

# Study of Vocabulary Teaching Model in Senior Middle School from the Perspective of Multi-modal

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## Abstract

Vocabulary is crucial to successful English language learning, which enables learners to develop their language skills and promote the comprehensive ability of language. Presently, with the rapid development of modern educational technology, multi-modal language teaching is emphasized and is used worldwide for media-assisted language learning. Multi-modal teaching advocates the proper use of multi-modalities, such as text typesetting, pictures, sound, video, gesture and body language, etc. So as to stimulate students' multiple sensory learning reactions. The study aimed to develop, implement multi-modal vocabulary teaching mode, used for enhancing English vocabulary acquisition. And it is expected to help the students understand English vocabulary better, remember vocabulary more efficient and to improve their comprehensive understanding ability of vocabulary.

## Keywords

Multi-modality; Vocabulary Learning; Senior Middle School English.

## 1. Introduction

### 1.1. Research Background

During the process of learning target language, phonetics, vocabulary and grammar are three essential factors, among which vocabulary learning is placed in crucial role. Meanwhile, English vocabulary teaching in junior middle school lay foundation for the whole English learning. Considering that the new English curriculum advocates the cultivation of students' thinking quality, diverse course resources are especially important for English vocabulary learning. According to the needs of teaching and learning, students can deepen their understanding and memory of vocabulary by using images, audio and video, books, magazines and network information, and cultivate their abstract thinking ability.

### 1.2. Purpose and Significance of the Study

Through multi-modal vocabulary learning, students' comprehensive understanding ability is improved, their core literacy is enhanced, and their learning ability is promoted. In the teaching process, the flexible and accurate use of multi-modal teaching is conducive to mobilize students' various senses, and convert a single text transmission channel into various interesting visual, auditory or tactile carriers, and conduct teaching in a specific way or order. Make students actively participate in the classroom organization of learning activities, improve the interest of students to participate in learning activities, at the same time increase the intensity of students' subconscious learning, help students better understand and master the knowledge, so as to improve the effectiveness of students' learning, enhance students' understanding of vocabulary.

## **2. Problem Identification**

### **2.1. Monotonous Vocabulary Teaching Method**

In traditional high school English classes, teachers emphasize students' learning and memorizing vocabulary by rote, which limits the multi-dimensional development of students' English ability. Therefore, teachers often rely on the recognition of phonetic symbols and pronunciation to help students understand words and consolidate memory. However, under the circumstance of limited teaching time, teachers often ignore not only the accuracy of vocabulary pronunciation, but also the connotation and extended meaning of vocabulary. The background of the new college entrance examination reform highlights the problems of single teaching methods and outdated teaching methods, especially the lack of teachers' ability to optimize teaching with modern information technology.

### **2.2. The Lack of Self-learning Abilities and Learning Strategy**

In the traditional teaching mode, students are weak in terms of the ability to sort out vocabulary according to specific themes and then make vocabulary associations. The single-mode vocabulary teaching mode is difficult to fully stimulate the interest in learning vocabulary, and the psychological burden of learning vocabulary is heavy. On the other hand, it is easy for high school students to learn vocabulary out of context and mainly rely on reciting vocabulary lists, which will gradually erode their interest in vocabulary learning and further consume their enthusiasm for language learning. Therefore, it is necessary to explore a practical and effective teaching mode in English vocabulary teaching to help students improve their autonomous learning ability and learn comprehension memory.

### **2.3. Lack of Cross-cultural Awareness**

Success in language learning is not only dependent on knowledge acquisition and skill training, but also involves the cultivation of critical thinking ability and cross-cultural understanding. Therefore, the overall goal of high school English curriculum clearly emphasizes the cultivation of students' cross-cultural awareness. As a basic part of language learning, vocabulary learning is closely related to the cultivation of cross-cultural awareness. Vocabulary teaching requirements, therefore, high school students in vocabulary learning in addition to the need to master the pronunciation, spelling and basic meaning of the word, you should also understand the mother tongue and target language cultural differences, including the meaning of the same words in different language and culture differences, good and negative points of the same word, the meaning of the word evolution, verbs with different particles of different collocation meaning, etc.

### **2.4. Misdirected Learning Goals**

Nowadays, most high school students fail to establish a clear purpose for vocabulary learning. They define the purpose of learning as College Entrance Examination. Therefore, in daily English vocabulary learning, they too much attention to learning result and their grade, but ignore the vocabulary acquisition process. Students' English learning tends to be more utilitarian, and the focus of English learning gradually deviate. A majority of students pay attention to rote memorization in vocabulary, lack of practical connection with English knowledge, resulting in students cannot flexibly grasp and use English vocabulary knowledge, enrich their own English cultural connotation.

### **3. Application of Multi-modal Theory in Vocabulary Teaching in Senior High School**

#### **3.1. Teaching Vocabulary in Context**

Multi-modal theory emphasizes on mobilizing students' multi-sensory experience and creating diversified multi-modal cooperative teaching situations. For vocabulary teaching, the introduction of context should take topic as the main form, create a situation close to students' life, and provide multi-modal teaching resources. The rich modality of expressions, gestures, voice and intonation helps students deepen their understanding of words. Vocabulary teaching activities can also be completed in different forms, such as group cooperation, role play, interview with young journalists, and students' presentation in front of the platform. On this basis, students can review or apply the vocabulary learned after class, so as to recall the specific context of the class and promote their understanding of the meaning of the word, so as to be able to fully understand the polysemy of a word.

#### **3.2. Using Associative Memory to Learn Vocabulary**

Compared with a single text description, images, pictures, audio, video and other intuitive content can more vividly and concretely present the abstract content that is difficult to be described in language, so multi-modal presentation is easier to be understood and accepted by learners. In vocabulary classroom teaching, teachers make full use of multi-modal presentation to provide students with rich and diverse vocabulary learning resources, stimulate students' word association, and thus expand students' semantic network. Teachers can guide students to learn and memorize vocabulary meaningfully and skillfully by using multi-modal presentation methods such as different sensory associations and relevant contexts. Multi-modal presentation enables students to return to active learning subjects in vocabulary learning, making words no longer dull abstract symbols but associations with multi-sensory and personal meanings, thus promoting students' understanding of vocabulary and constructing semantic networks.

#### **3.3. Multi-model Collaborative English Classroom Design**

Teachers can mobilize students' visual and auditory experience and improve their classroom participation and learning ability through multi-dimensional interactive multi-modal English classroom design, combined with the use of Internet, multimedia and other resources. In the vocabulary classroom design, teachers should give full consideration to the individual differences of students, and choose appropriate combinations of words from a variety of teaching modes such as vocabulary animation, classified vocabulary, and rich colors, so as to deepen students' understanding and memory of abstract words. At the same time, teachers should not only realize dynamic display of vocabulary teaching and cultivate students' cross-cultural awareness through diversified interactive ways and multi-modal collaborative classroom teaching.

#### **3.4. Using Visual and Auditory Modes to Teach Vocabulary**

Language learning is inseparable from listening and reading, so that students can pronounce English words more idiomatic. Teachers can play some English pop songs in class, so that students can acquire new words in a relaxed and pleasant atmosphere. The audio-visual touch multi-mode teaching model takes into account students of different learning types, and designs different teaching contents according to different characteristics of different vocabularies with the help of gesture, color, facial expression, action, language, image, sound, video and other symbolic modes. Moreover, it can also use the new teaching, consolidation and application of vocabulary links, students' interest in learning has been improved, and the class participation is high. Stimulated by multiple senses, students' learning of words changes from abstract to

concrete and from passive to active, and the effect of vocabulary teaching is naturally easy to be improved.

#### 4. Conclusion

For high school English learning, vocabulary is the basis. The lack of students' vocabulary will affect their correct understanding of the text, as well as the effective development of English listening training, reading comprehension, follow-up after reading, oral communication and other teaching activities. Optimize course content based on multi-modal theory. In the information and the rapid development of multimedia resources, in order to adapt to the new era to the new requirement of the high school English teacher, teachers should constantly improve the professional science and technology, more time to combine modal auxiliary teaching, by actively import application situation, guides the student to utilize the associative memory and utilizing the means such as multi-modal collaborative design class, In class, students can have a multi-dimensional experience combining multimedia technology, textbooks, extracurricular materials and body language, so as to deepen their understanding of the meaning and usage of English words and achieve effective development of English ability.

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