

An Analysis of the Effectiveness of the Current English Teaching Methods Based on the VAK Theory

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Abstract. The effectiveness of English education in Chinese secondary schools is a very important subject, but it has not been fully recognized. In this paper, the VAK theory is adopted and the teaching method of Chinese middle schools can be effectively helped from three aspects: listening, speaking, and writing. This article focuses on a number of studies that demonstrate the positive effects of vak theory on improving students' English learning ability. Students' writing ability can be improved through VAK theory, and their writing scores improved through the implementation of the VAK theory. The VAK theory can also improve students' English listening ability, and kinesthetic models can improve students' story listening ability. The vak theory can also help students improve their oral English effectively. This article puts forward some suggestions to improve listening, speaking, and writing abilities. Students can improve their writing ability by accumulating vocabulary, sorting out and mastering English grammar, and exercising their ability to expand their thinking. Downloading listening materials, listening to English news, and watching English TV series in spare time can improve English listening level. Students can improve their spoken English by imitation. Students should be bold in using English. Students can also record themselves speaking English and listen to the tape to find out the questions.

Keywords: The VAK theory; Teaching method; Writing; Listening; Speaking.

1. Introduction

The improvement of the teaching method of Chinese middle schools is important. In the past, the overall teaching level of teachers in Chinese state secondary schools was limited, and teaching methods at that time were limited too. In this historical period, the growth of Chinese education was influenced by Western higher education. First, the higher education in Europe and then Japan directly influenced the initiation and growth of China's modern education, and then the reference to American education after the Republic of China, western education, as a representative of modern education, directly influenced the growth of China's modern education.

Through the continuous exploration of Chinese educators and the guidance of relevant education policies of the Chinese government, the teaching model of Chinese middle schools has been positively changed. China began to implement curriculum reform and quality education [1]. Influenced by the advanced teaching methods in the West, China began to carry out a new curriculum reform centered on learners [2]. These educational concepts have become a required part of the qualification certificate of middle school teachers in China. By studying the characteristics of different learner types and analyzing what kinds of teaching activities are suitable for them, Chinese middle schools have adopted different teaching methods to meet their needs. Such as goal control teaching method, discussion of the problem teaching method, discovery teaching method, situational teaching method [3], cooperative teaching method, question-based teaching methods, and so on [4]. In the actual teaching process for different types of learners, these teaching methods play an important and effective role.

The VAK theory which is proposed by Howard Gardner is a relatively effective method for evaluating effectiveness. Gardner believes that everyone is born with his or her preferred learning style, which can be roughly divided into three types: visual, auditory, and kinesthetic [5]. Visual learners acquire information most effectively through visual stimulation. There are two types of visual learners. The first type is visual-linguistic who likes to get information by reading words, and the second type is visual-spatial, who usually learn by looking at pictures or videos [6]. The typical visual

learner likes to read the information in the textbook or on the blackboard rather than just listen to the teacher. They like drawing and doodling and can use this activity as a learning tool. In the process of teaching visual learners, teachers should use video pictures, reading articles, drawing mind maps, drawing lines, and other ways to help students deepen their memory and understand knowledge better. Auditory learners are those who have auditory predominance in the process of learning. Auditory learners learn by listening to what others say and are sensitive to the sounds, pitch, and volume around them [6]. When teaching auditory learners, they should be asked to listen to the teacher carefully in class, participate in group discussions and listen to lectures more. They can even be asked to record important content and then repeatedly listen to the playback to learn in the process of listening. Kinesthetic learners learn by doing something practical and hands-on. The two main modes of their learning channels are touch and movement [6]. Therefore, teachers can carry out a series of learning activities for kinesthetic learners, such as asking them to participate in group discussions, doing experiments, making classroom presentations based on their research results, taking notes, and circling key points on the books.

Based on the above literature, it can be seen that the effectiveness of English education in Chinese middle schools is a very important topic that has yet to be fully understood. Therefore, this paper adopts the VAK theory to argue that the current teaching methods in Chinese middle schools can effectively help students in three aspects: listening, speaking, and writing.

2. Organization of the Text

2.1 An analysis of the writing ability based on VAK

Students' writing ability can be improved through the VAK theory. Doctor Kusumawarti and his team proved this by designing an experimental study [7]. This study is a quasi-pretest and posttest designed experimental study with experimental classes and control classes. The experimental class adopts the VAK model, and the control class adopts the guided query model. The study was conducted during the 2018/2019 school year, with a sample of 114 students selected through a random sampling technique. Data were obtained using a narrative writing test tool validated by linguists and assessment experts before the test. The results showed that compared with the control class, the experimental class obtained an average score of 0.44 to 0.30 in narrative writing skills. The results of the independent sample t-test showed that there was a significant difference between the experimental class and the control class, with the value of 25.155, sig. (2 tails) value is 0.000<0.05. The effect size calculation shows that the VAK model has high effectiveness in learning narrative writing skills ($d=7.58$). Based on this theory, learning styles related to learning styles (visual, auditory, kinesthetic) can be used as internal factors affecting narrative writing skills to promote the improvement of language intelligence. Based on the research results and theories, it can be comprehensively considered that the VAK model is effective in improving narrative writing ability in terms of language intelligence. Another study has shown that VAK theory is effective in improving students' English writing ability. So far, the results of English teaching in public vocational schools of "Akomodasi Perhotelan" ("SMK AP") are not ideal. According to preliminary findings, tenth graders in SMK AP 3 had lower writing ability. This classroom action research aims to improve students' ability to write descriptive texts by implementing the VAK learning model. In this study, 26 students were selected as subjects. This study is completed through one cycle using the VAK learning model. The results of the survey showed that after the researchers implemented VAK, the student's writing scores improved. The average score of the students increased by 38.18 points to 81.49 from 43.31 in the preparatory school. Only seven out of 26 students (26.92 percent) failed to meet the minimum proficiency standard (KKM). From the research results, it can be seen that the VAK learning model has successfully helped students improve their writing scores. The results of this study suggest that the VAK learning model can be an alternative method to improve the writing ability of students [8].

To improve writing ability, first of all, students need to accumulate vocabulary. If students want to express themselves more freely, they can't do it without a vocabulary of about 5000 words. Students

need to master the parts of speech, derivations, and corresponding phrases of words. Secondly, students should comb and master English grammar. If students' English grammar is not solid, their written article will be full of mistakes. The third point, exercising students' ability to expand their thinking. This is very important. An essay must first have a theme and then an argument. The challenge is to break it down into sub-points. Students can strengthen listening training and promote English writing. English listening, speaking, reading, and writing are closely related to each other, infiltrating each other and building on each other. Writing ability should be cultivated and improved based on listening, speaking, and reading. Listening to the channel to get language information, and to hear the 'write down, will be very beneficial to writing. Students should also read widely and acquire a lot of language information. Only by extensive and extensive reading can students strengthen their ability to understand and absorb written information, consolidate and expand their vocabulary, and enrich their language knowledge.

2.2 An analysis of the listening ability based on VAK

The VAK theory can also improve the English listening ability of students. Auditory stimulation is the main channel through which auditory learners acquire information about the external world. Similar to visual learners, auditory learners have a stronger ability to accept the information heard by the ear, can obtain the highest memory efficiency in auditory stimuli, and are more sensitive and impressed by the teacher's classroom teaching. In actual middle school English education, English songs, English ballads, and English listening are conducive to improving the learning efficiency of auditory learners, as well as the learning quality and cultivation of such learners. At present, professional textbooks in middle school English education are often equipped with supporting audio materials, and there are also many supporting English songs. Playing English audio is conducive to bringing auditory learners into the English world. In actual English classroom education, teachers often attach too much importance to standardized audio input when transmitting English audio to students. However, they neglect their pronunciation in class. In fact, for auditory learners, every pronunciation in class is a model for them to learn, and they have a strong ability to identify sounds, which sometimes leads to non-standard pronunciation of teachers and the non-standard pronunciation of students. Therefore, teachers should pay attention to the standardization of their pronunciation while paying attention to classroom audio playback. There's a study that aims to understand the improvement of students' story listening skills through the use of multimedia learning based on visual, auditory, and Kinesthetic models [9]. This study is a three-cycle classroom action research. Each cycle consists of two sessions, each discussing a different story. Researchers work with classroom teachers to complete the act of learning performance skills. The data collection techniques used in this study were tested and untested. The data analysis used is a comparative level desktop analysis of critical and quantitative analysis. The collected data were then validated using both source and engineering triangulation techniques. The results of the study showed that the learning skills of students who used VAK's multimedia model improved. Utilizing multimedia based on the VAK model makes learning interesting and meaningful because students can use existing learning styles, making students more active and innovative in their learning.

To improve their English listening ability, students should listen to English regularly. Students can download listening materials, and listen to more, and listening will be improved. Remember the words. English words are not familiar, listening will not improve, want to improve English listening, it is necessary to remember the words lost. Use spare time to listen to English news. Usually, take the bus time, washing time can be used to listen to English news. Watching English TV series can also quickly improve English listening level, so students usually can watch more English TV series, and recite unfamiliar sentences in the process of watching English TV series.

2.3 An analysis of the speaking ability based on VAK

The VAK theory can help students improve their English-speaking ability. Practical teaching is popular in current education, which is essential to cultivate students' practical ability. Besides

traditional visual and auditory stimulation, teachers should also pay attention to tactile stimulation. Many language learning contents can only be better understood and recognized by learners, especially tactile learners, through personal practice. Teachers should arrange the teaching plan scientifically according to the actual situation of learners, and use the existing resources of the school to guide students' activities. At the same time, the teaching design combining practical small production and English design is also added in the classroom, so that students can use their brains while doing, strengthen the learning results, so that junior high school students can learn and use English in a situation close to life, and make full use of the rich sense of touch and taste of junior high school students to develop their language ability. It is also an important way to exercise students' tactile ability to perform class melodrama two or three times per semester. For example, in the module of shopping, students are encouraged to perform class melodrama through the dialogue of textbooks, mainly performing the process of buying gifts, which can strengthen what they have learned in class. In the module of cooking, students are encouraged to make cook dresses and dishes by themselves, and to match them with kitchen utensils brought from home. They are also encouraged to learn English words related to kitchen utensils and show the words vividly. For middle school students in lower grades, teachers can also organize students to reproduce and dub their favorite English short films, and show students' flexible mastery of English in class. Doctor Bakri and his team conducted a study which aims at finding out whether VAK learning styles improve the It presents pre-experimental design to see the impact of VAK learning style with one group pre-tested and post-tested, employing oral testing. The target group of this study was adolescent language learners in a school in Makassar, Indonesia during the 2015/2016 school year. Twenty-nine students with average speaking ability took part in the study. Purposeful sampling techniques were used to recruit participants. The data were collected by speaking ability. The results of the data analysis show that there are significant differences in the students' oral English ability before and after the training. The results show that the post-test is superior to the pre-test in terms of accuracy, fluency, and comprehensibility. Based on the analysis results, it can be concluded that the VAK learning method can improve oral English ability, and this method can be used as a preliminary strategy to evaluate students' learning ability [10].

Students can improve their oral English by imitating, no matter what English they imitate, such as English songs and English TV sets. Students can learn how they speak. Repeat a sentence until they can speak it fluently and use it boldly. If students see someone speaking English, they should go up and talk to them. It should be based on a lot of reading and listening. In the process of reading and listening, students can accumulate vocabulary, master sentence patterns, get familiar with the ways of expressing ideas in English, and most importantly, develop a sense of language. Spoken language needs a natural, authentic and simple feeling, and should not only be limited in the vocabulary and grammar rules. It doesn't mean that one has a high level of spoken English when he speaks some complicated sentences. An important reason for the formation of "mute English" is that students overemphasize vocabulary and grammar in oral English learning, which is too difficult and out of touch with oral communication. Students can find a suitable platform for oral communication by themselves, such as English corner and other oral learning platforms. Sometimes students learn a language purely for the sake of learning it, rather than for the sake of using it. If students record their speaking English, listen to their recording, if there is a problem, then correct it, the effect will be better.

3. Conclusion

The improvement of teaching methods in Chinese middle schools is very important. The development of Chinese education was influenced by Western higher education, and China began to implement curriculum reform and quality education. Influenced by the advanced teaching methods in the West, China began to carry out the learner-centered new curriculum reform and adopted many advanced teaching methods. The VAK theory proposed by Howard Gardner is a relatively effective

method to evaluate the teaching effect. He divided learning into visual, auditory, and kinesthetic. The effectiveness of English education in Chinese secondary schools is a very important subject, but it has not been fully recognized. Therefore, this thesis adopts the VAK theory and thinks that the present teaching method of Chinese middle school can help students effectively from the three aspects of listening, speaking, and writing.

Students' writing ability can be improved through VAK theory. Dr. Kusumawarti and his team designed an experimental study to prove this. This study adopts the VAK learning model and is completed through one cycle. The results of the survey showed that students' writing scores improved after the researchers implemented VAK.

VAK theory can also improve students' English listening ability. There is a study aimed at understanding how multimedia learning based on visual, auditory, and kinesthetic models can improve students' story listening ability. The results of the study showed that the learning skills of the students who used the VAK multimedia teaching model were improved. Utilizing multimedia based on the VAK model makes learning interesting and meaningful because students can use existing learning styles, making students more active and innovative in their learning.

VAK theory can also improve students' oral English ability. Dr. Bakri and his team conducted a study using a pre-experimental design to observe the effects of the VAK learning style. Based on the analysis results, it was concluded that the VAK learning method can improve English speaking ability, and this method can be used as a preliminary strategy to evaluate students' learning ability.

Based on the above research, this paper gives some suggestions for improving listening, speaking, and writing abilities. To improve their writing ability, students need to accumulate vocabulary, comb, and master English grammar and exercise the ability to expand their thinking. To improve their English listening ability, students can download listening materials. Listen to English news in my spare time. Watching English TV series can also quickly improve English listening levels, so students can usually watch more English TV series, and recite unfamiliar sentences in the process of watching English TV series. Students can improve their spoken English by imitating English songs and English TV programs. Students should use English boldly and seize the opportunity to communicate with native speakers. Students can also record themselves speaking English, listen to their recordings, find problems, and correct them.

This paper analyzes the effectiveness of VAK theory from three aspects of listening, speaking, and writing, because the application of VAK theory in these three aspects is more significant. However, there is limitation to this essay, it pays less attention to the improvement of English reading ability. Therefore, this essay suggests that more attention should be paid to how to apply VAK theory to the improvement of English reading ability in future research.

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