A Study on Vocabulary Teaching in English Majors Based on Symbolic Multimodality

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Abstract: With the continuous reform of modern education system, English professional vocabulary teaching based on "symbol multi-modality" is entering the public view, compared with the traditional vocabulary teaching, symbol multi-modality focuses on the application of multimedia network tools, multi-modality teaching methods and other means in related teaching activities. The main goal of teaching is to mobilize students' multi-modality senses to participate in vocabulary teaching. Based on the current English vocabulary teaching activities, this paper briefly discusses the application of symbol multi-modality in related teaching activities.

1. The Basic Characteristics of Multimodality

In English teaching activities, the vocabulary that students can master directly affects the comprehensive development of skills such as reading, writing and translation in the future. In the current teaching activities, vocabulary teaching has become a difficult problem for students in school to learn English, how to break the vocabulary barrier and help students master vocabulary knowledge in time, which is a problem that educators must think about in the new era.

In the long history of teaching development, many scholars of vocabulary teaching in our country have sorted out the related teaching activities, and come to a series of effective conclusions that affect the follow-up teaching activities —— in the history of modern English education, vocabulary teaching is on the rise, and the educational strategy of vocabulary teaching directly affects the final effect of vocabulary learning. With the support of this concept, the scholars of vocabulary education in our country have changed their cognition of related teaching activities in the past teaching activities, educators regarded vocabulary teaching as "ability task ", that is, paying attention to learners' language learning ability, thinking consciousness level and other personal abilities, but under the new research theory, vocabulary education has been injected into the new definition —— which requires learners to think from the perspective of linguistics and semantics [1]. In this case, the concept of multi-modal English vocabulary teaching has emerged.

Compared with the traditional teaching theory, the lexical teaching of English majors under the symbol multi-modality is very obvious —— firstly, the symbol multi-modality is abstract, which requires learners to demonstrate the influence of the social symbols of multi-modal discourse on the relevant language content from many angles, emphasizing the comprehensive embodiment of language symbols at all levels. Secondly, in the new lexical education activities, symbol-based multimodal teaching has become an interactive way for people to rely on the senses to communicate with the outside world, and derives from the expression forms such as single mode, dual mode, multi-modality and so on. According to the number of participating senses, learners need to use the basic perceptual ability of vision, hearing, smell and so on to process information, and transform the content of sound, words, pictures, animation and so on into a signal.
2. Multimodal Educational Value

Traditional vocabulary teaching depends on teaching materials, teaching experience, teachers and so on, the limitation of vocabulary teaching is strong, the advantage of comprehensive education is not obvious, the multi-modal vocabulary education based on symbols shows more obvious educational value —— relying on the direct introduction of information media, learners can focus on the corresponding language knowledge, focusing on grasping the corresponding language knowledge, compared with the traditional teaching mode, the multi-modal teaching based on symbols has the characteristics of intuitionistic, dynamic and multi-interactive —— intuitionistic: multi-modal teaching based on symbols transforms knowledge into visual expression. Such as image input, sound input and so on, mobilize the participants' hearing and vision to participate in the corresponding learning activities, its output is more diversified, the individual's subjective initiative can be fully displayed; dynamic: the vocabulary teaching work under multi-modality has strong dynamic characteristics [2]. While maintaining the high efficiency of information transmission, it allows learners to retain the dynamic characteristics of the relevant knowledge and master the corresponding learning knowledge in an all-round way. Interactivity: The multi-modality teaching based on symbols is still dominated by vocabulary teaching, but instead of language and words, multi-modality can introduce more abundant teaching emotion, which can enhance learners' aesthetic experience while showing more abundant emotional effect.

3. Teaching Methods under Multi-modality Theory

(1) Using pictures to introduce and pave the way for follow-up teaching

Traditional vocabulary teaching focuses on students' pronunciation, vocabulary parts of speech and word meaning. Under the teaching environment that requires students to cooperate actively, the previous teaching theory can help students to lay a solid theoretical foundation, but it can not arouse students' individual learning enthusiasm. In this situation, the related learning activities are mainly passive word memorization and passive participation.

Vocabulary teaching should be dominated by learners' desire to learn. While helping students master multimodal learning theory, educators can introduce teaching methods that rely on pictures to solve the problems of single teaching form and unsatisfactory teaching effect in time, and inject multiple factors into relevant teaching activities.

In the teaching of vocabulary, teachers can introduce pictures from multi-modal point of view, rely on rich network resources to carry out corresponding teaching activities —— in the teaching link, teachers should focus on the current teaching objectives, teaching requirements, using pictures to fully show the intuitiveness and flexibility of vocabulary knowledge, fully attract the attention of learners; When learners pay enough attention to picture resources, teachers should establish organic linkage between teaching materials and picture materials, stimulate students' interest in learning English, cultivate students' intuitive thinking and abstract ability, and make picture resources give full play to their own display function, as shown in figure 2. The core of education around "English" helps students to master relevant learning knowledge quickly and firmly.
(2) Select stories to improve memory efficiency

Traditional vocabulary teaching requires more comprehensive teaching factors such as students' learning ability and teachers' teaching level. In order to help students master the corresponding learning knowledge under the multiple limitation of students' ability and educational resources, it is necessary to interpret the words from the aspects of problem, pronunciation and word meaning.

Under the background of multi-modal teaching, teachers should use the "story introduction method" to activate the relevant teaching activities, and make a comprehensive arrangement of the learners' learning ability vocabulary teaching requirements [3]. In the process of completing the teaching task, the teacher can collect the related vocabulary that the students can not understand, remember and master, and rearrange this kind of difficult vocabulary —— The teacher can rearrange this kind of vocabulary into the teaching story from the perspective of teaching, rely on the logic and interest of the story to drive the students' interest in learning, and set the difficult vocabulary as the teaching task, which requires the students to use the type of vocabulary to arrange English dialogue and show the logic and creativity of English teaching. In the process of students' display and participation, teachers should evaluate students' comprehensive learning performance, correct the problems of improper use of vocabulary in time, and cultivate students' English expression ability. Under the teaching module of "story introduction method ", students also play the dual role of listener and creator. In the process of cultivating students' learning ability, teachers should establish" ant concept " , such as figure 3, which requires students to combine closely and work together to inject more vitality into English vocabulary teaching.

(3) Improving creativity by applying classroom performance

As a direct guide for students, in the relevant teaching activities, teachers should actively mobilize students' subjective enthusiasm, guide students to adjust their own learning ideas from the perspective of learning requirements and teaching requirements, and carry out English vocabulary teaching in a multi-modal context. Teachers can introduce classroom performance activities to help students master relevant vocabulary knowledge, at the same time, students are required to establish diversified teaching interaction and mobilize students' learning enthusiasm. Take the teaching of advanced vocabulary as an example, if the teaching mode of classroom performance is adopted, after the teacher gives the corresponding words, the students may make a fist fist, the expression is firm and so on, after the student grasps the basic meaning of the word, the teacher may introduce the follow-up teaching activity —— the teacher may request the student to carry on the related English expression around "confidence ", enhances the student's English communication ability,
under the classroom performance frame, the teacher should construct the word derived sentence pattern, the sentence pattern enhancement ability teaching frame, looks for the breakthrough between the student development, the vocabulary teaching. Help students to master corresponding learning knowledge with higher efficiency and establish a complete English interaction system.

4. Conclusion

Compared with traditional English teaching, symbol-based multi-modal vocabulary teaching is a relatively new teaching method. In the process of using this teaching theory to carry out teaching activities, teachers should find a balance between vocabulary teaching and ability development, help students understand relevant theoretical knowledge, create a learning environment that can be linked and thinkable for students, establish a multi-learning framework from vocabulary to sentence structure, and improve students' vocabulary understanding and application level.

References

