



Using Semiotic Resources to Improve the Level of Learning among Young Learners in Rural India

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<p>Article History Received: 08July2023 Revised: 29 Sept 2023 Accepted: 12 Oct 2023</p>	<p>Abstract. This research aims to examine how semiotic resources might be used to improve educational attainment, particularly for students in rural India. The fields of education, information, and communication have all benefited greatly from the new forms assumed by technology. Some groups of people continue to live on the periphery, oblivious to advances in literacy and technology, even while the rest of the globe rapidly modernizes. Children in rural communities are disadvantaged economically, socially, and academically. Their mental health is impacted by this. The quality of education has improved steadily in metropolitan areas, making it possible for more and more young people to benefit from it and mold their personalities in a positive direction. Teaching kids is much more than just helping them memorize facts and ace tests. They need this so they can plan for future. These youngsters may be taught utilizing a variety of semiotic tools to ensure that they fully grasp the language and the ideas being presented to them. Language, body language, and facial expressions are all examples of semiotic resources that may be used in conversation. This has</p>
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CCLicense CC-BY-NC-SA	far-reaching implications for how we educate the next generation. This research illustrates how these semiotic resources might be included into educational settings to improve the English language teaching process. Keywords: semiotic, education, resources, language, communication
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1 Introduction

Technology evolves in response to these shifting conditions, particularly in the fields of instruction and communication. Advances in technology are an attempt to infuse society with fresh concepts and train individuals to adopt them with relative ease. This technology has made it simple for people to communicate with one another, and the scope of this connectedness is not limited by either distance or time. The globe may now fit in the palm of a human's hand, thanks to technological and scientific advancements. It is easier for individuals to communicate with one another when they are utilizing technological devices, whether they are in a public or private setting. Technology's impact on both science and communication has been profound. Pictures, sounds, and other ways of expression were substituted for the more traditional verbal expression of ideas and values. According to Craig, R.T. (2006), The term communication (or its equivalent in some other languages) is used to refer to a range of activities – communication practices – that involve talking and listening, writing, and reading. (pg. 41)

To elaborate, education is a two-way street; the results should be fruitful if both parties perform their part. Teaching and learning that always follows the same formula is dull for everyone involved. Even learning information by heart has become archaic. These days, activity-based education is seen as the most efficient method of imparting language skills.

The British colonizers of India brought their language with them, whether they meant to or not. When the East India Company assumed power, its executives began to consider the importance of education. Indians were eager to learn about Western culture and were drawn to the newly established British schools. The educational system shifted to using English as the foreign language of teaching. "Knowing exactly English in modern time is a kind of window to the world," Evgenevna, S. A. (2020) comments about the significance of learning English. As more and more people in India began to learn and speak English, the language evolved from British English to Indian English because of the influx of new speakers. There were still a lot of loanwords in Indian English.

Although the language has expanded extensively across the nation, there remains a significant gap between language learning in rural and urban regions. Schools in metropolitan regions often begin teaching English to students in the kindergarten or first grade. Therefore, the students will have no trouble conversing in English once they enter secondary school or college. They learn the language well and become fluent speakers. It's also simpler to talk to one another. It might be challenging to teach or study a foreign language in rural places without watering it down. Because of its perceived difficulty, many potential students shy away from studying it.

The influence of teachers and tutors in encouraging students to learn the language cannot be overstated. They need to do everything they can to relieve their pupils' minds so that they can focus on learning. Teachers around the country are laying the

groundwork for their students' future success by ensuring that the fundamentals of reading, writing, and arithmetic are taught and practiced. The teacher's job is to provide the groundwork for learning and steer students toward future achievement. Teachers also need to keep up with the latest developments in their fields to better understand their students' needs and provide meaningful feedback.

Since young students get disinterested in learning the language due to boredom and tension caused by its repetitious presentation. Teachers may use a wide variety of strategies to pique students' attention and prevent class boredom. Teaching using semiotic materials is one example of this approach. This piques the curiosity of the young students, encouraging them to take an active role in the classroom and speeding up their acquisition of the language.

2 Related Work

In order to arrive at a workable solution, Charles, Cyril, and Gierdien (2020) provide an expository analysis of the inter-semiotic and intermodal construction at play. It's true that English plays a significant part in all school curricula, helping students grow in numerous ways. Ferdinando et al., (2022) asserts that in a mathematics class, semiotic resources, such as speech, artifacts, and inscriptions, are beneficial in teaching the pupils a concept more clearly. In addition, he explains how semiotic games and bundles might be of assistance. Whereas, Tsui, A. (2008) makes it abundantly evident in his piece how crucial the teacher's demeanor and body language are when using semiotic resources. He goes so far as to claim that students will pick up linguistic cues from their teacher's classroom discourse.

Since mathematics has traditionally been seen as a difficult topic, teachers have often relied on semiotic tools to help make the subject more accessible to their pupils. A multicultural urban school's English classrooms make use of semiotic resources, as discussed in Yandell, J. (2008). Even more so, he elaborates on the semiotic approaches to multimodality. By this in mind, Sukyadi et al., (2016) conduct an in-depth investigation of the transduction and change of several semiotic materials used by English language educators. The study's focus is on how students in middle and high school make use of semiotics.

3 Research Questions

In order to achieve the study's aims, the survey was designed to address the following research questions:

- a. How does the educator mix and match semiotic materials to facilitate language learning?
- b. What effect did these semiotic tools have on the language acquisition of young people?

4 Materials and Methods/ Methodology

To achieve this goal, a case study strategy was used to assemble data from several sources. Denzin, N. K., & Lincoln, Y. S. (Eds., 2011) provide a comprehensive framework for conducting case studies. It may be useful in the preliminary stages of an investigation since it provides hypotheses, which may be tested systematically with a larger number of cases. (pg. 301)

According to his description, case studies may be conducted right now and applied to a bigger sample size later.

A single English instructor and her class of 15 ninth graders are the participants of this study. They attend a private school in a remote part of Tamil Nadu. Fifteen kids have been singled out for special attention due to their evident difficulties with the English language. They are more comfortable speaking and studying in their native language, which presents a challenge while attempting to acquire English. When they are among their parents and siblings, they also use their original tongue. They clearly do not have any opportunities to learn a foreign language. The chosen educator is a woman with a proven track record with the target demographic of pupils. She is willing to shoulder the burden of fostering the kids' linguistic competence. Because she was enthusiastic about the topic and understood the value of her participation in the study, she was selected to take part in the investigation.

5 Data Collection & Analysis

Information was gathered from a wide range of resources. At first, the female instructor was questioned about the strategy she had been using to instruct the target language for some time. Work samples were successfully obtained after a thorough procedure. The study's investigator polled students collectively to gauge their reactions to the course material. The researcher also gathered the data on the level of the students before and after utilizing semiotic resources for learning a language and to see how far the semiotic resources enabled them to comprehend the ideas. Poem, Detailed Lesson, and No Details Lesson are the Chosen Ideas. The study of how educators foster students' language, gesture, and comprehension growth via the use of semiotic resources is at the center of this inquiry.

Nine-year-old children' responses were gathered using a mix of verbal and nonverbal cues. The samples were analysed thoroughly, the samples were analysed deeply, the samples were analysed deeply. The investigation then moved on to consider a range of semiotic assets that have been used so far. The reaction to these learning events was examined. Finally, the data were submitted to the instructor for her comments and recommendations, after having been analyzed from the researcher's several viewpoints.

6 Results and Discussion

The study's results are presented, including what the researcher has learned about the many ways in which the instructor used semiotic resources to pique the students' attention and get them excited about learning the language. Use of Semiotic Resources via Material Combination:

6.1 Pictures

Visualizing things brings better result than any other thing. One technique to make use of semiotic resources is to display images that pertain to the subject at hand. The instructor just displays the image for the pupils to examine, and they infer meaning from it. They try to link what they see on the screen to what they already know. They will be able to provide a more accurate description if they are shown photographs of it beforehand. The kids are coaxed into discussing the smallest of things. Students are trained to use text frames to extract words. Even the meaning of an unknown phrase might be inferred by students. The instructor may show the students several sorts of photos to conduct a comparative study and glean as much language as possible. In this sense, students try to expand their vocabulary.

6.2 Oral Reading

The benefits of oral reading practice in the classroom are twofold: first, when students read aloud, they actively seek to communicate themselves via a wide range of nonverbal cues (including gestures, posture, tone variation, intonation, and emphasis). They gain expertise in making efficient and effective use of these assets. The alternative is listening to someone read aloud. The way words are spoken is crucial. In cases when pupils are exposed to a variety of pronunciations, the instructor may assist them choose which version is proper. Rather of having them read nonstop, have them read what they can. Making people read at random, and in a surprising way, is an excellent strategy. So, their concentration will be more in the subject and interesting.

6.3 Art of reciting poems

Get the kids to repeat the poem for you. It's okay if they read it out loud. This will help them develop a sense of rhythm as they discover the poetry. In addition, students get a deeper understanding of and connection to the work of literature. The poetic quality of the words is easier to absorb this way. When a teacher reads a poem aloud to a class, everyone benefits. Students pick up on pronunciation cues, learn to emphasize rhymes correctly, and develop a genuine appreciation for poetry of all kinds. It's not only about memorizing lines; it also involves practice interpreting people's moods and emotions from their faces. They learn the apt way of reciting the poem and finds out the difference between reading a prose and reciting a poem.

6.4 Spelling exercise

Spelling eventually becomes a language's most essential form. The spelling of words is highly essential to young learners. It is preferable to instruct on standard spelling conventions. Starting with easy words and working up to more challenging ones is a reasonable approach to syllabification. For added excitement, action-oriented games may be played. E.g., Dumb charades. Hangman is another game where the students not only enjoy the game but also learn the spelling.

6.5 Creative writing

Reading and writing both benefit from semiotic resources. A youngster may be required to write to either create a narrative based on an image shown in class or to come up with a narrative of their own. After finishing a narrative, have the student read it aloud using inflection and expression. They find more fulfillment in writing when they can use their creativity in the process.

There is a wide variety of strategies that may be used in the classroom to increase students' motivation to study the target language. Some examples of how these materials may be implemented in a school setting are given. The teacher is also a learner, and the learner is also a teacher, and the teacher is also a learner. The student who seems most anxious in language class really works hard, participates actively in class discussions, and generates several original ideas. Students from rural areas, for whom English is a foreign language, have a more difficult time focusing on language classes than students from urban areas, simply because they are more at ease conversing in their own tongue. The teacher continued with the data-analysis-style observation. This section served as an incentive for the students to investigate the work at hand and make appropriate use of the semiotic resources available to them, even if many of them are not intended and employed. The kids responded to the teacher's questions throughout the recapping and reviewing with complete confidence. It's true that the resources and gestures employed lent much weight to her spoken explanation.

7 Conclusions

The English language is evolving, but in the process, it is losing its richness and

diversity. In today's interconnected globe, it's a way for countries to communicate with one another. Because of the better global job opportunities for those who speak English or are willing to learn it, most of the population in India has embraced it. Considering recent trends, it's clear that English has really become a global language, with speakers from all over the world sharing their unique perspectives via the medium.

Semiotic materials such as models, images, photos, gestures, and literary texts were clearly used by the educator in this study while teaching English as a second language. The findings reported here support the view that a language teacher plays a pivotal role in both the teaching and learning processes. Language learning is less effective when taught using the traditional board and chalk approach.

Like previous studies, this one has its drawbacks. The first is that this experiment only used a small subset of pupils. There might be a lot of people in class that have trouble picking up the language. To take uniform action and apply consistent procedures for their improvement, all must be tested and assessed.

The second restriction is that this study only looks at one rural Indian school. This research and technique, which would help kids, might be carried out at many more rural schools, particularly government institutions.

Thirdly, just five methods for making use of semiotic resources are detailed. However, there are still additional types to consider. Since it is meant for students of different ages, it may be used in various ways. Young children have a natural propensity towards learning. Young students are likely to fall between the ages of 4 and 11, thus the method may be adjusted appropriately. The same experiments cannot be utilized for all the young students and various age groups.

This will help guide the work of future scholars interested in this topic.

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