

# *The Application of Multimodal Learning to Enhance Language Proficiency in Oral English Teaching*

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**Keywords:** Multimodal learning, oral English teaching, language proficiency

**Abstract:** Enhancing language proficiency through multimodal learning in oral English teaching is a promising approach that caters to diverse learning styles, improves language skills, and fosters cultural understanding. While it presents challenges, such as resource limitations and the need for teacher training, the benefits it offers make it a valuable addition to language education. As technology continues to advance, educators should embrace the opportunities presented by multimodal learning to empower their students with effective oral communication skills in the globalized world.

## 1. Introduction

In an increasingly interconnected world, the ability to communicate effectively in English has become a vital skill for individuals in both personal and professional contexts. Proficiency in oral English is particularly important as it allows individuals to engage in meaningful conversations, presentations, and negotiations. The traditional approach to teaching oral English has evolved over time, and educators are continually seeking innovative methods to enhance language proficiency. One such approach that has garnered significant attention is multimodal learning. This essay delves into the concept of enhancing language proficiency through multimodal learning in oral English teaching, exploring its significance, benefits, challenges, and practical strategies for implementation.

## 2. Understanding Multimodal Learning in Oral English Teaching

Multimodal learning is a pedagogical approach that integrates multiple sensory modalities, such as visual, auditory, kinesthetic, and tactile, into the teaching and learning process. In the context of oral English teaching, multimodal learning encompasses a wide range of strategies and resources aimed at engaging learners holistically. The incorporation of various modalities not only caters to diverse learning styles but also provides a more comprehensive and immersive language learning experience [1].

Multimodal learning suggests that when a number of our senses—visual, auditory, kinaesthetic—are being engaged during learning, we understand and remember more. By combining these modes, learners experience learning in a variety of ways to create a diverse learning style.

For example, let's imagine an organization is onboarding a new sales hire, training them on their product, and has decided to take a multimodal approach. The first part of the course could be

text-based, reading an overview document or slides about what the product they are going to be selling does[2]. Then, they're enrolled in a webinar that visually and aurally explains what the product does. From here, they're requested to do a 'sample' demo via video to get them involved and active in the process. And, finally, they have a feedback session with an instructor to hear about their progress and help them further their learning.

In recent years, the use of multimedia in conjunction with hypermedia have been successfully applied to many e-learning environments in order to both enhance these environments and to cater for a wider variety of student learning styles[3]. Neuroscience research has also revealed that 'significant increases in learning can be accomplished through the informed use of visual and verbal multimodal learning'. In other words, students may feel more comfortable and perform better when learning in environments that cater for their predominant learning style[4]. This is known as the "meshing hypothesis"[5]. It has also been seen that presenting material in a variety of modes may also encourage students to develop a more versatile approach to their learning ; as recent findings in the field of cognitive science suggest:Multiple intelligences and mental abilities do not exist as yes-no entities but within a continua which the mind blends into the manner in which it responds to and learns from the external environment and instructional stimuli[6]. Conceptually, this suggests a framework for a multimodal instructional design that relies on a variety of pedagogical techniques, deliveries, and media[7].

### 3. The Significance of Multimodal Learning

In the context of oral English teaching, it involves using various methods and resources to engage learners in a holistic manner. Multimodal learning in oral English teaching holds significant importance for such reasons as diverse learning styles, real-world relevance and enhanced retention.

**Diverse Learning Styles:** Individuals have varying learning styles and preferences. Some learners excel in traditional classroom settings, while others may benefit more from visual aids, interactive activities, or hands-on experiences. Multimodal learning accommodates these diverse learning styles, ensuring inclusivity and effectiveness for a broad spectrum of students[8].

**Real-World Relevance:** Proficiency in oral English is not solely about mastering grammar and vocabulary; it is about effective communication in real-world situations. Multimodal learning exposes learners to authentic language use, enabling them to connect classroom experiences with practical communication scenarios they might encounter in their personal and professional lives.

**Enhanced Retention:** Cognitive research has shown that engaging multiple senses in the learning process can lead to improved retention and comprehension. When learners interact with content through various sensory channels, they are more likely to remember and internalize the information [9].

Futhermore, in an ever-changing world, the ability to learn and adapt is crucial. Multimodal learning equips individuals with versatile learning skills that can be applied throughout their lives, helping them stay relevant in an evolving workforce. Multimodal learning can facilitate cross-cultural understanding by incorporating various cultural elements into the learning process, such as music, art, and language. This can help learners gain a deeper appreciation of different cultures and perspectives. Advances in technology have made it easier to create and access multimodal learning resources. Virtual reality, augmented reality, and interactive multimedia tools can provide immersive and engaging learning experiences. Multimodal learning can support cognitive development by encouraging learners to make connections between different pieces of information. This promotes critical thinking and problem-solving skills. Incorporating different sensory experiences into learning materials can make them more engaging and enjoyable. This can increase students' motivation to learn and participate in educational activities, leading to better

outcomes. In the real world, people often encounter information and problems that require the integration of various sensory inputs. Multimodal learning can help learners develop skills that are transferable to practical situations.

#### **4. Benefits of Multimodal Learning in Oral English Teaching**

Multimodal learning in oral English teaching offers a plethora of benefits that contribute to the overall language proficiency and communication skills of learners.

**Improved Pronunciation and Listening Skills:** Through audiovisual aids, learners can hear and mimic native speakers' pronunciation, which is crucial for achieving clear and accurate oral communication. Listening comprehension skills also benefit from exposure to diverse accents and speech patterns [10].

**Enhanced Vocabulary Acquisition:** Visual aids, multimedia resources, and interactive exercises facilitate vocabulary acquisition by providing context and reinforcement. This approach makes it easier for learners to remember and use new words effectively in spoken language.

**Increased Engagement:** Multimodal learning methods, such as multimedia presentations, interactive apps, role-playing, and language immersion experiences, make the learning process more engaging and enjoyable. This increased engagement leads to better motivation and participation among students.

**Cultural Understanding:** Videos, films, documentaries, and other multimedia materials can expose learners to the cultural nuances of English-speaking countries, helping them gain a deeper understanding of the cultural context of the language. This cultural awareness is essential for effective cross-cultural communication.

Multimodal learning in oral English teaching enhances comprehension, retention, engagement, and communication skills. It caters to diverse learning styles, fosters cultural understanding, and equips students with the skills they need in a globalized, digital world. It is a dynamic and effective approach to teaching and learning the English language. Multimodal learning promotes self-directed learning, which is valuable not only in academic settings but also throughout one's life and career. Multimodal learning exposes students to authentic language situations, helping them prepare for real-world communication, such as job interviews, travel, and social interactions [11].

#### **5. Challenges in Implementing Multimodal Learning**

While the advantages of multimodal learning in oral English teaching are clear, its implementation is not without challenges. Resource constraints, lack of training, limited assessment and accessibility lead to the increasing difficulty of implementing multimodal learning.

**Resource Constraints:** Not all educational institutions have access to the necessary technology and multimedia resources required for effective multimodal learning. This limitation can create disparities in the quality of education available to students.

**Teacher Training:** Educators may require training and professional development opportunities to effectively integrate various modalities into their teaching methods. Mastery of technology and multimedia tools can be a significant barrier for some teachers.

**Assessment:** Traditional assessment methods may need to be adapted to evaluate oral language skills in a multimodal learning environment. Designing effective assessment strategies that align with multimodal teaching can be a complex task [12].

**Accessibility:** Ensuring that multimodal materials and resources are accessible to all students, including those with disabilities, is a critical consideration in the implementation of multimodal learning.

## 6. Strategies for Implementing Multimodal Learning in Oral English Teaching

The successful implementation of multimodal learning in oral English teaching requires careful planning and consideration. Implementation of multimodal learning in oral English teaching can be highly effective in enhancing language acquisition and communication skills. Useful practical strategies for educators to incorporate multimodal elements into their teaching include utilizing digital resources, creating a multimedia classroom, encouraging multimodal projects, providing constructive feedback, incorporating interactive activities and cultivating a language-rich environment and considering accessibility [13].

**Utilize Digital Resources:** Online platforms, interactive language learning apps, and digital libraries can be used to access a wide range of multimedia materials. Websites like YouTube, TED Talks, and language learning apps like Duolingo and Rosetta Stone offer a wealth of resources for oral English instruction.

**Create a Multimedia Classroom:** Incorporate audiovisual aids, such as videos, podcasts, interactive whiteboards, and multimedia presentations, to make lessons more engaging and interactive. Visual aids and multimedia elements can enhance the learning experience by providing context and reinforcing spoken language [14].

**Encourage Multimodal Projects:** Assign projects that require students to create multimedia presentations, conduct interviews, participate in language immersion experiences, or engage in virtual exchanges with native speakers. These projects not only reinforce oral English skills but also foster creativity and cultural awareness.

**Provide Constructive Feedback:** Multimodal Learning offers specific and constructive feedback on pronunciation, speaking fluency, and listening comprehension, utilizing audio and video recordings for assessment, allowing students to self-assess and make improvements.

**Incorporate Interactive Activities:** Engaging students in interactive activities like role-playing, debates, group discussions, and peer evaluations, these activities encourage active participation and facilitate real-world language use.

**Cultivate a Language-Rich Environment:** An environment can be created where English is actively used and encouraged. This can include English-language clubs, conversation partners, and language immersion programs within the school or community.

**Consider Accessibility:** We need to ensure that all multimodal materials and resources used in teaching are accessible to all students, including those with disabilities and provide alternative formats and accommodations as needed[15].

By implementing these strategies, oral English teachers can create a dynamic and engaging learning environment that caters to diverse learning styles and maximizes students' language acquisition and communication abilities.

## 7. Conclusion

Enhancing language proficiency through multimodal learning in oral English teaching is a dynamic and student-centered approach that addresses the diverse needs and learning styles of today's learners. While it presents certain challenges, such as resource limitations and the need for teacher training, the benefits it offers make it a valuable addition to language education. In an era where technology continues to advance, educators should embrace the opportunities presented by multimodal learning to empower their students with effective oral communication skills, enabling them to thrive in a globalized world. By leveraging multimedia resources, interactive technologies, and innovative teaching methods, educators can foster a deeper understanding of the English language and nurture culturally aware and confident communicators. Multimodal learning represents a promising path toward achieving enhanced language proficiency in oral English

teaching.

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