

The Significance Of Developing Vocabulary In A Second Language For The Implementation Of Multimodal Vocabulary Instruction

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Abstract

The acquisition of vocabulary competency facilitates the development of language skills, particularly in the domain of reading. Currently, the utilisation of visual aids in media-assisted language learning is widely employed on a global scale due to the emergence of technology. Researchers and educators in the area of second language acquisition have achieved notable progress in instructing language learners on the ability to deduce meaning from contextual cues during the process of reading. This research employed a mixed-methods approach, combining online questionnaire and focus groups to examine intentional content learning using multimodal vocabulary instruction of students. The findings of the research demonstrated a significant enhancement in participants' knowledge and additional vocabulary acquisition in the focus group. The focus group demonstrated an improvement in vocabulary and content knowledge, which can be attributed to the students' positive reactions in the classroom and the presence of multimodal contextual instruction in the classroom, and repeated exposure to target words in the learning instructions. The utilisation of intense learning as a means to incorporate subject matter and language instruction for specific objectives. In this research, we propose a method that may enhance learners' motivation to develop vocabulary in a second language, as well as their proficiency and fluency in the language. The implementing multimodal vocabulary is practical option for educators and an effective tool for enhancing students' learning and involvement.

Keywords: second language (L2), vocabulary learning, multimodal vocabulary, vocabulary acquisition

1. Introduction

Learners who utilise other language as additional language (EAL) need to develop repertoires for the detailed articulation of emotions and opinions

if they are to succeed in settings where English or other language is the language of instruction. Evaluative criticism and response are also important to many forms of online social media engagement, including posting, blogging, and video sharing. Lack of the ability to communicate and perceive emotions is linked to negative social results, while the use of emotional language in speech and writing is connected with long-term academic and social success (Durlak et al., 2011; Unsworth & Mills, 2020). Vocabulary building in a foreign language is essential for articulate speech and comprehension. Vocabulary expansion plays an important role for effective communication in both spoken and written forms of any language. The importance of vocabulary development is further emphasised when analysed within the framework of multimodal vocabulary instruction. The acquisition of a second language (L2) is heavily influenced by vocabulary, which serves as the foundational elements from which learners begin their language learning journey. Therefore, the importance of this aspect is deeply rooted in the initial phases of language acquisition. In recent decades, there has been a significant increase in study interest on the acquisition of second language (L2) vocabulary. A number of studies have shown that learning new words by incidents is an important part of learning a second language. There are numerous factors such as exposure, word-guessing strategies, and the quality of the context that facilitates student lexical inference activities determine how well they perform when attempting to infer a word. For instance, the precise mechanism by which incidental learning of vocabulary occurs remains unclear.

Learning new words is an important component of becoming fluent in a second language, a point unanimously agreed upon by students, educators, content creators, and researchers. Although textbooks and curricula have often been negligent in providing clear descriptions and guidelines, the best means of achieving good vocabulary learning is still unclear, partly because it depends on a wide variety of factors. The achievement of full comprehension of texts is considered difficult without a thorough understanding of the vocabulary employed within them (Nation, 2001). Various strategies were used to facilitate learners in achieving competence in vocabulary comprehension. Nevertheless, a significant number of learners experience difficulties in retaining newly acquired knowledge or cannot effectively use the acquired language in practical contexts. This issue requires learners to recognise the constraints of their language knowledge, which affect their capacity to effectively communicate and comprehend written texts. It is generally believed among researchers that the acquisition of vocabulary is a fundamental component in achieving proficiency in second language learning (Schmitt, 2008).

These studies highlight the significance of vocabulary acquisition as a secondary outcome of instruction. This paper will examine research that has been done on the topic of incidental vocabulary learning in the context of L2 learning. The study aims to investigate the following

research questions: (1) Does multimodal instruction enhance students' vocabulary recognition? and (2) Is there any difference between groups using multimodal instructions on the second language when it comes to recognising form and meaning?

2. Literature Review

Many lexical items are required, a student requires to understand lots of information about each item before they can use it effectively. An effective initial step involves formulating achievable learning goals for language acquisition. The quality or "depth" of one's vocabulary is just as crucial as the breadth of one's vocabulary. Many educators and students agree that students have "learned" a term if they can use it correctly in speech and writing. Even though the form-meaning connection is the most fundamental feature of a vocabulary that a learner must acquire, and it may be sufficient for recognition, there is much more information about lexical items that a learner needs to know, especially if they are to be utilised effectively. (Nation, 2001, p.27) provides an in-depth explanation of the various dimensions encompassed by the concept of "word knowledge" as outlined in Table 1.

Table 1. What is involved in knowing a word by Nation (2001, p.27)

Form	Spoken Written Word parts	R What does the word sound like? P How is the word pronounced? R What does the word look like? P How is the word written and spelled? R What parts are recognisable in this word? P What word parts are needed to express this meaning?
Meaning	Form and meaning Concept and referents Associations	R What meaning does this word form signal? P What word form can be used to express this meaning? R What is included in the concept? P What items can the concept refer to? R What other words does this make us think of? P What other words could we use instead of this one?
Use	Grammatical functions Collocations Constraints on use (register, frequency...)	R In what patterns does the word occur? P In what patterns must we use this word? R What words or types of words occur with this one? P What words or types of words must we use with this one? R Where, when and how often would we expect to meet this word? P Where, when and how often can we use this word?

The importance of different forms of lexical knowledge becomes evident when considering its implications for language acquisition and pedagogical practises. Certain components of word knowledge can be

intentionally learned, such as word meaning and word form. However, other aspects that are more contextualised are not as easily receptive to intentional learning. For instance, rich contextual clues of the game environment and repeated exposure to the target words such as more than six times of repetition are mostly responsible for the vocabulary development (Chen & Hsu, 2020). However, it was also discovered that the gaming environment allowed for the acquisition of less common vocabulary. In addition, the children believed that the serious game contributed to their education in a constructive way that it is important for language educators contemplate using serious games in the classroom (Chen & Hsu, 2020).

Digital game-based language learning (DGBLL) refers specifically to the investigation into the way video games can be used to facilitate language acquisition (Cornillie et al., 2012). Additionally, keynote addresses, scholarly articles, and book chapters all utilise this term more frequently. Thus, games are inspiring a change from information-delivery models of learning to theories of human growth based on problem-solving obtained from personal experience, as well as complex, separated forms of collaboration. More advanced game engines, graphics and modelling technologies, processing and networking capacities, and educational gaming projects are all factors that contribute. However, in order for the empirically evaluate the efficacy of specific contextual qualities in relation to L2 development, learners' behavioural patterns, issues of cognition, and motivation, a thorough selection and evaluation of game elements provides an empirical lens. a systematic assessment of the literature on game-based learning and identified seven such 'game features' with their assumed benefits.

2.1 The challenges in vocabulary acquisition

Learning new words can be difficult, especially for those started learning the second language. The cognitive, social cultural, instructional, and linguistic elements play a role in creating these challenges. Student engagement, skill development with the authoring tools, repertoire expansion for multimodal representation of attitude, and knowledge acquisition of a metalanguage characterising forms of attitudinal meaning were all emphasised. It is important for student to show the ethical dilemmas to highlight understanding of evaluative language and visualisation techniques including face expression, gesture, and focalization. Number of characters are important for vocabulary acquisition. The sheer volume of words are the most elementary language skills need learning much more words than are actually used in any given language. Words vary in how often they are used, with some being far more common than others. It can be difficult to determine which one to prioritise initially.

Understanding words as reflective things with qualities is important, according to (Mattingly, 1972). Learning to read and spell correlates rather than just to phonological awareness of syllables, phonemes, and

rimes, but it is also to orthographic and morphological comprehension (Berninger et al., 2010). Having a larger vocabulary is correlated with some morphological awareness, but this correlation is not consistent. Berninger et al. (2010) added that vocabulary knowledge, while required, is insufficient when a suffix must be picked or added to a base word to make a suffix word correspond to a particular syntactic context; further development of morphological awareness requires understanding of the process by which words are formed. The ability to form words and have a large vocabulary are two distinct capabilities. The theory of a two-level perspective on orthography corresponds to various theories on the development of reading and spelling skills, as well as with studies that have explored the distinctive features of these two levels (Apel et al., 2019). The process of language transfer has been receiving significant attention within the disciplines of applied linguistics, second language acquisition, and language pedagogy over a duration of at least a century. Its significance in the acquisition of second languages, however, has undergone multiple revisions during the last 50 years. The significant similarities between learning the first and second language contributed to demolish the idea of transfer, and some researchers disregarded the idea completely in favour of universalist explanations (Ramón Torrijos, 2009).

2.2 Inferencing from context

The term "interference" is employed to encompass all kinds of transfer. However, the bilingualism demonstrates that the impacts of cross-linguistic interactions are not consistent but rather exhibit significant variation based on the social circumstances surrounding the interaction between languages (Ramón Torrijos, 2009). The differentiation of these effects can frequently be identified by employing the concepts of borrowing transfer and substratum transfer. Although comprehensive reading programmes have the potential to optimise the level of exposure, it is feasible to assist students in enhancing their utilisation of such exposure. One such approach involves providing training in the skill of lexical inferencing. Inferring from context is a commonly employed method by learners, as indicated by studies conducted by (Schmitt, 1997).

This strategy is particularly prevalent and favoured among learners when encountering unfamiliar words during reading activities. Students with varying proficiencies appeared to gain advantages from different methods (Walters, 2006). Specifically, novice learners were found to benefit the most from receiving instruction in a broad inferencing procedure while more advanced learners were observed to benefit to a greater extent from instruction focused on recognising and interpreting context clues. Additionally, it was discovered that providing instruction in the skill of inferencing may have a greater impact on enhancing reading comprehension compared to the capacity to deduce word meaning from the surrounding context. The difference between positive and negative transfer needs further clarification. Realising that many native-language

impacts can be highly helpful, especially when differences between the two languages are relatively minor, is a prerequisite for observing positive transfer. Unlike Arabic and English, the number of cognates between Spanish and English, such as *público* and *public* is anticipated to be higher than Arabic and English. Therefore, Spanish-speakers have a huge edge over Arabic-speakers when it comes to learning English vocabulary (Ramón Torrijos, 2009).

3. Methodology

The data was obtained from one cohort of students with different demographics. The cohort consisted of 60 undergraduate international students, approximately 20 to 25 years old who enrolled in their first year of study at the Faculty of Education and Liberal Studies at the City University Malaysia. The students have low level of proficiency in English, characterised by limited abilities in both oral and writing communication. Their desire to study English is not particularly strong. This subject is a mandatory component of their academic curriculum, and in the majority of instances, it serves as the only motivation for their enrolment in the course as part of university requirement. None of students have high level of proficient in the English language participated in this experiment.

The students received a comprehensive assessment consisting of questions related to their personal and educational backgrounds, their attitudes towards acquiring proficiency in English, as well as their approaches to foreign language acquisition. The students received a comprehensive assessment consisting of questions related to their personal and educational backgrounds, their attitudes towards acquiring proficiency in English, as well as their approaches to foreign language acquisition. Then, they were given instructions to produce a written piece in English about the topic 'Experience in Kuala Lumpur, Malaysia' within 20 minutes. The purpose of employing this assessment was to get valuable insights into the process of vocabulary acquisition in second language (L2) learners, as well as to explore the potential connections established by international students with English vocabulary.

4. Findings

4.1 Transfer of meaning (semantic) with similarities and dissimilarities of words

The results indicated how the first language (L1) affects student's interpretation of the meanings, concepts, and connotations of words and phrases in a second language (L2) in the experiment group. Transferring grammatical structures or semantics from one language to another is a subset of this phenomena. The effects of semantic transfer on second language learning can be positive (helpful) and negative (hindering). Words that share a similar sound across languages but have diverse meanings are an example of this linguistic trend. For instance, the

Chinese word “Túshū guǎn” translates more accurately to “bookstore” than “library.” The conveyance of meaning is risky with these kinds of words and created ‘false friend’. Moreover, the students have the literal meanings of two words in L1 and L2 are the same, the implications (the emotional as well as cultural connotations) may be quite different. While both ‘kafei’ and ‘pizza’ relate to food, and in English is ‘coffee’ and ‘biza’ evokes more comforting and emotional memories.

Additionally, for more than a century, scholars have been emphasising the interconnected nature of language and nonverbal modes of expression. Similarities and differences in word forms, as well as similarities and differences in word meanings, have been considered to be significant variables in determining how rapidly speakers of one language may learn speakers of another language (Ramón Torrijos, 2009). All meaning making is multimodal. Through analysis of popular texts and dramatisations, The findings showed that exemplifies the implementation of a pedagogical strategy to teaching attitude-oriented language that employs a variety of modalities of communication to broaden students' lexical and pragmatic resources. It is also showed that how serious educators are about studying the linguistic foundations of affective language and how they are expanding their understanding of various forms of communication. Both teachers and students were excited to learn and use the novel digital authoring software on tablets that would facilitate this multimodal composing pedagogy.

4.2 Learning Second Language Vocabulary with Multimedia Glossaries

The influence of visual text, spoken-text, and visuals on second-language word acquisition. The results showed that the groups who received visual text plus graphic mode or visual text plus spoken text with graphic mode performed better than the others. The results indicated that the influence of new media on vocabulary acquisition in foreign languages (L2/FL vocabulary learning). The impact of learners' individual preferences and the use of multimedia in annotation and learning new words (Durongbhandhu & Suwanasilp, 2021). The findings pointed to text in addition picture annotation as the most effective form of vocabulary annotation (Yeh & Wang, 2013; Yoshii, 2006). Identical L1 definitions were provided in both the audio as well as textual glosses. Students who received glossing conditions performed much better than their unglossed counterparts on post-tests measuring both production and recognition.

4.3 Vocabulary learning through reading

The findings showed that students may often figure out the meanings of unfamiliar words from the material surrounding them, and this is significantly helped by the fact that reading exposes them to words in context. Words might have similar literal meanings but vastly different undercurrents. Students can better understand the nuances by reading them in different contexts. Students may find it difficult to acquire comprehensive proficiency using assessment resources in the classroom,

this skill is essential to their engagement in multimodal vocabulary instruction. Moreover, utilising digital media provide many advantages such as dynamic text, animated gifs, embedded animated and live action videos, voice over, music, and sound effects, significantly expand the inherent multimodality of text composition in paper media outlets, involves a number of meanings made through various fonts, colours, and layouts, and supplemented by the incorporation of images. Today, multimodal vocabulary instruction is a frequent and significant part of the daily lives of individuals of all ages, cultures, and communities due to the accessibility, affordability, and convenience with which learner may produce and disseminate digital material through the Internet and mobile devices.

5. Conclusions and further research

This study is important because it addresses a gap in the literature on vocabulary in a Second Language (ESL). It is crucial to pay attention to the often-ignored development of students' language of attitudinal meanings (such as affect, judgement, and appreciation) which are fundamental to the learners' interpersonal linguistic system. The findings of this study demonstrate the presence of a second language influence on the writing of non native speakers. Furthermore, the documented mistakes in the collected data help demonstrate the significance of the semantic structure of the native language in the process of second language acquisition. There is no debating the importance of linguistic engagement in the learning of a second language. The process of acquiring a second language is influenced by several elements, including but not limited to: language mixing, levels of proficiency in L2, literary skills in L1, social factors, individual variances (Kellerman, 1995; Odlin, 1989; Thwaites, 2021). Future research could examine the same students' writing in their own language and English in a longitudinal study to control for these factors and gain insight into the relationship between transfer and greater L1 and L2 proficiency, or the relationship between transfer and developmental inaccuracies. The significant number of errors produced by the students that demonstrate the usage of L1 linguistic rules, even though the challenges clearly shown in this study.

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