

Developing Cross-Cultural Awareness in Middle School Vocabulary Teaching: An Affordance Theory Perspective

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ABSTRACT

As globalization deepens and international interactions expand, nurturing talents with cross-cultural competence has emerged as a shared objective among nations worldwide. As a widely spoken language, English serves as a vital connector facilitating global communication. With the increase of communication and interaction among people, there is a pressing need to enhance learners' understanding of diverse world cultures. The cultivation of cross-cultural awareness is a hot topic in English teaching today. Integrating intercultural education into English teaching not only aids language acquisition but also fosters effective intercultural communication skills and strengthens students' cultural identity. Vocabulary, as the building block of language learning, mirrors societal changes and embodies rich cultural meanings. Learning vocabulary well is beneficial to students' English learning and the cultivation of cross-cultural awareness. English learning should focus on the environment. Affordance gives teachers a chance to treat the classroom as an ecological environment and to make use of various potential resources effectively. Therefore, this paper employs affordance theory to explore an ecological teaching framework for cultivating cross-cultural awareness in English instruction. Through detailed case analyses, it aims to identify practical strategies that empower teachers to design learning contexts where students can naturally develop cross-cultural competencies, ultimately providing actionable insights for enhancing intercultural education in language classrooms.

KEYWORDS

Affordance Theory; Vocabulary Teaching; Cross-Cultural Awareness; Middle School.

1. INTRODUCTION

Language is a social phenomenon and is a tool for social communication, meanwhile, it faithfully records and preserves the civilization created by mankind (Jin,1999). Language is inseparable from culture. Second language teaching is also inseparable from the cultivation of cross-cultural awareness. With the deepening of international communication, the significance of cross-culture in language teaching is undoubtable. *New English Curriculum Standards for Compulsory Education (2022)* (short for Standards) clearly points out that: "Students should understand the outstanding civilizational achievements of different countries, find the difference differences and similarities between Chinese and foreign cultures, develop intercultural communication and exchange skills, deepening their understanding and recognition of Chinese culture, and building up international vision and cultural self-confidence. They should develop the ability to communicate and exchange ideas across cultures."

In addition to the training English skills, like, listening, speaking reading and writing, the cultivation of students' cross-cultural awareness and intercultural communication skills is also needed. Only when students have cross-cultural awareness can they better adapt to the multicultural society and thus be able to solve the difficulties caused by cultural differences. Junior high school students are

full of curiosity and have a strong desire to explore the world. Guiding them to correctly understand and respect different cultures is an issue that all English teachers need to think about. Cultivating talents with cross-cultural awareness is the key task of teachers in the new era, in line with the requirements of the times.

To cultivate students' cross-cultural awareness, *New English Curriculum Standards for Compulsory Education* gives teachers specific requirements from aspects like vocabulary, extracurricular reading, stage goals etc. In terms of vocabulary goals, *Standards* requires students should not only understand the literal meaning of words and master the usage of words, but also use words in context, understand and express them in combination with the subject's emotions, so as to the flexible use of words. Combined with the context, it is emphasized that teachers should pay attention to the environmental factors in teaching, regarding the classroom as an ecological environment. Therefore, in English teaching, teachers should create a cross-cultural environment in vocabulary teaching, let students perceive potential affordance, actively turn potential affordance into positive affordance, and finally realize the cultivation of cross-cultural awareness.

2. AFFORDANCE THEORY, VOCABULARY TEACHING AND CROSS-CULTURAL AWARENESS

2.1. Definition of Affordance Theory

Affordance theory originated from the field of perception and cognitive psychology, which was put forward by American cognitive psychologist J.J.Gibson (1979), and this term came from his book *The Ecological approach to visual perception*. In his book he mentioned that “the affordances of the environment are what it offers the animal, what it provides or furnishes, either for good or ill.”

Gibson (1979) pointed out that affordance is the interactive relationship between actors and environment from perspective of ecology. He believed that environment has affordance, an attribute refers to what possible perception or action opportunities the environment provides for organism, regardless of whether these opportunities are favorable or unfavorable. As Gibson's example, a hard fully extended (related to the size of the animal) and flat surface can provide animals with supportable affordance, so it can stand on it. It can stand, walk even run on this surface. This hard surface is not as sinkable as the surface of water or pond for animals with a certain weight. In addition, Gibson also pointed out that there are disadvantages of affordance, such as knife can be used to cut things, while improper use will have the affordance of "hurting others". Domestic researchers also translate affordance in different words such as “给养”、“符担性”、“动允性”、“可用性”、“可知度”、“预设行动”、“示能性”, and so on. 可供性揭示了环境与个体之间的“互补性” Different experiences, beliefs and goals of individuals will lead to different perceptions, so affordance are unique to individuals (Norman, 1988). Norman introduced the concept of affordance into the field of design, and from the perspective of designers optimizing products, he thought that affordance was influenced by personal behavior, ability and growth environment.

Van Lier is the first-person introducing affordance theory into second language acquisition. Van Lier (2004) thought affordance takes place learner's interaction and participation during learning process. Only when learners actively participate in the process can affordance and learning opportunities be presented and language learning really take place^[4]. Van Lier (2000) use the term "affordance" to replace "input" in second language learning, because affordance can better explain the relationship between environmental attributes and active learners (Yu, 2018).

2.2. Definition of Cross-Cultural Awareness

Cross-cultural awareness is a part of students' core literacy. According to standards, cultural awareness refers to the knowing and understanding of different cultures, and the recognition of

excellent cultures, attitude and choice that students have in the new era. The cultivation of cultural awareness in grades 7 to 9 of junior high school by standards includes, respecting and tolerating different cultures, cultivating feelings of home and country, being aware of cultural differences when participating in communication activities, and being able to communicate and exchanging with various strategies and so on. Cross-cultural awareness refers to the sensitivity, scientific understanding and consciousness of dealing with cultural shocks and conflicts between different cu (Bi ang Zhang, 1991).

Language is closely related to culture. In foreign language teaching, guiding students to get in touch with and understand foreign cultures is beneficial to their English learning, arousing and strengthening their love of traditional culture and respecting other cultures. Cross-cultural awareness refers to the changes in people's cognition of the world around them through their understanding of their own and other people's cultures, and is a cognitive factor of cross-cultural ability. For the better future of China, it's urgent to cultivate talents with cross-cultural awareness in all aspects in China. English vocabulary can largely contribute to the development of students' cross-cultural awareness.

2.3. The Relationship between Vocabulary Teaching and Affordance Theory

The development of listening, speaking, reading and writing can't be succeed without vocabulary, which is one of the three elements of language. *Standard* points out that learning vocabulary should include not only pronunciation, shape and meaning of words, but also some knowledge of word formation. Vocabulary teaching plays an important role in English teaching. Nowadays, teachers usually take PPP model to teach vocabulary, which usually has three stages. The first stage is presentation, where teachers present words to students. Presentation ways is effective and it directly affects students' understanding and usage of words. Therefore, teachers should use a variety of resources to mobilize students' different senses to percept the target words. The second step is practice. After students perceive and understand vocabulary, they need to practice vocabulary. In this step, taking realistic situations and interesting activities can effectively mobilize students' enthusiasm, such as playing games, guessing words by looking at pictures, spelling contests and so on. The last step is the use of vocabulary. The use of vocabulary should take into account the real situation of students, so that students can realize the transfer of knowledge from classroom to life.

Affordance theory is closely related to vocabulary teaching (shown in picture1). Affordance theory can effectively promote vocabulary learning, and the effect of vocabulary learning can check whether the affordance provided by teachers are suitable or not. In the three stages of vocabulary teaching, teachers can seize all resources to provide students with learning opportunities and promote students to form positive affordance.

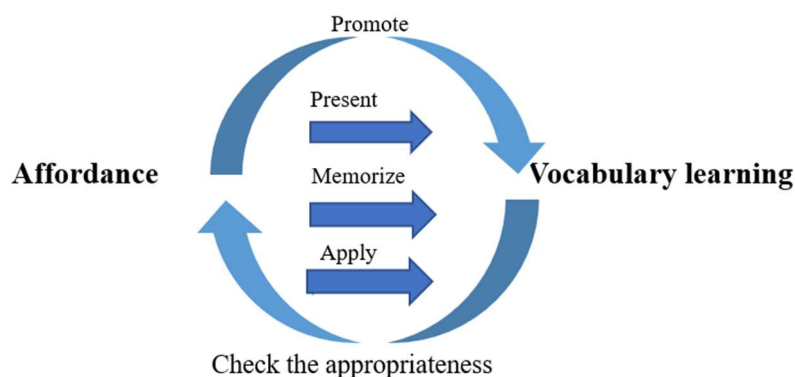


Figure 1. relationship between affordance and vocabulary.

3. PRESENT SITUATION OF CULTIVATION OF CROSS-CULTURAL AWARENESS IN CURRENT ENGLISH VOCABULARY TEACHING

The importance of vocabulary teaching is self-evident. Without vocabulary, students can't learn English well. Vocabulary learning runs through students' whole English learning. It is important for students to master vocabulary. Although many teachers attach importance to vocabulary teaching, they adopt various teaching methods to teach vocabulary. However, there are still many problems in junior high school English vocabulary teaching in China, which requires teachers to change their teaching strategies to meet the needs of students. There are some prominent problems in the current situation, which can't cultivate students' cross-cultural awareness effectively in. All the English teacher have to pay attention to them.

3.1. The Monotonous Teaching Method and Demotivating Students' Interest

The traditional vocabulary teaching method is monotonous. According to the survey, teachers tend to make students memorize words in vocabulary teaching, and then they recall words in their spare time and try their best to remember them(Sun, 2024). Most teachers teach vocabulary by introducing the pronunciation, spelling and meaning, then through repeated reading and spelling, students practice and remember vocabulary. This teaching method only tells students the Chinese meaning of the word, which is out of context, not only lacking in interest, but also inefficient. Teachers don't pay enough attention to the cultural connotation of vocabulary, so it is difficult for students to gain a good vocabulary learning effect, let alone cultivate cultural awareness. Mechanical memory will gradually lead to the loss of students' interest in learning, which is not conducive to their English learning and the improvement of their learning ability. The first step of feeding theory is to perceive learning opportunities. When students actively perceive this vocabulary, the follow-up exercises and vocabulary memory will be more efficient. And students' effective perception of vocabulary is inseparable from teachers' diversified teaching methods. Only when teachers change vocabulary teaching methods to meet students' needs can students better feel the happiness of learning English words, increase their motivation in learning vocabulary and actively to discover the cultural knowledge embedded in words.

3.2. Out of Context and Lack of Cross-Cultural Learning Environment

According to Affordance theory, which emphasizes the interactive relationship between man and environment. English vocabulary has many meanings, which makes learners need to understand the exact meaning of vocabulary according to social and cultural background and context (Huang, 2024). At present, in vocabulary teaching, teachers ignore the creation of cultural situations and can't connect vocabulary teaching with students' life experience, which makes it difficult to achieve the expected goal. The task of cultivating students' cross-cultural awareness requires a vivid cross-cultural communication environment for students. In a good environment, students can understand the cultural knowledge of vocabulary more actively. Due to the lack of English language environment, students' cross-cultural awareness has never been effectively cultivated. At present, most English teachers in junior high school lack the cultivation of cross-cultural environment and fail to build a good cultural learning environment for students. Students don't have an English language environment in their daily life, and they lack opportunities to practice in context. After learning vocabulary, teachers should give students more chances to feel the cultural contents. Students should practice in a related context, they still can't deeply perceive the correct usage of vocabulary, and they can't form cross-cultural awareness.

3.3. Teaching Resources are Monotonous and Lack of Cultural Elements

Teaching resources refer to the all kinds of materials provided for the effective development of teaching. In traditional vocabulary teaching, teachers spend more time teaching the pronunciation, form and meaning of vocabulary. Teaching resources are single, and simple forms such as word lists and pictures are often used. In vocabulary teaching, teachers can derive abundant and situational teaching resources according to the vocabulary of this module. The development of modern information technology can provide diversified learning resources for teachers' teaching. Such as video, animation, interactive software, etc., make vocabulary learning more vivid and interesting. At the stage of presentation, teachers can introduce a word in different countries and cultures, which can be short language, dialogue or pictures. For example, when showing the word "where", teachers can use dialogue showing cultural differences to assist the students to perceive the meaning and pronunciation of where. For example, when foreigners praise Chinese and say that someone is good at cooking. Due to the culture of China people will modestly answer "where, where". Foreigners will also feel puzzled when they hear it. What's more, when explaining food-related vocabulary, such as cheese, corn, teachers can play videos of western food culture for students, so that students can learn about culture while learning words.

Under a certain cultural theme, teachers can guide students to find words related to this culture, enrich students' vocabulary and enhance cultural awareness. Such as food culture, teachers can discuss food culture in China with students. Such as discussing questions like: What cuisines are there in China and what are people's staple foods? How does it taste? At the same time, comparing with western food culture can help students appreciate the cultural differences of different countries, so they can respect and tolerate each other.

3.4. Students Recite Mechanically, Ignoring the Learning Strategies

Interest is the best teacher, and people usually don't forget what they like. Memorizing words mechanically will only make students lose interest in English learning. Therefore, the way to make students memorize words effectively is to stimulate their interest. To cultivate students' cross-cultural awareness, teachers can introduce culture as the background, and students are usually interested in new things. Therefore, teachers can expand the cultural knowledge contained in vocabulary, let students understand words deeply, forming a deep impression in their minds, and delay the forgetting speed of words. There is an old saying in China that it's better to teach a man fishing than to give him fish. Teachers should not only teach vocabulary knowledge, but also give students instruction on applying English learning methods and improve their self-learning ability. For example, when memorizing the pronunciations of words, teachers can teach student phonetics, so that they can remember these pronunciations like learning Pinyin. When remembering the spelling of words, teachers ignore the introduction of vocabulary theory. Teachers can properly introduce English word formation, such as compounding, conversion and derivation, and summarize the general spelling rules, so that the spelling of words can be traced and not chaotic for students. For example, when remembering the meaning of word "news", which consists of four letters n, e, w and s respectively. Teachers can guide students to regard N as the north, E as the east, W as the west and S as the south. News means information coming from all directions. Memorizing words in this way can not only improve students' interest, but also stimulate students' innovative thinking. helping students find their own ways to remember words.

Therefore, teachers can consciously guide the way of remembering words, help students can find their own methods, thus improving their interest in learning.

4. THE IMPLEMENTATION OF CULTIVATING CROSS-CULTURAL AWARENESS IN VOCABULARY TEACHING

In this section, the author will explain how to cultivate cross-cultural awareness in vocabulary teaching based on affordance theory through case analysis.

4.1. Presenting Vocabulary in Multimode Way to Provide Abundant Affordance

Multi-mode, also known as multi-symbol, includes symbols and information resources such as images and written language (Li, 2023). Multimodal theory emphasizes that teachers use different ways and resources to create a learning context for students, and emphasizes the stimulation of students' important senses such as vision, hearing and touch and so on. The development of modern information technology provides material support for multimodal teaching. The presentation of multimodal resources is conducive to students' perception and association of vocabulary, which is closely related to the first step of perception of affordance. Various teaching resources can improve the effect of vocabulary teaching, enliven the classroom atmosphere and stimulate students' interest in learning.

Taking a class taught by Ms. HU as an example, the teaching content is Yeast in the second class of Unit 3, Book A, Volume V of Light Up Science, it fully shows that the teacher uses multi-modal ways to display vocabulary, notices the difference between Chinese and Western cultures, and provides abundant affordance for students. The activity clips are as follows:

Clip 1:

T: Every one, let's look at the blackboard. Today, we will learn a new lesson--Yeast. Do You know what is yeast?

S: 酵母菌

T: You are so clever, here you can see the bread and bread. They all have yeast, right?

S: yes.

T: Ok, lets look at the two pictures (shown in picture 1). What are they?

S: 馒头。

T: But do you know their name in English? (教师拿出馒头实物)

S: ...

T: It's called the steamed buns. And This is bread(拿出面包). How do they taste?

S: It' s delicious...



Figure 2. teacher's teaching materials.



Figure 3. Physical teaching AIDS

Clip 2:

T: The first group can choose one of them to taste? One two three, ok, this group. Just cut for all of you to taste.

S: taste and finish the chart.

In the teacher's first teaching clips, we can find that the teacher used pictures and objects to show bread and steamed buns, and drew out the materials needed to make them, such as yeast and flour. Steamed buns and bread have different shapes and tastes, which reflects the differences between Chinese and western food cultures. For example, China people like steaming, while foreigners like baking. Teachers choose different foods, which deepens their feelings about different cultures in a subtle way. Students are now seeing that steamed buns is what China people are used to eating, and bread is the western food culture. In the second clip, the teacher asked the students to taste steamed buns, guokui and bread and compare the differences in shape and taste among them. Tasting in class is conducive to students' careful observation of food and understanding of the vocabulary fluffy, chewy. Under the multi-modal teaching, students' learning enthusiasm is significantly improved, and each student participates in classroom activities under the guidance of teachers. Students perceive, internalize and produce vocabulary in the process of cutting, observing, tasting and discussing. The teacher created a relaxed classroom environment for students by multi-modal teaching, and interacted with students in various elements of the environment, finally realizing students' mastery of vocabulary.

4.2. Adopting Flexible Practice Activities to Cultivate Students' Cultural Literacy.

The purpose of students learning vocabulary is to use vocabulary. According to PPP modal, practice is the second step of vocabulary teaching, and students can master vocabulary through practice. Teachers give students opportunities to practice vocabulary in situations by adopting various teaching activities, such as group discussion and role-playing. Practice activities should pay attention to the infiltration of cultural differences between China and the West. Teachers can derive topics related to Chinese and Western cultures around the theme context and jump out of the text. At the same time, while students are practicing, their thinking quality can also be exercised.

Take unit 9 of the first volume of the eighth grade of People's Education Edition as an example. The title of this unit is "Can you come to my party?" This course focuses on the topic of "sending an invitation-accepting an invitation-rejecting an invitation", focusing on cultivating the effectiveness and appropriateness of students' interpersonal communication and maintaining good interpersonal relationships. There are huge differences between China and the West in interpersonal communication. Then teachers can guide students to thinking people's different practice in different cultural backgrounds. Vocabulary in this class includes prepare for, available, invite, accept, refuse, surprised and so on. In addition to practicing the content of the text, teachers can let students discuss

the culture of invitation, the culture of refusal and the matters needing attention in going to parties in families in China and the West, so as to perceive the differences between China and foreign countries and cultivate cross-cultural awareness

Activity 1 Cut, taste and think

Work in pairs.

1. Cut the steamed bun, the bread and Guokui in half.
2. Observe them and record what they look like (have/doesn't have holes)
3. Taste them and record. (fluffy/ chewy)

	steamed bun	bread	Guokui
Look	round	square	round
Taste	fluffy	fluffy	chewy

Think about it
We use flour to make them. What ingredient is put in the steamed bun and bread? **Yeast.**




Figure 4. teaching activity

Table 1. activities

Activity	purpose
1. Have a role play in groups of 3. Play the roles of David, Jake and He Wei respectively.	Consolidate the content of this lesson
2. What's the difference between China and the West in refusing invitations from others?	Explore the cultural differences between China and the West
3. Discuss what you know about the differences between China and the West at parties?	

The first activity is to re-examine and refine the text content in the form of role-playing after students combed the text learned the vocabulary. Role is a regular classroom activity, but it is of great value in English teaching. Role-play is helpful for students to combine knowledge with roles in the context, to perceive and internalize knowledge in real communication situations, and then to output the knowledge effectively (Lin, 2022). The text has three important roles. The inviter sends out an invitation to a party to his classmates, one of whom accepts it and the other turn down it. Every student can participate in it, and not only learn knowledge but also get closer to each other while interacting with teammates. When students have finished their exercises, teachers can invite students to show them on the platform, which can stimulate students to generate knowledge and realize the transformation of affordance. This is in line with the point that learners participate in practice emphasized by affordance theory.

The second and third activities are derivative discussions based on this theme, focusing on improving students' cultural literacy and cultivating students' cross-cultural awareness. Teachers take questions as their sustenance. After students discuss the cross-cultural differences, teacher can play some videos about introducing Chinese and western cultures about the theme, so that students can better understand cultural differences and conduct effective cross-cultural communication. The differences in refusal between China and the West are as follows: Westerners advocate blunt words, while Chinese advocate euphemism and circuitous, leaving people with face. However, it doesn't mean that western people are impolite to speak bluntly. On the contrary, the speech act of westerners is very

polite in their culture. Therefore, teachers teach students to be frank and direct when dealing with westerners, and at the same time, they should not lose their manners. The third question is to discover the differences on people's ways to have a party between Chinese and western, including the preparation before the party, people's entertainment activities and food during the party. By exploring interesting cultural phenomenon, students can better cope with cultural conflicts and misunderstandings in their lives and in the future, respect and understand differences, and eliminate stereotypes about other countries' cultures.

4.3. Guiding Students to Participate in Practice and Deepening Cross-Cultural Awareness.

English teaching is inseparable from activities, and English teaching under the guidance of activity view is inseparable from students' involvement in a series of practical activities. Students are the main body of practice. Teachers can't ignore students' dominant position in class, and encourage students to think bravely and study actively. What teachers should do is to help students design interesting activities in teaching, build a learning stage for them, guide students to realize vocabulary output in practice, constantly increase their cultural awareness and improve their learning ability. To cultivate students' cross-cultural awareness through vocabulary teaching, it is necessary to create practical activities related to cross-cultural background, so that students can experience cultural differences and respond to cultural conflicts tactfully.

For example, when teaching the starter unit 3 of seventh grade published by People's Education Edition-What color is it? Teachers should expand their cultural knowledge and design practical activities according to the theme of color. Teachers can explain colors in depth. Different colors have different meanings in different countries. In China culture, red has the meanings of celebration, happiness, honor, reunion, success, loyalty, and bravery. Similarly, in modern China culture, red had political meaning, symbolizing revolution and political awakening, and was also called China Red. Red is a slightly derogatory word in western culture, and it is regarded as a symbol of bloodshed, danger and terror. Criminals are "red-handed" when caught red-handed, and drunkards are "red nose". However, there are similarities in the cognition of red between China and the West. Red is used to express passion and love, and also represents strength and vitality. Another example is that the cognition of white in China and the West is also different. China has a negative concept of white, and with the passage of time, white has become a taboo color in China. The most obvious thing is that the color of mourning clothes in China is white, and the funeral is commonly called "white matter". White is also used in derogatory terms, such as "free to eat and take", which means just enjoying, not giving or even taking. "White eyes" show contempt. In the west, white is considered as a symbol of holiness and justice, and angels usually wear white clothes. Christ is shaped as the lamb of God, and white has thus become the worship color in western culture. The main theme of western weddings is also white, and the bride wears a white wedding dress. Of course, white also has many positive meanings in China. Many white animals are auspicious, such as white deer and Pak Yin. White is pure, clean and simple. "White as jade" and "innocent" describe people's noble qualities.

After the students have learned the words that represent colors, teachers can play videos of the cultural differences on colors between China and the West, and take the videos as affordance to deepen students' understanding of colors. After watching, teachers can ask students to draw pictures and draw the color differences between China and the West. While understanding the differences, students can not only increase their cross-cultural awareness, but also learn new vocabulary.

4.4. Providing Strategy Affordance, and Improving Students' Self-Learning Ability

Memory strategy is also called learning strategy. Vocabulary memory strategies play an important role in students' English vocabulary learning. Mastering vocabulary is a long-term process. Teachers' explanations in class are far from enough, and students need to study after class. It is important for

students to find vocabulary memory strategies that suit them. Therefore, in teaching, teachers should consciously strengthen the guidance of students' memory strategies. There are many memory strategies, such as associative memory strategy, pronunciation memory strategy, and so on. Many words in English introduced from Latin and Greek have rich cultural connotations. Taking culture as the theme, students can combine reviewing words with learning culture which can improve their interest in autonomous learning and memory effect.

Teachers can guide students to use mind maps to remember words. When memorizing "food" related words, there are huge differences in diet between China and the West. Teachers can remind students to start from three aspects: dinner, breakfast and lunch, so that students can look up the information after class to find out the difference between Chinese and western meals a day. In addition, students can learn about new cultures, learn new words and share them with students in class from the selection of Chinese and western ingredients, food cooking methods, dining methods and table manners. This way of learning should conform to students' interests, exercises students' thinking and cultivates their practical ability. In the process of reviewing, they can deepen their understanding of Chinese and western cultures and further formed cross-cultural awareness. In addition, teachers can also use some interesting English proverbs to help students remember vocabulary, integrate vocabulary teaching into this cultural teaching, and encourage students to remember words in this way. For example, the "as cool as cucumber" means, but in fact it means calm. "blue in the face" means exhausted, which involves the western meaning of the color "blue" that expresses hesitation and fatigue. There are also many interesting proverbs, such as piece of cake, eat like a horse and so on. Reviewing English words through proverbs can not only enhance their cross-cultural awareness, but also train students' innovative thinking and help to cultivate their core competence. Teachers provide students with material affordance, mind maps. Students will also consciously use mind mapping learning strategies in self-study and improve their self-study ability. Teachers take proverbs as affordance, so that students can take the initiative to discover interesting phenomena in English and become more interested in English learning and desiring to explore.

5. CONCLUSION

Vocabulary plays a great important role in English learning, paving the way for the four skills of English learning and the development of core competence. Activity is vital for language teaching and learning. Teacher should pay attention to teaching environment in class. Affordance theory provides a new perspective for English teaching, giving teacher instructions on the presentation, memorization. and application of vocabulary. Under the guidance of affordance theory, teachers should pay attention to the utilization of learning resources and the creation of students' learning opportunities, helping students seize the opportunity to interact with teaching resources, and finally turn it into a positive affordance for themselves, then realize the effective learning of English vocabulary. The purpose of language learning is to communicate with others.

As a part of language, vocabulary is closely related to culture. Infiltrating cultural factors in vocabulary teaching plays a key role in cultivating students' cross-cultural awareness, making students face cultural conflicts in a right way and understand multiculturalism in international exchanges, which is beneficial for students to spread the voice of China better.

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