

#### **2.0 Introduction**

This chapter presents a review of literature of the topics and areas related to the present study. The areas which have been discussed in this literature review are English language education in India, English Language Teaching (ELT) at secondary level in India, CBSE syllabus of English for secondary grade, developments in English language pedagogy, curriculum and syllabus, technological interventions in the field of education, the concept of Multimodality, Multimodality in academics, Multimodal Communicative Competence (MCC), and multimodal syllabi and curriculum. The chapter also includes case study of multimodal English syllabus framework in Singapore and Australia and studies in the field of Multimodality in English education and curriculum and development of syllabus framework.

#### **2.1 Development of English Language Education in India**

English has long been hailed as a language that connects the whole world. English is the dominant international language of the 21st century. It is spoken at a useful level by some 1.75 billion people – a quarter of the world’s population (The English Effect, 2013). David Crystal (2003) mentions “The British Empire may be in full retreat with the handover of Hong Kong. But from Bengal to Belize and Las Vegas to Lahore, the language of the sceptre isle is rapidly becoming the first global lingua franca” (p.1). English as a language is recognised either as the national language or as an official language in most of the countries in the world. “There are three hundred and fifty million people who use this language (English) as their mother tongue and the rest use it as a Foreign or Second language. It is the only language widely used from China to Peru, and more scattered than any other language in the world” (Sharma, 2015, p.24).

English entered the Indian subcontinent with the advent of the British. Lord Macaulay had stressed upon the Indian elite to be instructed in English in 1835 so that a class of persons Indian in blood and colour, but English in taste, in opinions, in morals and in intellect can be produced (Montaut, 2010). He, thereby, announced the “superiority of European civilisation, hence a model for emulation” (Dutt, 2018, p.vii). It was with the arrival of Christian missionaries in 1813 that “they built schools at primary level for Indians in which the language of instruction was local language. Later on, the missionaries built high schools with English as the language of instruction which obliged the Indians who wanted to study to have a good knowledge of English” (Vijayalakshmi & Babu, 2014, p.1). English gained importance with the passage of time in India and became the second language in the country. Thus “from the despised instrument of oppression to the reluctantly adopted lingua franca to the status symbol of the upper classes to its position today as a second language, English has come a long way” (Shubhasri, 2018, p.401).

Since it is apparent that the English wanted Indians to work for them and facilitate them in the functioning of their administrative machinery in the country, they devised plans to educate Indians in the use of this language. “The Senate of the University of Calcutta adopted a resolution in 1861 that all examinations should be conducted in English and thus schools were compelled to introduce English at an early stage” (Solanki, 2014 p.1). In the same line, many schools and colleges were opened in India in order to educate the Indians in the use of English. The English not only paid attention to the provisioning of English at the higher levels of education but initiated the same the primary level as well. Kalanithi (2015) refers to the Report of the Education Commission, 1966 that “Lord Curzon’s resolution of 1904 recognised the extension of primary education as the duty of the states” (p.4). Thus, it was started to be understood that English as a language needed to be introduced at primary level so as to train the Indians in the use of English in a better manner.

The opening lines of NCERT Focus Group position paper on teaching of English sums up the use of English in India as “a symbol of people’s aspirations for quality in Education and a fuller participation in national and international life” (NCERT, 2006, p.1). English, in today’s scenario, has become a language of opportunities for the Indian masses. It has come out of ages from being treated as a foreign language to the status of being one of the official languages of the country. English has been regarded as one of the official languages in India along with Hindi and other regional languages as per the Official Languages Act, 1963. But beyond being an official language, it has enjoyed a great status as lingua franca initially among the elite societies and later on among the common masses in the country. The report of National Knowledge Commission-2009 also points out that “proficiency in English is widely perceived as an important avenue for employment and upward mobility, which also greatly facilitates the pursuit of higher education” (National Knowledge Commission, 2009, p. 45).

Article 343(2) of Indian Constitution provided for continuing the use of English in official work of the Union (Official Language, n.d.). It makes English a very important language for Indians. Today, almost all official communication takes place in English in India. English also acts as the link language between the Union and the states and among the educated elite of the country (Sood, 1995). Since English holds such an important place in the political, official, social, professional and vocational spectres of life, it has found its way in the educational system in the country where it fetches a lot of attention from the school administration, teachers and students alike. After the arrival of the British in India and more specifically, after the independence, English has been playing the role that was played by Persian language during the regime of Mughals in India. Khansir & Mozafari (2014) state, “the Persian language was used as a second language in South Asia. It served as the language of culture and education in several Muslim Courts in South Asia and became the sole official language under the Mughal emperors” (p.2360).

According to Jawalge, “India is the third largest English-speaking country after the US and UK” (Jawalge, 2014, p.51). English is not merely a language which connects people and provides them professional opportunities but it offers them career growth and better remunerations. British Council quotes its Project English (2009) report in *The English Effect*, 2013 that in India, for example, hourly wages are on average 34 per cent higher for men who speak fluent English and 13 per cent higher for men who speak a little English, relative to men who do not speak English.

English has been regarded as the language of the elite by Montaut (2010). The situation has changed completely today as English has been used at all levels in the Indian society. It has become the language used at all places such as schools, colleges, universities, hospitals, defence establishments, offices, etc. Indian society has accepted English not only as a language but as an essential skill without which a good career is almost impossible. “It is the language of higher education and research, maritime communication, international air traffic control and it is used even for internal air traffic control in countries where it is not a native language” (Jawalge, 2014, p.51).

English is also connected with the status of an individual in India. A person who speaks English is considered to be better literate than the one who is not able to speak or use this language. As Timothy J. Scrase (2007) asserts that English has a lot of importance apart from getting jobs as well. It’s a language of social interaction and you are treated as a nobody if you can’t speak this language. It signifies that English language holds a very important place in the web of languages in India. It is rightly said that “the language has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education” (Crystal, 2003, p.30).

The position that English language has gained in India is partly due to the fact that it has been given the status of second language in India. If we have a closer look at today's scenario, it can be observed that this language is being learnt by Indians for various reasons such as better job opportunities, better respect in the society, admission in foreign universities, globalisation, etc. According to Salman Rushdie, "what seems to be happening is that those people who were once colonized by the language are now rapidly remaking it, domesticating it, becoming more and more relaxed about the way they use it – assisted by the English language's enormous flexibility and size, they are carving out large territories for themselves within its frontiers" (Rushdie, 1992, p.64). The English language appears to be the key ingredient in a new, IT-enabled, economy which is everywhere transforming Indian society (Graddol, 2010).

### **2.1.1 ELT at Secondary Level in India: Commissions and Policies**

The opening lines of the Framework for Implementation of Rashtriya Madhyamik Shiksha Abhiyan (2009, p.1) rightly point out the importance of secondary education with the following words: "Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work". According to the same document "classes IX and X constitute the secondary stage and the normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes" (p.1). The vision document for secondary grade (NCERT, 2010) issued by the Department of Secondary Education (DSE) in National Institute of Education (NIE) under National Council of Educational Research and Training (NCERT), Ministry of Human Resource Development (MHRD), Govt. of India states that a child's future depends a lot on the kind of education he or she receives at the secondary level. Secondary grade is an important juncture in the "educational hierarchy" because it prepares the students for higher education and for professional growth (Rashtriya Madhyamik Shiksha Abhiyan, 2009).

Post-independence, many commissions have been constituted by the Govt. of India to pave a way for quality secondary education in the country. The first of such commissions was University Education Commission (December 1948-August 1949). Though the major emphasis of the commission was on higher education but it touched upon the issues of school education as well (Unit 5, 1963). The commission recommended that English should be added from grades nine to twelve to the students whose mother tongues happen to be federal language. The commission recommended that the pupils at higher secondary level should be made conversant with the three languages—the regional language, the Federal language and English (the last one in order to acquire the ability to read books in English). The commission also recommended that English should be studied in high schools and in the Universities so that we may keep in touch with the living stream of ever-growing knowledge. (The Report of the University Commission, 1963).

The Secondary Commission (which is popularly known as Mudaliar Commission) submitted its report in 1953 in which a detailed analysis of the need of English at secondary and later stages was carried out. The report firstly examines the position of English in the schools of India and gives two observations: “(i) that English is allowed to be the medium of instruction in schools where the students admitted are largely those whose mother-tongue is English, (ii) in view of the difficulties experienced by a certain number of pupils who had to migrate from one part of the country to the other and who could not easily take to a new regional language, English was allowed to be continued in some schools as the medium of instruction and as a language of study” (Report of the Secondary Education Commission, 1952-53, p.49). The Mudaliar Commission Report quotes the recommendations of the conference of professors of English of Indian universities which was convened by Govt. of India on 23<sup>rd</sup> and 24<sup>th</sup> of January, 1953. The conference recommended that English should continue to occupy important place in the curriculum of secondary schools; the aim of teaching English to be the attainment

by pupils of a good working knowledge of English at the end of the Secondary stage; the conference also laid emphasis upon the detailed study of texts of simple modern English prose written within a frame of about 2,500 essential words and non-detailed study of books in prose and verse. To improve the quality of teaching of English, the conference gave an important recommendation wherein it suggested that English should be taught as a compulsory subject for a period of six years at the Secondary stage.

The Mudaliar Commission expressed a serious concern towards the dearth of qualifications and experience of teachers of English. The commission gave recommendations regarding the qualifications of teachers at different stages. The commission finally opined that “English should be a compulsory subject of study in the Secondary schools beginning from the Middle school stage”. Considering the importance of English language for the Indian masses, the commission concluded that study of English should be given due importance and position in secondary schools and at the same time, facilities should be provided at Middle school stage as well. (Report of the Secondary Education Commission, 1952-53, p.57-58).

The Education Commission (1964-66) under the chairmanship of Dr. D.S. Kothari clearly pointed out the need of emphasising the study of English because knowledge is growing at a tremendous pace and the people of the country must keep up with this growth and contribute to the growth of the nation. The commission also states that adequate stress will have to be laid on the study of English as a language right from the school stage. “It should be the most useful 'library language' in higher education and our most significant window on the world” (p.22).

The commission suggested continuation and promotion of the teaching and study of English right from the school stage. The Commission also recommended two language formula for Higher primary stage for the first time in the country. The first language being the mother tongue or the regional language and Hindi or English as the second language. The third

language was made optional by the commission. For the secondary grade, the commission recommends three language formula and felt that a strong foundation in the language will have to be laid at the school stage and to begin the teaching of English from grade V with some conditions.

A huge difference is seen in the approach of the National Knowledge Commission-2009 wherein the commission recommended the teaching of English right from grade I in the following words:

In the current scenario an understanding and command over the English language is the most important determinant of access to higher education, employment possibilities and social opportunities. NKC therefore recommends that the teaching of English as a language should be introduced, along with the first language (either mother tongue or the regional language) of the child, starting from Class I. Further, NKC has also focused on the need to reform the pedagogy of English language teaching and the use of all available media to supplement traditional teaching methods (National Knowledge Commission, 2009, p. 13).

Thus, National Knowledge Commission, for the first time, emphasised the need for teaching of English in school education as English proficiency may empower learners for better job opportunities and a better livelihood. The document unequivocally goes on to state that the “school-leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education” (National Knowledge Commission, 2009, p. 27). While recommending pedagogical changes, the committee advocated the need to contextualise language learning by promoting multi-linguality and also designing of the school curricula and methods of pedagogy keeping in mind the same. National policies on education-1968 and 1986



also adhered to the recommendations of the education commissions constituted from time to time by the Govt. of India.

CABE (Central Advisory Board of Education) in its report on *Universalisation of Secondary Education* (2005) expressed its concern about the failures at secondary grade as around 80 percent of the candidates who fail in the board examination, fail in Mathematics, English and Science. The report further states that it is a fundamental right of a child to have access to and complete secondary and higher secondary education and succeed in basic mathematics, science, social science, and languages including English. For bringing an improvement in the teaching of English, CABE strongly recommended the setting up of English Language Labs for 9<sup>th</sup> to 12<sup>th</sup> grades.

It is important to note that the eighth All India School Education Survey Report 2019 shows that “English as medium of instruction is used in 15.49% schools at the primary stage, 21.08% schools at the upper primary stage, 28.73% schools at the secondary stage and 33.06% schools at the higher secondary stage. The corresponding figures in the 7<sup>th</sup> Survey were 12.98%, 18.25%, 25.84% and 33.59%, respectively”. The reference date for the data, as per the report, is 30 September, 2009.

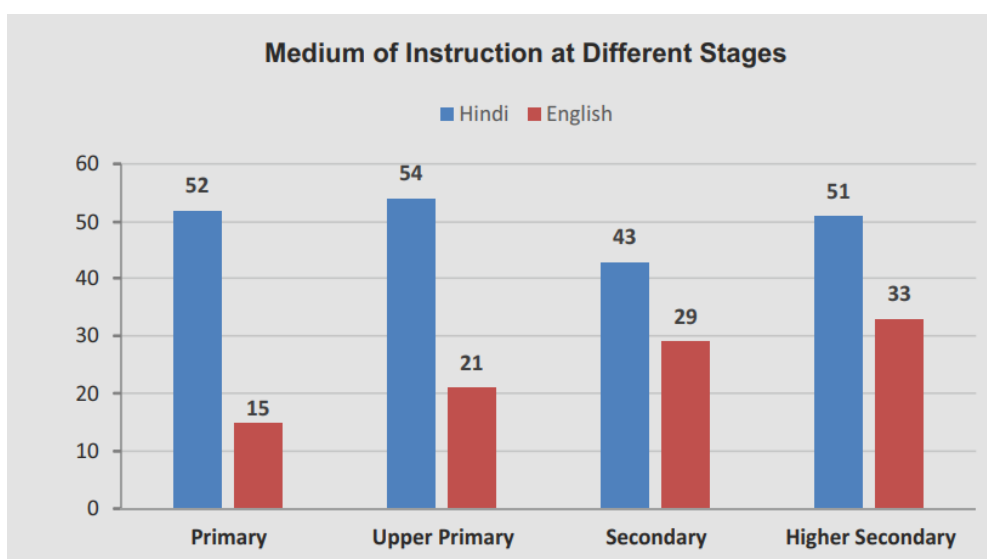


Figure 2.1: 8<sup>th</sup> All India School Education Survey Report

National Curriculum Framework (2005) states that Language education is not confined to the language classroom and during the study of other subjects such as mathematics, science or social science language plays a crucial part. Thus, NCF (2005) focuses on the concept of language across the curriculum. The implementation of the suggestions of all the commissions and national policies on education have led to the improved state of English in the country today. When we talk about school education, though it can be bifurcated among different levels ranging from pre-primary to middle school and finally the secondary and Sr. Secondary stages.

### **2.1.2 CBSE Syllabus of English for Secondary Grade**

Since the present study endeavours to analyse the existing syllabus for Secondary grade prescribed by the CBSE (Central Board of Secondary Education), New Delhi, it is important to know its background. “The Central Board of Secondary Education, New Delhi changed the English syllabus in the 1980s. More importance was started to be given to the language functions rather than structures. This was on par with the Activity Based Learning introduced by the State Boards in the syllabus. Thus, slowly CLT started creeping into Indian classrooms” (Kumar, 2013, p.25). “The *English Communicative Course* (known as English-Course A) was introduced by CBSE at secondary level in 1993-94. Though the course materials were renewed periodically in 1995, 1997, and 2003, a full-fledged and complete revision was undertaken only in 2009 when the Main Course Book, Work Book and Literature Reader for class IX were revised on the basis of feedback received from teachers, students and ELT professionals” (Joshi, 2011, Foreword section). The title of The English Communicative Course and its stated objectives emphasize upon the communicative aspect of language and base it on Communicative Approach for teaching English though not acclaimed explicitly anywhere.

It was in the year 2018 that the CBSE came up with another shift in the curriculum by discontinuing the English communicative curriculum and by keeping only the Language and Literature curriculum. The textbooks prescribed by Language and Literature curriculum were

first published in the year 2007 and have not been revised since then. It shows that as far as the content is concerned, CBSE did not make any improvisation by keeping these textbooks in the syllabus and by removing the newer textbooks under Course A: Communicative English.

“The need for chiselled graduates to merge successfully in the tough competition of the global market is in great demand nowadays. For this, a change in the trend especially the teaching learning process of English language has to undergo a transition for the betterment. Seasons change, fashion changes, attitudes of human beings change but it is disheartening to note that in the last century English curriculum has hardly undergone any change” (Abilasha & Ilankumaran, 2014, p.46-47). There are numerous pedagogical and technological advancements which have made it compulsory to review the syllabi that are being followed at different levels in the schools.

The present CBSE syllabus is designed based on the guidelines provided by the *National Curriculum Framework—2005* (NCF—2005). NCF—2005, the basis for the syllabus development in India, emphasizes upon merger of input material so as to enhance the quality of education in the field of language teaching as it recommends that

“Input-rich communicational environments are a prerequisite for language learning, whether first or second. Inputs include textbooks, learner-chosen texts, and class libraries, allowing for a variety of genres: print (for example, Big Books for young learners); parallel books and materials in more than one language; media support (learner magazines/newspaper columns, radio/audio cassettes); and "authentic" materials” (NCF 2005, p.39).

The suggestion provided by the NCF-2005 is close to the Input Hypothesis as promulgated by Krashen (1985, p.2) which deals with the theory that “humans acquire language in only one way—by understanding messages, or by receiving comprehensible inputs”. Though NCF-2005

recommends these parameters for syllabus and study materials but it is important that we know from teachers regarding the extent to which the existing syllabus is achieving the stated objectives and quality of study material designed and provided for dissemination of the course content. The above reference from NCF-2005 clearly defines a practical approach in terms of input material when it talks about “Input-rich communicational environments”. Such environment includes the teaching material and content as well as the teaching aids. The main purpose is to incorporate the most feasible material and pedagogy in the classes.

Gargesh (2015) states, “Secondary education is a crucial stage in the educational hierarchy as it prepares students for higher education and at times also for employment” (p.103). This is also for the first time that the student faces a national level board exam which in turn prepares him for the many other exams which he will appear for in the future. The students brush through a very important transitional period i.e. adolescence during this time which acts as a step forward towards mental and physical maturity. Highlighting this feature of secondary grade, Beland (2014) comments that

“ninth grade is a watershed year for students. In transitioning from middle school into high school, adolescents encounter a much larger student body, a more impersonal school environment, increased academic rigor, and fewer emotional supports. Many freshmen are ill prepared for these challenges and fail to earn the credits necessary for promotion to the next grade level, thereby swelling the ranks of the ninth-grade...” (p.61)

Kundu (2016) also states, “Secondary education is an important stage in the school education ladder as it equips students with skills important for higher education and the labour market” (p.1). She further states that though secondary education is an important stage but “in India, for

the past several years, policies and financial priorities accorded have been more in favour of elementary education than to the secondary education” (p.1).

The significance of secondary education is further highlighted in the World Bank Report by Moreno & Cuadra (2005) where they assert that “secondary education is an important vehicle for national skills formation, countries in recent years have expanded second-chance education for the adult population in both formal and non-formal educational settings” (p.48). As per the RMSA (Rashtriya Madhyamik Shiksha Abhiyan) Scheme document “Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage” (p.1).

These documents clearly show that that secondary grade holds a special status in the educational journey of the child. During this time, the content taught and its delivery in the classroom has a great significance for the child. All the learning at school depends heavily on what he or she is taught in the class, how it is taught and evaluated and the allotment of sufficient time for the attainment of the set objectives. At the same time, the teacher depends upon the syllabus to guide and channelize his teaching. Thus, it becomes essential that the English syllabus of secondary classes is reviewed so as to see their relevance in today’s world.

### **2.1.3 Developments in English Language Pedagogy**

English Language Teaching (ELT) has been an ever-evolving field with enormous innovation over the years. The approaches and methodologies have kept on changing keeping in view the changing environment, needs and resources available in the hands of applied linguists, theorists and language tutors. Changes, therefore, have reflected in teaching methods, syllabus, curriculum and materials which are deemed to have a great impact on the teaching-learning process.

Second Language Acquisition (SLA) is not an easy process and takes a lot of efforts from the academicians, researchers and teachers to make the actual learning possible. Djigunovic & Krajnovic (2009) state that “language teaching draws heavily on insights that are validated by the research into the teaching process in all its complexity” (para 1). Since language teaching has been an evolving field, there have been several methods and approaches guiding the language teachers in respect of tools, techniques and procedures to be used in the language classrooms. Going back in time, “Memorization of vocabulary and translation of sentences often formed the major part of such learning process in the past. Ancient languages such as Sanskrit and Pali were mastered in India through the process of memorization of texts and vocabulary lists. Learning vocabulary lists indeed formed the core of language learning” (Thirumalai, 2002, ch.2, para 1). But such methods were not felt enough for language acquisition as Rao & Thilakha (2010) feel “If language teachers teach as they taught earlier, then one may not achieve the required goals of teaching English in the present global scenario” (p.21). With the recognition of English as a global language and the second official language in India, the number of speakers increased in all the domains. With this change in the scenario, the linguists and language specialists started exploring and experimenting for the better approaches and methods for second language teaching. They tried to study the natural process of learning a language and vocabulary retention. As Richards and Rodgers (2014) state “They sought a rational answer to questions such as those regarding principles for the selection and sequencing of vocabulary and grammar, though none of these applied linguists saw in any existing method the ideal embodiment of their ideas” (p.20).

While working away from classical method of Grammar-Translation, the ELT experts came up with several other methods such as Direct Method, Oral Approach, Audio-lingual Method, The Silent Way, Situational Language Teaching, Community Language Learning, Functional Notional Approach, Total Physical Response, The Natural Approach, Communicative

Language Teaching, etc. So many methods and approaches may baffle a teacher to look for the best one to be used and adhere to for optimum outcome. As regards the concepts, Anthony (1963) refers to the three levels of notion as approach, method and technique:

... An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught ...

... Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic; a method is procedural. Within one approach, there can be many methods ...

... A technique is implementational—that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well (p. 64)

Although many approaches and methods have been introduced with the passage of time, but gaps between the methodologies and classroom practices have been observed in search for complete integration between the theory and the actual practice. As Renandya & Widodo (2016) state that “English language teaching (ELT) continues to be as dynamic and complex today as, if not more so than, it has been in the past. First, the English language itself has undergone a dramatic change in terms of its use and users” (p.3). Though ELT has been a progressive field but there are certain complexities arising out of the theories propounded by the academicians and the actual classroom practices. Renandya & Widodo (2016) further observe that “People are no longer preoccupied with the quest for the best or most effective teaching methods. This is because teaching methods touted by method gurus to be effective

has proven to be less so when implemented under authentic classroom conditions. The belief that designer teaching methods would work in all ELT contexts has now been largely abandoned” (p.4).

Richards and Renandya (2002) believe that for much part of the twentieth century, a primary concern of the teaching profession was to find more effective methods of language teaching but by the twenty-first century, there has been a movement away from a preoccupation with generic teaching methods toward a more complex view of language teaching and learning process. Brown (2002) also corroborates the view that the pedagogical experts in the mid-1880s to the mid-1980s searched for a “single, ideal method, generalizable across widely varying audiences, that would successfully teach students a foreign language in the classroom” (p.9). Thus, he terms this development as ‘pedagogy’ rather than ‘method’.

This phenomenon of the quest for understanding the complex system of language teaching was taken up by the likes of Kumaravadivelu (1994) and Prabhu (1990) who tried to think beyond the scope of methods and approaches which had been concentrated upon till then. Kumaravadivelu (1994) named this new exploration as Postmethod condition.

Kumaravadivelu (1994) establishes that there has been a lot of confusion regarding the selection of appropriate method out of all the “fashionable language teaching methods” (p.27) as we have behaved like a “bewildered flock of believers” (p.27) in search of the appropriate methods for Second Language Acquisition (SLA). According to him, “we have seen a steady stream of evaluative thoughts on the nature and scope of method” (p.27). Kumaravadivelu (1994) cites Mackey (1965) who observed more than a quarter century ago that "while sciences have advanced by approximations in which each new stage results from an improvement, not rejection, of what has gone before, language-teaching methods have followed the pendulum of fashion from one extreme to the other" (p. 138) He further points out that



“We now seem to have reached a state of heightened awareness-an awareness that as long as we are caught up in the web of method, we will continue to get entangled in an unending search for an unavailable solution, an awareness that such a search drives us to continually recycle and repackage the same old ideas and an awareness that nothing short of breaking the cycle can salvage the situation. This awareness is fast creating what might be called a postmethod condition” (p.28).

Arikan (2006) defines postmethod condition as “qualities of the contemporary era in English language teaching in which previously well trusted methods are put under serious scrutiny and in which a body of methods and techniques collected from all previous methods and approaches are used pragmatically with a belief that such an eclectic practice leads to success” (p.1).

An important aspect of post-method condition is teacher autonomy which is highlighted by Adrang & Oroji (2017) stating “The second advantage of post-method which we are going to scrutinize is teacher’s autonomy. Post-method significantly highlights the role of the teacher in the classroom” (p.153). It makes teachers free to use the methods best-suited for their purpose.

Kumaravadivelu (1994) further defines the postmethod condition as “a state of affairs that compels us to refigure the relationship between the theorizers and the practitioners of method” (p.28). He conceptualises the postmethod condition and proposes a strategic framework for L2 teaching consisting of ten macrostrategies. He defines macrostrategies as “general plans derived from theoretical, empirical, and pedagogical knowledge related to L2 learning teaching” (p.32). A macrostrategy can be used as a broad guideline which can be used by teachers to develop their own “situation-specific, need-based microstrategies or classroom

techniques” (p.32). He proclaims that “the postmethod condition can potentially reshape the character and content of L2 teaching, teacher education, and classroom research. It can empower teachers with the knowledge, skill, attitude, and autonomy necessary to devise for themselves a systematic, coherent, and relevant alternative to method that is informed by principled pragmatism” (p.44).

Prabhu (1990) examined the possibility of using or omitting the use of methods in the light of his statement “There is no best method”. He examines the issue of choosing the best method based on a broad interpretation of the term ‘method’ with three options- (a) that different methods are best for different teaching contexts; (b) that all methods are partially true or valid; and (c) that the notion of good and bad methods itself is misguided. Prabhu discards the first two interpretations considering them as unhelpful and discusses the third one with “an exploration of the concept and teachers’ sense of plausibility” (p.161). He reflects upon the matter and says that those who declare that there is no best method give the reason that there are different “teacher-related-factors (status, training, belief, autonomy, skill, etc.), and learner-related factors (age, aspirations, previous learning experience, attitudes to learning, etc.)” (p.162) upon which the success of the teaching methods depends. Therefore, there are best teaching methods for different contexts. On the other hand, Prabhu states that “however, that to say that no single method is best for everyone is also to say that different methods are best for different people-or for different teaching contexts. This implies that, for any single teaching context, there is in fact a method that is best” (p.163). Prabhu keeps the teachers’ sense of plausibility as the decisive factor in “promoting the most learning that can be promoted by that teacher” (p.176).

Post-method condition has ushered in an era which opens the doors of autonomy to the teachers at a time where “the best method in teaching was ungraspable and invisible” (Arikan, 2006,

p.3). It simply implies that there is need of balance between what the theorists propound and what the practitioners execute on ground.

## **2.2 Curriculum and Syllabus**

The concept of 'curriculum' has been important in second-language programmes throughout the history of English as a Foreign Language (EFL)/English as a Second Language (ESL). Often the concepts of 'curriculum' and 'syllabus' are interchangeably used as many people are not able to understand the finer differences between the two. Nunan (1988) also states in his book 'Syllabus Design' that "within the literature, there is some confusion over the terms 'syllabus' and 'curriculum'" (p. 3). As with other generally accepted and widely-used terms (e.g. 'autonomy', 'communicative'), there is little general agreement on their actual form and function, though interpretations do fall into two main camps. In the first of these, the term 'curriculum' refers to the substance of a study-programme of an educational system. Stenhouse describes curriculum as "an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice" (Stenhouse, 1975, p.4). As per the second meaning, 'curriculum' includes the entire teaching/learning process, including materials, equipment, examinations, and the training of teachers. In this view, 'curriculum' is concerned with what should be taught, to whom, when, and how. Widdowson (1984) includes the elements that are designated by the term 'syllabus', along with considerations of methodology and evaluation in his concept of 'curriculum'. He takes a wider, non-specific view of "a framework within which activities can be carried out: a teaching device to facilitate learning" (p, 26). However, while defining 'syllabus', Nunan (1988) compares the narrow and broader views in respect of the concept of 'syllabus'. He talks about the conflicting views on just what distinguishes 'syllabus design' from 'curriculum development', difference in opinion about the nature of the syllabus. He states

The narrow view draws a clear distinction between syllabus design and methodology. Syllabus design is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities. Those who adopt a broader view question this strict separation, arguing that with the advent of communicative language teaching the distinction between content and tasks is difficult to sustain. (Nunan, 1988, p. 5)

Some researchers consider 'syllabus' as a document which consists of basic specifications with selection, definition and grading of content (Yalden, 1984; Brown, 1995; Allen, 1984; Stern, 1984; Brumfit, 1984). Yalden (1984, pp. 13) refers to 'syllabus' as a public document, a record, a contract, an instrument which represents negotiation among all the parties involved. She further states that a syllabus must be seen as making explicit what will be taught. According to her, "a syllabus should, in the first instance, be a specification of content, and only in a later stage of development a statement about methodology and materials to be used in a specific instance" (p.16). Hence, she seems to represent the idea that 'syllabus' primarily is a specification of the material to be taught; and methodology is only a secondary consideration. Richards (2001) defines syllabus as "a specification of the content of a course of instruction [which] lists what will be taught and tested" (p.2). Likewise, Richard and Platt (1992) state that syllabus refers to the principles of choosing and orchestrating the textbook content.

Allen (1984, pp. 61) differentiates between curriculum and syllabus and proposes 'curriculum' as a "very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational programme. 'Syllabus', on the other hand, refers to that subpart of 'curriculum' which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter for methodology)". He further analyses the concept of

‘curriculum’ and identifies six discernible aspects or levels of ‘curriculum’. They are: Concept formation, Administrative decision-making, syllabus planning, materials design, classroom activity, and evaluation.

Stern (1984) compares between the American and British understanding of the terms ‘curriculum’ and ‘syllabus’. He states that ‘curriculum’ is used more in North America with almost the same meaning as ‘syllabus’ in Britain. He states, “In North America, the terms 'course of study', 'curriculum', or 'program' often cover more or less the same ground” (p.5). He discusses the difference in opinion among different scholars on the subject quoting different schools of thought on the subject—‘Lancaster School’, ‘London school’ and ‘Toronto School’. Lancaster School of thought is represented by Candlin and Breen. He states that

“This school of thought has strongly reacted against the notion of a fixed syllabus which can be planned, pre-ordained, and imposed on teachers and students. For this group, it is not a choice between structure and functional syllabus. The principle of any fixed inventory of language items, such as the Council of Europe syllabus, is unacceptable to them. They regard the syllabus as open and negotiable (Stern, 1984, p. 7).

This school of thought is in the favour of teacher and learner planned syllabus and does not subscribe to the view that the syllabus should be pre-planned. The second trend of thought is the London school which is represented by Widdowson and Brumfit who feel that the Lancaster School view is very extreme and unrealistic. “They are challenged by it; they react against it; they certainly do not accept it as their own. They put forward what they would consider an alternative and more realistic approach” (Stern, 1984, p. 8). Widdowson believes that a syllabus is necessary, economical and useful. He wants a balanced approach. Though he likes the idea of Candlin and Breen but he wants the teachers to function under a pre-defined syllabus. As

Rahimpour (2010) states, “Widdowson suggests that a syllabus should be structural; it is the methodology that can be communicative. Brumfit's position is similar to Widdowson's idea. Brumfit argues that a curriculum is public statement serving all kinds of practical purposes”. He considers the syllabus to be based on “concepts of language, language learning and language use” (p. 1661).

Allen represents the Toronto School and is “not concerned with the question of the learner’s role in the syllabus development. He accepts the need for a syllabus as unquestioned” (Stern, 1984, p. 10) He advocates “a theoretically sound and practically useful curriculum” (p. 10). Yalden (1984) is also of the same opinion wherein she recognises that there is a role for the learner into the curriculum but “she is not preoccupied with the learner’s role in the syllabus development” (p. 9).

According to Brumfit (1984) curriculum implies the total provision within a school. On the other hand, he restricts the term ‘syllabus’ “to what is the responsibility of the language teacher” (p. 75). He discusses the term ‘syllabus’ at length and calls it “a specification of the work of a particular department in a school or college” (p. 75). It can be further separated into subsections which will delineate the work of a particular group or class. Time is also one of the factors as the syllabus is “often linked to time—semesters, terms, weeks or courses” (p. 75). Unlike Allen (1984) who considers curriculum to be a document with administrative factors, Brumfit (1984) calls the syllabus “a document of administrative convenience” (p. 75). He states that the syllabus can indicate what is to be taught but he does not separate the method from content as he asserts that the syllabus “can methodologically, allow for opportunities for acquisition and/or learning, but such opportunities cannot be spelt out in detail as they will reflect the personalities of learners and the continuing relationships established as the class progresses”. (p. 76). But finally, Brumfit (1984) states that the syllabus “will be limited externally by the broader curriculum within which it operates” (p. 76).

Prabhu (1987) proposes that syllabus is "a form of support for the teaching activity that is planned in the classroom and a form of guidance in the construction of appropriate teaching materials" (p.87). In contrast, Kumaravadivelu (2003) sees syllabus as "a pre-planned, pre-ordained, pre-sequenced inventory of linguistic specifications imposed in most cases on teachers and learners" and claims that this is a "widely recognized" perspective (p. 46).

In contrast to the aforementioned opinions, there are several linguists and experts who believe in the broad definition of syllabus which does not limit the syllabus just to the content and its sequencing but these experts believe that syllabus is inseparable from methodology and other domains. As Nunan (1988) identifies narrow and broad approaches to syllabus design. The advocates of the broad approach are Candlin (1984), Breen (1984), and Dubin & Olshtain (1992) who feel that methodology and evaluation can be considered parts of syllabus design. Candlin (1984) states that in the broad syllabus.

“We may find some account of preferred methods by which this content is to be presented to learners and interacted with by them. We may also discover how the learning of this content is to be evaluated in terms of the levels of knowing required of the learners by the institution whose syllabus it is”  
(p.31).

Candlin believes that methodology and evaluation can be parts of syllabus design. Breen (1984) while defining syllabus hints at objectives while saying “Any syllabus is most typically a plan of what is to be achieved through our teaching and our students' learning” (p. 47). A syllabus, according to him, is a sharable plan which is open to inspection and evaluation. “We would expect a syllabus to provide criteria for evaluation and to order subject-matter in ways in which coverage can be checked” (Breen, 1984). He states that the syllabus provides ‘route map’ to its

users which has the “potential to provide overall continuity and also particular points of reference” (p. 48).

Dubin & Olshtain (1992) and Datzman (2018) also subscribe to the broader view of the syllabus design wherein they define the five major parameters of syllabus design. Dubin & Olshtain (1992) itemize the questions which they feel a syllabus should answer:

1. What the learners are expected to know at the end of the course, or the course objectives in operational terms.
2. What is to be taught or learned during the course, in the form of an inventory of items.
3. When is it to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time-constraints of the course.
4. How is it to be taught, including procedures, techniques, and materials?
5. How is it to be evaluated, suggesting testing and evaluating mechanisms. (p. 28)

This way, the five questions or requirements enumerated by Dubin & Olshtain give a wholesome and clear understanding of what syllabus should refer to in the modern context where communicative approach of teaching makes it difficult to keep the content separate from the methodology. Each of the requirements above hint at five distinct parameters of syllabus design which are 1. Course Objectives, 2. Content, 3. Time/Duration, 4. Methodology and 5. Evaluation or testing respectively.



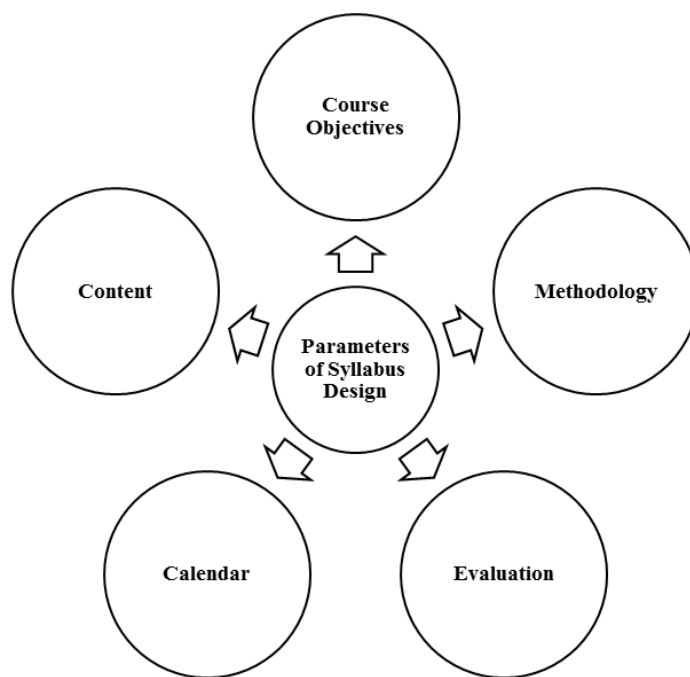


Figure 2.2 Parameters of Syllabus Design by Dubin & Olshtain (1992)

The literature cited above clearly shows that the terms ‘syllabus’ and ‘curriculum’ have been used with different connotations by the experts. As stated by Nunan (1988) there are two schools of thought in this regard: The first one comprises the thinkers who believe in the narrow definition of the syllabus as per which syllabus comprises of the content and its sequencing only whereas the second schools of thought proposes a broader scope of syllabus including the objectives, method, evaluation and time along with the content. The present study adopts a wholesome view by subscribing to the parameter of syllabus design as proposed by the experts who define the syllabus design in a broad sense. Hence, the present study will revolve around five parameters of ‘syllabus design’ as proposed by Dubin & Olshtain (1992). The parameters under consideration will be Course Objectives, Content, Calendar, Methodology and Evaluation (Refer Figure no. 2.2).

Thus, although the content of the written syllabus is important, what is more important is the planning of the syllabus which is followed in the classroom. There is no single perfect syllabus, which every English language teaching program should aim to follow. There are certain criteria

a syllabus should meet to be more efficient for catering to the learners' needs. Syllabus, in fact, plays a key role in directing the classroom instruction ranging from providing a systematic content to the guidelines for teachers towards executing the same. While talking about the importance of syllabus in her study Sharon Rubin states that syllabus is a means of “connecting” students and teachers. She further says, “If students could be persuaded that we are really interested in their understanding the material we offer, that we support their efforts to master it, and that we take their intellectual struggles seriously, they might respond by becoming more involved in our courses, by trying to live up to our expectations, and by appreciating our concern. Then the real work of learning can begin” (Rubin, 1985, p. 56).

### **2.3 Technological Interventions in the Field of Education**

The society has seen different phases of developmental process from the stone age to the present era of technological interventions. As Keidanren (2016) assumes the evolution of the society from its birth to the state of Society 5.0. In the series of evolution, humans, first learnt to coexist with nature, then came the stage of Agrarian society in which development of irrigation techniques took place; after this Keidanren places the invention of a steam locomotive and the start of mass production as the 3<sup>rd</sup> stage in this hierarchy; the invention of computer has created the information society in which we live today; this society is ‘society 4.0’ and it leads towards ‘society 5.0’ which Keidanren names as ‘super smart society’. Keser & Semerci (2019) state that the term “Society 5.0 is widely used to refer to a super-smart society capable of managing technological power correctly” (p. 40). Since we live in ‘society 4.0’ stage which is named as ‘information society’ by Keidanren, it becomes important that the information and communication technology (ICT) is used effectively for making the students information-rich wherein they can not only use the different features of technology but also can apply the knowledge thus gained in the formation of new interactive texts. Education which was teacher dominated earlier, has now become more learner-cantered. Moreover, technology

has affected every aspect of human existence. Technology has played a vital role in revolutionizing our world in many aspects. “Computers and language teaching have walked hand in hand for a long time and technology has contributed as a teaching tool in the language classroom” (Madhavaiah, 2013, p. 146). There has occurred a visible shift because of the increased emphasis on student participation and the use of computers and technology-mediated teaching materials. The whole world has shrunk into a small village today; credit for this shift goes to technological advancements in all the fields, most importantly, information technology and internet. Technology and internet have brought the world closer than ever which has resulted in a society with different cultures, languages, beliefs and value systems (Kumar and Lata, 2019).

The aspect of literacy and the requirement to be called literates in the present world are also changing with the passage of time. Kasper (2000) states, “to be considered multiliterate, students today must acquire a battery of skills that will enable them to take advantage of the diverse modes of communication made possible by new technologies and to participate in global learning communities” (p. 96). This can be considered as the need of the hour for the students to learn the use of all the subsidiary technology-enabled skills in order to cope with the diversity of data and information available and at the same time, to produce the data or information as per the need of the time.

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology (Ahmadi, 2018). It reflects how important a role technology has been playing in the dissemination of language learning. Technology has not only affected the language interpretation outside the classroom but it has made it mandatory for the teachers to use it in their everyday teaching. “Technology, internet and some computer games could promote language learning positively if they are used

correctly” (İlter, 2015, p. 312). In today’s world, it is unlikely that the language learners would learn English without using some words from the world of technology.

Technology has gone a long way in affecting the learning quantum of the learners. Oxford Royale Academy (2016) enumerates some changes affected by technology on the language such as adding of new words in the vocabulary; getting to grips with dialects we otherwise wouldn’t have encountered; creation of brand new dialects for online communities; and learning of new grammar rather than losing our ability to speak English. Such advancements have not only acquainted the users of language with the dying dialects but it has helped in creating its own kind of language or dialect. It goes a long way in developing the language skills of the learners in their day-to-day lives. As stated by Gorman (2016) “Emoji, LOL, ROFL, selfie, blogging – these words meant little or nothing just a few short years ago but now are part of our everyday lexicon” (para 3). These are the new entries in the vocabulary necessitated by the use of ICT and multimedia devices in the general go of life. Ahmadi (2018) cites Grabe and Stoller (2002) to state that language is one of the significant elements that affects international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication.

Today’s world has a remarkable effect of internet and multimedia devices. They have added their capacity of further shaping the teaching-learning process including both i.e. human presence as well as merger of technology into the process. “Advances in technology have made it easier for teachers and learners of English to access a wide range of resources in terms of authentic input and communication with native and non-native speakers of English around the world” (Stockwell, 2013, p. 156). Use of computers and technology can change the whole scenario of education if used in the classroom situations. Ness (2020) highlights the need of formal education in the present society in this context:

Formal education arose as a means to teach others to master the evolving technologies for representing and communicating information. In this way, computers and advancements of the internet need to be in the classroom, because these are an advancement of our literacy and numeracy, which are skills central to the functioning of our society (p. 574).

The technological advancements in the recent times have facilitated the teachers and learners with an innovative option of embedding technology into the curriculum thus making it more effective and interesting. Easy access to multimedia devices, gadgets and gizmos, and internet has made it possible for the teachers and learners to access all sorts of required information with a single click. Simultaneously, various developments such as Augmented Reality Technology, Infographic, mobile technology, Big Data, Artificial Intelligence, Blended Learning, Multimedia Learning, ICT, Web 2.0, Multiliteracies, and Multimodality reflect the changing scenario in the area of teaching that has taken place in the recent years. As command of the classroom lies with the teachers, it is mandatory that teachers are equipped with all essential skills for designing meaningful learning experiences for 21<sup>st</sup> century learners. Effective use of information communication technology is one of them. (Sharma, 2020).

The usage and reach of computers and technology has been phenomenal in the recent past. As Delen (2011) states, “computers have been used extensively for various reasons by wide user groups. School-age children use computers for entertainment, communication, and education, etc.” (p. 311). Such usage has converted into a sort of habit formation for the school-going children and over the time, improvements in technology have resulted in cheaper and more sophisticated devices and technologies available for the students and teachers.

The use of technology in and outside the classrooms has revolutionised and influenced the language being used by the students in their real-life situations. The language used over the

social media platforms has also impacted students'. On the other hand, technology has also facilitated in bringing the teachers and students closer and more resourceful. The use of technology has also initiated a change in the thought process of many linguists who have realised the need of improving the curriculum using multimodality which makes the teachers and learners think beyond the written text. As Unsworth (2001) states

“While there is a strong and continuing consensus about the more ‘socially responsible’ practices in literacy pedagogy explicated at the time, the parameters of school literacies have been significantly extended with the rapid cultural and technological changes in literate forms of communication in recent years. Predominant among these are the growing impact of images in an increasing range of texts and the shift from page to screen-based literacies. Learning materials in school subject areas are changing, texts of popular culture are being seen as important curriculum resources and traditional resources like children’s literature are being influenced by intermodal comparisons and transformations” (p. 1).

## **2.4 Multimodality**

Gunther Kress is the proponent and originator of the theory of ‘Multimodality’. He states ‘Multimodality’ is “the normal state of human communication”. (Kress, 2010, p. 1). On the other hand, Bezemer (2010) refers to ‘Multimodality’ as a field of application rather than a theory. According to Lyons (2016), “Meaning has always been constructed multimodally through the use of semiotic resources (language, or code) and sensory resources, such as smell or taste” (p. 269). What differentiates ‘Multimodality’ from ‘Monomodality’ is the forms of meaning associated with them. ‘Meaning-making’ is the main objectives around which the whole system of modes revolves around. ‘Mode’ is the defining feature of ‘Multimodality’.

Many experts believe that some modes are more dominant than the other ones in the course of the communication. According to Bezemer and Jewitt (2010), “speech and writing are the central modes of representation and communication” (p. 181). They also believe that the use of digital photography and video recordings have triggered the interest in multimodality. Apart from the modes of speech, writing, visual, there are “modes other than language, such as gesture or gaze” (p. 181). Image as a mode is very dominant and helps in the meaning-making. As Kress (2010) states, “image has been a part of human cultures longer than script – though the difference between the two is not at all clear-cut. Image has been the subject of much interest, academic or otherwise, over millennia” (p. 5). Kress (2010) also elaborates upon the roles and functions of the modes in the process of meaning-making. According to him, “Each mode does a specific thing:

Image shows what takes too long to read, and writing names what would be difficult to show. Colour is used to highlight specific aspects of the overall message. Without that division of semiotic labour, the sign, quite simply, would not work. Writing names and image shows, while colour frames and highlights; each to maximum effect and benefit.

(Kress, 2010, p. 1)

According to Stöckl (2004), “Multimodality addresses a phenomenon which is as old as representation itself and crucial to an understanding of almost all forms of communication” (p. 9). Multimodality has always been there assisting in all forms of meaning-making. Bezemer and Jewitt (2018) define Multimodality in an interesting manner. They mention that this is a common belief while talking about multimodality that people communicate in a variety of different ways or we make meaning in a variety of different ways. But it should not be confused with multimodality as it is “differently defined”. There is variation in the way this concept is articulated and operationalised. They feel that “If a ‘means for making meaning’ is a

‘modality’, or ‘mode’, as it is usually called, then we might say that the term ‘multimodality’ is a recognition of the fact that people use multiple means of meaning making” (p. 1). But it is not enough to just have multiple modes of communication as they state that such “recognition alone does not accurately describe the notion of multimodality” (p. 1). According to them

Multimodality questions that strict ‘division of labour’ among the disciplines traditionally focused on meaning making on the grounds that in the world we’re trying to account for means of meaning making do not operate in isolation, but almost always appear together: image with writing, speech with gesture, maths symbolism with writing, and so forth. It is that recognition of the need for studying how different kinds of meaning making are combined into an integrated, multimodal whole that scholars called for when they started using the term multimodality in the late 1990s (Bezemer & Jewitt, 2018, p. 2).

In media and cultural practices, meaning making was conceived as a form of design or active and dynamic transformation of the social world and its multimodal contemporary forms in which the different modes of meaning viz. the linguistic, the visual, the audio, the gestural and the spatial were integrated. (Parashar & Thakur, 2017). The rise in the use of digital photography and video-recordings in the analysis of human communication has led to a growing interest in modes of communication other than speech and writing. The visual, along with the verbal, is now widely recognised as bearing meaning-making potential and worthy of close analysis across a variety of contexts. While the popularisation of technology and new media may have foregrounded the multimodal character of communication, meaning has always been constructed multimodally through the use of semiotic resources (language, or code) and sensory resources, such as smell or taste. (Lyons, 2016).

It is clear that Multimodality does not refer to the use of different modes of learning in isolation but it requires an integrated use of multiple modes for creating the ‘meaning’. In most learning



contexts communication takes place through the complex interplay of a range of modes. These may include writing, visual communication (e.g. diagrams, pictures, video), gesture, and aural communication (e.g. speech, sound). Multimodality is an interplay among different modes and sign forms which combined together create the desired meaning. “Multimodal refers to communicative artefacts and processes which combine various sign systems (modes) and whose production and reception calls upon the communicators to semantically and formally interrelate all sign repertoires present”. (Stöckl, 2004, p. 9). Kumar & Lata (2019) state that the process of teaching and learning does not completely depend upon one mode of representation but it ensembles various modes together for better understanding of concepts in the classroom. In order to explain the functional aspect of multimodality, Unsworth (2001) cites instances of children deeply involved in “multimodal textual practices outside their school experiences, which are rarely reflected or acknowledged as part of school literacies” (p. 7). He gives example of fifth grade students who are passionate users of the animation program Microsoft 3D Movie Maker. They also make their own 30-minute movies and they download from the internet similar movies made by other children and share their finished cartoons internationally.

#### **2.4.1 Multimodality in Academics**

Multimodality is being researched and used extensively in different fields including Science, Medicine, Mathematics, Psychology, etc. (Yeo & Nielsen, 2020; Bellés-Fortuño, 2018; Ghasemaghaei, Arya & Biddle, 2015; Hotomski, 2020; Hiippala, 2012). Kumar & Lata (2019) hail multimodality as an exciting phenomenon in the field of education which has opened an ocean of opportunities for educators to explore new ways of improving the domain of meaning-making through the use of multimodal tools. The use of Multimodality as an approach in teaching and learning process can prove highly beneficial for the learners. P. Stein (2008) uses the term “multimodal pedagogies” to refer to curriculum, pedagogy and assessment practices which focus on mode as a defining feature of communication in learning environments. Stöckl

(2004) compares the use of Multimodality between the two areas of communication and its practical use in the text and discourse analysis and stated “whether as the reflection of a changing communicative landscape (i.e. stronger reliance on modes other than language) or a practical tool in text and discourse analysis, multimodality is currently gaining academic ground” (p. 9).

There has been a great impact of the screen on the educational scenario, most importantly, on the process of meaning-making. The students at the present time have such an impact of the screen that monomodal ensembles do not seem to create that wholesome effect which the multimodal inputs create upon them. Kress (2003) rightly points out:

It is no longer possible to think about literacy in isolation from a vast array of social, technological and economic factors. Two distinct yet related factors deserve to be particularly highlighted. These are, on the one hand, the broad move from the now centuries-long dominance of writing to the new dominance of the image and, on the other hand, the move from the dominance of the medium of the book to the dominance of the medium of the screen. These two together are producing a revolution in the uses and effects of literacy and of associated means for representing and communicating at every level and in every domain (p. 1).

Since its introduction, ‘Multimodality’ has brought significant changes in the field of academics. It has been recognised as an academic approach to teach different concepts with better understanding than the henceforth monomodal approach in the classrooms. New London Group also suggested reforms in the literacy pedagogy with the changing patterns of communication and the impact of multimedia technology on the text forms: “We argue that literacy pedagogy now must account for the burgeoning variety of text forms associated with information and multimedia technologies” (New London Group, 2000, p. 9). Educators and

policy makers need to redefine the literacy pedagogy with time which allows inclusion of varieties of multimodal text forms in teaching. The society has seen many practical changes during the recent times which have taken the learning capabilities of the children to a higher level due to the advent and use of internet and technology making the learning experiences multimodal. As Vincent (2006) observes “the society in which children are growing up, communication through print media is now almost always a mix of images and text, while electronic media incorporate sound, music, hyperlinking and animations. Most elements of popular culture are transmitted in multimodal formats, which are often very complex”. It is pertinent to understand the variety of multimodal text forms available for the learners in today’s world. In the words of Walsh (2005):

Multimodal texts are those texts that have more than one ‘mode’ so that meaning is communicated through a synchronisation of modes. That is, they may incorporate spoken or written language, still or moving images, they may be produced on paper or electronic screen and may incorporate sound. Different types of multimodal texts that students commonly encounter in their educational environment in print form are picture books, information books, newspapers and magazines. Multimodal texts in non-print form are film, video and, increasingly, those texts through the electronic screen such as email, the internet and digital media (p. 1).

At this time, it is important to understand that there is a need to ensure that the students get exposure to ICT and multimedia in the schools and they become digitally literate i.e. they should be able to *select* and *use* electronic tools for communication, construction, research, and autonomous learning. Jewitt (2008) quotes A. Luke & Carrington (2002) to reinforce the argument that the terrain of communication is changing in profound ways and extends to schools and ubiquitous elements of everyday life, even if these changes are occurring to

different degrees and at uneven rates. Leeuwen (2015) bases the rise of multimodality not in digital technologies but in the rise of corporate world. In the words of Fairclough (1993) “the genre of consumer advertising has been colonizing professional and public service orders of discourse on a massive scale, generating many new hybrid, partly promotional genres” and synthetic personalization has fostered the “simulation in institutional settings of the person-to-person communication of ordinary conversation” (p. 141).

Leeuwen (2015) states that due to the dawn of consumer advertising, a more colourful and more playful world has been created which “has also created a world in which the semiotic agenda is set by the needs and interests of global corporations” (p. 585). He gives the example of PowerPoint which was created as a tool for Bell Laboratory research “to succinctly and effectively pitch their projects to management when applying for funding. Today it is ubiquitous in education, as it is in many other contexts”. Schools and universities have found it as a dilemma as they belong to a “more formal, less multimodal age” (p. 585). This is why Leeuwen emphasises upon the recognition of the “out-of-school” experiences which the students undergo while they are in their social circles outside of school hours. It is essential that we understand that these “out-of-school” experiences reach the schools and match the learning environments converting the schools into centres of multimodal learning.

Djonov (2010) observes “literacy should not be fragmented into different kinds of literacy such as visual literacy, digital literacy, emotional literacy, etc., which ultimately leave the hegemony of traditional literacy untouched” (p. 119). It is important that while we discuss the advent of new forms of literacy initiated by digital technology, we do not forget that literacy is not all about digitalisation and the erstwhile forms of literacy are not to be accounted for. Rather, it will be better to understand the use of different modes in the literacy practices till now and the way ahead with an amalgamation of both so as to improvise upon the already existing practices.

All the semiotic resources combined together have an impact upon the learning of all language skills i.e. Listening, Speaking, Reading and Writing.

Image as an important and dominant mode plays a crucial part in the process of meaning-making. The increasing use of screen has further affected the learning of the skills of writing and reading. As mentioned by Jewitt (2005) “The particular material and social affordances of new technologies and screen, as opposed to page, have led to the reconfiguration of image and writing on screen in ways that are significant for writing and reading” (p. 315).

O’Halloran & Lim (2011) propose that the term ‘multimodal literacy’ is about literacy as design. “Multimodal literacy explores the design of discourse by investigating the contributions of different semiotic resources (for example, language, gesture, images) co-deployed across various modalities (for example, visual, aural, somatic) as well as their interaction and integration in constructing a coherent text” (p. 3).

#### **2.4.2 Multimodal Communicative Competence (MCC)**

The notion of ‘Communicative Competence’ coined by Hymes (1972) was introduced as a response against the age-old grammar-translation method where grammar rules, translation and memorisation were the integral parts of the language learning process; and the audio lingual instructional approach which was also referred as “drill and kill”. Both these approaches were considered as inefficient for teaching the communicative aspects of the language. The initiation of the notion of ‘communicative competence’ was also a result of a questioning of the assumptions and practices associated with Situational Language Teaching (SLT) up until the 1960s the major British approach to teaching English as a second or foreign language (Kramsch, 2006; Richards and Rodgers, 2014).

Communicative approach to teaching languages came into existence owing to the “increasing demand worldwide for language programs that deliver the foreign language skills and competencies needed by today’s global citizens and a demand from governments for more

effective approaches to the preparation of language teachers” Richards & Rodgers (2014, p. 83). Richards and Rodgers (2014) considered the importance of the “regular review of language teaching policies, curriculum, and approaches to both teaching and assessment” (p. 83) that have been integral parts of language teaching across the globe. These kinds of changes and developments have happened due to constant shifts in the language learning needs due to communication and technology transformations. Hymes (1972) advocated an extension in the linguistic theory by integrating two important aspects of communication and culture for effective language teaching. Therefore, he emphasised on the following major aspects or questions while discussing acquisition of communicative competence:

1. whether (and to what degree) something is formally possible
2. whether (and to what degree) something is feasible in virtue of the means of implementation available
3. whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated
4. whether (and to what degree) something is in fact done, actually performed, and what its doing entails. (Hymes, 1972, p. 281)

So, while discussing communicative competence, Hymes discusses some practical aspects associated with language teaching and to what extent or degree something is feasible or appropriate. Thus, communicative language teaching focussed on the mastery of the communicative and functional aspects of the language rather than the theoretical or grammatical ones. Communicative approach was a great success wherein it encompassed the practical and feasible aspects of language and focussed at the communicative abilities of the learners. But Kramsch (2006) asserts that the pedagogical domain has undergone a drastic change and “communicative competence has become reduced to its spoken modality” (p. 250) and there is a major shift in the notion of communication which has changed its meaning.

According to Kramsch (2006) the notion of communication “has become the domain of communication professionals who define it in terms of problem-solving, participation, and collaboration around predetermined tasks, the outcome of which can be subjected to quality assessment and quality improvement” (p. 250). He further talks about the expectations from the competence in today’s world. Language learners are not just encountering the “monolingual native speakers but a variety of national, supranational and ethnic cultures” (p. 250). It is important that the learner goes beyond monocultural communicative strategies to much more “subtle semiotic practices that dawn on a multiplicity of perceptual clues to make and convey meaning” (Kramsch, 2006, p. 250). The signs, gestures, symbols, pauses, and other semiotic resources other than speech also need to be understood and used for effective communication in today’s world of technological advancements. Geng (2017) asserts that “with the globalization of the economy, the demand for English talents in the society has been diversified. The rapid development of the Internet technology and the increase in economic activities requires a large number of applied business talents Business English talents” (p. 322). It has shifted from the need of basic skills to multimodal skills in the present day scenario.

“To say we move in a new world, the digital information age, is already a cliché. Our challenge appears to be the navigation through and adaptation to not so much an actual, material environment but the virtual semiotic, informational environment— an environment of our own making, incorporating the discourses of many millions of multiliterate social agents; and yet an evolved rather than designed environment”

(O’Halloran & Smith, 2012, p. 5)

In the above statement, O’Halloran and Smith hint towards the multimodal digital environment for which we need to prepare the learners. Since the information is a wholesome package of all multimodal resources wherein language, images, videos and audio create a combined meaning.

Digital texts were not in use before several years but now they are everywhere. Hence, there is a growing need of accepting the challenge presented by the time and educate the learners in order to make them competent multimodally.

Since, English Language Teaching (ELT) has been a field of continuous changes and novelties in the forms of approaches and methods as per the requirements of the different times, the present world has experienced a major change in the form of the impact of the screen and visuals on the minds of the young learners in the technology-driven world and the resultant needs of inculcating a new competence in the learners i.e. Multimodal Communicative Competence. Multimodal Communicative Competence is the ability to interpret the meanings from the different semiotic resources i.e. audio, visuals, gestures, etc. Multimodal communicative competence involves the knowledge and use of language concerning the visual, gestural, audio and spatial dimensions of communication, including computer-mediated-communication. Literacy practices nowadays incorporate these semiotic meanings, with which ESL/EFL learners should be familiar (Heberle, 2010). This is high time when the learners may equip themselves with the knowledge and expertise in the understanding and expression using multimodal tools. Bezerra (2011) believes that along with the communicative competence as described by Hymes (1972) and Canale and Swain (1980), the students must develop the multimodal communicative competence as described by Heberle (2010) and Royce (2007). According to Royce Multimodal Communicative Competence means:

“how students can become competent in interpreting and constructing appropriate meanings multimodally. A multimodal text (e.g., page or screen-based) is a text where the modes utilized ‘work together’ in various ways to produce comprehensible meanings—there is a synergy in their combined meanings, which, it has been suggested, is realized by the intersemiotic complementarity between the modes”.

(Royce, 2007, p. 374)



Hafner (2014) argues that as a result of the recent developments in digital technologies, new genres as well as new contexts for communication are emerging. “In view of these developments, the scope of English language teaching should be expanded beyond the traditional focus on speech and writing to the production of multimodal ensembles, drawing on a range of other semiotic modes (Hafner, 2014, p. 655). In order to develop multimodal communicative competence, there is not just a need to understand the use and function of different modes in a communicational setting and to focus only on language but at the same time, “teachers should begin to focus on and develop students’ abilities in visual literacy, and to develop a pedagogical metalanguage to facilitate these abilities when images co-occur with spoken and written modes” (Royce, 2007, p. 366) Royce further discusses the role of classrooms in the present era wherein the second language classrooms have an important role to play.

The second-language classroom is no less a source of multimodal meanings than the first language classroom, particularly, with the increase in attention to and provision of computer-assisted language learning and media-based teaching–learning materials and methodologies. (Royce, 2007). Such provision of developing the MCC is not possible with the traditional ways of teaching. According to Kress it is now no longer possible to understand language and its uses without understanding the effect of all modes of communication that are copresent in any text (Kress, 2000).

Dooly and Hauck (2012) quote Kramersch (2006) to assert that “learners must come to understand the process of meaning-making itself. This implies sophisticated competence in the manipulation of symbolic systems –including the many variants of discursive modalities (spoken, written, visual, and electronic). Learners must be able to interpret meaning from discourse features” (p.1). Kramersch (2006) argues that the students must have “symbolic competence” (p. 251). Geng (2017) claims that the present business and economy based

structure of the society needs more than basic skills among the learners of the language. “The former single foreign language majors and the basic skills cannot meet the needs of the market economy” (Geng, 2017, p. 322).

### **2.4.3 Multimodal Syllabi**

The need to improve the multimodal communicative competence of the learners of second language is emphasised by many researchers and linguists (Geng, 2017; Kramersch, 2006; Dooly & Hauck, 2012; Royce, 2007; Hefner, 2014; Heberle, 2010). All of them believe that it is high time when the learners need to be exposed to such teaching and learning practices which may in turn, guide them into not only understanding but in expressing themselves multimodally. To make it happen on ground, it has been felt that the schools need to follow a curriculum or syllabus which may guide the teachers regarding the content and activities to be performed by the students and about the methodology to be followed.

There is an increasing need for learners to understand reading and writing in multiple modes, and for English educators to maximize the potential of multimedia in the teaching and learning of English (Albers, 2006).

English studies should include translations from one sign system to another as an essential part of the curriculum. These should include translating words into action—acting out scenes from stories, poems, and dramas—and novels to films, reports to speeches, paintings to descriptions. This means that students in English need to begin to give substantially more attention to various media. (Myers, 1996, p. 191)

In the above statement, Miles Myres claims that teachers and students alike should be able to interpret and represent meaning in the world of multimodal texts today. A lot can be done in this direction by making the translation from one sign system to another as a compulsory part

of the curriculum. The statement shows that it was way back in 1996 that Miles Myers was able to foresee the requirements of the future after having a look at what was going to come up as a major opportunity in the hands of the teachers and syllabus designers. Educators have the responsibility to understand the multimodal ways in which knowledge is presented and, beyond that, to teach students to access, appraise and appropriate the multimodal texts which they will inevitably encounter. (O'Halloran & Lim, 2011). The role of educators in the present scenario cannot be underestimated as they are the ones who understand and apply the knowledge in the classroom and work on ground with the learners to understand the requirements from the course, method and the learners. O'Halloran & Lim (2011) further state that multimodal literacy in education can prepare the students with the required skills and competencies to become "competent both in the production and consumption of multimodal text and the ability to critically 'read' multimodal texts, uncovering the ideological posturing and positioning as well as the design of such texts" (p. 2). Albers (2006) rightly states "Imagining the possibilities of multimodal curriculum design in the English classroom will, indeed, lead to an exciting future for English educators" (p. 96).

#### **2.4.4 A Case Study of Multimodal English Syllabus Framework in Singapore and Australia**

Since the present study deals with the inclusion of multimodality in the syllabus of secondary grade, it would be helpful if we examine the case studies of two of the counties i.e. Singapore and Australia where multimodality has already been included in the curriculum. The curricula in Singapore and Australia is discussed below to understand how it has been redesigned and what are the novelties which can be seen in the curricula so designed.

#### **2.4.4.1 English Language Syllabus in Singapore**

“Singapore has always placed a strong emphasis on education” (O’Halloran & Lim, 2011, p. 5). The performance of Singapore in the field of education has been remarkable and recognised worldwide. Winston Hodge (2010), the Director, Training and Development Division, Ministry of Education, Singapore states that Ministry of Education is “constantly revisiting its curriculum to ensure that the skills and knowledge taught in schools meet the challenges of the 21st century” (p. 1). In view of the technological and pedagogical changes in the 21<sup>st</sup> century, Ministry of Education, Singapore introduced English Language Syllabus 2010 for primary to secondary grades in the year 2010. This syllabus was a landmark as it introduced a new dimension to teaching English i.e. Multimodal literacy. In the words of O’Halloran and Lim (2011) “In the latest review of syllabi and curricula, there have been discernible attempts to introduce facets of multimodal literacy in Singapore’s educational system” (p. 6). They further state:

Evidence of the first dimension of multimodal literacy can be inferred from the latest review of the English syllabus. In recognition of the multimodal nature of texts and the ubiquity of multimedia texts, the English Unit of the Curriculum Planning and Development Division (CPDD) has, in its English Syllabus 2010, included two more aspects to the existing areas of language teaching. They are the aspects of ‘Viewing’ and ‘Representing’ (p. 7).

In the introduction to the syllabus, it has been clearly mentioned that “the skills of Viewing and Representing are integrated with Listening, Reading, Speaking and Writing to take into account the importance of developing information, media and visual literacy skills in the teaching and learning of EL (English Language)” (English Language Syllabus, 2010 p. 16). In this way, the syllabus introduces two more language skills (viewing and representing) along with the already

existing skills of listening, speaking, reading and writing. Listening, reading and viewing are the 'receptive skills' whereas the skills of speaking, writing and representing are called 'productive skills' (p.10). Lim et al. (2020) define multimodal literacy through the skills of viewing and representing: "Multimodal literacy refers to developing critical viewing and effective representing skills to support students' engagement with multimodal texts" (p. 3).

The syllabus focusses on enhancing the multimodal skills of the learners. It provides "opportunities for pupils to be exposed to and engage in producing a variety of multimodal texts to represent ideas effectively and with impact". (English Language Syllabus, 2010 p. 9).

The syllabus, in its objectives, mentions "in the course of listening, reading and viewing widely a range of multimodal texts and text forms, pupils will gain a better understanding of our cultural values and National Education themes, and engage in Social and Emotional Learning (SEL), where applicable" (p. 10). As the second objective "pupils will speak, write and represent for creative, personal, academic and functional purposes by using language in a sustained manner (e.g., in speech and writing) and by representing their ideas in a range of multimodal texts and text forms". (English Language Syllabus, 2010 p. 10).

The whole syllabus document is replete with statements on how multimodal texts will be understood and created by the students in the course of their study and as an end product. The document sheds light on the role of visuals in meaning-making— "It is also necessary to expand pupils' appreciation of how visuals convey meaning and provide additional information on the materials read" (English Language Syllabus, 2010, p. 35). The syllabus also focusses on the multimodal and authentic text selection as models of good English.

As regards the skill of representation, the syllabus designers felt that "Pupils can communicate in multimodal ways, using a range of technologies" (English Language Syllabus, 2010, p. 50). The pupils should be able to "produce and convey in multimodal ways a variety of spoken

texts, i.e., conversations, poetry, personal recounts, narratives and procedures for different purposes, audiences, contexts and cultures” (English Language Syllabus, 2010, p. 113).

After the implementation of multimodal syllabus for English language in the year 2010, Ministry of Education, has recently published the latest edition of English language syllabus 2020. Kress and Leeuwen (2001) have been quoted to state that “in the EL Syllabus 2020, “texts” refers broadly to monomodal, bimodal and multimodal texts” (p. 13). The syllabus further clarifies that “these texts can come from diverse sources, such as print, non-print and digital networked sources, with rich, relevant content, hyperlinks and language exemplifying good and grammatical use of English”. (English Language Syllabus, 2020, p. 11). The syllabus gives more importance to “rich multimodal perspectives”. The syllabus mentions that “renewed emphasis is given to viewing and representing with the making and creation of meaning strengthened by rich multimodal perspectives” (English Language Syllabus, 2020, p. 14). As an objective for the progression of skills of reading and viewing for secondary grade, the learners will “respond to a wide and extensive range of exemplary works appealing to adolescent readers and viewers, including combinations of multimodal and hybrid texts, for different purposes – to analyse and evaluate the impact of different semiotic modes on text, meaning and language use” (English Language Syllabus, 2020, p. 22). The syllabus also highlights the importance of the learning of multicultural contexts through the students’ gathering and analysis of information from multimodal texts and multicultural contexts. (English Language Syllabus, 2020 p. 34). The syllabus puts emphasis on several skills where multimodality will play a crucial role in the development of those skills. For example, for ‘process orientation’, the teacher guides the students “to put together their final spoken, written and/or multimodal products”; and to achieve “spiral Progression, the teacher instructs, revises and revisits skills, grammatical items, structures and various types and forms of texts, including

multimodal and hybrid texts, at increasing levels of difficulty and sophistication” (The English Syllabus, 2020, p. 35).

#### **2.4.4.2 English Language Syllabus in Australia**

Australian curriculum for secondary grade with emphasis on multimodal skills was introduced in the year 2010. Like the English syllabus in Singapore, this curriculum includes viewing as a skill but at the place of the skill of representing, it includes the skill of creating. (The Australian Curriculum, 2010). The curriculum divides the communication process in two sets: First, listening, reading and viewing and second, speaking writing and creating. As per the curriculum document “these are the language modes or communication processes through which individuals process, decode, comprehend, interpret and analyse spoken, written, visual and multimodal texts” (p. 5). In the event of students’ listening or responding to the spoken, written, visual and multimodal texts, “they apply topic knowledge, vocabulary, word and visual knowledge to interpret the given information, with or without the aid of augmentative and alternative forms of communication” (p. 5). These are the language modes or communication processes through which individuals express and create spoken, written, visual and multimodal texts, including those made with the aid of augmentative and alternative forms of communication. These processes share a productive approach to the creation of imaginative, informative and persuasive texts, in spoken, print or digital forms, for an extensive range of everyday, workplace and literary purposes. When students plan, draft and publish texts, they use applied topic knowledge, vocabulary, word and visual knowledge to make considered and deliberate choices about text structure and organisation to coherently express and develop ideas and communicate information in formal and informal social contexts. (The Australian Curriculum, 2010).

The first objective of the curriculum sets the tone for the achievement of multimodal skills. As per the objective, the learners will “learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose” (The Australian Curriculum, 2010, p.4). The curriculum dwells greatly upon making meaning with the multimodal texts and the creation of such text. The curriculum defines the multimodal texts:

Texts provide the means for communication. They can be written, spoken, visual, multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken words, as in film or computer presentation media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs, pictograms and braille. (The Australian Curriculum, 2010, p. 4-5)

Jetnikoff (2015) discusses the Australian curriculum and tries to understand the needs as per the revisions in the curriculum. She states that “current Australian policies and curricular frameworks demand that teachers and students use technology creatively and meaningfully in classrooms to develop students into 21C technological citizens” (p. 41). She also believes that the teachers and students will have to learn “new metalanguage around visual grammar since multimodal tasks often combine creative with critical General Capabilities with that of the ICTs and literacy in the Australian Curriculum” (p. 41).

In this way, the advanced nations in the field of education e.g. Singapore and Australia have already implemented multimodality based syllabi for all the levels of study in English.



## **2.5 Studies in the Field of Multimodality in ELT and English Curriculum Development**

### **2.5.1 Studies in the Field of Multimodal textbook/curriculum Design and Analysis**

The study tries to find out the extent to which multimodality and multimodal texts have been explored through an extensive literature survey. It also tries to find the scope for further study in this field through this survey. There have been many studies in this field which have tried to map the need of multimodality in the curriculum or evaluation and improvement of curriculum

Albers (2006) in her article ‘Imagining the Possibilities in Multimodal Curriculum Design’ discusses the development in the field of multimodal curriculum development. She tries to understand the importance of engaging all students actively in learning by offering them multiple ways in which to express and demonstrate meaning and further understand the possibilities of integrating multimodality into English curriculum and design. She feels excited to find such possibilities as she states, “Imagining the possibilities of multimodal curriculum design in the English classroom will, indeed, lead to an exciting future for English educators” (p. 96).

Sefarini (2015) offers a framework for bringing theories of visual and multimodal literacies into the classroom. He gives the example of picture books since they are one such multimodal text which is readily available in most elementary classrooms. Sefarini highlights some challenges in enacting a multimodal literacies curriculum. “One of the biggest challenges when adding anything to the elementary curriculum is finding a proper context in which to enact it” (p. 419). Another issue that Sefarini highlights is the lack of experience with teachers with multimodal literacy concepts. Sefarini discusses some practical solutions as well such as the use of picture books as “a bridge from the text-based literacies of the traditional middle and high school classroom to the Multiliteracies necessary in the future” (p. 420).

Fontenelle (2013) presents a multimodal analysis of three related undergraduate-level textbooks. The research tries to determine the veracity of claims made by publishers of English for Academic Purposes (EAP) textbooks that their books enable students to deal effectively with discipline-specific undergraduate textbooks. The books under review are two EAP textbooks and one canonical first-year undergraduate textbook, all three for students of Mechanical Engineering, were analysed in order to provide verbal and visual accounts of meaning-making. Thus the study presents an analysis of the textbooks in terms of production of intersemiotic meanings. The study finds high levels of technicality, verbally and visually, characterized by complex lexico-grammatical and mathematical choices, and by complex patterns of intersemiotic identification among verbal, visual, and mathematical elements in multimodal ensembles in the Engineering textbook.

Yassine (2012) evaluates the development of cultural contextualisation in three Algerian EFL textbooks. She looks at these textbooks as social discourses construed multimodally. She analyses the different cultures presented in the textbooks both at the linguistic level (reading text) and at the visual level (images). The study combines the social semiotic multimodal approach developed according to the principles of social semiotics and Multimodality theory to analyse the textbooks.

Højslet (2011) investigated everyday English grammar teaching practices as these are multimodally and interactionally constructed in five Danish gymnasium classrooms. In addition, it enquired into how these teaching practices relate to research-based recommendations and policy prescriptions. A primary goal of the research was to provide new (contextual) knowledge about how English grammar teaching is actually accomplished in practice. The research argues that orienting towards socially situated, interactively and multimodally constructed grammar teaching practices is a relevant and necessary supplement to L2 grammar instruction research.

Roehrich (2013) studied the patterns of image integration in academic writing, and patterns in structure for the introduction of images in academic register from a multimodal perspective. The study presented the analysis of the multimodal discourse in academic writing from the perspectives of Appraisal and logico-semantics. The study also highlights the scope for the further research in the field of successful incorporation of charts, tables, pictures and other visual media in the academic writing.

Singh & Choudhary (2015) evaluated the appropriacy of the textbooks prescribed by the Board of Secondary Education, Rajasthan, (BSER) and CBSE, New Delhi. They evaluated the text books focusing on the parameters of 'Aim and objectives', 'Design and Organisation', 'Language Content', and 'Additional Teaching Aids'.

Lim (2011) investigated pedagogic discourse using the Systemic Functional Multimodal Discourse Analysis (SF-MDA) approach. He analyses two lessons of the subject 'General Paper' in a junior college in Singapore. The semiotic resources of language, gesture and the use of space through the positioning and movement of the two teachers are discussed in relation to the pedagogy that they realise.

Agrawal, Chakraborty, Gollapudi, Kannan and Kenthapadi (2012) evaluated the textbooks of History (Grade XII), Sociology (Grade XII) and Science (Grade X) on the parameters of Focus, Unity and Sequentiality. They proposed that that well-written textbooks exhibit the properties of Focus, Unity and Sequentiality. Tasildar (2012), on the other hand, explored the need to revamp the syllabus of UGC NET in India. The study stated the need of reviewing the syllabus with the changing time continually. The researcher suggested several ways for improving the syllabus by integrating the syllabus of UGC NET with the syllabus of MA in the universities.

Zulfiqar (2011) studies the language performance of undergraduate learners including the possibilities and challenges faced by them in the learning and development of linguistic

competence, mainly communicative competence. The research examines the use of visual texts as supplementary teaching materials and their influence on the barriers caused by the learners' Affective and Cognitive domains.

The study carried out by Rahimpour & Hashemi (2011) evaluated three English language textbooks used at high schools in Iran from English teachers' point of view. The study was based on the parameters of vocabulary, reading, grammar, language functions, and pronunciation practice. The researchers primarily focused towards the different aspects of language and their integration in the textbooks.

### **2.5.2 Studies in the Field of Multimodal text & Communication**

Teo & Jhu (2018) analysed the verbal and visual representations of affect and attitude in a set of English as a Foreign Language (EFL) textbooks published in China. The findings show how verbal and visual resources with positive appraisal meanings are employed to foster positive affect and attitudes toward English language learning along with the verbal and visual resources reflecting generally concordant attitudinal meanings such as dissonances among the people as well.

Jakobsen & Tønnessen (2018) investigated the multimodality in English as a foreign language, both as seen in the use of multimodal texts as artefacts and pedagogical texts for learning, and through an analysis of the multimodal learning designs. They explored a four-week teaching sequence, asking how different modes were involved when the educator designed literacy events around the novel "The Absolutely True Diary of a Part-Time Indian" and how multimodality was present in the students' meaning making. The study discusses some of the silent literacy practices in English teaching at lower secondary level in Norwegian schools

Dzekoe (2013) explored the potential of computer-based multimodal composing activities (CBMCA) to help L2 writers' do self-revision in academic writing. The study analyzed how

22 ESL (English as a second language) students used the CBMCA to facilitate self-revision as they composed academic papers.

Anastopoulou (2004) focuses on multimodal interactions for the design of a learning environment. He analyses the structure of the interactive space between the learner and the content to be learnt, and introduces and tests a framework to structure it. He proposes that multimodal interactions can encourage rhythmic cycles of engagement and reflection that enhance learners' meaning construction in science concepts, such as 'forces and motion'.

Yumin (2009) tries to elucidate how linguistic and visual semiotic resources are co-deployed to construe interpersonal meaning in multimodal textbooks. The study is situated in theoretical landscape of social semiotics and in the pedagogic context of EFL education. The study investigates the ways in which the semantic regions of engagement and graduation can be modelled in multimodal texts, with special reference to the interplay of voices in textbook discourse. Secondly, it analyses how verbal and visual semiotic resources are co-deployed to construe the 'emotion and attitude' goal highlighted in curriculum standards, with a particular focus on verbiage-image relations. Third, it extends the linguistic concept 'modality' to multimodal discourse, exploring coding orientation in texts for different educational contexts and between different constituent genres.

Doering (2007) investigates the possibilities of infusing Multimodal tools and digital literacies into an English education program. He refers to the digital social and interactive tools such as IM'ing, MySpace, Facebook, YouTube, Flickr, blogs, etc. to argue that the adolescents of the present generations are not communicating in the same way as the earlier generations used to communicate and this way, they are moving beyond the simple use of web for accessing information to the level of using Web 2.0 tools to be active communicators on the "Read/Write Web". He further argues that it is high time when these multimodal tools be infused into the

English curriculum to make them learn to perceive English as constituted by understanding and producing texts through interactive Web 2.0 tools.

## **2.6 Research Gaps:**

Based on the above literature review, the following research gaps have been identified:

- The textbooks of the Secondary grade have not been revised since the year 2007 which necessitates the test of the efficacy of the existing syllabus.
- Though Multimodality is being incorporated and used in the areas of Science, Maths, Art, etc. including English language teaching around the world, however, there are no studies on the inclusion of multimodality in the syllabus of secondary grade in India.
- There is no study that incorporates the opinion of teachers regarding the possibility of including multimodal tools for making the CBSE Secondary grade English syllabus more learner-oriented.

## **2.6 Objectives of the Study**

1. To understand teachers' perception towards the existing CBSE Secondary Grade English syllabus.
2. To understand teachers' perception towards the inclusion of multimodal tools in the syllabus.

After a detailed and exhaustive literature review, the next chapter presents the methodology adopted for data collection and data analysis along with the research framework and conceptual framework.