

**5.0 Introduction**

After the data analysis and discussion in the previous chapter, this chapter attempts to triangulate the findings objective-wise and also give recommendations for the improvisation in the syllabus on the basis of the findings of the data. The chapter also lists the contribution of the study along with the scope for the future studies in this field.

The objectives of this study have been:

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

Data triangulation has been used in the study to understand the perception of teachers to accomplish the objectives of the study. Both quantitative and qualitative data have been collected through questionnaire and semi-structured interviews to deduce the teachers' perception about the efficacy of the existing syllabus and Inclusion of Multimodal Tools in the Syllabus (IMS). The data collected for this purpose has been analysed statistically and qualitatively using different tools such as Cronbach's alpha, Cohen's Kappa inter-rater reliability analysis, KMO & Bartlett's Test of Sphericity, Exploratory Factor Analysis, Correlation Analysis, Mean Values and frequencies analysis, and thematic analysis in order to accomplish the objectives of the study.

## **5.1 Objective 1: To understand teachers' perception towards the existing CBSE Secondary Grade English syllabus.**

To accomplish the first objective of the study, several statistical and qualitative analysis have been performed. There are four research questions under the first objective of the study. Exploratory Factor Analysis (EFA) has validated the parameters of syllabus design. Through EFA, four parameters of syllabus have been extracted and further analysed in the study. Following conclusions have been drawn after the analyses of the data.

### **5.1.1 Analysis one: Correlations among the constructs/variables of syllabus and multimodal tools as per teachers' understanding?**

Correlation among the parameters of syllabus and IMS have been analysed through correlation coefficient values which have reflected that the parameters of syllabus design are correlated and have an impact upon each other. The data has also reflected that the aspect of IMS has a negative correlation with the other parameters of syllabus. It shows that the teachers who have been found negative towards the parameters of syllabus have shown a positive outlook towards IMS.

### **5.1.2 Analysis two: Difference among the constructs/variables of syllabus and IMS as per teachers' understanding?**

To know the understanding of teachers regarding whether they identified and differentiated among the parameters of syllabus, a paired samples t-test has been performed by making 10 pairs of the parameters of syllabus and IMS. The significance values suggest that the teachers perceive all the parameters as different from each other; the mean values suggest that the teachers have shown a more positive outlook towards IMS than the existing syllabus suggesting that they feel that inclusion of multimodal tools can be highly beneficial if included in the syllabus.

### **5.1.3 Analysis 3: Teachers' understanding towards the syllabus of English and the presence of multimodal tools in the existing syllabus**

In order to understand the teachers' perception towards the different parameter of syllabus, both quantitative and qualitative data have been collected and analysed. The results indicate that most of the teachers believe that there is scope for improvement in the syllabus in all the parameters of the syllabus design to improve its efficacy. The data reflects that the teachers feel that the course objectives of language acquisition have not been achieved as desired. Many of the students find themselves lacking in the acquisition of appropriate English to communicate in various social settings. As discussed in chapter 4, there are various reasons for this phenomenon as highlighted by the teachers such as lack of environment, lack of focus on language teaching, removal of communicative syllabus and introduction of 'Course B', substandard course material, non-updated textbooks, cumbersome syllabus, lack of digital support, marks-oriented teaching, faulty evaluation system, etc. The data also suggests that the teachers are not able to carry out the required activities due to lack of time. Regarding the acquisition of the language skills in the CBSE syllabus, the study corroborates the findings by Haider (2016) who states that language skills do not receive equal treatment either in the classroom or in the syllabus. The syllabus reveals that there is not a single book or topic assigned for the practice of speaking and listening skills all though fifty classes which were assigned for speaking and listening skills. Teachers also feel that the language skills i.e. listening, speaking, reading and writing are not being indoctrinated which is a serious concern. Content in the textbooks has not been revised since 2007 and communicative syllabus has already been removed leaving the teachers and students with "Course B" i.e. Language and Literature. The interviews particularly reflected that the teachers are more in favour of the Communicative syllabus than the present syllabus because Communicative syllabus offered better variety of material and activities for improvement of students' language skills. The data

also shows that the teachers find the digital and visual support in the books insufficient. The textbooks of communicative syllabus which had been part of English syllabus included some references to the online content. Teachers have stated that modern-day writing skills such as email, blog-writing, posting and responding on social media, etc. are not covered in the syllabus. Talking about the system of evaluation, teachers feel that there are some grey areas such as the questionable moderation policy, marks-oriented teaching and learning, faulty implementation of ASL and internal assessment. Teachers have highlighted the issue of reduction in the weightage of ASL marks from 20 marks to 5 marks which according to them, can affect the accomplishment of two of four main language skills i.e. listening and speaking. They substantiate the argument presented by Mathews (2018) who felt that the reduction in the weightage of ASL will have serious consequences in the long run. The findings clearly reveal that the teachers who are the central practitioners find serious gaps in the syllabus which do not lead to the desired learning of the subject.

## **5.2 Objective 2: To understand teachers' perception towards the inclusion of multimodal tools in the syllabus**

### **5.2.1 Analysis 1: Teachers' perception about usefulness of the multimodal tools in the syllabus**

After analysing teachers' views in the existing syllabus of secondary grade English course, the study planned to know the teachers' views on the inclusion of multimodal tools. To accomplish this second objective of the study, literature review in chapter 2 discussed the rationale behind using these tools for enhancing the efficacy of the syllabus and increasing the learning motivation for language acquisition. The findings reflect that the teachers are highly positive about the prospect of using the multimodal tools in and outside the language classrooms. Results of the data analysis indicate that most of the teacher respondents recommend the use of multimodal tools as these tools can assist in faster and easier learning of difficult concepts

by enhancing the curiosity and motivation level of the learners. These tools will enable the learners to apply the learning in their real life situations. The teachers also believe that besides making the process of teaching and learning interesting, such tools will benefit the slow learners as well.

### **5.2.1 Analysis 2: Teachers' perception about the inclusion of multimodal tools in the syllabus?**

The findings of the study also highlight the challenges of including the multimodal tools in syllabus. The data reflects that most of the respondents feel that affordability is one of the major constraints. According to teachers, there are many people in this country who find it hard to buy smartphones or multimedia devices due to their financial condition. Equally, the government schools are not well-equipped with such facilities and on the other hand, to provide these facilities, the government will require to invest a lot of money. Rural areas in the country suffer from the issue of poor internet connectivity which is another challenge for the government to resolve. These issues pose a challenge to the government and the syllabus designers to find a way-out to bridge the gap of technology between the poor and the rich; the rural and urban areas; and between the government schools and private schools. The study has also tried to know the teachers' opinion regarding filling up these gaps which have been presented under the recommendations section in this chapter.

### **5.3 Recommendations**

The findings of this study have reflected the teachers' perception about both the aspects as explored for accomplishing the first two objectives of the study. Several gaps have been observed in both the areas i.e. the efficacy of the existing syllabus of secondary grade English course and the inclusion of multimodal tools in the syllabus. To overcome the gaps, the present study provides the following recommendations:

- Redefining the course objectives aligning with the interpretation and creation of Multimodal texts
- Focus on communication process involving the skills of listening, reading, viewing, speaking, writing and representing for improving Multimodal Communicative Competence of the learners
- Revision of the textbooks in the following areas:
  - Inclusion of interesting and stimulating literary pieces in the forms of stories, anecdotes, poems, extracts from notable literary pieces, long reading material such as novels and poems
  - Literary pieces by a variety of notable authors, especially Indian authors for having relatable ethos and for enhanced cultural sensitivity among the students
  - Standardisation of the content as per the level of students
  - Inclusion of interesting, engaging and creative activities in the textbooks
  - Provision of practice material for grammar and writing skills
  - Enhanced visual support in the textbooks
  - Provision of references to online platforms for further reading and viewing information on the topics
  - Course Content for developing multimodal communication skills
  - Inclusion of writing skills such as email writing, blog writing, posting and responding on social media platforms, etc. to increase learners digital literacy in English
- Inclusion of activities and material for improving the students' skills of viewing and representing

- Rectification of the period allotment in the CBSE curriculum for different skills giving adequate scope for developing all the language skills by giving teachers enough time for syllabus completion and conducting related activities
- Use of multimedia and ICT tools in and outside the classroom for better understanding of the topics
- Use of different forms of texts (written, spoken, visual, multimodal, and in print or digital/online forms) (The Australian Curriculum, 2010)
- Teacher Autonomy in the selection and use of tools, techniques, and methods
- Establishment of well-equipped libraries with online and offline content
- Improvements in the system of evaluation for holistic evaluation of students' skills
- Emphasis towards a balanced approach of marking the answer sheets
- Increased weightage and proper implementation of ASL
- Standardisation of internal assessment by creating rubric
- Questions on the new patterns of communication such as emails, blogs, creation of multimodal texts, etc.
- Inclusion of type of questions to improve the students' competence for competitive exams
- Though the process of integration and use of multimodal tools is time-taking and expensive, still it is recommended that the process should be planned and initiated considering the importance of these tools in the present time, and also to keep pace with the educational developments already made in the world
- Improvement of the digital infrastructure at different levels such as:
  - Government schools.
  - Connectivity in the rural areas.

- Allotment of funds to bring the rural and government schools abreast with more resourceful schools.
- Regular quality teacher-training to train and update the teachers regarding the use of the multimodal tools in the classroom.

#### **5.4 Contribution of the Study**

The findings from this study are applicable to the CBSE, New Delhi, its affiliated schools, teachers and students of secondary grade. This study mainly contributes towards the development of a new syllabus for secondary grade including the recommendations of this study. The major contributions of the present study are as follows:

- The study establishes that the teachers distinguish the different parameters of syllabus separately and also corroborate the correlation among the parameters of syllabus showing that the different parameters are inter-dependent and affect the functioning of each other.
- The study has indicated the gaps that exist in all the parameters in the existing syllabus and has provided recommendations to fill those gaps.
- The study provides an insight into the teachers' perception on the CBSE Secondary grade syllabus and the possibility of integration of multimodal tools in the syllabus.
- The study establishes that the syllabus needs improvements in all the aspects and also establishes the need of integration of multimodal tools in the syllabus.
- The study advocates revision of the textbooks in the syllabus as these books have not been updated since 2007. The study establishes that this is high time when the syllabus should be revised and improved which may result in the development of the multimodal skills wherein the students may understand and create multimodal texts as per the need of the 21<sup>st</sup> century.

- The study presents an analysis of the teachers' views about the visual appeal of the textbooks along with the digital and online support in the books. Several suggestions in this regard have been presented by this study.
- This study helps the syllabus designers at CBSE to redesign and restructure the syllabus on the lines of Multimodality for boosting the learning with the new technologies and by making use of an array of modes which may create better interest in learning as all the learners will get to learn in their preferred ways in the new syllabus designed with multimodal approach. The study substantiates the views of Kumar & Lata (2019) who emphasize upon the need of developing the syllabus keeping in mind the latest technological advancements and the effects which they have created in the dissemination of knowledge and communication.
- The study highlights the issues in the system of evaluation in different aspects such as improvement in answer sheet evaluation, ASL, Internal Assessment, and holistic evaluation of students' language skills. The study discusses reasons and provides recommendations for improvements in these areas.
- The study also sheds light on the aspect of teacher-training in order to make the teachers capable and equipped with the knowledge and expertise to use multimodal tools in and outside the classroom. As Gressard and Loyd (2010) also believe that "teachers' attitudes toward computers are a key factor in the successful implementation of ICT in education". Teachers are required to be upskilled before they wield the tools of educational technology in the day-to-day teaching.
- The study takes language learning to the next level through the integration of multimodal tools in the syllabus by corroborating the outcomes of another study by Demirdöken (2019) on Turkish EFL students where he concluded that that "rather than just learning the target language, technology will foster their learning processes".

- The study suggests the government to develop the digital infrastructure in the government schools by providing equipment and good internet connectivity for using multimodal tools in the classrooms. The government is also advised to allocate funds for such projects in a phased manner.

Thus, the study will help the syllabus designers and textbook developers at the CBSE and NCERT in redefining the syllabus and revising the textbooks in the areas of course objectives, content, calendar, methodology, evaluation and the integration of multimodal tools. The study will also help the government in understanding the importance of bridging the gaps in the technological advancements in the government schools and rural areas in the country.

### **5.5 Future Scope of Study**

The present study has tried to analyse the syllabus of secondary grade to check its efficacy and explore the future improvements keeping in view the integration of multimodal tools in the syllabus using both quantitative and qualitative methods of research. However, the study has had its own limitations which have been presented in the introductory chapter. Even after covering secondary grade syllabus with the broad definition of syllabus design by analysing all the parameters of syllabus design, there is a lot of scope for further study in this area. The scope of further study is as under:

- The present study has evaluated the efficacy of the existing syllabus from the point of view of the teachers, further study can be conducted incorporating the views of the students and syllabus designers as well.
- The present study does not compare the views of teachers from the residential school with the views of teachers from day schools; and teachers from different age categories or age categories. Studies can be conducted in the future to conduct studies to analyse the views of teachers by comparing the teachers' perception category-wise.

- The present study analyses the CBSE secondary grade syllabus. Further studies can be conducted to analyse the syllabi of different national and state boards. Comparative studies among the syllabi of different boards can also be conducted.
- The present study does not deal with the efficacy of teacher training in a detailed manner. Further research can be conducted to ascertain the quality teacher training to ensure effective implementation of the syllabus.
- The present study does not employ content analysis which can be explored in further studies to analyse the textbooks in a more detailed manner.
- The present study deals with secondary grade syllabus; further research can be conducted to check the possibility of incorporation of multimodality in the syllabi of different levels in school and college education.
- The parameter of evaluation can be explored further by employing both quantitative and qualitative analysis. Content analysis of the level and efficacy of question papers can also be explored in the future.

Thus, the final chapter presents a summary of the findings and recommendations of the study. It also enumerates the contributions made by this study; and it also discusses the scope of future research in this area. The study may prove productive and helpful for the different government and private organisations which want to propose changes in the secondary education, especially English syllabus.