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Multimodal methods for teaching English vocabulary to Asian and African students

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Students from dissimilar countries approach literacy with different cultural backgrounds (Johnson & Wells, 2017). Therefore, multimodal approaches should be utilised to teach them (Sadeghi, & Farzizadeh, 2012).

The action research study described in the presentation focused on comparing the teaching of vocabulary to students from Asia and Africa using multimodal methods. The student samples from Africa include one Nigerian student and six Ethiopian students. From Asia, there are two Vietnamese students, three Chinese students, and three Bangladeshi students. The study's data also highlight the dysfunctional lives of these children.

Improvement was constantly monitored through systematic observations and quizzes (once per week) for a whole school year. Instructional interventions concentrated on teaching vocabulary through thematic lessons in content areas augmented with illustrations, pictures, objects, clue cards, and other visual aids. LEA activities were incorporated in the sessions.

An explanation of the procedures that were used, examples of student work products, and indications of student gains will be shown in the presentation.