

Research on College English Vocabulary Teaching from the Perspective of Multimodality

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Abstract: Learning English vocabulary is the basis for learning English. Mastering English vocabulary is conducive to improving students' English expression ability. However, in college English vocabulary teaching, because of the influence of traditional English vocabulary teaching methods, some students have annoying negative emotions in the learning of English vocabulary. Under such educational background, college English vocabulary teaching based on multimodal theory has attracted a lot of people's attention. This paper mainly discusses the study of college English vocabulary teaching from the perspective of multimodality.

The study of English vocabulary will have a great impact on students' listening, speaking, reading and writing skills in the process of learning English. Without the foundation of English vocabulary, they will not be able to learn English. In the current college English vocabulary teaching, the teaching method adopted is relatively simple, and most of them are memorized by students with the method of rote memorization, which makes it easy for students to get bored. The college English vocabulary teaching method based on multimodality can effectively help students reduce the burden of vocabulary memory and improve their interest in learning English vocabulary compared with traditional vocabulary teaching methods.

1. Understanding of College English Vocabulary Teaching from the Perspective of Multimodality

The so-called multimodality refers to forms other than text, such as images, sounds, animations, and charts. The multimodal teaching method is to mix a variety of teaching methods in an ingenious way to effectively stimulate the students' senses and help students to learn effectively. Nowadays, it is an information technology era. In college English vocabulary teaching, teachers can adopt more teaching methods. Instead of adopting a single follow-up vocabulary teaching method, they can use multimodal teaching methods and use teaching methods by combining pictures, video, audio and PPT to turn boring vocabulary learning into a fun, so that students feel the pleasure of learning English vocabulary^[1].

2. The Reasons for Multimodal Teaching in College English Vocabulary Teaching

Now, English is the most widely used language in the world. From primary school to university, English has always been a compulsory course, and vocabulary is the core of English. Only with enough vocabulary can we communicate normally. In the teaching requirements and objectives of college English, it is clearly stated that college students should master 4500 vocabularies and about 700 fixed phrases so that they can use English proficiently for oral and written expression. Vocabulary learning is the basis of learning English. Only after having a certain vocabulary can we clearly express ourselves or understand other people's words. College is the stage when students are about to enter society, and the ability of expression is particularly important. Therefore, the study of college English vocabulary is of great significance to college students^[2].

However, there are some problems in college English vocabulary teaching in many schools nowadays. There are mainly the following points. First of all, in the multimedia information age, every college student will have electronic devices such as mobile phones, iPad, and computers. But

in the process of English vocabulary teaching, teachers still adopt the cramming teaching method, which can easily make students bored with English vocabulary learning and have no interest in learning English vocabulary. In addition, the life style of college students nowadays is quite different from that of more than ten years ago. Especially after having electronic devices, students will spend more time playing on mobile phones and computers. Apart from preparing for exams, they seldom spend time memorizing words after class. This requires teachers to adopt efficient teaching methods of English vocabulary in class to enable them to learn efficiently in class. Thirdly, there are many kinds of university courses, so the time of college English teaching is much less than that of junior and senior high schools, so teachers will speak faster in teaching, and students can not understand well and will feel dull ^[3].

In general, in college English vocabulary teaching, teachers should adopt effective teaching methods to help students learn English efficiently. In the current multimodal perspective, a variety of modern teaching methods are used to stimulate students' various senses, so that students can fall in love with vocabulary learning and take the initiative to learn, finally their English can really be improved.

3. The Application of Multimodal Teaching in College English Vocabulary Teaching

3.1 Using Movies and Short Videos to Stimulate Students' Interest in Learning.

In the process of college English vocabulary teaching, teachers can use some classic English video clips or short videos to stimulate students' hearing and vision, stimulate students' interest in English vocabulary learning, and enable students to learn vocabulary in combination with context, so that students can have a better understanding of the meaning and use of vocabulary. The multimodal vocabulary teaching method of film and short video can enable students not only to hear pure English pronunciation, but also to learn some cultures of Western countries in the video. They can learn in the specific cultural background, helpful to deepening their vocabulary memory. The use of film and video teaching methods is mainly to stimulate the classroom atmosphere and students' interest in learning, but these links need to be considered when preparing lessons. It can not be done for entertainment ^[4].

3.2 Teaching Students in the Form of Sound Music Modal.

The so-called sound music modal teaching is to use English songs, classical English monologues, English speeches and other voice modal forms to create a certain situation for students through voice, and students learn English vocabulary in the situation, which can better understand the meaning of vocabulary. When they do not remember the meaning of vocabulary, they can also guess the meaning of corresponding vocabulary through the voice situation, which is helpful to cultivate students' logical thinking ability. Nowadays, many students like to listen to music when doing things, because music is a special sound symbol, which can ease people's mood and reduce pressure. In English vocabulary teaching, teachers can skillfully use English songs to assist vocabulary teaching, but also can eliminate students' fatigue in class. Students can also remember some words by singing English songs. In the teaching project, playing some English songs appropriately can also play a role in regulating the classroom atmosphere ^[5].

3.3 Teaching Students by PPT Demonstration.

Now is an information age, it is a trend to use multimedia equipment to teach in universities. The most common way of multimedia teaching is to use PPT demonstration to teach. Because it will be difficult for teachers to copy sentences or draw pictures on the blackboard, and will take a lot of time. As the teaching time of college English is limited. Teachers can solve this problem very well by using PPT demonstration to teach. But there will still be some teachers being affected by traditional teaching methods, even if they use PPT demonstration for teaching, but the courseware is still similar to the blackboard book, all of which are single "text", and some even on the textbook. And some even simply copy the content of the textbook to PPT, which is also a cramming teaching

method, resulting in ineffective improvement of teaching efficiency. Therefore, teachers can make full use of the advantages of PPT by adding pictures, animations and audio in the PPT courseware to make PPT demonstration multi-dimensional and interesting to attract students' attention and improve their learning efficiency^[6].

3.4 Creating a Corpus.

In the current information technology era, technicians have developed a lot of APPs about memorizing words, but these are simple memory words, and there is a certain deviation from the actual classroom teaching. College English vocabulary teaching focuses more on the students' ability to use English. Therefore, university teachers can create a corpus of their own school together. Each word in the corpus has corresponding sentences in the textbook. What sentences appear in the previous CET-4 and CET-6, and what are their meanings respectively? Such a corpus is more targeted and more in line with students' learning needs than those of APP which recites words.

4. Conclusion

In summary, in the process of modern college English vocabulary teaching, teachers should adopt a teaching method that is consistent with the development of the times. English vocabulary plays an important role in the process of students learning English. English words can be learned in a short time, but it takes a long time to master the words, and the application of English vocabulary is more unlimited. The more English vocabulary students have, the more their listening, speaking, reading, and writing skills will be improved. Good English skills are also a favorable condition for their future work. The multimodal English vocabulary teaching method can create an interesting teaching class, stimulate students' various senses, mobilize students' learning enthusiasm, and improve students' learning efficiency.

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