

عنوان مقاله:

Training Language Teachers: An educational semiotic model

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خلاصه مقاله:

Abstract The changing culture toward multimodality enforces acquiring visual literacy in every aspect of today's modern life. One of the fields intermingled with using various modes in different variations is language teaching and learning, especially for and by young learners. Young language learners' (5-12 years old) lack of world experience forces them to make the most use of non-verbal modes of communication to receive and send the intended message, enhanced in foreign language learning environment. As a result, the language teacher him/herself will be supposed to be armed with visual literacy of this new language and to have the ability to successfully transmit this knowledge to the students. The present study aims to investigate whether the three focused factors in educational semiotics; namely, Process of abduction, Principle of kinesics, and Proxemics- proposed by Sert (۲۰۰۶) exist in the curriculum of Iranian pre-service language teachers in one of the educational districts in Isfahan. By distributing two questionnaires among TTC course instructors and pre-service teachers, and obtaining the percentage of the analyzed data, the findings showed that the number of institutes which focus on the matter are rare. Also, it was revealed that the pre-service teachers, majoring in English Language, performed better in terms of realizing the meaning of body language units and comparing and contrasting them (principle of abduction). The results will be useful for future teachers and their educational curriculum in favor of enhancing the fifth language skill, foreign language visual literacy.

کلمات کلیدی:

Key words: English Teacher Training, Educational Semiotics, Visual Literacy, children

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