

Original Paper

A Study on the Application of Multimodal Vocabulary Teaching

Mode

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Abstract

This study used questionnaires, interviews and teaching experiments to investigate the effectiveness of multimodal teaching mode in English vocabulary teaching. It was found that multimodal vocabulary teaching could improve teachers' vocabulary teaching ability, promote students' vocabulary learning ability and enhance their pragmatic skills. In English vocabulary teaching of junior high school, teachers should make full use of multimodal resources to mobilize students' senses, bring into play their subjective motivation of vocabulary learning, and improve the efficiency of classroom vocabulary learning. At the same time, there are certain difficulties in applying multimodal theory-teachers need to choose the appropriate modality according to the actual situation.

Keywords

vocabulary teaching, multimodal theory, effectiveness

1. Introduction

Vocabulary learning is an inseparable part of English learning. The amount of vocabulary students master and their proficiency in using vocabulary directly affects their communicative competence. Learning vocabulary is not only about understanding its pronunciation and meaning, but also about how and when to express a particular meaning. Vocabulary instruction is not only an important part of English language learning, it is also the key to successful English language teaching. However, in practice, there are often problems with English vocabulary teaching in junior high schools, such as presenting knowledge on vocabulary out of context, single teaching method, over-explaining raw words, and explaining vocabulary directly in Chinese. These traditional English teaching modes focus too much on the transmission of knowledge and neglect the cultivation of students' practical language application ability, resulting in the lack of students' thinking ability and practical application ability. Moreover, influenced by traditional teaching concepts and exam-oriented education, many teachers

tend to adopt a single model of vocabulary teaching, i.e., students read aloud, recite, and write silently, and teachers review and correct after class. Teachers over-emphasize rote memorization, which leads to students' inability to combine what they have learned with practice. In view of these problems in traditional English vocabulary teaching, it is necessary to find a more effective and scientific teaching mode to improve the current situation of English vocabulary teaching in junior high school.

This study tries to address the shortcomings of the traditional vocabulary teaching and test the effectiveness of multimodal theory in vocabulary teaching by using the multimodal teaching mode in vocabulary teaching so as to provide a new way of thinking for English vocabulary teaching in seventh grade.

2. Research Status

2.1 Review of Research on Multimodal Teaching Mode

Modality is a symbolic resource that synchronizes discourse and communication, and is a way for people to communicate and interact with the external environment through their senses (Kress & Van Leeuwen, 2001, p. 22). Multimodal refers to compound discourse with images, diagrams, etc., in addition to text, or any text with meaning encoded by an upper symbol (Li, 2003, p. 1). Language, text, image, sound, and action are all objects of study in multimodal theory. These symbolic resources combine together to complete the construction and expression of meaning. Multimodal theory has been studied more and started earlier in foreign countries. At the end of the 20th century, multimodal theory gradually emerged and flourished. Many foreign scholars have elaborated on the concept of multimodal theory and have studied it from different perspectives. The New London Group presented a theoretical overview of the link between the changing social environment faced by students and teachers and a new approach to literacy instruction that they called "multicultural", claiming that the use of multicultural approaches would enable students to achieve the dual goals of literacy learning (New London Group, 1996, p. 60). Since then, more and more scholars have begun to shift their research perspectives to language teaching and learning, and Royce has studied the synergy of multimodality in second language teaching, emphasizing the complementary roles of various modalities. He used the co-occurrence of imagery and language in texts as a means of understanding one aspect of multimodal communicative competence (Royce, 2002, p. 192). Based on multimodal discourse analysis theory, Huang Ruihong argued that using multimodal learning platforms to guide instruction can stimulate adult learners' interest in learning English, develop their self-directed learning ability, and effectively enhance their knowledge building and internalization (Huang, 2020, p. 366). Yingjie Liu combined multimodal theory with the flipped classroom and argued that it is conducive to giving full play to the advantages of the flipped classroom (Liu, 2021, p. 1265). These show that the research on multimodal theory is becoming more and more systematic in Western countries. However, the current research is still dominated by theoretical studies, and empirical studies are less focused on junior high school English vocabulary teaching.

In China, the research on multimodal teaching mode started late. Li Zhanzi was the first scholar who began to study multimodal discourse in China. She believed that the social semiotic analysis of multimodal discourse has positive significance in English teaching (Li, 2003, p. 7). Gu Yiguo was the first scholar to define the concepts of multimedia and multimodality, and he proposed a learning model of multimedia and multimodality and used foreign language learning as an example to illustrate how to use these two models for example analysis (Gu, 2007, p. 4). Zhang Delu has published a series of papers on multimodal teaching and learning, ranging from theoretical to empirical studies. He identified possible teaching stages in foreign language classrooms and the teaching steps and methods that can be chosen for each stage, and discussed the selection of modal systems and the principles of selection for instructional design (Zhang, 2010, p. 53). Cheng Ruzhang found that the use of videos, English songs, and news in vocabulary teaching not only enriches the teaching content and improves students' comprehensive cultural quality, but also helps to strengthen students' memory, improve their interest in learning, and mobilize their learning enthusiasm and initiative (Cheng, 2011, p. 142). Based on the perspective of multimodal discourse theory and based on current classroom teaching practice, Zhu Huiyang analyzes how to feasibly and effectively use different modal symbols such as language, images and shading to mobilize students' multiple senses, enhance students' interest in learning and their participation and language output in the classroom, and further strengthen the teaching effect (Zhu, 2021, p. 101).

Domestic research on multimodal theory is still in its infancy, but it is developing rapidly. Empirical research on multimodality has focused more on university English teaching, but less on its effectiveness in junior high school English vocabulary teaching.

2.2 Review of Vocabulary Teaching Research

The study of vocabulary teaching has been neglected in the field of linguistics, and has not received sufficient attention. It was not until the 1970s that people began to realize the importance of vocabulary instruction. It was pointed out that the goal of vocabulary instruction is to help students learn the meaning of words so that they can communicate effectively and achieve academic success (Duli & Ramana, 2021, p. 98). In 2002, D.M. Yu summarized the methods of vocabulary instruction as follows: The first is the direct teaching method, which enables students to grasp the relationship between vocabulary and the referred objects by showing some photos, toys, slides, etc. The second method emphasizes the combination of sound and form of words. The third is the lexical conversion method, which can help students consolidate and expand their vocabulary, improve their reading ability, and also help them choose the correct form according to the different lexical properties of words. The fourth method is the synonymy and near-synonymy discrimination method to overcome confusion and flexibility. The fifth method is the English explanation method. The sixth method is the communicative teaching method, which allows students to perceive new words in the discourse and practice them in the communicative process. The seventh is the radial thinking method, which is applied to explain words with multiple meanings, words with multiple natures, and words with many usages and word

collocations. The last three methods are the pictorial representational method, the contextual teaching method and the holistic teaching method (Yu, 2002, p. 13).

Although some breakthroughs in vocabulary teaching research have been made in recent decades, such as more in-depth explorations and more diverse teaching methods, relatively little research has been conducted on applying multimodal theory to English vocabulary teaching of junior high school.

In summary, the multimodal teaching mode is interesting, diverse and student-centered. It combines static teaching contents with dynamic teaching resources, which makes the transmission of information more interesting and the presentation form more vivid, and helps students devote themselves to the classroom and improve their language application literacy. However, there are few explorations of multimodal teaching mode applied to English vocabulary teaching in junior high school, and few explorations of vocabulary teaching have employed multimodal teaching mode, so this study intends to explore the effectiveness of multimodal vocabulary teaching mode in junior high school.

This study specifically answers the following three questions.

- (1) Whether junior high school teachers and students understand the concept of multimodal theory and its significance?
- (2) Whether the use of multimodal theory in teaching English vocabulary in junior high school can improve teachers' vocabulary teaching ability and enhance students' English vocabulary learning ability?
- (3) What are the pros and cons of multimodal teaching mode in the practice of teaching English vocabulary in junior high school, so as to determine whether applying multimodal theory to English vocabulary teaching can change the teaching status quo?

3. Research Methodology

3.1 Experimental Design and Subjects

This study used questionnaires, interviews, and teaching experiment. Questionnaires and interviews were used before and after the teaching experiment to investigate the subjects' perceptions of multimodal theory and multimodal teaching mode, and the effects on the effectiveness of vocabulary instruction after implementing multimodal vocabulary instruction, respectively.

The subjects of this experiment were 110 students and 10 teachers in grade seven. 54 students (26 boys and 28 girls) in class 14 and 56 students (29 boys and 27 girls) in class 16; 5 of the 10 teachers (3 males and 7 females) had just started their jobs and had a desire to update their teaching modes.

The learning requirements of junior high school are higher than those of elementary school. For seventh graders, there are difficulties in adapting to the new learning requirements of English in a short period of time, specially, in terms of vocabulary learning. Although the vocabulary covered in the primary English curriculum is relatively simple, students are not yet able to apply what they have learned in practice. Therefore, English teachers must change their previous single teaching method and apply new teaching modes in vocabulary teaching in order to enhance students' understanding of

vocabulary and promote the correct use of English vocabulary in different contexts, thus ensuring the effectiveness of subsequent English learning.

3.2 Research Tools

The research tools used in this experiment were questionnaires, teaching experiments and interviews. During the study, questionnaires for teachers and for students were distributed and collected respectively to understand their attitudes toward vocabulary teaching and learning. In the two-month teaching experiment, teachers applied multimodal teaching mode to vocabulary teaching. At the end of the experiment, students were interviewed to find out their attitudes toward the new vocabulary teaching mode and the effect of the experiment.

3.3 Research Process

The research process was divided into three parts. First, before the experiment, the students were asked about the situations of their vocabulary learning. Second, during the experiment, students in classes 14 and 16 were taught vocabulary under the guidance of multimodal teaching mode. After the experiment, interviews were organized to investigate the students' attitudes toward the new vocabulary teaching mode.

First, before implementing multimodal English vocabulary teaching, teachers were asked to understand the teaching contents and three-dimensional teaching objectives, and summarize the vocabulary, sentence patterns and grammar that students need to master. Before the teaching activities begin, teachers anticipate the problems that students may encounter in the pre-study process and prepare solutions in advance. In addition, it is necessary to determine the applicable aspects of the multimodal teaching mode and prepare the required multimodal resources. At the same time, students should be guided to do their pre-study through multimodal means, which include using multimodal symbolic resources such as electronic dictionaries, vocabulary APPs, videos, and WeChat subscription numbers to find relevant information, and also note down the problems they encounter in the process so as to reduce the difficulty of classroom learning.

In the presentation process, teachers construct the English language teaching environment from a cultural and contextual perspective. The aim is to design a realistic communicative environment in which students can immerse themselves. The audiovisual teaching method is combined with the teaching objectives to give students a general understanding of the cultural context of the vocabulary. In short, it is to present multimodal resources related to the content in the classroom from the perspective of visual, auditory and tactile senses to attract students' attention and fully stimulate their interest in the content they are learning, thus stimulating their curiosity and active participation in the subsequent lessons. When presenting vocabulary in context, teachers can ask questions to attract students' attention and use some means to highlight key points, such as changing colors, enlarging fonts, and adding boldness. In addition, when presenting new words, the teacher's gestures and guiding behaviors can also attract students' attention, reduce the number of ineffective transfers of students' attention between the teacher and the learning content, and more clearly convey the knowledge the

teacher wants to convey. It is important to note that not all words are suitable for only one type of presentation. For example, some nouns can be shown with pictures or objects, some verbs can be presented by doing actions or showing animations, and some adjectives and adverbs are suitable for presentation in real contexts. Too many fancy animations can distract students' attention from learning the vocabulary itself, so teachers need to control the number and frequency of multimodal resources.

After presenting the words, teachers adopt various methods to help students practice and consolidate the words in time, such as matching, labeling, describing and drawing pictures, grid-filling games, word association, and finding synonyms and antonyms. Through practical application, students create individual ways of using vocabulary and establish connections between old and new knowledge in the process of consolidating words, thus activating thinking for the purpose of language communication. These approaches help students use vocabulary actively rather than mechanically imitating pronunciation or memorizing it by rote.

After the teaching activities, teachers must first reflect on the teaching philosophy. Nowadays, the education philosophy emphasizes student-centeredness and promoting students' all-round development, so teachers must consider whether students' subject status is determined and whether their initiative and independence in the teaching process can be respected. Second, teachers should check whether the three-dimensional goals of teaching and learning are met. They should then consider whether the selection of these multimodal resources is reasonable and appropriate to the teaching content, and whether their use really improves teaching effectiveness. Teachers record their teaching experience, which is the most valuable first-hand information, not only to correct mistakes in time, but also to provide materials for secondary lesson preparation or further research, thus continuously improving their own lesson preparation and research skills.

4. Results and Discussion

4.1 Analysis of Teacher Questionnaire Data

All 10 English teachers completed the questionnaire, and some of them gave their ideas and suggestions on the application of multimodal teaching mode in English vocabulary teaching.

4.1.1 Understanding of Multimodal Theory

(1) Degree of understanding of multimodal concepts

From Table 1, 30% of the teachers were aware of multimodal teaching mode and 70% were more aware. This data set shows that most teachers do not have good theoretical knowledge of multimodal teaching mode. Although they knew it, they did not do in-depth exploration. Due to the lack of research, many teachers are unable to successfully integrate multimodal theory into the teaching process, which leads to inefficient vocabulary teaching, passive learning of students, and a more boring classroom atmosphere.

(2) Recognition of the application of multimodal teaching mode

From Table 1, 60% of the teachers approved of the multimodal teaching mode, and 40% of the teachers

approved of this teaching mode more. Although there are some differences in the perceptions of multimodal teaching mode, it can be seen from the above data that all teachers agree with the teaching mode of multimodal theory. It can be inferred that most teachers are willing to adopt this teaching mode in order to improve the current situation of English vocabulary teaching.

Table 1. Understanding of Multimodal Teaching Mode

Question	Options	Percentage of
Degree of understanding of multimodal teaching mode	Understanding	30%
	No knowledge	70%
	Know some	0%
Recognition of the application of multimodal teaching mode	Recognition	60%
	Comparative approval	40%
	Not approved	0%

4.1.2 Application of Multimodal Teaching Mode in Vocabulary Teaching

(1) Application frequency

From Table 2, 10% of the teachers selected “I always use it”, 40% selected “I use it often”, and the rest selected “I rarely use it”. It can be seen that all teachers use multimodal teaching mode in their teaching process, but there are some differences in the frequency of use. The follow-up survey showed that the reasons for their infrequent use included the lack of teaching resources, differences in students’ learning situations, and time constraints. Although all teachers agreed with this teaching mode, they did not use it all the time due to some subjective and objective reasons.

(2) Application purpose

From Table 2, we know 30% of the teachers believed that the purpose of using multimodal teaching mode was to increase students’ interest in learning vocabulary, and 30% believed that multimodal teaching mode was to help students better grasp the meaning and usage of new words. One teacher thought that this method could expose students to a richer knowledge and expand their vocabulary, while two teachers did so only to fulfill their school assignments. Another teacher believed that the multimodal teaching mode could help students memorize vocabulary and improve their academic performance. It is clear that teachers’ views on teaching goals vary, with more teachers hoping to encourage students to take the initiative in learning vocabulary and better grasp the meaning and usage of new words by creating authentic language environments. It can be inferred from this that more and more teachers have the goal of improving students’ practical skills and core literacy as their teaching objectives, but there are also some teachers who adopt this mode of teaching just to accomplish the task. They should change this idea and focus their teaching on developing students’ comprehensive skills, rather than considering the teaching task completed once students can read and spell.

Table 2. The Application of Multimodal Teaching Mode

Question	Select	Percentage of
Application frequency	Always use	10%
	Frequently used	40%
	Rarely used	50%
Application Purpose	Increase students' interest in learning vocabulary	30%
	Help students better grasp the meaning and usage of words	30%
	Expose students to a wider range of knowledge and expand their vocabulary	10%
	Complete the school's mission	20%
	Other	10%

4.1.3 Advantages of Multimodal Teaching Mode

(1) The impact of multimodal teaching mode on vocabulary teaching ability

According to Table 3, 40% of the teachers thought that multimodal teaching mode could improve their vocabulary teaching ability, and 70% of them thought it could increase the communication between teachers and students and make them understand students' learning more clearly. 80% of the teachers thought that the application of multimodal teaching mode could help them master the operation of multimedia teaching equipment. In addition, all the teachers who participated in the survey thought that the adoption of multimodal teaching mode could improve their ability to create multimedia courseware. From the above data, it can be seen that all ten teachers affirmed the value of multimodal theory from the teachers' perspective.

(2) The impact of multimodal vocabulary instruction on vocabulary learning

In Table 3, 90% of the teachers believed that the multimodal teaching mode could change the atmosphere of vocabulary learning and stimulate students' interest in learning vocabulary. 50% of the teachers believed that this teaching mode could help increase communication among students, and 80% believed that it could help students experience authentic language environments and improve their English language skills and applications. Some other teachers held other opinions, such as using this mode in the classroom to directly observe students' performance. Taken together, teachers believe that the multimodal teaching mode is also beneficial to students.

Table 3. The Advantages of Multimodal Teaching Mode

Question	Options	Percentage of
For teachers	Improve my vocabulary teaching skills	40%
	Increase communication between teachers and students and get a clearer picture of student learning	70%

	Master the operation of multimedia teaching equipment	80%
	Improve your ability to create multimedia courseware	100%
For students	Change the atmosphere of vocabulary learning to stimulate students' interest in learning vocabulary	90%
	Increase communication between students	50%
	Students experience an authentic language environment to improve their English language skills and application abilities	80%
	Other	30%

4.1.4 Problems of Multimodal Vocabulary Teaching Mode

From Table 4, 80% of the teachers thought that this mode of teaching was too demanding for them, and 80% also thought that it would take up too much of the instructional time. 50% of these teachers thought that lesson preparation would take longer if they decided to adopt a multimodal teaching mode, and 30% thought there were other difficulties. The follow-up survey showed that some teachers found many words difficult to integrate with reality and some words too abstract to present. In addition, there are some students who cannot seriously follow class discipline in class, which affects the progress of multimedia teaching. In summary, despite the many benefits of multimodal theory, these difficulties are the reasons why most teachers rarely use the mode and choose the traditional teaching mode.

Table 4. Problems with the Multimodal Teaching Mode

Question	Options	Percentage of
Problems in application	Demanding too much of yourself	80%
	Takes up too much lecture time	80%
	Too much time for class preparation	50%
	Other	30%

4.2 Analysis of Student Questionnaire Data

Most students were able to complete the questionnaire independently and thought deeply about it, while a few students could not even complete the questionnaire carefully, for example, choosing the same option for all questions. In this case, the validity of student questionnaires is relatively low. However, valid questionnaires can still be used as the object of data analysis.

4.2.1 Students' Perceptions of Multimodal English Vocabulary Learning

As can be seen from Table 5, about 49.09% of the students enjoyed learning vocabulary, of which 20.91% thought that teachers could teach new words in many ways and 28.18% thought that learning new words was easy and did not require thinking. However, about 50.91% of the students did not like learning vocabulary, of which 38.18% thought that learning words was boring and 12.73% thought that

learning words was not important. Since the surveyed students are in adolescence and their reflection may be unstable, there are many factors that affect their interest in learning English vocabulary. Through further investigation, it can be found that these students' interest in learning English decreases because they do not like learning vocabulary, so their grades are not very good. To sum up, students' interest in learning is related to the teaching mode to some extent. Vocabulary learning can be attractive to students only if teachers change their single teaching mode.

Only 6.36% of the students knew about multimodal teaching mode and the rest were unaware of it. It can be seen that although some teachers often use multimodality in their classes, the majority of students are not exposed to multimodal teaching mode and they know nothing about it. According to the follow-up survey, some students knew about multimodal teaching mode because their parents were teachers, and some students just guessed literally. After further explanation of the concept, the students who participated in the survey probably understood the mode and indicated that their teachers use multimedia, tapes, and other resources to teach in the classroom.

About 87.27% of the students thought that the advantage of multimodal teaching was to increase their interest in learning vocabulary, 20.90% thought that the advantage of multimodal teaching was to expand their vocabulary. 40.91% thought that they could master new words better in real situations, and 80% thought that they could develop their cooperation skills by completing the tasks assigned by the teacher. About 6.36% of the students also had other opinions, such as increasing classroom activity, improving learning efficiency and concentration. Although students were not aware of multimodal teaching mode, they recognized the advantages of multimedia teaching. With the multimodal teaching mode and teachers' guidance, students can better master vocabulary and improve their English language skills.

Table 5. Results of the Multiple-choice Section of the Student Questionnaire

Question	Options	Percentage of
Interest and reasons for vocabulary learning	I like it because the teacher teaches new words in many ways	20.91%
	I like it because it's easy to learn words and I don't need to think	28.18%
	Don't like it because learning words is boring	38.18%
	Don't like it because the words don't matter	12.73%
Understanding of multimodal teaching mode	I am aware of this theory	0%
	I know a little	6.36%
	I don't know	93.64%
Advantages of multimodal vocabulary instruction	Increase students' interest in learning vocabulary	87.27%
	Expanding vocabulary	20.90%
	New words can be better mastered in real-life situations	40.91%
	Cooperative skills can be developed by completing the tasks assigned by the teacher	80%
	Other	6.36%

4.2.2 Students' Acceptance of Multimodal Vocabulary Instruction

As can be seen from Table 6, 35.45% of the students think that teachers use multimodal resources in vocabulary learning. Most of the students believed that the teachers' teaching methods were monotonous, which led to students' lack of interest in vocabulary learning. About 80.91% of the students memorized vocabulary through traditional methods such as repeated reading and copying, while 19.09% of the students memorized vocabulary through other methods. It can be seen from this question that most students do not have a good way to memorize vocabulary and have to memorize it by rote. 74.55% of the students think that multimedia classes are easier and more efficient, while 25.45% of the students hold the opposite opinion. About 90% of the students like the combination of multisensory vocabulary lessons, and 10% of the students think that reading words along with tapes can grasp their pronunciation more directly. 37.27% of the students think that the heavy use of multimodality in the classroom has a negative impact on their ability to acquire and memorize vocabulary. For example, they would pay too much attention to fancy pictures and funny animations and ignore the vocabulary itself. However, about 62.73% did not think so. 92.73% of the students would like their teachers to use multimedia modes of instruction in future vocabulary classes.

This shows that most of the seventh graders are interested in multimodal classroom and a few are not, which means that the application of multimodal teaching mode in vocabulary teaching is popular and helpful, but there are some students who do not think so. Although some students agree with multimodal teaching mode, they do not explore it in depth, so it is not effective in improving their learning ability. The multimodal teaching mode is a different and student-centered teaching mode from the traditional teaching mode, which empowers students to learn autonomously. It can be inferred from this that many teachers still choose traditional teaching modes, single teaching methods, and rigid teaching strategies when imparting knowledge, but most students expect teachers to make full use of multimodal resources in their future vocabulary teaching.

Table 6. Results of the Judgment Question of the Student Questionnaire

Title	Options	Percentage of
In vocabulary classes, our teachers often use pictures, audio and video to assist in teaching.	Yes	34.45%
	No	65.55%
I always use traditional methods to memorize vocabulary, such as reading and copying.	Yes	80.91%
	No	19.09%
I felt more relaxed and productive in a vocabulary lesson filled with pictures, audio, and cooperative activities.	Yes	74.55%
	No	25.45%
I love the multi-sensory English vocabulary lessons of listening, seeing, and touching, not just reading along with the tapes.	Yes	90%
	No	10%
In vocabulary classes, the large amount of animation and picture input	Yes	37.27%

negatively affected my vocabulary acquisition and memorization skills.	No	62.73%
Look for teachers to use multimodal resources to supplement instruction	Yes	92.73%
in vocabulary lessons, rather than following the teacher or tapes.	No	7.27%

From the above analysis, compared with traditional vocabulary lessons, multimodal vocabulary teaching mode plays a positive role in vocabulary lessons, which can improve students' enthusiasm and learning efficiency in vocabulary learning. Through the application of multimodal teaching mode, students can better master vocabulary and thus improve their language use skills. However, the integration of this mode into vocabulary teaching has its limitations, i.e., it requires more time and effort from teachers. It can be seen that some teachers still choose the traditional teaching mode because they are comfortable with the status quo and do not have a strong sense of innovation, and do not pay attention to developing students' initiative, creativity and application skills.

5. Summary

After two months of experimental research, it is clear that applying multimodal teaching mode to English vocabulary teaching is a positive and meaningful strategy for teachers to adopt. Most teachers and students were positive about the application of multimodal theory to first-year vocabulary instruction. By providing multimodal resources, students can change their attitudes toward vocabulary learning and improve their vocabulary application skills. Multimodal teaching mode in vocabulary instruction can better engage students' senses, bring into play their subjective initiative, and improve classroom efficiency. However, this study of these application of multimodal teaching mode in vocabulary instruction are only limited to English vocabulary teaching of grade seven. And we hope this teaching mode can be applied to other grades of junior high school to enhance its validity. Moreover, we hope that in the future, more studies on the application of multimodal teaching mode to reading, listening and speaking instruction could be conducted to promote this teaching mode in more aspects of English teaching and develop students' comprehensive ability.

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