

The Influence of Multimodal Learning Methods on English Language Competence in Higher Vocational Colleges

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Keywords: Multimodal learning, vocational English, language ability

Abstract: This paper discusses the application and effect of multi-modal learning in improving English education in higher vocational colleges. The paper first emphasizes the importance of English in higher vocational education and points out that improving English language ability is the key. Then, three main teaching methods, speech recognition training method, situation simulation method and language output driven method, are discussed in detail. In the speech recognition training method, this paper puts forward some methods to improve speech fluency and enhance speech confidence, such as imitation practice, oral dialogue practice and the use of modern information technology. The part of situational simulation focuses on stimulating the ability of situational association and cultivating the application of pragmatic knowledge, and proposes to design simulated situations close to life and make use of multimedia teaching resources. The output-driven rule emphasizes the internalization of grammar knowledge and vocabulary accumulation through actual language use, and encourages students to participate in output tasks and group interactions. This paper further discusses the effect of these methods on improving students' comprehensive ability of listening, speaking, reading and writing, and points out the challenges in the implementation process, such as the effectiveness of teaching forms and the evaluation of teaching effects. At last, the paper looks forward to the potential of multi-disciplinary integration in future teaching, and concludes that multi-mode learning can effectively improve students' language ability and comprehensive communication skills. This paper provides practical guidance for English educators on multimodal learning methods and shows its application value in higher vocational English education.

1. Introduction

At present, as a highly applicable language, the cultivation of English literacy has become an important link in higher vocational education. How to improve the training effect of English language ability in higher vocational colleges has become the key point of teaching research. Relevant studies have shown that multimodal learning can greatly improve learning interest and

contribute to the cultivation of language ability. It is an important trend in the current English teaching reform to cultivate students' ability of using language by combining visual, auditory and practical modes.

2. Speech recognition training method

2.1 Improve speech fluency

It is an important task to improve phonetic fluency in English teaching in higher vocational colleges. Phonetic fluency is not only related to oral English expression ability, but also directly affects students' confidence and interest in English learning. To improve fluency, teachers can employ a variety of teaching methods and techniques. Emphasis is placed on basic phonetic training, such as phonetic alphabet learning and pronunciation rules, to ensure that students master correct pronunciation methods. Imitation exercises are an effective way to improve fluency. Students try to imitate different English accents, both British and American, in order to improve their phonetic adaptation. In addition, oral conversation practice is also an effective means to improve fluency. Teachers can design various practical situations and let students have dialogues in simulated situations to enhance their improvisation and language organization ability. Finally, the use of modern information technology, such as speech recognition software and online speaking practice platform, can also effectively help students improve their oral English fluency. These platforms provide immediate feedback to help students correct pronunciation errors in a timely manner and enhance speech training ^[1].

2.2 Enhance voice confidence

Enhancing students' phonetic confidence is the key to improve English teaching effect. The increase in self-confidence not only encourages students to be more actively involved in learning English, but also helps them overcome frustration in the learning process. In teaching, teachers should encourage students to speak boldly and actively participate in class discussion and oral expression. Even if the pronunciation is not correct or the grammar is wrong, the teacher should give positive feedback and avoid excessive criticism, so as to maintain the enthusiasm and self-confidence of the students. At the same time, teachers can set up some small oral competition or speech practice, so that students can practice oral English in a relaxed and pleasant atmosphere, such activities not only give students a chance to express themselves in public, but also gradually help them overcome the stage fear and enhance self-confidence. At the same time, regular group cooperative learning is also an effective method. In group learning, students can learn and encourage each other in a smaller, safer environment, which helps boost their confidence in expressing themselves in front of a larger group. It is also possible to use modern teaching methods, such as video recording, to allow students to record their oral expressions, replay them, and self-evaluate, which not only helps students objectively recognize their progress, but also enables them to better understand and correct pronunciation mistakes when watching and listening to their own videos.

3. Situational simulation method

3.1 Stimulate the ability of situational association

Situational simulation is a commonly used method in English teaching, especially suitable for stimulating students' situational association ability. By creating a real or near-real language use

environment, students can learn and practice in a specific context, thereby improving their understanding and application of language materials. In order to effectively stimulate students' situational association ability, teachers can design a variety of vivid and close to life situations, such as restaurant ordering, travel consultation, daily shopping, etc., and let students play roles in simulated situations. This kind of simulation not only makes learning more interesting, but also helps students understand and remember new vocabulary and expressions more quickly in specific contexts. Teachers can also make use of multimedia teaching resources, such as video clips and audio materials, to create a more vivid and real learning environment ^[2]. These multimedia materials can provide a wealth of audio-visual information to help students psychologically immerse in a specific language environment, so as to better stimulate their situational association ability. In this way, students not only acquire knowledge of the language, but also develop an understanding and respect for different cultural backgrounds.

3.2 Cultivate the application of pragmatic knowledge

Situational simulation also shows great advantages in cultivating students' pragmatic knowledge application. Pragmatic knowledge refers to the appropriateness of the use of language, including the choice of context, the adaptation of language style and the use of non-verbal communication elements. In the process of situational simulation, students not only learn the language itself, but also learn how to use the language appropriately in different social situations. For example, when teaching business English, teachers can design simulated scenarios such as business meetings and customer negotiations, so that students can learn how to use formal and polite language in these specific situations. Through this practice, students can better understand and grasp the sociocultural meaning of the language, and improve the adaptability and flexibility of their language. Situational simulations also help students understand and use various non-verbal communication methods, such as body language and facial expressions, which are important components of effective communication. Through these comprehensive training, students can comprehensively improve their language application ability and lay a solid foundation for their future career and social activities ^[3].

4. Language output driven method

4.1 Output drive internalization syntax

The language output driven method is a teaching method that emphasizes on promoting the internalization of grammar knowledge through language output activities. The core idea of this approach is that by engaging students actively in spoken or written expression, they will naturally master and internalize grammar rules in the process of actual use of the language. In order to implement this method effectively, teachers can design a series of output tasks, such as self-introduction, story retelling, situational dialogue, etc., and encourage students to use target grammar structures as much as possible in these tasks. In this process, the role of teachers is not only to impart knowledge, but also to guide and assist students in learning. By providing feedback and advice, teachers can help students identify and correct their mistakes in the use of grammar, while encouraging them to learn and grow through trial and error. Through such interaction, students can carry out effective trial and error and correction while completing tasks, gradually deepen their understanding of grammar rules, and internalize these rules into their own knowledge system. Peer evaluation or group work is also an important part of this teaching method. These forms of interaction not only increase students' participation, but also promote communication and cooperation among students ^[4].

4.2 Output promotes vocabulary accumulation

The output driven method also has a significant effect in promoting vocabulary accumulation. In this teaching mode, students are encouraged to actively use the newly learned vocabulary in various output activities. Such practice can not only enhance students' vocabulary memory, but also help them understand and master the actual usage of vocabulary. In order to effectively promote vocabulary accumulation, teachers can design a variety of output tasks, such as writing exercises, role playing, topic discussion, etc., so that students can apply new vocabulary in different contexts. This kind of diversified application helps students to understand and memorize vocabulary from multiple perspectives and improve their flexible use of vocabulary. At the same time, teachers can use multimedia resources, such as videos, pictures, etc., to provide rich contextual information, stimulate students' interest in learning, and further promote the accumulation and application of vocabulary. Through continuous output practice, students can gradually accumulate and consolidate the vocabulary they have learned in the actual use of the language, so as to effectively improve their language expression and communication skills.

5. Influence on comprehensive ability of listening, speaking, reading and writing

5.1 Comprehensive communication skills improvement

In the current educational environment, especially in the field of language learning, the improvement of comprehensive communication skills has become a focus. As a new teaching strategy, multimodal learning focuses on the coordinated development of four basic language skills: listening, speaking, reading and writing. This approach not only improves students' ability in language accuracy and fluency, but also reinforces their skills in using language appropriately in different social situations. In order to effectively improve students' comprehensive communication ability, educators have designed a variety of activities. These activities are designed to integrate students' daily life and learning situations, enabling them to apply what they have learned in a variety of contexts. For example, through teamwork projects, students can practice their listening and speaking skills in actual communication. These projects might include working on a research report together, or discussing a topic together in class. Speech competitions and role playing activities are also effective ways to improve language skills, in which students are not only able to practice public speaking skills, but also learn how to express their ideas clearly under pressure. Role-playing gives students the opportunity to apply language in simulated social situations, such as simulated business meetings or daily conversations, thereby improving their resilience and linguistic flexibility.

Improvements in reading and writing skills are also important. Through reading comprehension exercises, students can improve their comprehension and critical thinking skills. At the same time, by writing essays and diaries, they can practice how to organize their thoughts and express themselves clearly and coherently. These writing exercises not only help students to deepen their understanding of language structure, but also improve their ability to analyze problems and express ideas. In today's digital age, the use of modern information technology is also an important way to improve comprehensive communication skills. For example, through online discussion platforms, students can participate in broader discussions and exchange ideas with people from different backgrounds. Blog writing not only provides a platform to express personal opinions, but also allows students to practice how to communicate and express themselves effectively in an online environment ^[5].

5.2 Knowledge internalization and skill transfer

In the field of education, knowledge internalization and skill transfer are the key to promoting students' deep learning and comprehensive ability development. Multimodal learning methods, especially in the field of language learning, have significant advantages for achieving this goal. Knowledge internalization refers to the process in which students transform what they have learned into their own internal resources. This is not just memorizing and repeating, but making knowledge part of the student's thinking and cognitive structure through understanding, analysis and reflection. For example, in language learning, students should not only learn grammar rules and vocabulary, but also understand the cultural background and use context of the language, so as to master the language more deeply. Skill transfer is the ability to apply skills learned in one context to another. In language learning, this may mean applying analytical skills learned in reading comprehension to writing or oral communication. Skill transfer is not limited to different areas of language learning, but can also take place across disciplines, such as applying language analysis skills to the study of history or literature.

In order to promote knowledge internalization and skill transfer, teaching should focus on the combination of theory and practice. Through case studies, role plays, and real-world tasks, students can apply theoretical knowledge learned in the classroom to real-world situations. This approach not only deepens students' understanding of theoretical knowledge, but also provides the opportunity to apply this knowledge in a real environment. Interdisciplinary learning activities are particularly important for skill transfer. By integrating language learning with other subjects, such as history, culture, science and technology, students can apply language skills in multiple fields, thereby deepening their understanding of the language and improving their overall ability to use it. For example, students can explore the history and culture of the language country while learning a foreign language, which not only enhances the interest and motivation of language learning, but also promotes cross-cultural understanding. By encouraging students to apply theoretical knowledge to practical situations, as well as transfer skills across disciplines and domains, multimodal learning methods not only promote students' progress in language learning, but also help improve their thinking style and problem-solving skills. This comprehensive approach to learning provides students with a solid foundation for their future academic and professional careers.

6. Existing problems and prospects

6.1 Implementation form and effect evaluation

In the implementation of multi-mode learning method, one of the main problems is how to ensure the effectiveness of the teaching form and the accurate evaluation of the teaching effect. Multi-mode learning emphasizes a diversified and interactive teaching method, which requires teachers to be more flexible and innovative in teaching design, and also puts forward higher requirements for teaching resources and environment. For example, in the application of situational simulation, it is a challenge to create situations that are realistic and close to students' lives. The evaluation of students' learning effect is no longer limited to the traditional written test and oral test, but needs to consider more students' practical application ability, innovative thinking and problem solving ability. Therefore, the development of a comprehensive evaluation system, combining formative evaluation and summative evaluation, is crucial to ensure that the evaluation of teaching effects is more comprehensive and objective. In the teaching process, it is also necessary to consider the difference of students. How to carry out personalized teaching according to different students' learning needs and abilities is also a challenge that multi-mode learning methods need to face.

6.2 Development prospect of multidisciplinary integration

In the future development of multi-modal learning methods, it shows a strong potential for multidisciplinary integration. By combining English language learning with other subject content, students can not only enhance their interest in English learning, but also improve their ability to apply interdisciplinary knowledge. For example, combining English teaching with subjects such as history, culture, and art allows students to increase their understanding and appreciation of different cultural backgrounds while learning the language. Combining STEM (science, technology, engineering and mathematics) education and combining English learning with scientific and technological innovation is also an important direction of multidisciplinary integration. This will not only stimulate students' innovative thinking, but also lay the foundation for their future career development. With the development of educational technology, such as the application of new technologies such as artificial intelligence and virtual reality, multi-modal learning methods will also bring new development opportunities. These technologies can provide a more colorful and interactive learning experience that enhances students' motivation and effectiveness.

7. Conclusion

Multimodal learning provides a new perspective for English language competence in higher vocational colleges. This method emphasizes the internalization of knowledge and the cultivation of language ability. In the teaching practice, it is necessary to deal with the relationship between the form of teaching realization and the evaluation of the effect, explore the way of multi-disciplinary integration, and make the application of this method more scientific and efficient. In general, the application of multi-mode learning method will greatly improve the quality of English teaching in higher vocational colleges, and its development prospect is broad.

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