

# The Study of Instruction Model on Interesting Texts Accompanied by Vocabulary Acquisition in the New Media Environment

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## ABSTRACT

Apart from the direct learning, English vocabulary can also be acquired incidentally. By introducing and adapting the English interesting texts, teachers can guide the students acquire the English vocabulary when reading the English texts, which is an essential way to master the vocabulary. With the research method of example illustration and co-option of the teaching practice, the author gave personal insights and opinions, especially on how to teach beginners based on the incidental vocabulary learning theory.

**Keywords:** *incident acquisition of vocabulary, interesting text, reading, collaboration*

## 1. INTRODUCTION

The importance of vocabulary learning in foreign language learning is self-evident, no matter how good a person's grammar is, no matter how beautiful his tone of voice is, if there are not enough vocabulary for language communicators to express affection or understand each other's perspectives and ideas, it is tantamount to playing the piano to the cow. Wilkins & David (1972) said in his book *Linguistics in Language Teaching* that "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed" [1]. Therefore, the greater the English vocabulary learners memorize, the smaller the obstacles that they encounter in the process of listening, speaking, reading and writing English; the more accurate the comprehension of the article, the stronger the output capacity - to speak and write (Shin & Jung, 2021) [2]. However, memorizing the vocabulary is indeed a painful journey for many beginners, not only boring, but also time-consuming and laborious with little effect. So is there any shortcut to vocabulary learning?

For Chinese students who lack the audiolingual environment, an effective and convenient way is to read vastly, learn the vocabulary implicitly in reading the text - incident acquisition of the vocabulary. In contemporary new media environment, the dissemination of information is becoming more

large-capacity, high-speed and various. If the interesting texts increased, learner's reading quantity naturally will become larger.

But there are teachers and parents hold the one-sided view that the EFL beginners has weak foundation thus they are inadequate with limited vocabulary, simply can not read and master the vocabulary through incident acquisition method. In fact, as an English teacher, reading and incident acquisition of the vocabulary occurred from the beginning of English learning. Although it varies from person to person in the mastery of English vocabulary learning strategies (Gorgon & Tican, 2020) [3], incident acquisition of the vocabulary is indeed an act of following the natural course in reading the English texts.

Starting with the connotation of the teaching model, namely incident vocabulary acquisition of the interesting text, the author analyzed the significance of it and then thoroughly analyzed the issues that should be drawn attention. In the end, the author came up with the strategies of the word side teaching in the interesting text in the concrete practical application.

## **2. THE CONNOTATION AND SIGNIFICANCE OF VOCABULARY'S INCIDENT ACQUISITION INSTRUCTIONAL MODEL IN INTERESTING TEXTS**

### ***2.1. The connotation of vocabulary's incident acquisition instructional model in interesting texts***

Incident vocabulary acquisition refers to that in conducting reading, writing, speaking and listening tasks, students acquire the vocabulary while paying attention to the corpus information. Although the focus of reading is on the information conveyed by the language, vocabulary is mastered incidentally and served as a "by-product" in the process of learning English (Wang, 2020) [4]. It is an effective way of acquiring the vocabulary through reading the English texts.

The instructional model of incident vocabulary acquisition in interesting texts is an instructional model that the author tried to develop based on the theory of vocabulary incident acquisition learning theory, Krashen's understanding hypothesis and ADDIE teaching design model.

### ***2.2. The Significance of vocabulary's incident acquisition instructional model in interesting texts***

#### ***2.2.1. The enlargement of vocabulary leads to its qualitative change***

There is an old saying that "Practice makes perfect", after the vocabulary is encountered many times in reading, accumulated bit by bit, the effect is very considerable - learners' common vocabulary has been strengthened in the application (Yan, 2021) [5] and the high frequency vocabulary has been expanded as well as enhancing beginners' manual skills and brainstorming capacity.

#### ***2.2.2. The contexts provides more abundant vocabulary meaning for beginners***

The semantic network link between words has been verified in text reading, promoting the development of vocabulary knowledge, grammar knowledge and other language and cultural knowledge of beginners, as well as their gravity balance.

#### ***2.2.3. The awareness of self-learning and cooperation will be increased***

This instructional model emphasizes more on the student-centered learning. On the one hand, it provides

beginners a platform to read independently, enabling them to consciously adopt flexible strategies to improve their reading ability. On the other hand, in discussing their knowledge, learners' personality is highlighted and it will also stimulate their individual growth.

Therefore, the incident acquisition theory of learning vocabulary is instructive to the teaching and learning of English. In the current environment that relatively lacks the conditions of listening and speaking, making full use of the easy-to-operate reading text to accompany the acquisition of vocabulary has unique advantages. It can not only guide beginners to promote their acquisition and internalization of vocabulary knowledge in the vast reading, but also can cultivate their sense of language and ultimately improve their language application ability.

## **3. THE FOCAL ISSUES IN TEACHING THE INTERESTING TEXTS ACCOMPANIED BY VOCABULARY ACQUISITION**

### ***3.1. The requirement for teachers***

"Water remains alive and free by flowing", teachers must promote their own professional development by developing their language literacy, constantly accumulate pedagogical content knowledge and improve practical teaching ability, carrying out teaching reflection. It is also necessary for teachers to cultivate a broad perspective, a keen eye and update their subject expertise all the time. Through the process of finding, analyzing and solving problems, we can deepen our understanding of the text teaching process and the students' learning process, as well as adjusting and improving our teaching behavior to improve the teaching efficiency. Construct the mechanism and atmosphere of cooperative learning and cooperative exploration by establishing the teaching team that encourages sharing and promote communication, in which teachers can also refine their teaching beliefs suitable for personal characteristics, exploring effective way of teaching, thus teachers are guided towards becoming English teachers with innovative spirit.

### ***3.2 Vocabulary's frequency of occurrence in the utilization of interesting texts***

The probability is very low that beginners in English can learn the new words by encountering it once, generally it took many times to preserve in memory. Considering this obvious positive relationship between the frequency and vocabulary retention, teachers should provide opportunities for beginners to review and consolidate the relevant vocabulary they have acquired in a timely manner in different texts, and encourage students to continuously and extensively read, especially

on different texts with the same topic. By doing this, you can increase learners' opportunity of encountering the the same new words in a certain period of time. To consolidate the teaching effect and reduce the depletion of the results, teachers should ensure that there are enough repetition of the new words in different reading texts.

### ***3.3 The combination of vocabulary's acquisition and learning***

It is necessary to learn vocabulary directly. The author proposes that direct learning and acquisition are two ways of mastering the vocabulary, which should be combined organically. As the incident acquisition of vocabulary only pays attention to the meaning of vocabulary, to further memorize the word form and master its collocation and usage, teachers should use the expository method such as describing the meaning of the word, its semantic feature as well as analyzing and classifying the vocabulary, etc. to establish semantic networks between words. Besides, to develop the quantity and quality of learning, teacher can also use methods like the Phonics (Liu, 2020) [6].

### ***3.4. Promote students' ability with task-driven activities***

Students must be given reading tasks that are easy-to-digest. Drive the vocabulary acquisition in tasks, and rationally use vocabulary for migration and application by completing reading tasks. Based on the language level and reading ability of learners (Mona, 2017) [7], teachers can assign a piece of text reading each week with an appropriate amount of reading tasks. It should be noticed that reading tasks should be designed from easy to difficult, layer by layer in-depth (Dirksen, 2015) [8]. In addition, teachers can design sub-tasks for each piece of reading text when necessary, such as requiring capable students to learn to retell the reading text or state an individual's viewpoints on an event mentioned in the reading text.

### ***3.5. Mine thought and guide students' emotional catharsis***

Instead of natural exposure, abundant educational text is often embedded, so to play the educational role of the messages conveyed by the reading text and produce practical effect on students, teachers must first deeply delve into the reading texts and analyze it, as well as explaining, argumentation and demonstrating it with the correct position and perspectives. Therefore, the instructive role of the reading text is actually the externalization and performance of teachers' inner world and grasping and mastery of the reading texts. Let students pick up the pen and clarify their own views or attitudes so that they can apply what they have learned.

In a nutshell, the more students read, the more knowledge and information they will acquire and the better the effect of vocabulary acquisition. To increase learners' language information and sense of achievement in English learning, teachers should make full use of text resources to guide and encourage English beginners to read a lot of English reading texts. At the same time, students can not only enrich their language and cultural knowledge, but also consolidate their language knowledge while acquiring a large vocabulary through extensive reading, their language sense and language ability can also be further enhanced.

## **4. TEACHING STRATEGIES OF VOCABULARY ACQUISITION IN INTERESTING TEXTS**

### ***4.1. Select and adapt interesting texts to suit students***

#### ***4.1.1. Select interesting English texts under the new media environment***

As a teacher, how to provide students with rich texts for students to read is a good question. At present, in the new media environment, students are very rich in English learning resources. Where does the texts come from? --Other versions of teaching materials, internet (Tai et al., 2020) [9], paper-based teaching materials, audio-visual electronic products (Rodgers & Webb, 2020) [10], newspapers and periodicals, etc. In teaching reading, teachers should accumulate reading texts that conform to students' actual reading performance, and grasp the relevance of text accurately, and take into account the playfulness of reading text when introducing it (Cho & Krashen, 2019) [11].

As the emotions students form in the reading process determine the success or failure of the entire reading process. Teachers should grasp the base point of stimulating students' reading interests when providing them with the reading texts (Cai, 2015) [12]. Because students' interest towards the reading text can stimulate their inner motivation and make them desire to know, thereby the reading process can be more effective (Xue, 2018) [13].

#### ***4.1.2. Adaptation- Simplify the text on the premise of spicing up the story***

To make the adapted text suitable for beginners of English to read, teachers should consider whether the difficulty of the vocabulary in the texts reach the minimum critical level of cognition for different level English beginners when adapting, and increase the repetition/re-emergence of high-frequency words in the reading materials. By doing this, instructors should give full consideration to the specific circumstance of the

students, simplify the reading text to the minimum standard, and try to choose reading materials that are consistent with the teaching content, texts that are relevant or learners will be interested at its topics. Texts with the relevant content will increase the rate of lexical repetition of discourse and greatly increased the chances of success of vocabulary acquisition.

#### **4.2. Assist students' learning before reading**

In fact, interesting texts is "interesting" but difficult for Chinese students under much circumstance. Therefore, students need to be guided to recall the relevant vocabulary memory before reading to strengthen the lexical semantic network link and learners' sense of the new vocabulary. For example, let the students to be prepared for the flexible new word processing strategy through scaffolding, which is to use relevant vocabulary to awake new words; Print a reading outline to introduce the gist of the story and make it easy and enjoyable to understand. Besides, teacher can also add annotations to the key and difficult vocabulary to eliminate reading obstacles.

Before students reading the text, their brain have stored relevant knowledge and rich experience from previous learning experience, that is to say, their minds are not blank. According to these existing experience of beginners, teachers should try their best to help students grasp the direction of learning by using pre-reading activities. At the meantime, improve their learning efficiency by using scientific methods and help them form the ability of independent learning, thus lay the foundation for lifelong learning.

#### **4.3. Gradual release of teachers' responsibility in teaching interesting texts to form students' ability of absorption**

##### **4.3.1. Use morphology to improve students' sensitivity of guessing words**

In English reading comprehension, students often encounter a variety of new words more or less, which is the biggest obstacle affecting the reading speed and efficiency. By guessing the meaning, learners will overcoming this barrier. There are many ways to guess the meaning of a word. Sometimes it is difficult to guess the true meaning of a word without relying on the dictionary, but in fact, as long as students can see its part of speech and function in a sentence, it is enough because it does not affect their reading. This is just like when we are young, if we read a full-length novel or a voluminous book and while we were reading, we come across a word that we do not know, instead of looking it up in the dictionary to find out its pronunciation and meaning, we just try to figure out what it means and do not seek its deep understanding. Teachers can guide

students to discuss around basic knowledge of morphology. For example, in the reading text, the word "fisherman" is composed of fish+er+man. If you know the meaning of fish is "fish", then the meaning of fisherman is self-evident.

##### **4.3.2. Cultivate students' context awareness according to the function and topics**

Language exists in a certain context, the unknown vocabulary in the text can be known through grasping the context. Only by guiding students to pay attention to the overall understanding of reading materials can students better develop their ability of inferring word meaning. For instance, if students did not understand the word "keep" in the sentence "Why did you throw those big fish back into the water, and only only that small one?", then its meaning can be derived from the context in the full reading text.

#### **4.4. Validate the results by looking up the dictionary**

Sometimes, it still needs to be verified although the meaning of the word has been guessing out. It requires teachers to guide English beginners looking up the dictionary and selecting the word's proper meaning. However, it is kind of difficult for students to look up the dictionary and pick the proper meaning. Because learning to use reference books like the dictionaries, and obtain the appropriate meaning from a number of terms to master the usage of new words is an important part of lexical application, and also an important aspect to cultivate English beginners' ability to independently learn new knowledge.

English vocabulary are ambiguous, sometimes a word can be used as several different parts of speech, in which its meaning and usage are quite different. To be able to quickly and accurately find out the desired meaning from a wide variety of definition entries, teachers should guide them to be good at making judgment when learners found the specific word in the dictionary. The first step is to analyze the component of the word in the sentence, and then determine its word class. If it is a noun, go to the noun class definition entry to consult the meaning, similarly, if it is a verb, go to the verb class definition entry. Finally, take into account the function of the word in its sentence and the context to judge its possible meaning.

For example, when students can't guess the meaning of the word "while" in the reading text, by looking it up in the dictionary, he/she learned that it can be used as a noun, verb, conjunction and according to the collocation "after a while" (there is a title word a, the crown word is generally placed in front of the noun), the learner can get the application of this word, "while" is applied as a noun in the text, so that he/she can choose the meaning

of the word: time, a period of time. In this way learners can naturally review the word “time” through this new word. On the one hand, the meaning of the word is thoroughly comprehended through the English definition. On the other hand, it also can improve students’ ability to read - reading the English definition in the dictionary or example sentences, which indeed is the use of English itself. At first it might be difficult and exhausted, but sticking to it and cultivate it into habit can be very helpful in improving students’ ability to paraphrase and read in English.

#### **4.5. Advocate and encourage the group cooperative learning using the new media technology**

Teacher need to skillfully utilized the new media technology to optimize classroom teaching and achieve the best teaching and learning effects [14]. What’s more, to ensure the efficiency of vocabulary acquisition, teachers should assign different reading tasks according to the group of learners that has the same language level. While allowing students to participate off-line and experience the process of self-study [15], teachers should raise the awareness of mutual cooperation and communication online, emphasizing the comprehensive use and development of vocabulary acquisition strategies, as well as the ability of students to communicate with people, which is the most important educational teaching resource for the development of students.

### **5. CONCLUSION**

In addition to the direct learning, vocabulary can also be acquired incidentally. Under the new media environment, guiding beginners to acquire the vocabulary in the text reading is an important strategy of mastering the vocabulary. Teachers need to select suitable and interesting texts, introduce and adapt English interesting texts, and to achieve teaching goals, teachers also need to improve their own literacy, carry out the teaching of vocabulary in interesting texts, optimize their teaching effect, promote their communication skills and professional growth.

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