structures or codes. An indicator of a cultural sign system is a specific handshake, a housing array, or a conception of femaleness.

6- Icons are objects of a referential similarity. Many signs are classic. The symbols have traditional relations. people coordinate their social ties, beliefs, and

structures by utilizing symbols. we respond as if our country was invaded while someone was burning the country's flag. That's how we don't think about the flag nor its "freedom." A car is a carriage, but BMW cars are the 'prestige' or symbols represent the rich. We, therefore, offer symbols definitions. Cowboy jeans, McDonald's, Hollywood and Cross symbolize American culture, *giraffe* is a sign of University of Hacettepe, and the sculpture of Atatürk in Samsun symbolizes "19 Mayıs University."

7-Culture is a language that interacts through signs. Other cultural signs are body movements, mimes, aerial touch and kinetic dimensions, and cultural distinctions which can be recognized easily with the one group of people that maybe other groups could not understands them. These indications are social agents, such as kindergartens, diet or cooking schemes, literature, and types of clothes. These structures are representations of a particular society (Leeds-Hurwitz, 1993, p. 2).

1.5. Semiotics and Education

As H. A. Smith (2010) points out, schooling is an extremely semiotic operation, whether students and teachers are conscious of it or not (p. 44). Semiotics reveals the 'discourses that support our own society's inquiries. Semiotics and Education meet in the area of social responsibility, not only in a typical analysis of how we learn to render 'signs' that are important in society, but together we must learn to bring about meaningful social changes (Noth, 1990).

Visual literacy has often been used in the educational sector, particularly technical icons and video knowledge, which have been widely proved its vitality (Benson, Torode, & Singh, 2008, p. 1017). Multimodal learning has become part of schooling, which includes several simultaneous ways of visual literacy. This campaign also has broadened the effectiveness of semiology. Multimodal learning and visual literacy have supported education and those students find semiotic ways are vital in getting the meaning and understanding the content.

Semiotics and its applications in schooling and in the educational system are intended to reveal the part played by signals in human activity in addition to their usages and their applications in various ways. Semiotics relates methodologically to education.

Charles Morris claims that semiology would significantly contribute to the theory and practice of education, and shows the function of signs for the development of human experience, knowledge and behavior (De Saussure, 1959, p. 94). Thomas Sebeok expresses his perspective by linking semiotics to schooling, in which the former provides the latter with a general theoretical and methodological context. He leads to create semiotic teaching programs in universities through educational theory and practice. Sebeok also demonstrates the importance of signs in any stage of the education phase, their various ends, the sufficiency or lack of sufficient contact in all information learning, meaning and comprehension (Sebeok, 1979, p. 119). The major contribution Sebeok made to education was his groundbreaking concepts in semiological studies (Petrilli, 2017, p. 81). His semiological studies contributes to methodological education from his theoretical basis to the specific, pragmatic facets of teaching and studying, information transfer and acquisition. According to Sebeok, the universe is perfused with signs. With regard to schooling, “Sebeok” has the value, initially, of studying how the procedures of semiotic education and knowledge evolve and match with each other. Both knowledge procedures often include “modeling” procedures. He argues that children initially map their information and abilities primarily in iconic and symbolic ways by adapting natural primary human modeling of absorbing a particular society. Sebeok defines semiosis – a capability for all kinds of existence – is characterized as "a species' ability to generate and understand the basic models required to manufacture and codify perceptual input by itself" (Sebeok Thomas & Danesi, 2000, p. 199)

Together, all modeling procedures lead to creative and intellectual processes of semiosis. Concerning learning activities, they can thus be focused on schooling. From that perspective, children's learning theories and strategies will certainly profit from a review in the context of modeling method theory and curriculum research in general.

1.5.1. Meaning and Action as the Basis of Semiotics

Semiotics is sometimes referred to as symbol analysis. If we inquire which signs, we can either provide any specific signs or say that signs are an entertainment device if we attempt to have a more theoretical and detailed response. It is justified to conclude that there can be no single symbol in isolation: signs are linked in one direction or another in any way shaping a system or process together. If we are questioned what a

sign system is, again we can illustrate or explain it as a sign system. This explanation is a caricature, of course, and there are even more signals to be told. This case nevertheless fits within the concept of a scientific cross-definition. We can, therefore, break through the inner definition cycle and proceed with a bio-semiotic concept: only the world of living beings has indications. This means that signals are dependent on the existence and the world (the "environment") of living creatures (Uexkull, 1982, p. 32).

We can follow a more familiar approach, not a vague biological definition of existence, and suggest that living creatures are actively doing something, which is why they have signals in their surroundings. Here, the "things" life can be referred to as deeds. (All behavior of living creatures should therefore be regarded as an entity) Though behavior is a familiar term, it can be analyzed and explained by standardized action hypotheses. Actions are consisting of acts, when an entity triggers an occurrence in the world in which any object may be represented. This one-way event may be extended to a double-way configuration, or rather a circular one, where the object in the environment causes feedback. Actions are also a subject's actions and environmental feedback. These are intertwined circularly so that the actions influence the world, allowing feedback effects to change and feedback effects to modify the acts of a person. Figure 1 can give the levels of human perception and layers of meaning represented by semiotics and reactions.

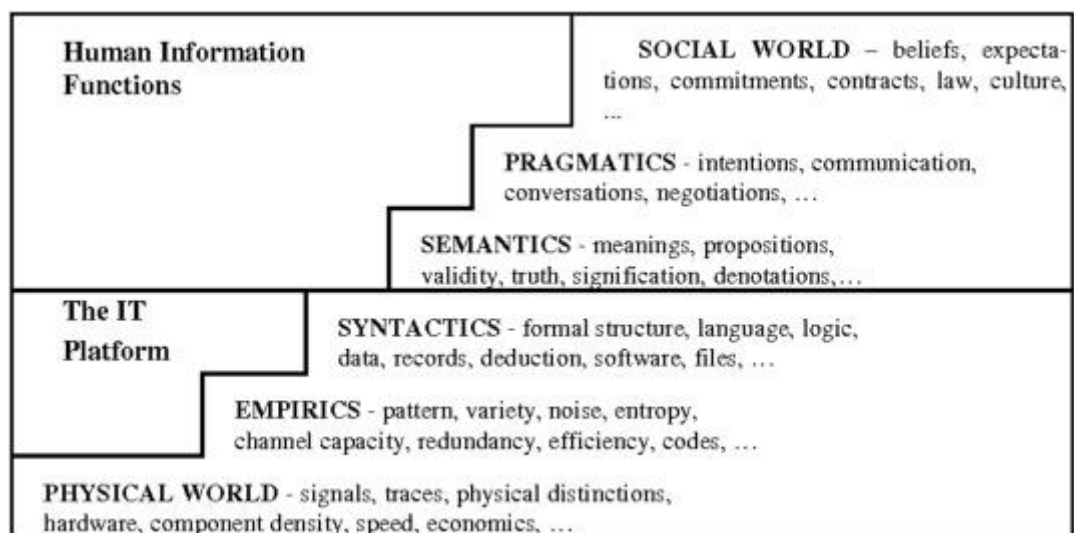


Figure 1. Semiotics vs Reaction.

A person's actions normally trigger just a few environmental adjustments, rather the world is always changing. However, and most notably, the incidents affected by the

subject always apply to acts as the subject itself triggers them, more or less individually. Sometimes we believe that the environmental mechanisms consist of causal chains in which each occurrence is triggered and caused by another incident – normally earlier. We should apply the influence of chance to the statistic if we don't like the notion of determinism. It remains for us to learn of the topic and its behavior differently. Any other environmental phenomena (in addition to chance) cannot justify a deed exhaustively, but at least partially because of the matter itself. This internal cause is also called intentionality in philosophy: an act is deliberately performed. We typically use the word inspiration in law and education. They will only be blamed for them if subjects themselves have performed their acts.

How can objects communicate with their surroundings if they work appropriately, when the environment does not affect their actions? I will provide you an illustration of bio-semiotics: A tree falls by the storm. This is often referred to as causal. A bunny sits at the place where the tree falls. Whether the bunny remains, they're crushed and perished – it's often a causal occurrence. So if the bunny when seeing or feeling a tree dropping, he jumps backward. We could argue that jumping off is the rabbit's action, which was deliberately induced by itself, but we might also propose the rabbit's dropping. We may appreciate and assume that it is because of the danger of expected from the dropping tree. We might overcome the previous problem by suggesting that this familiar yet mysterious or quite complicated method of causing or affecting a object's behavior. Signs and explanations of these symptoms may be defined as the components, artifacts or activities of the world that causes meaning-effects. Signs and their significances are not accidental but systematically and logically functional. The living organism relies primarily upon the accuracy and suitability of meaningful outcomes. Semiotics is a science that explores the impact of sign systems on meaning. Based on the definition that interpretation is a way to distinguish between three distinct and relevant levels of meaning, how objects (thing, events etc.) influence the behavior of an object in the world. The first degree is the target level dependent on a causal impact. For example, the collapse of the tree will affect the behavior of the rabbit. The key concern, however, is not at this stage of semiotics. Nonetheless, the rabbit's activity was focused on the probability and expectation of this "meaning" goal. Subjective significance is the second stage which is the central point of the consequences of sense. It happens "inside" the object, and so observational studies are hardly tangible. The

intersubjective sense is the third category, which is also the principal subject of semiotics analysis. As the name indicates, intersubjective meanings are founded on subjective meanings - or rather, intersubjective meanings are more or less analogous to, or divided through, various objects.

1.5.2. Teaching Semiotics

Verhallen and Bus do a lot of tests to prove the usefulness of semiology with insufficient language skills. They use moving pictures in teaching young Arabic students to be responsive to language. The efficiency of video storybooks for learning expressive language skill corroborates Paivio's (2007) cognitive model showing that visual images, and also sound, have a deep impact on learning vocabulary. When non-verbal representations and language are tied together, as in video storybooks, language exposure sets up more active memory traces that cause heightened scores on an expressive test. (Verhallen & Bus, 2010, p. 59).

L. Y. Lu (2010) has used a similar approach for students of comparable age but are not seriously deficient in their language. Lu uses pictures drawn and clarified by students to improve language abilities enhanced by visual literacy. They are requested to write and explain their photographs. Naturally, their vocabulary has expanded. Their motivation in learning was triggered when they voluntarily begin to select books and read without worrying about the difficult words. They then enthusiastically write and draw their stories using magnetic letters for word forming and actively engaging in brainstorming to solve problems or to expect the story. This small community guidance and self-direction contribute to the efficiency of used semiotic techniques. The methodology was so successful that it comes to an early conclusion (Lu, 2010, p. 23).

Another experiment by Lasisi Ajayi explores the students of middle school in an ESL class. Ajayi studies the efficacy of students with poor English skills in print commercials utilizing semiotics. They are asked to observe the ads and to create their explanation for various elements. In their self-generated ads, they use terms and pictures to communicate their message. The schedule has yet to be followed by semiotic pictures. This way of integrating written literacy with visual literacy has become an important way to teach English. The findings of the study show the possibility of interpreting

advertisement images and how visual representations are used to convey meanings and at the same time understandings (Ajayi, 2009, p. 586).

All experiments show that material from semiology is used effectively. The studies also showed that semi-technical instruction is a viable intercultural technique in different grades and cultures. Teachers are more successful with semiotic teaching material. Several students from various backgrounds and levels may also be taught by semiology. Teachers never taught students under the college degree the strategies of semiology.

In Mass communicative semiotics, the know-how is intended to expose the usage of latent emotional attachment marketers to get consumers to purchase their goods. The students had to classify and analyze the ad to assess the product for their benefit. This study focuses on the ability of getting meaning unlike other experiments. This vital semiotic ability is then used in everyday life for out-of-course advertising. The process is encountering news and advertising images in different contexts, identifying them with a high degree of accuracy, and interacting with them as meaningful messages (Kauffman, 1997, p. 69).

Naghshineh, et al's research, "Formal Art Observational Training improves Medicine Students' Visual Diagnostic Knowledge," teaches semiological methods for systematic art observation to medical students. The students are then requested to use certain visual medical diagnostic procedures. The findings show that the normal symptoms found are signs that predict certain medical conditions, illnesses or occurrences unintentionally. The research indicates that semiology instruction was applied for several purposes, from artistic to medicinal judgment. Some scientists, however, claim that the student's semi-teaching is not useful because they will interpret early videos (Naghshineh, et al., 2008, p. 12).

1.5.3. Strong Sides of the Semiotic Approach

Visual contact, non-verbal, and verbal are efficient semiotic approaches in the target language. For example, teachers should teach dialogues that reflect the actual circumstances of life in the mime process. They first let English students recite the dialogue, then partially memorize it. Finally, it is played out by teachers. In addition,

instructors may teach terminology, intonation patterns or second-language functionalities more successfully using body language. Any adjectives about nervousness, irritation, happiness, etc., can quickly be taught through miming expressions, etc. In addition, eye communication plays an important part in the work of the school. For example, by elevating your eyebrow, you may teach intonation patterns (the level and pitch of sounds in different conditions) to indicate primary tension. Finally, the visual contact system is significant contribution. Photos, movie strips, graphic imagery, photography, comics, music, etc., play important roles in the teaching of ELT vocabulary, grammar and literature. First of all, photos are used to teach vocabularies (use of language); you can teach the term 'crop' by showing a flower picture. Even helpful for grammar education are photography, video strips, comics, footnote, photos, films or graphic clips showing activities like driving, feeding, or sleeping to make the current continuous tense easy for students to learn. Students see and summarize a video dialogue by saying or writing and then acting in communities. All of these activities allow English students to improve write, listen, read, and talk ability.

In English learning schools, non-verbal contact gets recognition as an important way of teaching. Via movements, mimes, eye contacts or visual touches, English teachers offer not only practical learning to pupils but also cultural second-language values. For instance, an instructor with movements facilitates vocabulary learning or may open his arm when sharing a tale as if carrying a baby to signify a sleeping baby. Moreover, as the teacher teaches 'hitchhike,' he can lift his thumb to signify the term and to make it understandable to the students, increasing his thumb to hitchhike, which is popular in American culture today. In addition, mimes are often really helpful to say a plot. The audio language and mime approaches are commonly utilized as they help the teacher as well as the students in modifying their vocabulary and pronunciations by repeating the words after the teacher.

English teachers find it possible to learn words by utilizing subscription exercises and visual assistance performing the part and then get students to replicate it and finally get them to do it. In addition, eye contact in showing human emotions, is obviously another non-verbal communication feature. Eye contact is an important way to teach adjectives like furious, joyful, sad, comic etc. By eye contact in the classroom, you can quickly display angry or happy expressions. In addition, they may lift their eyebrows to

signify the intonation or main tension in a sentence when the lesson is about teaching intonation patterns. Finally, touch contact helps children to study the second language while instructors use touch communication to demonstrate second-language roles such as welcoming and congratulating them on role-playing.

As one of the strong sides of the semiological approach, visual contact receives consideration. The instruments for visual contact include visual photographs, sculptures, sketches, photography, comics, animations, audio and video. In addition, genuine materials are an unavoidable aspect of ELT visual contact. English teachers can use images of English language classrooms in vocabulary, grammar, publishing, talking and listening. For instance, the teacher teaches the term 'patient' by taking a student and letting him lie on a table or when teaching comparative and superlative adjectives by taking three children, one being taller than the other. A picture of rooms in the house will be a good material for pupils by utilizing 'there's to compose or talk about the house definition. In addition, from a tape, you can hear the housing overview. As a result by different semiotic methods, the instructor offers multiple exercises for English learners, such as speaking, listening and writing by means of images.

In a nutshell, the Semiotics approach helps English learners to interact verbally, nonverbally and visually, while the collaboration approach allows them to communicate more effectively in pairs/groups encouraging them and highlighting independence learning.

1.5.4. Contributions to Language Teaching and Learning

The semiotics approach emphasizes the importance of the sign system in teaching foreign languages, including a significant contribution to language education and learning. For instance, meaning is a linguistic feature in a context. Sign language, often part of the spoken expression, enables English-speaking instructors to teach effectively using their hands and arms in the same manner as gestural. In your classroom activities, you should use dialogues, role play, and the miming methods. In addition, the paralinguistic characteristics of the second language may also be shown to the students by the use of dialogues and role-playing, the super section texts, and how the English speaker explains them.

Contextual definitions, circumstances of real life, vocabulary teaching or second-language cultural values may be given by non-verbal contact. Non-verbal communication encompasses movements, mimes, eye contact and tactile communication, which provide an effective process of ELT. For instance, English teachers may teach the adjective 'broad' by raising their hands with movements that are physically communicative using their hands and arms. In addition, through mimes, language teachers may engage in dialogue and have students repeat the dialogue and then act with their hands, heads and bodies. Audio lingual and mime techniques are commonly used for mimes. In addition, eye touch provides positive learning in another way.

The semeiotic method applies significantly to history, language and grammar. It allows students to learn, talk, interpret, write skills and offers things depending on a successful instructor management in an ELT language classroom. It also allows English students to store what they have learned with verbal, non-verbal and visual contact in their long-term memory. Visual contact involves visual pictures, sculptures, photographs, comics, film taping, animations, recordings, artifacts, genuine teaching/learning content. Teachers can use photos to teach vocabulary. In order to teach the term 'glass,' for example, the instructor can demonstrate a 'glass.' As discussed above, vocabulary can be taught in numerous ways. In terms of the semiological approach, genuine objects, images, or sketches can be a good way to do so, if necessary, since learners are thought to be able to learn best by visual aids. A hearing may often be used through sketches, images, physical things, icons etc. Furthermore, such drills are more successful and pleasant. Colors, pitch and intonation of the tape cassette help to understand. A practice that would help improve this ability would be to listen to the speaker's general disposition as an introduction to listening training: pleased, frustrated, enthusiastic, patient and polite. However, video is the perfect instrument for semiotic listening, as all visual signals are available to help interpretation.

During video instruction, various methods can be used. For example, the instructor plays the sound on the cassette, and this approach focuses on the non-language signals to be interpreted by the students. It is also worth to pause/resume this video to talk about people's clothing so that their characters or what someone think about them are guessed.

Speaking, on the other hand, includes the entire body in coordination with the spoken word, such as the motions, attitudes, eye motion and so forth. One such factor is the communication qualities that can be differentiated and mastered. The word usages need to be said to the student in various forms — happily, unfortunately, seriously, angrily, etc. — to enable him to guess the way. Semiotics generates taxonomies of elements of contact in order to practice the fundamentals of those experiments. Therefore, situations that offer good practice here have to include some types of drama, whether in role-play or simulation. Any sound pictures can be used to teach pronunciation by means of the semiotic approach. These images are integrated into the sketches with the phonemic symbols. This helps remove a phonemic script from the handset. It is much better to recall the forms in the pictures than to remember the phonemic symbols in isolation. Likewise, "language roles are stressed over forms" in the communicative approach. Linguistic roles are learned through dialogues, role plays, and games and so on.

1.5.5. The Role of Semiotics in Language Learning and Teaching

A difficult and important concept to research is the semeiotic essence of language education. The primary task of a language teaching is to pass and share knowledge. The language learner uses semiotic signals during this procedure. The students and the instructors use several of these signals unintentionally. The combination of symbols and signs are utilized to convey the data in semiotics, teachers and students use a variety of classic and symbolic signs. Semiotics not only provides new types of education but often expand the range of language teaching through resources that are available in a given environment for visual communication. Cultural aspects, vocabulary instruction, gestures and signs are actively used in language classrooms to demonstrate non-verbal and visual learning. Language studies play a careful part in the sciences of the humanities. Linguistics operates on borders; since linguistics can provide language teachers and learners with every context and conceptual knowledge to support them solve their foreign language learning difficulties. In the area of semiology, one of the applications of linguistics is language instruction. The position of semiotics in linguistics, according to (Baer, 1987), is the "communication of all signals" or "the

exchanging of all messages, whatever and the framework of signs underlying them” (p. 153).

Saussure points out that the current semiotic signs and symbols in the language system are essential and necessary. In language teaching, these semiotic signals (both classic and symbolic) can be utilized in linguistic education to improve the comprehension of the target language, speed it up and to prevent possibly cross-cultural deficiency during language teaching in the classroom. According to the claims of Robert Hodge and Gunther Kress (1988), "cross-cultural communications students realize the diverse stereotypes in various cultural communities lead to misunderstandings. Surely, it provides strong demands to apply semiotics in such a way that cultural awareness in a given culture is defined and analyzed" (p. 40). Therefore, semiotics may be stated not only to support learners get the correct meaning by means of semeiotic signals but also to urge language teachers to play an important role in the learning room.

The area of research in semiotics enables the learners to get a lot of knowledge in different fields, including literature, poetry, architecture, psychology, anthropology and philosophy. In other words, the main concern of semiotics is correspondence. Teachers use semiotics to improve their comprehension of the subject in their language classroom. This gives the students a more informative and enjoyable way of studying topics of a given course. Teachers use a range of approaches and strategies in the classroom to have a precise and comprehensible understanding of the target language. Many of these language teaching techniques have semiotic elements. The students can properly grasp the lessons using these semiotic elements.

1.5.6. The Semiotic Nature of Language Teaching Methods

It is clear that the techniques of language instruction provide the instructor with the ability to deal more effectively with four abilities. Language acquisition has been applied in several respects over the years. The language learner who is self-directed or the language professor often asks himself the same question: "What should I approach?" However, the hot debates over the last 50 years have shown no perfect way of learning the language that meets all the language learners' requirements. Thus, teachers have to take some crucial decisions on the materials, activities and qualities of the courses to be effective in target language teaching.

There are semiotic signals that students and instructors consciously use. In language instruction, semiotic signs assist students in several ways. They not only provide students with visual input but also accelerate the process of learning. The most popular methods of language learning are semiotics. These elements have been presented in several ways, especially in direct, audio-lingual and communication approaches.

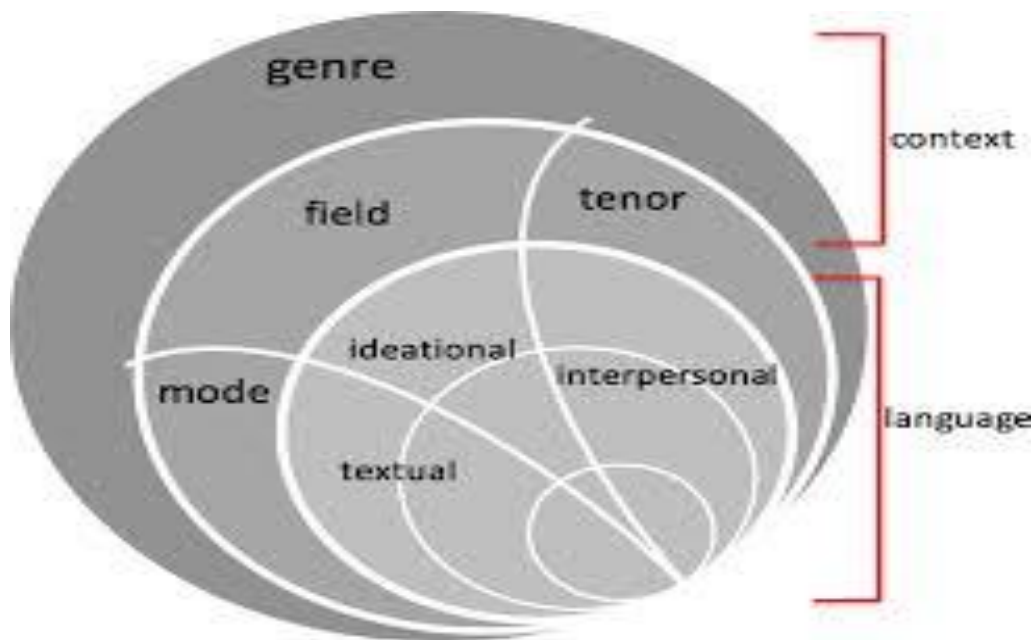


Figure 2. Language vs. semiotics (Leeds-Hurwitz, 1993)

1.5.7. The Semiotic Classroom

The school setting is fundamental to educational activities. The world in which we teach must be clearly known in order that this is fully appreciated. Teachers have a socioeconomic standing and a career status that serve to generate unequal interactions. The classroom with the instructor in an authoritative role on the front of the classroom is analogous to the inequalities of culture and reflects traditionally the conception of intelligence as procurable, permanent and clearly acceptable (Hooks, 1996, p. 24). The classroom is a symbolic space (Apple, 1988) and its rituals either restrict opposition speech or provide an "alternative to hegemony" (Hooks, 1996, p. 75).

Codes and signs are important factors for the philosophy of education and affect the school environment and particularly the classroom experience directly. Though "classes remain the place of a radical opportunity in the academy" (Hooks, 1996, p. 77),

for many students, particularly color. It is not a neutral world. For example, white female students are now the most outspoken and white male students share their fears that they would be considered to be mentally inadequate. A transforming pedagogy provides a whole sense of commitment to contribute to a democratic climate (Hooks, 1996). Being conscious of the consequences of classroom environments, teachers may help to change the instructional atmosphere and the 'verbal norms' that otherwise govern the hegemonic patterns of contact with the classrooms and the similarities or inconsistencies with the physical classroom establishment and the curricula planned (Apple, 1988).

1.5.7.1. The Body

The body is a “key sign” Michael W. Apple affirms. (Apple, 1988). According to T. Titchkosky, we “enter the universe as objects of another's conceptions of our nude physical being” (Titchkosky, 2020, p. 164). From our birth and ever after, our physical life is a collective one; our ethnicity, class, sex and body are written and reinscribed by others. Although we want to mask those facets of ourselves, our bodies show what we do not want to speak about (Minchew & Hopper, 2008, p.). “The way the body is conceptualized, manifested, perceived, and lived is mostly dependent on the existing cultural norms” (Mitchell & Weber, 2003, p.125). The teacher's personal presence affects the students a lot, and teachers also know very well how their body communicates (Apple, 1988).

The personal presence and behavior of the instructor are vital features in the process of education. It is supposed that schooling is not just a question of teaching skills but is mainly about building an atmosphere that is conducive to learning henceforth the teacher's presence and behavior are crucial. Several researches concerning body and the teacher's presence have been conducted in this field such as (Hooks, 1996), (Apple, 1988), (Mitchell & Weber, 2003), and (O'Donoghue, 2007). Substantial analysis has been carried out on the body and apparel in general to assess the impact of body upon the class atmosphere. The researchers in disability have seen the societal significance of the body — the average and the damaged body — as fundamental to a disability-identity perception in general (Titchkosky, 2020). Researchers also have studied the ability of clothing to transmit specific messages in cultural studies. All these studies show that clothing and the body are important as cultural milestones, provide support for

knowledge of interaction in every area of society. This analysis adopts explicitly semiotic approaches to human relationships without referring to word semiotics literally at all.

1.5.7.2. Clothing

Clothing provides signals to the learning students that affect the class environment. Clothes include a script that is as well-known as written or spoken languages (Alison, 1981). It suggests our societal systems, status and responsibilities. Clothing expresses cultural traditions and teaches social behavior (Rubinstein, 2001, p. 52) and is always the first piece of knowledge we get from others before we speak (Leeds-Hurwitz, 1993, p. 23).

Clothing communicates things such as sexual identity and social roles. The structure and organization of activity within a particular social framework is evident with indications of clothing. C. Mitchell and S. Weber (2003) indicate that the body and appearance of the instructor must also be "gravity seized" (p. 127). Clothing enables one to express something concisely difficult and time-consuming otherwise. It transmits individual definitions, processes and, cultural categories which build an image, identify wearers as a collective and also transmit individuality (Leeds-Hurwitz, 1993). Clothes also reflect "defining, presenting, communicating, misleading, and so forth. It is a key to identification" (Maynard, & Bain, 2004, p. 48). Pre-service teachers grasp this fact unconsciously and are interested in asking who they should choose and whether they should disclose in their own clothing. These problems are called "identical insecurities" (Mitchell & Weber, 2003, p.125).

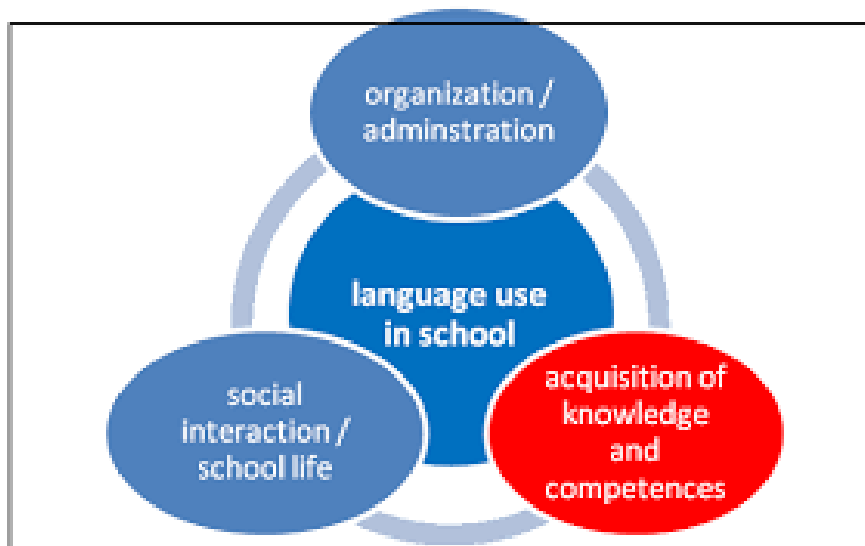


Figure 3. Language vs. Semiotics (Alison, 1981)

The standards of clothing impact how a pupil is perceived. Clothing also changes our self-perceptions. It also has the ability to generate wearer sensations which can improve task efficiency and improve one's sense of relevance when conveying the knowledge (Mitchell & Weber, 2003, p. 00). The clothes they wear and the things they carry, including glasses and a briefcase, show the teachers' ability to handle the school atmosphere. These things will also improve the "strength and personality" of the instructor, thus casting an impression upon the students (Prince, 2001).

Clothing thus has a powerful function to perform, whether directly or consciously in the learning setting and school experience. It identifies and communicates with students until a professor opens mouth to have some desired program of studies. It has a function to play in deciding the authority of an instructor, and therefore plays a part in constructing an equal or severe environment. Teachers and Students may use clothes' meanings to decide where the power resides. They will determine if the clothes of the school is expected and whether the atmosphere is identical or distinct from past experiences. And while the signals are not standardized and focused on the aforementioned research, many students and teachers have clear cultural readings of specific clothing decisions. These readings ought to be taken into consideration when educators should build a committed, equal atmosphere.

1.6. Related Studies

Ismail Erton aims to identify the scope and vision of human communication because the attention and scope of individuals are shifted to semiotics. The efficient and effective pragmatic competence of the individuals is reflected by the semiotics capacity of the individuals. The pragmatic competence provides awareness about the socio-cultural and anthropological conventions that are processed in the passage of communication. The semiotics capacity of the individuals allows the systematic practice of the cognitive skills that developed the communicative background and awareness of the persons in different discourses. Erton's research is an effort to recognize, interpret and proceed with the utterances in physiological, sociological, and anthropological procedures. All these procedures are appeared in the form of signs and symbols to communicate with other people. They give an argument about the research people not only attain the semiotics information logically but also, and they gain semiotic information from the semiotic research and education. The result of the research is that the study of semiotics discovers human nature at the micro and macro levels. This procedure is continued series for the interaction of human language. It also clears that semiotics decoding discovers the value system of human communication, and it is a more effective way to study the signs and symbols than the language study and their properties (Erton, 2018, p. 273).

The research of semiotics awareness of the student in Turkey was conducted by Ismail Erton. This research was focused on the theory of modern linguistics, which shifts the facilitation of the understanding of the universe. The connection between the recipient and interlocuter was established by the language. For the development of language learning teaching, socio-pragmatic competence and socio-culture have an important impact on the language of the learners. The learner of the foreign language develops their perception as an innate learner of the English language that facilitates their capabilities and cognitive skills. The research aims to show Turkish students' teaching difficulties in English learning. These difficulties are arising because of insufficient linguistic development communication and socio- pragmatic competence. The teaching of lexical properties and modal auxiliaries in a separate semiotics context cannot help the learner of the second language to become successful communicators. So, the result of the research clears that semiotics play a role in activities, writing tasks,

and writing assignments that can be united in the learning process to contribute students to aware the reliable practices in an inclusive variety of backgrounds through various actions. The findings stated that semiotics could be used for understanding the first language and gaining perfective of foreign language (Erton I., 2018, P. 273).

Nicos C. Sifakis has proposed the research on semiotics awareness of the student. The research aims to identify the framework for the participating English as lingua Franca and the awareness about the English Lingua Franca. The research on English language teaching and English lingua Franca provides the framework of material development, planning assessment, design policies, testing, and evaluation of language. The awareness of English Lingua Franca turns the set of rules that states to the attitudes, knowledge, and ability of the English lingua France learner. The finding of the research stated that English lingua franca awareness does not provide an exclusive approach for the learning of language. But it participates in the learning process centered in the English Specific for purpose approach, and this approach is widely accepted by the English language learner. Moreover, English lingua Franca awareness illustrates the regular change of learner behavior to the local context. This awareness represents the local context, requirements, needs of the learner (Sifakis, 2019, pp. 2-5).

Gül, M. D., Ayık, Z., and Coştu, B., in their research on semiotics awareness in Turkey, examines the semiology practices of the preservice science during the learning actions. They confirm that the style of the science of semiology plays a role in the meaning-making of communication. According to research, the scientific knowledge of communication is multimodal. The semiotic approach explains the multimodal principles to expose how students deliberate about the meaning-making practices, and how they find their learning materials as well as how they learn from the teaching. The methodology of the research is a secondary source approach. The researchers use the 41 pre-service of the teachers who participate in the study of the social semiotics approach. The result of the research confirms that there is a gap between meaning-making facilities and pedagogical concerns in the pre-services science teachers during the study of semiology and science instruction. The result of the research shows that pedagogical and theoretical knowledge of semiotics comprehends high potentials of learning and meaning-making. “Homo Semioticus is a human being who may make meaning of particular discourses and who may design a discourse that should serve the message in convenient ways” (Gül, Ayık, & Coştu, 2019, p. 179).

Jenna Ann Altherr Flores, in her research, deals with the particular abilities of the communication forms according to semiotics. The aim of the research recognizes the basic principle of semiotics and explains the importance of the discipline which influences shaping awareness of the students. Semiotics is used in the process of generating meaning and represents the foundation of the communication level (Flores & A, 2019, p. 179).

According to research of Aqeel al-Maliki, on the semiotics awareness of students in Iraq, semiotics is a science about signs and symbols. It explains the semiotic analysis of the text that exposes the different aspects of the literary signs and symbols such as words, meters, and sounds. The research aims to tackle the interior structures of the signs and find its denotations and connotations. The knowledge of semiotics justifies that study of semiotics and generates the best understanding between the students. The methodology used by the researcher is a secondary research approach. The data for the research was collected from different scholarly research papers. The findings is to shows the various indication of signs and symbols and their understood meanings. There would be a coincidental use of all the things like the sign. The phenomena about semiotics, whether it may be conceptual or materialistic, are all signs. So, it clears that this approach draws the attention of the students from among other approaches (Malik, 2019, p. 422).

Hussein Aboud Al-Hilali and Rafid Abdul Hussain Khalaf propose a research about semiotics awareness that aims to identify the theory of semiology and how critics and researchers of Iraq use this theory of semiology. They adopt Greimas's theory which uses the semantic, linguistics, and structural background of the theory. They use several books and post-graduation studies on this research, such as semiotic direction and semiotics of dreams narration. The findings of the research are to analyzing the discourse and narrative semiology. They face problems depending on the specific aspects of sociology. And some researchers also failed to explain the theory. Furthermore, the researchers' books are an essential source for the studies of semiology in Iraq. Yet, researchers could not simplify the problems to all the Iraqi studies (Al-Hilali & Khalaf, 2020, p. 332).

Q. M. Mutar and Vahid Nimehchisalemhis analyze the semiotics awareness in the academic fields. The aims of the research is to explore the qualification of Iraqi high school students' application of writing strategies; recognize the participation in proficiency level to writing strategy use; and compare the both genders of students'

writing strategy application. The research uses the quantitative approach, in which a maximum of 132 total participants was selected from various institutes in collecting the sample. The questionnaire was made on 30 items, 3 points Likert Scale, and the questionnaire focused on writing strategy used and adopted from various researchers. After the deep analysis, it has resulted that the frequency was low among students. Furthermore, no dominant differences were found among low and high-efficiency levels. But on the other hand, there are dominant differences among both female and male students. The female students are considered more compatible to use writing strategies more than male students (Mutar & Nimehchisalem, 2017, p. 171).

Hyesun Cho and Jeremy Gulley aim to analyze the various methods in which graduates students of TESOL have participated in service-learning activities at the public university in the United States. The paper explains the various challenges and experiences of both international and local students with various service-learning activities that played a vital role in incorporating into the effective course such as Hybrid Graduate Level. For evaluation, the data was gathered through the results and discussion in the semester. Furthermore, various reflective journals were also used to analyze the students' experiences and discussions in the classroom as well as in group interviews at the end of the class. It has resulted that the service-learning activities play a dominant role in establishing the student's intercultural activities, civic responsibilities, and teacher recognition. Along with this, students also want to avail themselves of the chances and opportunities to share their experiences of semiotics. Overall, these learning activities gave the students a golden opportunity to translate the semiotics theory and promote its use in daily activities. Moreover, the results raised the dominant questions for graduate students of TESOL researchers to promote diversity and social justice. (Cho & Gulley, 2017, pp. 1-20).

Many studies examine the rarely adopted semiotics approach for cultural representation. Many benefits help create present cultural meaning at different levels through the presentation of images, tasks, and texts. The Peircean theory of semiotics was used to resolve the semiotic relations of task-text-image. It compiles and revises the social meaning of Iranian public English as an unknown dialect from the perspective of Iranian English teachers and undergraduates. Three stages are devoted to show the thematic and content-related relation. In the first, the common starting point of text and image is social mindfulness so it has an indexing relation, but the meaning is actually

incomplete. In the second stage, the driving intercultural interpretations and meanings of the visual and textual components are not related to the work. In third, by the interviewees alternative to engaging more cultural images was given. The new Iranian EFL book provides improvements of cultural awareness. To evaluate the cultural representation, a dynamic model is suggested in textbooks based on the new findings. The model creates the hope that shows how EFL textbooks can be received, implemented, and developed in an instructional setting more accurately (Derakhshan, 2021, p. 1).

Patricia S. Moyer-Packenham Allison L. Roxburgh Kristy Litster Joseph S. Kozlowski conduct a study to evaluate the relationships in digital math games between mathematics performance outcomes of the students and representation of semiotics transformations. The mixed-methods design was employed in the study. The nine digital math games were played by students in ages 9-12 (grades 4, 5 and 6). The video data was collected, post-tested, and pretested by researchers. To examined the relationship of the math performance outcomes, the video data was coded to evaluate the students' representational transformations and representation used. Using video information, the researchers found that the most common symbolic description was photography. Using images, dialects, pictures, and signals, the researchers made descriptive changes that led to differences in test scores. The results of the review showed that some advanced math games drive representational change more than others. Those students who have expanded their exposure in the post-test and pre-test are more qualified than students who could not understand and are unable to make changes. These results demonstrate the importance of utilizing semiotic applications and translating depictions into numerical outcomes (Moyer-Packenham, Roxburgh, Litster, & Kozlowski, 2021, p. 224).

Another study was conducted to find an explanation for students' difficulty in applying and understanding the Pythagorean Theorem according to the semi-semiotic method. The qualitative approach was used in this study to design the definition of phenology. Researchers used experimental methods and interviews to collect data. From interviews and student response sheets the results of the study were drawn. Four of the 25 members, who were review students at UPI Lab School Junior High Bandung, focused on a Pythagorean researcher, attended the meeting. The research shows that students find it challenging to clarify images or inform comprehension of the importance

of deciphering digital projects and digital essays. At the same time, researchers can successfully elucidate looping, computational, and response strategies when addressing related problems with the utilization of the Pythagorean hypothesis (Rudi, Suryadi, & Rosjanuardi, 2020, pp. 1-5).

2. METHODOLOGY

2.1. Introduction

Certain factors have been considered to identify the key research methodology, including the level of influence of the data to be collected and the intensity of both primary and secondary data. The research design hence has been devised using the critical analyses of the research objective and to conclude what the research tends to ensure the authenticity of the research work. It should provide appropriate solutions for the research that are both incorporated to increase its practicality for the education system and the field of semiotics itself.

2.2. Research Design

Hence, the research methodology has been selected to suit the research design and ensure that the investigation has been arranged in a precise method. The mixed methodology has been selected for the research and to address all of its essentials. The mixture of qualitative and quantitative research methodologies hence has been chosen for the research. The qualitative data has helped relate the research objectives with the researches that have already been done in the field. Hence, the research would analyze the main trend in literature regarding the semiotic awareness of students in Turkey and Iraq with the educational norms and practices to increase the effectiveness of the prevailing education system. The quantitative method, on the other hand, has been found significant for the research authenticity and to find the current level of semiotic awareness in the students of Turkey and Iraq. Major challenges, however, have been observed that also include the roughness of the data from both methodologies and the level of analysis this mixed methodology would require.

2.3. Data Collection

Both of the data collection approaches have been incorporated in the research and their mixed methodologies. Primary data would be a quantitative method in which an online survey from the students in both of the target countries has been conducted.

The survey has been generated through google survey, and it has highly positive implications for the research and the data to be collected in the research. Some of the key variables associated with the research are the semiotics awareness in students and its impact on the education system that is an additional source for the research. The secondary data, on the other hand, has been collected using the qualitative research methodology. In this data collection, reliable research publications have been studied. These researches have been analyzed to find the recent trends of the current research agenda and its impact on the current research and others that would come after. Since the quantity of the data collected and its quality are equally important for improving the research and its implications. The strength of qualitative data is supposed to increase the research implications, and it has also provided a solid foundation for the research, while the quantitative data, on the very other hand, provided authenticity to the research and its findings.

The data for research has been collected directly from the participants who are the actual stakeholders of the research. Hence, it is assumed that the major focus of the research is not deviated by selecting the sample size. Data has been collected from 100 participants who belong to different educational institutions in Turkey and Iraq. Key analysis of the primary data would be done on the defined sample. The sample size is in the medium range to avoid any kind of data and results from complications. The sample size is also in permissible ranges of the SPSS analysis and is hence, supposed to have the best implications for the research.

2.4. Data Analysis

The data management has been focused on both types of data to facilitate the analysis of the data they process to extract results from the data. The primary and secondary data have been managed in separate places, and the results are compared to avoid the complications of merging all data forms into one. Hence, a major focus of managing data is to recalibrate the data and manage it.

There are two major analysis instruments that have been used to analyze the data gathered through primary and secondary data collection. Different data types have been analyzed differently for the research using different techniques. Descriptive data analytics has been used for the qualitative data analyses. Secondary data has been

analyzed using the statistical tool acknowledged in the world for its contribution to the field of research. The tool is SPSS that has been used for the major statistical evaluation of the data collected. Thus, the results have been obtained differently from both of the research data types to ensure a higher level of implication of the study. These segregated results have then been combined in the discussion to see their implications for the research and to analyze the key variables. Although the awareness of the students has been found through primary data only, the secondary did add the background needed to support the primary results of the survey and its analyses. The combined effect of both results has enhanced the research and brought it to the most practical conclusion.

All ethical values and responsibilities of the research have been considered throughout the process of research design implementation. The results are authentic as they pass the ethical test criteria of maintaining the integrity of research. Different associations of the primary data have been avoided from any non-particular participants. Thus, claiming the most suitable results for the research through effective practice has made research worth higher.

3. FINDINGS AND DISCUSSIONS

3.1. Introduction

The chapter contains all the findings and their implications in of the study. The SPSS has been used as the main analysis tool for the research and all the primary data has been analyzed via SPSS. The chapter also includes the main results found from the primary as well as secondary data following the above-mentioned mixed methodology. The secondary data has been analyzed using the literary analysis in which the findings has been utilized in accordance with the research questions.

3.2. Primary Results (SPSS Analysis)

The total number of participants or respondents for the study were 100 who are sampled randomly. The respondents have been surveyed online through different universities of Turkey and Iraq by sharing an online link of the survey with the main research questions focusing on the semiotic awareness of students in Turkey and Iraq. The frequency of the responses collected as primary data have been done using the descriptive statistics test on SPSS. A complete SPSS analysis has been conducted on the collected data and the findings have been stated as follow:

Table 1. Preliminary results for students participating in the analysis from Turkey and Iraq according to SPSS analysis.

Notes		
Resources	Processor Time	00:00:02.97
	Elapsed Time	00:00:03.14

Interpretation

A complete statistical analysis was done to provide meaning to the collected data through a well-designed questionnaire containing statements expected to provide the maximum of the required information. Descriptive statistics were originated through SPSS. Consider the following output of the data analysis and its interpretation:

Table 2. The outputs of descriptive statistics that were used in data analysis through SPSS.

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	79	79.0	79.0	79.0
	Female	17	17.0	17.0	96.0
	Prefer not to say	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

The research incorporated a total 100 of participants in which both genders were allowed to participate in the research and provide their insights related to the considered domain. The proportion of males was more than the proportion of females in the study. There was no specific reason for this difference, the sampling was done randomly which provides such percentage of contribution by the respective genders.

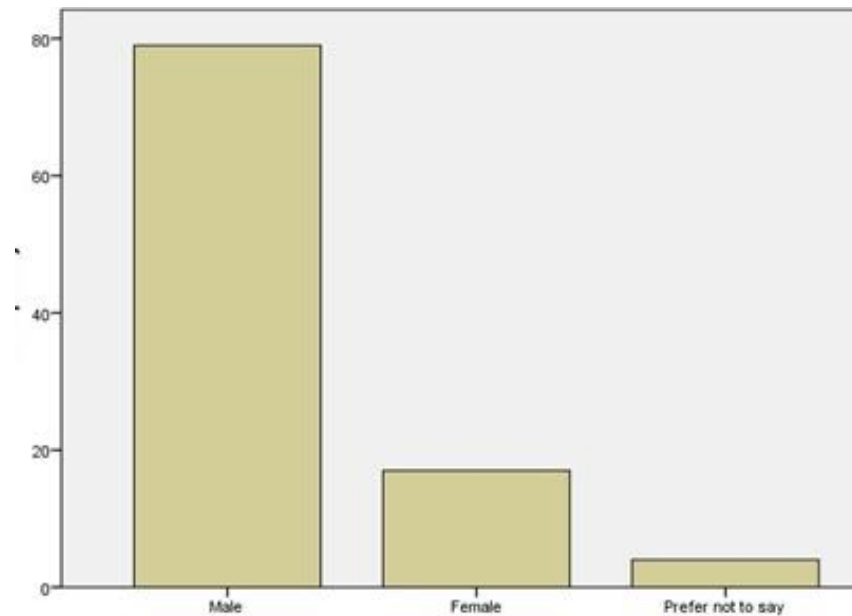


Figure 4. The ratio shows the difference in the proportion of males to females in the analysis of samples.

One hundred participants were allowed to participate. Of which 79 were male and 17 were female, however the remaining 4 preferred not to say.

Table 3. The results of the analysis included 79 males and 17 females, in addition to 4 unknown persons.

	Age (years)	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-22	53	53.0	53.0	53.0
	23-26	33	33.0	33.0	86.0
	27-30	13	13.0	13.0	99.0
	Above 30	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

The questionnaire was made comprehensive and well-organized by the incorporation of few demographic factors like gender, age, and education. Although education can also be considered as a major variable also because the sample of the study targets students. The age ranges were particularly incorporated in the research because the students of these age ranges have learned to the extent that they can contribute significantly to the research and increase the probability of authentic results. According to the descriptive statistics of age, 53% of the participants were of 18 to 22 years old which provides us information about the educational interests in the two countries. In other words, people in Iraq and Turkey show interest in educational procedures only in early adulthood.

Table 4. A statistic indicating the extent to which people in Iraq and Turkey are interested in educational procedures in early adulthood.

I currently Study in Turkey or Iraq.	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	100	100.0	100.0	100.0

53% of the participants were of 18 to 22 years old, 33% were 23 to 26 years old, 13% were 27 to 30 years old and only 1% were over 30 years old.

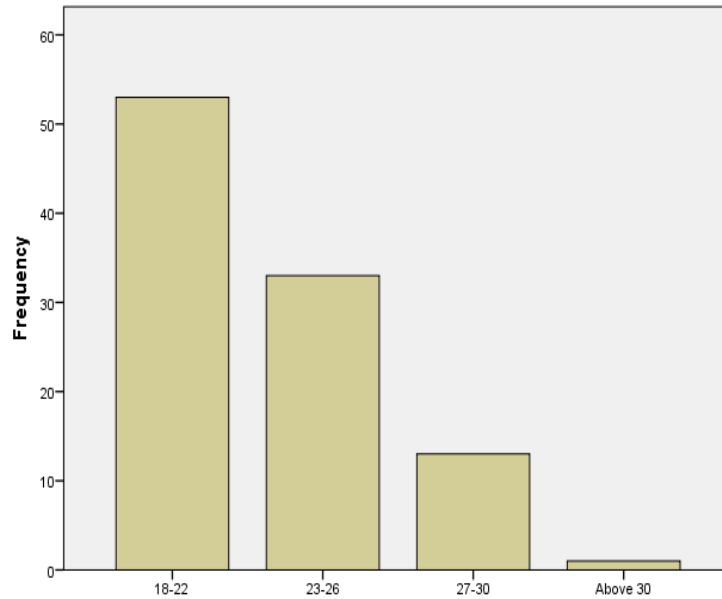


Figure 5. A percentage showing the ages of the participants from 18 years to 30 and over, and according to the percentage of each age as shown in the table.

All the participants were from the selected countries which show the validity of the research for the selected areas i.e., Turkey and Iraq. All participants were from Iraq and Turkey.

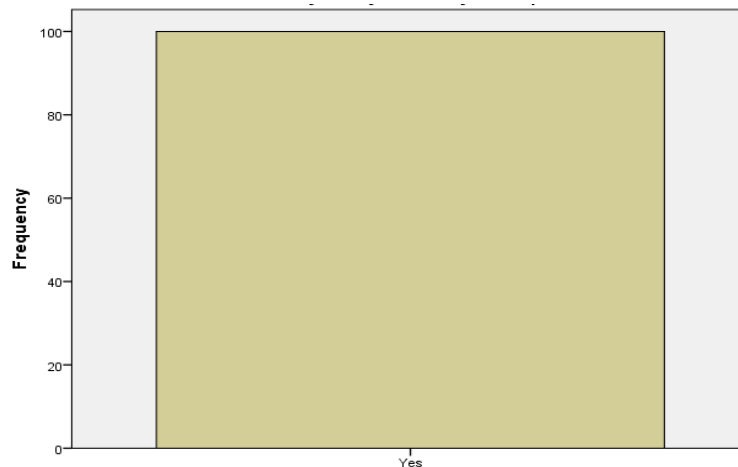


Figure 6. Statistics indicating the validity of the search in the selected regions in Iraq and Turkey

The consideration of educational level was incorporated to provide authenticity to the research and acceptable in the society and have some significant practical implications. Although most of the considered students have completed their bachelor's degree, a considerable number of students of higher degrees were also noticed which

have a significant amount of information about the considered domain. Consider the following graphical representation of the collected data.

Table 5. The educational level of the participants, which was adopted in the research samples.

My Current Level of Study is.	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's	71	71.0	71.0	71.0
Master's	22	22.0	22.0	93.0
PhD	7	7.0	7.0	100.0
Total	100	100.0	100.0	

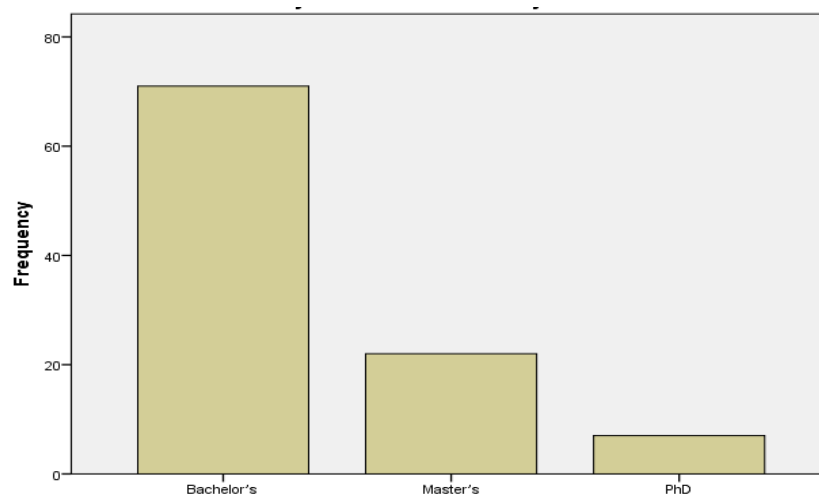


Figure 7. Statistics of the scientific levels approved in the research samples, which indicate that 71% have a bachelor's degree, 22% have a master's degree and 7% have a PhD.

According to the above table, 97% of the students were from the field of linguistic studies which increases the probability of getting more authentic information as the responses to the questions were entirely based on the knowledge in linguistic studies.

Table 6. Linguistic knowledge through which the answers to the research questions are dependent.

I am well aware of linguistic studies.	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	97	97.0	97.0	97.0
No	1	1.0	1.0	98.0
To some extent	2	2.0	2.0	100.0
Total	100	100.0	100.0	

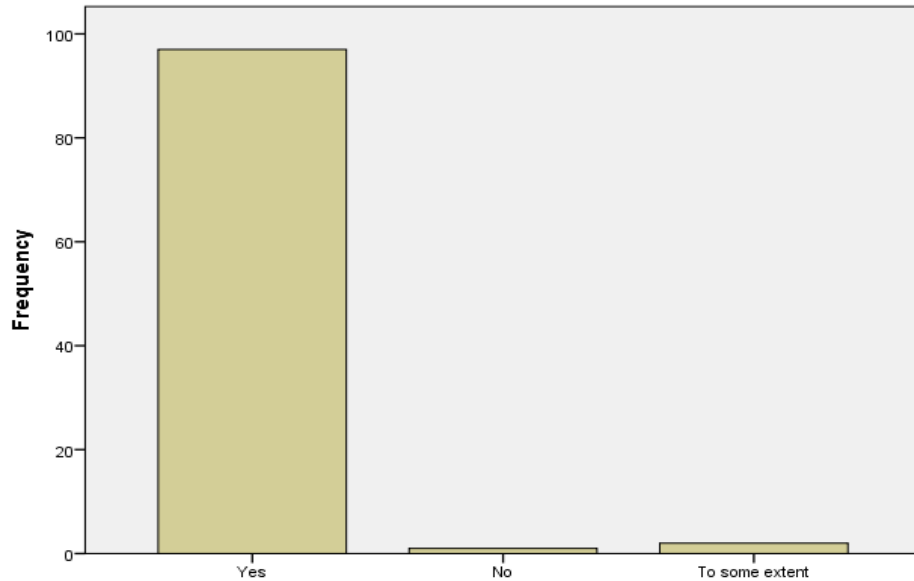


Figure 8. A statistic refers to linguistic knowledge which is 97% of the students were from the field of linguistic studies.

93% of the students reported that semiotics is beneficial or important for students to understand intended meanings which are mostly used by the teachers during educational process in the field of linguistics. Out of this 93%, 78% of students strongly agree with the statement while 15% of them agree with the statement. Studying semiotics provides the opportunity for the students to dig deeper into the provided information and construct productive meanings out of it.

Table 7. A ratio that indicates how much students are interested in studying semiotics.

Semiotics is beneficial for Students to understand intended meanings.		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	78	78.0	78.0	78.0
	Agree	15	15.0	15.0	93.0
	Neutral	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

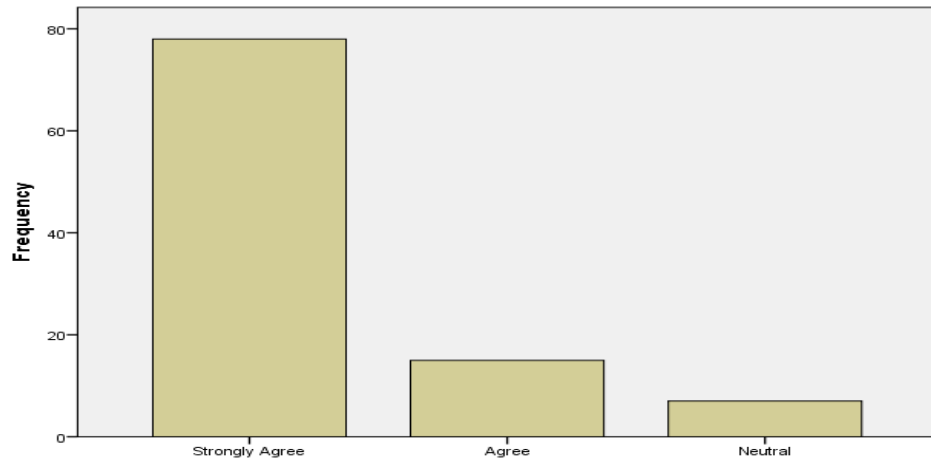


Figure 9. A statistic indicating the students' interest in the study of semiotics.

Most students reported that semiotics is beneficial or important for students to understand intended meanings. The students did not only highlight the importance of semiotics for them in the research but 77% of the students strongly agree that it could also help the teachers to provide qualitative education by using various innovative methods and concepts of semiotics as it presents the visual feedback for the students and increases the probability of fast learning.

Table 8. The results of the analysis that show students' opinions about semiotics.

	Using semiotics is better for teachers as well as students.	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	77	77.0	77.0	77.0
	Agree	20	20.0	20.0	97.0
	Neutral	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

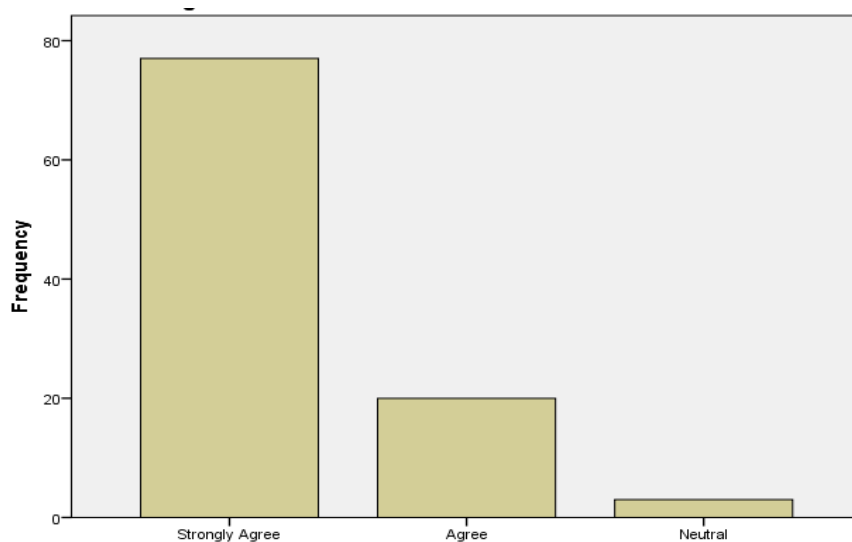


Figure 10. A statistic indicating students' opinions about semiotics.

Most of the students agree that using semiotics is better for both teachers and students. this question “**Semiotic awareness in students of my class is high**” is aimed to get information about a larger population including information about the students’ classes and the students’ state that the awareness of semiotics is higher and adequate in their classes.

Table 9. Ratio indicates that semiotics is important for students and teachers.

Semiotic awareness in students of my class is high.		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	75	75.0	75.0	75.0
	Agree	19	19.0	19.0	94.0
	Neutral	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

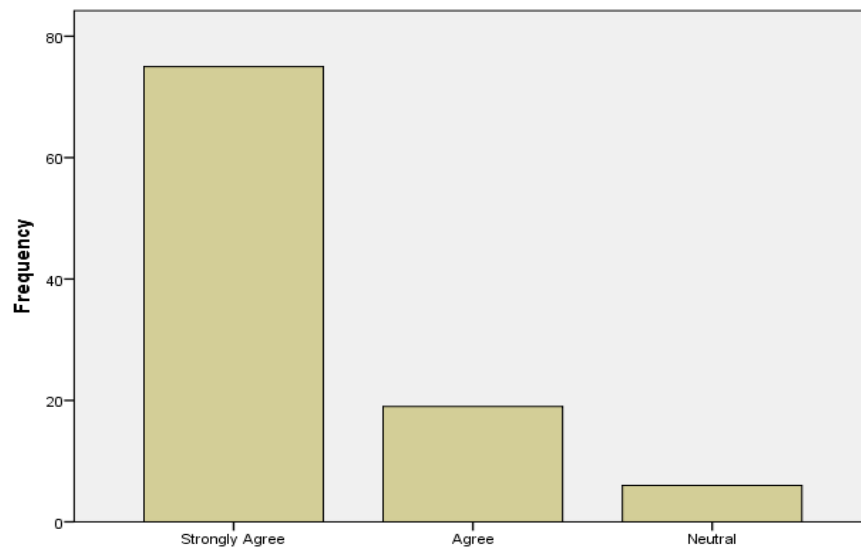


Figure 11. Statistics indicate the high importance of semiotics for learners, which is 75% strongly agree, 19% agree, while 6% have neutral opinion.

While considering the importance of semiotics in the growth and development of both students and teachers, about 78% of the students strongly agree to ensure the semiotic practices in the institutions where it is not practiced yet.

Table 10. A ratio that indicates the necessity of practicing semiotics in institutions where there is no study of semiotics.

I recommend every institution to ensure the semiotic practices in teaching and curriculum.		Frequenc y	Percent	Valid Percent	Cumula tive Percent
Valid	Strongly Agree	78	78.0	78.0	78.0
	Agree	21	21.0	21.0	99.0
	Neutral	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

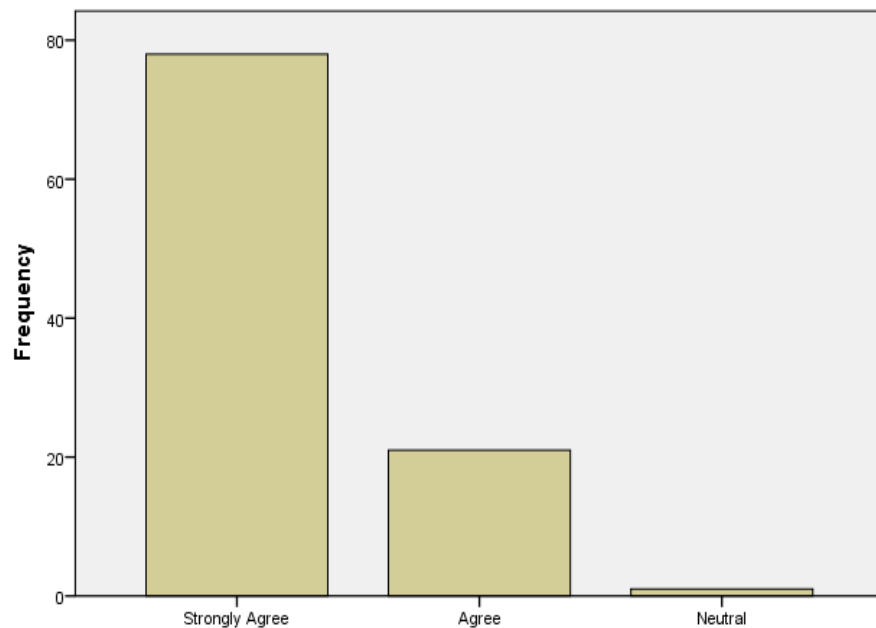


Table 11. Statistics indicate a high rate of agreement on the need to practice semiotics in institutions that do not have a study of semiotics.

Most of the students strongly agree to ensure the semiotic practices in the institutions where it is not practiced yet. According to the above table, the awareness of the students is rated by the students which closely contributes to achieving the core objectives of the research. All of the students rated it above 3 which means that the awareness level of semiotics in Iraqi and Turkish students is adequate. The awareness level of semiotics in Iraqi and Turkish students is adequate.

Table 12. A ratio that indicates the classification of students' awareness, which closely contributes to achieving the basic objectives of the research.

I rate the semiotic awareness in students at _____ out of 5.	Frequenc	Percent	Valid Percent	Cumulat
	y			ive Percent
Valid	3	26	26.0	26.0
	4	45	45.0	71.0
	5	29	29.0	100.0
Total	100	100.0	100.0	

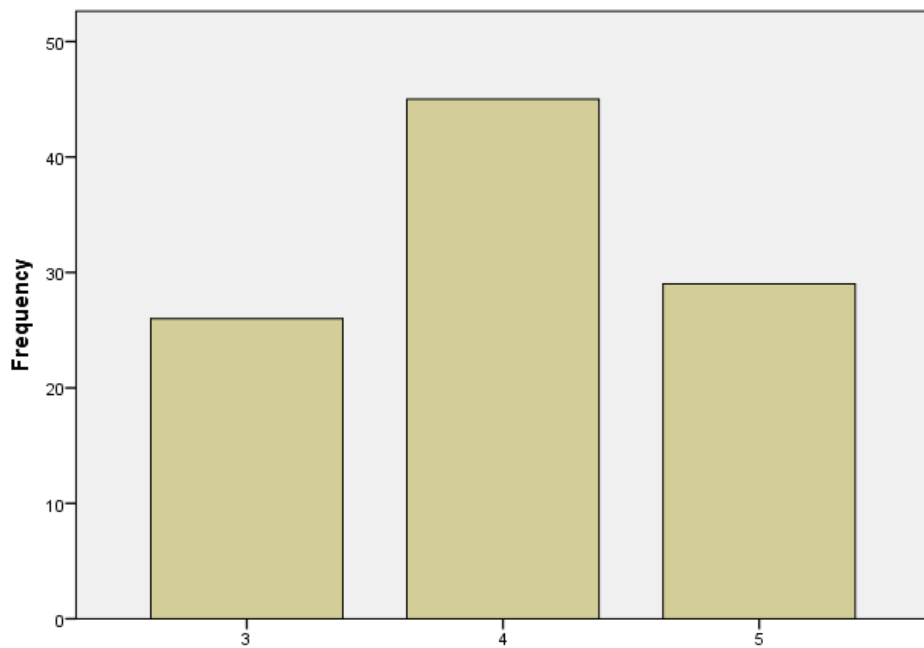


Figure 12. A statistic that indicates the classification of students' awareness, which closely contributes to achieving the basic goals of the research.

3.3. Secondary Research

The research shows that the semiotic implementations help the learners in many aspects of teaching language. Semiotic elements are also used in learning methods. Semiotics is not just visual feedback; it also increases the process of learning. Many philosophers work on it and explain their perspectives. St. Augustine evaluates more meaning and depths of his theory. The two philosophers: Ferdinand De Saussure and Charles Sanders Peirce, who are the fathers of the new semiotics, redefined the structure of the semiotics in a more specialized way to be more effective and valid in the educational process. James Gardner presented valuable analysis that concerns the

semiology association with the meaning, signals, and signs. The simple semiological study is related to sign that is connected to meaning, behavior and usage. To evaluate and examine the philosophical features of semiotics in education, recently educational semiology or Edu semiotics is established by the research. Deely (2017) focuses on the concept of semiosis that is also the activity of signs related to nature and culture. In the development of semiotic awareness, this phenomenon creates learning. It is concluded from this study that transdisciplinary Edu semiotics and semiotics were established. The study also shows points focused on the division of different sectors the knowledge provided by Edu semiotics is explained.

The secondary research shows the relation of semiotics and education that enhances the establishment of interdisciplinary methodology. In semiotics, the position of special characters like syntaxes is kept in mind. With a strong focus and special instructions, the listening and conversation qualities can be improved and expand. The research shows that the use of semiotics has become more important due to the complex relationship between nature and culture, biological and historical, social and semiotic.

It has also been found that visual literacy has increased in educational sectors. The literacy has been strengthened by videos and technical icons. Several hypotheses of the Gardener's intelligence can also explain semiotics. The study showed the relationship between the semiological types (musical semiotic, verbal semiotics, interpersonal semiotics, and visual semiotics) and analysis of Gardener. Visual literacy is also increasing without consideration of schooling and semiology. Under the title of multimodal learning, research taught semiology. The research shows that in the education sectors schooling is fully explained in the history of semiology. It is concluded that the education sectors can be supported by more exploration of visual literacy and multimodal learning. In the world, there are many studies where visual literacy and semiotics are followed properly in education. There are many techniques and learning content that could be taught with the help of the semiology.

The research results show that the semiotic perspective is not introduced in philosophy and education because both are unrelated and separate disciplines. There is a need to expose the role of the signs in the education sector. Semiotics can be used in education by incorporation of some specific methodology, where it is related to the practical and theoretical aspects of learning and teaching. Charles Morris claimed in

1946 that in education sectors practical and theoretical semiotics can contribute. He provides the shreds of evidence in the role of the signs to develop knowledge, behavior, and experience.

The Sebeok (2003) connects schooling to semiotics. For developing the semiotic programs in universities, he helped a lot. In each phase of the education, Sebeok illustrates the significance of the signs. Studies show that he also provides help in all information meaning, comprehension, and learning areas. The groundbreaking evidence is the main contribution to Sebeok's ideas. Sebeok's book has already provided much help in methodology education. The research shows that the body perceives, acquires, and grows information with the help of the signal with never-ending stages of interpretation. Sebeok has an advanced view in studying how learning processes and semiotic teaching can evolve one another. It is also found that the modeling process includes learning processes and that is defined by Danesi's concept (2000) which is defined from the dominated semiosis to iconic semiosis in the shape of the natural learning flow. In particular society, by observing the human modeling, children firstly measure their abilities and information in a symbolic and ionic way. To examine the modeling activity of humans, modeling device theory was developed. The theory of the modeling system is considered qualified to understand and generate the need to codify inputs (Sebeok Thomas & Danesi, 2000, p. 82).

The research analysis shows that Sebeok explains three kinds of models that are complementary and interconnected (Danesi et al. 2004, p. 25). The primary species are characterized as creatures, the 2nd model occurs with humanity and the 3rd model is cultural modeling. These three models guide intellectual processes and semiosis creativity. The relation of the learning can also be focused on schooling. Since then, the vision, ideas, and learning styles of children will certainly benefit from review in the context of the modeling methodology and case studies overall. The study also shows that a lot of programs are established in cultural language that is prevalent with language impairment. In the research, Semiotic methods were suggested instead of the prevalent teaching method as a corrective tool. Semiotic development in education develop teaching materials and increase students' skills in critical learning. Both of these patterns demonstrate teachers' ability to make effective use of semiology and student readiness to learn about semiology.

From the meaning, action, and significance of the Semiotics, the research enables students and teacher alike to observe how meanings of specific things were created. Moreover, semiotics in teaching can also be taken as an entertainment because it provides a more theoretical framework and detailed information about creating meaning. In this regard, the bring more effectiveness and accuracy with the application of semiotic techniques.

Research also finds out that behavior is the an important because they provide help to develop standardized actions with the help of hypotheses. Actions were dependent on the person's feedback and also on the environmental feedback. Human behavior is dependent on the mentality and decision-making style.

The research also finds out that the role of semiotics enhances the students' responsibility to improve their skills in learning about related things. The knowledge of mankind can be seen interrelated with the surroundings and with different fields like medical, scientific, technical, and artificial things. Additionally, the importance of semiotics was more valuable in the education field because it provided a comprehensive framework adopting different tools and techniques to learn and understand.

The importance of semiotics is also related to culture, traditions, and languages. Accordingly, each country adopts different methodologies for education. Semiotics depends on the socio-cultural environment. In this way, it creates a tie between people and socio-cultural domains. Various researches in the secondary data had worked on semiotics to get effective learning outcomes in schooling. The study emphasizes that every country should improve cultural awareness along with effective tactics for inserting semiotic techniques to teach languages.

Findings also show that different approaches were adopted in the form of mixed approaches to solving the problem of semiotics along with different experiments were showed to analyze the study of semiotic and the experiment was imposed on the children whose ages were between 9-12 and this time experiment was taken on the subject of digital math. From the experiment of mathematical semiotics, researchers concluded that if educational departments adopted the digital system to learn semiotic, it proved beneficial, and it was the easiest way of learning. Additionally, it was also proved effective for those students who adopted the traditional way to learn semiotics. These findings contributed its role in molding the system of semiotics. While performing

different activities to learn mathematics, if the institution added the services of semiotics in an educational department, then results were reliable, based on these findings transform the system of semiotics into presentation and representation, then results were more reliable and accurate according to the given condition.

Moreover, science and academic education also investigate the semiotic, but they wanted to conclude different revolution about semiotics. Findings revealed that the pre-education was planned for the teachers to deliver the lecture in the classroom. Teachers must effectively learn all the essential tools and techniques of semiotics with modern interventions. The idea about implementing such work on the teachers proved more effective, and many educational departments tested this research work to mold the system of education structure and gave the necessary information to the students. Furthermore, from the findings it was also found out that school students also faced difficulties in developing the Pythagorean Theorem with the help of the semiotic method. In this regard, the researcher has drawn many experiments to understand the level and its methodologies to construct the relationships and findings of the Pythagorean theorem. It was conducted that it was not a difficult work to understand the Pythagorean if students have a piece of complete information about semiotic of Pythagorean.

The findings from showed that semiotics played a vital role in establishing intercultural activities and civic responsibilities. The researcher's work provided an effective tool to translate the semiotics and promote their uses in daily life.

3.4. Research Discussion

All of the results and the research questions have been identified in sync with each other. The research questions are finalized and all of the primary and secondary research data has been discussed with the results extracted from them through analysis. The students are found to be very much aware about semiotics in the primary results while the history of semiotics and theories have been analyzed throw secondary data. The concept of semiotics came in 1980 to give the idea of the connection of different symbols and marks. The basic framework of semiotics is to provide meaning and signifiers globally. The use of visual literacy is from 1969 but it makes progress for the educational sector in 1983 without any reference to semiotics. It is also suggested that

education is a technical strategy encompasses many types of semiotics such as visual semiotics as embodied in visual skill, musical semiotics embodied in listening skill and verbal semiotics embodied in speaking skill.

The main purpose of the semiotics is to reveal the understanding of the signals and their use in the daily life. The theories related to semiotics provide the basics of teaching and learning. “Semiotic and Schools” explain the contribution of different theories in semiotics where semiotics partakes highly in the development of human knowledge and behavior. The evaluation of the learning process and modeling process are highlighted in the explanation of semiotics. The process of learning and teaching evolved at the same time and is sometimes considered as the complements of each other.

The familiar approach to signs suggests that the signs are the results of the action done by the living creatures in the world. So, the life and living creatures are important aspects for analyzing the different signs and symbols. The behaviors showed by the living creature will result in the creation of more signs. the actions are associated with the species living in the world. The actions of an individual changes the environment as the world is always shifting. Some incidence that resulted from the subject always affect the acts and the individual shows the response concerning these acts. The mechanism of the environment consists of many incidences and acts in a chain. All the incidences lead to the occurrences of other incidences or trigger some acts.

The teaching of content helps semiotics show the behavior of students in many tests. The students have fewer language skills due to less concern with semiology. The students can improve their language skills with the help of visual literacy. In this semiotic technique, the students are allowed to write and explain their writing. So, semiotic method leads to the efficient use of vocabulary. The vocabulary of the students can also be increased with the help of observing the ads. The terms, and pictures in the ads provide a communication method for their message. So, it is proved that visual literacy is the best way to enhance vocabulary or to teach English.

The semiotic techniques are also useful for medical students when they use the art of observational training. The students request a visual form of the process used in medical diagnosis. It is concluded that all the symptoms of the illness are the signs that are used for the prediction of existing illness. It is noted that the instruction of the semiology is used in many fields for different purposes such as the art of aesthetics or

the diagnosis in the medical field. On the other hand, many scientists claimed that semi-teaching for the students is not useful as it causes an interception in the early videos.

The investigation of research does not determine the goals for humans but gives a sign to achieve those purposes and goals. The vision and the scope of communication of man relate clearly to the semiotics. Because there is a shift of scope and vision of the individuals to semiotics. A person with good semiotic capacity reflects the efficiency and competence in pragmatic. The competition in pragmatics gives important information about the conventions related to the anthropological or socio-cultural.

The capacity of the semiotics provides the individual with the skills of cognition. This leads to a background for the communication and provides awareness to the students in different perspectives. The semiotic techniques provide the use of utterance in different fields such as sociology, anthropology, and physiology. The semiotic study plays an important role to discover the nature of both macro and micro levels. The decoding in semiotics discovers a system of communication for humans and it is easier and effective to learn the symbols and signs than the study of language and its properties.

The theory of modern linguistics shows a connection between linguistics and semiotics. As linguistics is the scientific study of language, semiotics is the study of signs and their use in the language. The use of signifier and signified is an important part of this study. In linguistics, signifier refers to the symbols or the signs that describe a thing. On the other hand, signified is the thing that is symbolized. For example, we use some references when someone has to go somewhere. The reference is a signifier as it helps to determine the place where have to go. On the other hand, the place is the signified.

The semiotics is the study of signs that involve signifier and signified. When a test is given to the students of Turkey. They use a lot of signs and references to explain topics. They use pictures and visual literacy that was the best source to increase the vocabulary. By focusing on the visual representation, the students use a different kind of vocabulary. More knowledge of visual literacy causes them to respond to the question effectively and quickly. The pictorials of the ads proved the best source for them to speak effectively. They use different signs to enhance the vocabulary of their words. They created much meaning with the same picture. The linguistics symbols in the ads also

provide the best semiotic use of signs. They were well aware of the creation of meaning with the help of signs and symbols.

It can be concluded that teachers who have the best knowledge of semiotics and show great effort to use the semiotics, can teach more effectively and their classes get better development. The students of Turkey and Iraq also show good performance in variation theory of learning (VTL). VTL is the basic tool for the learning of students in complex fields such as in the field of Physics. VTL aims to know the knowledge of students about the phenomenography in drawing and physics. The students can know the challenges in learning with the combination of two basics such as VTL and semiotics of sociology. The VTL theory provides great help to understand the listening skill of students. It was possible to identify the formation of words through students in the establishment of functions. In short, the semiotics gives students a better learning process as well as teachers a better teaching process.

CONCLUSION

the semiotics is the form and operations created through the signs and symbols which are used for communication. The first signs of semiotics include the Alpha letters, words phrases, numbers, and the symbols of all the languages in the world. The second signs include portraits, cartoons, onomatopoeia (buzz, bee, and singing), and sounds in radio and songs. The last form of semiotics includes indications such as smoke, fire indicators, and thunder which are natural indicators while other indicators include photographs, phone ringing, and handwriting. Semiotics is important as it represents signs and symbols which provide certain meaning so the students should have the basic interpretation of semiotics which could provide them with different views based on what they think. The scope of the research emphasizes the significance of the stimuli which represents the element including written text, picture, symbols, and colors. The study is focused on finding the efficiency of semiotics in education in Iraq and Turkey and the semiology knowledge the student possesses. Both primary and secondary approaches which include the collection of data through an online survey and studying and analyzing the existing experimental researches and literature help in finding the sensitivity to semiotics in the students of Turkey and Iraq and how it can help improve their learning proficiency and how it can impact the skill development of the students in Iraq and Turkey.

Semiotics become part of the education system and how they contributed to the betterment of the education system. The research compares the traditional teaching methods with semiotics and their awareness in students. The research finds that the traditional approaches which see language as a body of grammatical rules and a combination of the terms is inadequate. Henceforth, utilize sign language to provide a better communication adds a lot to students to learn the English language. Semiotic systems in education train the prospects for meaning and address the signals of life and its purpose. There are several ways the semiotic approach could help the education as the semiotics approach provide an efficient nonverbal and visual contact in the targeted language for example teacher teaching the dialogue which reflects the original circumstance as the student first recites the dialogue and then memorize them. In many English schools, nonverbal contacts were recognized as a great way of learning. In a simple language, the semiotics approach helped the learners in the educational system

to not only interact verbally but also non verbally and visually. As a result, the semiotics approach helps to learn or instruct effectively by utilizing body language, visuals such as images, graphics, films, and videos, etc.

the mixed methodology has been adopted in this study by considering various key factors including the influence and intensity of the data collected based on the critical analysis of the research. The research utilizes both primary and secondary data collection in which the primary data would be collected using the quantitative method which is done using the online surveys of the students in Turkey and Iraq. The primary data has been collected from 100 participants which belong to the Turkey and Iraq institutes. The sample size is then analyzed using SPSS analysis. The secondary data has been collected using the qualitative method by analyzing the reliable research publications. According to the findings and results, it is found out that the awareness of the semiotic method in turkey and Iraq is positive and highly interactive. The research also finds that even though the awareness of the semiotics in Turkey and Iraq is positive, the semiotic methods are not properly implemented in the educational institutions. The education system is not properly adopting semiotic teaching methods and thus neglecting the importance and significance of the active interaction and the mental absorption of language for language is more a way of communication than just applying grammatical rules.

Implications of the Study

The study emphasizes that using semiotic theories in teaching methods enables to take extra steps by the teachers to capture the attention of the students towards language learning and helps to increase their awareness. The educational system of Turkey and Iraq is not appropriately adopting the methods of teaching which is against the educational policies of both countries. For better results, using semiotic methods is very vital in the educational process in general and language learning in particular.

Suggestions of the study

The study has suggested that the semiotic system must include three entities in its processing. These entities include signs, codes and meanings. The study also suggests

that message or sign options should be used appropriately in the awareness of the students. It should be known that what signs should be ignored and what should be used. To communicate with the students in the teaching method, the communication method of semiotic learning and teaching approaches must be used. In addition, the study also suggests that to improve the educational system in Turkey and Iraq, educational policies should appropriately implement the semiotic teaching methods. This will help in improving the awareness of students.

REFERENCES

- Ajayi, L. (2009). English As A Second Language Learners' Exploration Of Multimodal Texts In A Junior High School. *Journal of Adolescent & Adult Literacy*, 52(7), 585-595.
- Alison, L. (1981). *The Language Of Clothes. Lurie.— London Bloomsbury*. New York : Random House
- Apple, M. W. (1988). Schooling as Ritual Performance Towards a Political Economy of Educational Symbols and Gestures. *Comparative Education Review*. 32 (1).
- Arik, M. B. (1998). Degisen Toplum Degisen Karikatür, 1980'den Sonra Yasanan Toplumsal Degisim ve Karikatürün Degisen Islevi [Changing Society Changing Cartooning, Social Change in Post-1980 and Changing Function of Cartooning]. *Istanbul Turkiye Gazeteciler Cemiyeti Yayinlari*. İstanbul : Türkiye Gazeteciler Cemiyeti.
- Baer, E. (1987). *Thomas A. Sebeok's doctrine of signs In Classics of semiotics*. Toronto: University of Toronto Press.
- Benson, A. C., Torode, M., & Singh, M. f. (2008). "The effect of high-intensity progressive resistancetraining on adiposity in children: a randomizedcontrolled trial". *International Journal of Obesity*, 1016-1027.
- Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1993). *Teaching English as a Foreign Language*. London : Routledge.
- Chandler, Daniel (2017). *Semiotics: The Basics*. London: Routledge, Taylor & Francis Group.
- Cho, H., & Gulley, J. (2017). A Catalyst for Change: Service-Learning for TESOL Graduate Students. *Tesol Journal*, 8(3): 613-635.
- Clarke, D. S. (1990). *Sources of semiotic*. Illinois: Southern Illinois University Press
- Cobley, P.(ed) (2010). *The Routledge Companion To Semiotics*. London: Routledge, Taylor & Francis Group.
- Danesi, E. D., Rangel-Yagui, C. O., Carvalho, J. C., & Sato, S. (2004). Effect of reducing the light intensity on the growth and production of chlorophyll by *Spirulina platensis*. *Biomass and Bioenergy*.

- De Saussure, F. (1959). *Course in general linguistics* New York: *The Philosophical Library*. New York: Philosophical Library.
- Derakhshan, A. (2021). 'Should textbook images be merely decorative?': Cultural representations in the Iranian EFL national textbook from the semiotic approach perspective. *Language Teaching Research*: 1-35
- Hussein Aboud Al-Hilali, L., & Khalaf, R. A. (2020). Greimas Approach in Iraqi studies: Three university studies as a model. *Basra studies journal*, 331-370.
- Elam, Keir (1980). *The Semiotics of Theatre and Drama*. London: Routledge, Taylor & Francis Group.
- Erton, I. (2018). The Essence of Semiotics as a Mediator of Communication and Cognition. *International Online Journal of Education and Teaching*, 267-277. Retrieved from <https://eric.ed.gov/?id=EJ1258885>
- Flores, J. A., (2019). Messages and Meaning in Perceived and Lived Spaces: Semiosis, Institutions and Landscapes. *European Journal of Applied Linguistics and TEFL*, 175-202.
- Hall, Edward T. (1959). *The Silent Language*. New York: Doubleday & Company, INC.
- Hodge, R., & Kress, G. (1988). *Social Semiotics*. London: Polity Press.
- Hooks, B. (1996). Teaching to transgress Education as the practice of freedom. *Journal of Leisure Research*, 28(4) , 316.
- Innis, R. E. (1985). *Semiotics An Introductory Anthology*. Bloomington: Indiana University Press.
- Kauffman, B. J. (1997). Media realities Visual competence in social context. *Journal of Visual Literacy*, 17(2) , 69-88.
- Leeds-Hurwitz, W. (1993). *Semiotics and Communication Signs, codes, cultures*. New York: Lawrence Erlbaum Associates.
- Liddell, Scott K. 1980. *American Sign Language Syntax*. The Hague: Mouton.
- Lyons, John (1968). *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press.
- Malik, A. A. (2019). Semiotics: A Theoretical Scientific Research. *Alustath Journal for Human and Social Science*, 403-434.
- Maynard, M., & Bain, C. a. (2004). *Dress and Globalisation*. Manchester: Manchester University Press.

- Minchew, S. S., & Hopper, P. F. (2008). Techniques for using humor and fun in the language arts classroom *The Clearing House. A Journal of Educational Strategies, Issues and Ideas*, 81(5), 232-236.
- Mitchell, C., & Weber, S. (2003). *Reinventing Ourselves As Teachers Beyond Nostalgia*. London: Routledge, Taylor & Francis Group.
- Morris, Charles W. (1946). "Signs, Language, and Behavior". In Morris, C. W., *Writings on the General Theory of Signs*. Hague: De Gruyter Mouton.
- Moyer-Packenham, P. S., Roxburgh, A. L., Litster, K., & Kozlowski, J. S. (2021). Relationships Between Semiotic Representational Transformations and Performance Outcomes in Digital Math Games. *Technology, Knowledge and Learning*, 1-31.
- Mutar, Q. M., & Nimehchisalem, V. (2017). The Effect of Gender and Proficiency Level on Writing Strategy Use among Iraqi High School Students. *Arab World English Journal*, 8(2): 171-182.
- Naghshineh, S., Hafler, J. P., Miller, A. R., Blanco, M. A., Lipsitz, S. R., Dubroff, R. P., & Katz, J. T. (2008). Formal Art Observation Training Improves Medical Students' Visual Diagnostic Skills. *Journal of General Internal Medicine*, 23(7), 991-997.
- Noth, W. (1990). *Handbook of Semiotics*. Indiana: Indiana University Press.
- O'Donoghue, D. (2007). Teaching Bodies Who Teach. *Men's Bodies and the Reconstruction of Male Teacher Identity in Ireland*. na.
- Petrilli, S., & Colapietro, V. (2017). *Expression and Interpretation in Language*. New York: Routledge
- Prieto, Luis J. 1968. *La sémiologie*. In Martinet, André, ed., *Le langage* (Encyclopédie de la Pléiade), Paris: Gallimard. pp. 931-144.
- Prince, J. (2001). Dress Codes Meaning and Messages in American Culture. *American Studies International*, 39(3), 93 .
- Richards, J. C. (2015). *Key Issues In Language Teaching*. Cambridge: Cambridge University Press.
- Rudi, R., Suryadi, D., & Rosjanuardi, R. (2020). Identifying Students' difficulties In Understanding And Applying Pythagorean Theorem With An Onto-Semiotic Approach. *Mapan: Jurnal Matematika dan Pembelajaran*, 1-18.
- Sebeok Thomas, A., & Danesi, M. (2000). The Forms of Meanings. *Modeling Systems Theory*. Berlin: Walter de Gruyter GmbH & c Co.

- Sebeok Thomas, A.(1994). *An Introduction To Semiotics*. London: University Of Toronto Press.
- Semetsky, Inna (2010). *Semiotics Education Experience*. Rotterdam: Sense Publishers.
- Sifakis, N. C. (2019). ELF Awareness in English Language Teaching: Principles and Processes. *Applied Linguistics*, 288-306.
- Smith, H. A. (2010). Peircean Theory, Psychosemiotics, And Education. *In Semiotics Education Experience*, 37-52.
- Titchkosky, T. (2020). *Disability, Self, and Society*. Toronto: University of Toronto Press.
- Todorov, Tzvetan (1977). *Theories of the Symbol*. Ithaca, N.Y.: Cornell Univ. Press.
- Tsotra et al., (2004). “Marketing on the Internet Marketing on the Internet: A Semiotic Analysis”. *Proceedings of the Tenth Americas Conference on Information Systems, New York, New York, August 2004*.
- Uexküll, J. von (1982 [1940]) ‘The Theory of Meaning’, *Semiotica*, 42(1): 25–82
- Umberto, Eco. (1976). *A Theory of Semiotics*. Bloomington: Indiana University Press.
- Verhallen, M. J., & Bus, A. G. (2010). Low-Income Immigrant Pupils Learning Vocabulary Through Digital Picture Storybooks. *Journal of Educational Psychology*, 102(1), 54.
- Weiss, Paul, and Burks, Arthur. 1945. “Peirce's Sixty Six Signs”. *Journal of Philosophy* 42: pp. 383-89.
- White, R. V. (1992). Innovation in Curriculum Planning and Program Development. *Annual Review of Applied Linguistics*, 13, 244-259.
- Xu, H. (1993). My Personal Philosophy in Teaching English as a Second Language Some Methods I Used in Teaching English to Chinese Freshmen in Xi'an Foreign Language University.

LIST OF TABLES

Table 1.	Preliminary results for students participating in the analysis from Turkey and Iraq according to SPSS analysis.	52
Table 2.	The outputs of descriptive statistics that were used in data analysis through SPSS.	53
Table 3.	The results of the analysis included 79 males and 17 females, in addition to 4 unknown persons.	54
Table 4.	A statistic indicating the extent to which people in Iraq and Turkey are interested in educational procedures in early adulthood.	54
Table 5.	The educational level of the participants, which was adopted in the research samples.	56
Table 6.	Linguistic knowledge through which the answers to the research questions are dependent.	56
Table 7.	A ratio that indicates how much students are interested in studying semiotics.	57
Table 8.	The results of the analysis that show students' opinions about semiotics. ..	58
Table 9.	Ratio indicates that semiotics is important for students and teachers.	59
Table 10.	A ratio that indicates the necessity of practicing semiotics in institutions where there is no study of semiotics.	60
Table 11.	Statistics indicate a high rate of agreement on the need to practice semiotics in institutions that do not have a study of semiotics.	60
Table 12.	A ratio that indicates the classification of students' awareness, which closely contributes to achieving the basic objectives of the research.	61

LIST OF FIGURES

Figure 1. Semiotics vs Reaction	30
Figure 2. Language vs. semiotics (Leeds-Hurwitz, 1993).....	39
Figure 3. Language vs. Semiotics (Alison, 1981).....	42
Figure 4. The ratio shows the difference in the proportion of males to females in the analysis of samples.	53
Figure 5. A percentage showing the ages of the participants from 18 years to 30 and over, and according to the percentage of each age as shown in the table. .	55
Figure 6. Statistics indicating the validity of the search in the selected regions in Iraq and Turkey.....	55
Figure 7. Statistics of the scientific levels approved in the research samples, which indicate that 71% have a bachelor's degree, 22% have a master's degree and 7% have a PhD.	56
Figure 8. A statistic refers to linguistic knowledge which is 97% of the students were from the field of linguistic studies.....	57
Figure 9. A statistic indicating the students' interest in the study of semiotics.	58
Figure 10. A statistic indicating students' opinions about semiotics.	58
Figure 11. Statistics indicate the high importance of semiotics for learners, which is 75% strongly agree, 19% agree, while 6% have neutral opinion.....	59
Figure 12. A statistic that indicates the classification of students' awareness, which closely contributes to achieving the basic goals of the research.	61

CURRICULUM VITAE

Shuruq SHIBAB. She received her B.A from Diyala University- Department of English, and M.A from Karabuk University- Department of English Language and Literature. Her hobby is reading and traveling. She works as a teacher in a secondary school. She loves her Job, that is why she applied for master degree in English to get more knowledge to make her teach better.